ACS WASC/CDE Focus on Learning

Part One/Two
2017–18 Schools

ACS WASC/CDE A Focus on Learning

ACS WASC accredits K-12 schools and not-for-profit, non-degree granting postsecondary institutions.

Getting Started

Learn how schools can begin the ACS WASC accreditation process.

Schools

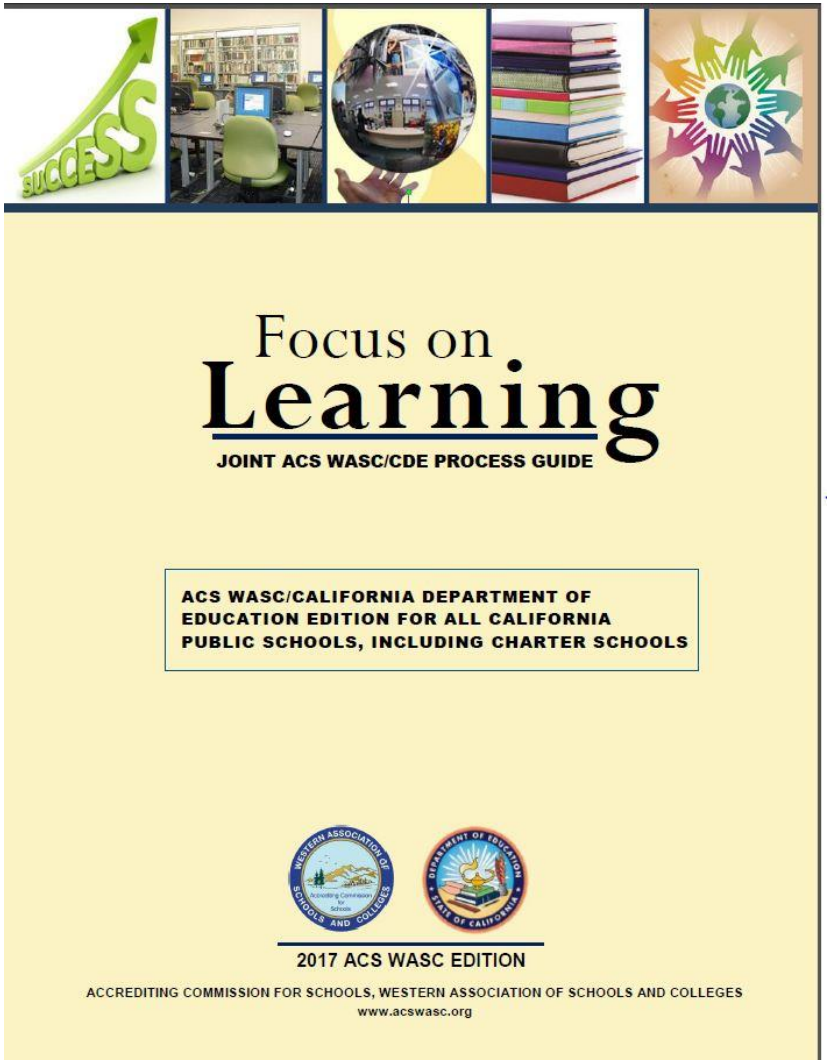
ACS WASC accreditation is an ongoing cycle of quality.

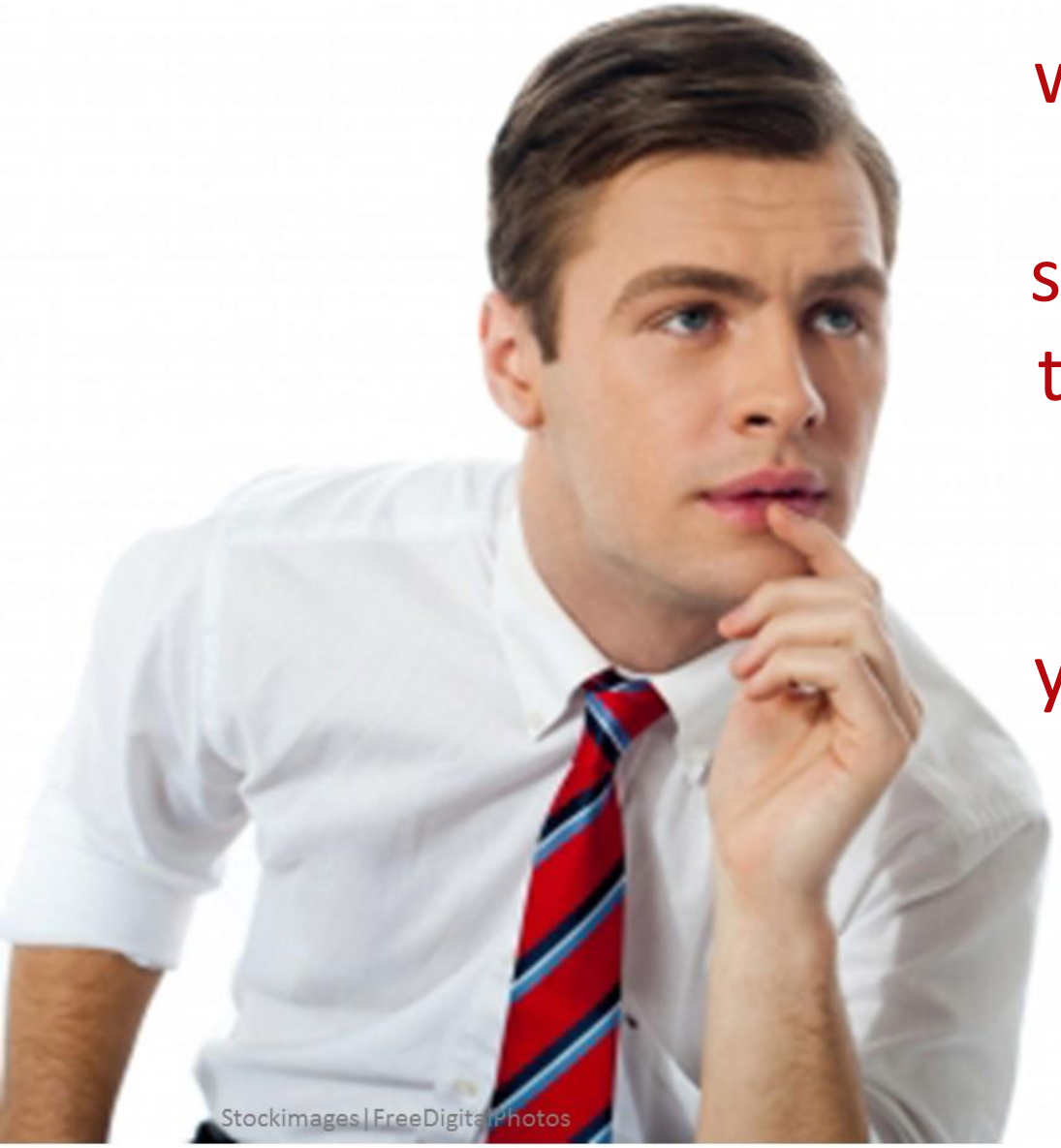
Visiting Committees

ACS WASC accreditation relies on a peer-review process.

New ACS WASC/CDE Process Guide

NEW edition of the manual which makes changes in the organization of the Self-Study which strengthen the underlying principles of the accreditation processes.





If your school staff were about to set the agenda for your school community for the next two to three years, what information would you want to have and understand before making that important decision?

Goals of Self-Study and Visit

Insight

Celebration

Affirmation

ACS WASC/CDE

Getting Organized

Getting Underway

Private, nonprofit

Serves California, Hawaii, Pacific Islands, and worldwide (especially Asia)

Extends services to approximately 5,000 pre-K to 12 schools

Partners with 18 associations in joint accreditation partnerships

Commission of 32 members from partner associations

ACS WASC Focus on Learning

WHAT DOES ACCREDITATION MEAN?

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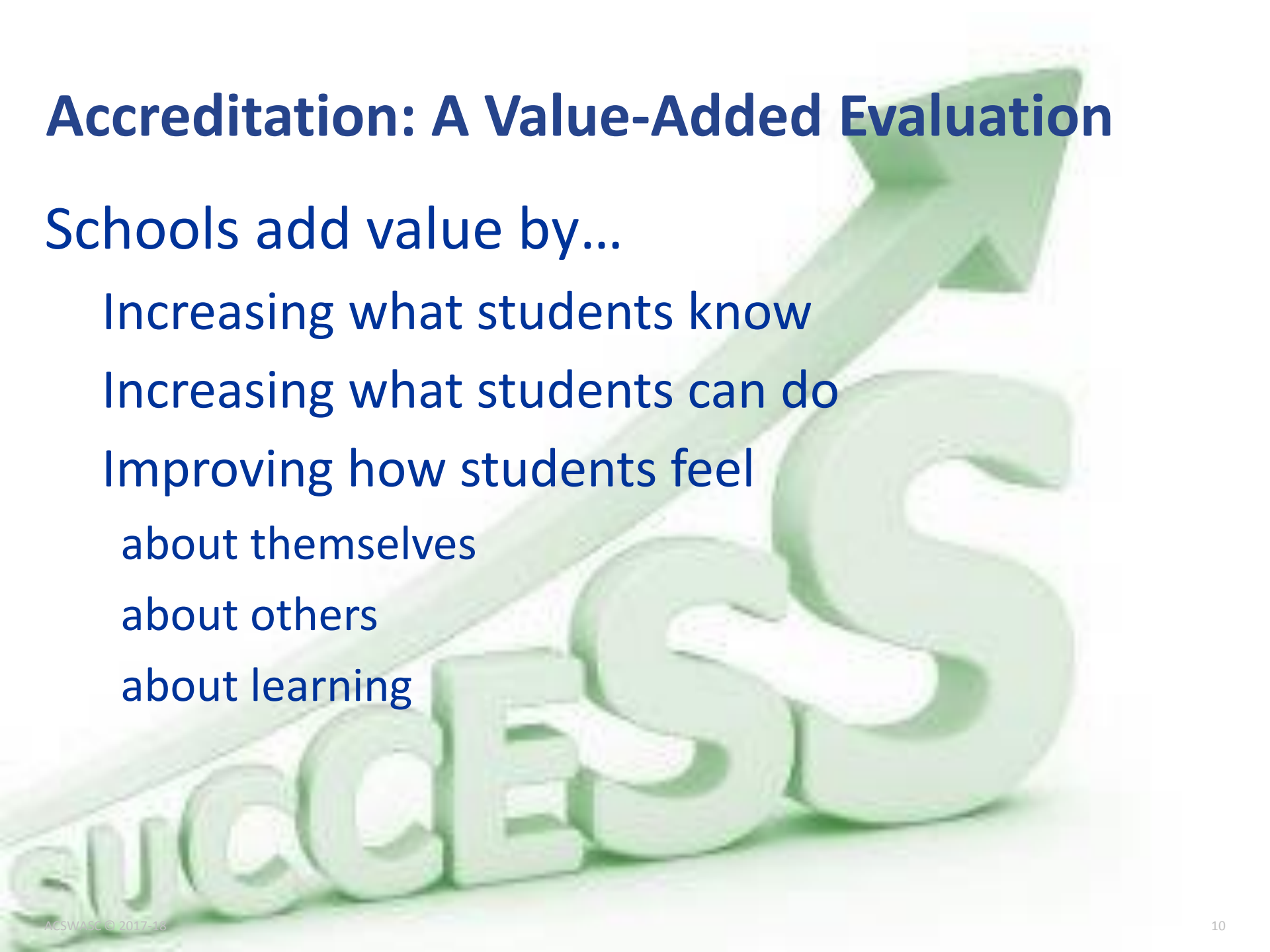
Accreditation: A Value-Added Evaluation

Schools add value by…

- Increasing what students know
- Increasing what students can do
- Improving how students feel
  - about themselves
  - about others
  - about learning



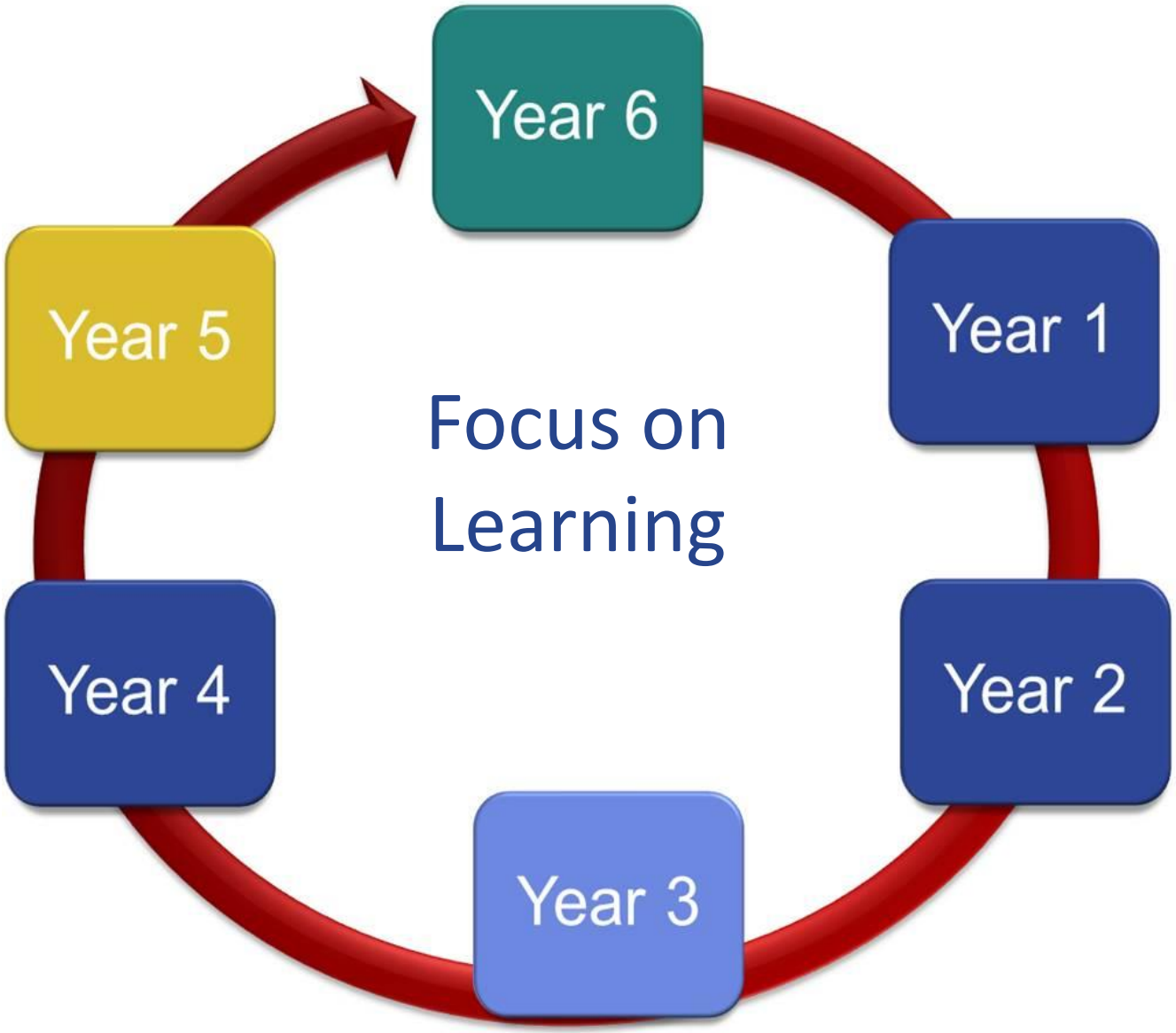
How well are our students achieving?

Are we doing everything possible to support high achievement for all students?

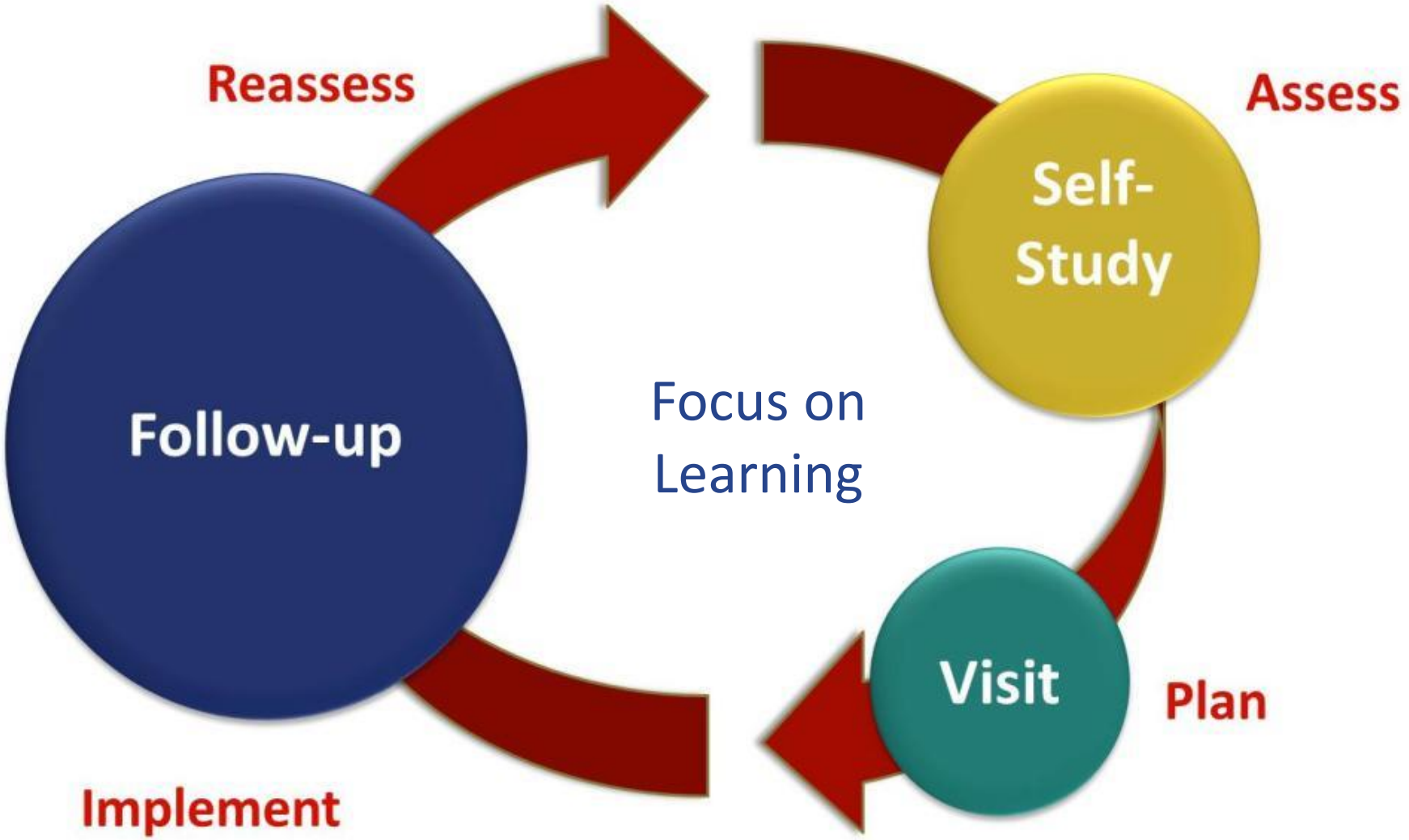
2013©ACS-WASC

Ongoing Journey

Six-Year Accreditation Cycle



ACS WASC Accreditation Cycle of Quality



Accreditation Status

Six-Year Accreditation Status

- Progress report at mid-cycle
- Progress report and one-day visit at mid-cycle
- Progress report and two-day visit at mid-cycle

One-Year or Two-Year Probationary Status with an in-depth progress report and a two-day visit

Accreditation Status Withheld

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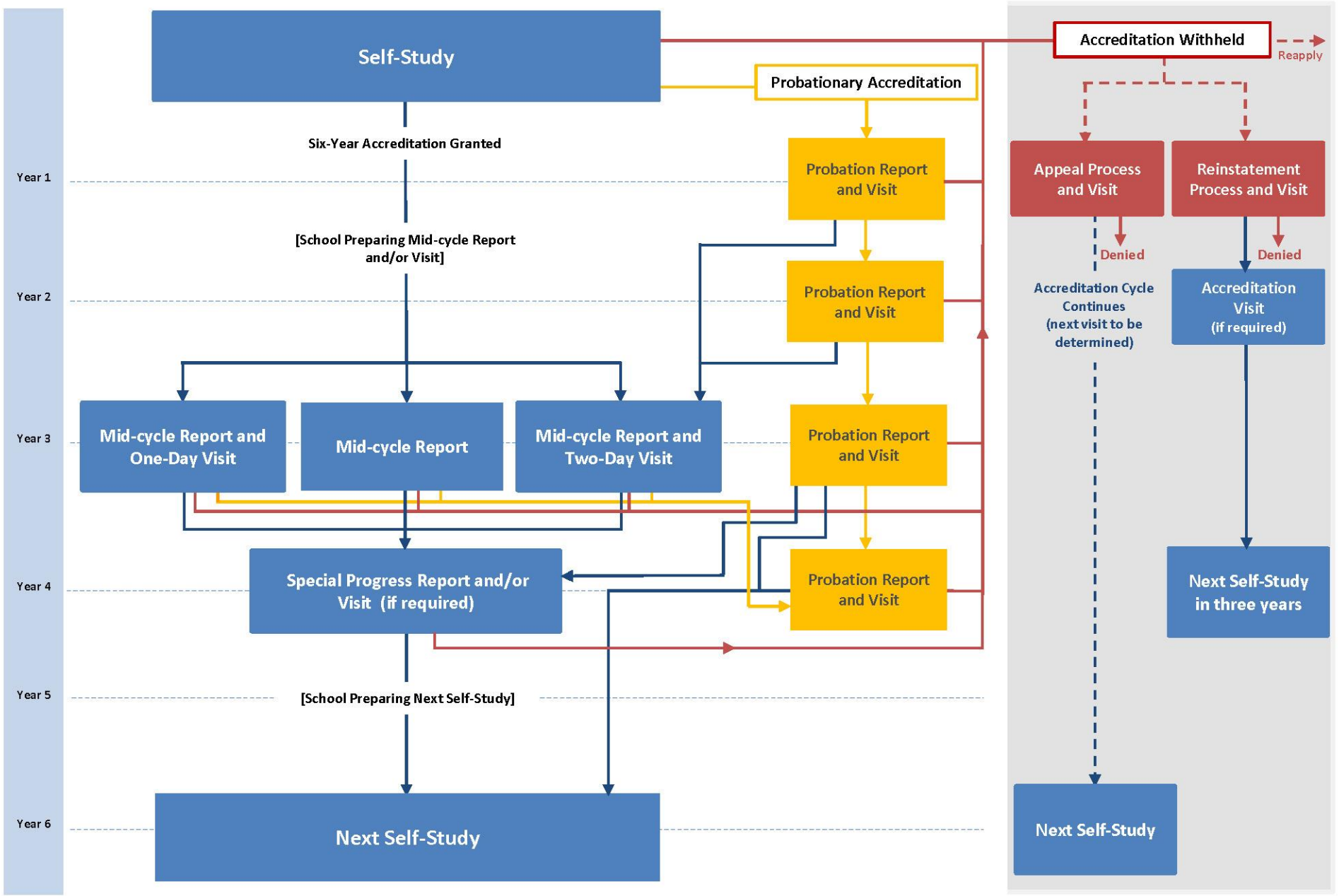
ACS WASC Accreditation Status Timeline



LEGEND: Accredited: → Probationary Accreditation: → Accreditation Withheld: →

* A special visit and/or report may be required at any time in the accreditation cycle.

ACS WASC Focus on Learning — ASSESS, EVALUATE

HOW DO WE EVALUATE WHO WE ARE?

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What? So What? Now What?

WHAT? Assess and Define

Who are we? What is our ideal?

SO WHAT? Evaluate

What currently exists? How effective? Which evidence?

NOW WHAT? Design, Plan, Implement, Monitor

What to continue? How to design our next steps?

Self-Study Outcomes

Involvement and collaboration

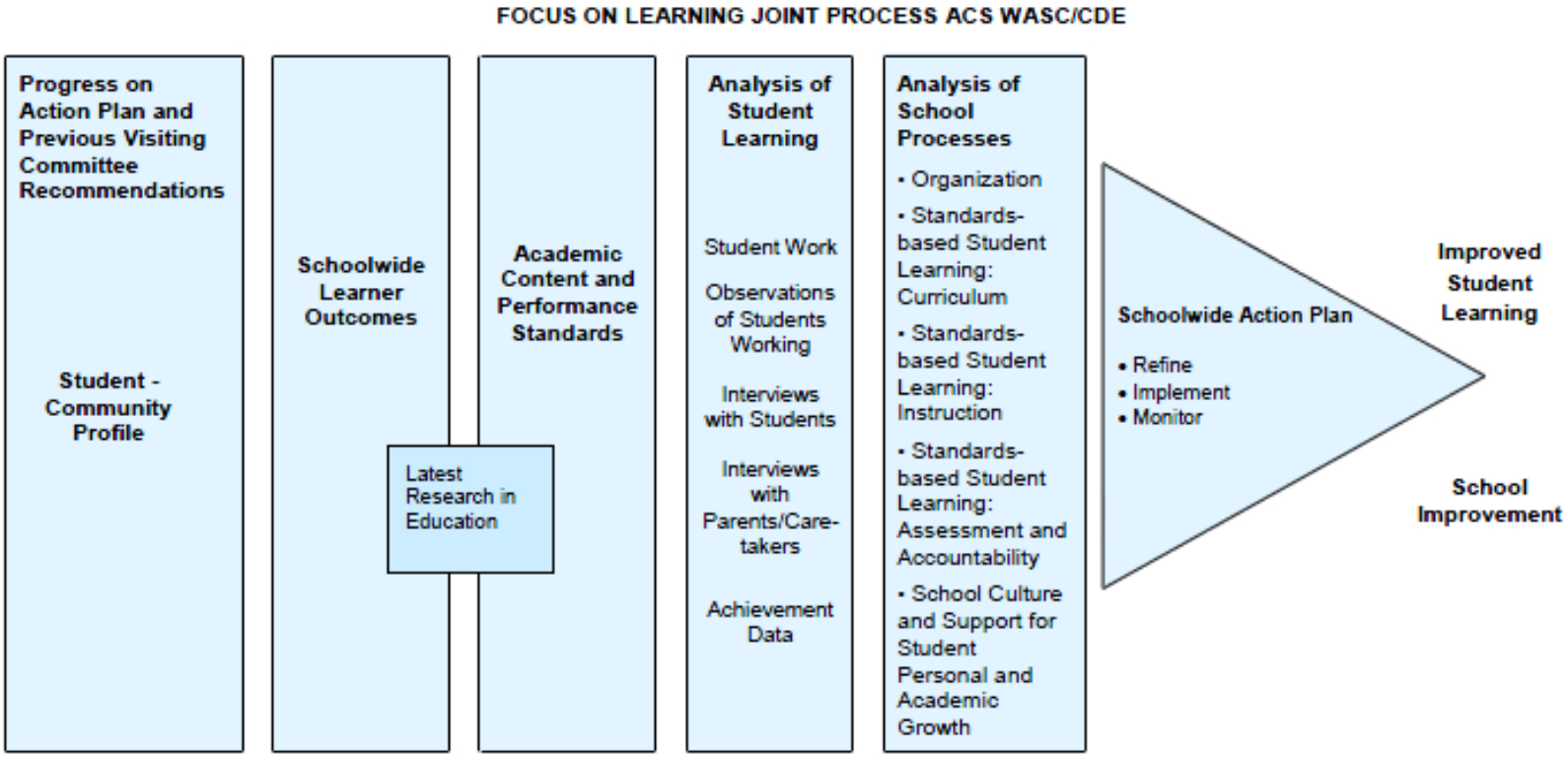
Clarification and measurement of schoolwide learner outcomes and academic standards

Data analysis

Program assessment and its impact on student learning

Long-range action plan aligned to school's areas of need

Meeting the Outcomes



Goals of Self-Study and Visit

Insight

Celebration

Affirmation

A really great and effective plan

ACS/WASC

Getting Organized

Getting Underway

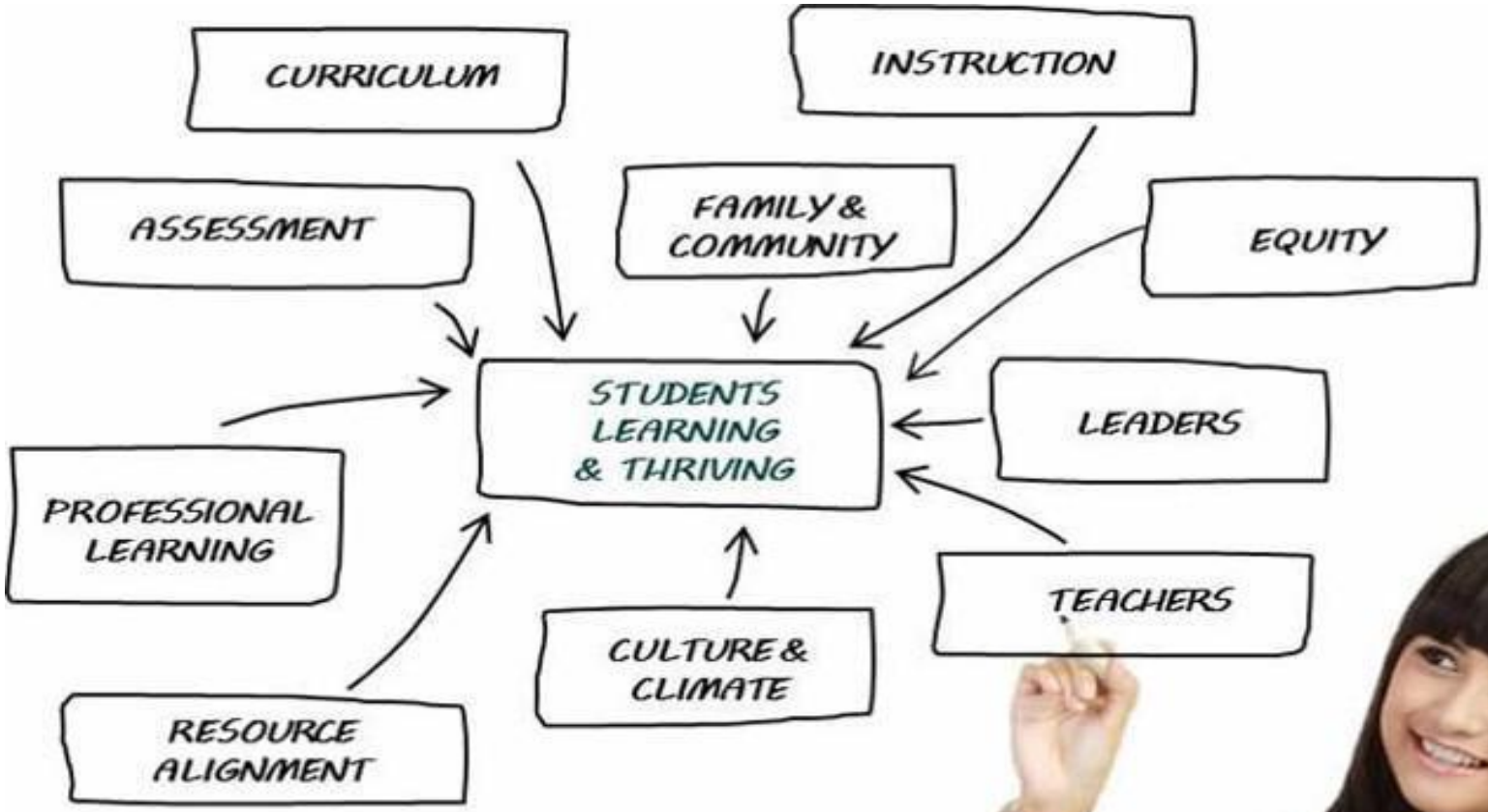
Checklists

Self-Study Coordinator Preparation Checklist

Visit

Post-Visit

Quality School Framework



It all starts with planning!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Focus on Learning Self-Study Process

What *is the ideal based upon?*

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

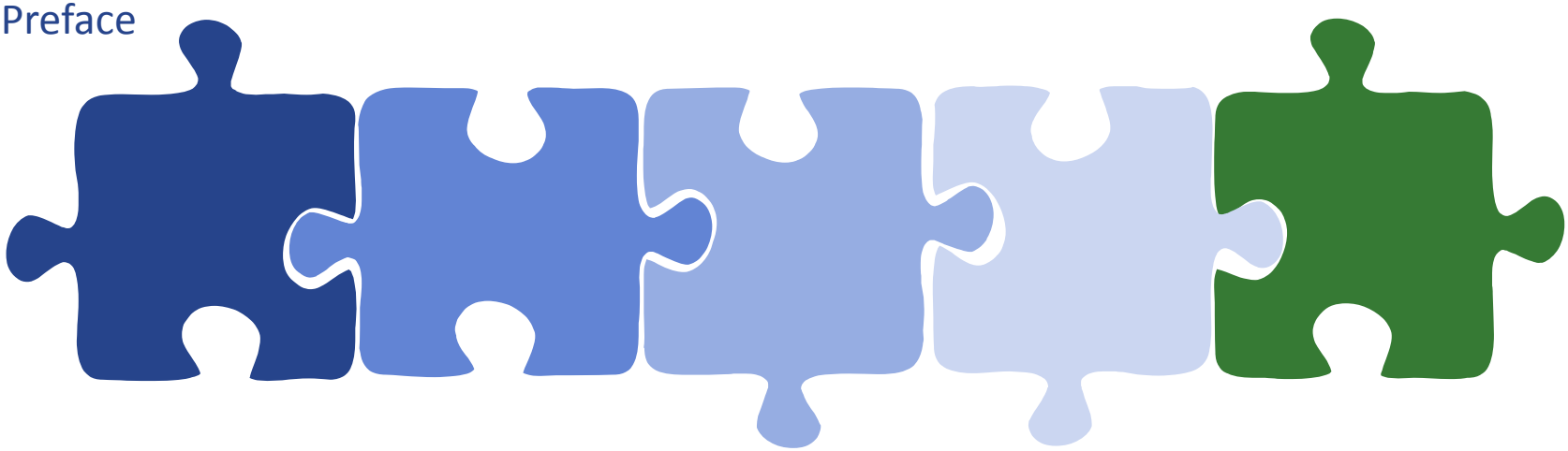
Now What *how will we modify in our schoolwide plan?*

Goal: SCHOOLWIDE ACTION PLAN (SPSA)

Aligned to LCAP

ACS WASC/CDE Self Study, 2017–18

Preface



Chapter I
Progress Report

Chapter II
Student-Community Profile

Chapter III
Self-Study Findings

Chapter IV
Summary list of Critical Student Learning Needs

Chapter V
Revised SPSA aligned to LCAP

Electronic Appendices

ACS WASC/CDE Self Study, 2017–18

Preface

Chapter I
Progress Report

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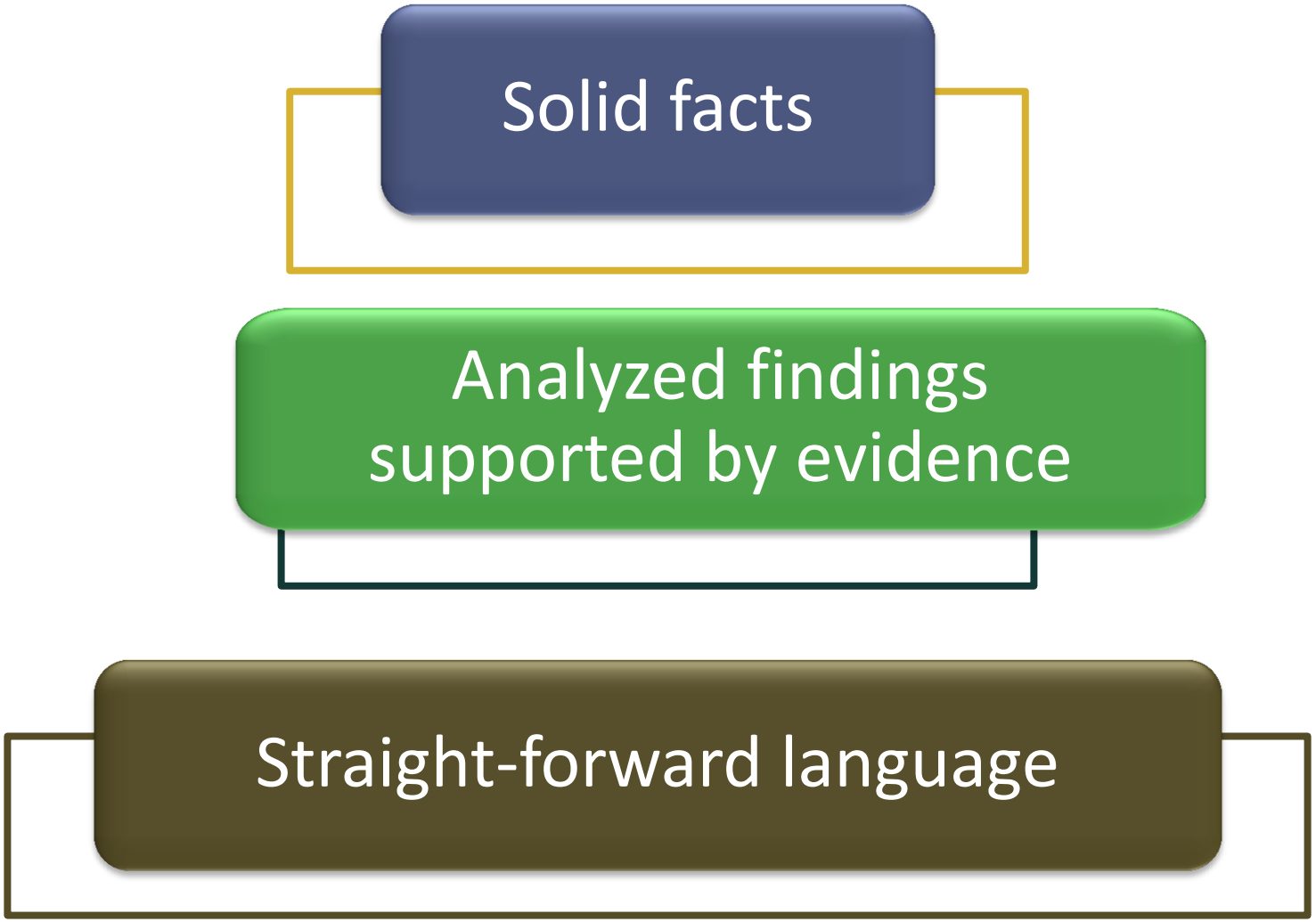
Electronic Appendices

Characteristics of a Quality Self-Study



Establish a Timeline

Organize and integrate Home and Focus Group work with regularly scheduled meetings and in-service days, if possible

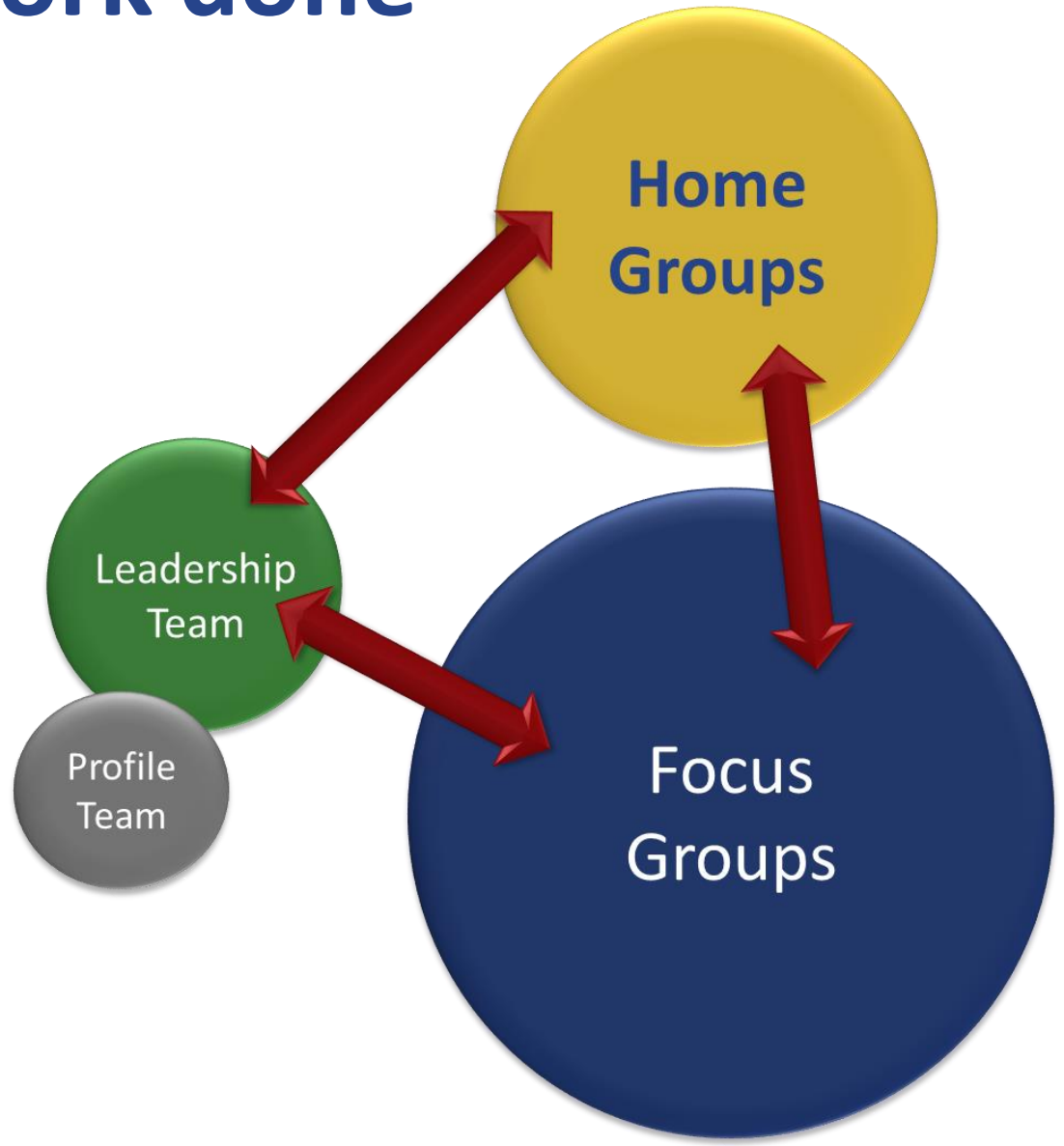
Stagger the work

Work efficiently during 18 months

Publish and send to Visiting Committee and ACS WASC no later than **six wee**ks prior to the visit

Getting work done

Roles
Responsibilities
Size
Composition
Leadership
Work
Timing
Norms



How will we organize ourselves and our work?

ACS WASC

Getting Organized

Getting Underway

Task 1
Chapter I

Progress Report

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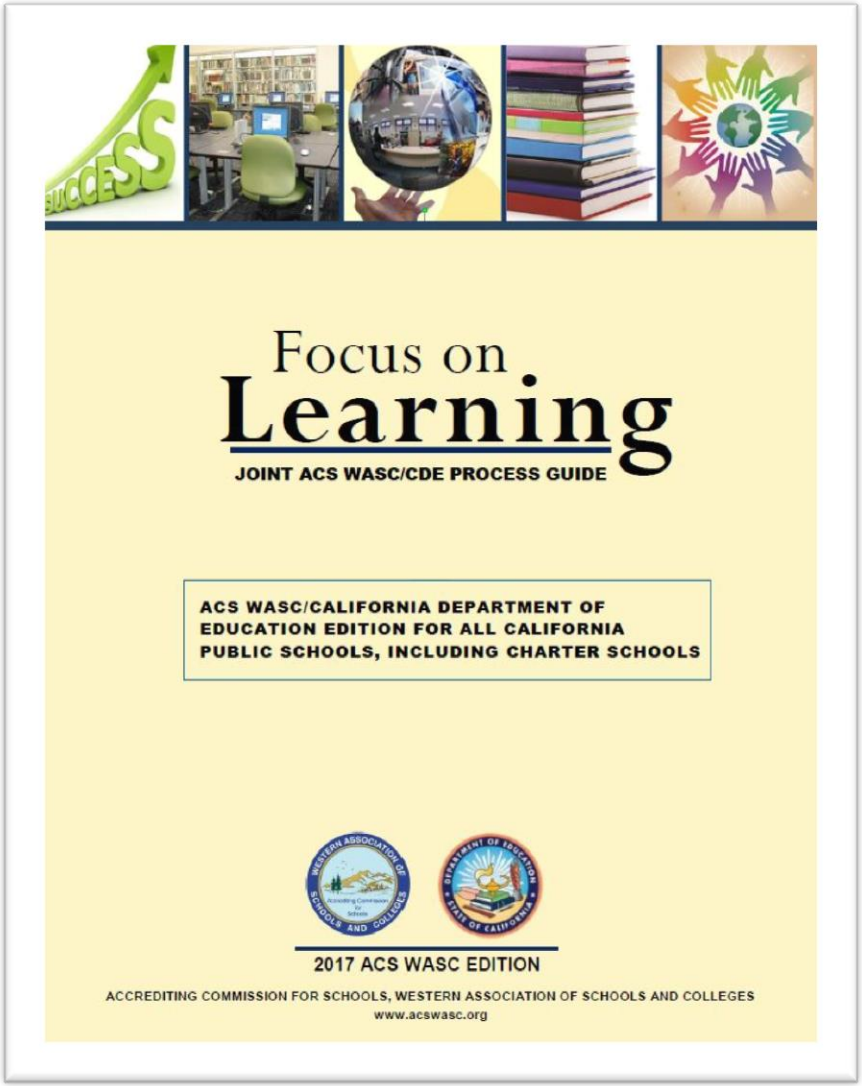
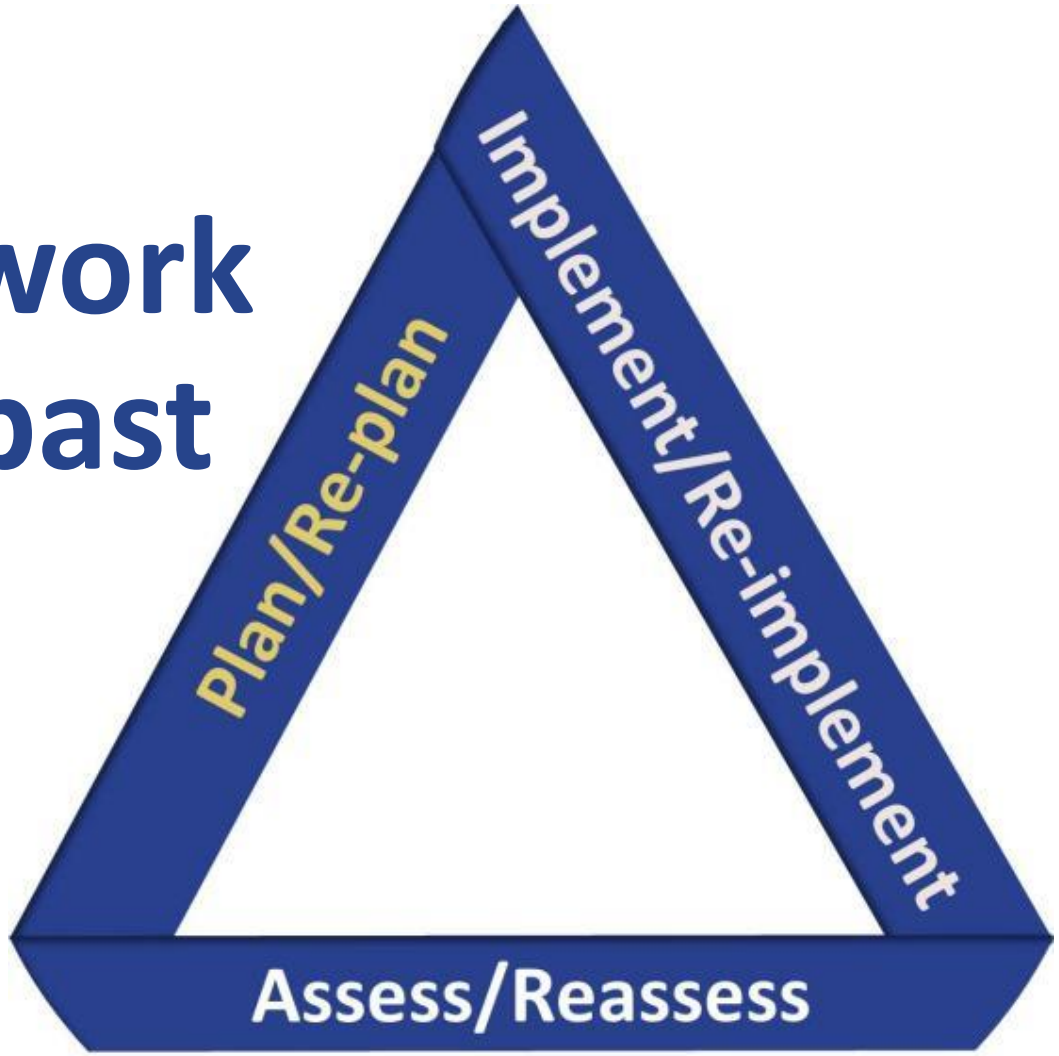
Task 1 – Chapter I

Analyze and reflect upon the school's progress and the impact on student learning since the previous full self-study



Directions pp. 45-46

Here's our work during the past six years.



Chapter I: Progress Report

- Significant developments
- Schoolwide critical areas for follow-up from last full and any/all intervening visits
- Ongoing follow-up process
- Reflection, analysis on progress with supporting evidence and impact on student learning for action plan sections/goals
- Critical areas for follow-up NOT currently in the Action Plan

Chapter I: Self-Check Questions

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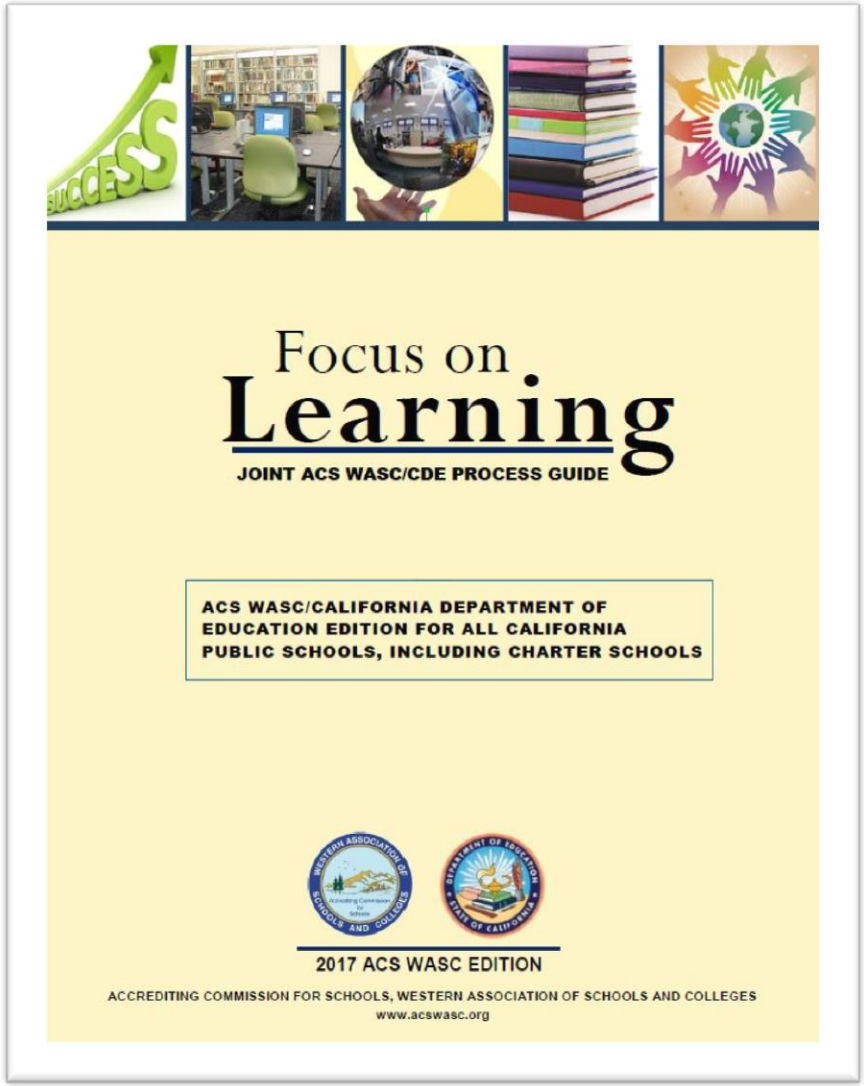
Task 2
Chapter II

School Profile

ACS WASC © 2017-18

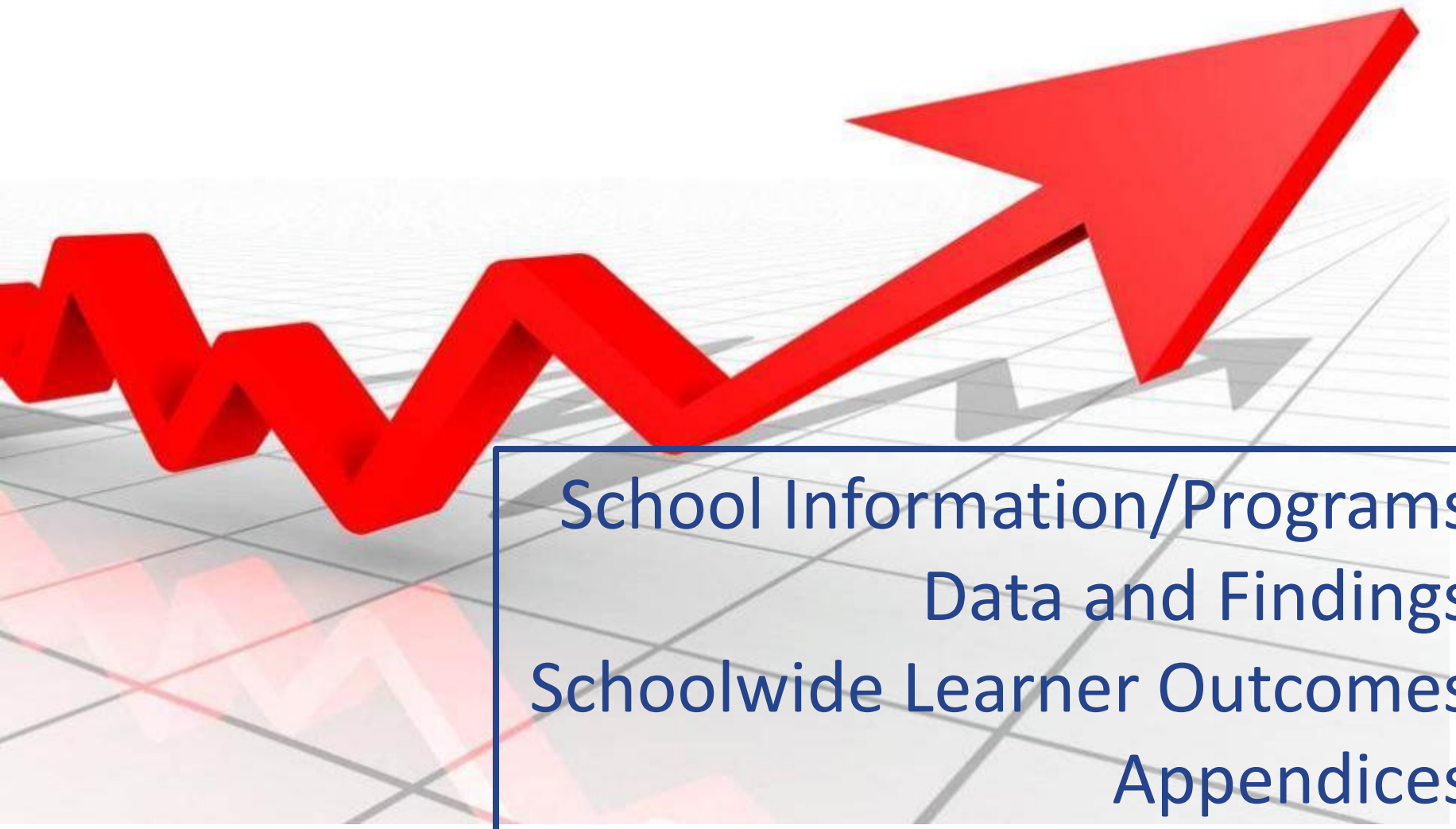
Task 2 – Chapter II

Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and critical student learning needs



Directions pp. 47-56

Chapter II: School Profile Contents



School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices

Chapter II: Data/Evidence

General Background and History

School Program Data

Demographic Data

Data on Addressing the Eight State Priorities

Schoolwide Learner Outcomes

Preliminary Critical Student Learning Needs

Perception Data

Student/Community Profile Tells Your Story

Who are our students?

Who compose the major subpopulations at our school?

What about different programs/paths/grade levels?

Student/Community Profile Tells Your Story

What do the data tell us?

Not tell us?

Do pieces of data conflict with one another?

Do pieces of data support other data?

What questions do the data raise?

Data

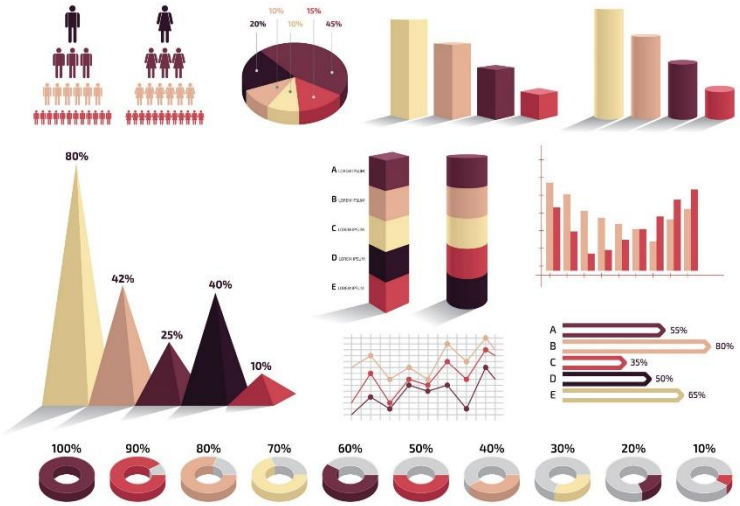
Demographic

Outcome

Process/
Perception

What do the data tell us?

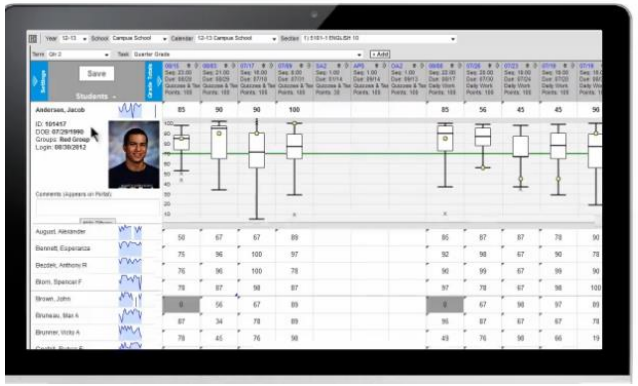
Graphs



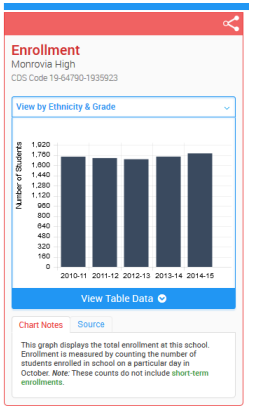
Tables

Narrative description when data are not complex.

Resources Available for Demographic and Outcome Data



Student Information System



Ed Data

http://www.ed-data.k12.ca.us/Pages/Home.aspx
Currently in “overhaul” mode

SAT
ACT
College Readiness
Advanced Placement
Other

2015	2016	2017

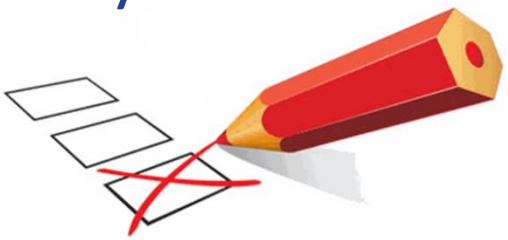
Resources: Process and Perception Data

SurveyMonkey

FreeOnlineSurveys

ZOHO

Surveys



Interviews

Sample Questions

- How did the students perform over last year? The prior year?
- What is the longitudinal growth pattern for this grade level?
- Are there different patterns for different subgroups of students?
- What do the data tell us about our students' greatest areas of weakness?
- How well are students performing in relation to our schoolwide learner outcomes?

Presentation Thoughts

Simple narrative offering understanding and conclusions when the data are not complex.

Enrollment has remained between 3,250 and 3,375 students for the past three years.

Table OR graph when the data vary greatly AND narrative offering understanding and conclusions.

Clear titles and labeling.

Consider checking APA or MLA recommendations.

Student Group	2013-14	2014-16	2015-16
9th Grade	42	55	72
10th Grade	70	69	67
11th Grade	87	88	88
12th Grade	60	71	92

Presentation Thoughts

Simple narrative offering understanding and conclusions when the data are not complex.

Table OR graph when the data vary greatly AND narrative offering understanding and conclusions.

Trends

Irregularities

Anomalies

Enrollment has remained between 3,250 and 3,375 students for the past three years.

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Student Group	2013-14	2014-16	2015-16
9th Grade	42	55	72
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11th Grade	87	88	88
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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 years there's one noticeable (negative or positive) bump up or down

Anomalies

- Weird results – up or down

Possible challenges presented by the data

Findings from the data

For the last four years,_____ has demonstrated steady and consistent growth. Overall improvement as indicated in our API, moving from 736 to 816 (+53 points). All statistically significant subgroups have demonstrated growth over the same four year period. However, our Students with Disabilities (SWD) subgroup (not statistically significant) have declined over the past 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.

What does ACS WASC mean by Schoolwide Learner Outcomes?

What are our schoolwide learner outcomes?

Are our Schoolwide Learner Outcomes meeting the **criteria** listed below?

Schoolwide Learner Outcomes

How well?

Sample Schoolwide Learner Outcomes

College-, Career-, and Life Skill- Oriented who

- Take initiative and work independently
- Follow through with plans and goals
- Handle praise, feedback, and criticism well
- Are organized
- Are productive and accountable
- Are self-directed and don't give up

Preliminary Critical Student Learning Needs

Student centered

Generally related to literacy, numeracy, and/or affect

Almost never for all students

Studied in Chapter IV

Supported by school's goals and data

Reflected in Action Plan

Preliminary
Critical Student Learning Needs

Focus on the student rather than

- Activities – adult or student-based
- Measures

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Preliminary Critical Student Learning 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.

What data should we include in our profile?

What do we have?

What do we need to get/find?

Chapter II: Self-Check Questions

p.50

Task 3
Chapter III

Organization

Curriculum

Instruction

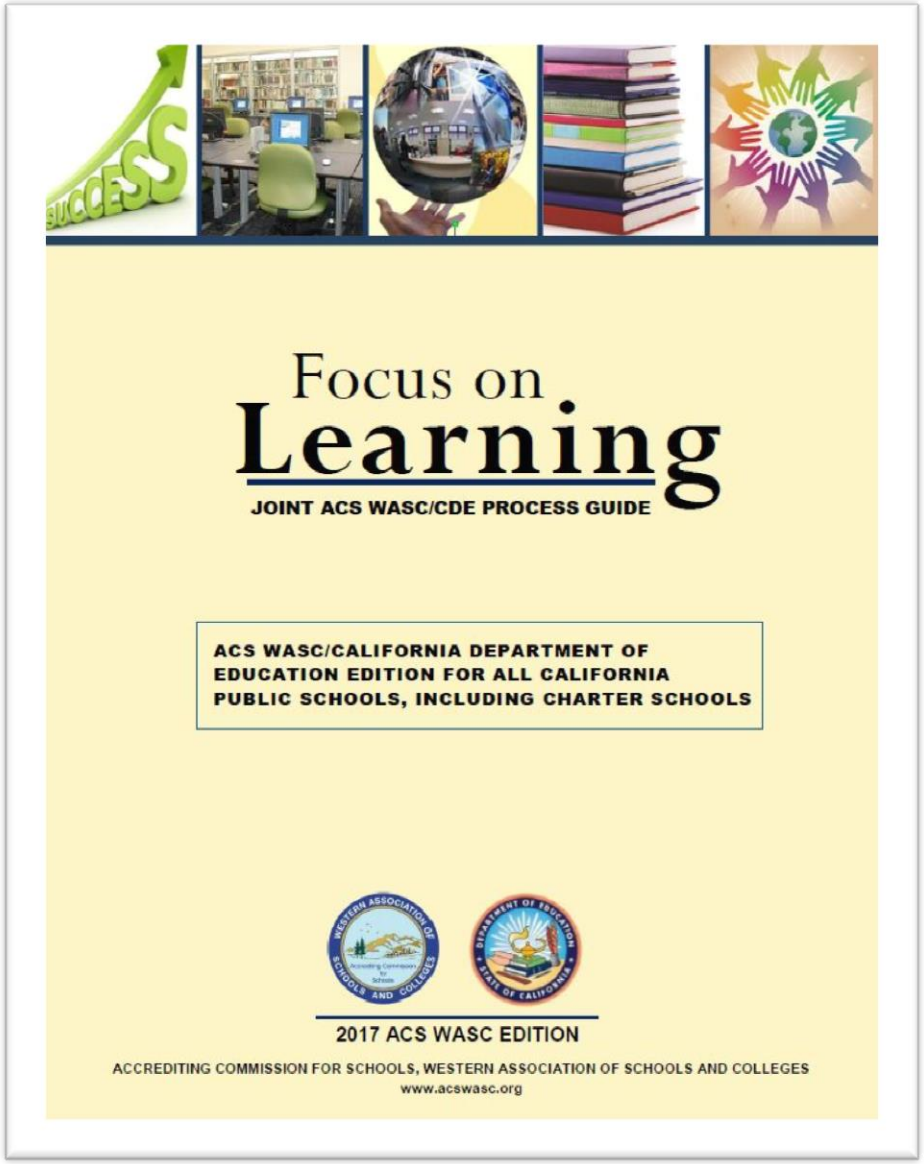
Assessment

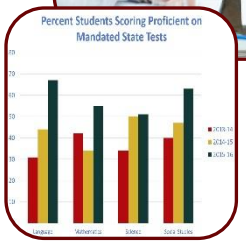
Culture & Support

Task 3 – Chapter III

Evaluate the quality of the school program in relation to the ACS WASC criteria with emphasis on the identified student learning needs; synthesize the information; determine strengths and growth needs

Directions pp. 57-59



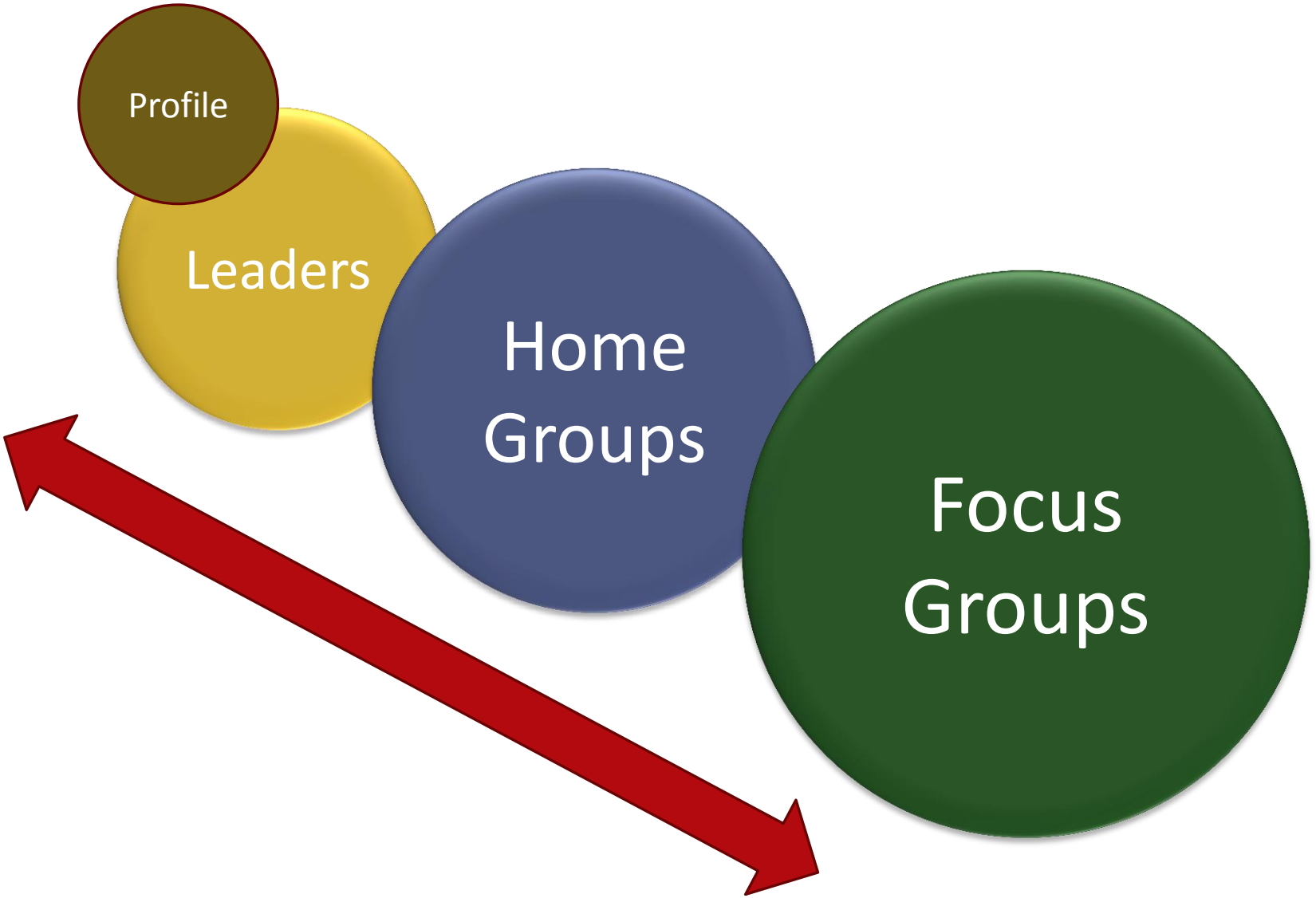


Leadership and Profile Team

Home Groups

Focus Groups

Task 3: Program Analysis = Chapter III



Chapter III: Program Quality Analysis

Process

Data
Observations
Interviews/Surveys
Student work samples
Documents
Professional knowledge

Product

Analytical response to criteria prompts

Evidence

Strengths

Areas for Growth

Logical Flow

Home Groups provide details and disaggregation for Focus Groups

Departments

Small Learning Communities

Grade-level clusters

Groups (i.e., students, classified staff, families, external partners)

Focus Groups answer the "So what" Question

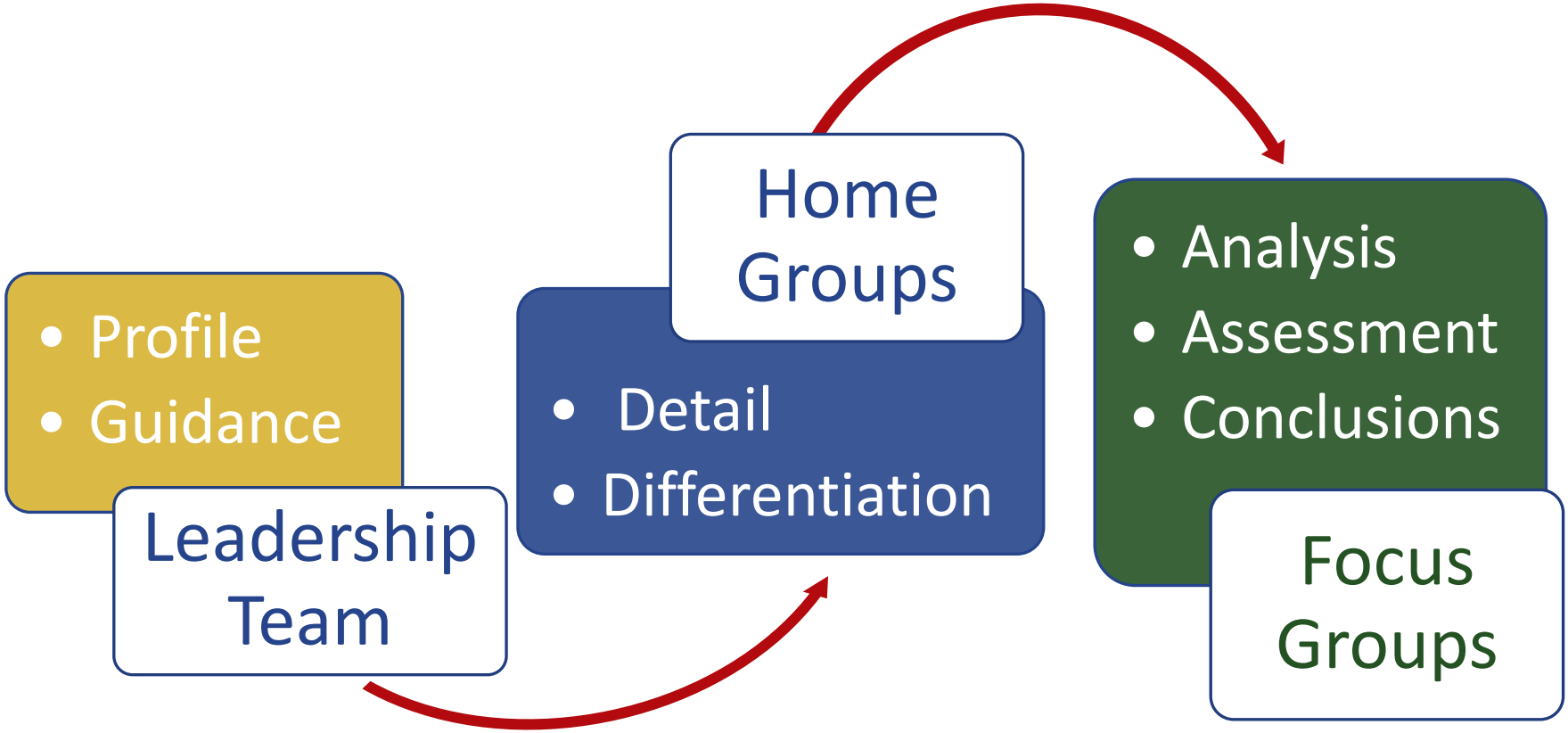
How effective is this overall?

How are things alike or different for groups of students?

How does/might this work support improvement in students' critical learner needs?

Use **prompts** for all responses.

Flow of Thinking



Category A: Organization

Sample

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Criteria Summaries

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B 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 student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

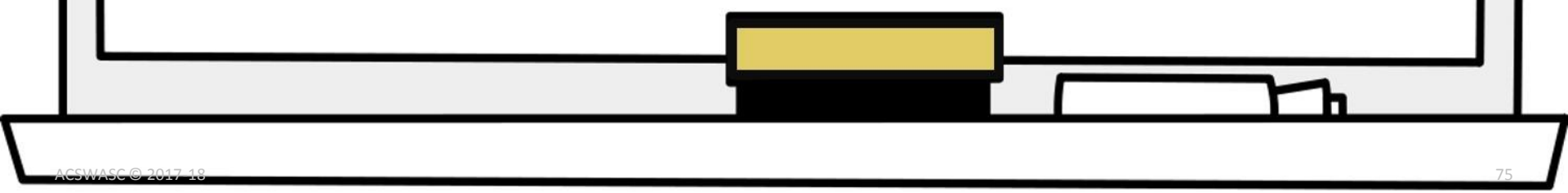
How might we go about the work?

Criteria concepts?

How will we know? Evidence?

Critical student learning needs?

Assessing effectiveness?



Are we clear about what we need to find out?

Focus Group Dialogue: Sample Questions

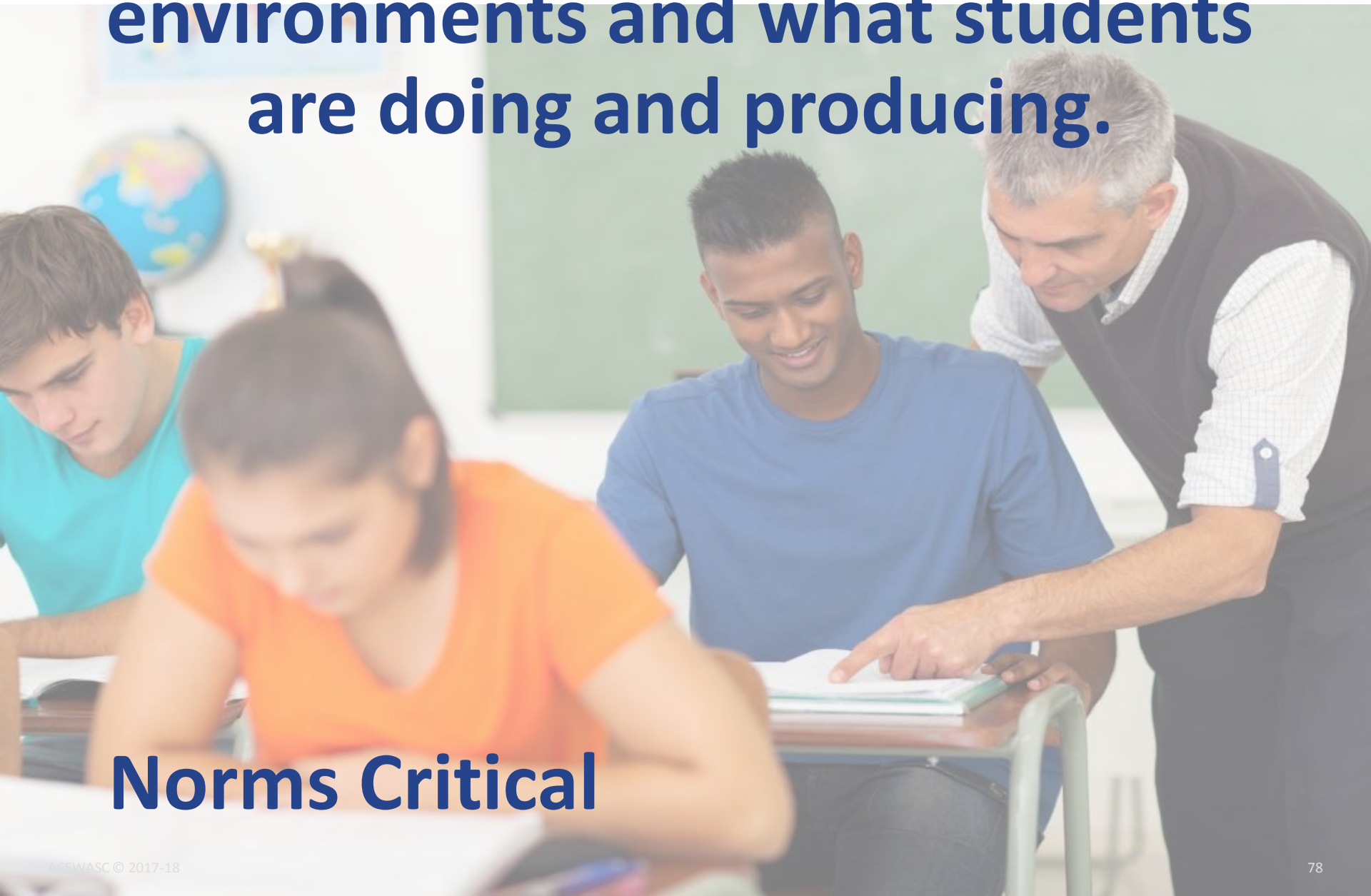
What do we know/have already, including the supporting evidence? Are we sure?

What is already in the profile?

What information/evidence is needed from the home groups?

What **particular** evidence is needed related to the identified critical student learning needs, e.g., how do we all support the English learners? Writing?

Observe classroom learning environments and what students are doing and producing.



Norms Critical

Capture observational data

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?

___ non-fiction reading _____critical thinking
___ academic writing

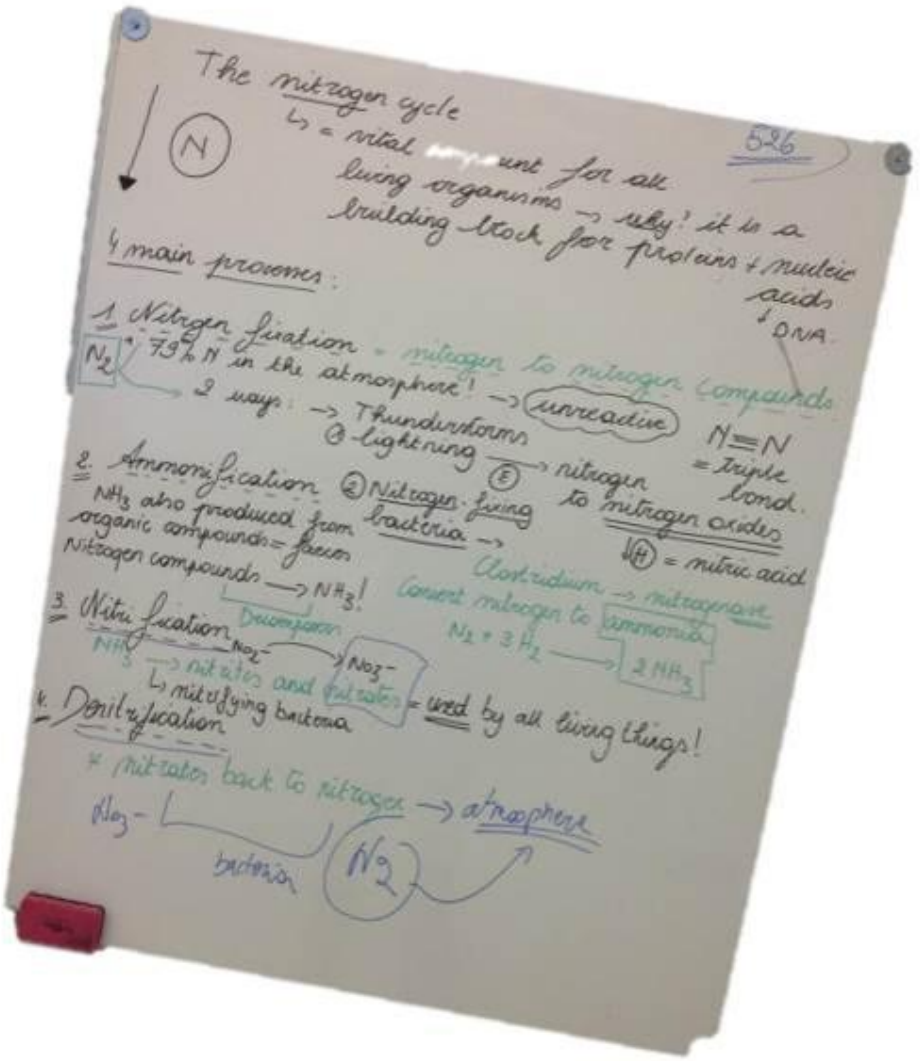
What schoolwide learner outcomes were observed?

___ Global awareness ___ Problem solving

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

Probing Questions

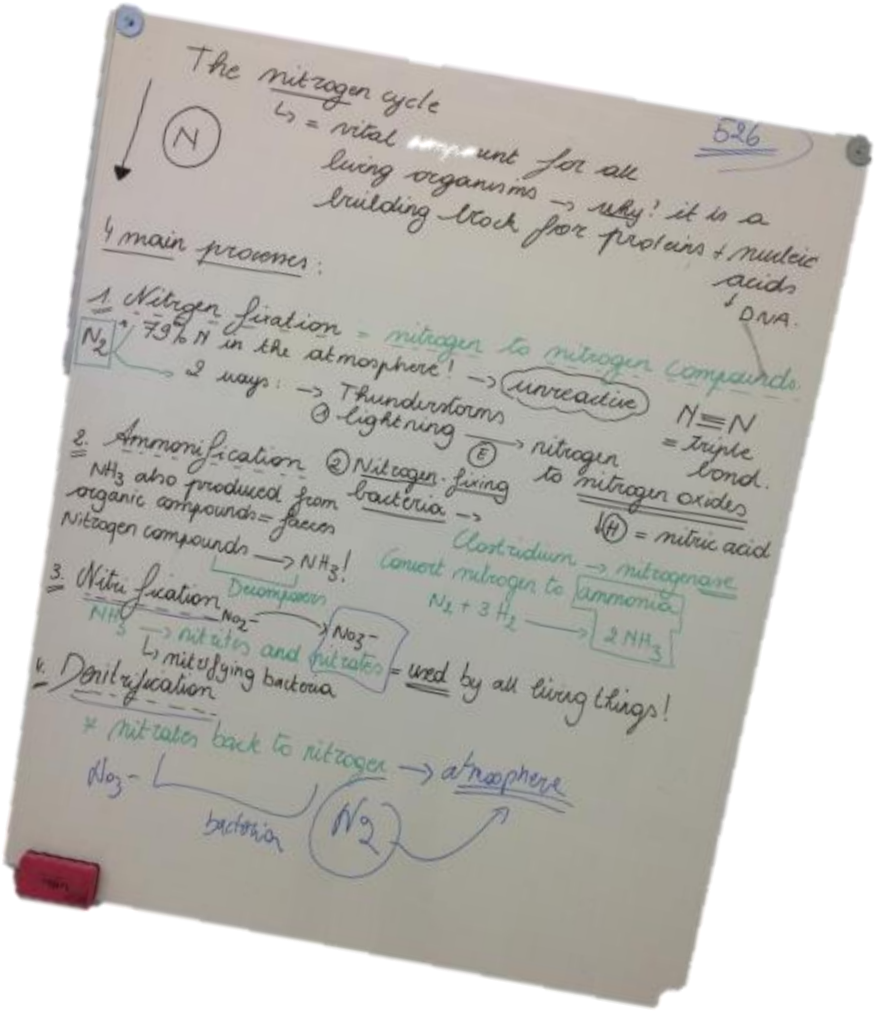
What did you notice as you examined this work?

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…?



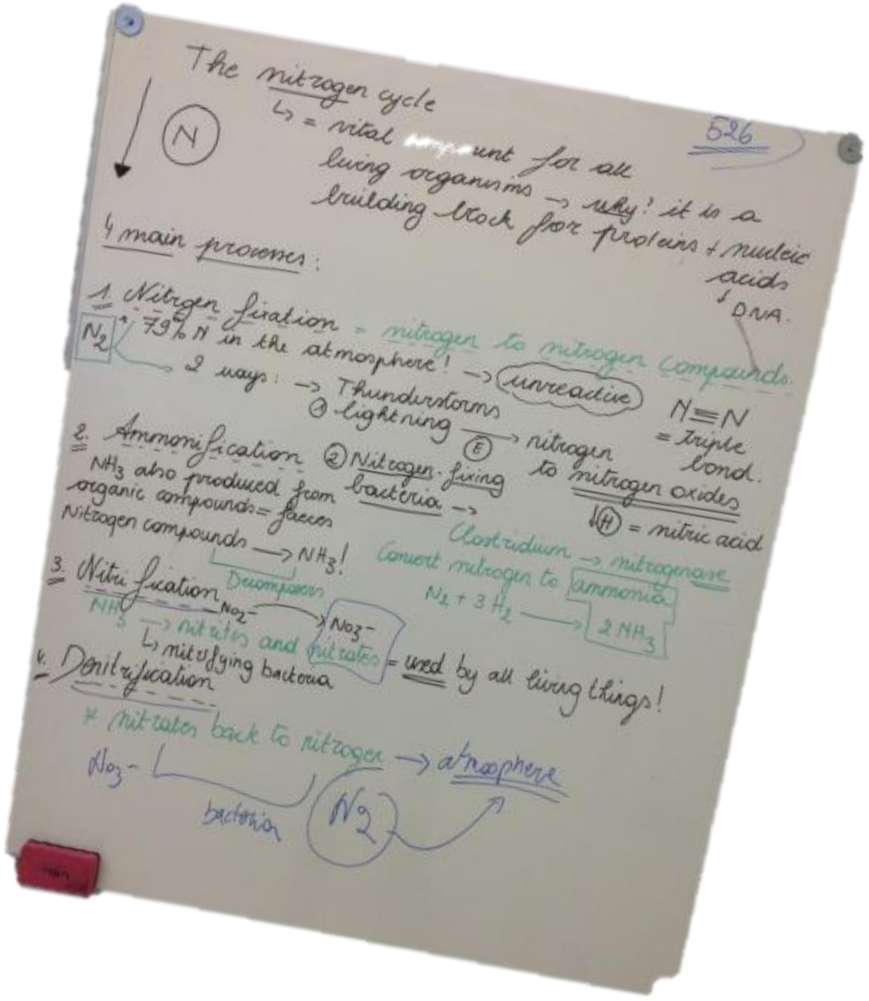
Resources

Essential Schools: Looking Collaboratively at Student Work

www.essentialschools.org/resources/60

Looking at Student Work

www.lasw.org/



Conduct Interviews and Surveys

- Interviews
  - Student to student
  - Staff to student
  - Teacher to teacher
- Surveys
  - Short
  - Focused
  - Understandable

Chapter III: Program Quality Analysis

Process

Data
Observations
Interviews/Surveys
Student work samples
Documents
Professional knowledge

Product

Analytical response to criteria prompts

Evidence

Strengths

Areas for Growth

Logical Flow

Critiquing Chapter III

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

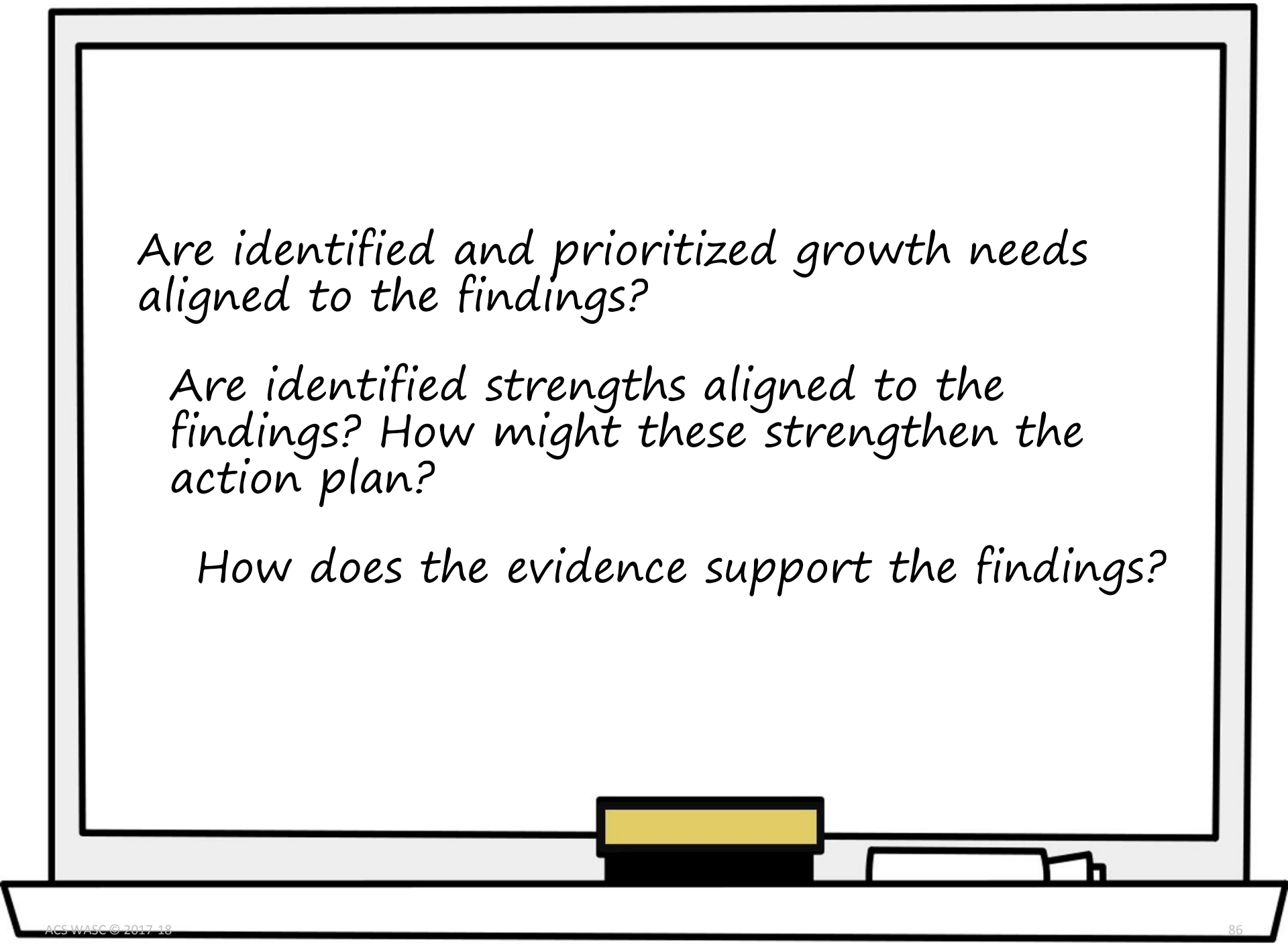
Are the findings analytical/evaluative rather than descriptive?

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

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?



Task 3: Initial Procedures #1 and #2

Focus Groups

- Discuss all 5 categories of criteria
- Concentrate on assigned criteria and indicators
- Use prompts

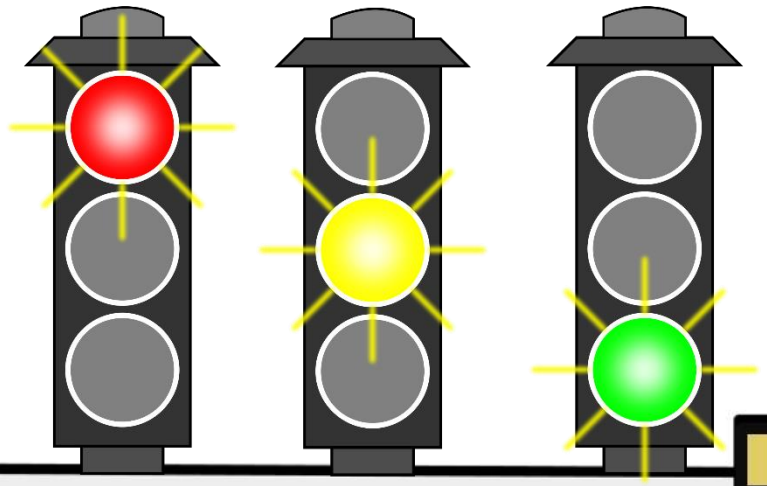
What data, information, and evidence are needed to determine what currently exists and its effectiveness?

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

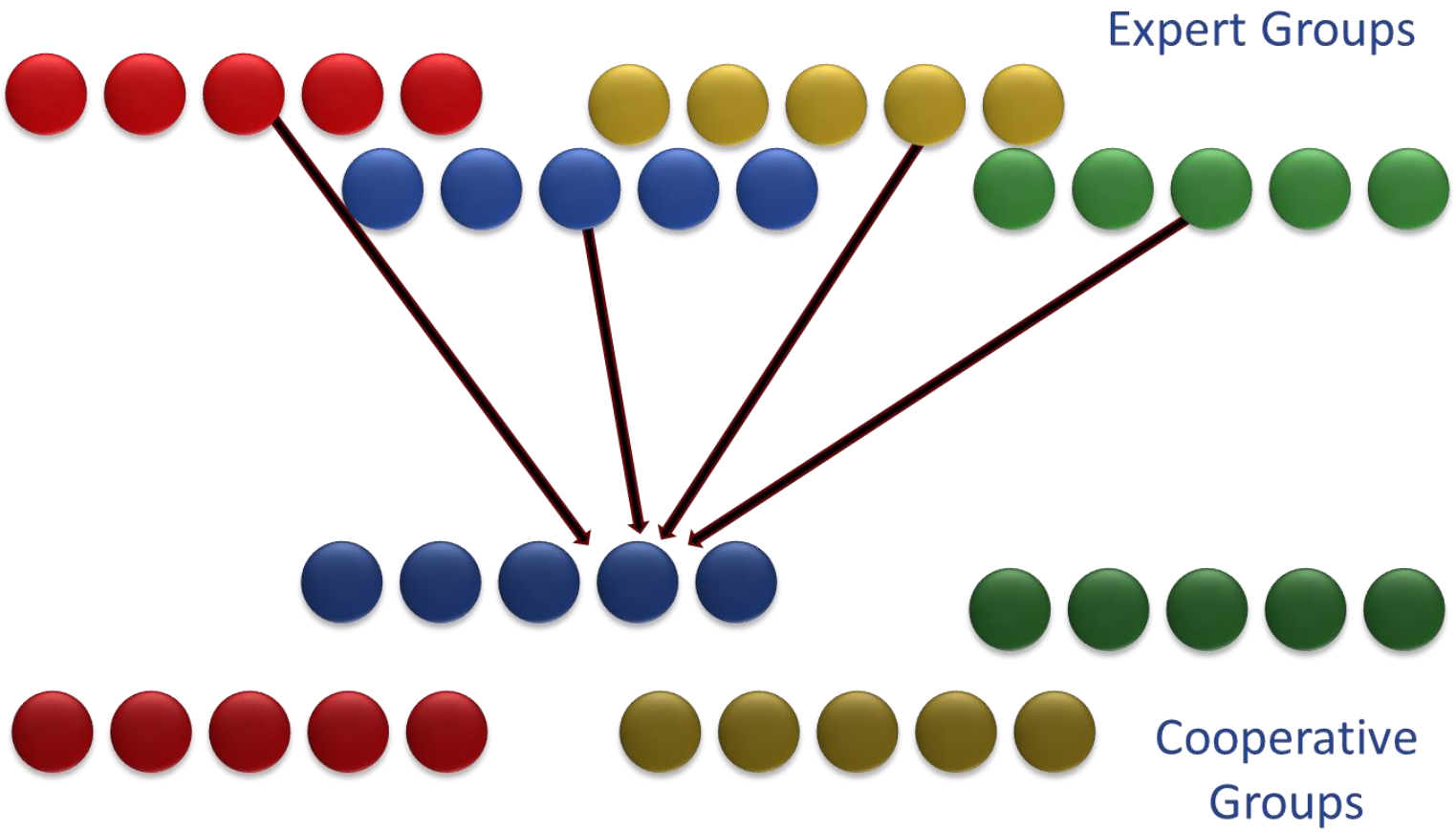
C2: Instruction-Indicators

What does the indicator mean?

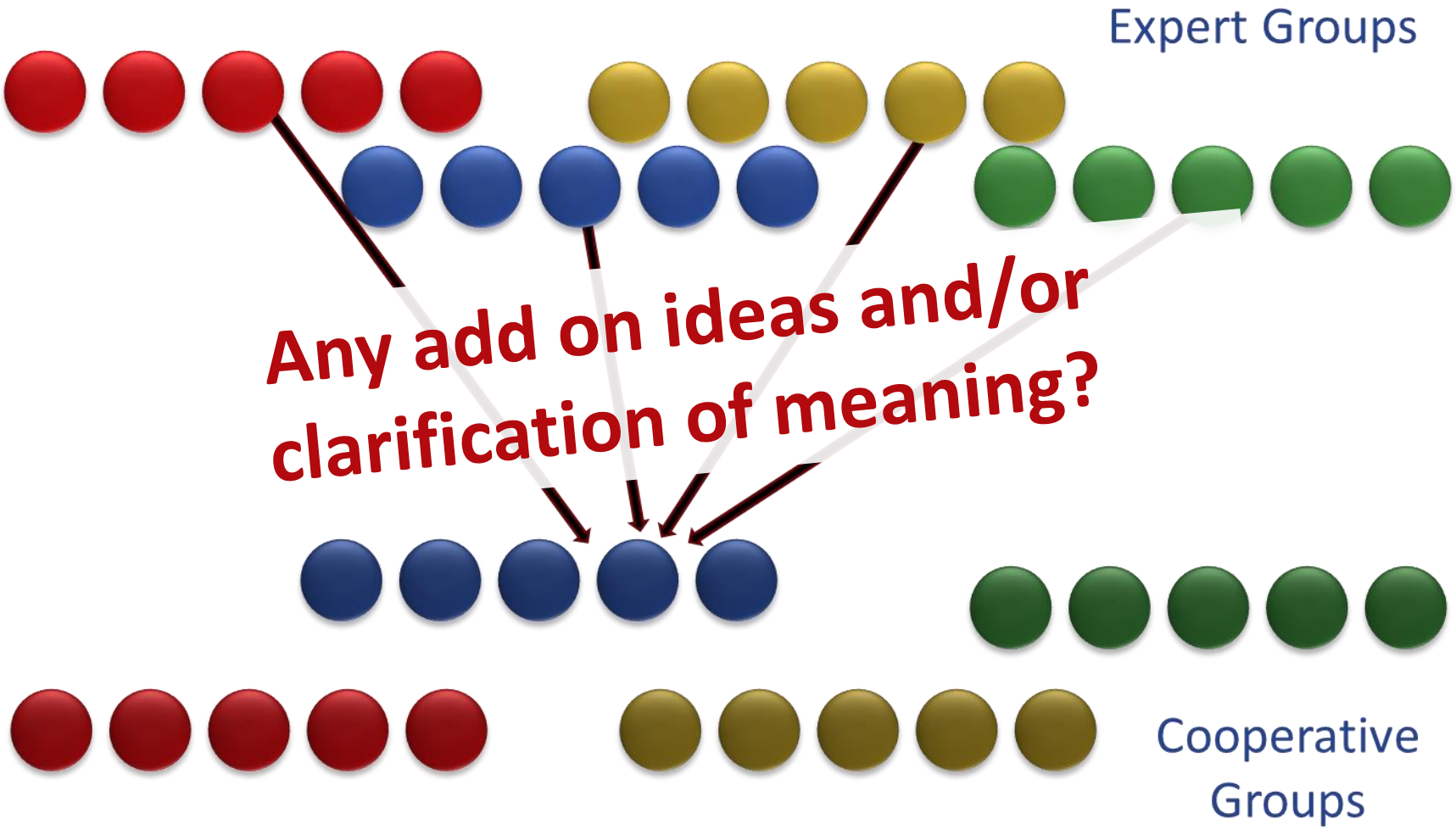


Brainstorm types of evidence that might be used for this indicator?

Share what your indicator means and what evidence your group considered



Share what your indicator means & what evidence your group considered



Let's talk

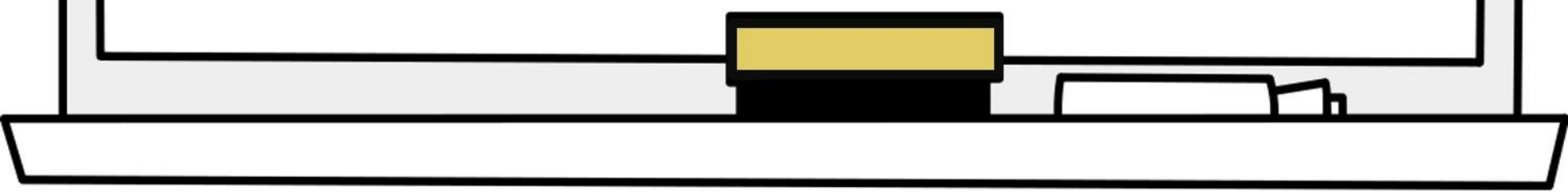
What patterns/trends do we find in our learnings from each section?

What are the key findings that impact student learning?

What are our reflections?

What might we consider designing for the future?

What do we do now?



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

Organization: Membership in the governing board has fluctuated greatly during the past seven years in terms of personnel and outlook/goals. This lack of overall stability has contributed to a serious deterioration 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.

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.

Chapter III: Self-Check Questions

p. 59

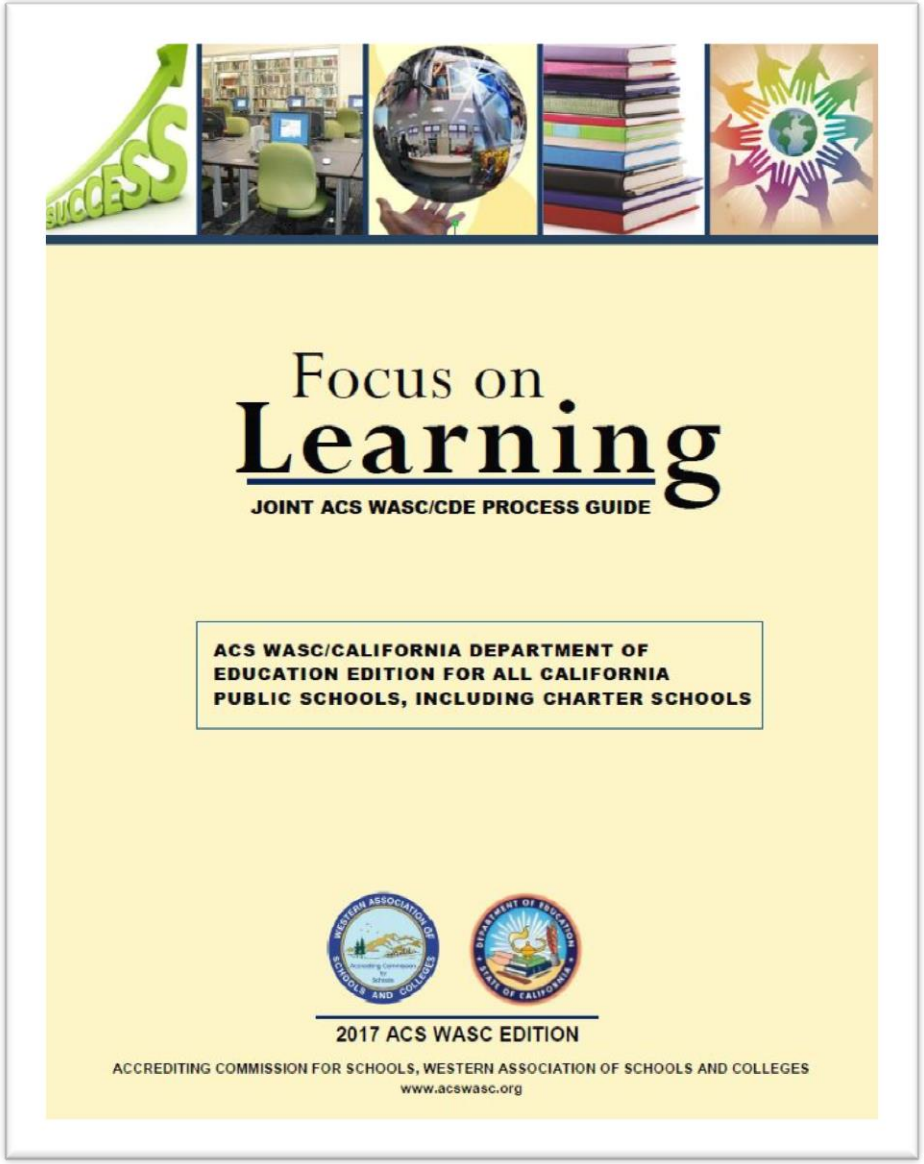
Task 4
Chapter IV

Summary from Analysis of Identified Critical Student Learning Needs

Task 4 – Chapter IV

Summary of Identified Critical Student Learning Needs based on profile and Focus Group analysis and findings

Directions pp. 61-62



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.

After reviewing all data and findings, summarize final critical student learning needs

Ensure an alignment to the district LCAP

Chapter IV: Self-Check Questions

p.61-62

Task 5

Chapter V

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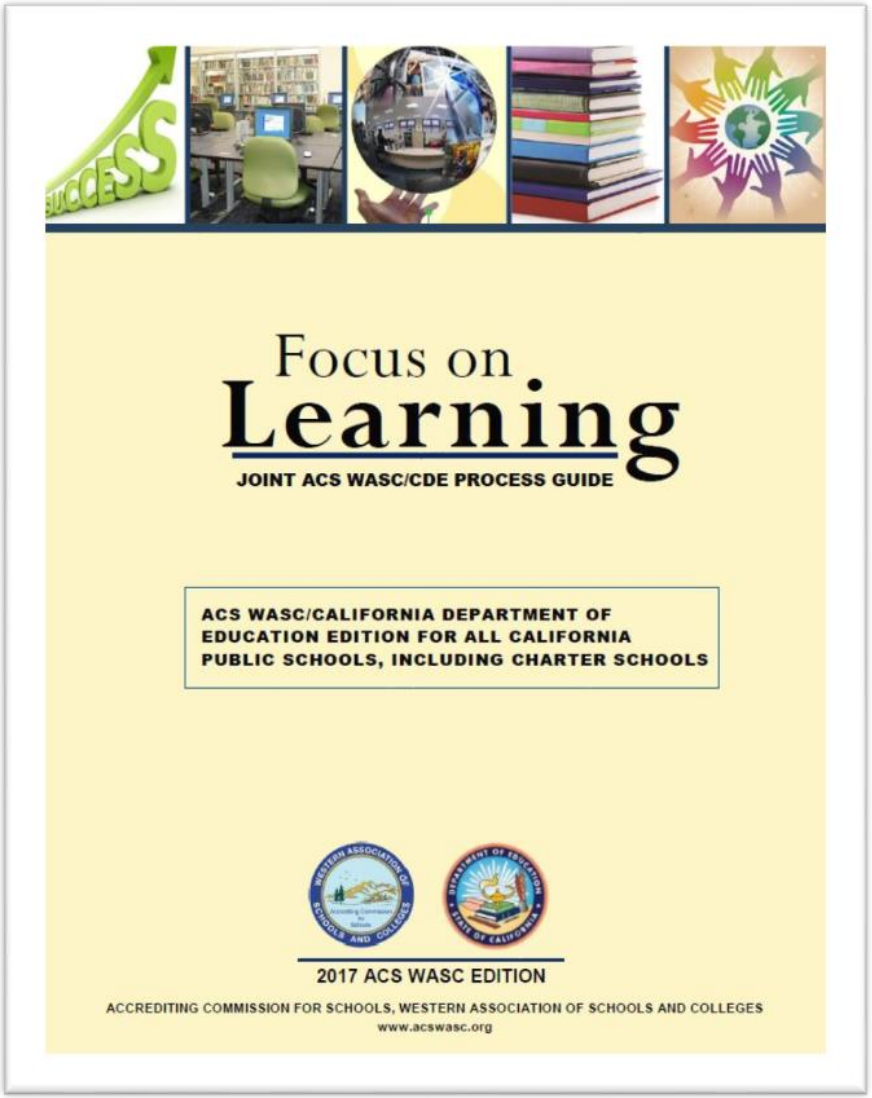
Task 5-Chapter V

Revise the comprehensive schoolwide action plan; define schoolwide and student group growth targets; review and revise as necessary the established ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.



Directions pp. 61-62

Action Plan Components

- Statement of area for improvement, including growth targets & rationale for area based on self-study findings
- Link to one or more schoolwide learner outcome
- Ways of assessing progress, including student achievement of the critical learner needs, schoolwide learner outcomes, & academic standards
- Means to monitor & report progress
- Who's responsible & involved
- Specific steps, including professional development
- Timeline
- Resources

ACS WASC

Getting Organized

Getting Started

Focus on Learning

Road to the Action Plan

Team Spirit at Work

Self-Study Training Schedule

Part One-Two: In-Person Training (September-October)

Office Hours: Webinar Q&A (Dates TBD)

Part Three: Webinar-Only Training (March)

Office Hours: Webinar Q&A (Dates TBD)

Office Hours

Part 3 Training: Self-Study/Visit

Self-study check-up

The Chair and the Visit

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ACS WASC

We Are Student Centered

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