# ACS WASC/GDOE Focus on Learning Self-Study Training: Part One

## 2017 Schools

# ACS WASC Accreditation: A Focus on Learning

# ACS WASC

# Getting Organized

# Getting Started

Private, nonprofit

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

Extends services to over 4,600 pre-K to 12 schools

Partners with 18 associations in joint accreditation partnerships

Commission of 32 members from partner associations

# Accreditation: A Value-Added Evaluation

Schools add value by…

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

How well are our students achieving?
Is the school doing everything possible to support high achievement of all its students?
Syda Productions | Dollar PhotoClub

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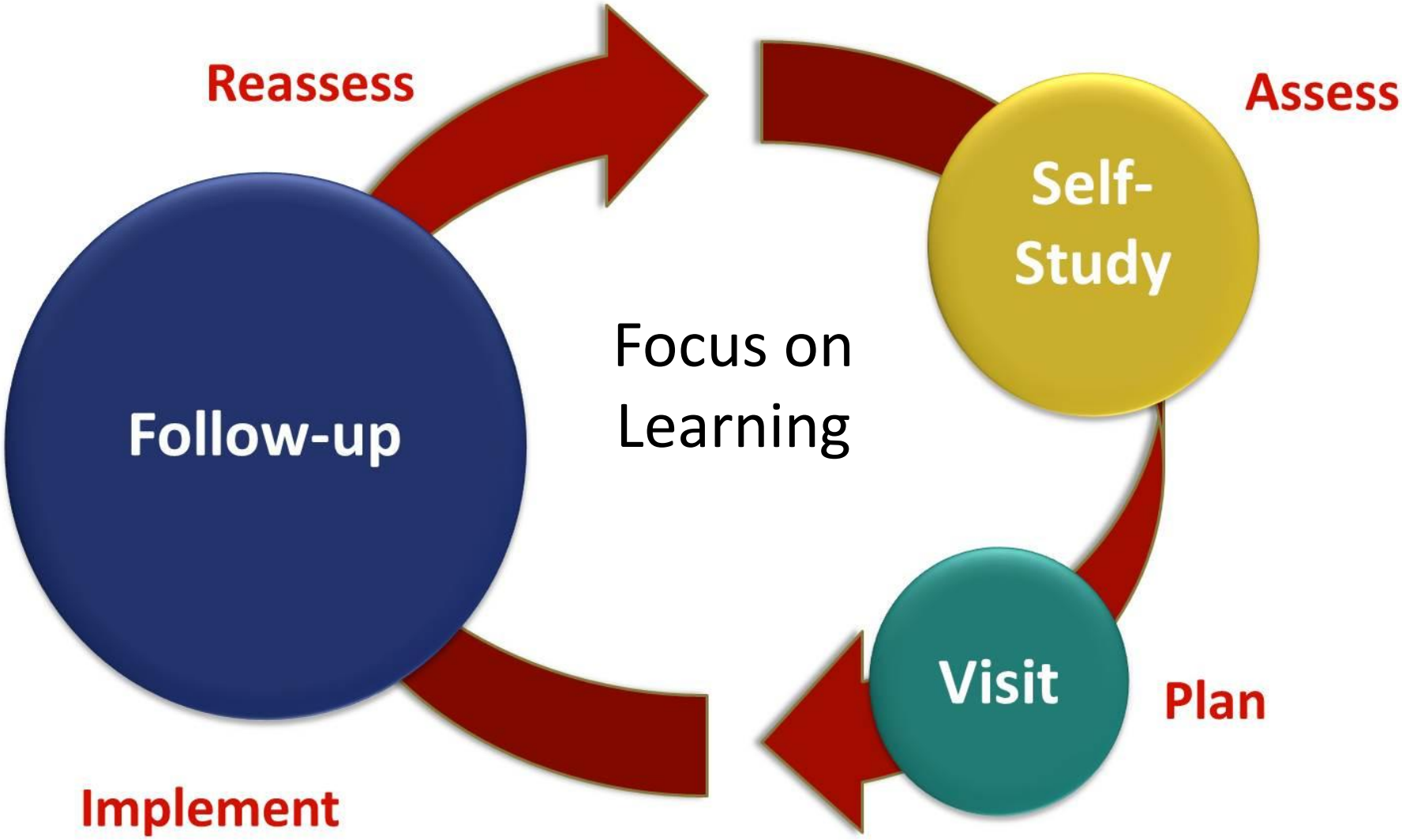
Ongoing Journey

# ACS WASC FOL Accreditation Cycle

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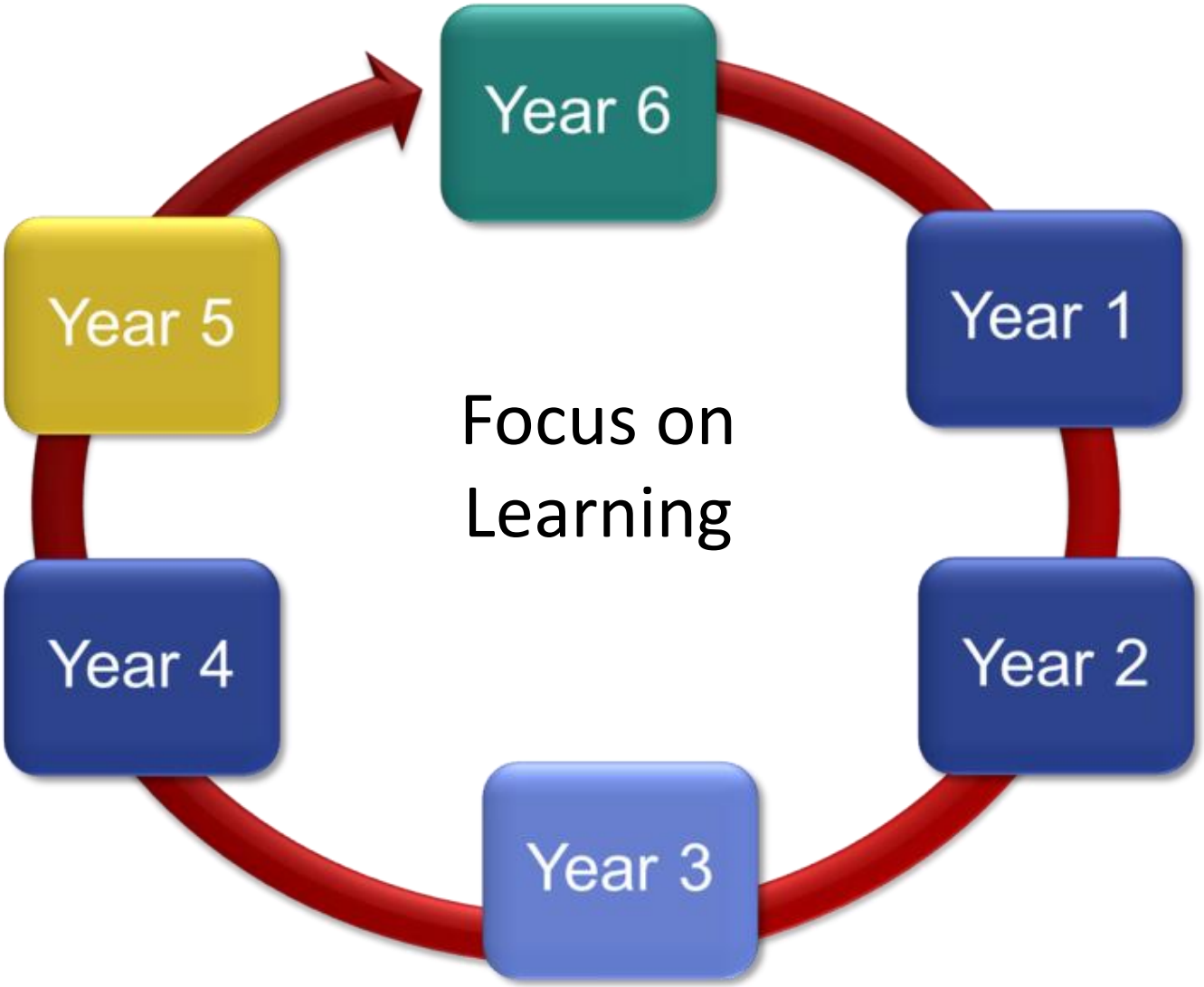
# ACS WASC FOL Accreditation Cycle

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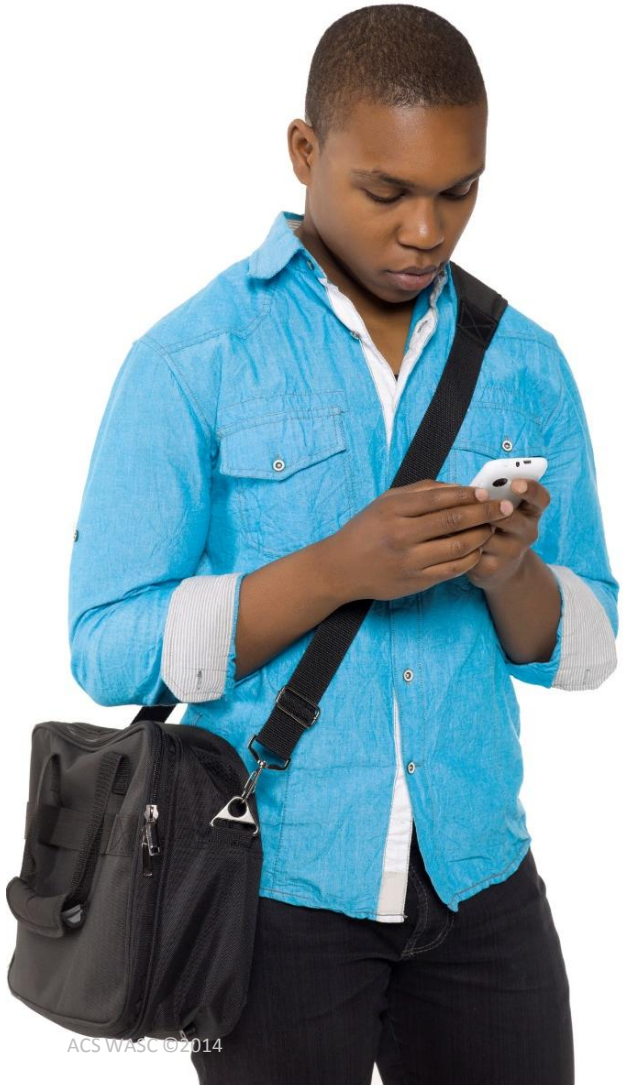
# One Umbrella Plan

# Schoolwide Action Plan



How do school staff members ensure the plan will strengthen student achievement?

Visualize what will be different for students…..

One year from now?

Two years from now?

Three years from now?

# Outcomes of the Self-Study

Involvement and collaboration

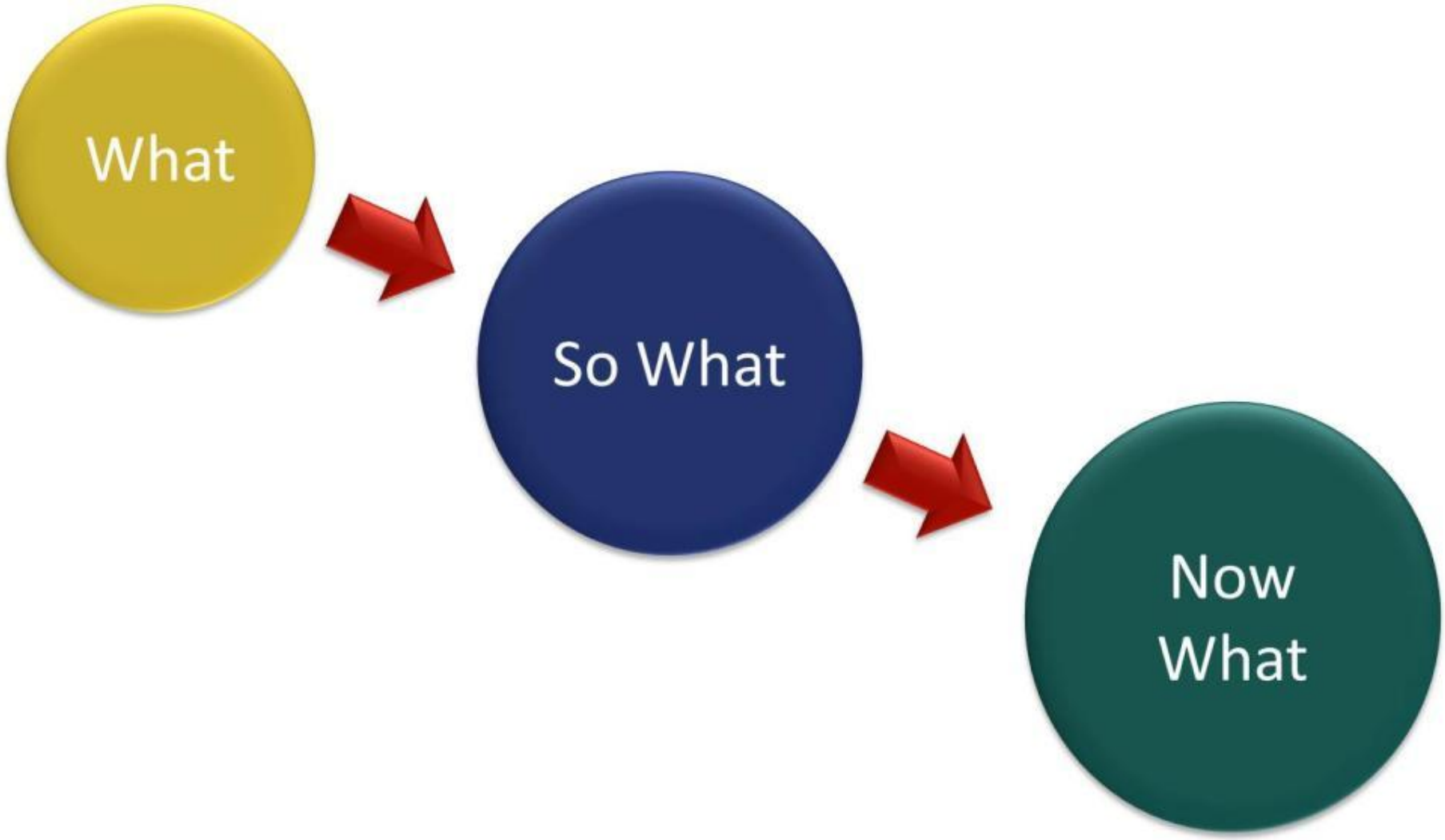
Clarification and measurement of schoolwide learner outcomes and academic standards

Data analysis

Program assessment and its impact on student learning

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

# Focus on Learning Process



# Mid-cycle Purpose

- Progress report and visit focus on demonstrating that school staff has
  - Made progress in addressing the critical areas for follow-up, especially though implementing the schoolwide action plan
  - Improved student achievement relative to the schoolwide learner outcomes and academic standards
- Visit results will determine future accreditation status of the school

ACS WASC

# Getting Organized

Getting Started

# Quality School Framework

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# *It all starts with planning!*

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

# ACS WASC/GDOE Self-Study

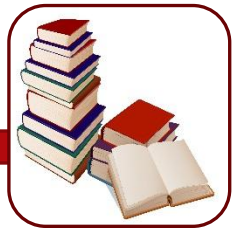
Preface

**Chapter I**
School, Community, & Data

**Chapter II**
Progress Report

**Chapter III**
Conclusions

**Chapter IV**
Organization



**Chapter IV**
Curriculum

**Chapter IV**
Instruction

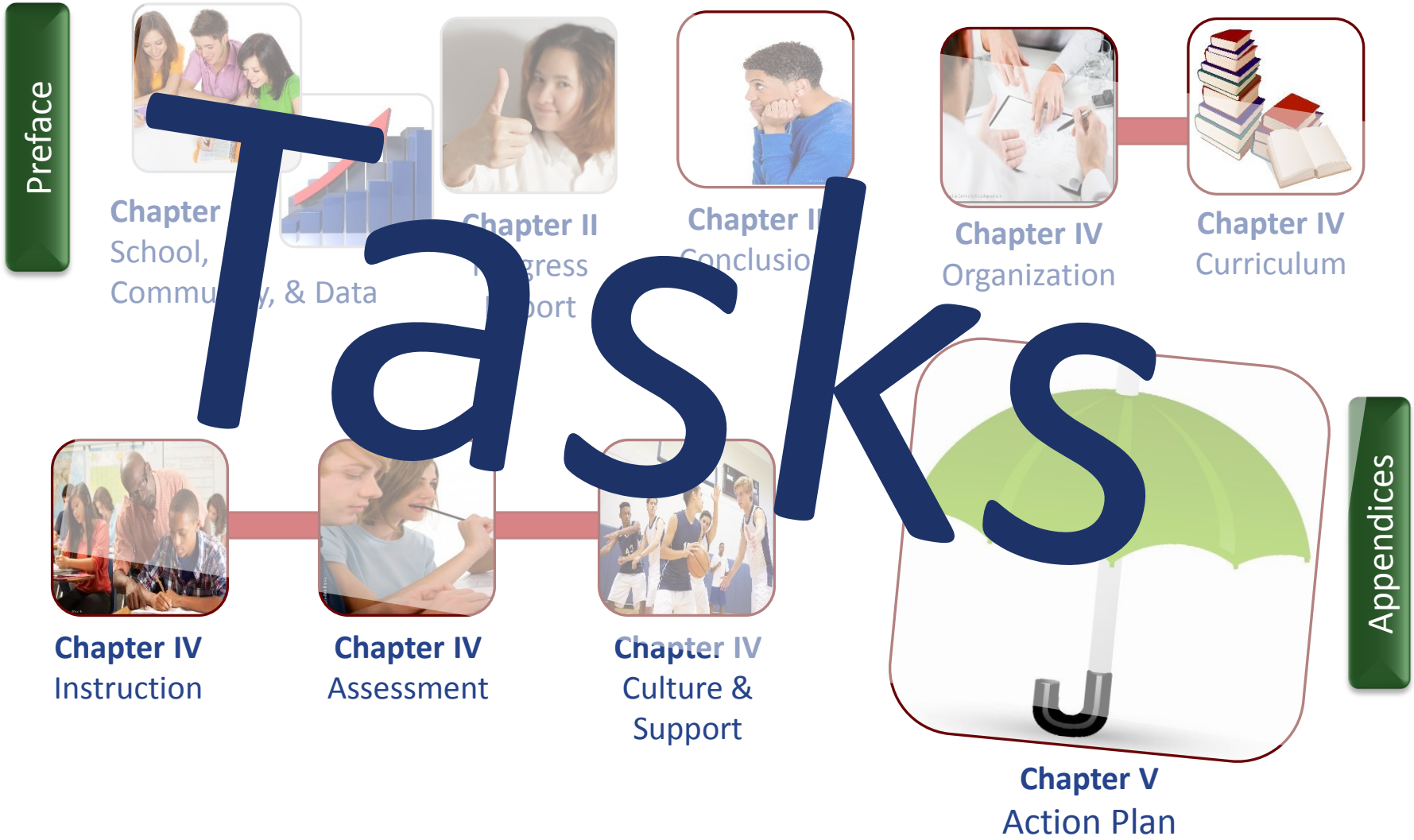
**Chapter IV**
Assessment

**Chapter IV**
Culture & Support

**Chapter V**
Action Plan

Appendices

# ACS WASC/GDOE Self-Study



# Student/Community Profile

Updated Profile from Self-Study, including student demographic and achievement data for a 3-year period (see Task 1 of the Focus on Learning manual)

Include Summary of Data with implications and identified critical learner needs and important questions for staff discussion

School Progress

# Mid-Cycle/Revisit Report Format: Section II & III

## Section II: Significant Changes and/or Developments (since last full self-study)

## Section III: Ongoing School Improvement

Engagement of all stakeholders in review of student achievement data and implementing/monitoring of the schoolwide action plan

Preparing of annual progress reports

# Mid-Cycle/Revisit Report Format: Section IV

## Schoolwide Action Plan Progress

Accomplishment of each schoolwide action plan section referencing the critical areas of follow-up addressed through each section

Evidence supporting how each area has impacted student achievement

Progress and supporting evidence on critical areas of follow-up not included in the plan

# Mid-Cycle/Revisit Report Format: Section V

## Schoolwide Action Plan Refinements

Indicate refinements made to schoolwide action plan since the last full visit to reflect progress and identified new issues

**Appendix:** modified schoolwide action plan since prior full visit

# 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 no later than six weeks ahead of visit

# Getting work done

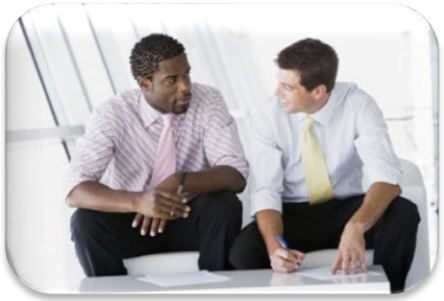
Roles
Responsibilities
Size
Composition
Leadership
Work
Timing
Norms

# School's Responsibilities

Prepare school report using guidelines

Written Progress Report

- Sent to VC no later than six weeks prior to visit and ACS WASC office (mail@acswasc.org )
- Procedures at www.acswasc.org



Communicate with the chairperson

Establish schedule for the visit

# How will we organize ourselves and our work?



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# ACS WASC

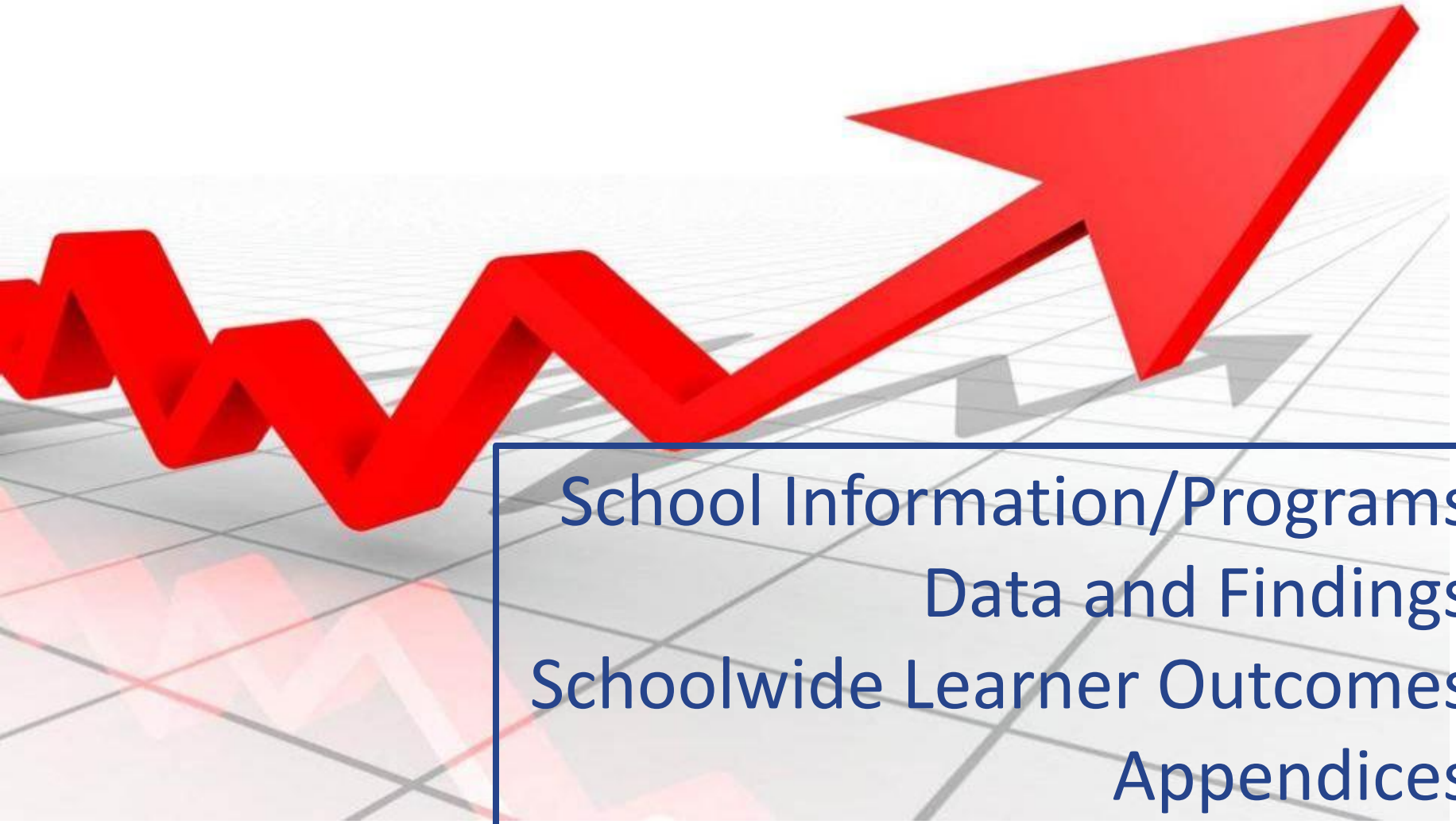
# Getting Organized

# Getting Started

# Task 1
# Chapter I

# Refine Student/ Community Profile

# Chapter I: School Profile Contents



School Information/Programs
Data and Findings
Schoolwide Learner Outcomes
Appendices

# Chapter I: Data/Evidence

Outcome Data

Demographic and Perception Data

Schoolwide Learner Outcome and Process Data

# Student/Community Profile Tells Your Story

Who are our students?

Who compose the major subpopulations at our school?

What about different programs/paths/grade levels?

# What data should we include in our profile?



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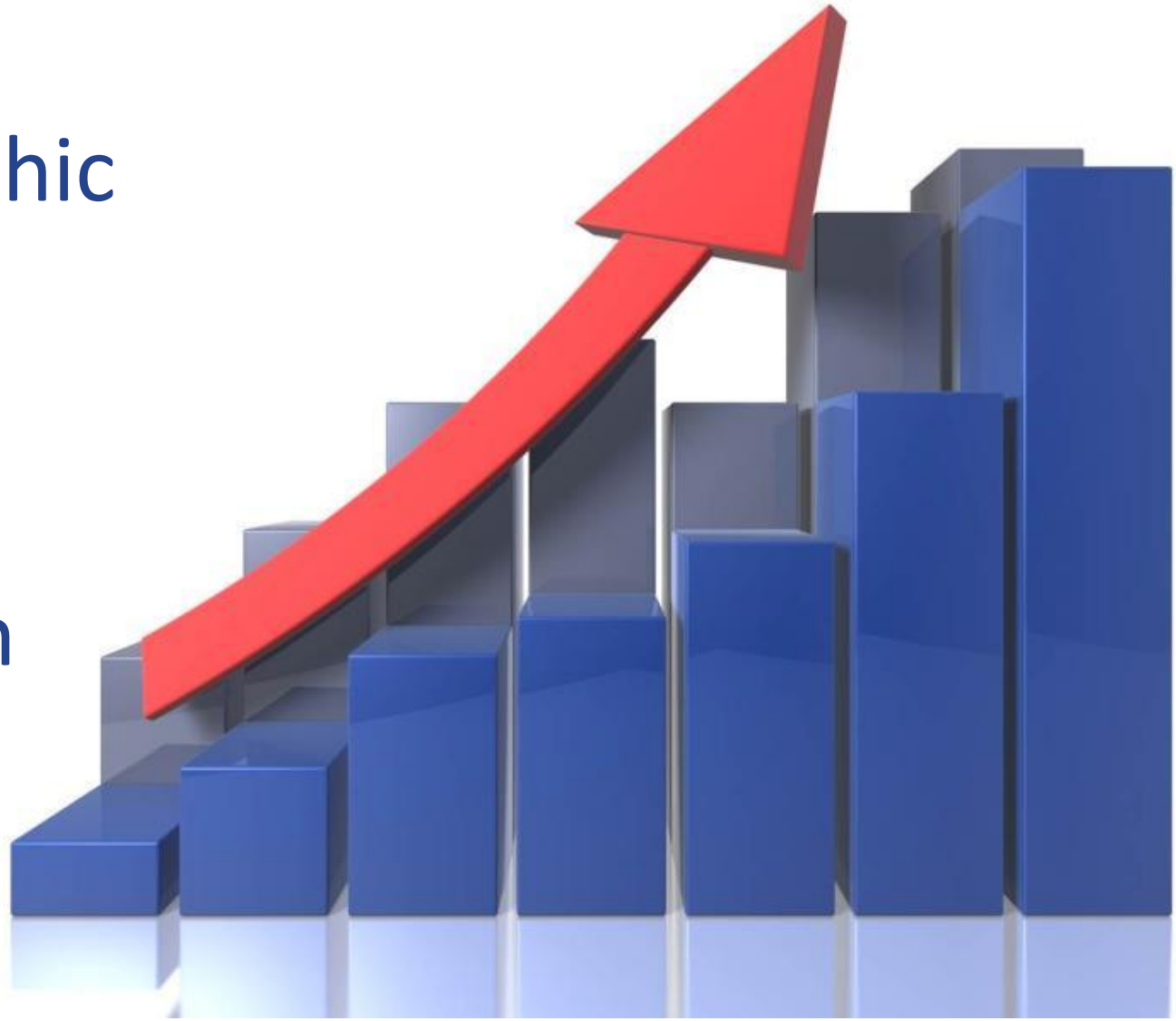
# Data

Demographic

Outcome

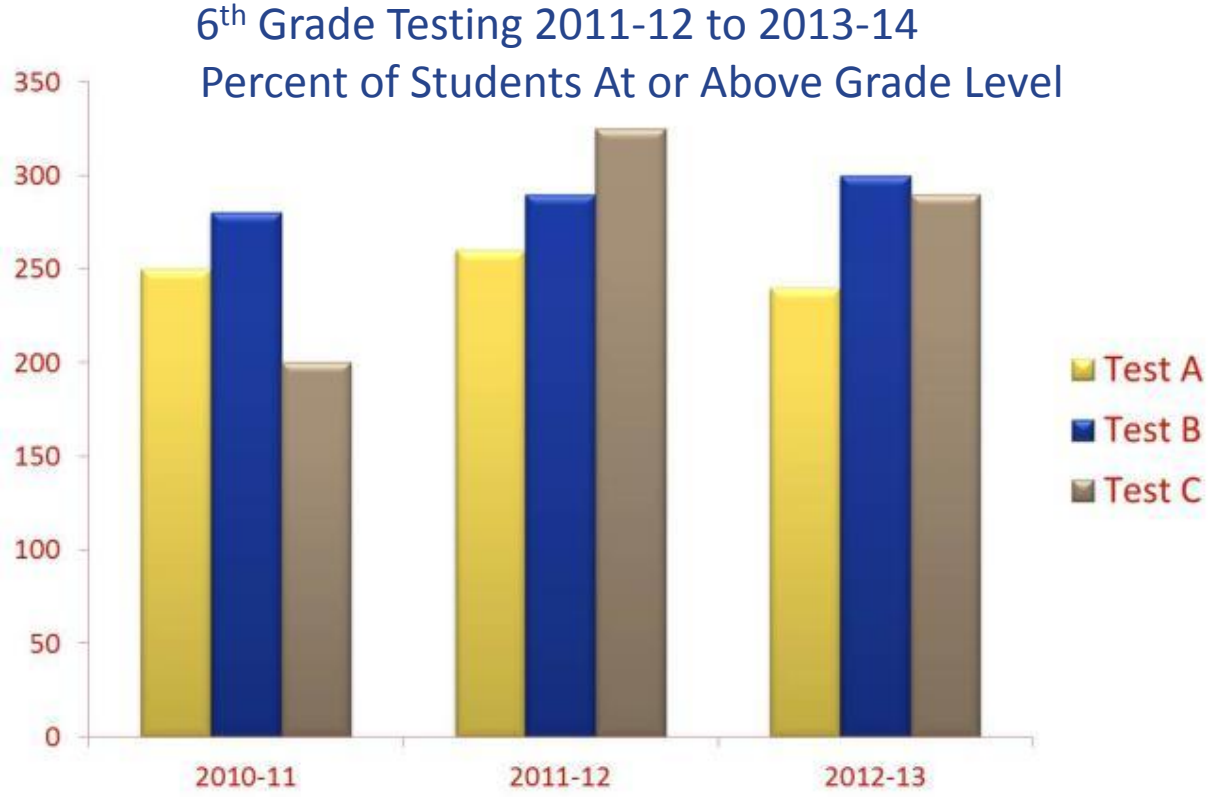
Process/
Perception



# Sample Achievement Data

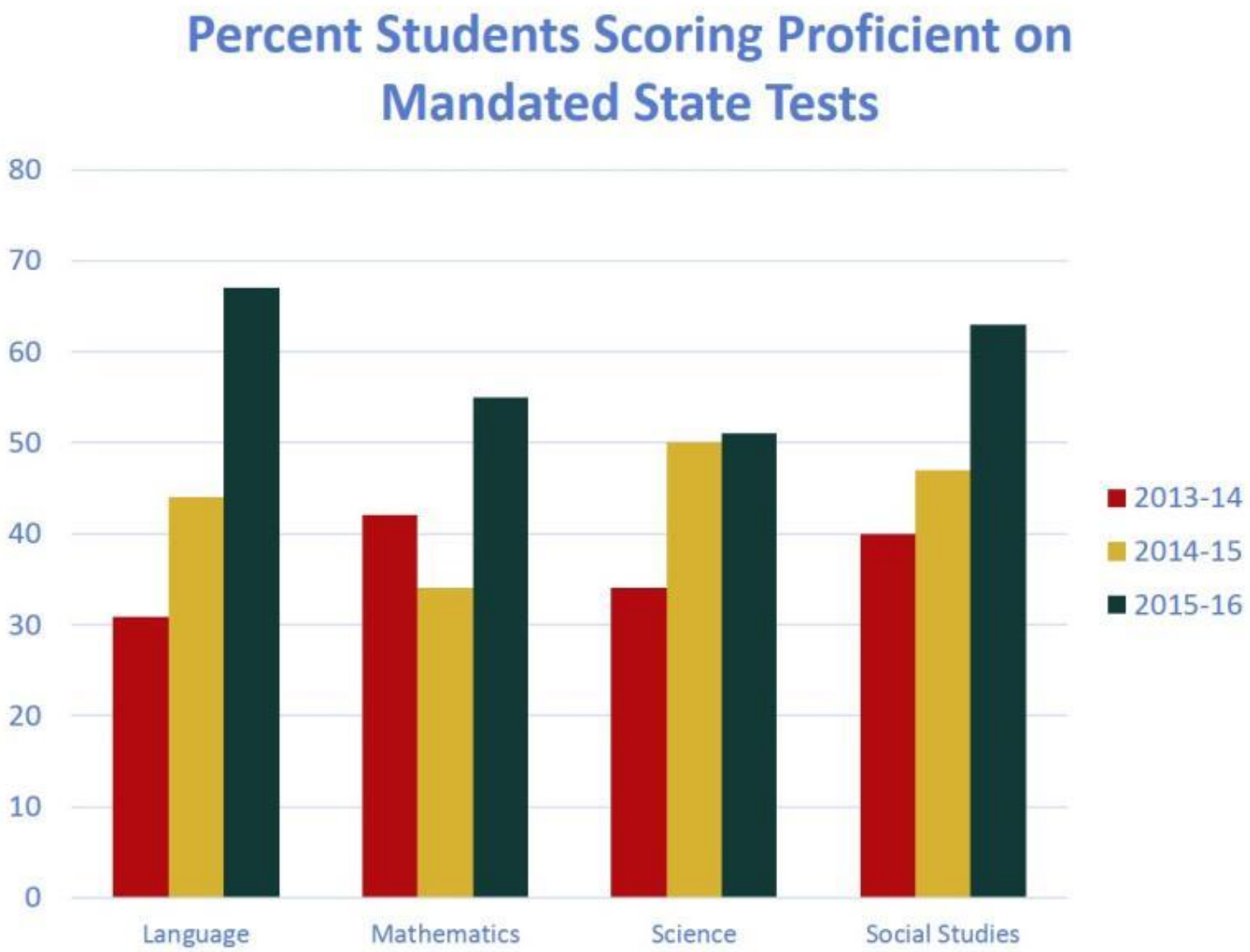
## *Determine 2-3 findings. Any questions raised?*

- ACT
- DIbels
- SAT 10
- Writing Samples
- Graduation Rate



# Sample Achievement Data

## *Determine 2-3 findings. Any questions raised?*



# *Sample SAT results.*
## *Determine 2-3 findings. Any questions raised?*

SAT Results (Means):

| | Verbal/Critical Reading | Math | Writing | Composite |
|---|---|---|---|---|
| **Class of 2010** | 587 | 682 | 602 | 1871 |
| Class of **2011** | 594 | 693 | 613 | 1900 |
| **Class of 2012** | 592 | 687 | 615 | 1894 |
| **National Average** | 497 | 514 | 489 | 1500 |

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# Sample Questions

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

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# Student/Community Profile Tells Your Story

What do the data tell us?

Not tell us?

Do pieces of data conflict with one another?

What questions do the data raise?

# Schoolwide Learner Outcomes

# Sample Schoolwide Learner Outcomes

Critical Thinkers and Problem Solvers who:

- Analyze and evaluate information and points of view
- Synthesize and make connections between information and arguments
- Question and use reason effectively
- Solve problems in conventional and innovative way

# Sample Schoolwide Learner Outcomes

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

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

Chapter I:

# Student/Community Profile (Task 1)

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

- Demographic data
- Schoolwide learner outcomes
- Student performance data
- Perception data
- Schoolwide learner outcomes

Appendices

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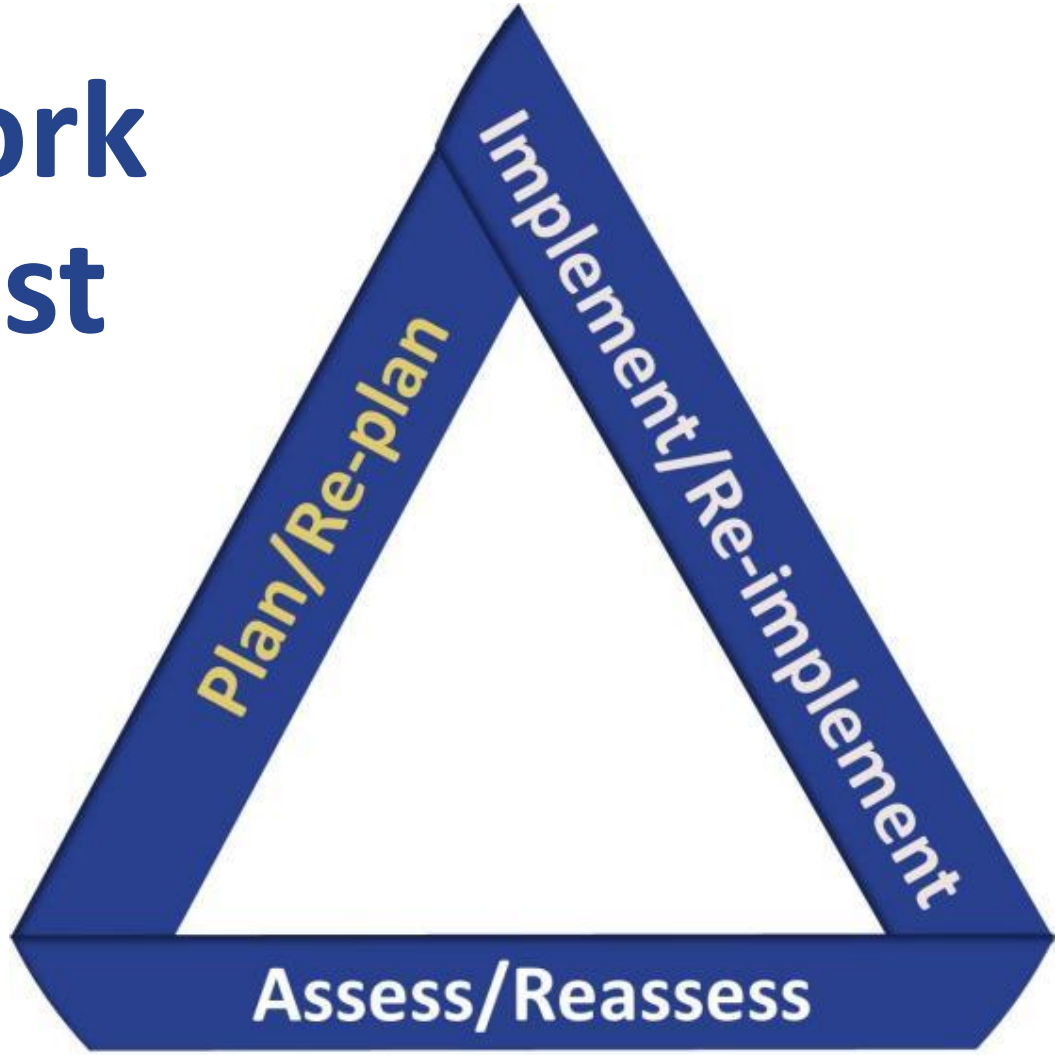
# Task 2
# Chapter II

# Summarize progress

# Here's our work during the past six years.

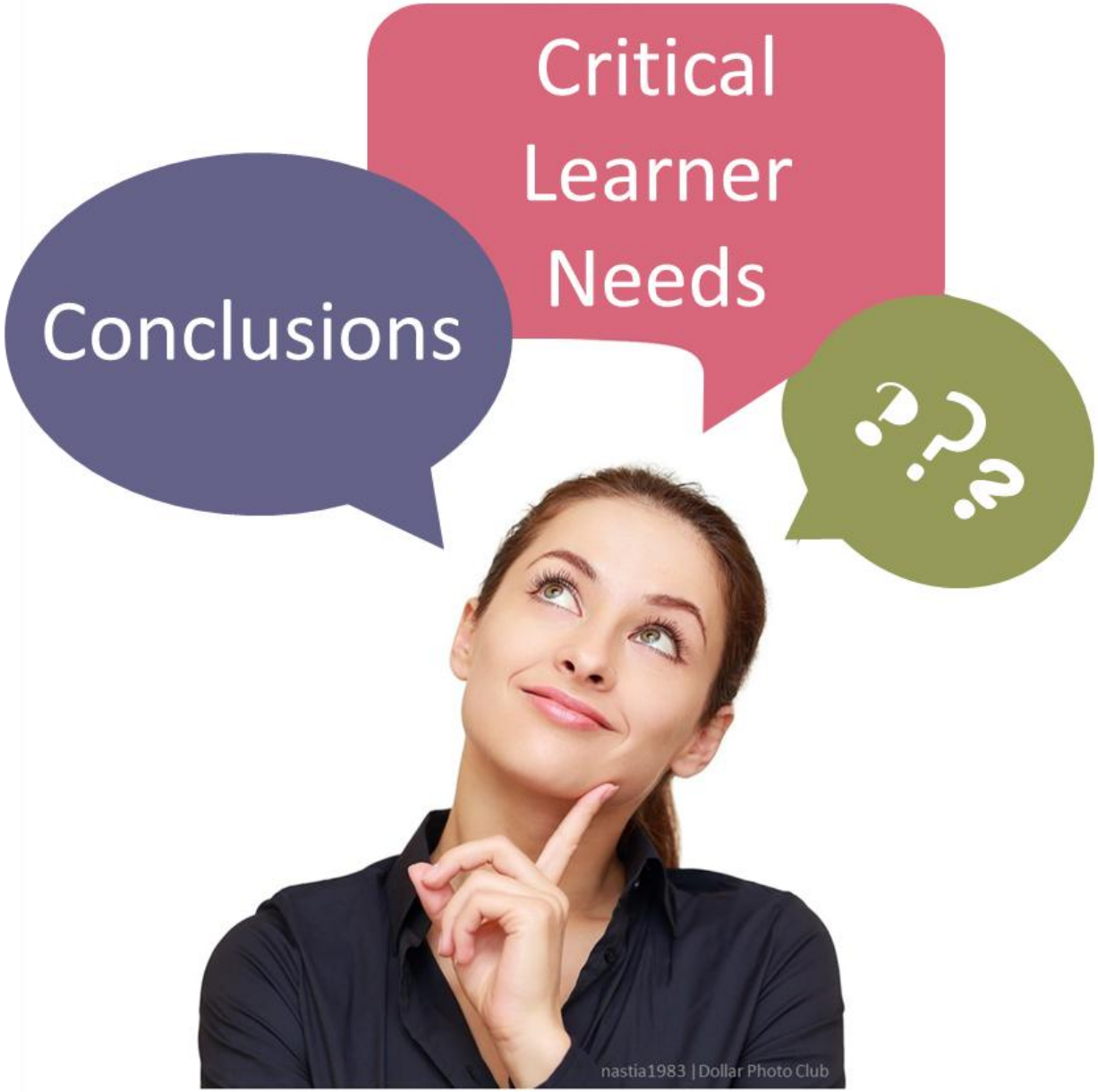


# Chapter II: Action Plan Progress Report

- Significant developments
- Schoolwide critical areas for follow-up
- Procedures to monitor/adjust plan
- Progress on school plan segments showing integration of schoolwide critical areas for follow-up from visiting committees including focus area, growth targets, major activities
- Comment on any schoolwide critical areas for follow-up not in the current plan

# Task 3
# Chapter III

# Looking Ahead

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# Summary of Findings

Implications of data and progress with respect to student performance

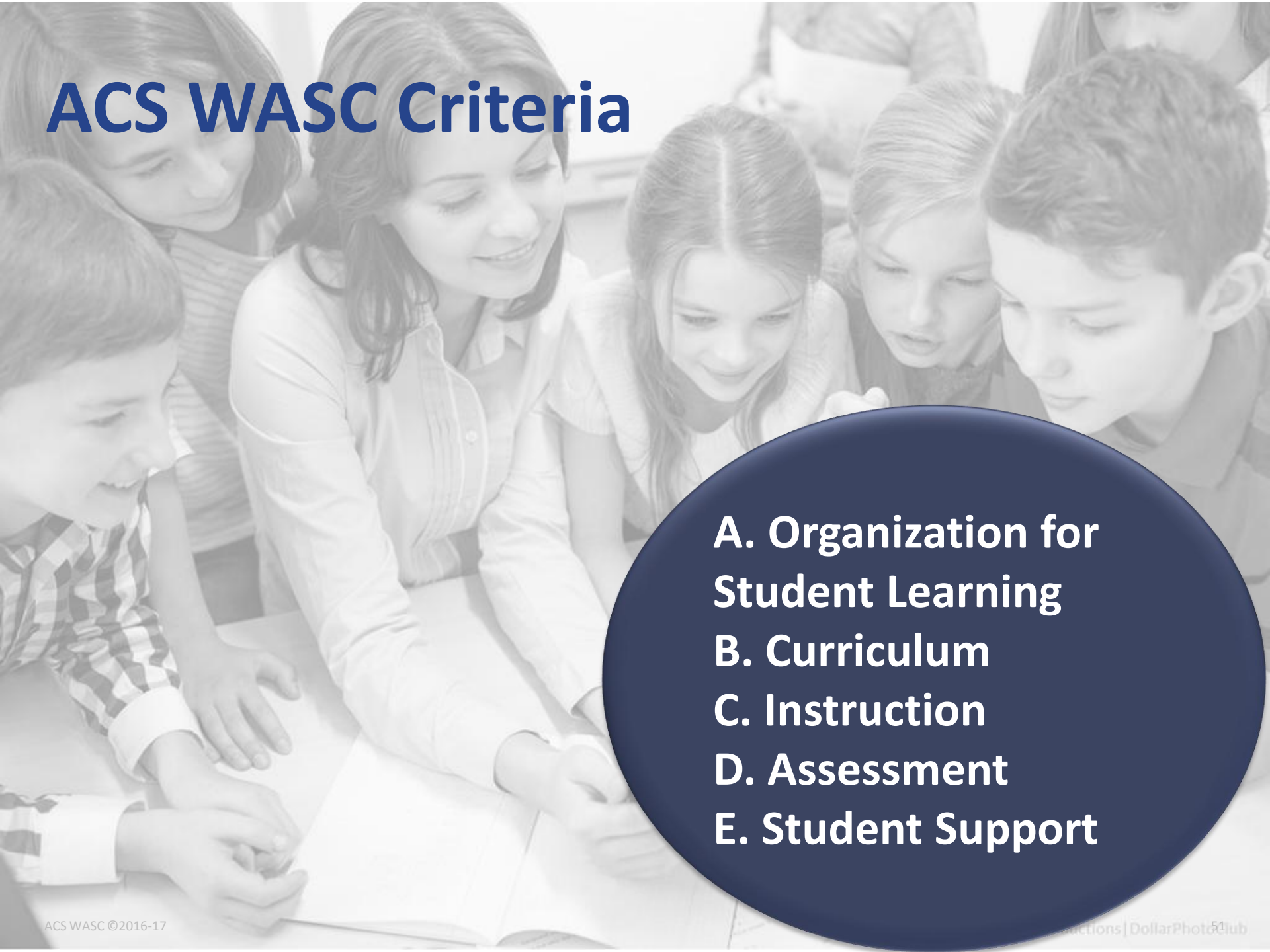
Identification of two or three critical learner needs linked to schoolwide learner outcomes and supported by data

Study questions for Home and Focus Groups to deepen understandings of critical learner needs

# Task 4
# Chapter IV

# Quality of the school's program

# ACS WASC Criteria



A. Organization for Student Learning
B. Curriculum
C. Instruction
D. Assessment
E. Student Support

# 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

# Chapter IV: Self-Study Findings

| Criteria Findings | Supporting Evidence |
| --- | --- |
| | How Effective? |

# School's Progress Report: Section IV

| Progress: Each Action Plan section noting integrated critical areas for follow-up * (mark with asterisk) | Supporting Evidence |
|---|---|
| *Researched available and initiated professional development for all teachers around reading strategies (2013) | Meeting records, professional development schedule, classroom walkthroughs |
| Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary | Classroom walkthroughs and PLC meeting notes |

| Integrated Critical Areas for Follow-Up | Action Plan Progress | Supporting Evidence |
|---|---|---|
| 3, 4 | Researched available and initiated professional development for all teachers around reading strategies (2013) | Meeting records, professional development schedule, classroom walkthroughs |
| 2 | Continued work to stress academic vocabulary; clarity schoolwide of key vocabulary | Classroom walkthroughs and PLC meeting notes |

# Observable Evidence Requires Analyzing Results of

What students are doing/producing

Student interviews/observations

Hard data and information

Other observations and interviews

# Road to the Action Plan

# ACS WASC
# We Are Student Centered