ACS WASC
Focus on Learning
Globally Competent Students
On Target for 21st Century Schools
ACS WASC Website
www.acswasc.org

ACS WASC accredits K-12 schools and not-for-profit, non-degree granting postsecondary institutions.
ACS WASC
“We Are Student Centered”

Serving 5,000 Schools in the US, Asia, Pacific Islands, Africa, Middle East, and Europe

18 affiliations (e.g., IB/ACS WASC, CIS/ACS WASC, Thailand Ministry)

ACS WASC Accreditation Cycle of Quality

Follow-up

Self-Study

Visit

Plan

Implement

Focus on Learning

Reassess

Assess
ACS WASC Accreditation: A Focus on Learning
WHAT DOES ACCREDITATION MEAN?

ACS WASC Focus on Learning
What does ACCREDITATION mean?

- Self-Renewal and Reflection
- Self-Evaluation of Programs: Effective Structures and Habits/Impact on Students
- Student-Focused
- Schoolwide Collaborative Work

- Inspection
- Report
- Teacher-Focused
- Individual/Small Group work only
WHAT ARE THE GUIDING PRINCIPALS?
ACS WASC Guiding Principles

• Total involvement and collaboration of all stakeholders

• Culture that supports the well-being of all students

• Accomplishment of its vision, mission, and schoolwide learner outcomes

• High achievement of all students related to academic standards and schoolwide learner outcomes

• Use of multiple ways to analyze data

• Evaluation of program effectiveness

• Alignment of prioritized findings to a schoolwide action plan focusing on student achievement

• Ongoing improvement responsibility
Basic Concept Questions

How well are our students achieving?

Is the school doing everything possible to support high achievement of all its students?
HOW DO WE EVALUATE WHO WE ARE?

ACS WASC Focus on Learning — ASSESS, DEFINE, EVALUATE

HOW DO WE EVALUATE WHO WE ARE?
Focus on Learning: Reflective Cycle

- Assess: WHAT?
- Evaluate: SO WHAT?
- Design and Plan: NOW WHAT?
- Implement, Monitor, and Refine: ONGOING MONITORING
- Focus on Learning

FOLLOW-UP

SELF- STUDY

VISIT
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 aligned to school’s areas of need to support student learning
School Organization

- Leadership Team
- Profile Team
- Home Groups
- Focus Groups
HOW DOES ACS WASC SUPPORT LEARNING?
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?
Tasks 1 & 2: Progress and Student/Community Profile — Chapters I & II

Who are we?
Who are our students?
What do we believe?
Task 1—What have we achieved?

Chapter I: Progress Report

1. Significant developments
2. Schoolwide critical areas for follow-up (last full visit and any mid-cycle or special visit)
3. Ongoing follow-up processes
4. Progress, evidence, impact on student learning for Action Plan sections/goals showing integration of schoolwide key issues
5. Critical areas for follow-up not currently in Action Plan
Task 2—Who are we? What do we believe? Chapter II: Profile
Student/Community Profile

Demographic

Outcome

Perception
The enrollment at Success Elementary School has varied between 490 and 537 over the past five years.
Schoolwide Learner Outcomes: What do We Believe? What do We Intend?

• Global Competencies
  – Apply knowledge and skills; research current global issues; integrated disciplines
  – Interdependence (i.e., economic, political, social, environmental)
  – Multiple perspectives
  – Valuing diversity
  – Communication: multi-lingual literate, technology
  – Responsible service and action: local and global
  – Able to function in interdependent world
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?

Global
Interdisciplinary
All students
Assessable
Sample Schoolwide Learner Outcome

Students will be: INNOVATIVE THINKERS

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

Global-minded Citizens who...

- Engage responsibly in the world’s problems
- Respect and support family and community
- Protect and advocate for local and global environments

Literate Individuals who...

- Are multi-lingual
- Articulate communicators in reading, writing, speaking, listening, and through artistic expression
- Are literate in information and communication technologies
Chapter II Summary

Preliminary Critical Learning Needs

Questions to guide self study

Data Analysis

Summary of Hunches & Questions
Critical Student Learning Needs

Students’ expository writing

Critical thinking

English Learner students limited academic vocabulary in English.

Students’ motivation
ACS WASC Focus on Learning — IMPLEMENT

**PROCESS DATA:** WHAT IMPACTS STUDENTS MOST EFFECTIVELY? WHAT EVIDENCE?
What? So What? Now What?

WHAT?  Study, Reflect, and Assess
Who are we? What is our ideal?

SO WHAT?  Assess, Evaluate and Reflect
What currently exists? How effective? Which evidence?

NOW WHAT?  Design, Plan, Implement, Monitor
What to continue? How to design our next steps?
### What Currently Exists?
How do we know it is effective?

<table>
<thead>
<tr>
<th>Task 3 (2017 Edition)</th>
<th>S-S Chap. III</th>
<th>VC Analytical summary of what exists and impact on student learning...</th>
</tr>
</thead>
</table>
| Analyze school program based on schoolwide learner outcomes and ACS WASC criteria and indicators | ACS WASC Criteria Synthesis of ...  
- Findings,  
- Evidence,  
- Strengths,  
- Growth Needs | - strengths  
- key issues  
- evidence  
- Identification of schoolwide strengths and critical areas for follow-up |
Task 3—Chapter III: What currently exists? How do we know it is effective?

ACS WASC Criteria Categories

- Organization for Student Learning
- School Culture and Environment
- Student Personal and Academic Support
- How Assessment Is Used
- What Students Learn
- How Students Learn

Focus on Learning
ACS WASC Criteria Categories 2017 Edition

A. Organization for Student Learning
B. Curriculum, Instruction, and Assessment
C. Support for Student Personal and Academic Growth
D. School Culture and Environment
E. (on hold) ONESQA Standards (ONESQA/ACS WASC Schools)
F. Boarding
Focus Groups use ACS WASC Criteria and Indicators:

<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Gathering and Analyzing Data/Information</strong></td>
</tr>
<tr>
<td></td>
<td>• Demographic</td>
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<td></td>
<td>• Outcome</td>
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<td></td>
<td>• Perception</td>
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<td></td>
<td>• Process-Collaborative or Individual</td>
</tr>
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<td></td>
<td>• Documentation</td>
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</tbody>
</table>
Analysis of Student Data & Achievement and Assessment of Program Effectiveness

<table>
<thead>
<tr>
<th>Criteria/Indicators Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Addressed identified Critical Student Learning Needs and related Schoolwide Learner Outcomes)</td>
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</tr>
</tbody>
</table>
Self-Study Process: The “So What” Question? What currently exists? How effective?
Instruction: How Students Learn

B2 Focus Group

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.
Instruction: How Students Learn

B2 Focus Group

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B4. How Assessment Is Used—Classroom Assessment Strategies

(Category B: Curriculum, Instruction and Assessment)

Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student’s progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.
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How Assessment Is Used—Sample Indicator and Prompt (one of 4 for this criterion)

Sample Indicator—Teacher Feedback to Students
Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

Prompt:
How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?

Findings  Supporting Evidence
How Classroom Assessment is Used---Classroom Assessment Strategies

- What does the indicator mean?
- Brainstorm types of evidence that might be used for this indicator?
<table>
<thead>
<tr>
<th>Criteria Findings</th>
<th>Supporting Analyzed Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of magnifying glass]</td>
<td>![Image of people in a meeting]</td>
</tr>
</tbody>
</table>
Program Analysis

Focus Groups Criteria

Profile Team
Leadership Team Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria
Synthesis of Findings

Leadership Team
Focus Groups
Home Groups

Patterns
Trends
Big Ideas
Schoolwide
Focus on
Student
Learning
ACS WASC Focus on Learning – IMPLEMENT, MONITOR, REFINE

HOW DO WE KNOW IF OUR PROGRAM IS WORKING? WHAT IS EVIDENCE?
Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.
Summative and Formative Data
Gathering Evidence: Examining Student Work

- Class work, such as writing or solving math problems
- Research paper
- Projects, such as senior project, project-based assessments
- Common performance tasks or assignments
- Portfolios
- Videos and photos
- Podcasts
- Blogs
- Case studies
Conversation 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?
Examining Student Work

**Individual Teacher...**
- review student work samples
- sort into high, middle, low levels of performance.

**As a group discuss...**
- Characteristics/Labels for each category
- Does this work represent all our student body?
- To what degree do our findings align with our expectations for:
  - content standards and
  - schoolwide learner outcomes?
Classroom/Campus Observations

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

Ground rules
- Capturing data
The Learning Snapshot (an example)

**Communication**
- ______ Listening
- ______ Speaking
- ______ Reading
- ______ Questioning
- ______ Working collaboratively (with peers)
- ______ Working collaboratively (in group)

**Problem Solving**
- ______ Calculating
- ______ Analyzing
- ______ Synthesizing
- ______ Applying learning and answering open-ended questions

**Technology**
- ______ Locating information
- ______ Analyzing information
- ______ Using multimedia
- ______ Creating with technology

What schoolwide learner outcomes were observed?
- ______ critical thinking
- ______ globally-minded—cross-cultural understanding
- ______ effective communicator
Interviews and Surveys

Interviews
– Student to student
– Staff to student
– Teacher to teacher

Surveys
– Short
– Focused
– Understandable
Examples of tips:

- Use open-ended questions.
- Use language appropriate to the interviewee.
- Listen.
- Avoid asking biased questions.
- Watch nonverbal behavior.
- Other tips.......
How will we see the whole program for students?
How will we deepen our study around our critical learner needs?
Program Analysis = Chapter III

Focus Groups
Criteria

Home Groups
Data, Observations, Interviews, Student Work, & Criteria

Profile Team
Leadership Team Plans & Guides
Big Questions

Do the findings respond to what is being asked in the criteria, indicators, and prompts?

Does the evidence support
Findings?
Strengths?
Prioritized growth areas?

What insight has the school gained about student learning, the critical learner needs, the standards and the schoolwide learner outcomes?
School Committees

Focus Groups
Criteria and student work

Leadership Team
Plans and guides

Home Groups
Student work and criteria
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)

Home Groups
Data,
Observations,
Interviews,
Student Work,
and Criteria
So What?

How effective is this overall?

How are things alike or different for groups of students?

How does this work support improvement in students’ critical learner needs?

Use prompts for all responses.
Timeline Considerations

Scheduling work
Staggering work
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
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 weeks prior to the visit
What existing structures might we use or modify?

- Culture of collaboration
- Examination of student work
- Unpacking standards
- Schoolwide Learner Outcomes
- Analyzing assessment data
- Designing plans based on findings and assessment data
- Research-based standards and practices
- Habits
- Culture of well being
ACS WASC Focus on Learning

TIPS FOR WRITING THE REPORT
Self-Study Process: The “So What” Question?
What currently exists? How effective?
Descriptive vs. Evaluative

- What?
- When?
- Who?
- Where?

- So what?
- What next?
- What if?
Lions

Lions are sandy brown in colour and have a large mane that surrounds their face. Lions have three types of teeth: incisors, canines and carnassials.
Lions – Descriptive

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Lions – Evaluative

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Lions – Evaluative

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Lions – Descriptive

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Lions – Evaluative

Lions are sandy brown in colour, allowing them to blend into the grasses where they live and hunt. This provides them with an advantage as a predator. As well their large mane that surrounds their face makes them appear larger, and therefore more threatening to other animals. Lions have three types of teeth. Incisors are used for gripping, canines for ripping skin and tearing away meat, and the carnassials act like a pair of scissors and cut the meat. These teeth suggest the ferocity of a lion. I wouldn’t want to be caught by one!
Classroom

ABC School has a 1:1 laptop program. All teachers are required to use Google Classroom. Our student grades are kept on SchoolBase which also houses other student information such as class by class attendance. Parents are provided access and training on both Google Classroom and SchoolBase.
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Task 4—Chapter IV: What have we learned?
Determine Student Learning Needs
Review Draft from Chapter I

School Profile Findings + Focus Group Findings = Schoolwide Trends and Patterns
Road to the Action Plan

Schoolwide Learner Outcomes

Data

Critical Learner Needs

Criteria Strengths

Criteria Growth Areas

Action Plan

ACS WASC ©2019
What do we do now?
Design and Implement

• Based on our findings....
  – What might we do to (continue to) improve student learning?
  – What might we change to ....?
  – How might we better support .....?
  – What do we need to do to ....?
Share Findings and Design Action Plan

- ACS WASC Leadership Team
- Focus Groups (All Teachers)
- Home or Stakeholder Groups
Task 5—Now What?
Chapter V: One Schoolwide Action Plan
Task 5: Action Plan Design
Findings from Each Category

**Strengths**

Areas for Growth: Content Knowledge

Focus on Learning

Areas for Growth: Thinking Skills

Areas for Growth: Character and Schoolwide Learner Goals
Share Findings, Action Plan, Follow-up

Board
Owner
Teachers
Appropriate Stakeholders
Schoolwide Action 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?
HOW DO WE KNOW IF OUR PLAN IS WORKING?
Focus on Learning: Reflective Cycle

Assess: WHAT?

Design and Plan: NOW WHAT?

Implement, Monitor, and Refine: ONGOING MONITORING

Evaluate: SO WHAT?

Focus on Learning

VISIT

SELF-STUDY

FOLLOW-UP
Accreditation Status Factors: VC Recommendation & Commission Action

One Factor: The capacity to implement and monitor the schoolwide action plan.

- Highly effective
- Effective
- Somewhat effective
- Ineffective
ACS
We
Are
Student
Centered