ACS WASC/CDE Focus on Learning Self-Study Training: Part Two

2017 Schools

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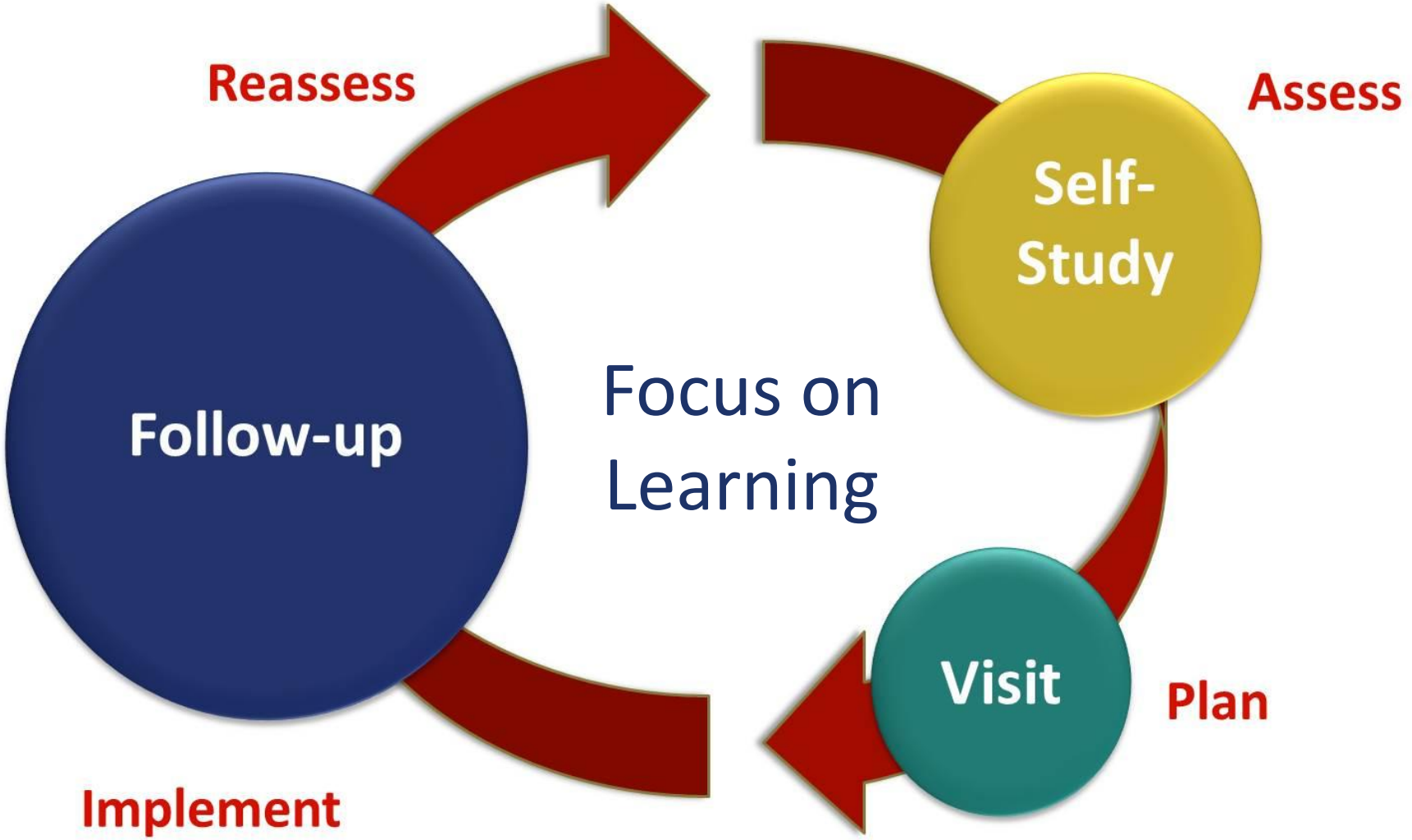
ACS WASC/CDE Accreditation:
A Focus on Learning

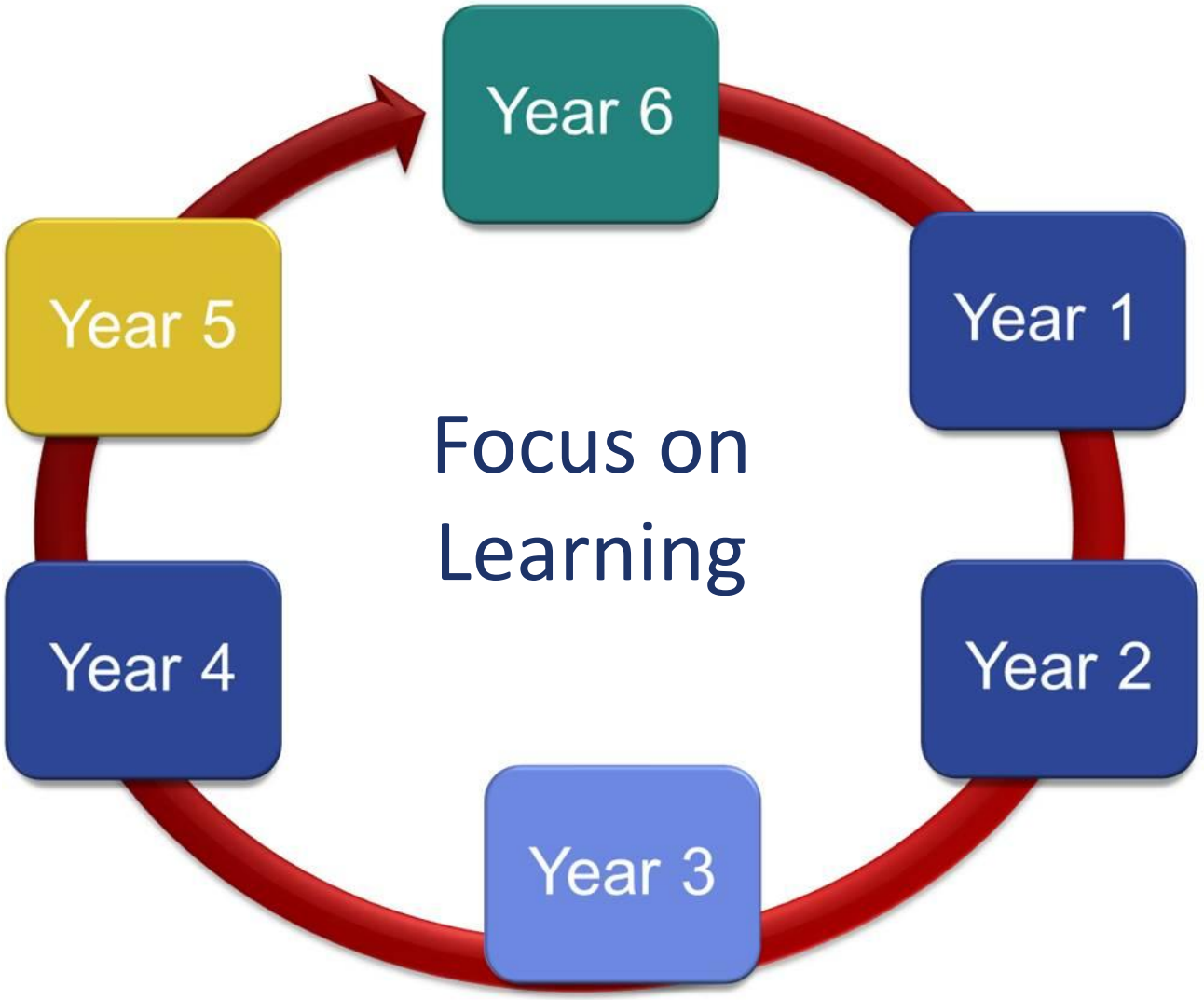
Checking Up

What's Really Going On?

Thinking about Next Steps

Accreditation Cycle of Quality




Year 6
Year 1
Year 2
Year 3
Year 4
Year 5
Focus on Learning

How is the self-study progressing at your school?

What are the areas that you would like us to address today?

Outcomes of the Self-Study

Involvement and collaboration

Clarification and measure of Schoolwide Learner Outcomes

Data analysis

Assessment of the entire school program

Alignment of long-range action plan to school's areas of need along with capacity to implement and monitor the plan

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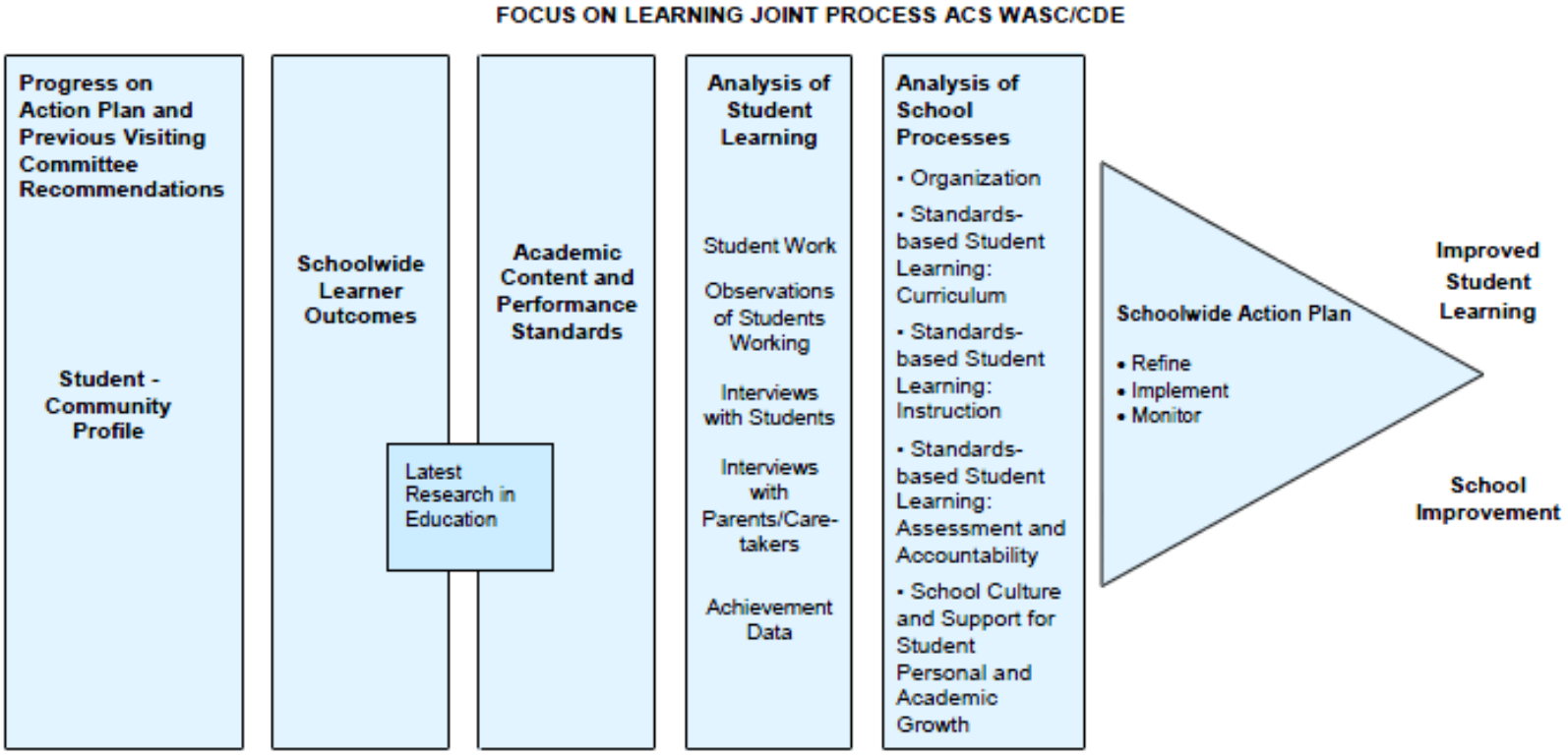
Meeting the Outcomes



Focus on Learning Self-Study Process

What *is the ideal based upon?*

So What *currently exists and how effective is it?*

Now What *how will we modify in our schoolwide plan?*

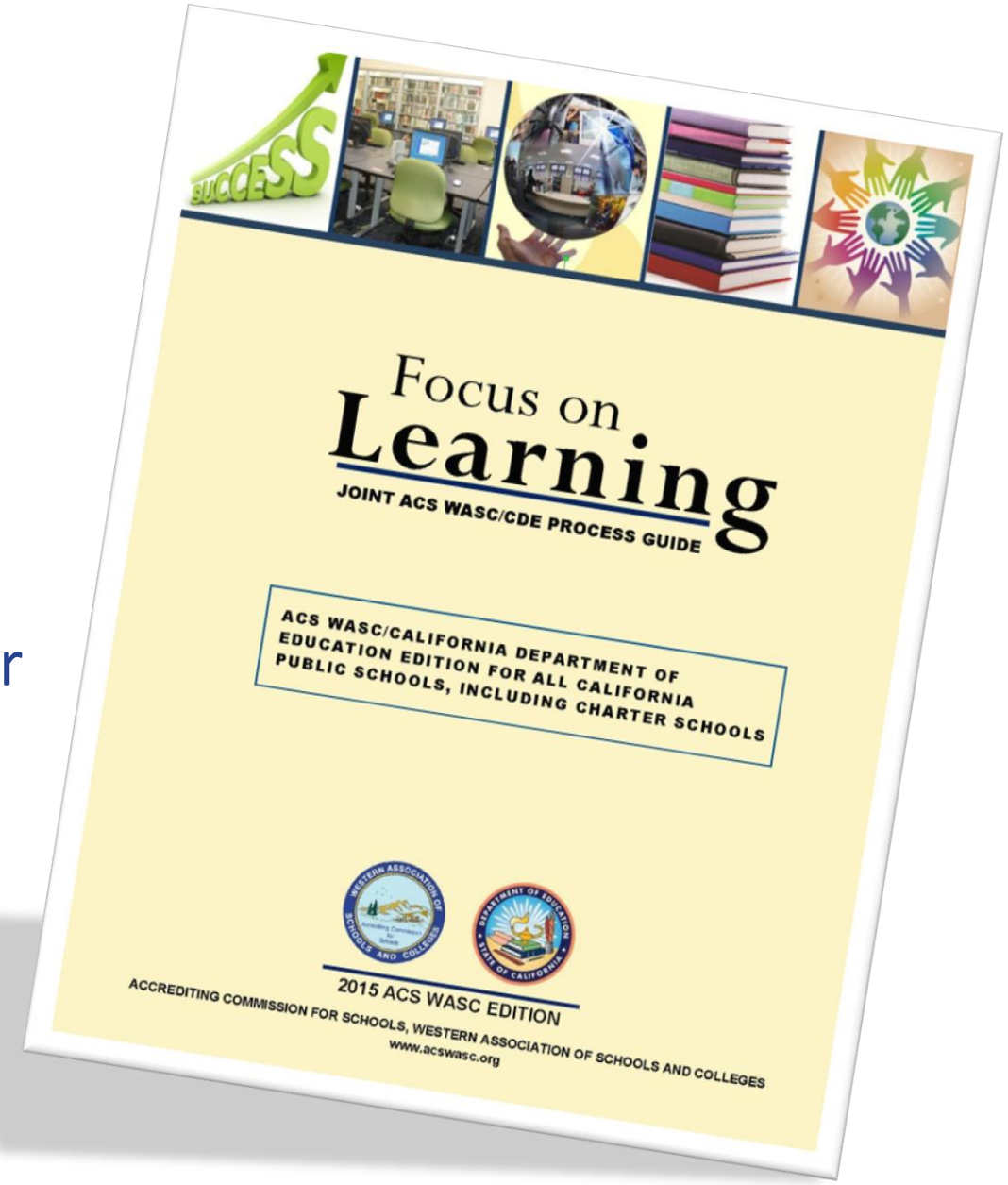
Where is the school now?
Where's it going?
Does it have a good roadmap?

One Schoolwide Plan

Directions
2015 Manual

Self-Study Coordinator
Self-Study Report
Preparation Checklist

pp. 21-22



Directions
2016 Manual

Self-Study Coordinator
Self-Study Report
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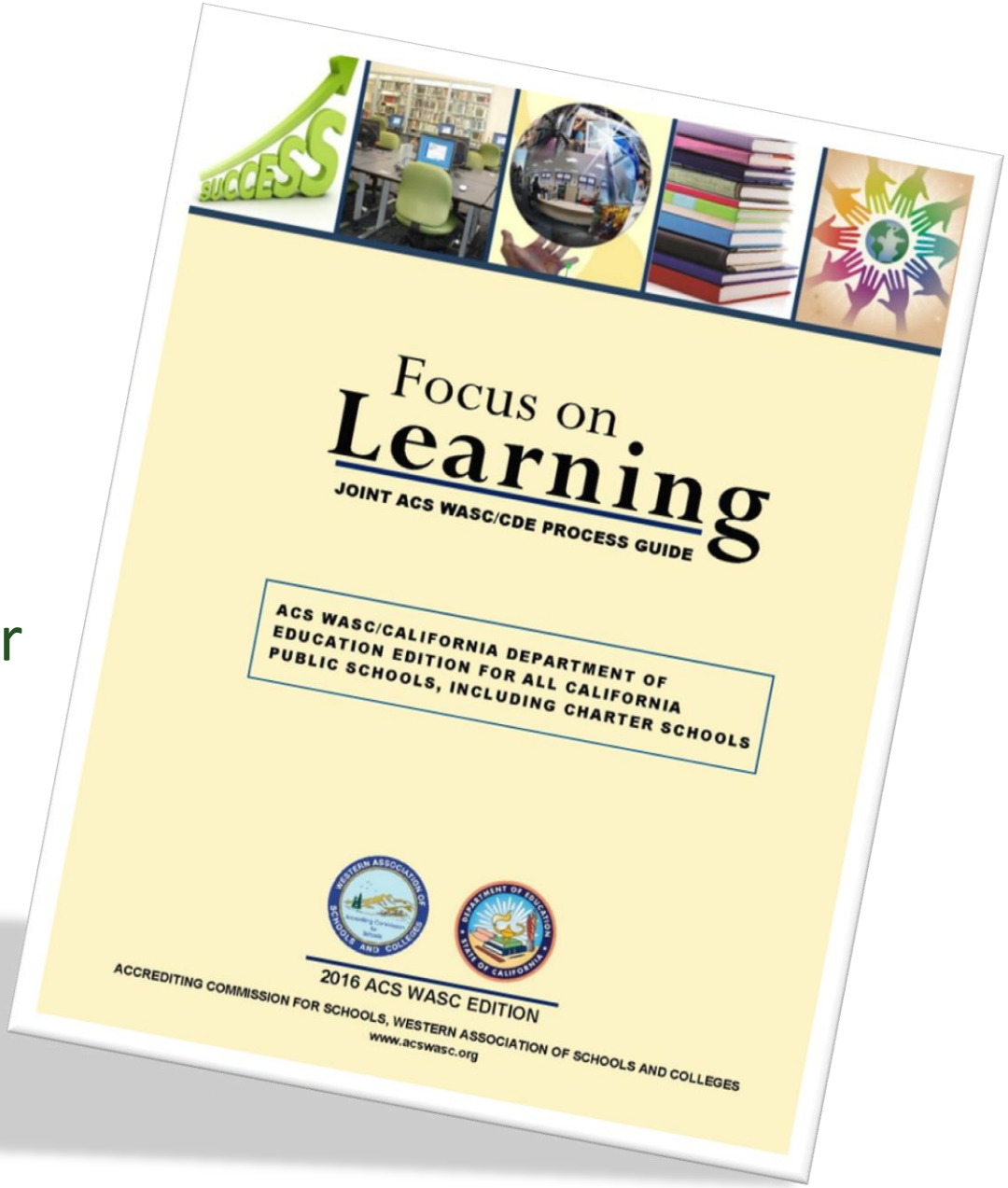
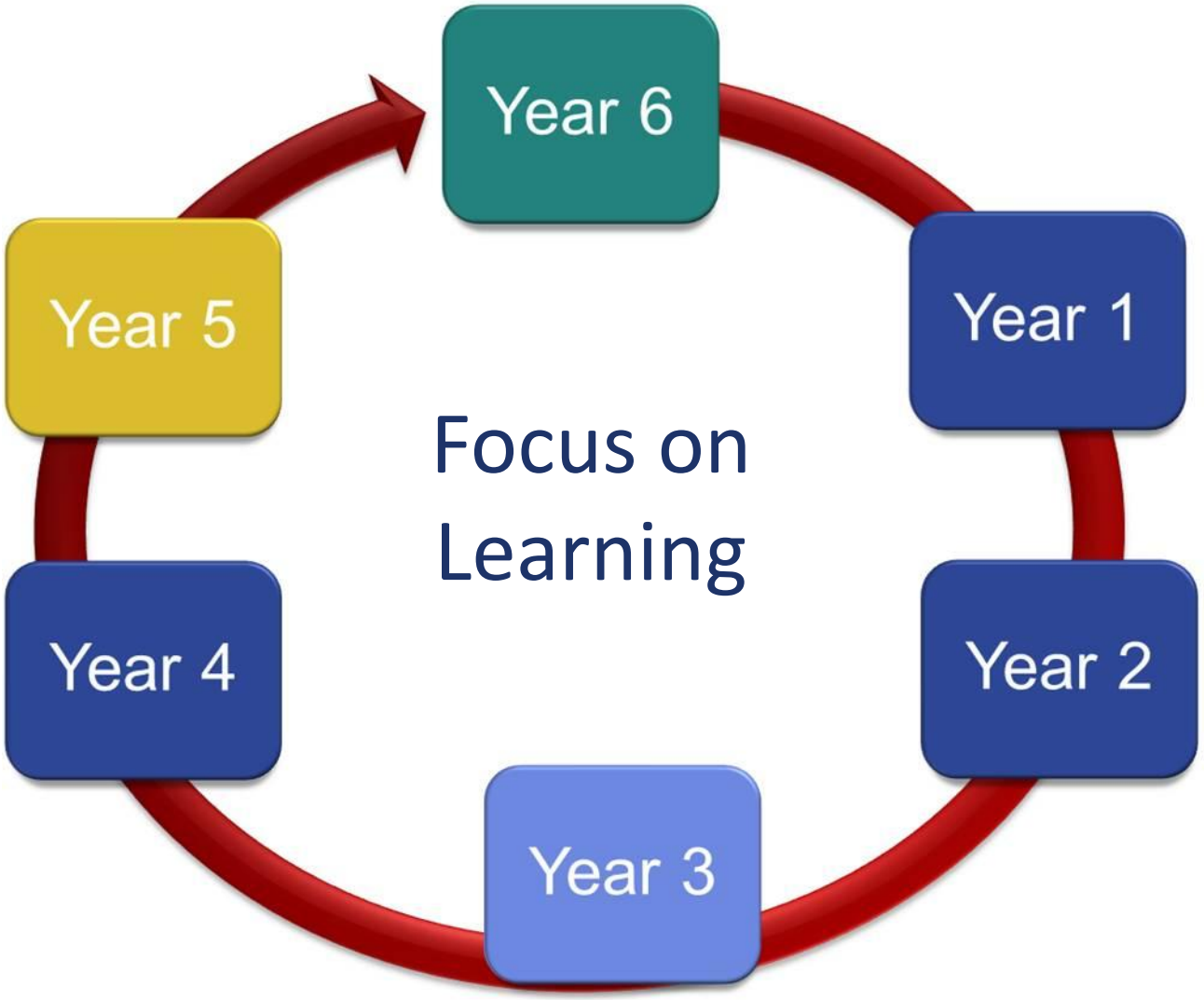
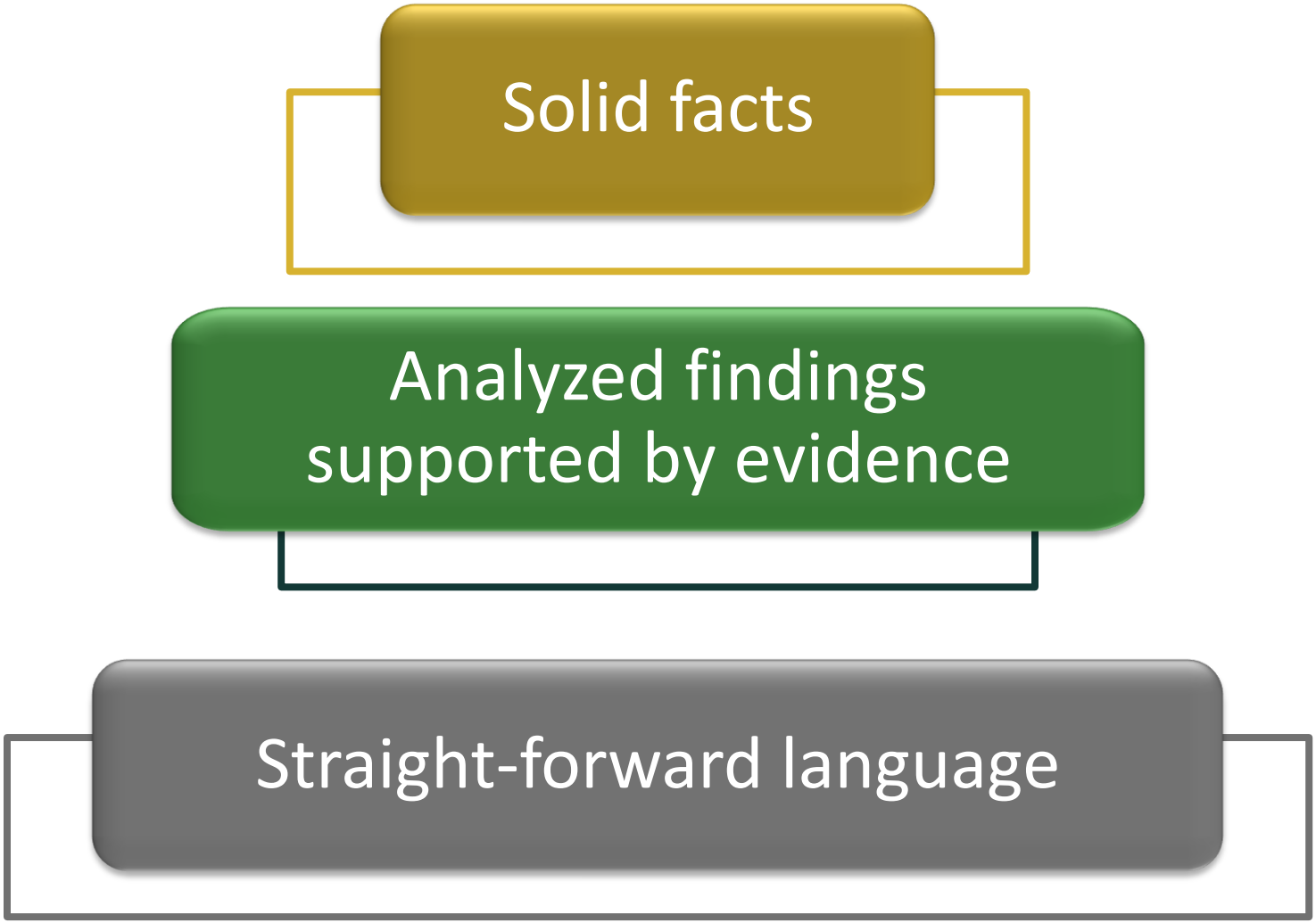
p. 21-22




Year 6
Year 1
Year 2
Year 3
Year 4
Year 5
Focus on Learning

Characteristics of a Quality Self-Study

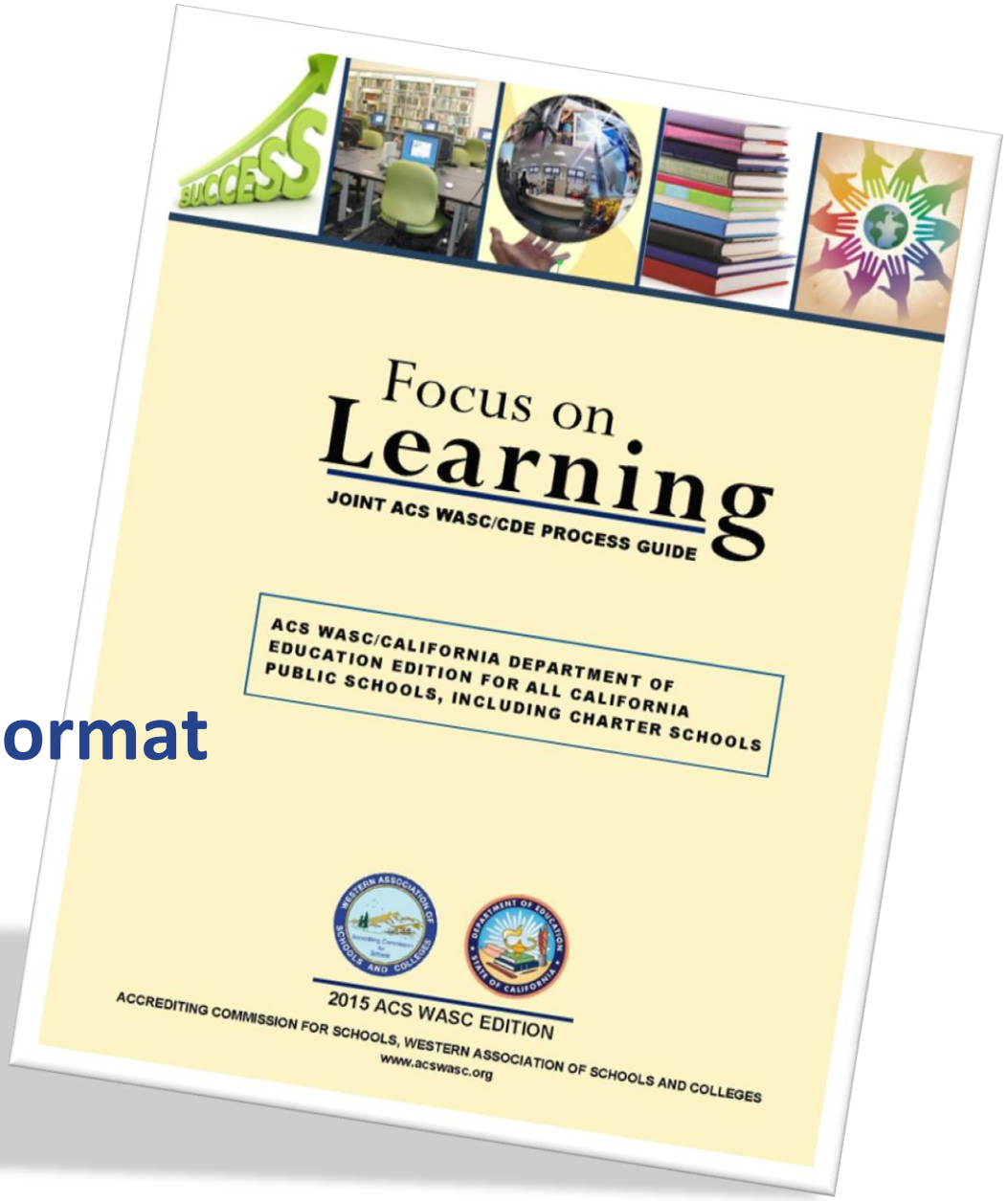


ACS WASC/CDE Self-Study

Directions
2015 Manual

Self-Study Report Format

pp. 29-30



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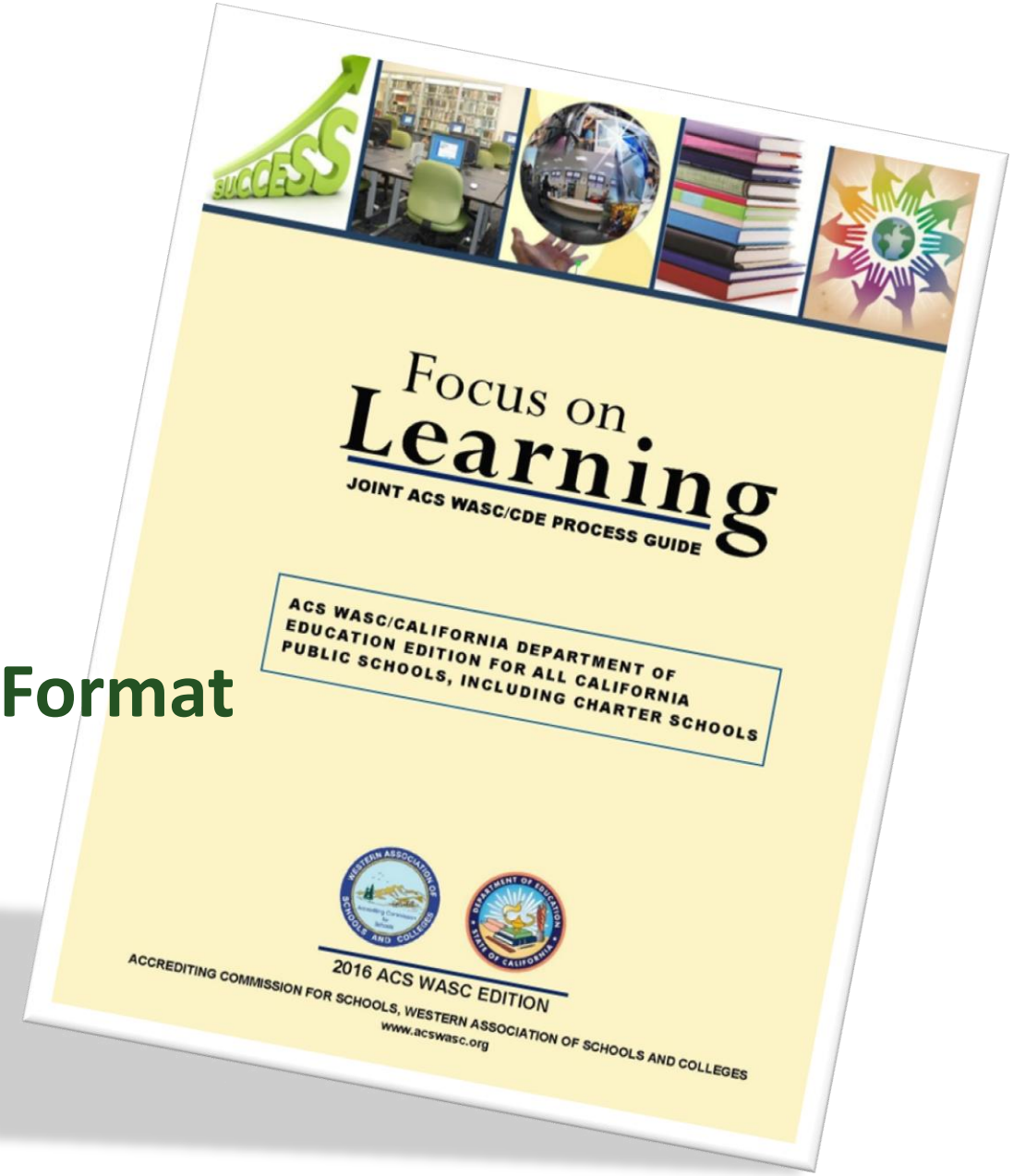
Self-Study Report Format

pp. 29-30

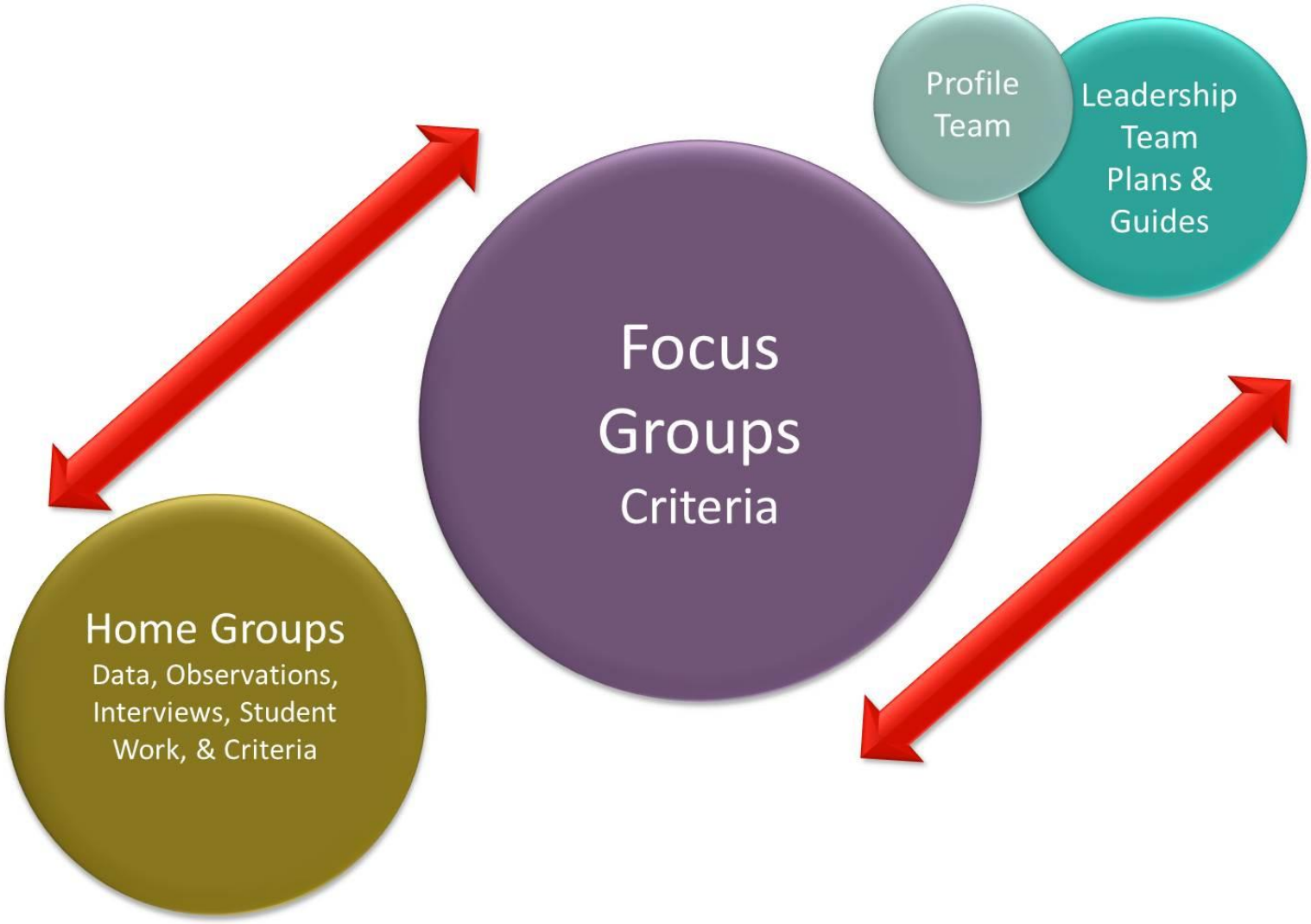


Timeline

Will the self-study be ready to be submitted **no later than six weeks** prior to visit?

Has the maximum time been allotted for home and focus group work—maximizing regular meeting time?

Doing the work



How have you organized your Focus Groups?

Scheduling Focus Group Work in terms of needed Home Group or Departmental data gathering/discussions

Staggering the work

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Task 1

Chapter I School Program Data

pp. 43-53

Self-check Questions
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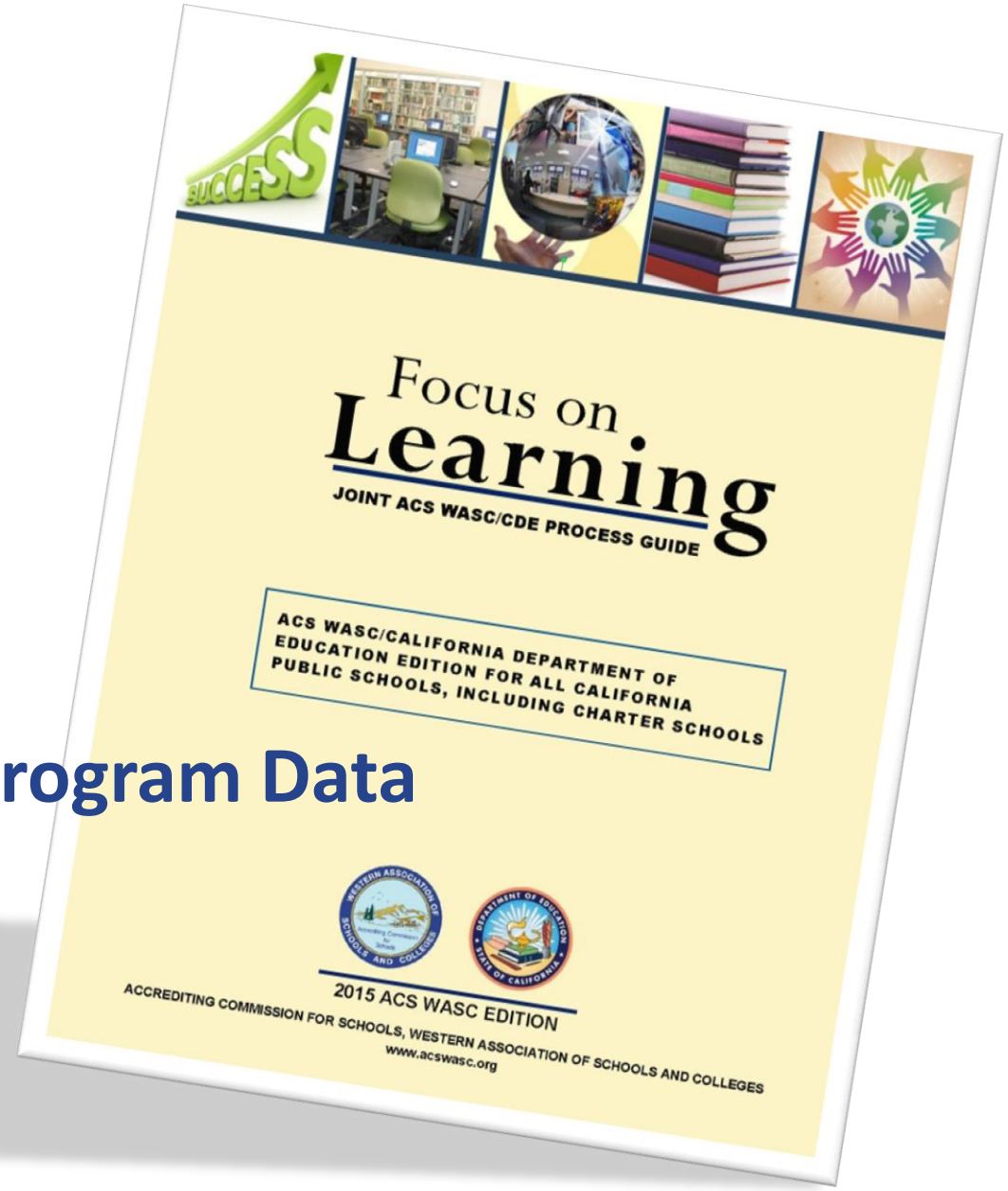

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Task 1

Chapter I School Program Data

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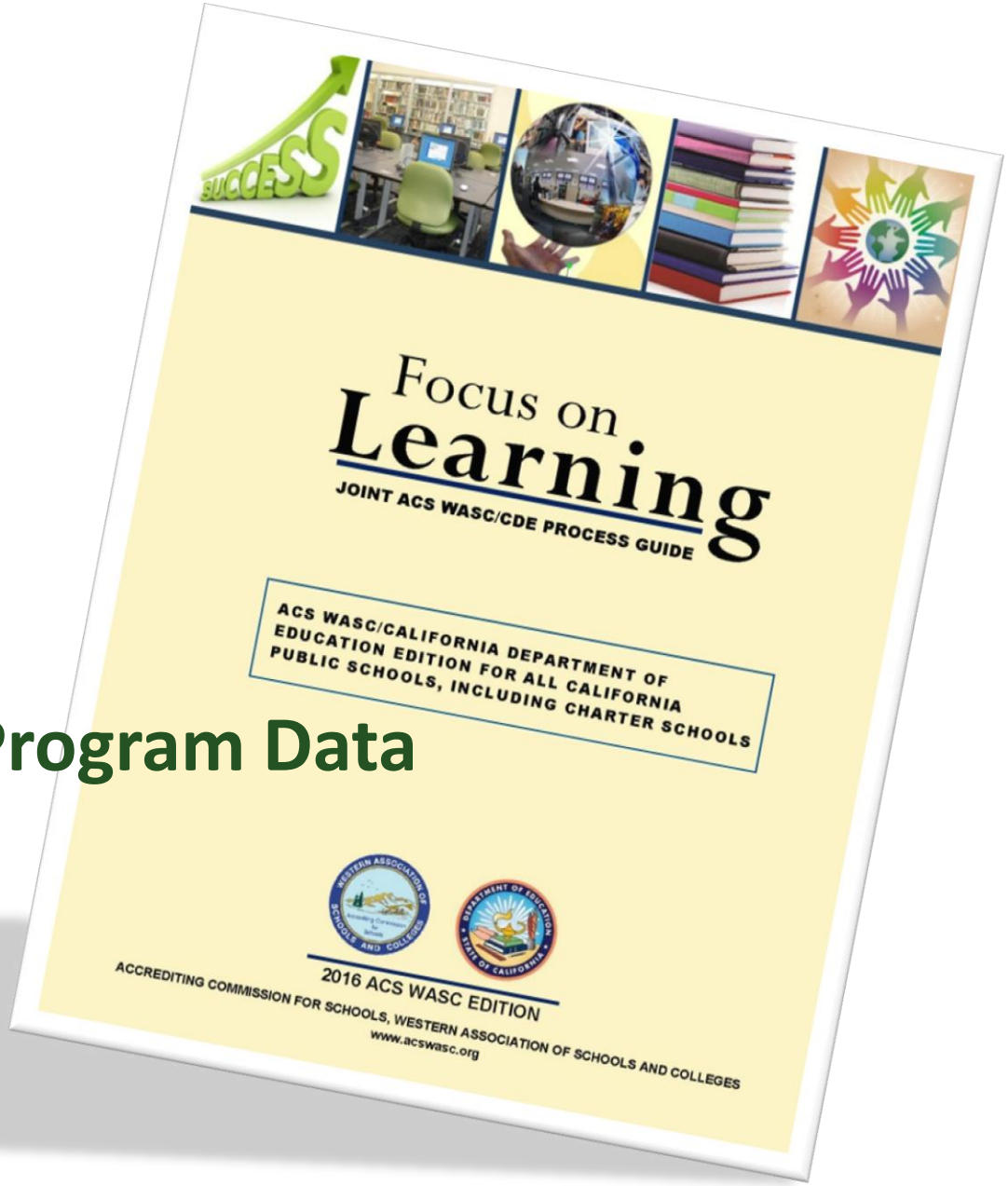


Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices

LCFF Funding Snapshot

Fiscal Year: 2014–15
(As of June 2015, P-2)

LEA Name:
County:
CDS Code:

Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the Principal Apportionment Web page.

LOCAL EDUCATIONAL AGENCY (LEA) DATA					
Grade Span	K–3	4–6	7–8	9–12	Total
Funded Average Daily Attendance (ADA)	0.00	0.00	6,652.28	15,108.28	21,760.56
Unduplicated Pupil Percentage (UPP)	25.69 %				

LCFF TARGET ENTITLEMENT

Funding calculation based on the LCFF funding model. During transition most LEAs will not receive this level of funding. The LCFF will be phased in over an estimated eight years.

Components	Amount
Base Grant Funding	$ 180,371,243
Supplemental Grant Funding	9,267,475
Concentration Grant Funding	0
Necessary Small Schools (NSS) Allowance	0
Add-On Funding	1,789,004
Total LCFF Target Entitlement	**$ 191,427,722**

LCFF TRANSITION ENTITLEMENT

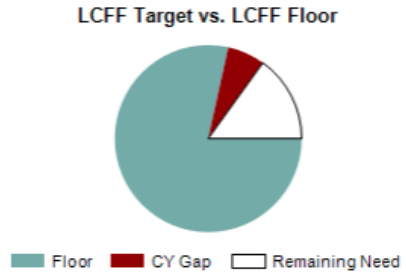
Calculation of the LEA's funding entitlement during the transition period until full implementation of LCFF. This table will either have an amount shown under the Target or the Floor, whichever is lower.

Components	Amount
LCFF Target Entitlement	$ 0
Floor Entitlement, Including Prior Year (PY) Gap	150,202,280
Current Year (CY) Gap Funding	12,433,660
Economic Recovery Target	0
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	0
Total Transition Entitlement Adjusted for Additional SA for MSA*	**$ 162,635,940**

LCFF TARGET vs. LCFF FLOOR

A comparison of the LEA's Target and Floor Entitlements to determine current year Remaining LCFF Need. Some LEAs are funded at the Target and do not have a Remaining LCFF Need.

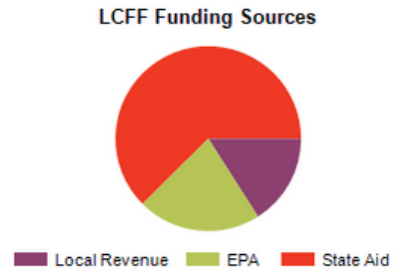
Components	Amount
LCFF Target Entitlement	$ 191,427,722
Less Floor Entitlement, Including PY Gap	(150,202,280)
Less CY Gap Funding	(12,433,660)
Remaining LCFF Need	$ 28,791,782



LCFF FUNDING SOURCES (ACTUAL FUNDING)

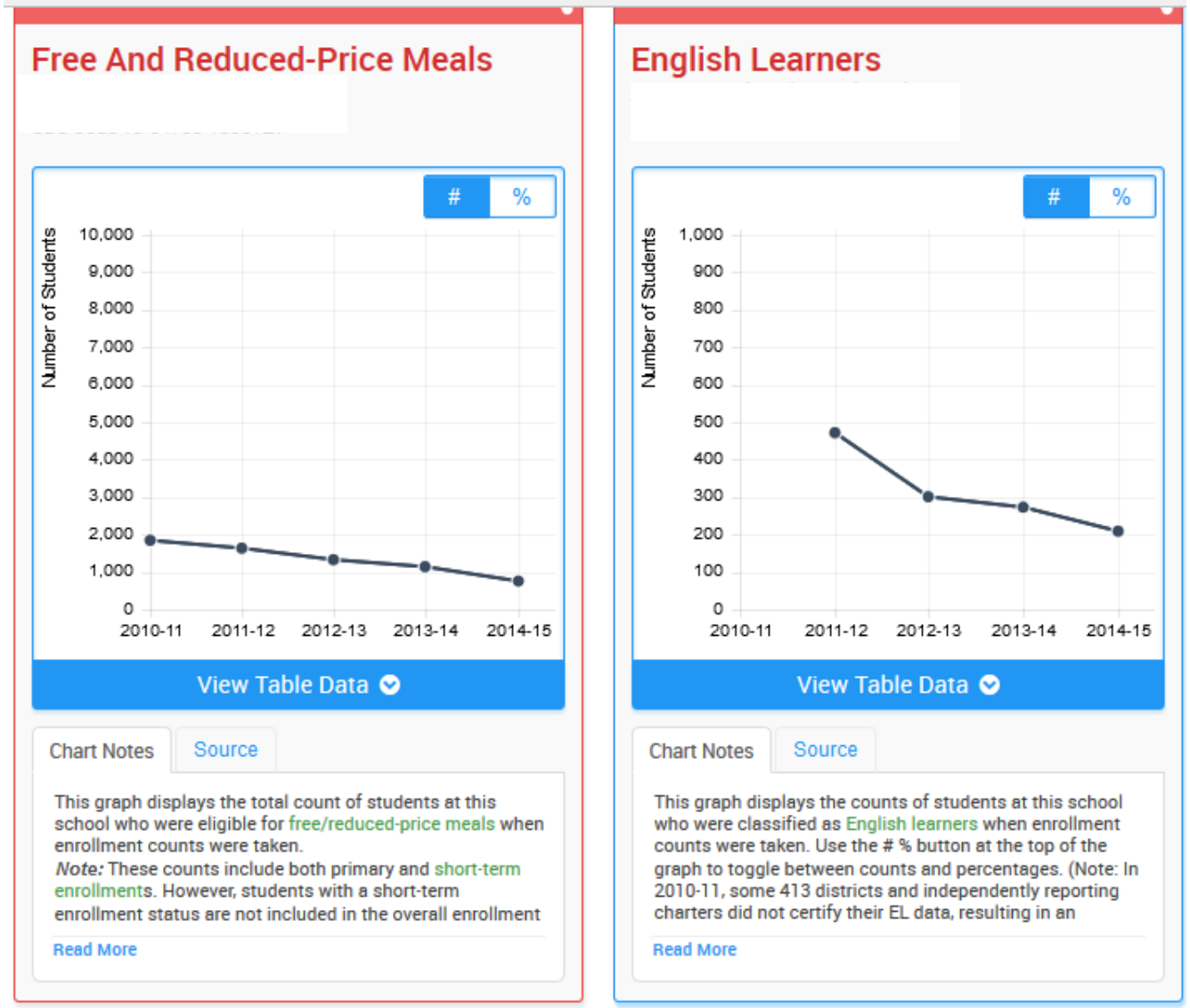
The actual amount of current year LCFF funding by source.

Components	Amount
Local Revenue	$ 26,017,635
Education Protection Account (EPA) State Aid	35,049,910
LCFF State Aid Before MSA	101,568,395
Additional SA for MSA	0
Total Funding**	**$ 162,635,940**



Available for districts and charter schools
http://ias.cde.ca.gov/lcffreports/

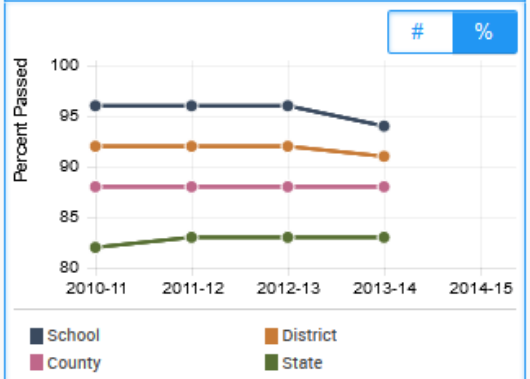
Ed-data.org - Demographics



Ed-data.org – Performance

CA High School Exit Exam 10th Grade English Results

View by Gender, Ethnicity & More



View Table Data

Chart Notes | Source

(2014-15 data pending.) This graph displays 10th-grade students who passed the English Language Arts portion of the California High School Exit Exam (CAHSEE) when they took the CAHSEE for the first time. With the exception of some special education students and students in the class of 2015, all California high school students were required to

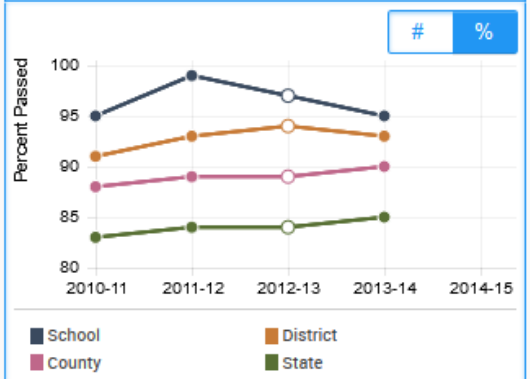
Read More

CA High School Exit Exam 10th Grade Mathematics Results

Esperanza High

CDS Code 30-66647-3030053

View by Gender, Ethnicity & More



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(2014-15 data pending.) This graph displays 10th-grade students who passed the Mathematics portion of the California High School Exit Exam (CAHSEE) when they took the CAHSEE for the first time. With the exception of some special education students and students in the class of 2015, all California high school students were required to

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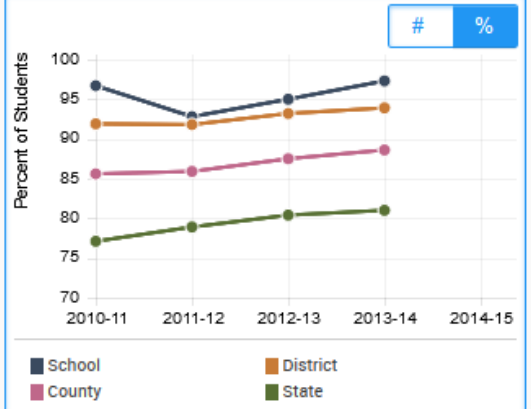
Cohort Graduates

View by Race/Ethnicity, Gender & More



View Table Data

Chart Notes | Source

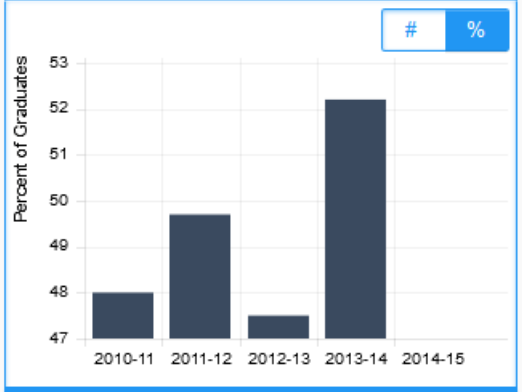
(2014-15 data pending.) This chart displays the students in a 4-year cohort who graduated in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) .

Read More

Ed-data.org – Performance

Graduates Meeting UC/CSU Course Requirements

View by Race/Ethnicity, Gender and More



View Table Data

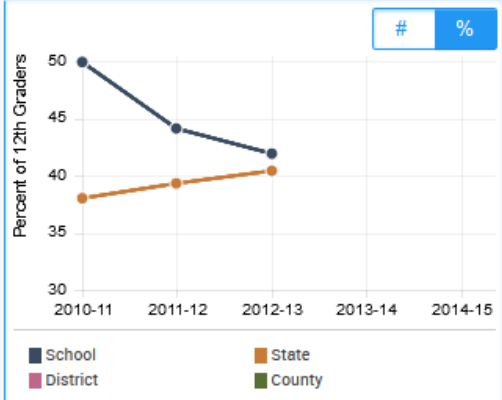
Chart Notes | Source

(2014-15 data pending.) This graph displays the 12th-grade graduates who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. This represents only a portion of the entrance requirements for UC or CSU.

Read More

SAT Test Taking

Filter Data



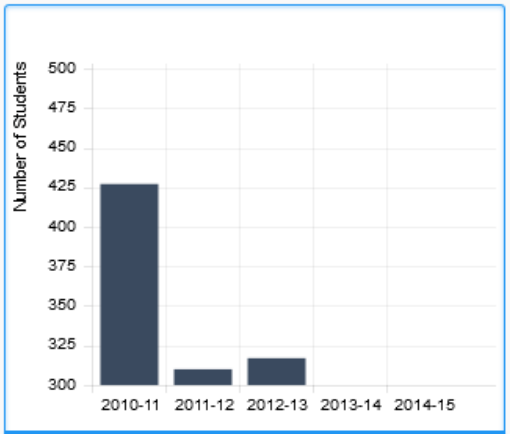
View Table Data

Chart Notes | Source

Note: Beginning with the 2013-14 year, SAT data will be reported differently and will include data for students who took the SAT in other grades. Ed-Data will include a new graph with those data as they become available.
This graph displays the 12th-grade students who took the SAT Reasoning Test. The SAT is a standardized test that

Read More

Number of 11th- & 12th-Graders Taking AP Exams



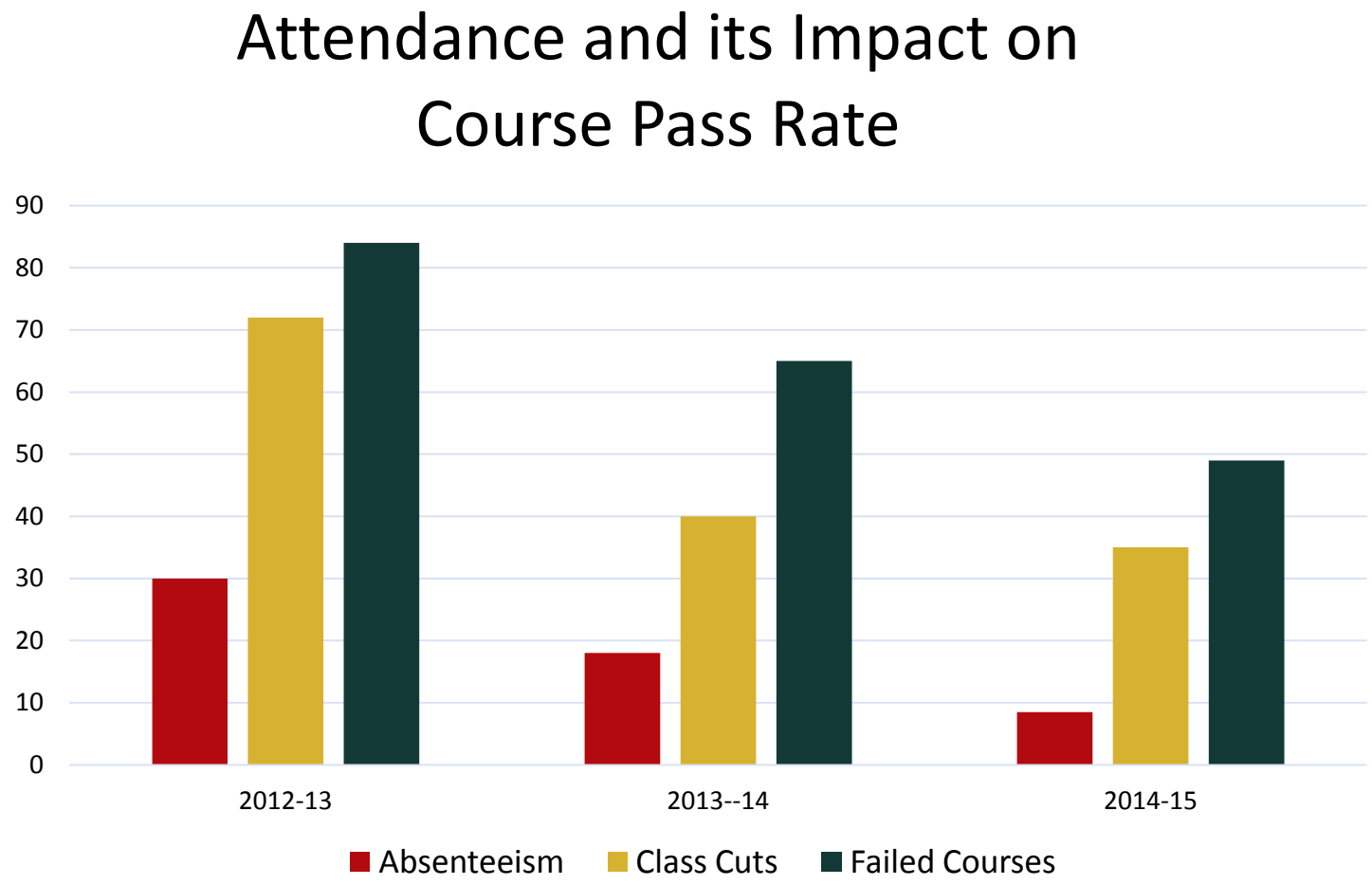
View Table Data

Chart Notes | Source

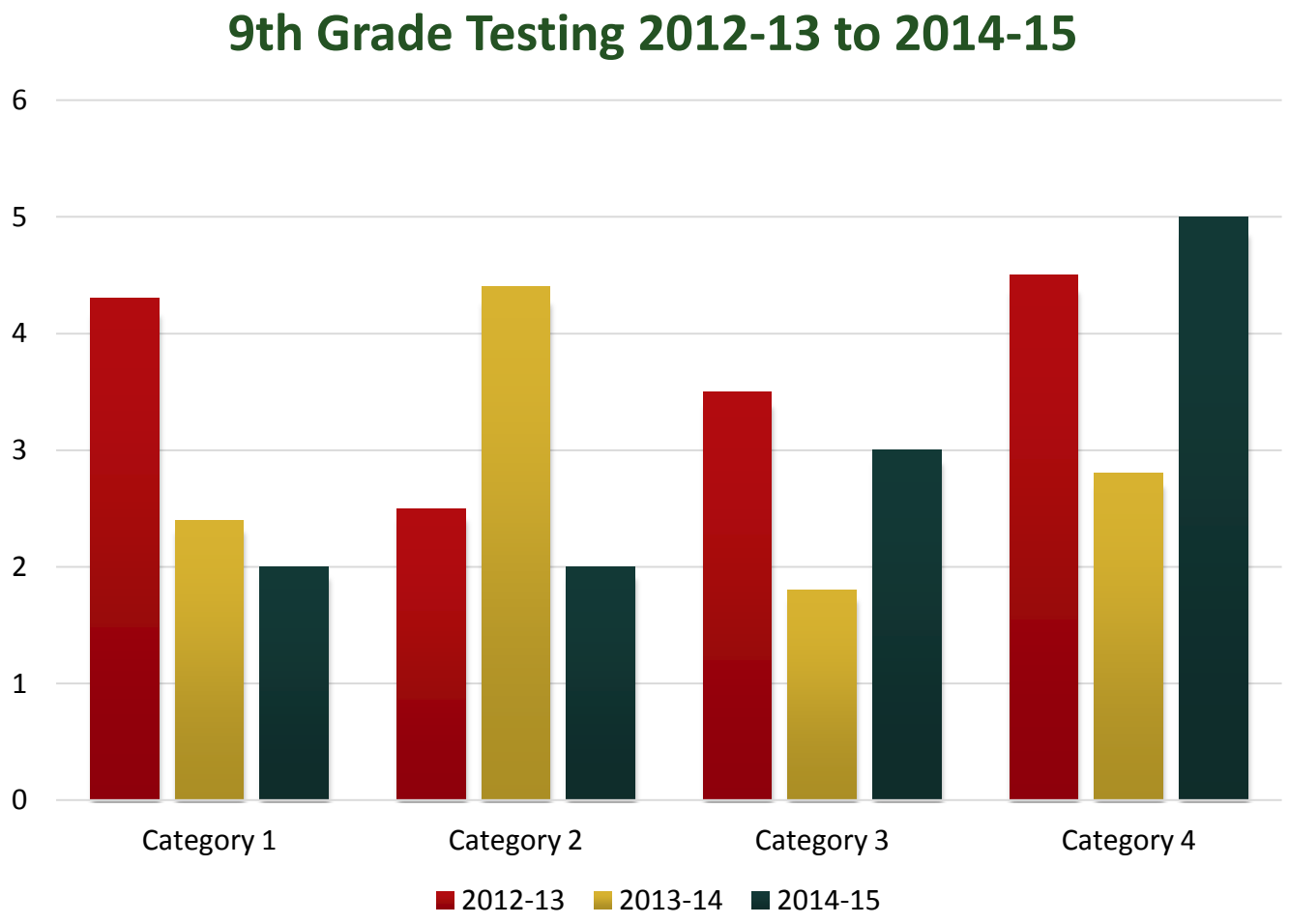
Note: Beginning with the 2013-14 school year, Advanced Placement data will be reported differently and will include data for students who took the AP tests in other grades. Ed-Data will include a new graph with those data as they become available.
This graph displays the number of 11th- and 12th-grade

Read More

Local Data to Decrease Failures



Findings from the Data



Other Sources Available

Student Information System	District/School Records	Focused Programs

- Student Information System
- District/School Records
- Focused Programs
- Other local Intervention Programs
- Chamber of Commerce

Findings from the Data

For the last four years _____ has demonstrated steady and consistent Overall improvement as indicated in our API, moving from 763 to 816 (+53 pts.). All statistically significant subgroups have demonstrated growth over that same four year period. However, our Students with Disabilities (SWD) subgroup (not statistically significant) has declined over the last three years, with what could be considered an irregularity/anomaly for the two years between 2010 and 2012.

Data Irregularities and/or Anomalies:
Noticeable irregularities/anomalies exist in our Students with Disabilities subgroup, who witnessed a dramatic spike from 2010 to 2011. The presumed causes for the up and down nature of these results are the varying disabilities of the tested student population from year to year, the change of program offered by the school, and changing instructor and instructional support.

Possible Challenges Presented by Data:
Challenges include decreasing the achievement gap between our statistically significant subgroups and developing consistency of program for our SWD population.

Findings from the data

Trends

- Data keep getting more positive
- Data keep getting more negative
- Data are staying just about the same

Irregularities

- Data have bounced around
- Likely over the three year's there's one noticeable (negative or positive) bump up or down

Anomalies

- Weird results – up or down

Possible challenges presented by the data

Schoolwide Learner Outcomes

Sample Schoolwide Learner Outcome

Students will be:

INNOVATIVE THINKERS

- Build on the ideas, explanations, and reasons of others
- Summarize, analyze, interpret, and evaluate information
- Define problem and use problem-solving strategies appropriate to the context
- Create original work
- Use technology to create products of high quality

Sample Schoolwide Learner Outcome

Students will be Global-minded Citizens who…

- Act with the future in mind
- Embrace diversity and engage responsibly in the world's problems with compassion, empathy, and tolerance
- Respect and support family and community
- Protect and advocate for local and global environments

How well are students meeting the learning outcomes?

2015 and 2016 - p. 53

Compare the profile to the Student/Community Profile Guide

Are the appropriate data included?

Have staff commented on all data?

Are you clear about trends, irregularities, and anomalies.

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Self-Check Questions

Use the self-check questions to gauge your progress and quality.

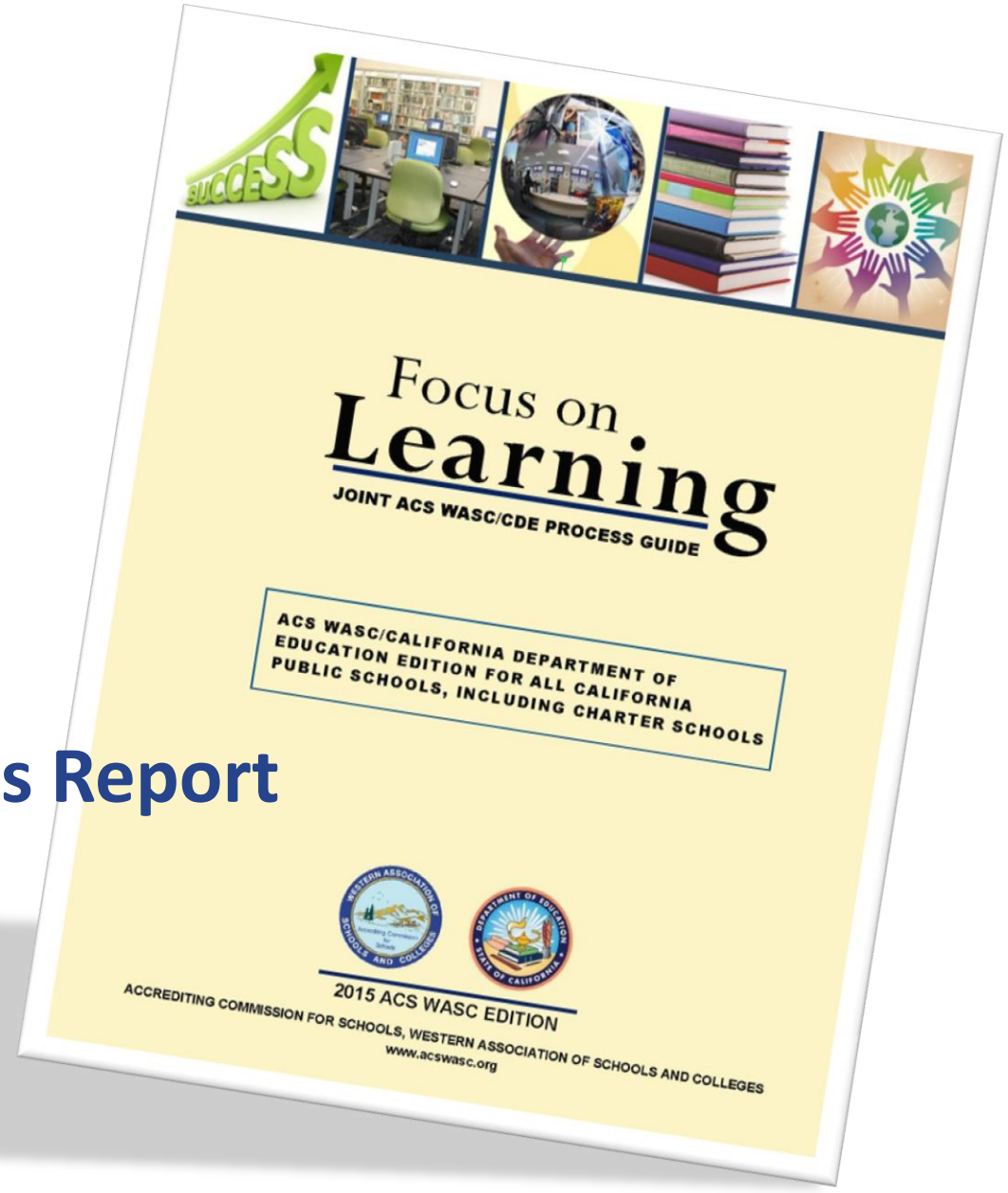
Directions
2015 Manual

Task 2

Chapter II Progress Report

pp. 55-56

Self-check Questions
p. 56



Directions
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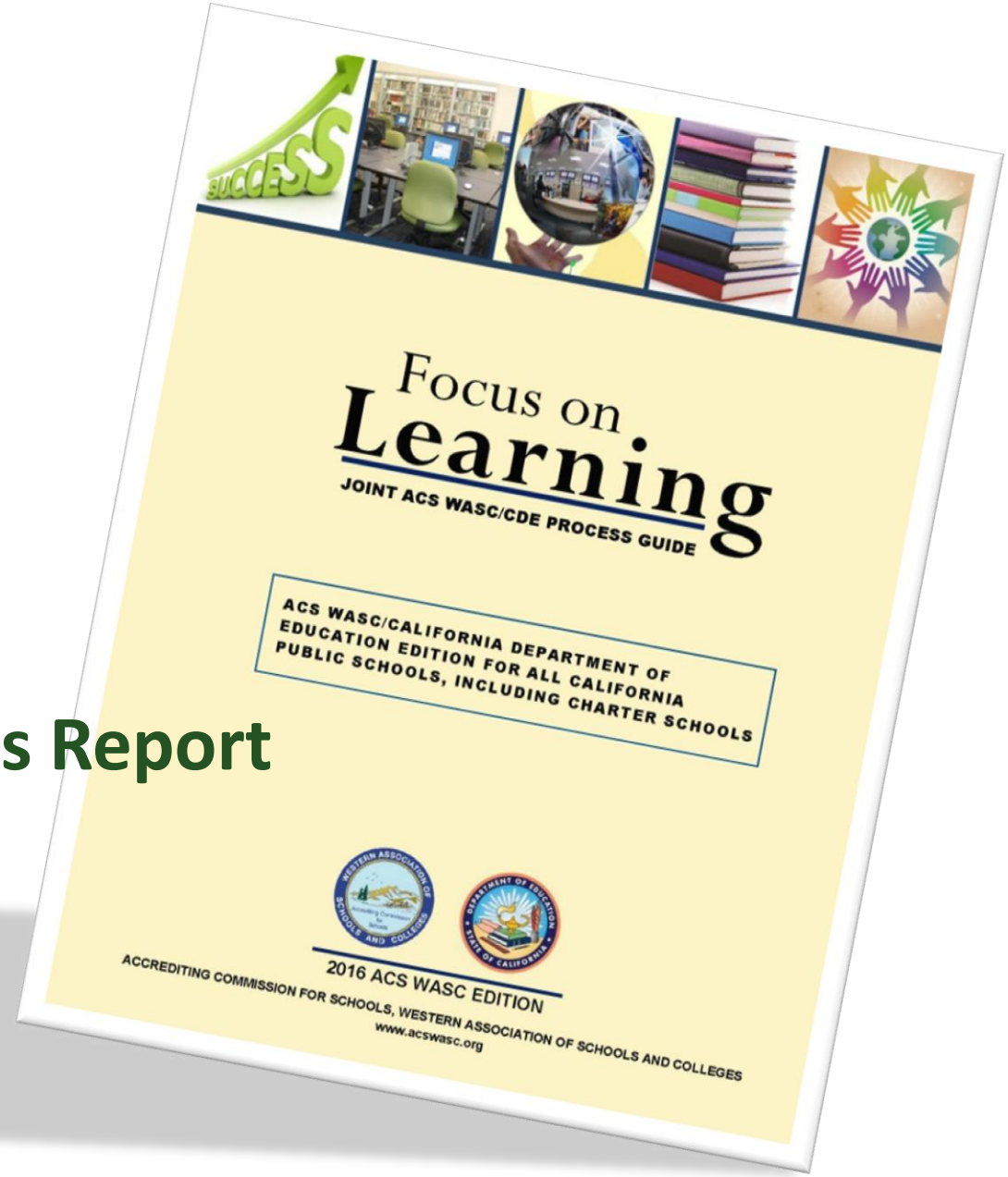
Task 2

Chapter II Progress Report

pp. 55-56

Self-check Questions
p. 56



How have we managed, evaluated, and updated our plan?

Who

When

Process

Assessing Effectiveness

When

Approvals

Chapter II: Action Plan Progress Report

- Significant developments
- Schoolwide critical areas for follow-up
- Procedures to monitor/adjust plan
- Progress on school plan segments showing integration of schoolwide critical areas for follow-up from visiting committees

  Focus area Growth targets Major activities

- Comment on any schoolwide critical areas for follow-up not in the current plan

Chapter II: Sample Excerpt

Progress on Action Plan Sections

Goal 1: Success School will improve student achievement on writing through interdisciplinary and department planning.

(This addresses Critical Area for Follow-up # 2 on Professional Development: Provide staff development that addresses school-to-career activities, interdisciplinary planning, English Learner's needs, standards-based instruction, and our critical learning need writing. This Critical Area for Follow-up was also addressed in Goal 4 of the plan.)

Self-Check Questions

Use the self-check questions to gauge your progress and quality.

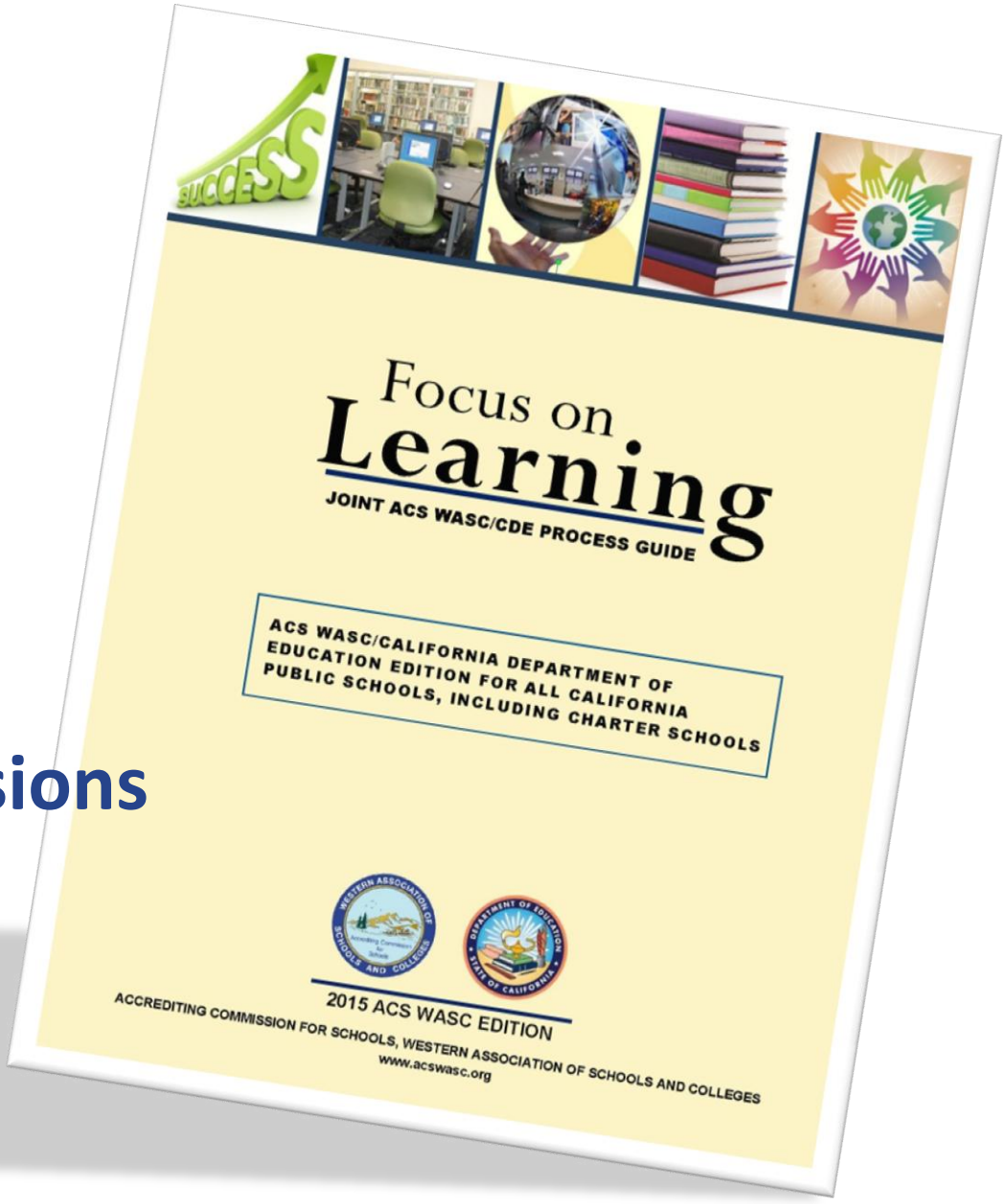
Directions
2015 Manual

Task 3

Chapter III Conclusions

pp. 57-58

Self-check Questions
p. 58



Directions
2016 Manual

Task 3

Chapter III Conclusions

pp. 57-58

Self-check Questions
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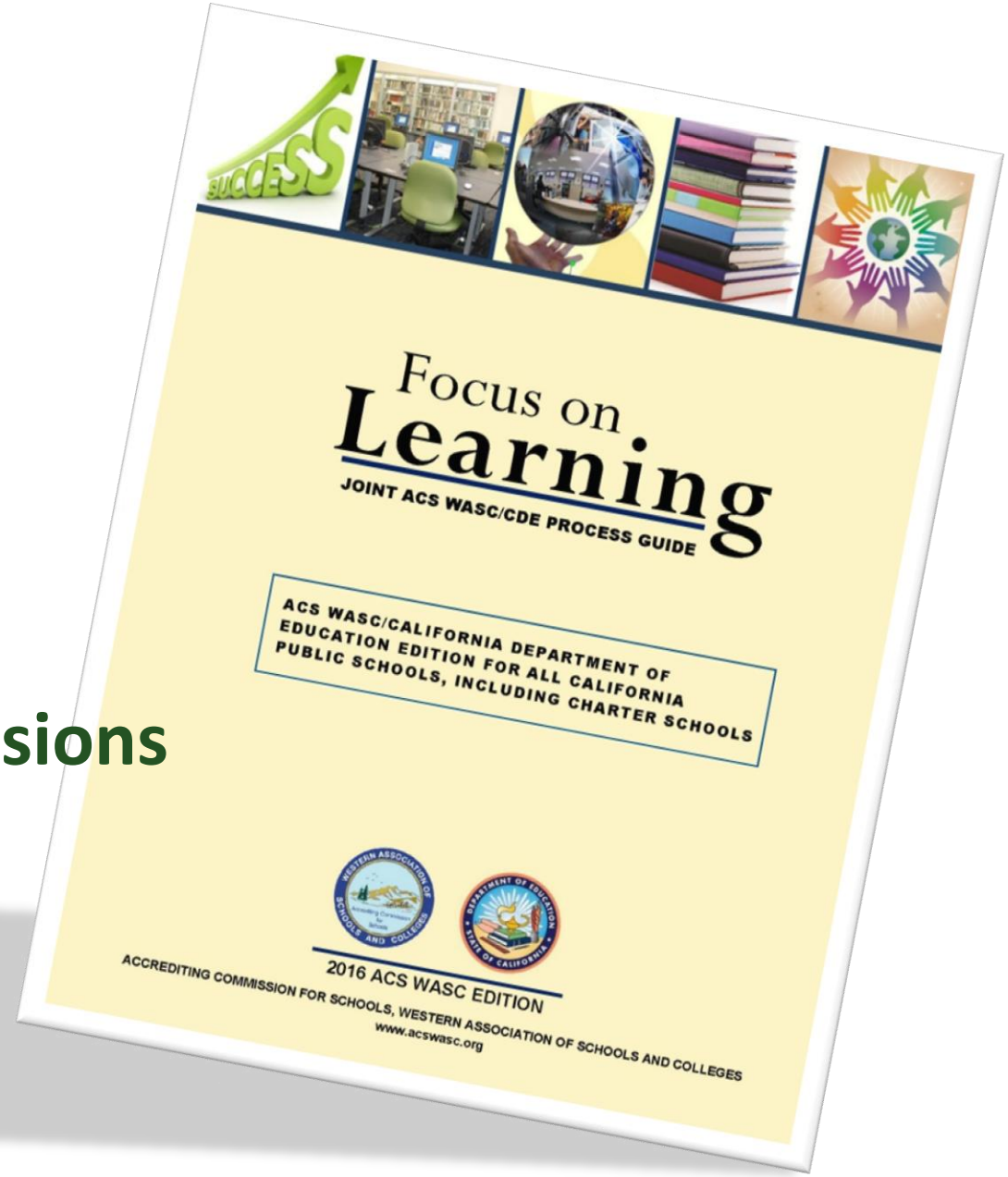

Chapter III:

Summary of Data and Progress

What are the **implications** of data and progress with respect to student performance?

- Select two to three **critical learner needs** based on data, noting correlated schoolwide learner outcomes.
  - List important **questions** that have been raised by the analysis of the student data about the critical learner needs. (Used by Home and Focus Groups.)

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Critical Learner Needs

Literacy

Numeracy

Closing the gap

Affect

Critical Learner need focuses on the student rather than

- Activities – adult or student-based
- Measures

Critical Learner Needs

Approximately 40% of our 9th grade students are unprepared for Algebra.

Students' academic writing generally is weak.

EL students have limited academic vocabulary in English.

Students seem uninterested in current activities and clubs.

Critical Learner Needs

Important part of the in-depth study in Chapter IV.

Should be evident in the Schoolwide Action Plan.

Self-Check Questions

Use the self-check questions to gauge your progress and quality.

Checking Up

What's Really Going On?

Thinking about Next Steps

Directions
2015 Manual

Task 4

Chapter IV Quality of School Program

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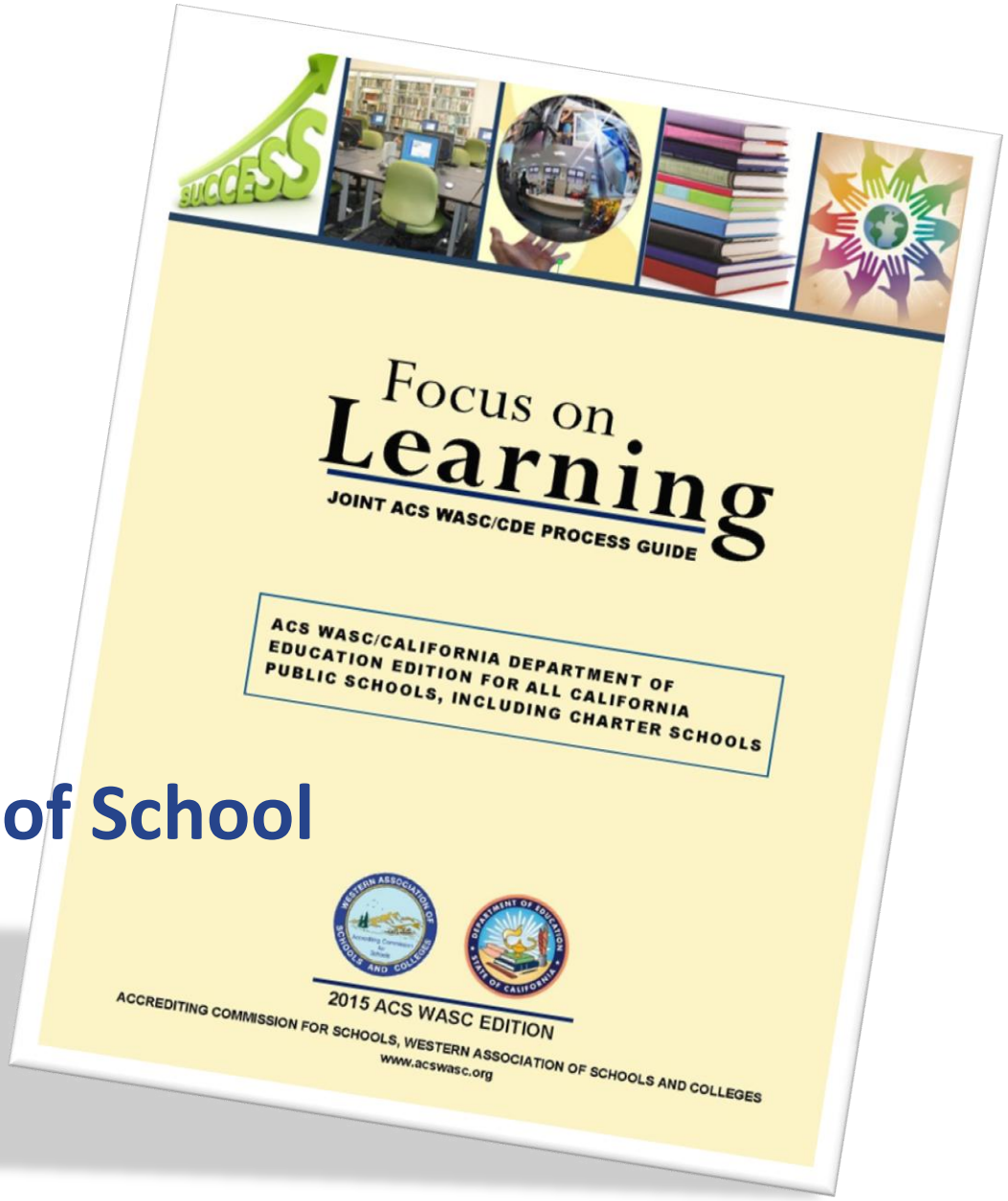
Self-check questions p.61



Directions
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Task 4

Chapter IV Quality of School Program

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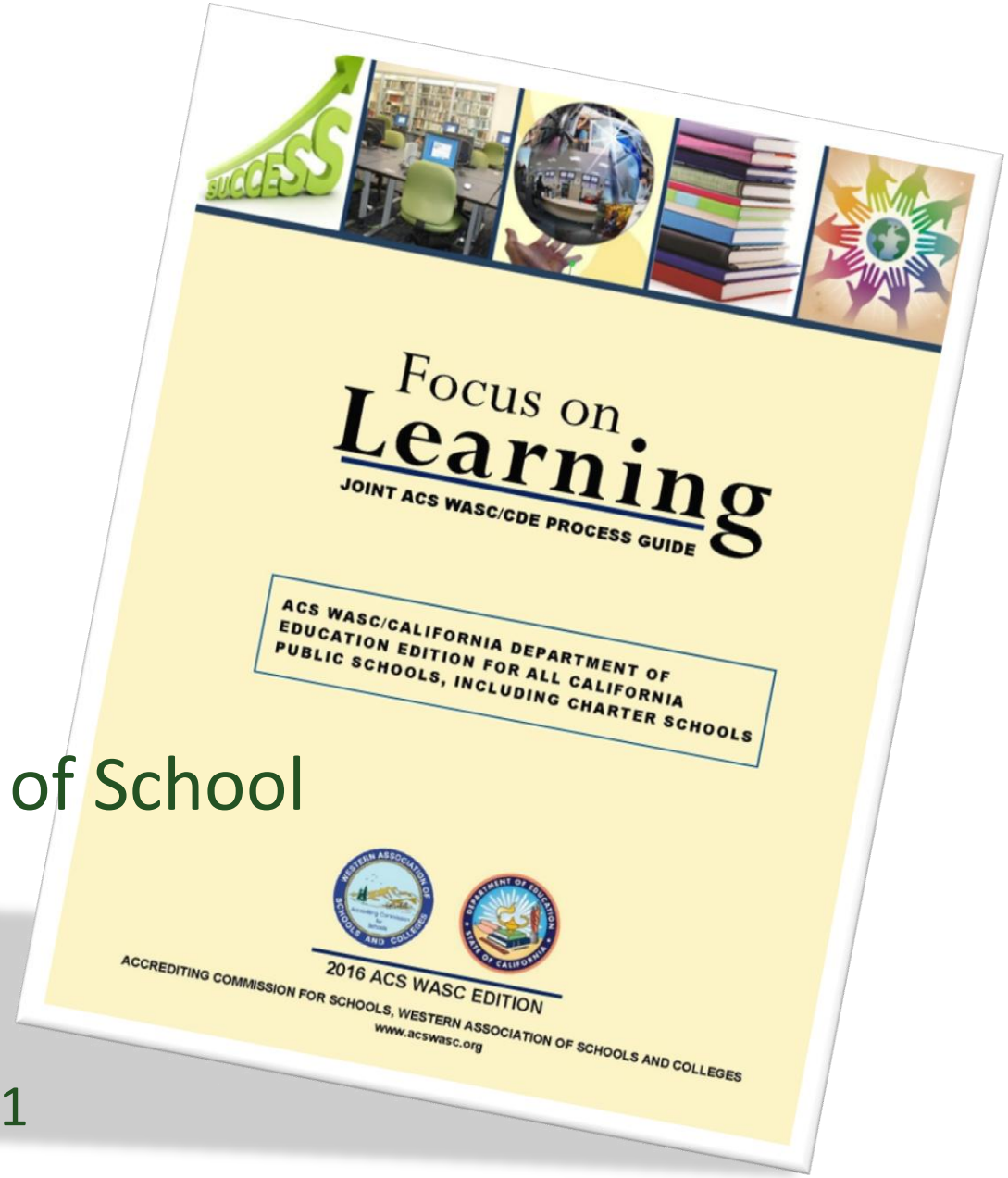
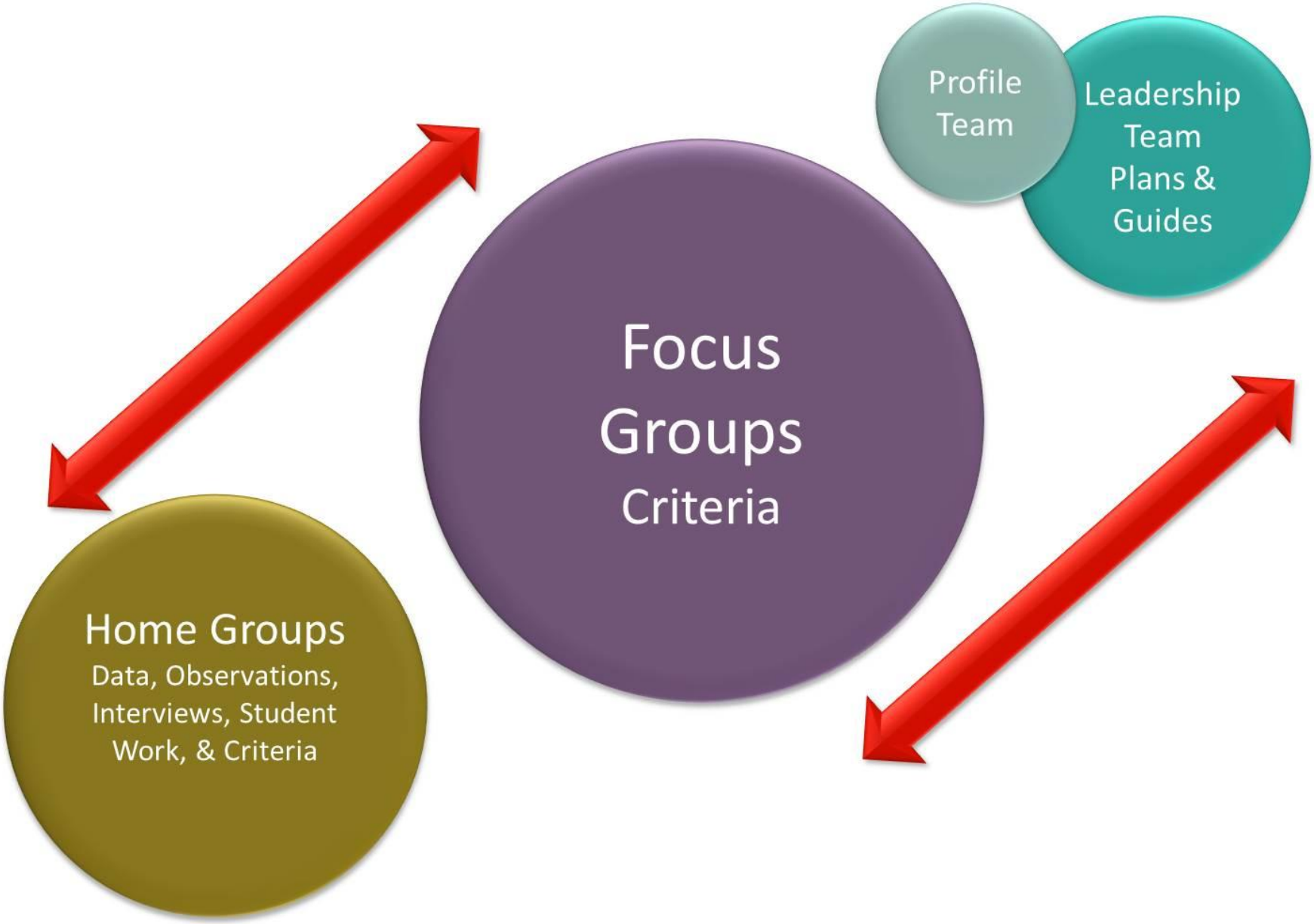
Self-Check Questions p.61



ACS WASC/CDE Criteria

- Organization
- Curriculum
- Instruction
- Assessment
- Support


Profile Team
Leadership Team Plans & Guides
Focus Groups
Criteria
Home Groups
Data, Observations, Interviews, Student Work, & Criteria

Chapter IV: Self-Study Findings

Criteria Findings	Supporting Evidence
	How effective?

Practice

1. As a group, identify the key concepts
2. As a group, identify the evidence needed to respond accurately

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

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Task 4: Program Analysis – Chapter IV

Process

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up

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Recording, slides, and handouts posted.

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Learn how schools can begin the ACS WASC accreditation process.
Schools
ACS WASC accreditation is an ongoing cycle of quality.
Visiting Committees
ACS WASC accreditation relies on a peer-review process.

Self-Study

(Click the appropriate edition link below for self-study materials)

- **ACS WASC/CDE Focus on Learning, 2016 Edition: This edition will be available by the end of January.**
- **ACS WASC/CDE Focus on Learning, 2015 Edition**
- **ACS WASC/CDE Focus on Learning, 2014 Edition**

Follow-up: Ongoing Accreditation Process

- ACS WASC Accreditation Process: Post-Visit Checklist and Ongoing Improvement
- Annual Follow-up for Schools: Training Recording | Training Presentation

Other Visit and Report Materials

- **Mid-cycle One-Day Visit**: Procedures | School Progress Report Template
- **Mid-cycle Two-Day Visit**: Procedures | School Progress Report Template
- **Probationary Visit**: Procedures | School Progress Report Template
- **Special Progress Visit**: Procedures | School Progress Report Template
- **Substantive Changes**: Substantive Change Policy | Substantive Change Explanation Form
- **Third-Year Progress Report (On-site visit not required)**: Procedures | School Progress Report Template
- **Three-Year Term Revisit**: Procedures | School Progress Report Template

Task 4: Initial Procedures #1 and #2

Focus Groups

- Discuss all categories of criteria
- Concentrate on assigned criteria and indicators
- Use prompts

What data, information, and evidence are needed to determine what currently exists and its effectiveness?

Focus on Learning
Joint ACS WASC/CDE Process Guide

2015	2016
Incorporation of online instruction but no reference to national standards	Incorporation of online instruction and reference to *iNACOL* standards
Incorporation of LCAP	Stronger incorporation of LCAP
Evaluative language for Prompts	Stronger evaluative language for Prompts
Some redundancy of concepts	Elimination of some prompts and indicators to remove duplication
Weak evaluative language for prompts	All prompt statements clearly evaluative

C1: Instruction: Student Engagement

Indicators and Prompts

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Indicators point out idea.

Prompts give evaluation emphasis.

C2: Student Engagement

To what extent do teachers…

a) use a variety of strategies and resources; that

b) Actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Teachers as Facilitators of Learning

Indicator: Teachers facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers facilitate learning for all students. Provide examples.*

How Students Learn:

Examples of areas to analyze

Planning processes for implementing a variety of learning experiences — teacher knowledge.

Demonstration that students are actively engaged in learning.

Student use of resources for learning beyond the textbook.

Student portfolios, performances, projects, discussions, collaborative activities.

Perceptions of students about the learning experiences.

How might we go about the work?

- Criteria concepts?
- How will we know? Evidence?
- Student learner needs?
- Schoolwide learner outcomes?
- Assessing effectiveness?

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Focus Group Dialogue: Sample Questions

What do we know/have already, including the supporting evidence? Are we sure?

What is already in the profile?

What evidence is needed from the home groups?

What particular evidence is needed from the home groups related to the identified critical learner needs, e.g., how can we all support the English learners? Writing?

Task 4: Home/Focus Groups

ACS WASC/CDE Criteria

What are the criteria concepts? Indicators/Prompts	What evidence is needed for analysis?
Gathering and Analyzing Data/Information by Home and Focus Groups	

Does Chapter IV Pass the tests of…

Being Analytical – how well are things going?

Including Disaggregation – grade levels, departments/programs, student demographics, other sorting criteria

Digging down to the Critical Learner Needs

Chapter IV Template

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Evidence

Criteria Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Observable Evidence

Includes analyzing:

- What the students are doing and producing
- Student interviews
- Other interviews, observations, etc.

Student Work

"The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach."

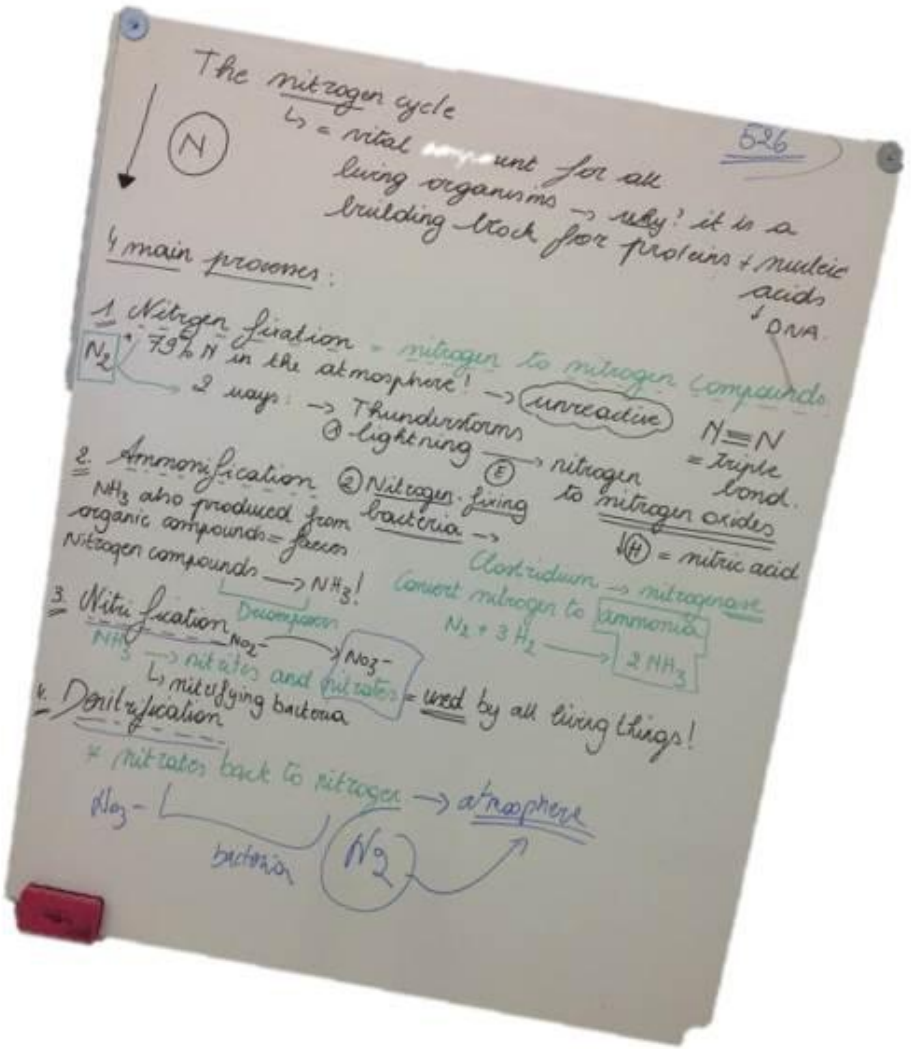
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

Nature

Quality

Frequency

Growth over time



Student Work:
Probing Questions

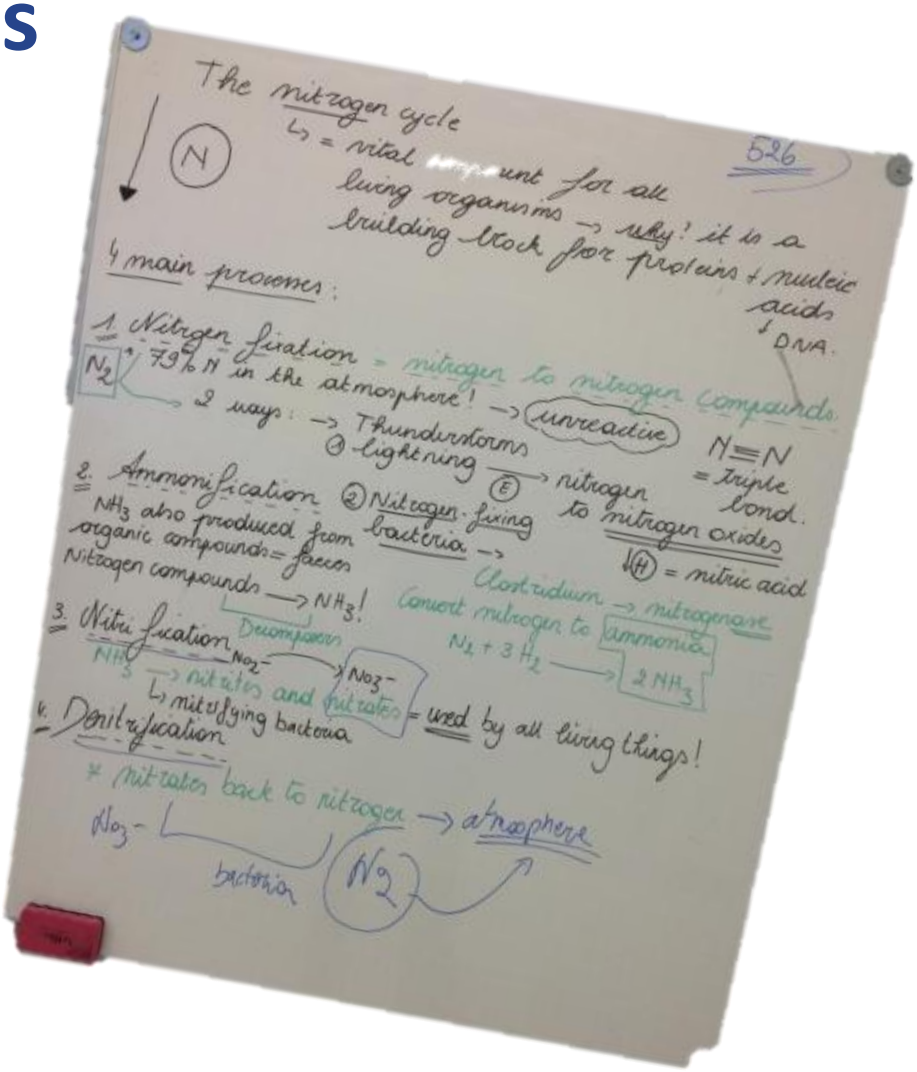
What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was…different from…?



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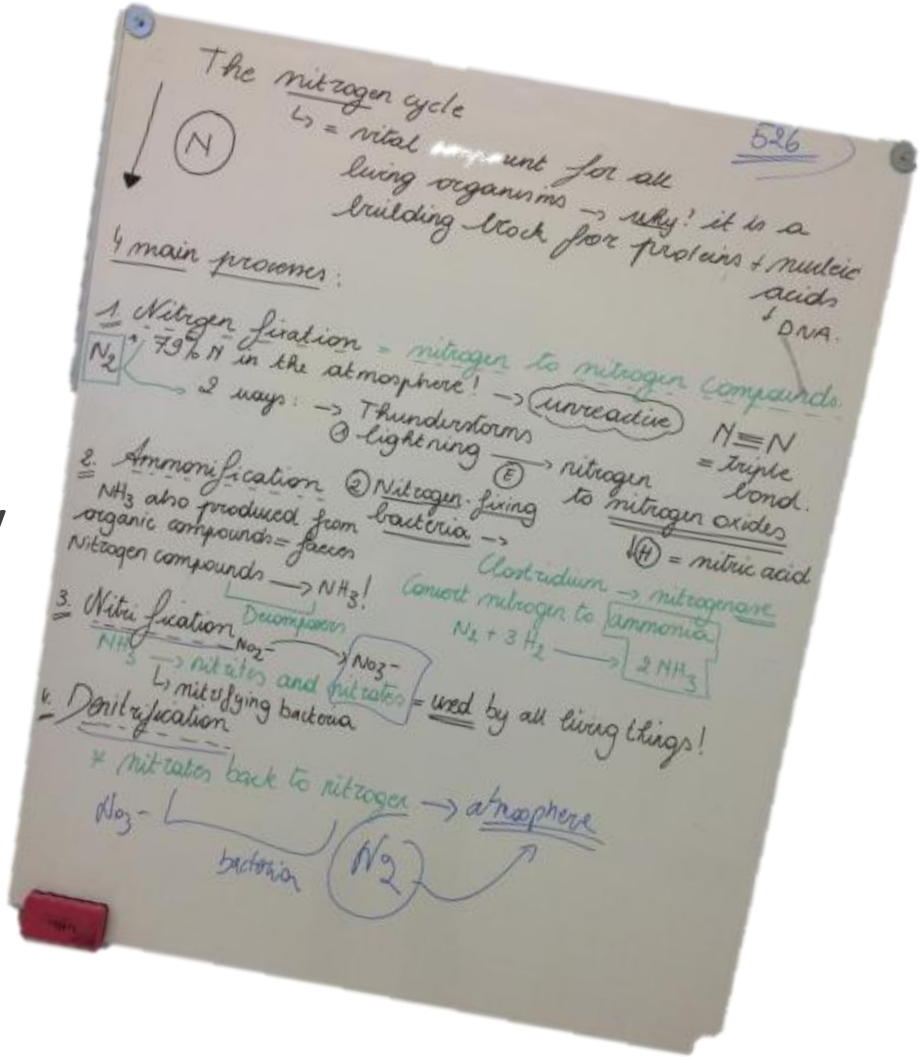
Student Work:
Resources

Essential Schools: Looking Collaboratively at Student Work

www.essentialschools.org/resources/60

Looking at Student Work

www.lasw.org/



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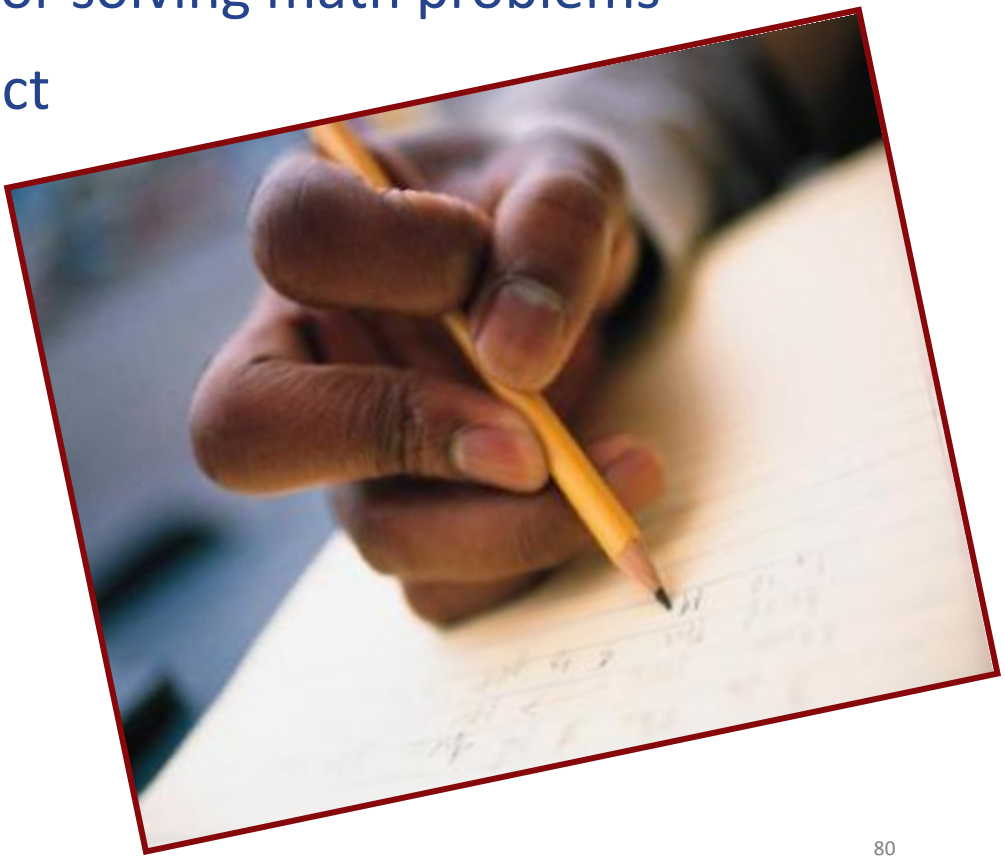
Evidence: Examining Student Work

Examples of types of work (especially related to critical learner needs):

- Typical work, such as writing or solving math problems
- Projects, such as senior project
- Research Paper
- Same performance tasks or assignments
- Portfolios
- Case studies



Evidence: Student Work…

- review student work samples.
- sort work – high, middle, low

As a group discuss…

- characteristics of the three categories
- how to ensure student work is representative of the school's various subgroups
- the extent to which the results of this learning opportunity demonstrate the desired performance quality of the selected standards and schoolwide learner outcomes

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Learning from student work

What's the nature of the work?

How often do students do this kind of work?

How does this work inform us about students' abilities to be successful in reaching our schoolwide learner outcomes?

How will this work be evaluated?

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What's our purpose in looking at this student work.

What was the task designed to assess? How effective is it?

What are patterns or trends across the samples?

What are the misunderstandings and understandings?

What are implications for instruction, curriculum, and or assessment? Culture and support?

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How well the student understands the topic of the assignment?

The student's mastery of a learning standard?

The student's competence in our critical learner need?

Our own grading standards?

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Observations

Strategies

- Data-in-a-Day
- Roving teacher substitutes
- Teacher journals
- Shadowing students

Ground rules

Capturing data

Learning Snapshot

What are the students doing ?

____ listening	_____ calculating	___ working in a group
___ watching	_____ taking notes	___ working alone
___ writing	_____ completing worksheet	
___ reading	_____ using technology	

Which critical learner needs were observed?

___ reading	_____critical thinking
___ writing	_____computing

What schoolwide learner outcomes were observed?

___ Citizen ___ Life/Career ___ Leadership

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Evidence:

Classroom/Campus Observations

How can we implement staff observations as a regular practice?

What ground rules will ensure a safe environment and obtain staff buy-in?

What kind of cue sheet will we develop?

How will the observation results be used in the FOL process?

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Interviews and Surveys

Interviews

- Student to student
- Family to family
- Teacher to teacher

Surveys

- Short
- Focused
- Understandable

Evidence: Interviews/Surveys

1) Individually, generate a few sample student questions.
2) Find a partner and share these questions.
3) Debrief, for example
   - Open-ended questions
   - Non-biased
   - Concrete
   - Simple language

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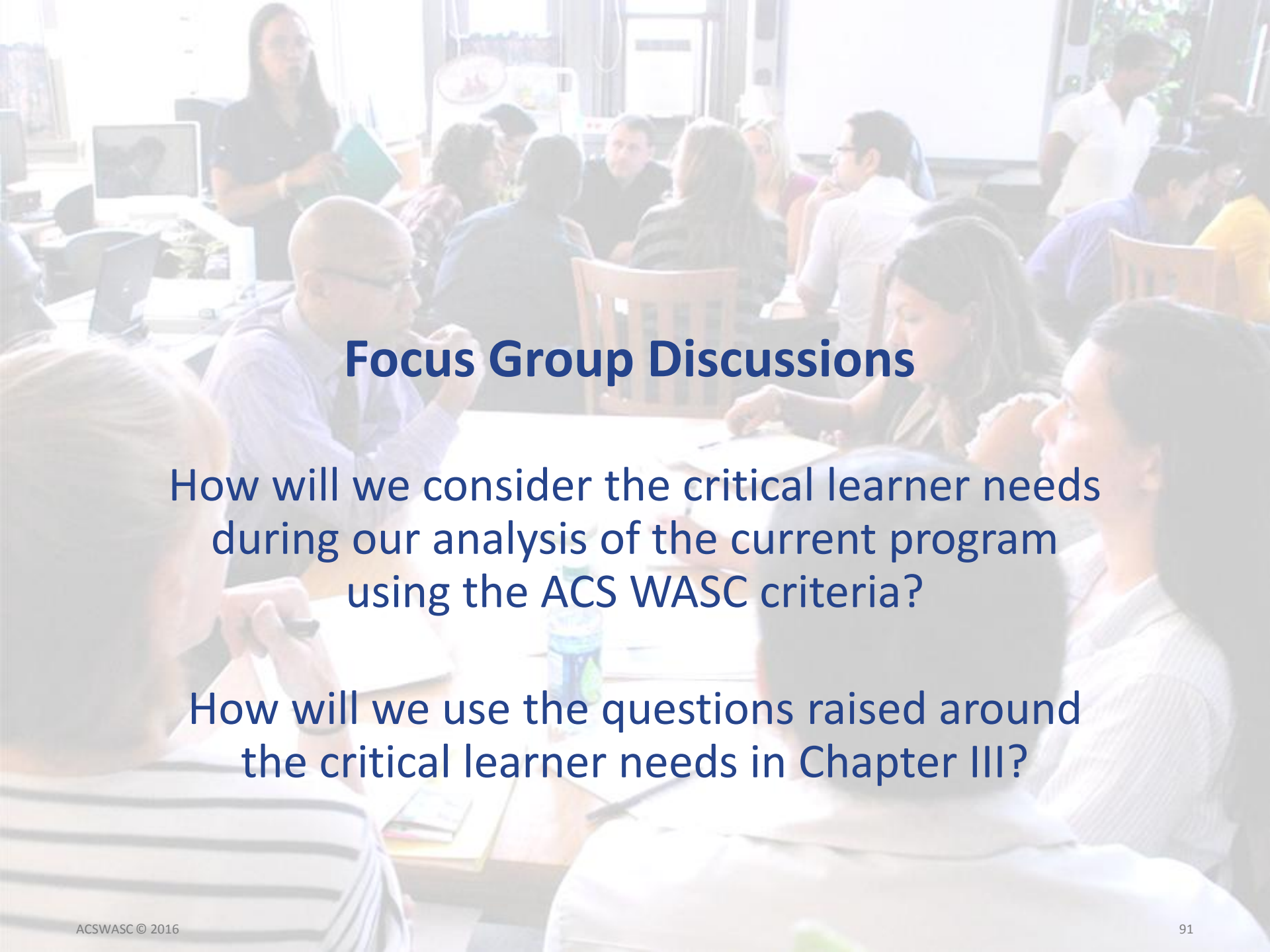
Task 4:
Program Analysis — Chapter IV

Schoolwide Focus Groups

Home Groups



Focus Group Discussions

How will we consider the critical learner needs during our analysis of the current program using the ACS WASC criteria?

How will we use the questions raised around the critical learner needs in Chapter III?

Summary for each criteria category

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Prioritize the strengths and areas of growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

Critiquing Chapter IV

Do the findings respond to what is being asked by the criteria guide question(s) and the supporting indicators/prompts?

Are the findings analytical/evaluative rather than descriptive?

What insight has been gained about how learning is being supported (or not), related to the critical learner needs?

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Are identified and prioritized growth needs aligned to the findings?

Are identified strengths aligned to the findings? How might these strengthen the action plan?

How does the evidence support the findings?

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C2 Indicator: All students have access to career awareness, exploration, and preparation that may include activities such as job shadowing, internships, apprentice programs……..

Prompt: Evaluate degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective

2015 Manual

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Validation Language

try verbs like these

achieve	coincide	exhibit	prepare
accomplish	confirm	finish	provide
close	contribute	fulfill	relate
complete	correlate	identify	revise
conclude	demonstrate	improve	support
contradict	distinguish	isolate	systematize
contribute	enhance	observe	unite
contrast	ensure	perform	validate

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Organization: Membership on the governing board has fluctuated greatly during the past 7 years in terms of personnel and outlook/goals. This lack of overall stability has contributed to a serious detrition in allowing professional staff to carry out their responsibilities.

Instruction: Observations and interviews by the focus group members have validated that instructional activities are widely varied for the majority of students. However, for high-performing students enrolled in Honors and Advanced Placement classes, the classrooms center primarily on teacher-directed instruction with few opportunities for alternate learning activities, instructional materials, or products.

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Instruction

Current Knowledge including Online Instruction

Each classroom is set-up for active use of technology plus there are three mobile carts of laptops and several document cameras available. However, there are no printing capabilities for students. Both Read 180 and the College Readiness classes use computers almost daily. There is also a newly instituted Digital Arts class. Teacher interviews indicate that a "significant number" of the laptops do not work and that the school's wireless network is "slow and unreliable with insufficient bandwidth to support a class of students." These deficiencies make it difficult to regularly and effectively use multimedia and other technology in the classroom.

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Plan and re-plan the work of Home and Focus Groups

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Self-Check Questions

Use the self-check questions to gauge your progress and quality.

Checking Up

What's Really Going On?

Thinking about Next Steps

Task 5 – Chapter V

Revised action plan

Additional strategies within subject areas/support programs

Ongoing follow-up process

Alignment:
Findings, Strengths, Growth Areas, Action Plan

Road to the Action Plan

What are the critical elements that will enable your school to focus on the analysis of student achievement?

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Learn More
The webinar (slides and voices)
and handouts will be posted on the
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in the next few days.
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