

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

**ACS WASC Focus
on Learning
On Target for 21st
Century Schools**





ACS WASC Presentation Outline

- Background of ACS WASC accreditation
- What is accreditation?
- Why accreditation is so important?
- ACS WASC seven accreditation principles
- Focus on Learning (FOL) Accreditation's Cycle of Quality
 - ✓ Self-Study
 - ✓ The Visit
 - ✓ The Follow-up or Ongoing Improvement
- **Getting Started: The Initial Visit Process**
- Focus on Learning: a powerful process for school change



Accrediting Commission for Schools Western Association of Schools and College (ACS WASC)

- **A private, nonprofit, regional accrediting association in the United States**
- **Serves schools in California, Hawaii, Pacific Islands, and worldwide, especially East Asia (Hague, 1961)**
- **Works closely with the U.S. Department of State, Office of Overseas Schools**



Accrediting Commission for Schools, WASC

- Extends services to over 4,900 pre-K to 12 elementary and secondary public and private schools of various types (350 in East Asia)
- Works with 18 other associations in joint processes, such as California and Hawaii state departments of education (CDE, HIDOE, WCEA, SDA, CIS, ACSI)
- ACS WASC Commission (Board) composed of 32 members from various organizations



Ongoing Journey



What is Accreditation?

- The quality or state of being trustworthy or credible (Root is French word meaning “to credit”)
- An ongoing Cycle of Quality...
 - a “non-hyperventilating” school improvement process that supports high-quality student learning
- Equivalent to a University Educational Course entitled: Change 101



Accreditation: A Value-Added Evaluation

Schools add value by...

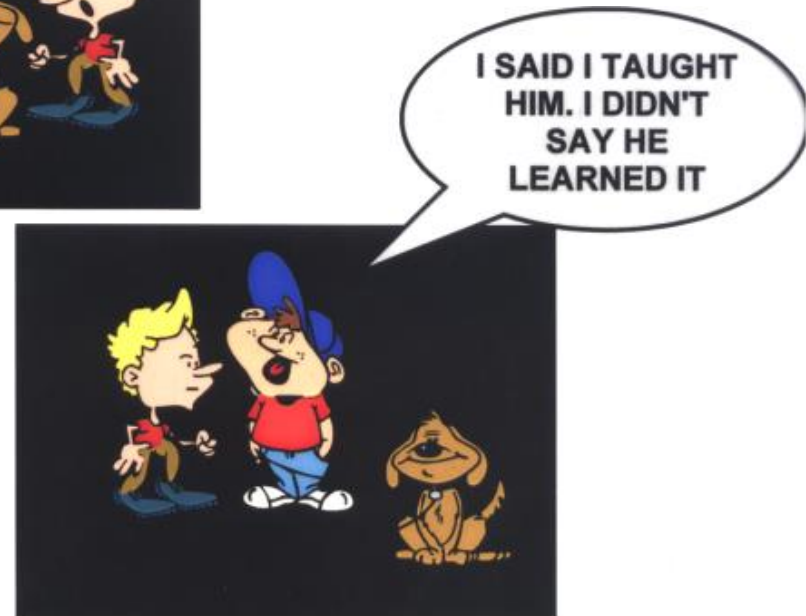
- ☐ Increasing what students know
- ☐ Increasing what students can do
- ☐ Improving how students feel
 - about themselves
 - about others
 - about learning



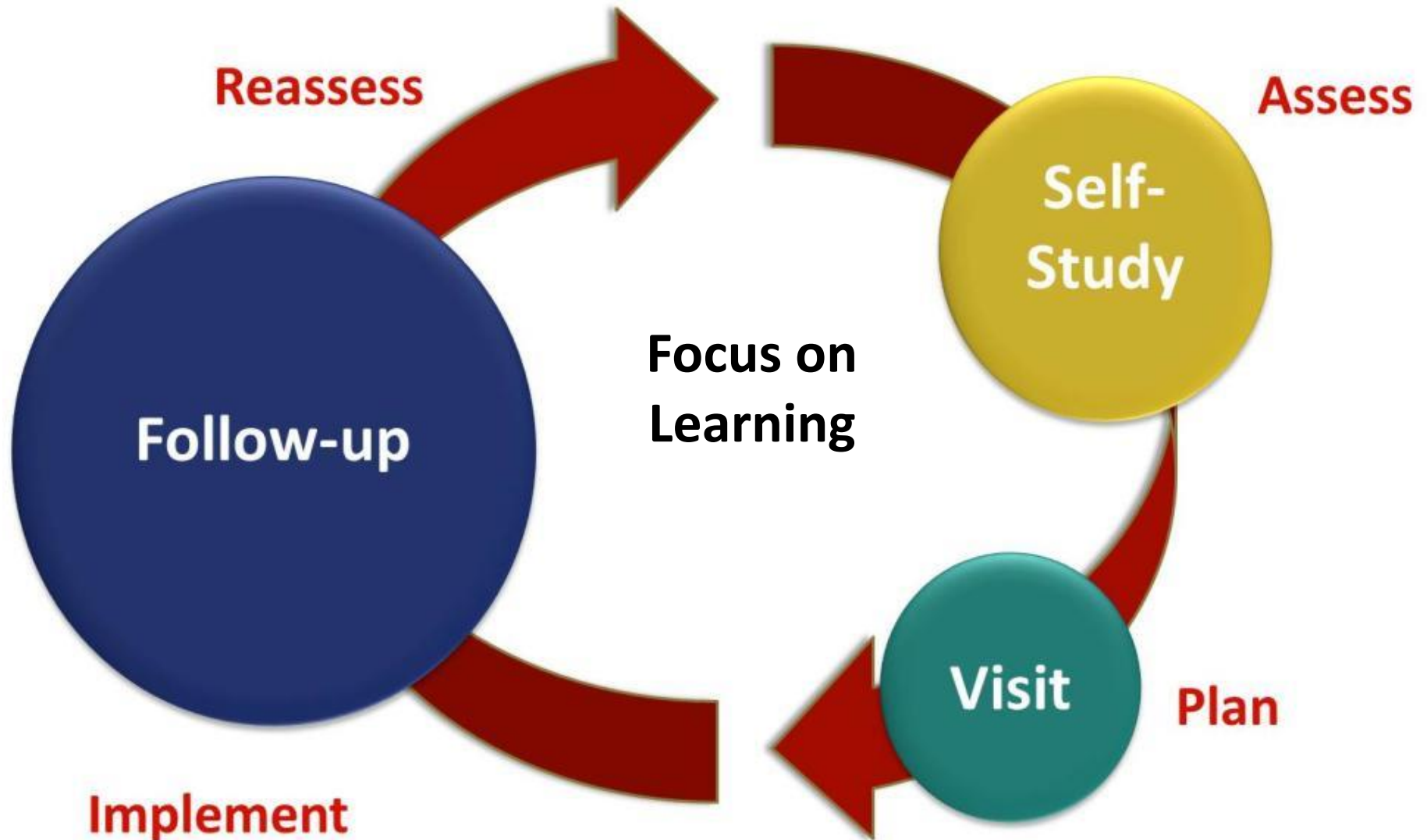


Why Accreditation?

- Assures a school community school is trustworthy for student learning in a global society
- Validates integrity of school's program and transcripts worldwide for university acceptance
- Fosters ongoing improvement to support learning
- Provides valuable insight from educators visiting the school
- Benefits schools choosing collaborative processes, e.g., ACS WASC/CDE



ACS WASC Accreditation Cycle





Focus on Learning ↔ **School Change**

ACS WASC Accreditation Cycle of Quality



ACS WASC Seven Accreditation Principles



ACS WASC Seven Accreditation Principles

1. Accomplishment of school purpose (core beliefs, vision, mission) and schoolwide learner outcomes...

What all students should know, understand and be able to do in order to be globally competent, i.e., a global citizen.





Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable





Sample Schoolwide Learner Outcome

ASIJ educates students to be effective communicators who...

Express ideas, emotions, and personal experiences clearly and creatively through the written and spoken word and through the arts.

Listen critically with understanding and empathy.



EAGLES: Schoolwide Learner Outcomes

SAS students will be global-minded citizens who...

Act with the future in mind

Embrace diversity

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



EAGLES: Schoolwide Learner Outcomes

SAS students will be literate individuals who...

Are multi-lingual

Articulate communicators in reading, writing, speaking, listening, and through artistic expression

Can analyze information to create new knowledge and understandings

Are literate in information and communication technologies



EAGLES: Schoolwide Learner Outcomes (excerpts)

SAS students will be skilled inquirers who...

Apply content knowledge and skills in authentic situations

Strive for academic excellence

Can express themselves through sound, movement and image

Apply skills and knowledge to broader systems

Reason soundly and critically



ACS WASC Seven Accreditation Principles

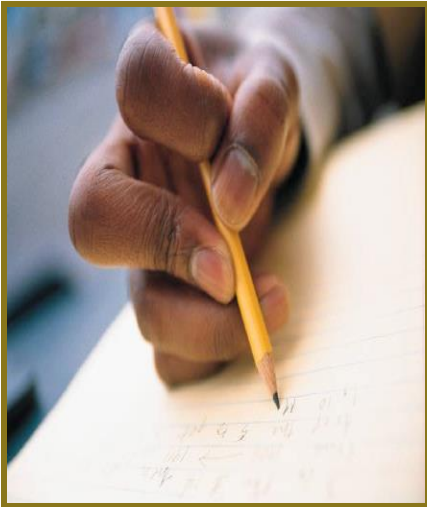
2. High achievement of all students based on schoolwide learner outcomes/curricular standards





ACS WASC Seven Accreditation Principles (*cont.*)

3. Use of multiple ways to analyze data about student achievement





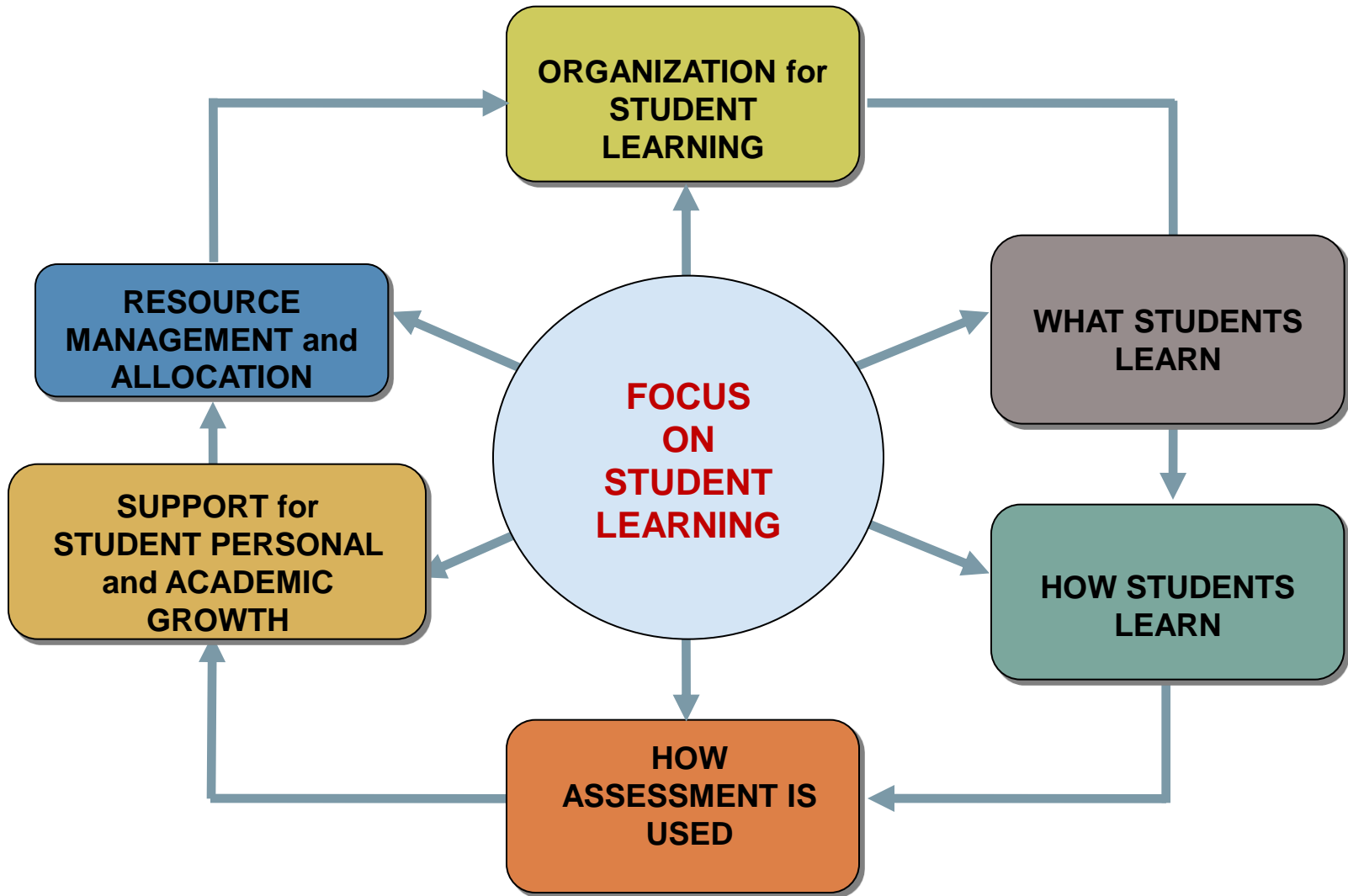
ACS WASC Seven Accreditation Principles (*cont.*)

- 4. Program evaluation in relation to schoolwide learner outcomes, standards and research-based ACS WASC criteria and indicators**





ACS WASC Criteria Categories





ACS WASC Seven Accreditation Principles

5. Alignment of findings to a schoolwide action plan

- Strategic Plan
- Technology Plan
- Professional Development Plan





ACS WASC Seven Accreditation Principles

- 6. Evaluation of ongoing improvement and impact on student learning**
- 7. Total involvement/collaboration of all leaders, board members, teachers, staff, students, parents, and others**





Initial Visit: Starting the Accreditation Process

A one- or two-day visit by a two-member team to understand the school...

- Its vision, mission, schoolwide learner outcomes**
- Its program and operations based upon the ACS WASC criteria.**





Affiliation Categories

Candidacy

Initial Accreditation

Denial



Affiliation Categories: Candidacy

A school ...

- Is progressing toward, but does not assume accreditation
- Is not yet ready for the full evaluation based on the ACS WASC criteria
- Provides evidence that sound planning exists with resources to implement these plans within a reasonable time
- Submits an annual progress report to ACS WASC on recommendations integrated into an action plan left by initial visiting team
- Completes a self-study and undertakes a full accreditation visit by the third year of candidacy



Affiliation Categories: Initial Accreditation

A school...

- Meets the organization and support criteria for full accreditation
- Has a history and support system that indicates that a high quality program can be sustained into the foreseeable future
- Completes a self-study and undertakes a full accreditation visit by the third year of initial accreditation



Affiliation Categories: Denial

A school does not fully meet ACS WASC criteria for affiliation

Note: A school may wish to re-apply after deficiencies have been remedied.



Initial Visit Procedures: Online Materials

- **Online Materials (www.acswasc.org)**
 - **Steps for ACS WASC Affiliation**
 - **Affiliation Form**
 - **Conditions of Eligibility**
 - **Initial Visit Procedures Manual**
- **Materials sent from ACS WASC office**
 - **School Description**



Initial Visit Procedures

- **Submit affiliation form**
- **Pay \$160 non-refundable fee**
- **Staff will review and send detailed school description; additional information is available on the website**



Initial Visit Procedures

- Complete and submit **initial visit application/school description by deadline**
- Work with appointed Visiting Committee chair on date
- Pay invoice for initial visit (\$650)
- Work with assigned Visiting Committee chair on schedule of day
- Prepare documentation for review by Visiting Committee prior to and during visit



Initial Visit School Description

- **Part I: Identifying Data**

- **Part II: School (Student/Community) Profile**
 - **Introductory Paragraph(s)**
 - **School Description**
 - **Student Demographic Data**
 - **Analyzed and Interpreted Student Achievement Data**
 - **Student Follow-up**



Types of Data



Demographic

Examples:

Ethnicity or Nationality

English proficiency

Gender/age mix

Special Populations

Mobility of students



Types of Data



Outcome

Examples:

- **Achievement**
 - College SAT, Advanced Placement
 - MAPS
 - ACT
 - CELDT
 - Post Graduation Data (University Entrance)



Initial Visit School Description

INITIAL

Part III: The Criteria

Use Rubrics (See the Initial Visit Procedures Manual)

Category A Organization for Student Learning

A1. School Purpose Criterion: The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted schoolwide learner outcomes* that form the basis of the educational program for every student.

INITIAL	CANDIDATE	EXAMPLES OF DOCUMENTATION
<ul style="list-style-type: none">• The school has established a clear statement of vision and mission (purpose) that reflects the beliefs and philosophy of the institution.• The student/community profile data has impacted the development of the school purpose and the schoolwide learner outcomes.• A high degree of involvement by representatives of the entire school community has occurred in the development of the school purpose and schoolwide learner outcomes.• There is a clear and systematic network of communication of the school's purpose and schoolwide learner outcomes within the school community.• Staff, students, parents, and other stakeholders understand and are committed to the purpose of the school.• There is a process in place for the regular review or revision of the school purpose and schoolwide learner outcomes.• There is consistency between the school purpose, the schoolwide learner outcomes, the school program, and ongoing improvement.• Publications and other media are used to inform parents and community members about the school purpose.	<ul style="list-style-type: none">• The school has adopted a clear statement of purpose.• The student/community data has impacted the development of the school purpose.• The school has designed a system and process to communicate the school's purpose that will lead to further development of schoolwide learner outcomes.• Plans to carry out the school purpose are in place and implementation has begun that show alignment of the schoolwide learner outcomes, the program, and ongoing improvement.	<ul style="list-style-type: none">• Statement of school purpose. (Note: school purpose is a general term for terminology used by schools such as vision, mission, or philosophy and objectives).• Schoolwide student goals (schoolwide learner outcomes) and the process for development.• Student/community demographic and performance information and data.• Admission policies and materials.• Master schedule.• Any academic or operational plans the school may have in place.• Process for regular review or revision of school purpose and schoolwide learner outcomes.• Processes and publications/media for communication to all stakeholders within the school community.



Initial Visit School Description

- **Part III: The Criteria, School Purpose, and Schoolwide Learner Outcomes-in addition, use iNACOL standards listed for online components**
 - Respond to questions for each criterion
 - Provide documentation



“Every student will be an effective communicator”

Each student may demonstrate this by:

- **Writing English clearly and proficiently**
- **Receiving information and constructing meaning through reading and listening skills**
- **Using nonverbal techniques to communicate accurately with others**
- **Using verbal language to communicate clearly when giving presentations to groups or talking with other individuals**
- **Exchanging information when working in a cooperative group.**





Initial Visit School Description

- **Part IV: School Description**
 - **Major Achievements/Accomplishments of students, staff, and school**
 - **Major School Needs, focusing on student achievement**



The Initial Visit: Learning about School



Are students learning?

Are systems and operations supporting learning?



The Initial Visit

The schedule includes:

- **Dialogue with all stakeholders**
- **Observation of students involved in the program**
- **Review of further documentation (view as much as possible prior to visit)**
- **Initial visiting committee report with recommendations**



Documents

For example...

- Student work
- Handbooks
- Curriculum documents
- Recruiting brochures





Initial Visiting Committee Report

- Introduction (brief summary from Part I and II — can use excerpts from the School Description)
- Categories A–D or E and other areas
 - Selected statements from the school application (optional)
 - Visiting Committee comments
- Schoolwide Areas of Strength
- Critical Areas for Follow-up



Initial Visiting Committee Report

Part II: ACS WASC Justification and Recommendation

- **Status Recommendation (rating based on rubrics)**
 - ✓ Meets standard for initial accreditation
 - ✓ Meets standard for candidacy
 - ✓ Does not meet standard
- **Justification Statement for Status**

A brief narrative — rationale for recommendation



Alignment of Findings to ACS WASC Criteria





Initial Visit Results

ACS WASC Commission action



School addresses initial visit recommendations



**School begins and completes self-study/full visit within
2–3 years of candidacy or initial accreditation**



Follow-up from Initial Visit

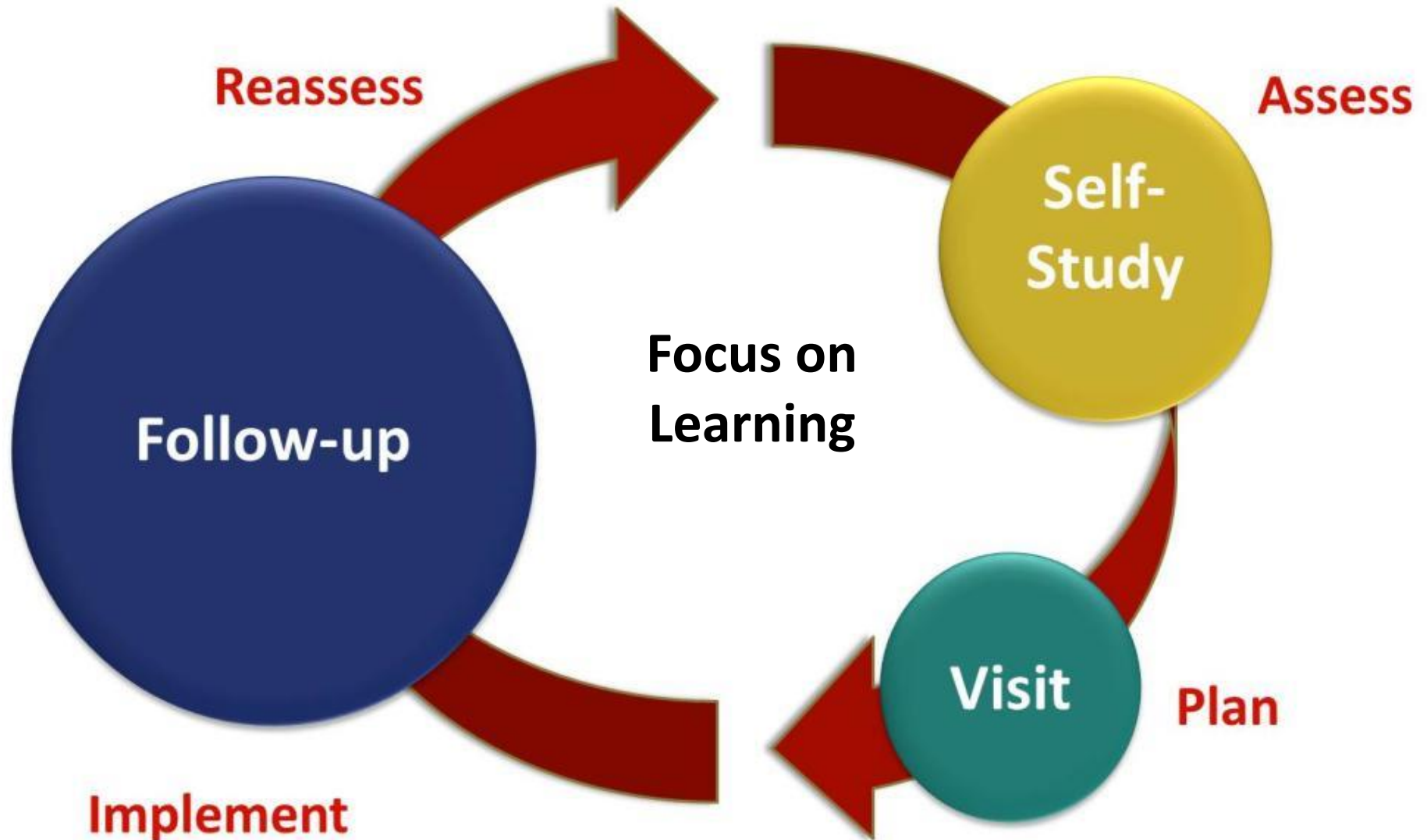
- **Implementation of recommendations that have been integrated into the schoolwide action plan**
- **Update of Student/Community Profile**
- **Refinement of schoolwide learner outcomes**



Follow-up from Initial Visit

- Preparation of annual progress report on school's action plan, including the progress on the critical areas for follow-up left within the initial Visiting Committee report (candidate schools submit by June 1st of the following year)
- Pre-planning and preparation for first self-study
 - ACS WASC Self-Study Training: 18 months from scheduled visit (e.g., November 2017, March 2017, September 2018 for a 2019 spring visit)

ACS WASC Accreditation Cycle





Focus on Learning

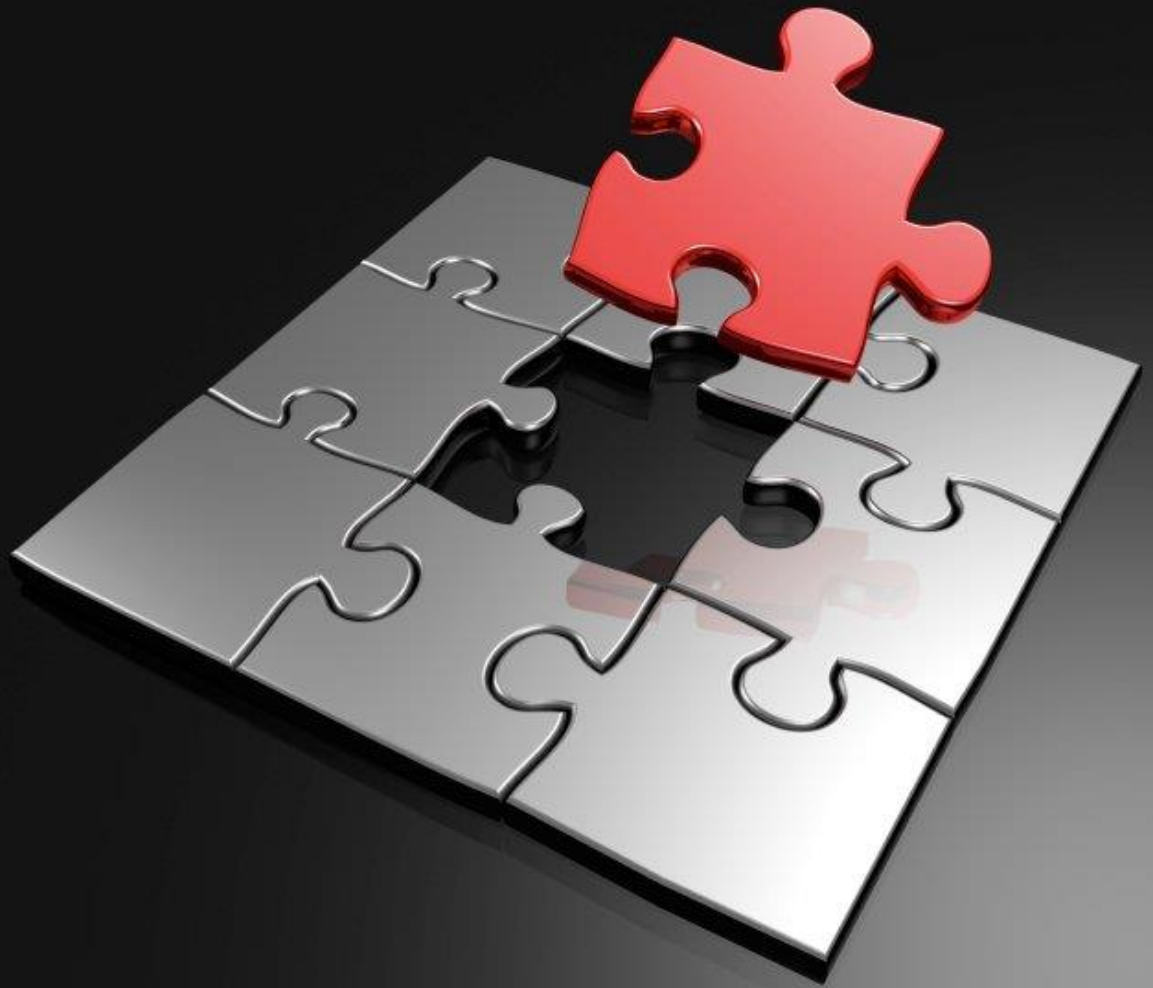
For 20 years, the ACS WASC FOL process has asked schools two questions:

1. How do you know that all students are achieving...
 - schoolwide learner outcomes
 - essential core knowledge and skills?
2. Are you doing everything possible to support students being global citizens?





Self-Study = Putting Together A Puzzle





Summary: Focus on Learning Self-Study Process

What?

What is the ideal based upon...?

- *Vision, Mission, Schoolwide Learner Outcomes*
 - *ACS WASC criteria and indicators*
 - *Curricular standards*

So What?

What currently exists?

How effective is it?

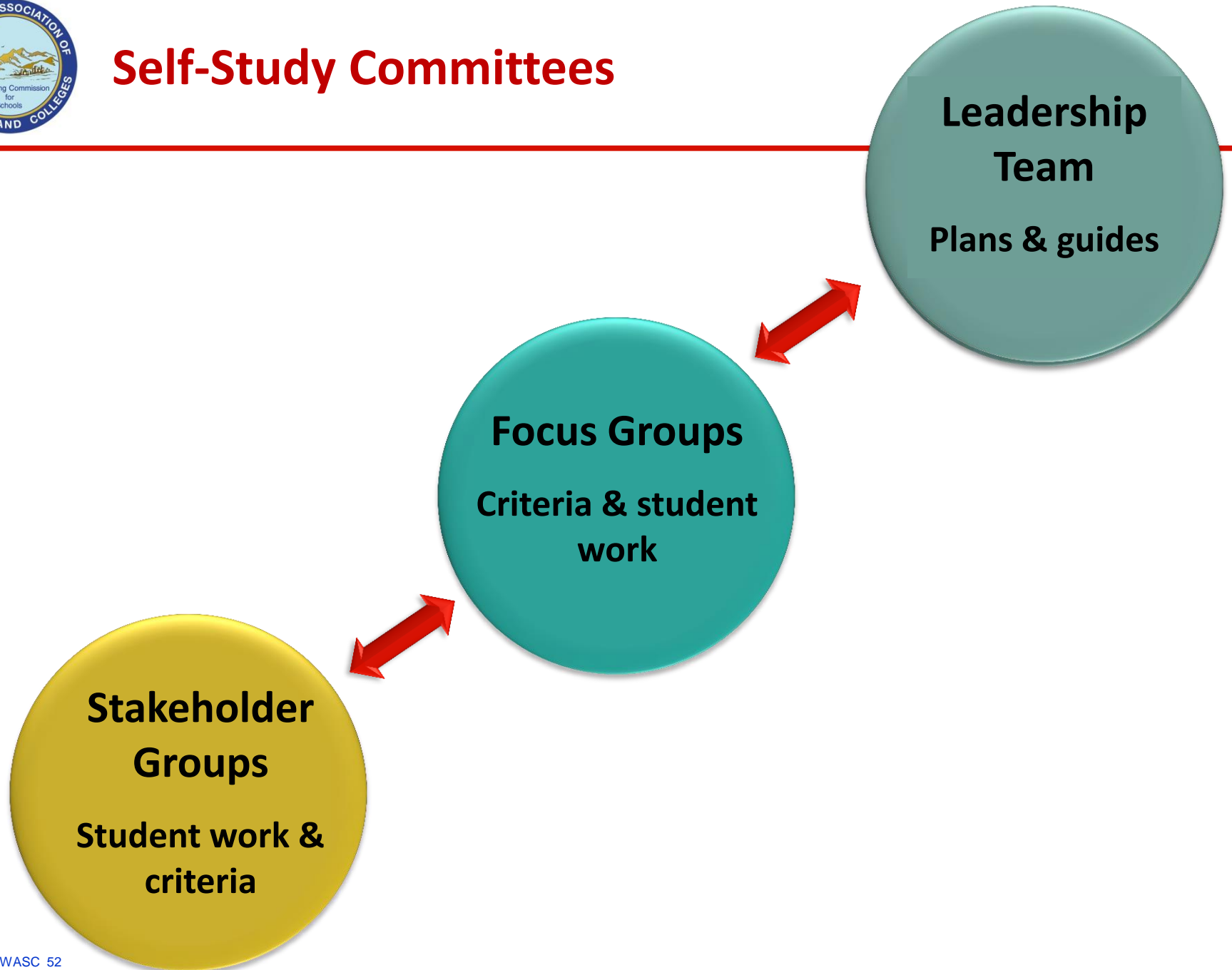
Now What?

What and how will we modify?

What should be in the schoolwide action plan?

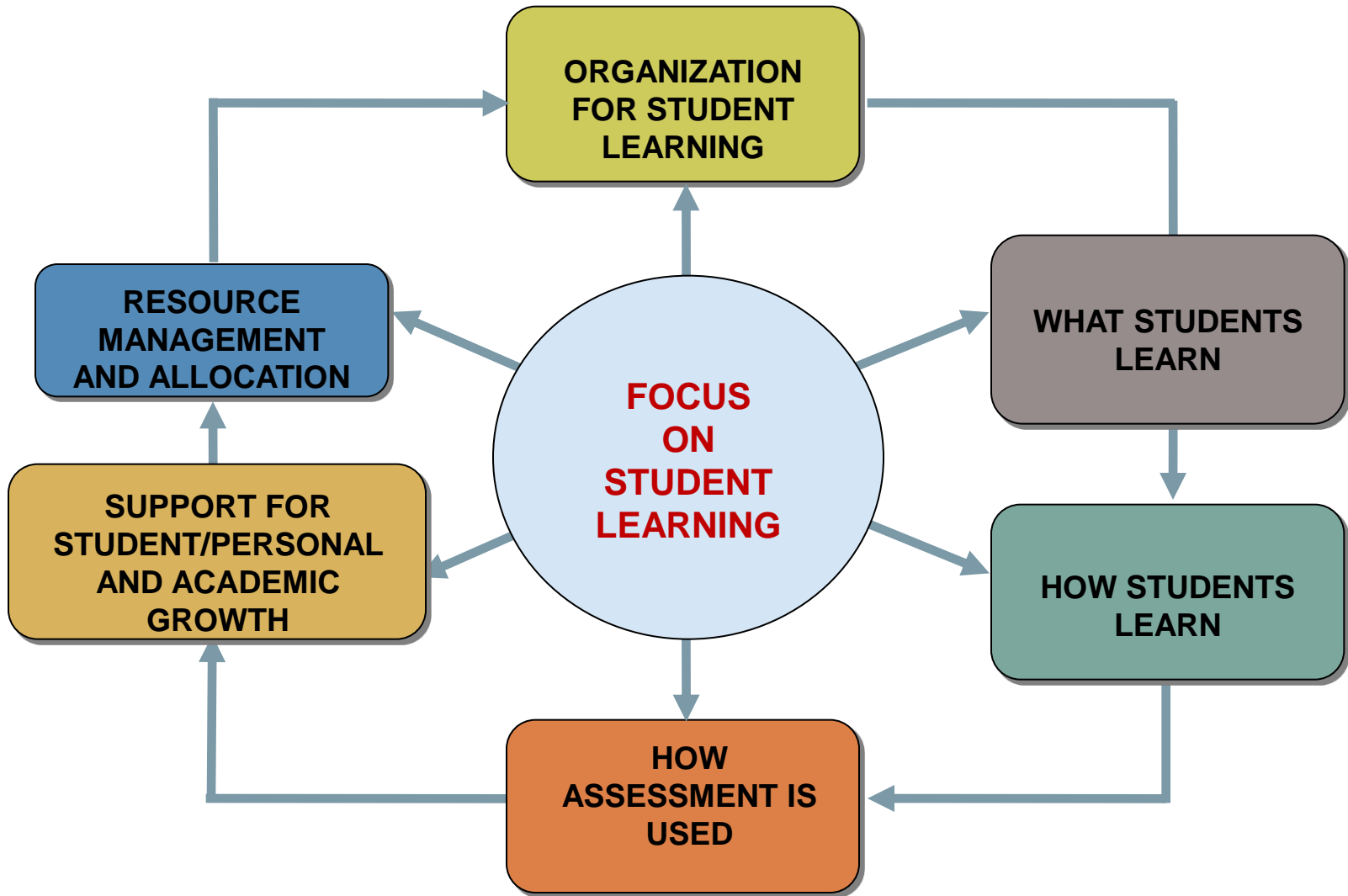


Self-Study Committees





ACS WASC Criteria Categories





Sample ACS WASC Criterion: Instruction— How Students Learn

Criterion:

To what extent does the professional staff...

- Design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

Sample Indicator

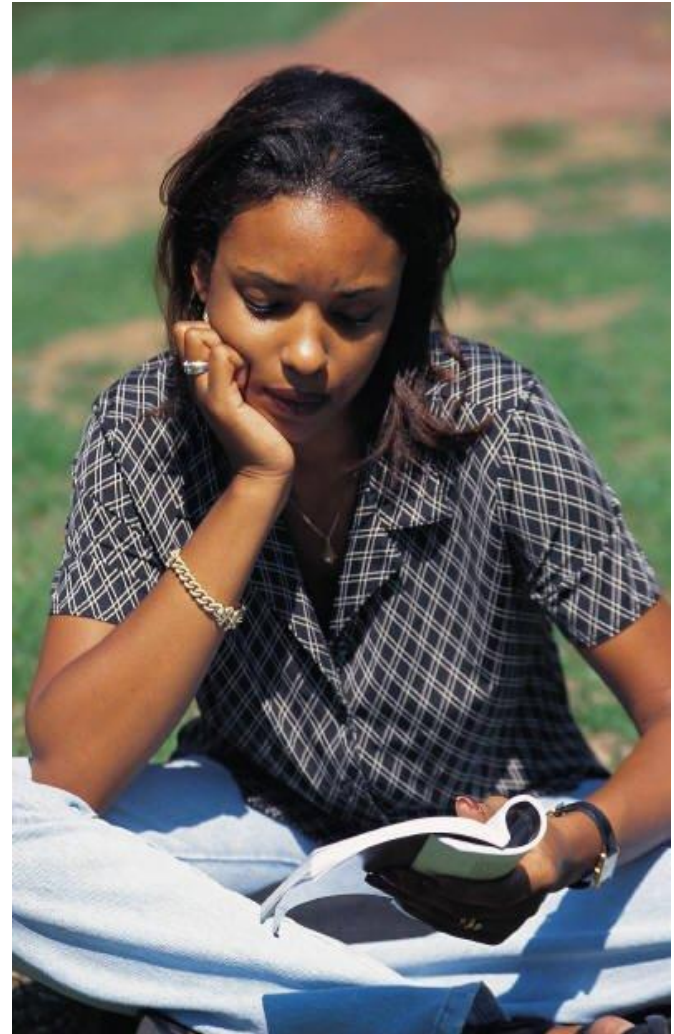
- Students working and their work demonstrate critical, creative thinking, problem solving, knowledge attainment, and application skills.



Sample ACS WASC Criterion: How Assessment Is Used (Excerpt)

To what extent...

**Do teachers and students use
assessment results to modify the
ongoing learning and teaching
process?**





Focus Groups use ACS WASC Criteria and Indicators

What are the criteria concepts?

What evidence is needed for analysis?

Gathering and Analyzing Data/Information



Types of Data/Evidence for Self-Study



Demographic



Outcome

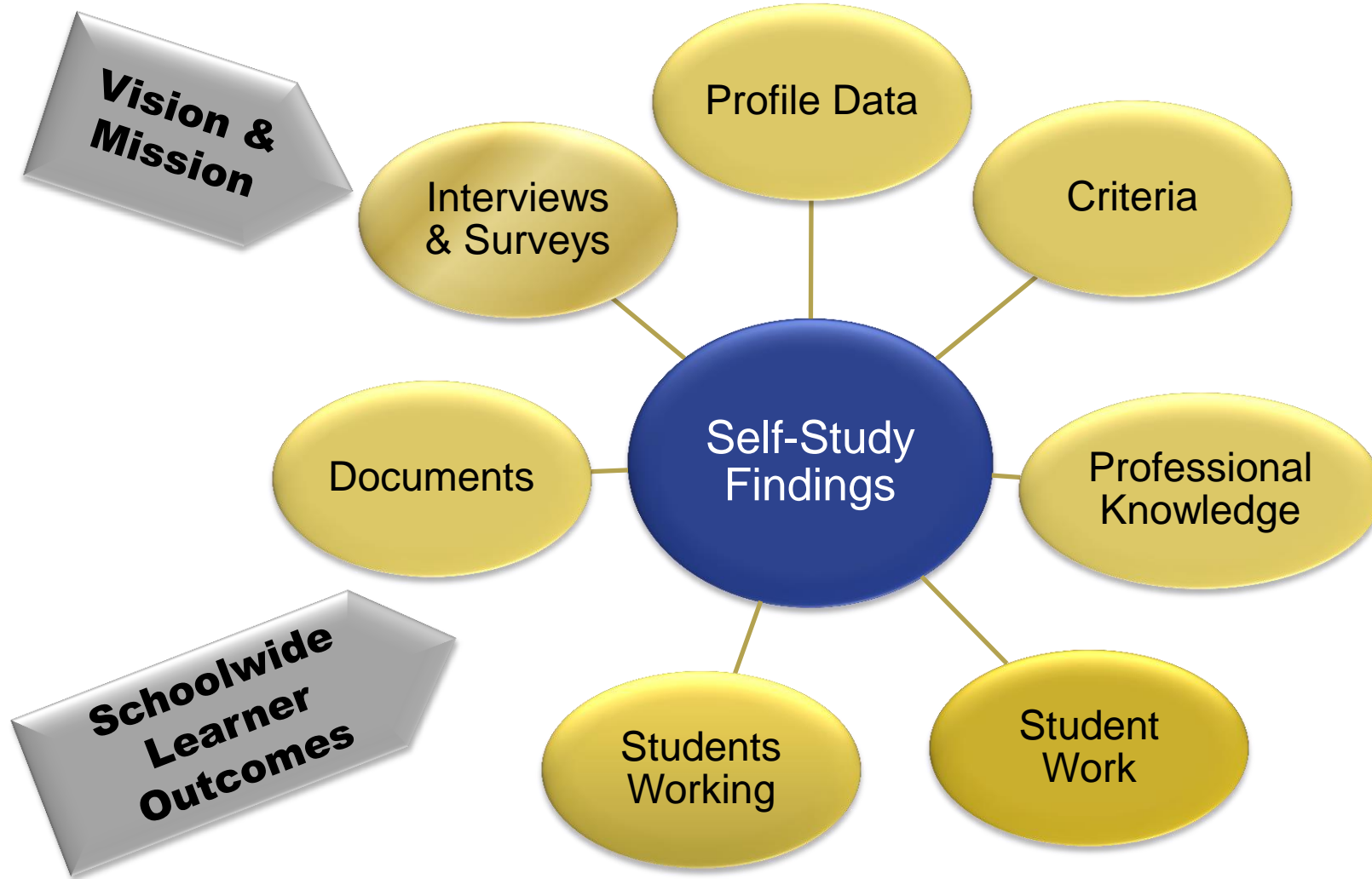


Process/Perception



Self-Study Process: The “So What” Question?

What currently exists? How effective?





Self-Study Process and Product

Process



Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

Analytical response to criteria

Evidence

Strengths

Key areas for follow-up



Self-Study: Schoolwide Action Plan





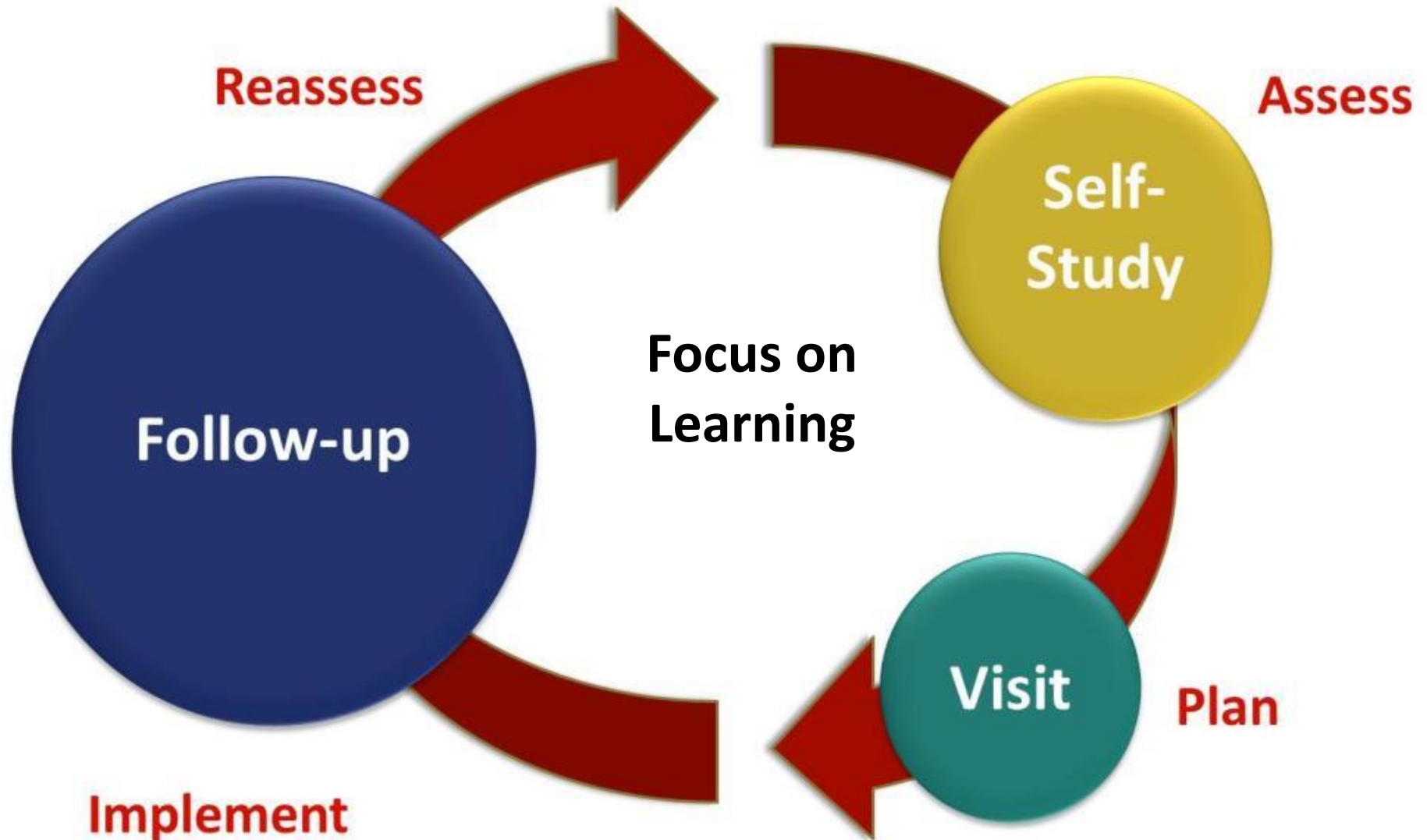
Important School Questions about the Plan


Through implementing the plan, what will be different for students as global citizens?

- One year from now?
- Two years from now?
- Three years from now?



ACS WASC Accreditation Cycle





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



The Visit by Fellow Educators: Purpose

Based on ACS WASC criteria, school's purpose and schoolwide learner outcomes and self-study, the visiting committee (VC)*...

- Provides insight about student learning and school program
 - ✓ Validates school program
 - ✓ Celebrates school strengths
 - ✓ Provides recommendations on growth areas
- * Visiting committee chair/members: team size based on school size, spends a week at school



The Visit by Fellow Educators: Purpose

- Prepares a written report for the school and the Commission
- Recommends an accreditation status
- Commission takes action on status:
 - ✓ Six years (mid-cycle report and possibly a one- or two-day visit)
 - ✓ Probation: (one or two years)
 - ✓ Denial or Withheld



Accreditation Status Factors: VC Recommendation and Commission Action

To what extent is the school demonstrating quality student achievement/improvement?

1. Meeting the ACS WASC criteria and indicators
2. Clear globally minded purpose and schoolwide learner outcomes
3. Quality processes to analyze student achievement
4. Action plan aligned to areas of greatest need
5. Capacity to implement/monitor action plan
6. Total involvement and collaboration
7. Use of prior accreditation findings

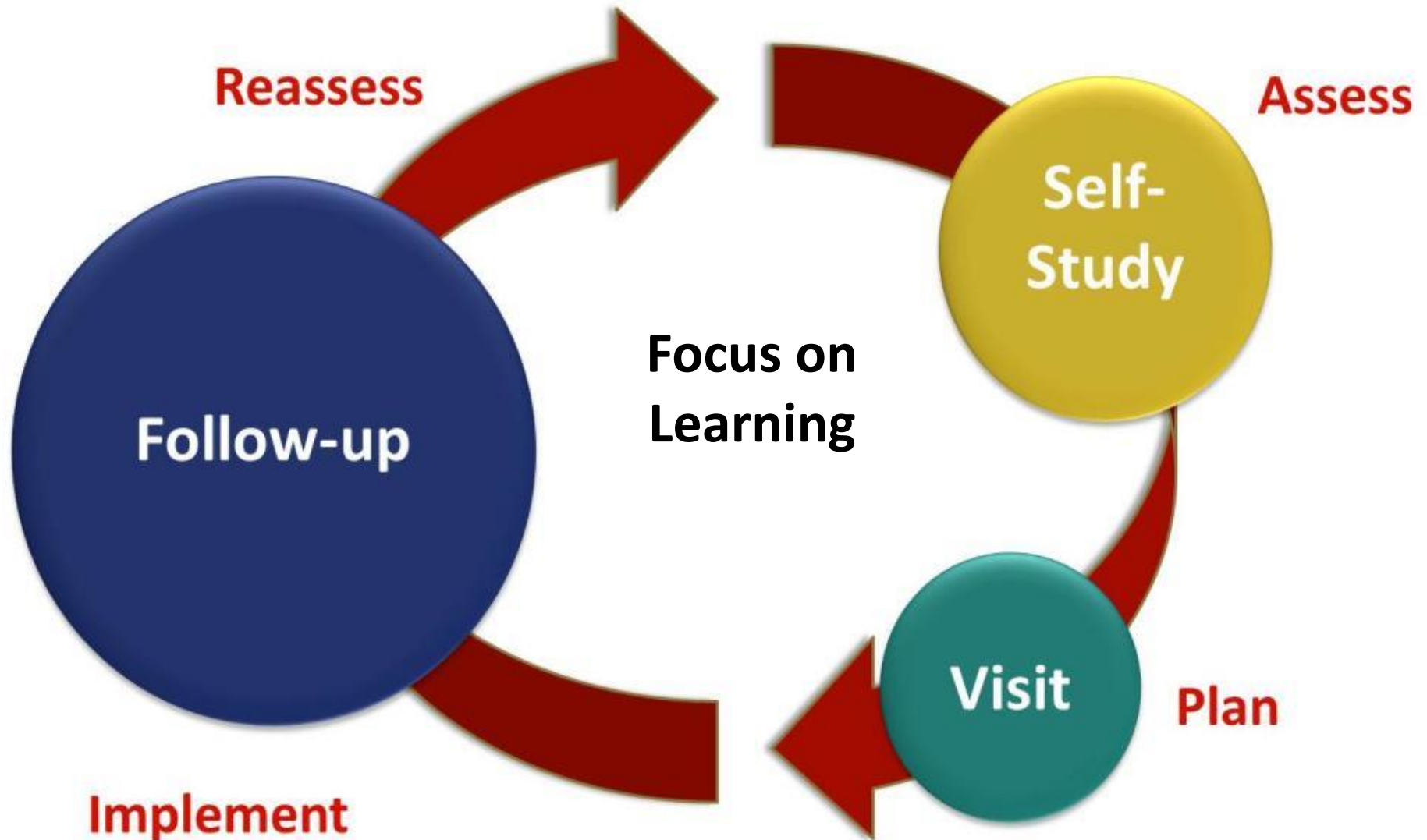
Highly effective

Effective

Somewhat effective

Ineffective

ACS WASC Accreditation Cycle



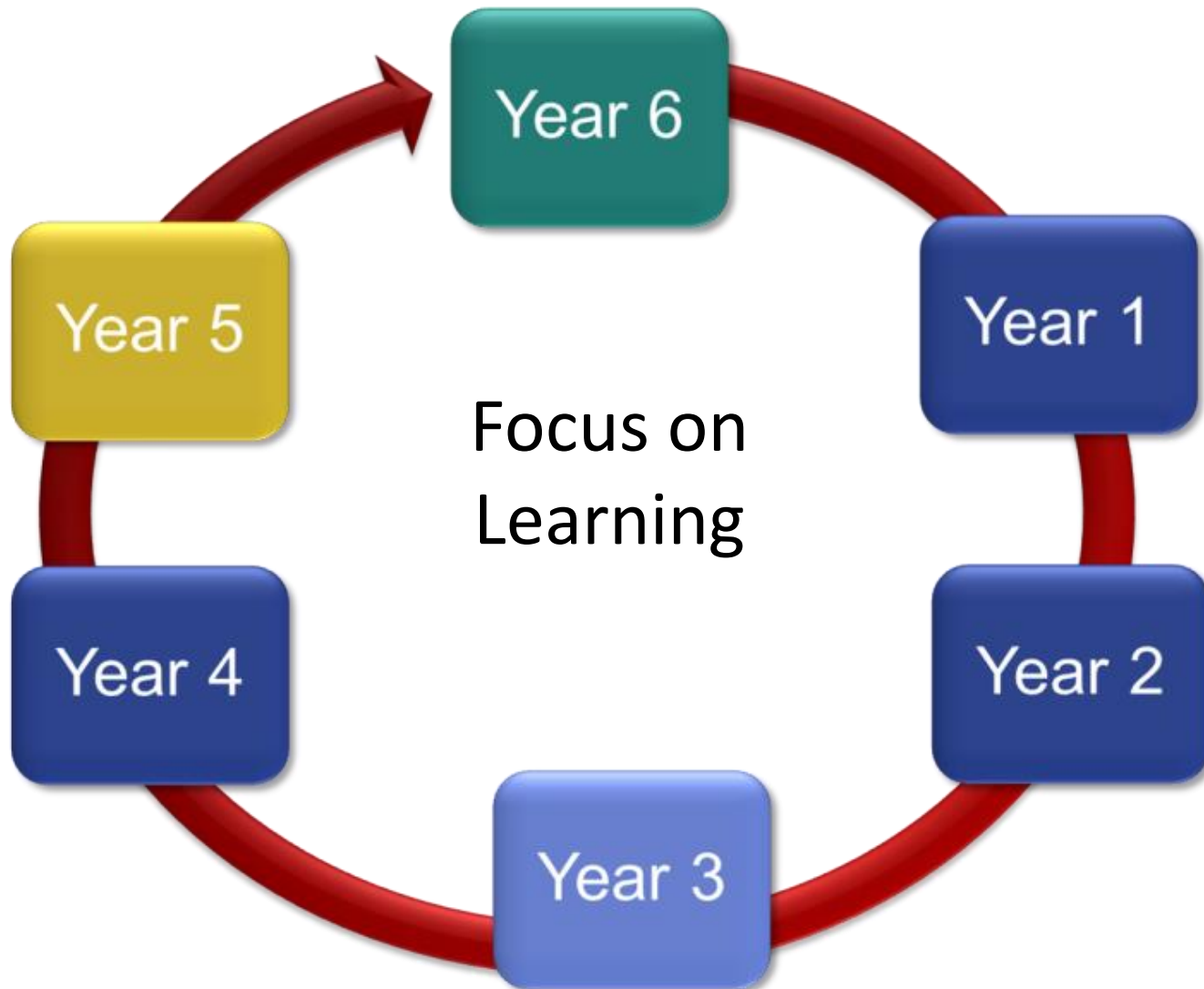


The Follow-Up: After Visit

The school

- **Revises the schoolwide Action Plan**
 - Includes recommendations from the visiting committee
 - Submits the Action Plan to ACS WASC
- **Annually reviews progress on Action Plan based on Schoolwide Learner Outcomes — Global Competencies**
- **Revises the Action Plan as needed**
- **Submits annual progress report to ACS WASC**
- **Has periodic visit from ACS WASC**

ACS WASC 6-Year Accreditation Cycle





ACS WASC Focus on Learning



A Powerful Change Process

Focusing Schools on Global Competencies



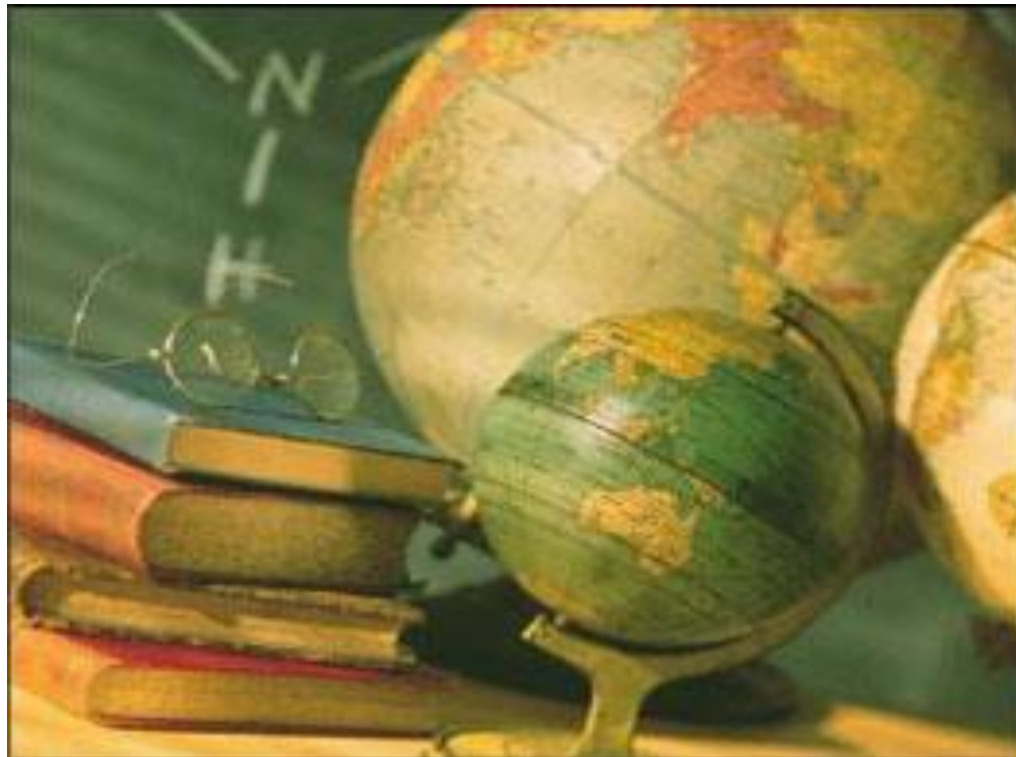


Focus on Learning: A Powerful Change Process

The Foundation

What do we want students to know, understand and be able to do to become Global Citizens?

Schoolwide Learner Outcomes = Global Competencies



ACS
W

We

A

Are

S

Student

C

Centered

