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

- Background of ACS WASC accreditation
  - What is accreditation?
  - Why accreditation is so important?
  - ACS WASC seven accreditation principles
- Getting Started: The Initial Visit Process
- Focus on Learning (FOL) Accreditation’s Cycle of Quality for comprehensive schools and supplementary programs
  - Self-Study
  - The Visit
  - The Follow-up or Ongoing Improvement
Accrediting Commission for Schools, Western Association of Schools and Colleges

Private, nonprofit, regional accrediting association in the United States

Serves worldwide prek-12 schools, non-degree granting adult/postsecondary institutions, and supplementary programs, especially in California, Hawaii, Pacific Islands, and Asia (Hague, 1961)
Accrediting Commission for Schools, WASC

Works closely with the U.S. Department of State, Office of Overseas Schools

Extends services to over 4,600 pre-K-12 elementary and secondary public and private schools of various types (360 worldwide)

Works with 17 associations in joint processes, such as the California and Hawaii state departments of education, Chinese and Thailand Ministries, Council of Schools (CIS), and IB

ACS WASC Commission (Board) composed of 32 members from representative organizations
ACS WASC Accreditation: An Ongoing Journey
Accreditation

Accreditation implies a trustworthy or credible institution; its root is French meaning “to credit.

Ongoing cycle of quality as a school improvement process that supports high-quality student learning.

Equivalent to university course titled “Education 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/HAIS
I taught Spot how to whistle.

I don't hear him whistling.

I said I taught him. I didn't say he learned it.
How well are our students achieving?

Is the school doing everything possible to support high achievement of all its students?
ACS WASC Accreditation Cycle

- Reassess
- Assess
- Self-Study
- Visit
- Plan
- Follow-up
- Implement
- Focus on Learning
Seven ACS WASC Accreditation Principles
ONE: 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

Characteristics:

Include current learning needs and global competencies/21st century skills

For all students

Interdisciplinary (within all subjects)

Assessable
Eagles: Schoolwide Learner Outcomes

SAS students will be empowered to be

Life-long learners

Adaptable problem-solvers, negotiators, and collaborators
Eagles: 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
Schoolwide Learner Outcomes

Innovative Thinkers who...

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
TWO: High achievement of all students based on schoolwide learner outcomes/curricular standards
THREE: Use of multiple ways to analyze data about student achievement
FOUR: Program evaluation in relation to schoolwide learner outcomes, standards and research-based ACS WASC criteria and indicators
ACS WASC Criteria Categories

Focus on Learning

- Organization for Student Learning
- What Students Learn
- How Students Learn
- How Assessment Is Used
- Resource Allocation
- Support for Student Personal & Academic Growth
ACS WASC Seven Accreditation Principles

FIVE: Alignment of findings to schoolwide action plan

Strategic Plan
Technology Plan
Professional Development Plan
SIX: Evaluation of ongoing improvement and impact on student learning
SEVEN: Total involvement and collaboration
Initial Visits: Beginning the 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 and indicators

Dialogue with all stakeholders

Observation of students involved in the program

Review of documentation

Initial visiting committee report with recommendations
Initial Visit Results

ACS WASC Commission action on candidacy

School staff address initial visit recommendations

School staff begins and completes self-study/full visit within 2-3 years of candidacy
Accreditation Cycle of Quality

1. **Assess**
   - Self-Study

2. **Plan**
   - Visit

3. **Focus on Learning**
   - Implement

4. **Reassess**
   - Follow-up

ACS WASC ©2015-16
For 20 years, ACS WASC FOL process has asked schools two questions

How do you know that all students are achieving...

• schoolwide learner outcomes
• essential core knowledge and skills?

Are you doing everything possible to support students being global citizens?
Self-Study: Putting Together a Puzzle
Focus on Learning

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?
Organizational Structure

Profile Team

Leadership Team

Home Groups

Focus Groups
ACS WASC Criteria Categories

Organization for Student Learning

What Students Learn

How Assessment is Used

How Students Learn

Support for Students’ Personal/Academic Growth

Resources
Sample ACS WASC Criterion: Curriculum

What Students Learn

To what extent does the school have a challenging, coherent and curriculum that...fulfills the school’s purpose and results in achievement of the schoolwide learner outcomes?
To what extent...
Are school leadership and teachers engaged in ongoing professional development that promotes student learning in a global society?

**Sample Indicator:**
There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student learning.

**Prompt:** Comment on the effectiveness of the processes....

**Findings**

**Supporting Evidence**

*Note: Excerpt*
Sample ACS WASC Criterion: Assessment

To what extent...

do teachers and students use assessment results to modify the ongoing learning and teaching process?
### Gathering and Analyzing Data/Information

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**Focus Groups use ACS WASC Criteria & Indicators**
Data/Evidence for Self-Study

Demographic

Outcome

Process/Perceptions
Types of Data

Demographic

- Nationality
- English proficiency
- Enrollment
- Mobility
- Gender/age
Types of Data

Outcome

College SAT/ACT
Terra Nova
MAPS
Types of Data

Process/Perceptions

Student work
Student interviews and observations
Other interviews, discussions, surveys
Student/community profile, other numeric data, and documentation
Gathering Evidence: Student Work

Typical work, such as writing or solving math problems

Research papers

Projects, such as senior projects

Same performance tasks or assignments

Portfolios

Case studies
Gathering Evidence: Student Observations and Interviews: Strategies

Data in a Day
Walk-Throughs
Roving Teacher Substitutes
Individual or Group Student Interviews
Student Surveys
So What?

What currently exists?
How effective are we?

Profile Data
Criteria
Professional Knowledge
Documents
Interviews/Surveys
Students Working
Student Work
Self-Study Findings

Vision and Mission
Schoolwide Learner Outcomes
Chapter IV

Process

Leadership Team
Home Groups
Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

Analytical response to criteria
Evidence
Strengths
Key areas for follow-up
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?
Focus on Learning

Accreditation Cycle of Quality:

1. Plan
2. Visit
3. Self-Study
4. Assess
5. Reassess
6. Follow-up
7. Implement
Members strengthen school’s core work — improving student learning
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Visit’s Purpose

Provide insight about student learning and school program

Validate school program

Celebrate school strengths

Provide recommendations on growth areas

Note: team size is based on school enrollment.
Visit’s Purpose

Prepares a written report for the school and Commission
Recommends an accreditation status
Commission takes action

Usually six years

Probation

Withheld
Accreditation Status Factors

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. Use of prior accreditation findings
7. Involvement and collaboration of all
Follow-up at the School

Revise schoolwide action plan to include recommendations from Visiting Committee and submit to ACS WASC

- Annually review progress and revise plan as needed
- Submit annual reports to ACS WASC
- Host periodic visits from ACS WASC
Focus on Learning: A Powerful Change Process

The Foundation

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

Schoolwide Learner Outcomes = Global Competencies
We Are Student Centered