ACS WASC
Focus on Learning

Part I/II

2018-19 Schools

ACS WASC Accreditation: A Focus on Learning

for today

Knowing ACS WASC Organization and Accreditation

Organizing and training your school community for developing the Self-Study

Beginning work on the self-study, particularly Chapters I, II, III, and IV

Thinking about Chapter V

Today

ACS WASC

Worldwide

Commission

18 Partner Associations

Private, Nonprofit

Serving 5,000 Schools

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Accrediting Commission for Schools
Western Association of Schools and Colleges

www.acswasc.org

About ACS WASC Accreditation | Getting Started | School Process | Calendar & Training | Visiting Committees

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.

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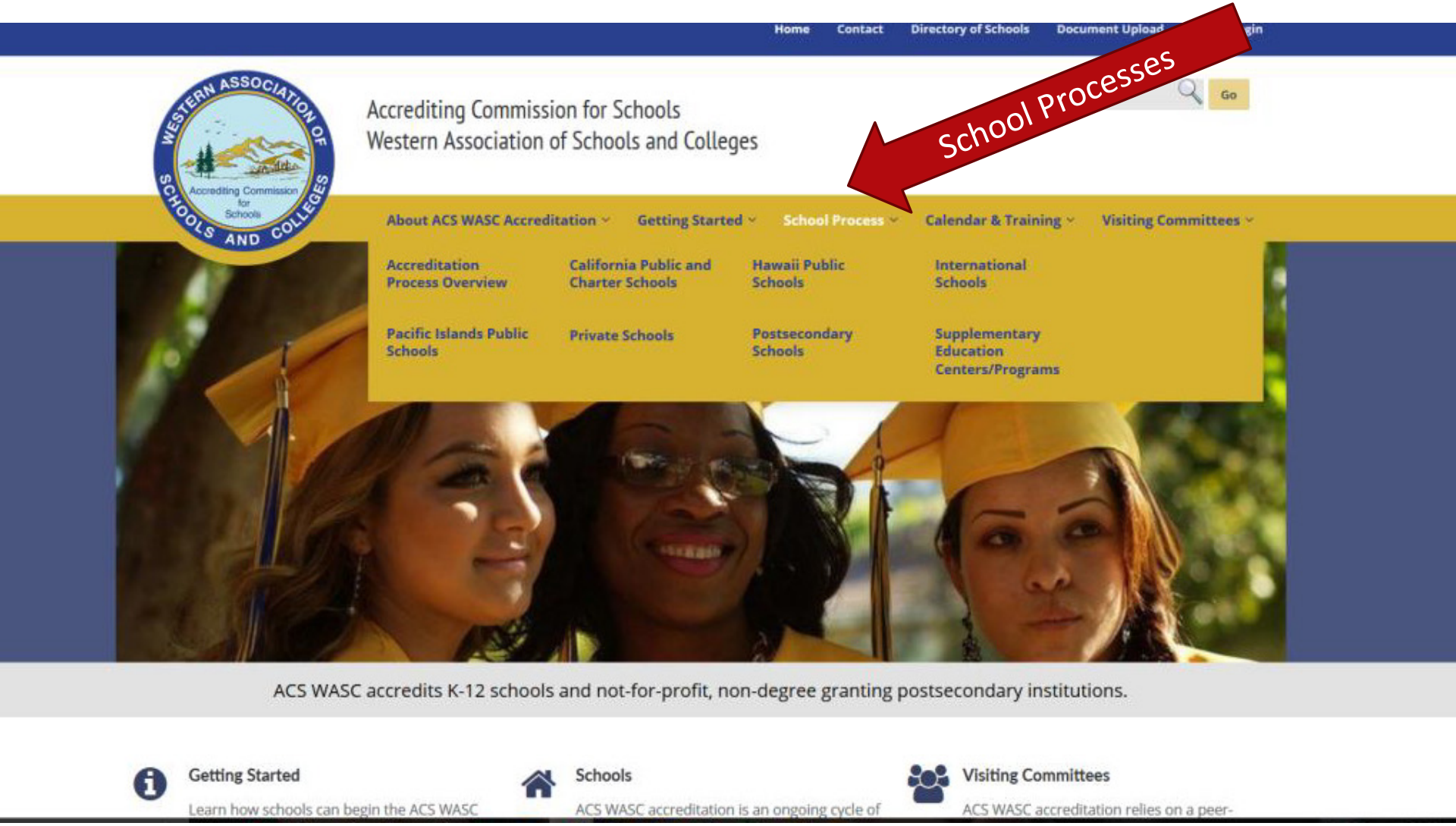

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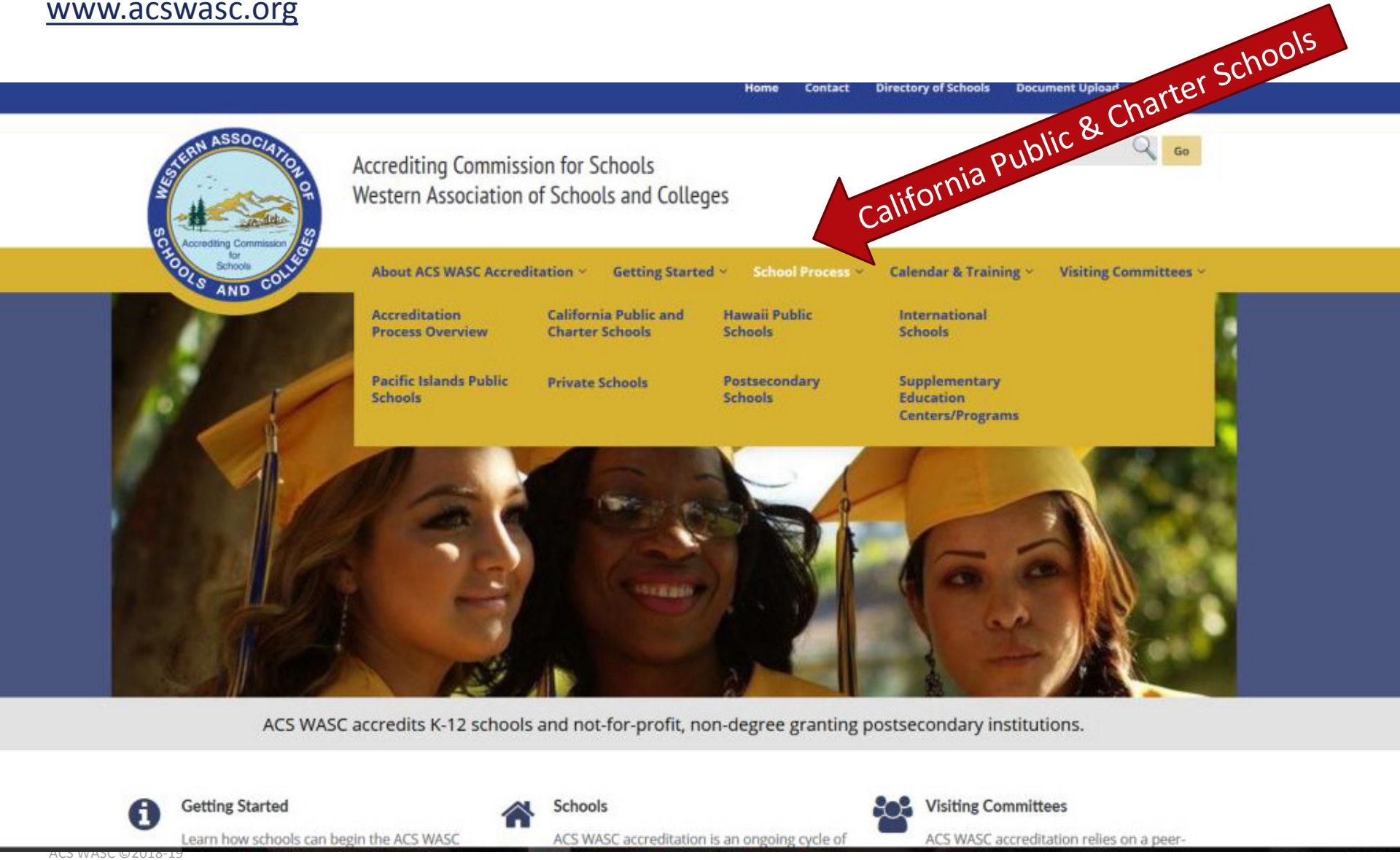

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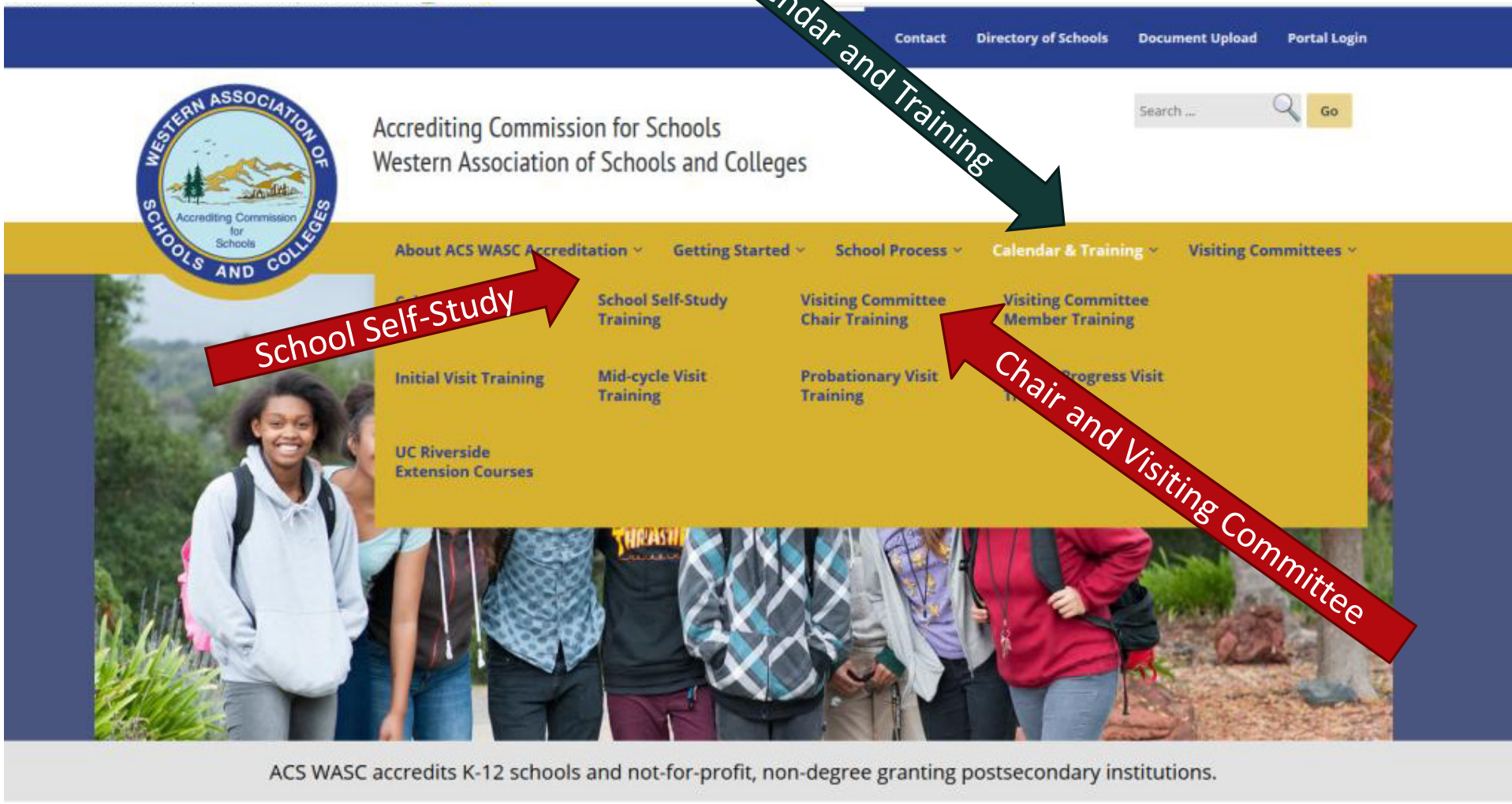

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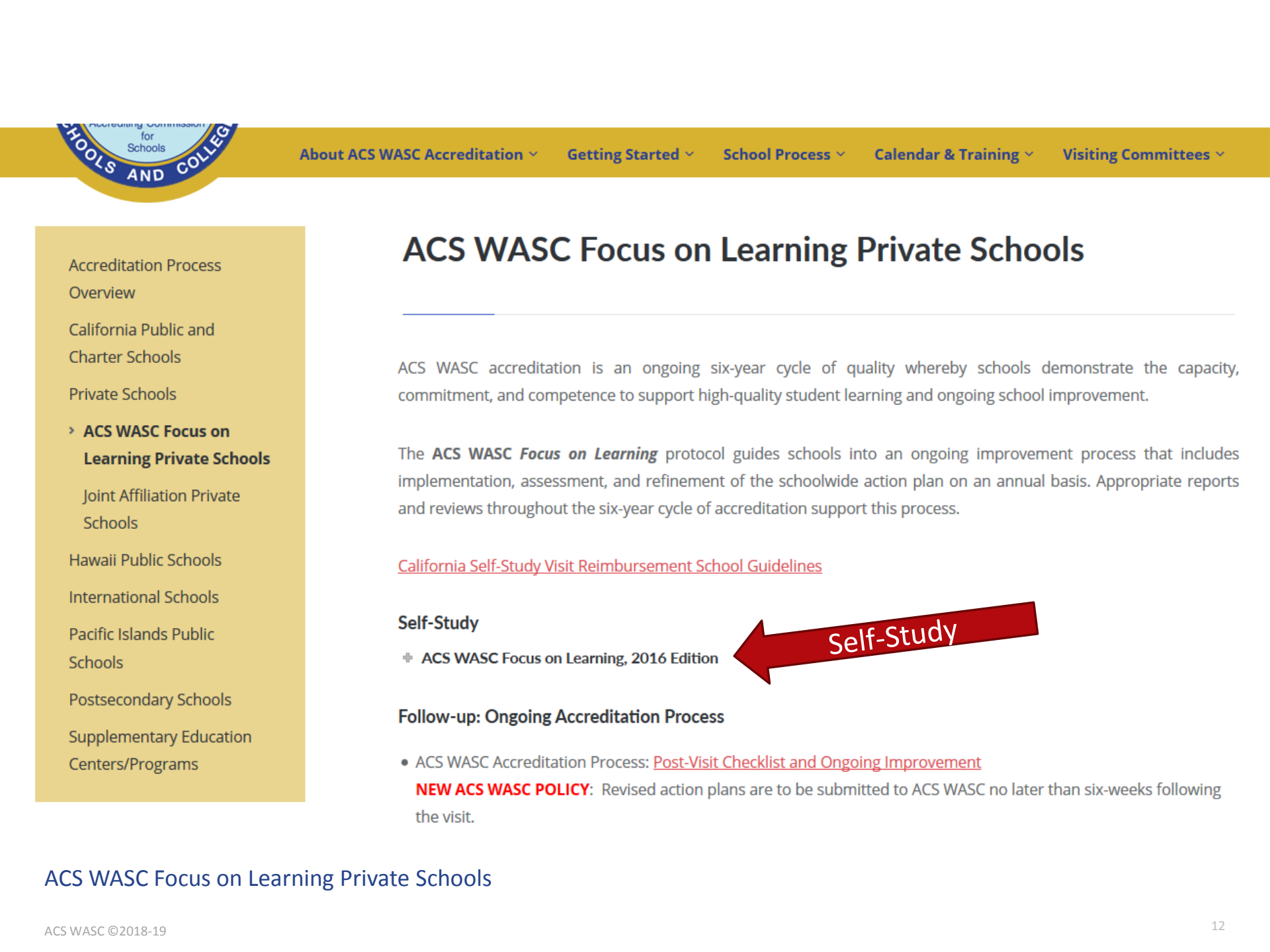
- Accreditation Process Overview
- California Public and Charter Schools
- **Private Schools**
  - **ACS WASC Focus on Learning Private Schools**
  - **Joint Affiliation Private Schools**
- Hawaii Public Schools
- International Schools
- Pacific Islands Public Schools
- Postsecondary Schools
- Supplementary Education Centers/Programs

Private Schools

ACS WASC accredits private schools throughout the region. ACS WASC accreditation is an ongoing cycle of quality whereby schools demonstrate the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. ACS WASC also works collaboratively with a variety of private school associations. Separate agreements exist with respect to the use of protocols and procedures for these joint processes.

The **ACS WASC *Focus on Learning*** protocol guides schools into an ongoing improvement process that includes implementation, assessment, and refinement of the schoolwide action plan on an annual basis. Appropriate reports and reviews throughout the six-year cycle of accreditation support this process.

California Private Schools



ACS WASC Focus on Learning Private Schools

KEY MATERIALS

Self-Study

- **ACS WASC Focus on Learning, 2016 Edition**

ACS WASC Focus on Learning Accreditation Manual, 2016 Edition

- ACS WASC School Coordinator Self-Study Checklists
- Suggested Laboratory Science Safety Expectations
- ACS WASC Self-Study School Report Layout
- **ACS WASC Sample Evidence Forms:** Word Doc File

ACS WASC 2016 Edition Self-Study School Report Template

Word Doc Template | Google Drive (Docs) Template

Click here for information on how to use Google Drive (Docs).

Visiting Committees

Visiting Committees

Accrediting Commission for Schools
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About ACS WASC Accreditation | Getting Started | School Process | Calendar & Training | Visiting Committees

- **Serving on a Visiting Committee**
- Initial Visit Visiting Committee Materials
- Self-Study Visiting Committee Materials
  - California Public and Charter Schools Visiting Committee Materials
    - ACS WASC/CDE Focus on Learning, 2017 Edition: Self-Study Visiting Committee Materials
    - ACS WASC/CDE Focus on Learning, 2016 Edition: Self-Study

Serving on a Visiting Committee

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) invites you to serve on an accreditation visiting committee. Serving on an ACS WASC team is one of the most valuable professional development experiences for an educator.

Read the Serving on an ACS WASC Visiting Committee handout for additional information.

Why serve on an ACS WASC visiting committee?

Visiting Committee Trainings

ACS WASC Focus on Learning: Private and Religious Schools

New Member Training for Spring 2018 Visits

RECORDING and PRESENTATION

Experienced Member Training for Spring 2017 Visits

RECORDING and PRESENTATION

Additional Materials

- ACS WASC FOL 2016 VC Member Checklist
- ACS WASC FOL Sample Visit Schedule
- Suggested Science Expectations
- ACS WASC FOL 2016 Reference Card 2
- ACS WASC FOL 2016 Accreditation Status Determination Worksheet

http://www.acswasc.org/training/visiting-committee-member-training/

What does ACCREDITATION mean?

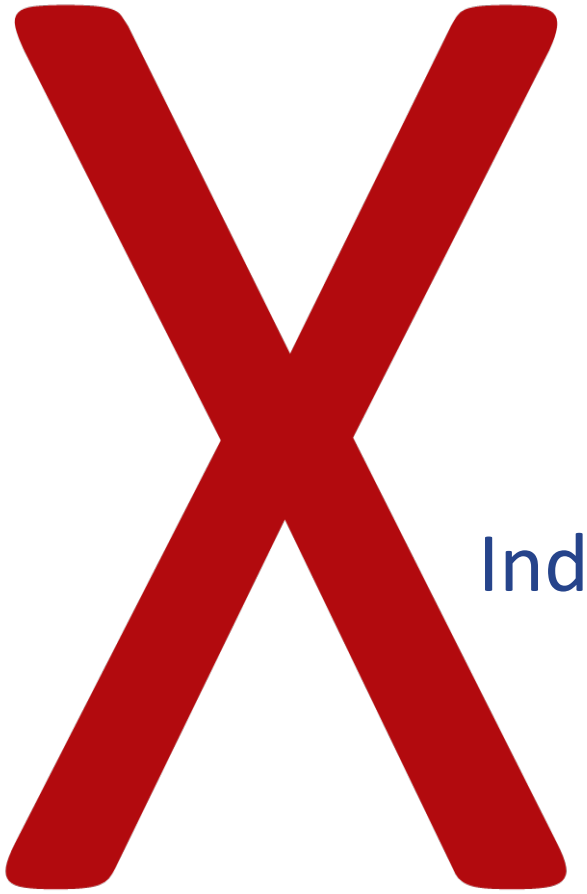
Self-Renewal and Reflection

Self-Evaluation of Programs: Effective Structures and Habits/ Impact on Students

Student-Focused

Schoolwide Collaborative Work

What does ACCREDITATION NOT mean?



Inspection

Report

Teacher-Focused

Individual/Small Groupwork only

Connect – Extend – Challenge

How does this definition connect with my ideas and experience?

What might help extend my school's thinking about accreditation?

What challenges do we need to consider?

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 those important decisions?

How well are our students achieving?

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

Goals of Self-Study and Visit

Insight

Affirmation

Celebration

A stronger schoolwide action plan

2013©ACS-WASC

Ongoing Journey

ACS WASC Accreditation Cycle

Years 1-3

Profile update, progress report, refinement of schoolwide action plan; Year 3 Potential one-or two-day review.

ACS WASC Accreditation Cycle

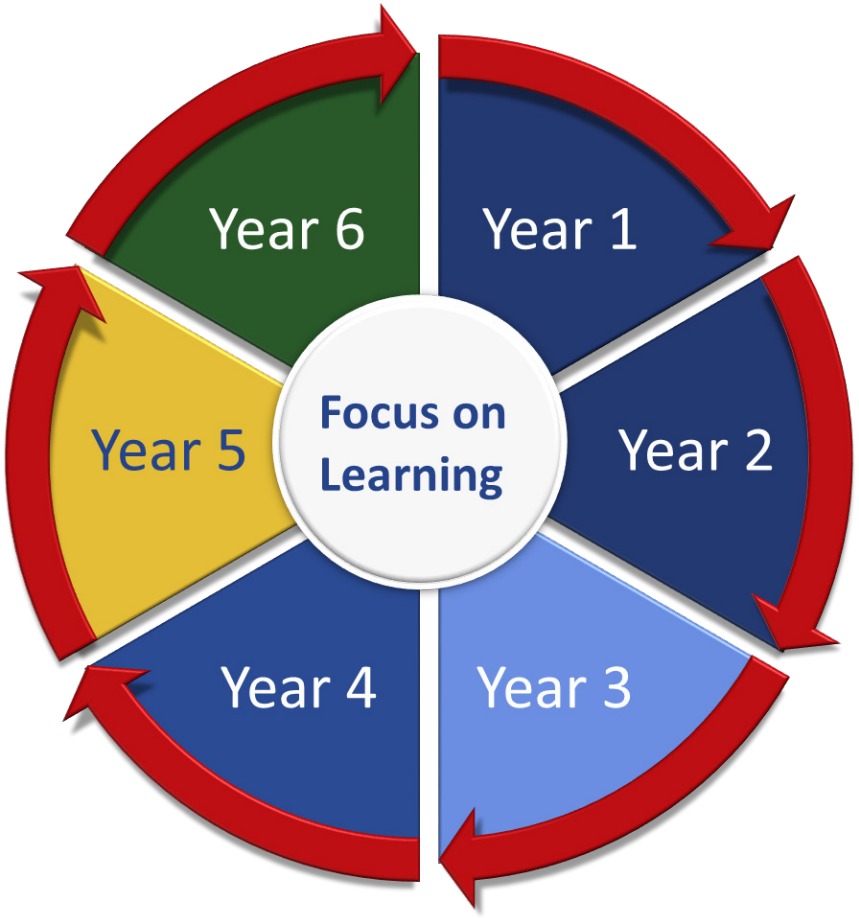
Year 4

Profile update, progress report, refinement of schoolwide action plan

ACS WASC Accreditation Cycle

Year 5

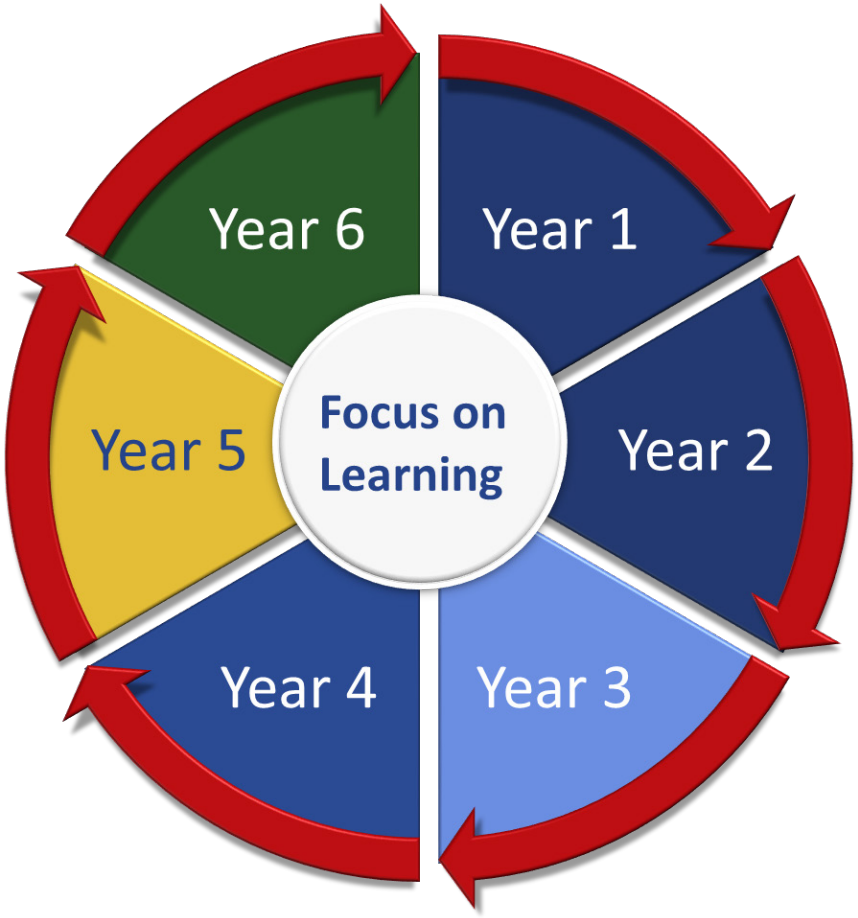
Review all profile data, progress report, self-study process, and refinement of schoolwide action plan



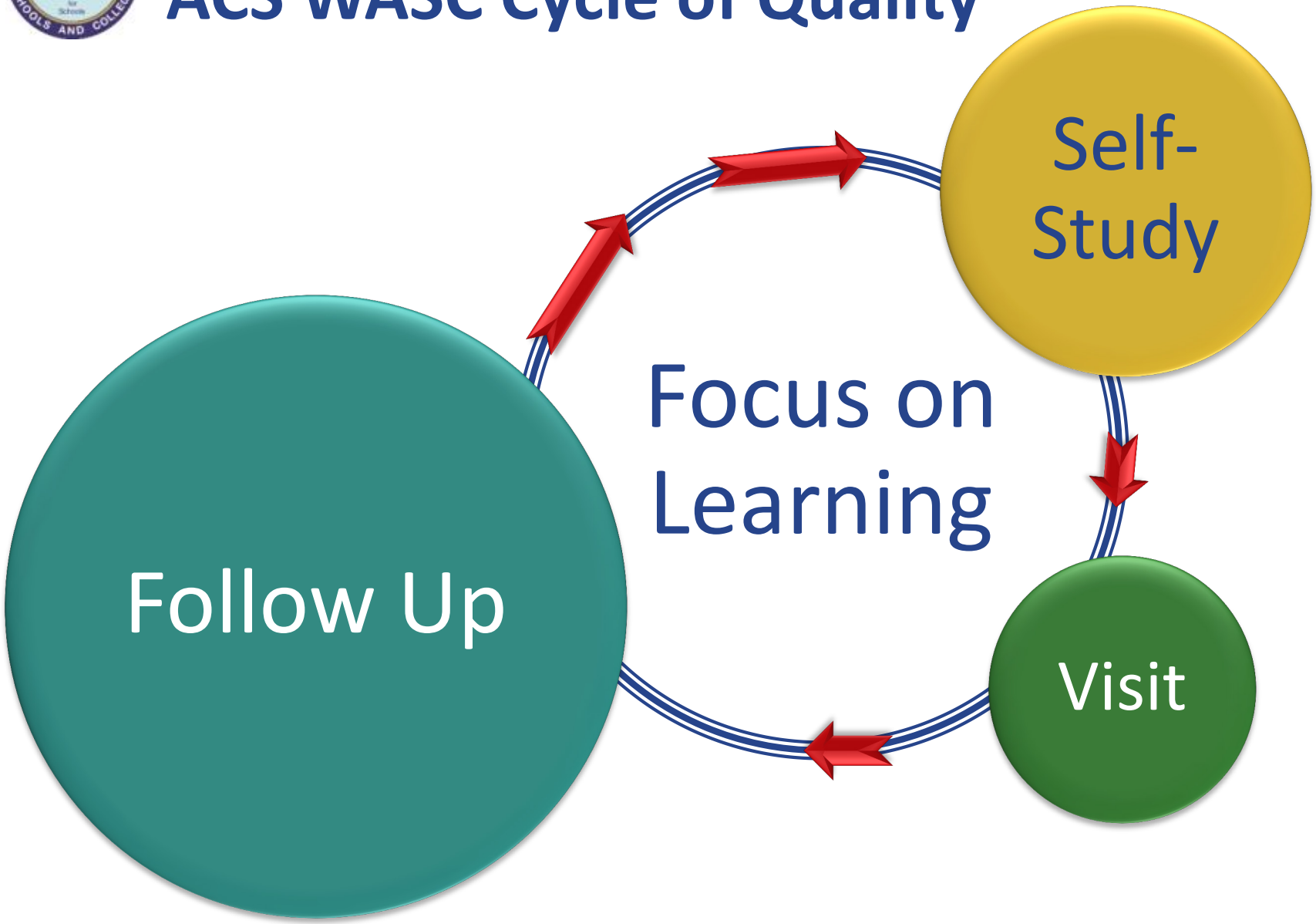
ACS WASC Accreditation Cycle

Year 6

Completion of self-study including refinement of schoolwide action plan; full self-study visit, including further revision of schoolwide action plan after review of the Visiting Committee report



ACS WASC Cycle of Quality



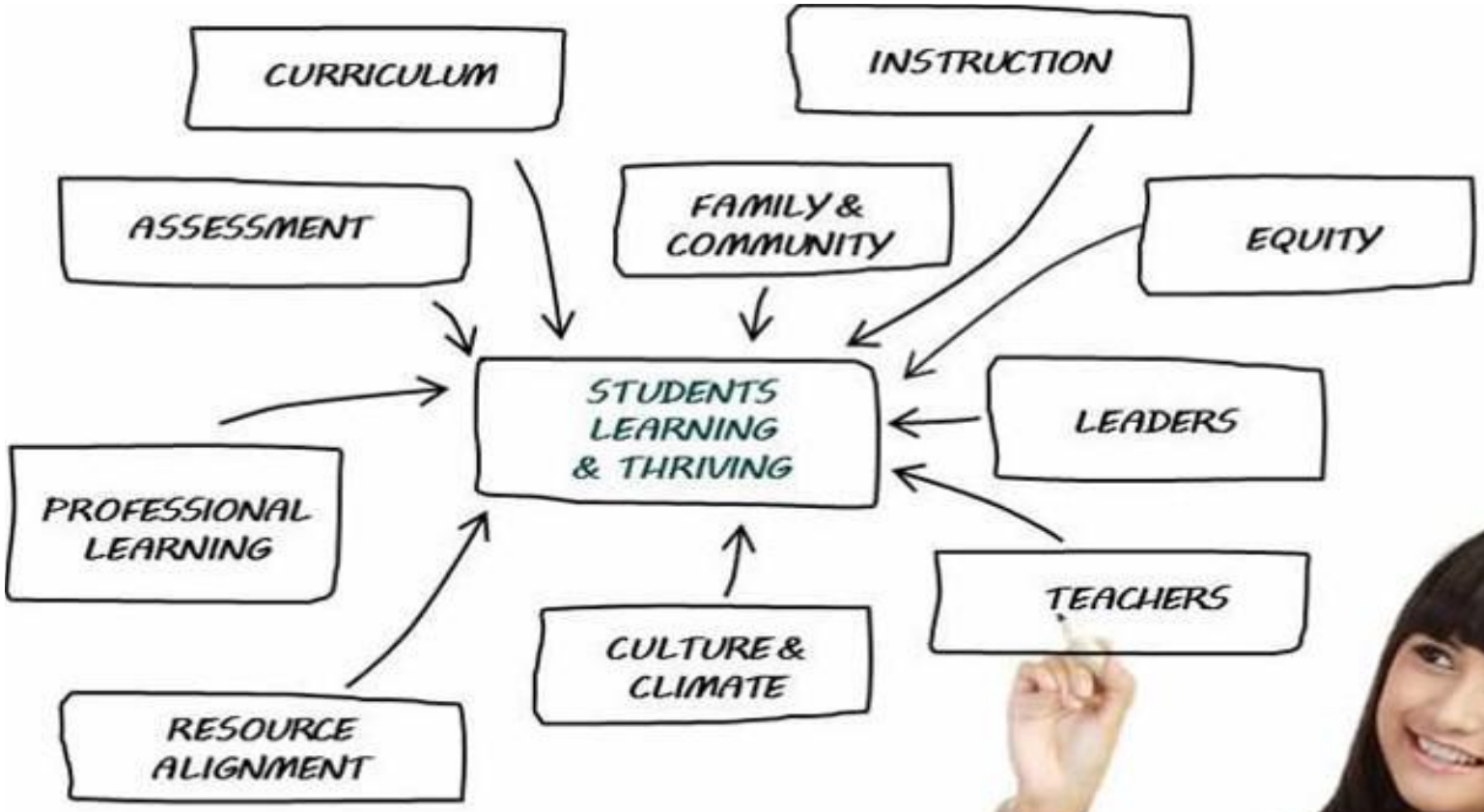
What?

So What?

(What currently exists? **How effective?**)

Now What?

Quality School framework



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GOAL: Updated Schoolwide Action Plan

Self-Study Outcomes

Involvement and collaboration

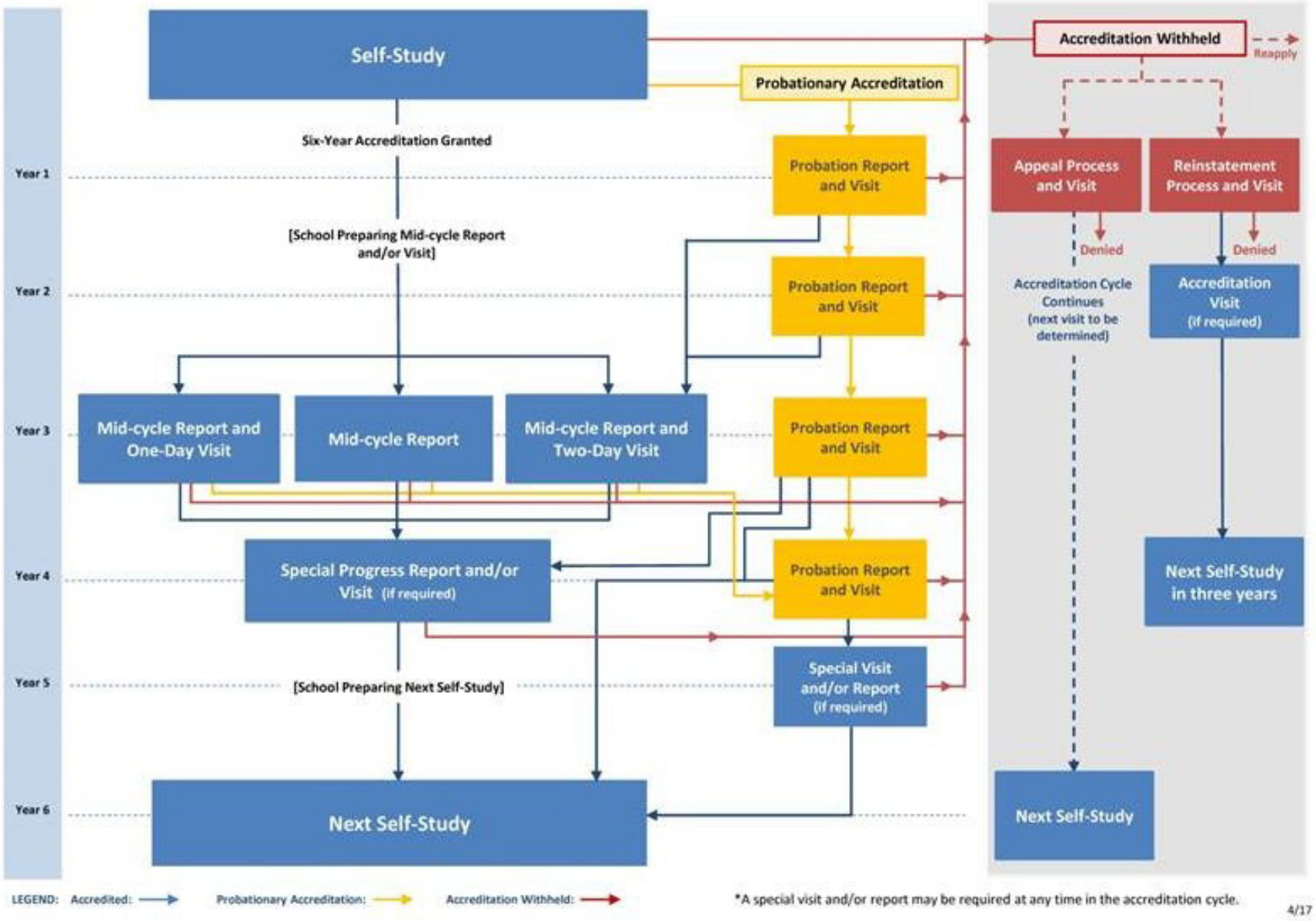
Clarification and measurement of schoolwide learner outcomes and academic standards

Data analysis

Program assessment and its impact on student learning

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

ACS/WASC Accreditation Status



ACS WASC Membership, Accreditation Actions, and Committee Statistics, 2016–2017

ACS WASC Membership, 2016-2017

The school membership of the Accrediting Commission continued to grow during the 2016–2017 school year. Currently, approximately 134 applicant schools are preparing for their initial accreditation visit with ACS WASC.

EVALUATION AREA	# OF SCHOOLS 2014–2015	# OF SCHOOLS 2015–2016	# OF SCHOOLS 2016–2017
California	3,901	3,969	4,000
Hawaii	290	323	360
Out of State	58	59	59
Pacific Islands			
American Samoa	10	16	22
Federated States of Micronesia	1	1	1
Guam	40	44	49
Marshall Islands	5	5	5
Northern Marianas	1	1	1
Palau	1	1	3
Africa	6	6	4
Asia	242	231	249
Australia	1	1	1
Canada	—	—	1
Europe	3	4	6
India	2	2	1
Mexico	2	2	2
Middle East	34	20	8
TOTAL	4,597	4,685	4,772

Accreditation Actions, 2016–2017

ACS WASC accreditation is based on an accreditation cycle of quality, with a self-study visit occurring every five to seven years. Please visit the ACS WASC website for additional details.

Self-Study Visits 709
- Awarded accreditation
  - 7 year 47
  - 6 year 118
  - 6 year with a Mid-cycle Visit 495
  - 5 year 8
  - 2 year 33
  - 1 year 5
- No status given 3

Initial Visits 214
- Awarded initial accreditation 130
- Awarded candidacy status 69
- Denied candidacy status 15

Visiting Committee Statistics, 2016–2017

The 2016–2017 school year was a record year for visiting committees. Over 3,479 visiting committee chairs and members, many serving on multiple visits, participated on teams during this past school year. A special thanks to the chairs and members who served on the 1,704 teams during the school year!

- Self-Study Visits 709
- Initial Visits 214
- Mid-cycle Visits 401
- Probationary Visits 50
- Special Progress Visits 40
- Special Visits 21
- International Mid-cycle Visits 25
- CIS Preparatory Visits 7
- CIS Five-Year Renewal Visits 1
- Substantive Change Visits 231
- Corporate Review Visits ..... —
- SEP Previsits 1
- Appeal Visits 4

Total Committees 1,704

Most recent statistics

Today

Characteristics of a Quality Self-Study

Download the manual-2016; Print judiciously

- Accreditation Process Overview
- California Public and Charter Schools
- Private Schools
- **ACS WASC Focus on Learning Private Schools**
- Joint Affiliation Private Schools
- Hawaii Public Schools
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- Pacific Islands Public Schools

ACS WASC Focus on Learning Private Schools

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The **ACS WASC *Focus on Learning*** protocol guides schools into an ongoing improvement process that includes implementation, assessment, and refinement of the schoolwide action plan on an annual basis. Appropriate reports and reviews throughout the six-year cycle of accreditation support this process.

California Self-Study Visit Reimbursement School Guidelines

Self-Study

ACS WASC Focus on Learning, 2016 Edition

http://www.acswasc.org/schools/private/private-schools/

Getting Organized

Ongoing Improvement

Key Terminology

Background information

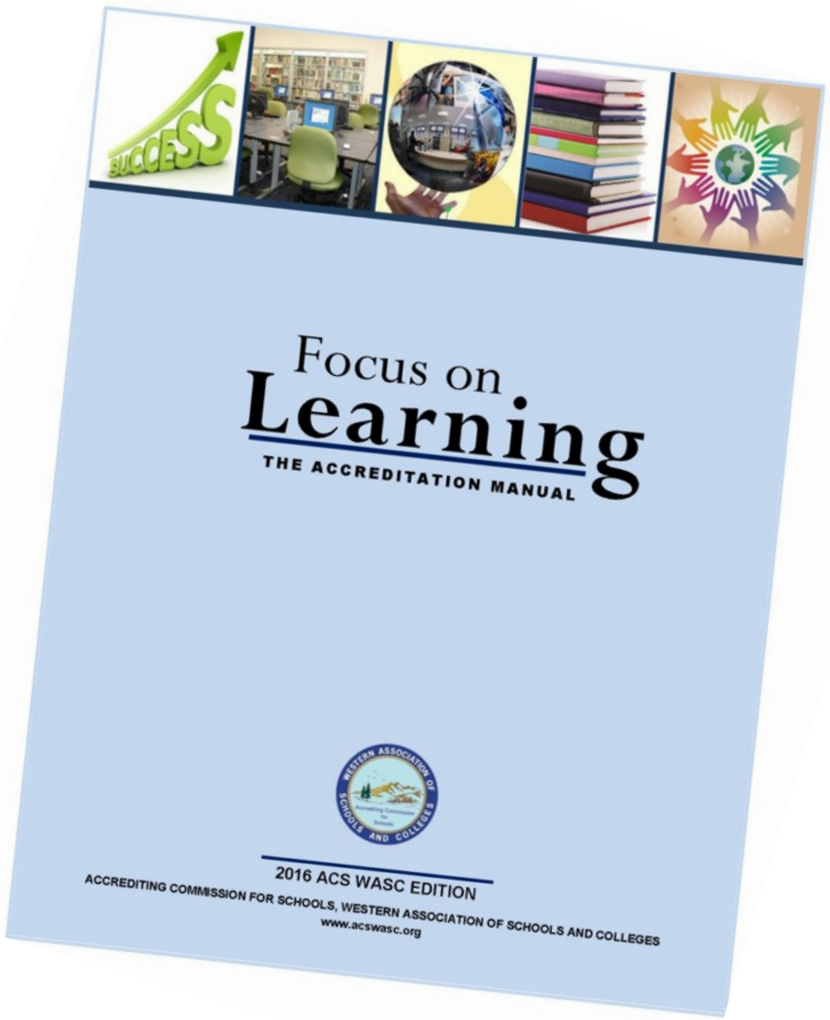
Timeline

Self-Study Coordinator

Report Preparation

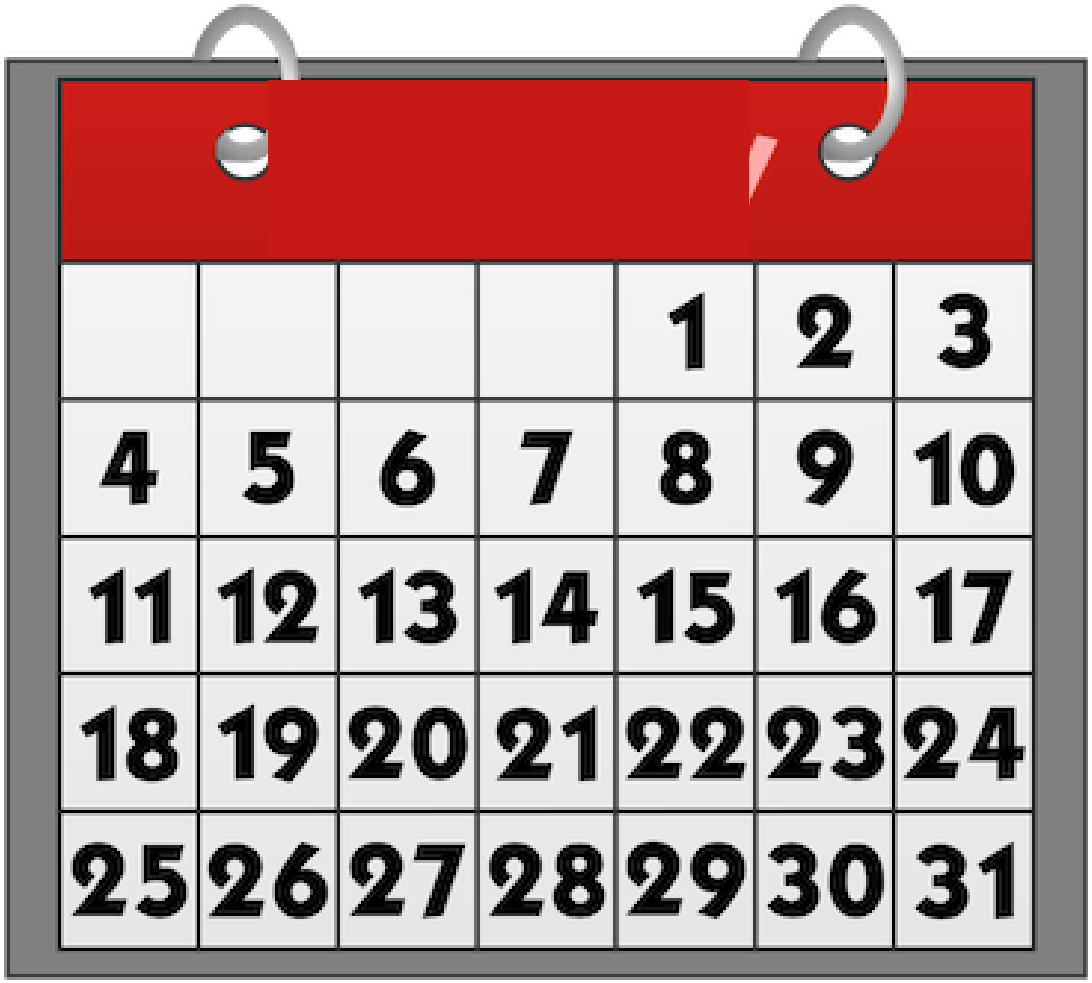
Checklist

School Committees



FOL ACS WASC 2016 Edition

It all starts with planning!



				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

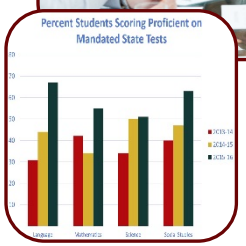
Leadership Checklist

pp. 23-25

- [x] Attend training & get organized; Establish Leadership Team
- [x] Prepare/provide materials & train leaders
- [x] Support committee work & communicate
- [ ] Review document development
- [ ] Review final product

Who
Supporters
What
When
How
Confirm
Review
Polish
Publish

Today



Leadership and possible Profile Team

Home Groups

Focus Groups

Train your leaders

Establish a Timeline

- Integrate work with regularly scheduled events
- Stagger the work
- Work efficiently
- To Visiting Committee no later than **6-weeks prior to the visit**

Profile Guidance

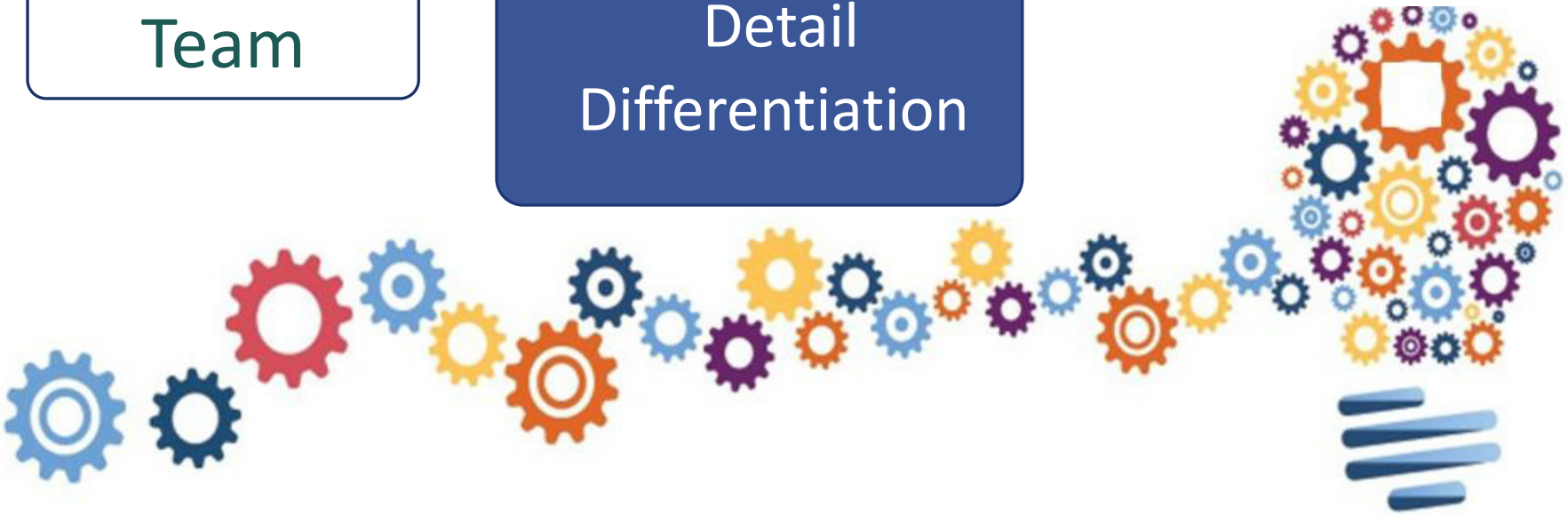
Leadership Team

Home Groups

Detail Differentiation

Focus Groups

Analysis Assessment Findings



Getting work done

Roles
Responsibilities
Size
Composition
Leadership
Work
Timing
Norms

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Timeline

Group Norms

All engaged

On task

Share within time limits

Value the viewpoint of each person

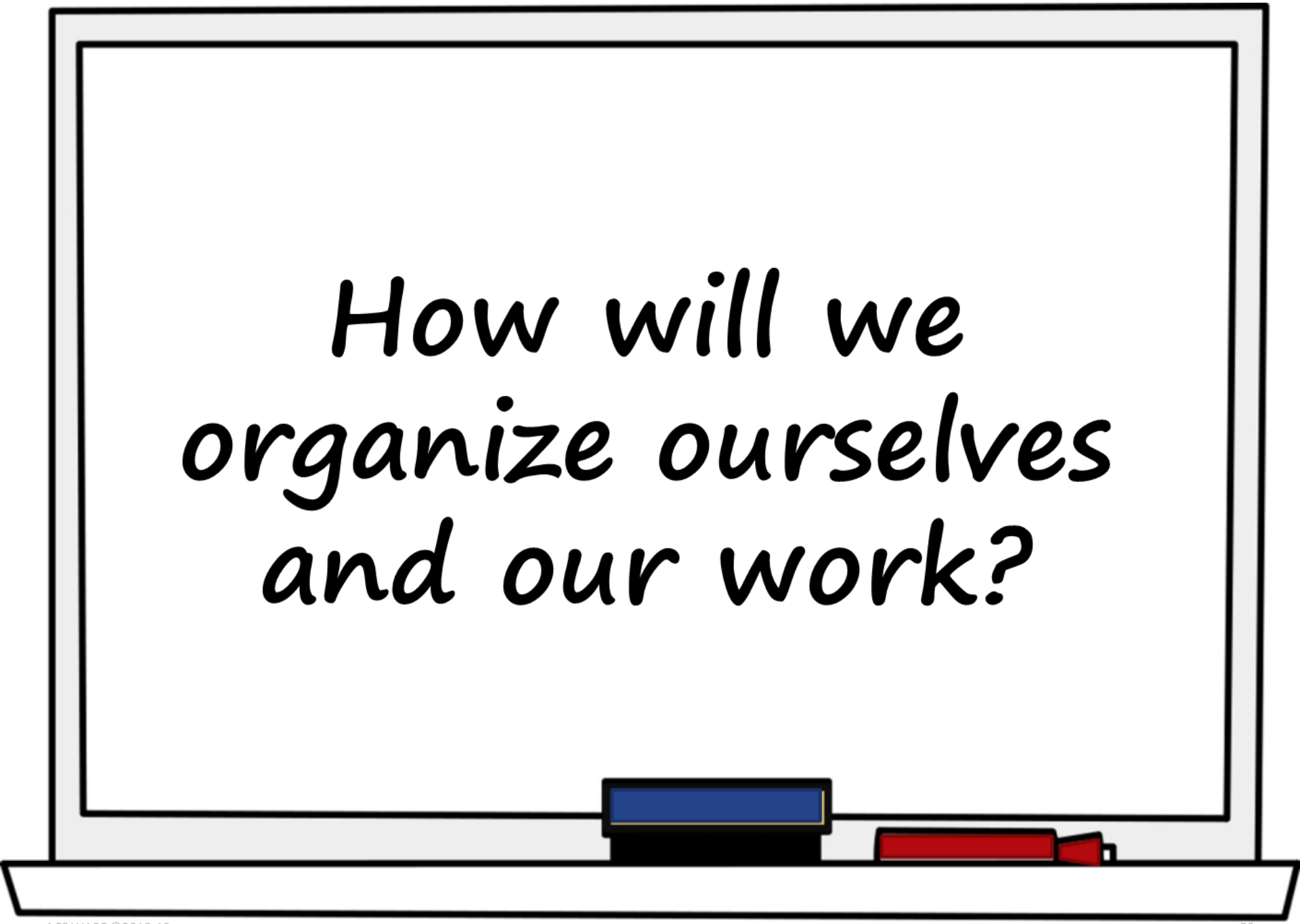
Use simple language

Ice breaker/warm-up to build spirit

Evaluate meeting — results and process

No assumptions

Be prepared/each to contribute with advanced analysis


How will we organize ourselves and our work?

Getting Organized

Self-Check Questions

pp. 23-25

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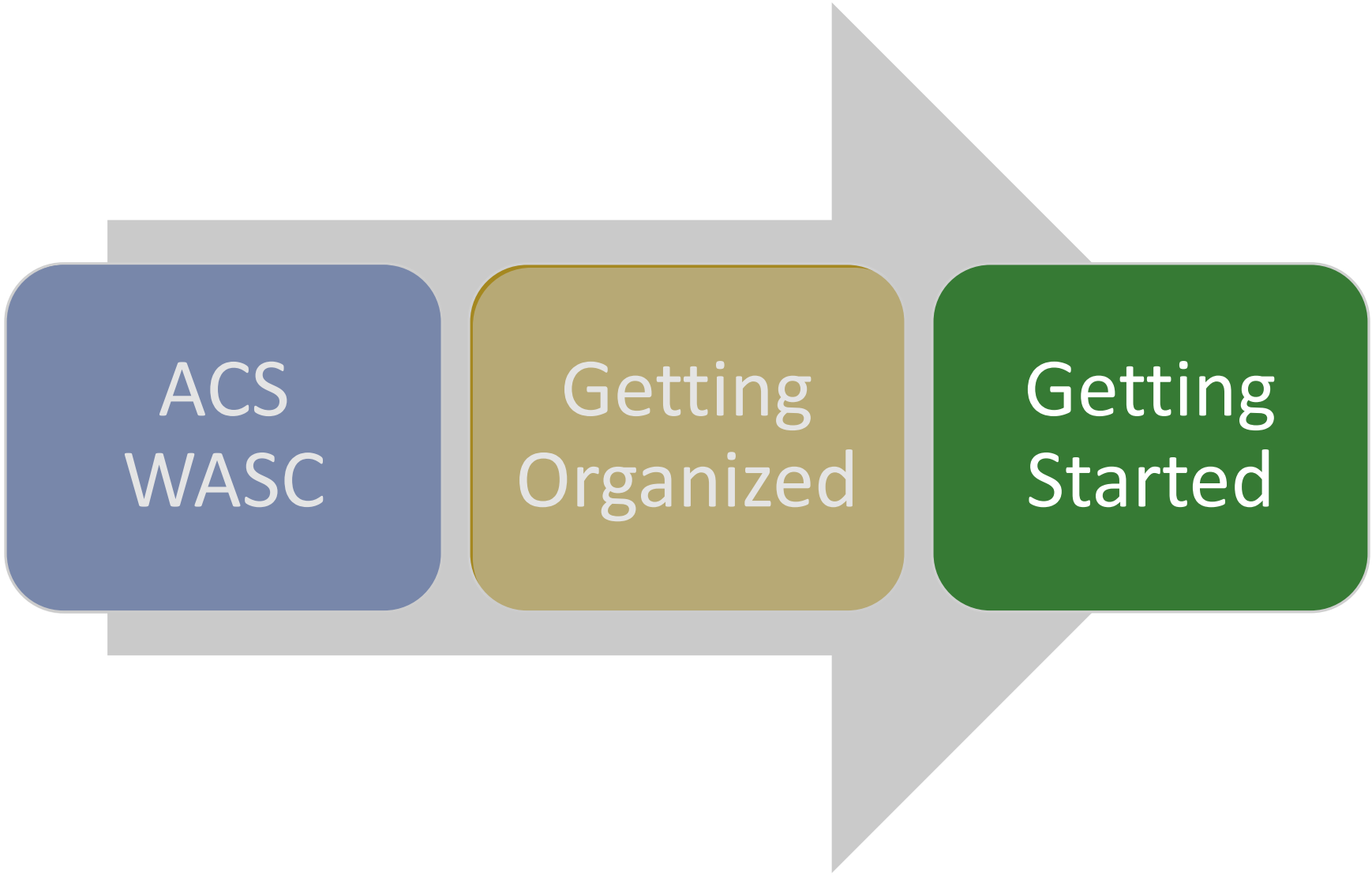
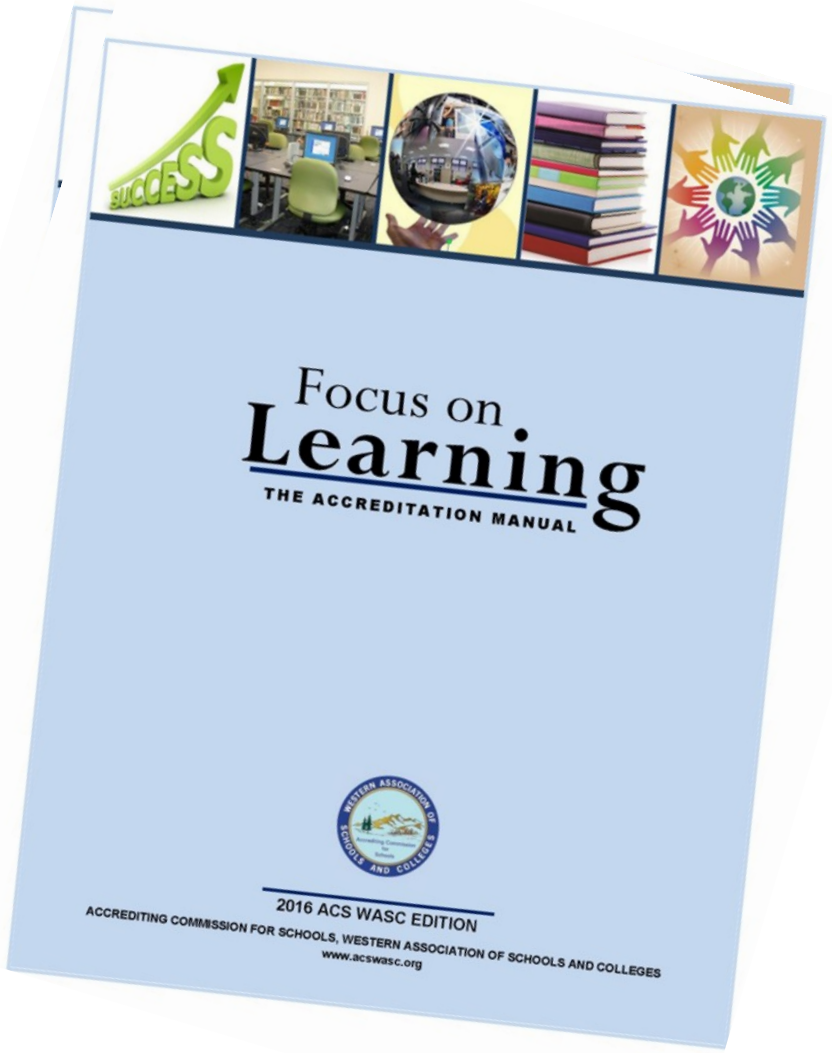

ACS WASC
Getting Organized
Getting Started

Chapter I – Task 1

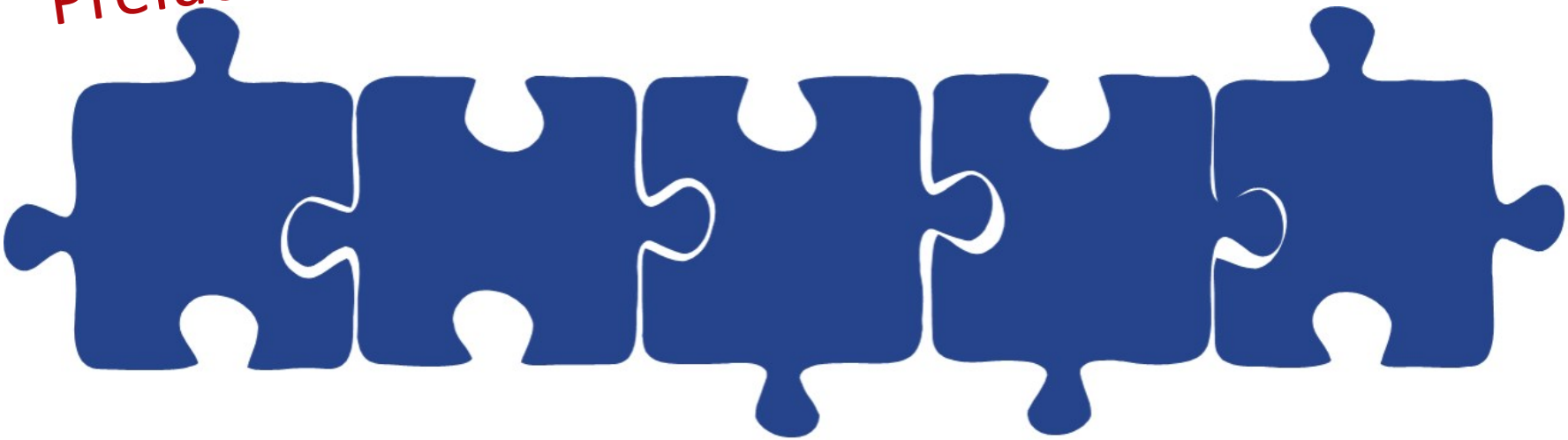
Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and critical student learning needs



FOL ACS WASC 2016 Edition. 41-47

ACS WASC FOL Self-Study 2018-19

Preface



Chapter I
Student-Community Profile

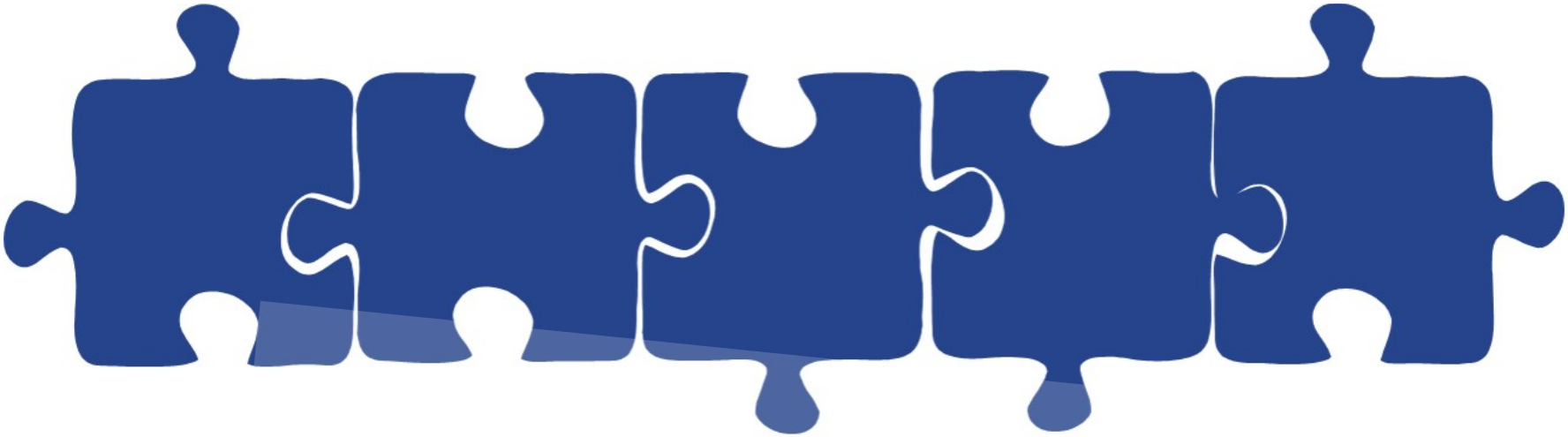
Chapter II
Progress Report

Chapter III
Student/ Community Profile Overall Summary

Chapter IV
Self-Study Findings

Chapter V
Schoolwide Action Plan

ACS WASC FOL Self-Study 2018-19



Chapter I
Student-Community Profile

Chapter II
Progress Report

Chapter III
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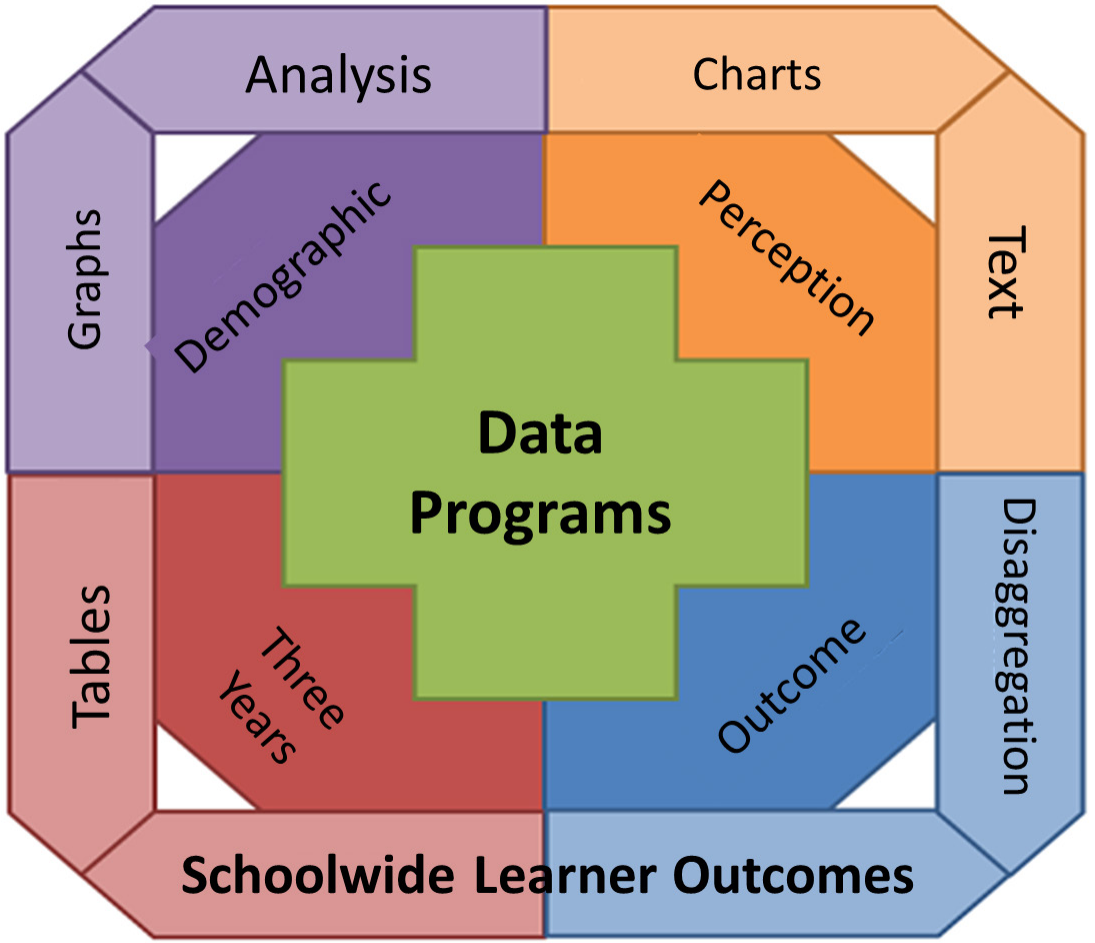
Self-Study Findings

Chapter V
Schoolwide Action Plan

Tasks

School Community Profile

Task 1
Chapter I



Chapter I: Data in Profile Guide

General Background and History

School Program Data

Demographic Data

Outcome Data

Schoolwide Learner Outcomes

Perception Data

Student/Community Profile Tells Your Story

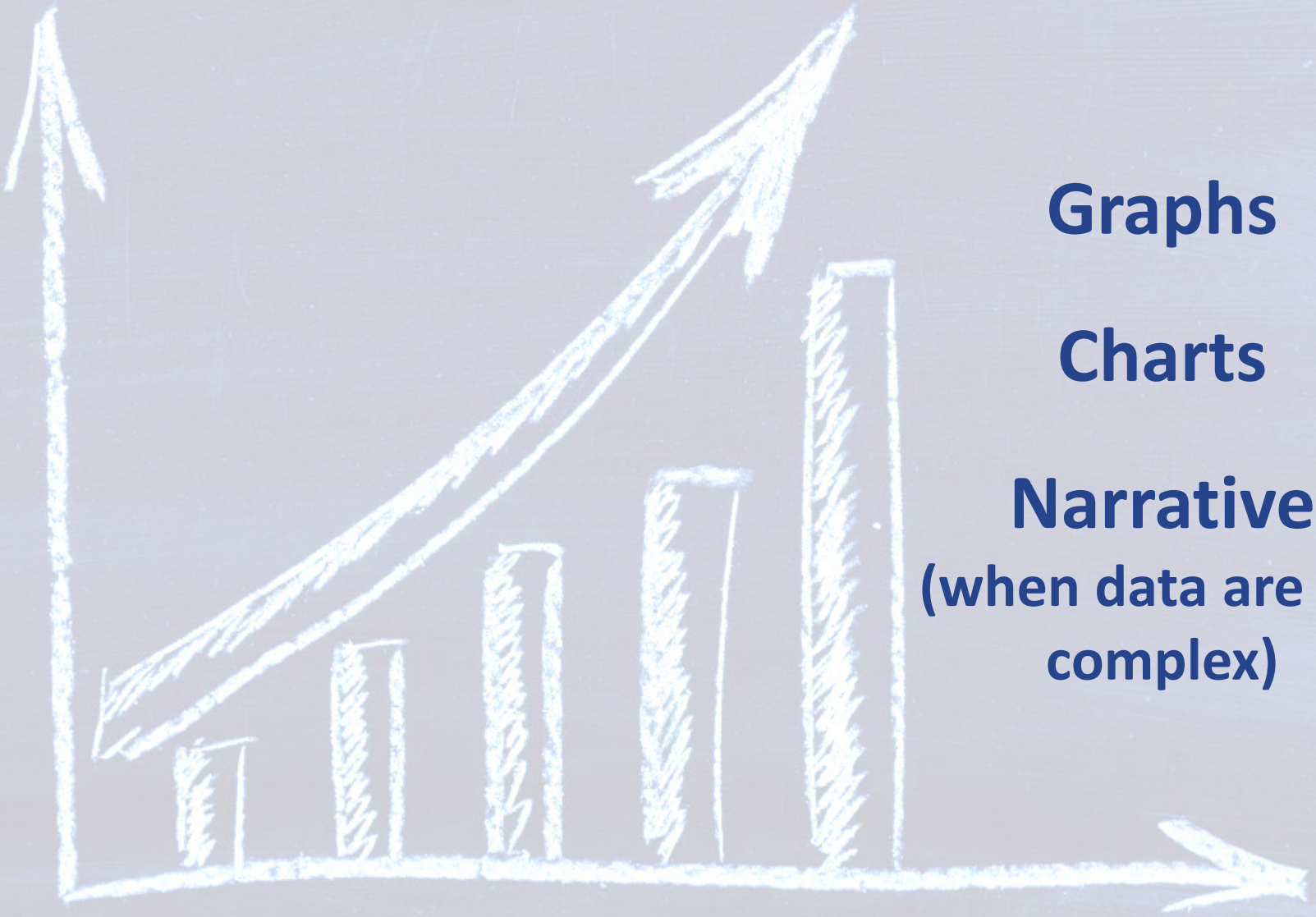
Who are our students?

Who compose our major subpopulations?

What about different programs/paths/grade levels/special services?

Given the data for our profile, where/how will we obtain it? Understand it?

Data



Graphs

Charts

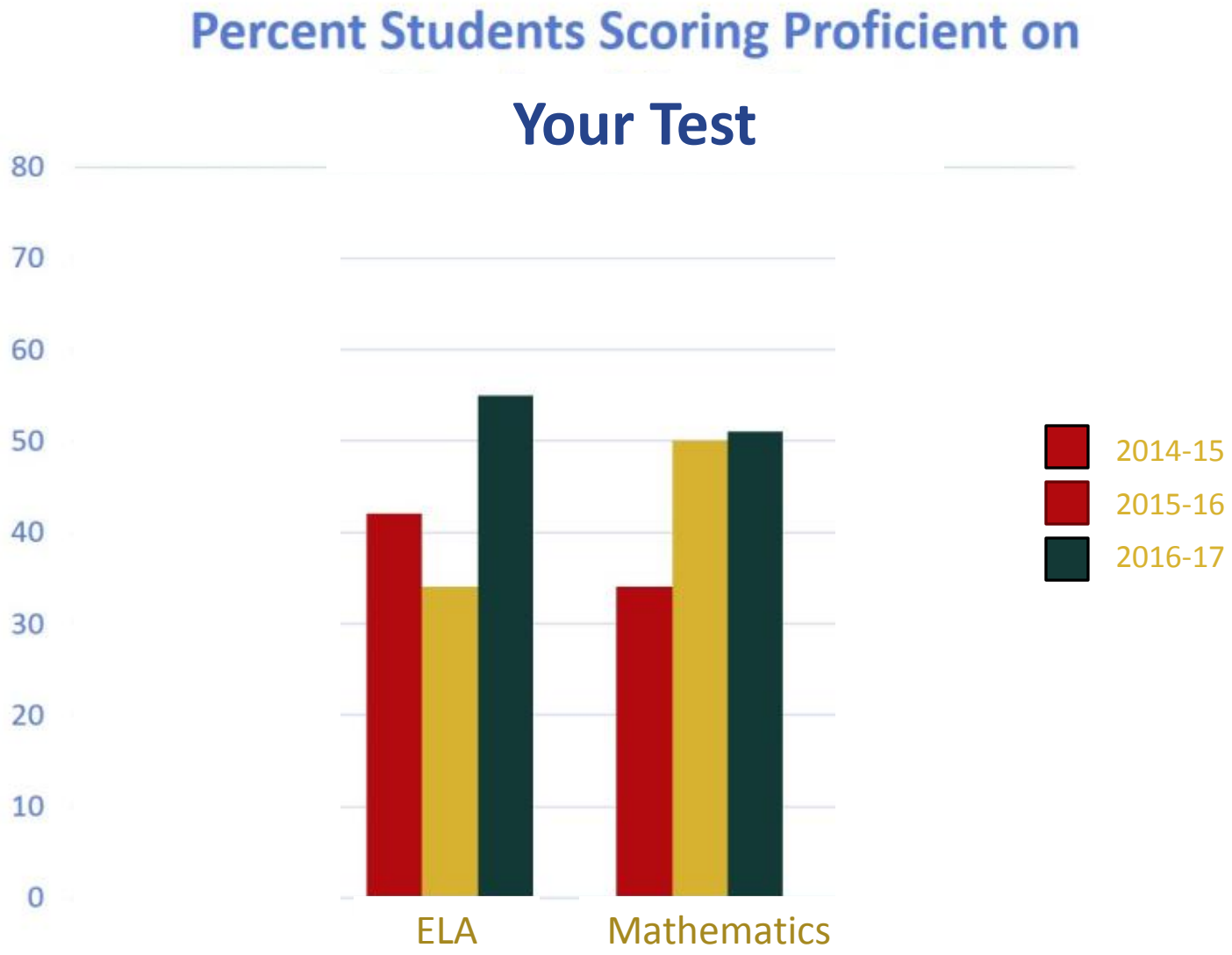
Narrative
(when data are not complex)

Data

Findings:
Trends
Irregularities
Anomalies

Sample Achievement Data

Determine 2-3 findings. Any questions raised?



Data Resources

Student Information System

SAT

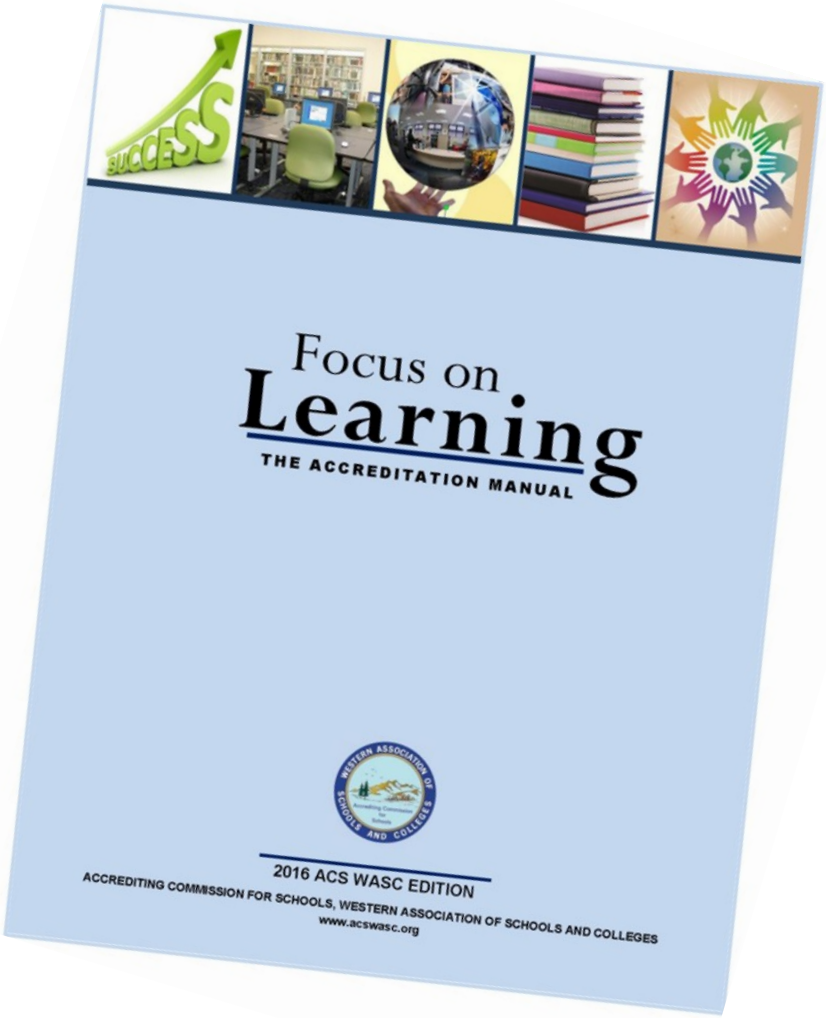
ACT

College Readiness

Advanced Placement

Task 2 – Chapter II

Summarize progress since the previous full self-study



FOL ACS WASC 2016, pp. 41-47

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?

Student/Community Profile Tells Your Story

How successful are we in helping students reach our schoolwide learner outcomes?

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

Schoolwide Learner Outcomes

Comment on the degree to which the students are

achieving **1 or 2**

of the identified schoolwide learner outcomes

Chapter I: Product

Student/Community Profile (Task 1)

Data and Findings: trends, irregular patterns, and/or anomalies

- Demographic data
- Learner outcomes
- Student performance/Outcome data
- Perception data including survey summaries, if any

Appendices

Chapter I

Self-Check Questions

pp. 42-43

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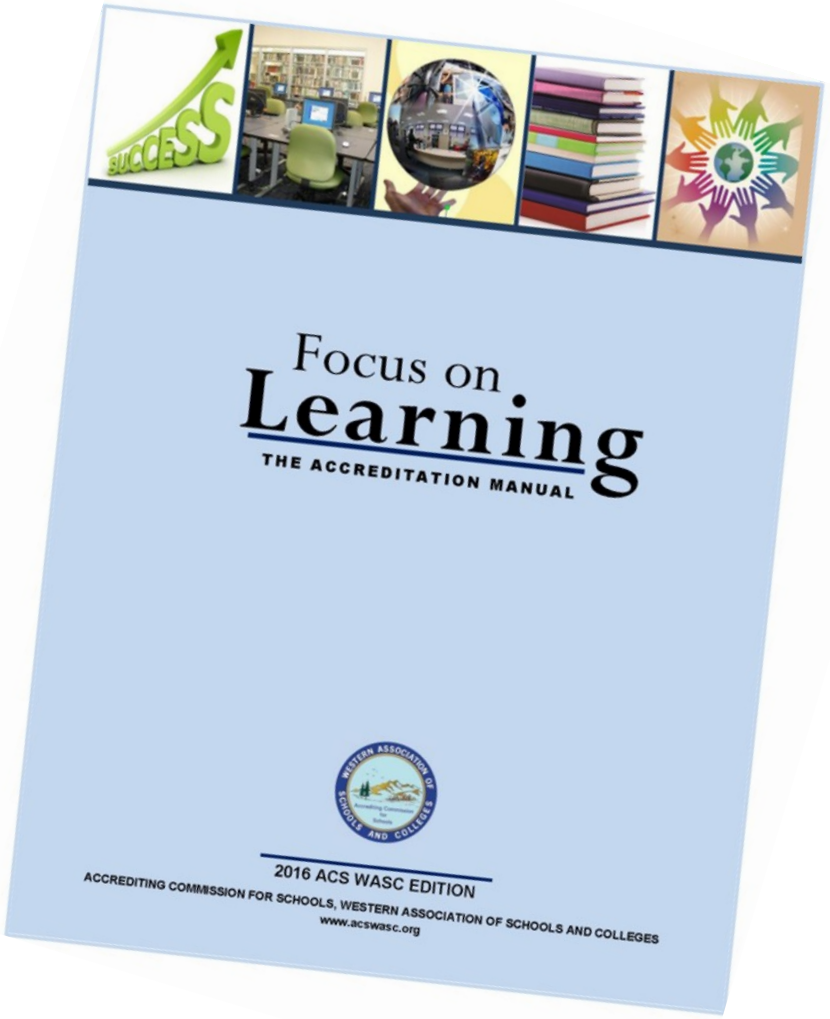
Task 2 – Chapter II

Progress Report

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



FOL ACS WASC 2016,
(edited for 2018-2019 Schools), pp. 49-50

Task 2
Chapter II

Progress Report

Here's our success during the past 6 years?

Chapter II: Progress Report

1. Significant developments
2. List *s*choolwide critical areas for follow-up from last full and any/all intervening visits
3. Ongoing follow-up process Comment on how the student/community profile and the annual progress reports, including the ACS WASC mid-cycle (third year) report, have been **reviewed and discussed annually** by all stakeholders as part of the ongoing school improvement focusing on student learning.
4. Using the current schoolwide action plan sections/goals, comment on progress with supporting evidence and impact on student learning
5. Critical areas for follow-up NOT currently in the Action Plan

Capacity and Commitment

Chapter II

Self-Check Questions

p. 50

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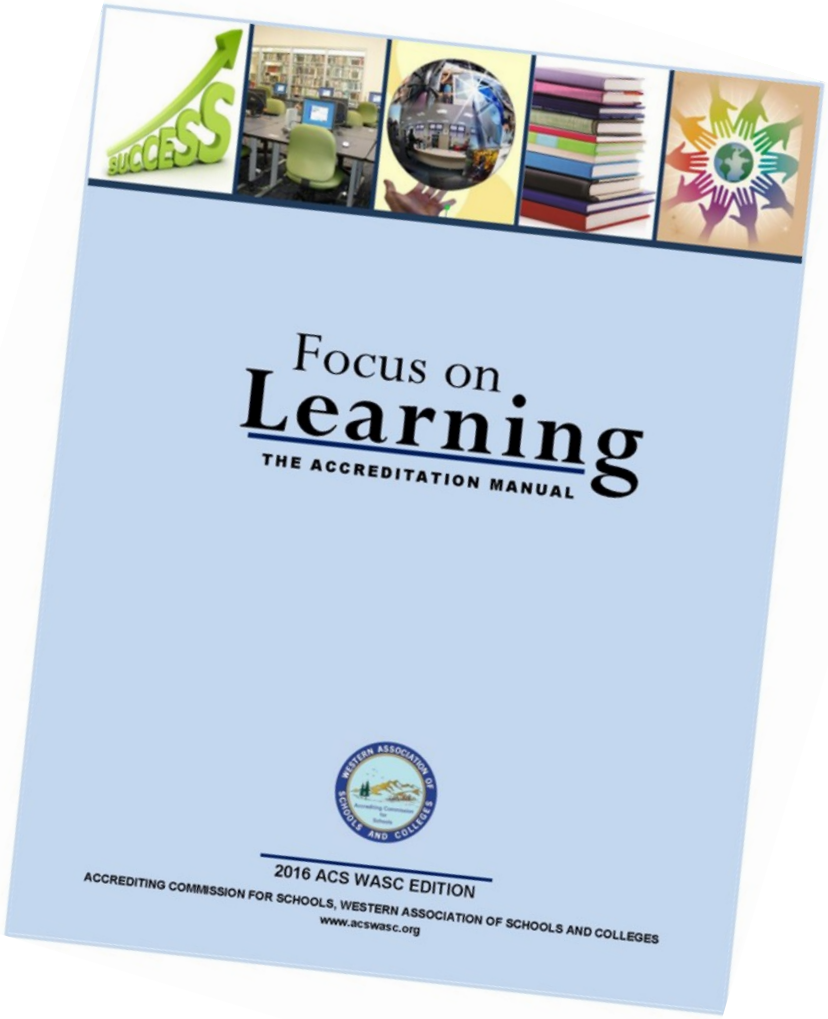
Task 3 – Chapter III

Summarize the implications of the profile and progress data. Identify 2 to 3 critical learner needs; determine important related questions for Home/Focus Groups.



FOL ACS WASC 2016 Edition. 51-52

Critical Student Learning Needs

Student centered—focused on student not activities

Generally related to literacy, numeracy, and/or affect

Studied in Chapter IV

Supported by school's goals and data

Reflected in Schoolwide Action Plan

Critical Student Learning Needs

Literacy

Numeracy

Closing the gap

Affect

Critical Learning needs focus on the student rather than

- Activities – adult or student-based
- Measures

Critical Student Learning Needs

Student centered—focused on student not activities

Studied in Chapter III

Supported by school's goals and data

Reflected in Schoolwide Action Plan

How will we study these in our Home and Focus Groups?

Who are these students?

Who's achieving? Who's not achieving?

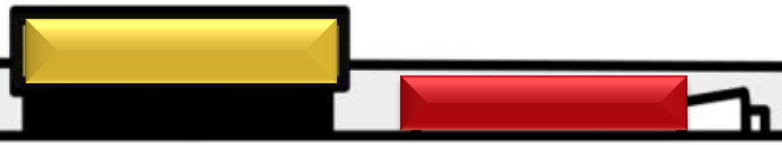
How are they performing?

What has been accomplished? What is in progress?

What are the implications of these differences?

How will these be reflected in our final report?

Should we modify our schoolwide learner outcomes?



Task 3 – Chapter III

Task 3: **Summarize the implications of the profile and progress data; identify 2 to 3 critical learner needs; determine important related questions for Home/Focus groups**

Product

- Task 3: Self-Study Report: Chapter III: "Student/Community Profile — Overall Summary from Analysis of Profile and Progress Data"
  1. What are the implications of the profile and progress data with respect to student performance since the prior self-study (or initial visit)?
  2. Based on past performance and current data, select two to three critical learner needs, noting the correlated schoolwide learner outcomes.
  3. List 3–4 important questions that have been raised by the analysis of the student performance, demographic, and perception data and the progress data. (These will be used in the Home and Focus Group work.)

Product

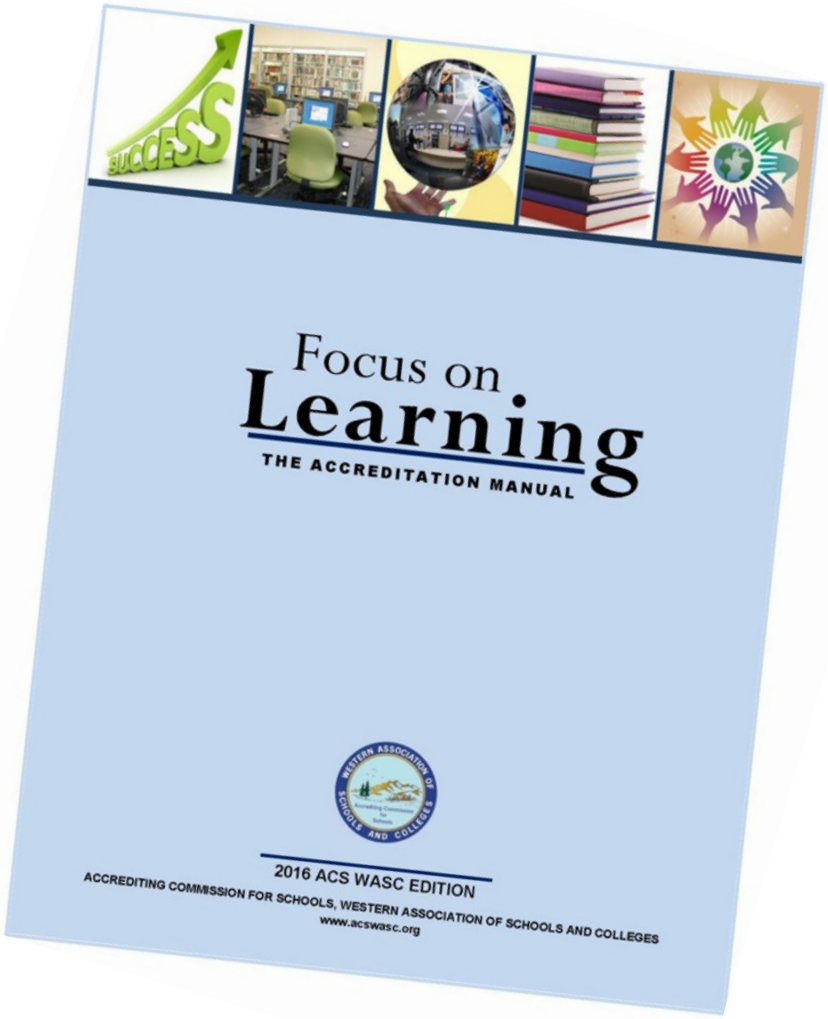
Participants

Suggested Procedures

Self-Check Questions

Task 4 – Chapter IV

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



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Task 4
Chapter IV

Organization
Curriculum, Instruction & Assessment
School Culture and Support
Resource Management & Development

Task 4

Evaluate the quality of the school program in relation to the ACS WASC criteria with emphasis on schoolwide learner outcomes; synthesize the information, determine strengths and growth needs

Product

- Self-Study Report
  Chapter IV: "Self-Study Findings"

For each category of criteria, prepare a brief analytical summary that includes:

1. Findings and supporting evidence for each of the criteria guide questions
2. A list of strengths
3. A list of prioritized growth areas.

➔ **Note**: The four criteria categories are:

A. Organization for Student Learning
B. Curriculum, Instruction, and Assessment
C. Support for Student Personal and Academic Growth
D. Resource Management and Development

Product

Participants

Suggested Procedures

Self-Check Questions

Task 4: Initial Procedures

Focus Groups

- **Discuss all 4 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?

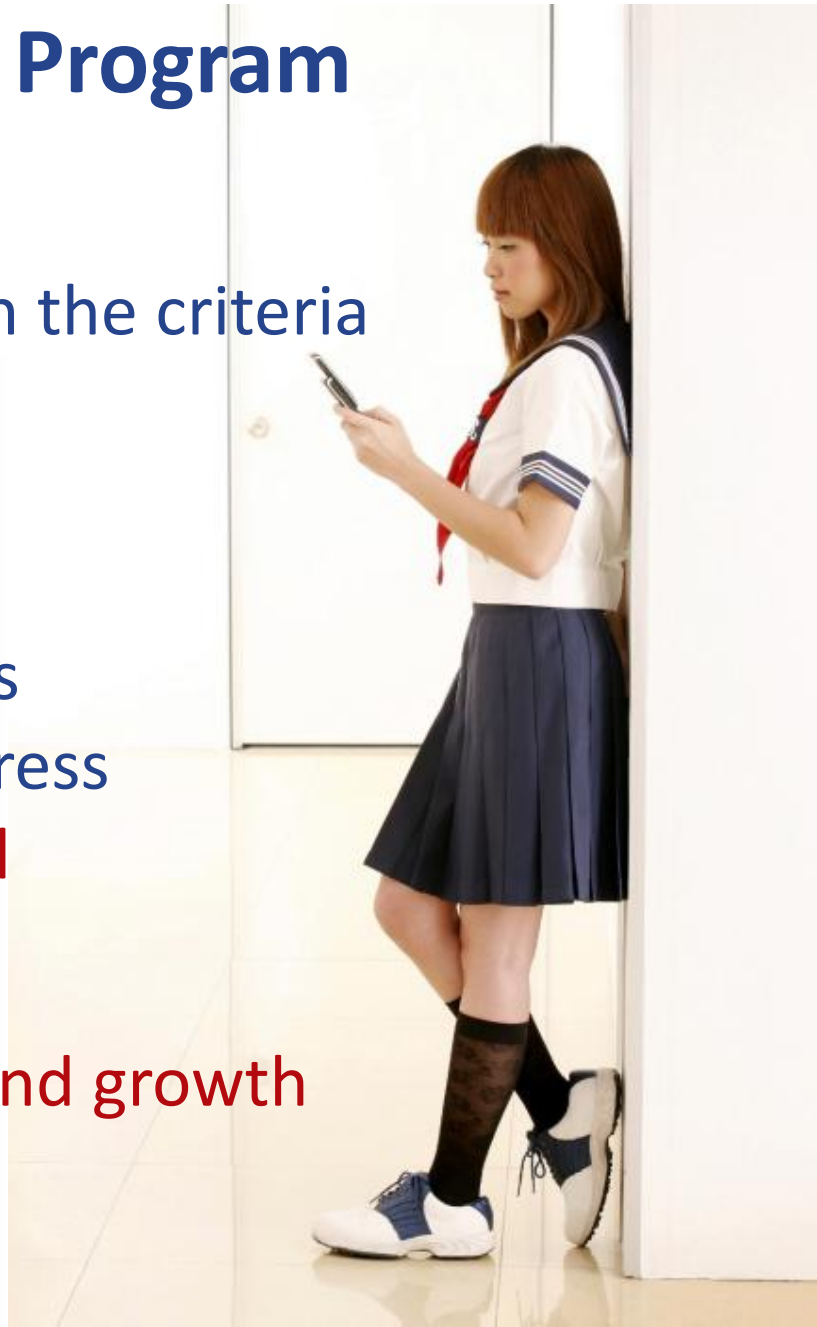
Chapter IV:
Quality of the School Program

Summary of the degree to which the criteria are being met

Respond to the prompts

Comments about how this impacts the ability to address one or more of the critical student learning needs

Identify strengths and growth areas



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Task 4: Focus Groups

What data, information, and evidence do we need?

What currently exists?

How effective is this? The So What Question?

Chapter IV: 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?

Profile
Guidance

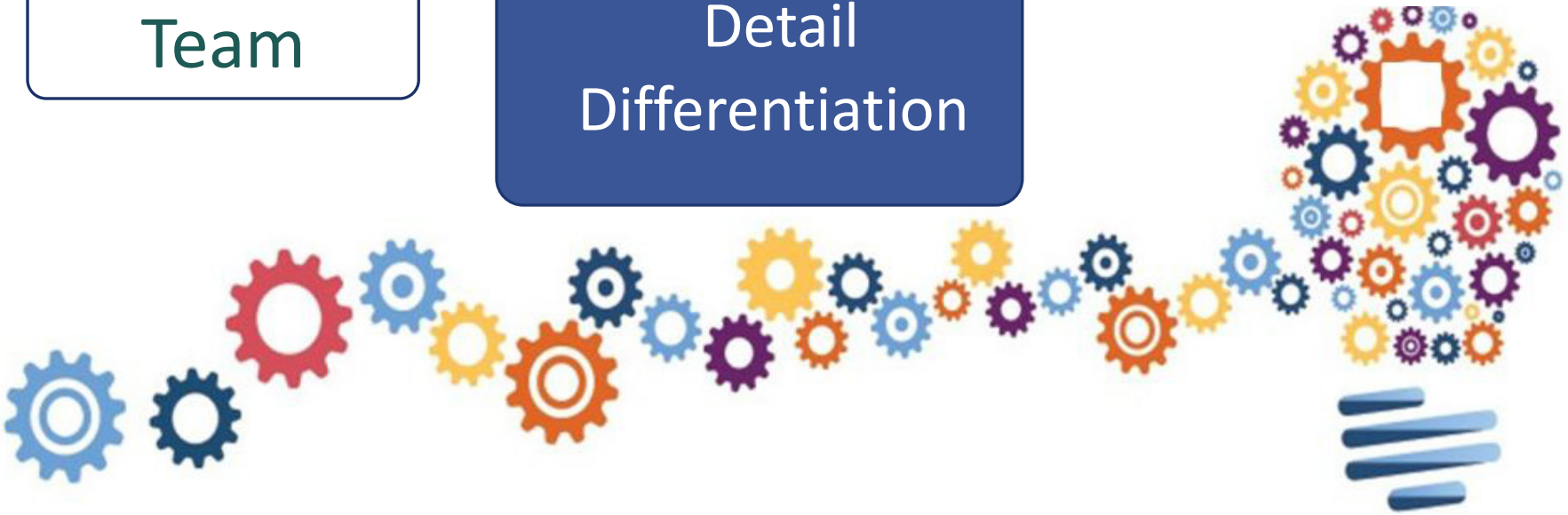
Leadership
Team

Home
Groups

Detail
Differentiation

Focus
Groups

Analysis
Assessment
Conclusions



The Big Three after understanding the criteria and indicators/prompts

Respond to the prompts

B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements 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.

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]

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Research-based Knowledge

B2.1. Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

B2.1. Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

B2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

B2. How Students Learn Criterion

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Home Groups are experts

What does the indicator/prompt mean?

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

Focus Groups are Cooperative Groups pulling things together

Share what your indicator/prompt means and what evidence your group considered

New ideas and/or clarifying meaning?

Conversations about prompts

What patterns and 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?

The Big Three after understanding the criteria and indicators/prompts

Respond to the prompts

Differentiate

What is different for students?
What is alike for all/most students?

Program
Grade Level
Ethnicity
Language Proficiency
Handicapping Condition
Gender
Small Learning Communities

What is different for students?
What is alike for all/most students?

How to…..

Review the evidence

Synthesize the information and data

Summarize analytical findings and related evidence INCLUDING what has been learned about the critical student learning needs and important related questions

Identify for the criterial category as a whole strengths and prioritized growth area that show a direct correlation with the written findings and supporting evidence

How might we go about the work?

Criteria concepts?

How will we know? Evidence?

Critical student learning needs?

Assessing effectiveness? Growths? Strengths?

Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.

Capture Observations-Learning Snapshots

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

Interviews

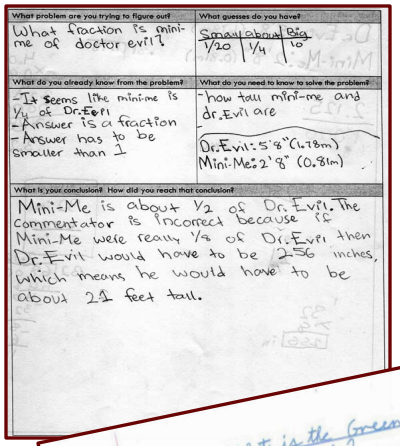
Formal

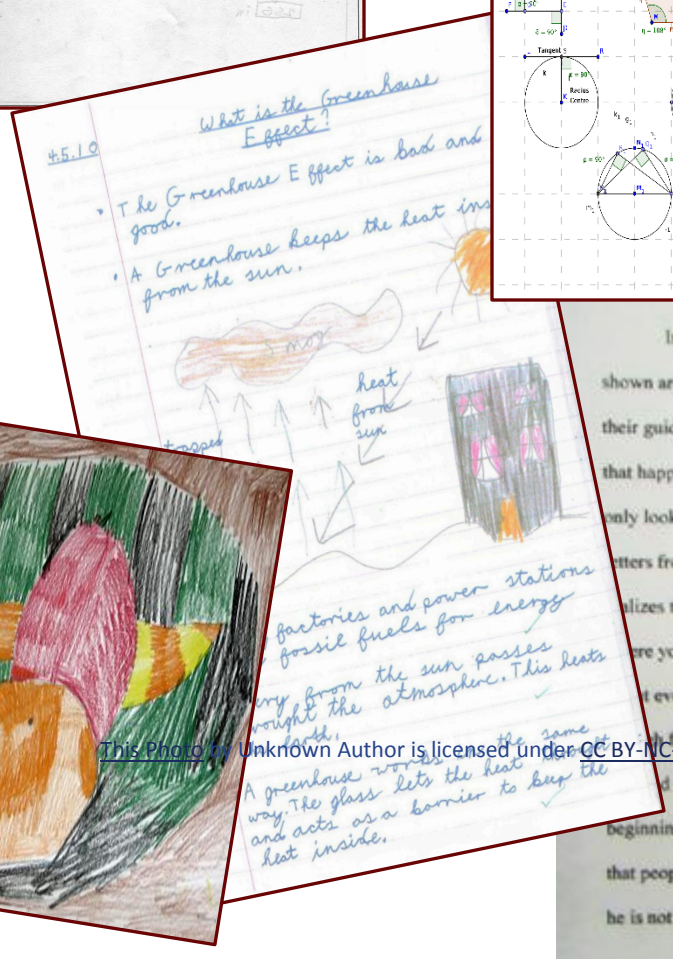
Informal

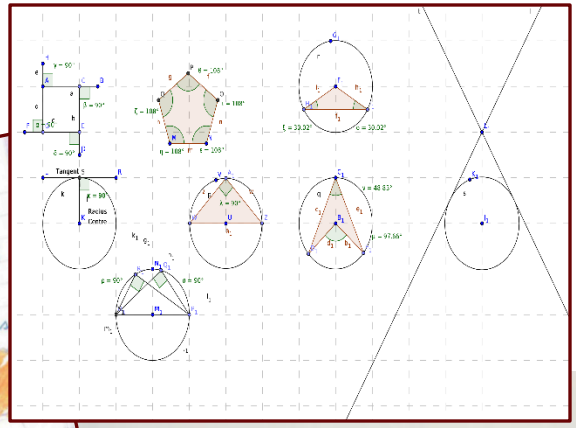
Student to student

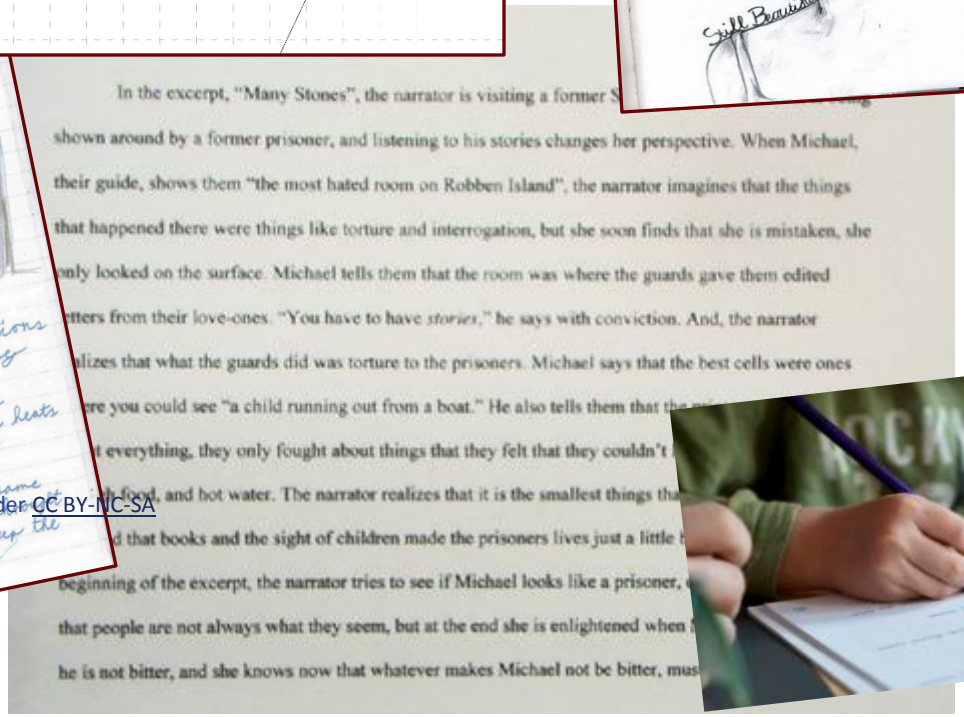
Student to adult

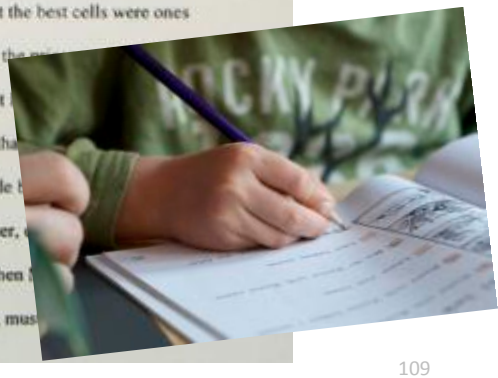
Student Work











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Student Work

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

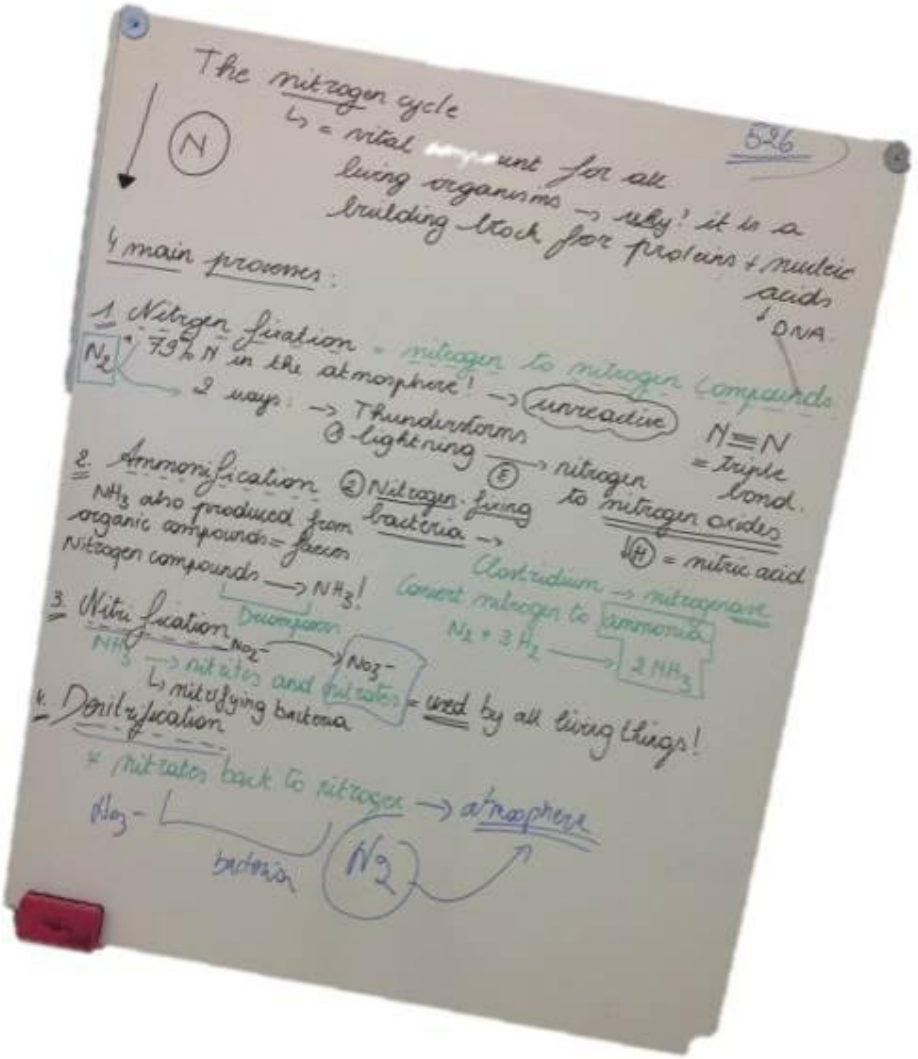
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

Nature

Quality

Frequency

Growth over time



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Probing Questions

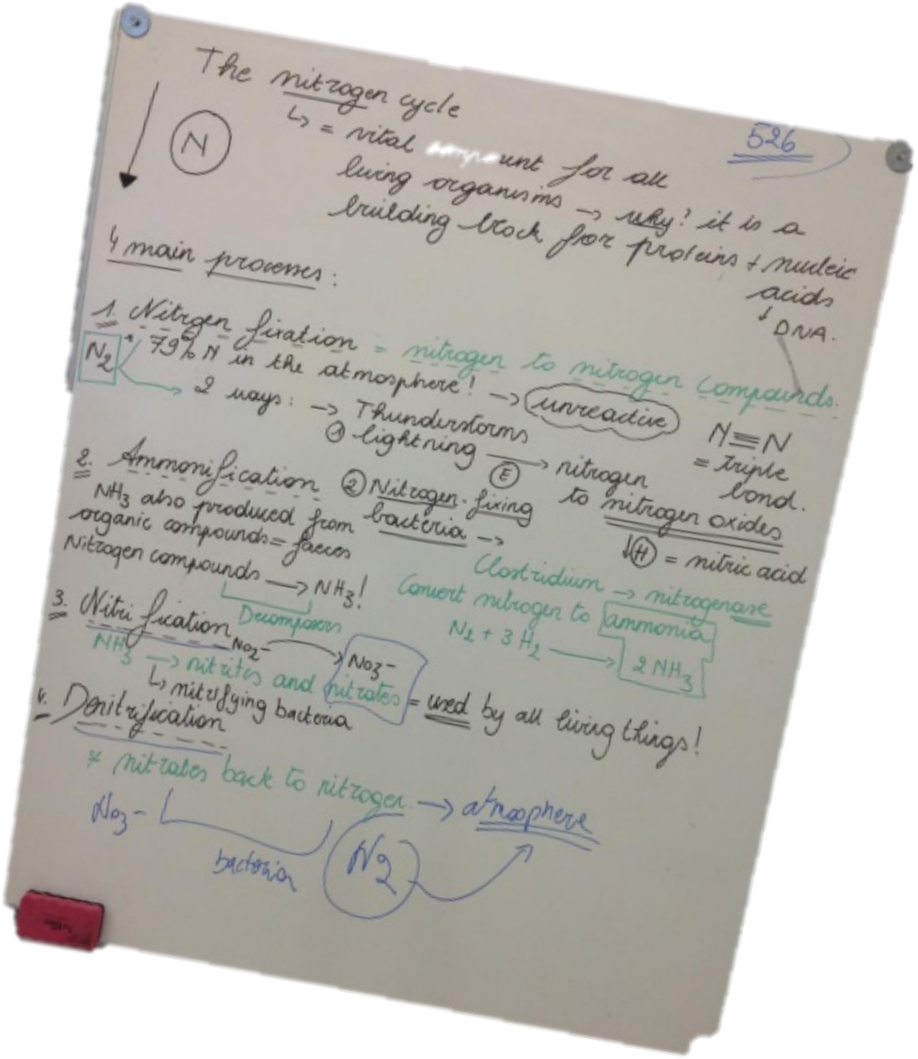
What did you notice as you examined this work?

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…?



How might this insight alter my teaching?

Resources

ASCD

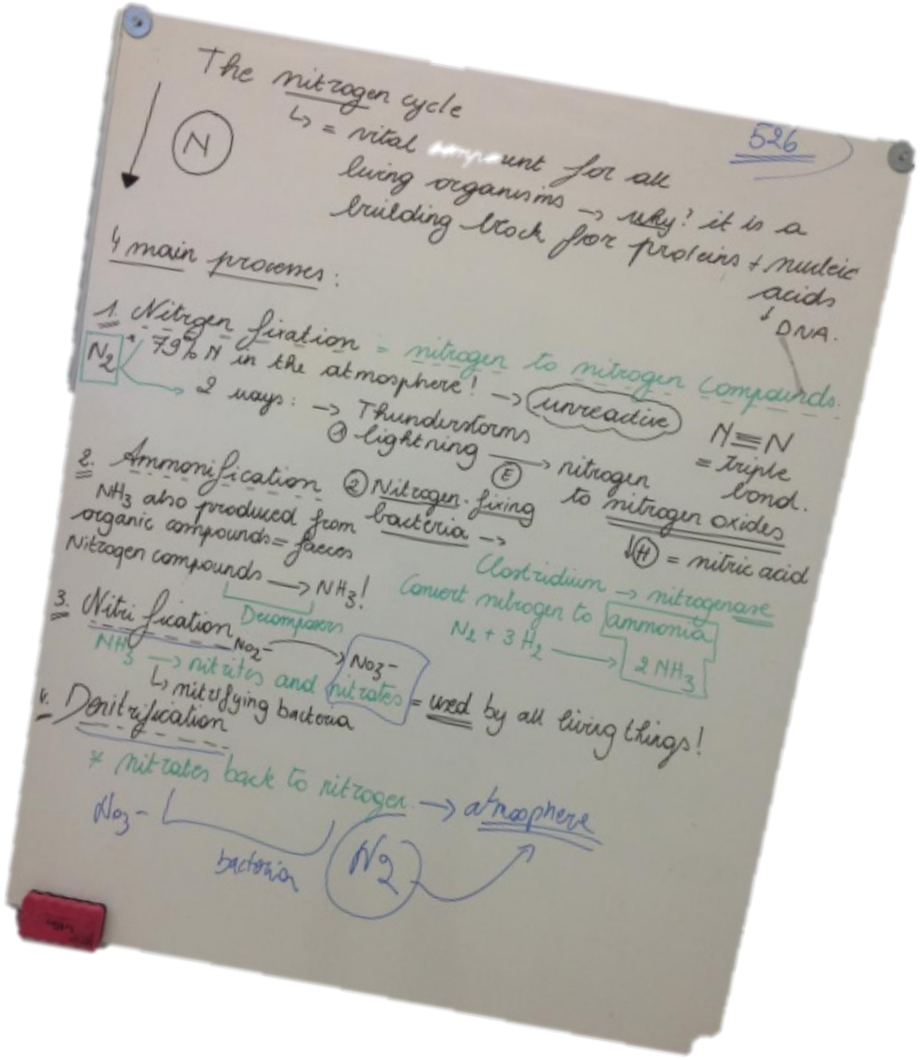
Looking at Student Work

School Reform initiative

Edutopia

Education World

Tuning Protocol



The Big Three after understanding the criteria and indicators/prompts

Respond to the prompts

Differentiate

Dig Down to the critical learning needs

Chapter IV: Self-Study Findings

Criteria Findings	Supporting Evidence

How effective? **How do we know?**

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Levels of Criteria Responses

General

All students

Differentiated

Programs, Departments, Grade Levels

Student Learning Needs

Chapter I:
Program Quality Analysis

- **To what extent** does this contribute to the students' success?
- What have we learned about our **critical student learning needs**?
- How will the **prioritized growth areas** strengthen students' success in reaching school goals?
- How might we build on our **areas of strength**?
- Are the strengths and growth areas **appropriate** to the findings?

The Big Three after understanding the criteria and indicators/prompts

Respond to the prompts

Differentiate

An Example

A5. Leadership and Staff Criterion
Research and Professional Development

A5.1 Support of Professional Development

At [school] we have created a four to six week professional development cycle that includes: learning a schoolwide strategy, practicing with teachers, practicing in class, being observed by a peer and analyzing the student work. This cycle has benefitted our teachers, who are mainly new to the profession. They have developed in their instructional skill exponentially, rather than gradually over time.

Peer observation has provided our teachers the opportunity to not only observe their peers using the school-wide strategies, but also to observe their own students in different academic classes and settings. This has proven to be invaluable to our grade level discussions and department meetings particularly as we look to improve writing. Teachers can see what other teachers do to engage students and to challenge them, which fosters tremendous collaboration among our professionals. Cycles have included: Rituals and Routines, Cornell Notes, 7 Habits, Accountable Talk, Frontloading Vocabulary and a cycle of writing instruction is forthcoming.

An Example

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 AP classes, the classrooms center primarily on teacher-directed instruction with few opportunities for alternate learning activities, instructional materials, or products.

An Example

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. 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.

Key Questions

- Is what we found effective?
- Is it making a difference for students?
- Are our findings supported by evidence?

EVALUATE! EVALUATE! EVALUATE!

CHECK CAREFULLY!

Have you included information related to the identified critical learning needs?

Have you incorporated information about how your schoolwide learner outcomes affect each of the criteria groupings?

Template

Self-Study

ACS WASC Focus on Learning, 2016 Edition

ACS WASC Focus on Learning Accreditation Manual, 2016 Edition

- ACS WASC School Coordinator Self-Study Checklists
- Suggested Laboratory Science Safety Expectations
- ACS WASC Self-Study School Report Layout
- **ACS WASC Sample Evidence Forms:** Word Doc File

ACS WASC 2016 Edition Self-Study School Report Template

Word Doc Template | Google Drive (Docs) Template

Click here for information on how to use Google Drive (Docs).

Each category of Chapter IV is also available as a separate Word or Google Docs template.

Chapter IV:

Category A: Word Doc Template | Google Drive (Docs) Template

Category B: Word Doc Template | Google Drive (Docs) Template

Category C: Word Doc Template | Google Drive (Docs) Template

Category D: Word Doc Template | Google Drive (Docs) Template

http://www.acswasc.org/schools/private/private-schools/

Category B: Curriculum, Instruction, and Assessment

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

B1.1. Prompt: *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence

Category B: Curriculum, Instruction, and Assessment

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

B1.1. Prompt: *Comment on the **effective** use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the **effectiveness** of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Schoolwide Strengths & Growth Areas

Must be reflected in the narrative

Must be prioritized

Must include comments about the critical learner needs

Chapter IV

Self-Check Questions

p. 55

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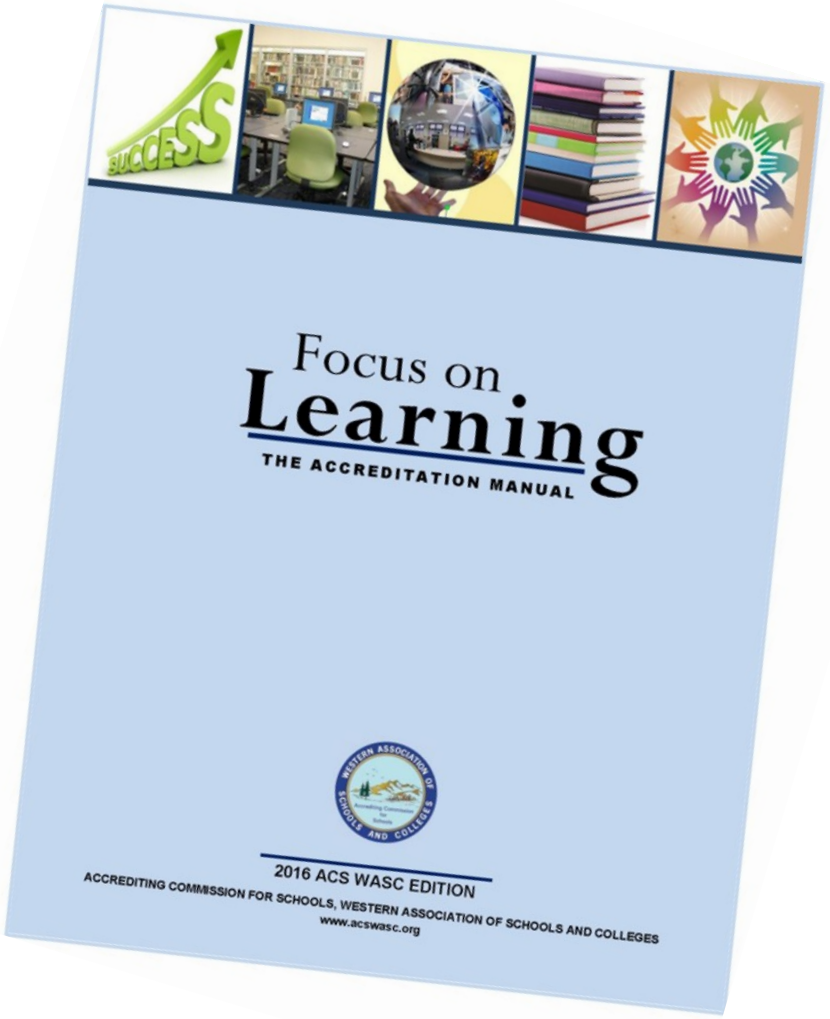
Moving Forward

Task 5 – Chapter V

Revise the comprehensive schoolwide action plan; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan



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Task 5

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

➔ **Note**: The product is a revised Single Plan for Student Achievement based on the results of the self-study. The school integrates the school initiatives into one overall plan. (See the comparison chart in this task.) See https://www.cde.ca.gov/sp/sw/t1/singleplan.asp, *Single Plan for Student Achievement,* including a suggested template but the format is a local decision. The Single Plan for Student Achievement should be aligned to the LCAP.

Product

Self-Study Report

Chapter V: "Schoolwide Action Plan"

A. Revise the schoolwide action plan. For each section include the elements listed below:
   - Statement of area for improvement that is student-focused, including measurable growth targets
   - Rationale for area based on self-study findings
   - Link to one or more critical student learning needs and schoolwide learner outcomes
   - Measurable ways of assessing progress, including student achievement of the critical student learning needs, schoolwide learner outcomes, and academic standards
   - Means to monitor and report progress
   - Who is responsible and involved
   - Specific steps, including professional development
   - Timeline
   - Resources.

B. Include any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

   This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the schoolwide learner outcomes.

C. Comment on how the Single Schoolwide Action Plan (the school's action plan) aligns with goals, actions, and services of the district LCAP. If there is dissonance between the two plans, explain what process or follow-up will occur to resolve differences.

D. Describe the school's overall follow-up process for ongoing improvement.

Product

Participants

Suggested Procedures

Self-Check Questions

Task 5 Chapter V – Revise your annual Schoolwide Action Plan aligned with LCAP

Who and How

Review strengths and growth areas from the five criteria

Use these to identify major themes or strands that can help in confirming the critical student learning needs

Confirm identified/revised critical student learning needs

Review Findings with Stakeholders

Which of these ideas should become part of our annual schoolwide action plan?

For Each Section of the Action Plan

Include these elements

- Statement of area for improvement that is student-focused
- Rationale for area based on self-study findings
- Link to one or more critical learner needs and schoolwide learner outcomes
- Ways of assessing progress, including student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards
- Means to monitor and report progress
- Who is responsible and involved
- Specific steps, including professional development
- Timeline
- Resources.

Action Plan Required Elements

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan. This includes activities in subject areas related to strengthening a standards-based approach in support of student achievement based on both academic standards and the schoolwide learning results (optional).

C. Describe the school's overall follow-up process for ongoing improvement process.

Thoughts about plans

Not everything needs to start at once.

The plan is neither inspiring nor compelling.

You can't do good work on lots of things – likely just a few.

There's no structure to manage and monitor the plan/

Plans are made to be adjusted.

Schoolwide Action Plan

Self-Check Questions

p. 67

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Road to the Action Plan
Schoolwide Learner Outcomes
Data
Critical Learning Needs
Criteria Strengths
Criteria Growth Areas
Action Plan

for today

Knowing ACS WASC Organization and Accreditation

Organizing and training your school community for developing the Self-Study

Beginning work on the self-study, particularly Chapters I, II, III, and IV

Thinking about Chapter V

YEA! We feel so confident!

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ACS WASC

We Are Student Centered

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