ACS WASC

Focus on Learning
On Target for 21st Century Schools
After the Visit: “The Now What?”
Webinar Goals

- Understand the ACS WASC Focus on Learning Accreditation Cycle of Quality
- Understand the initial steps and subsequent school tasks after the self-study and visit
- Review the potential reports, reviews, or revisits within the ACS WASC Accreditation Cycle of Quality
Accrediting Commission for Schools, WASC

- Private, nonprofit, regional accrediting association in the United States serving schools in California, Hawaii, Pacific Islands, and worldwide, especially East Asia (Hague, 1961)
- Extends services to 5,000 pre-K to 12 elementary and secondary public and private schools of various types (380 worldwide)
- Works closely with the U.S. Department of State, Office of Overseas Schools
- Works with 18 associations in joint processes, such as California and Hawaii state departments of education, Chinese and Thailand Ministries, Council of International Schools (CIS), and IB
- ACS WASC Commission (Board) composed of 32 members from representative organizations
ACS WASC Accreditation: An Ongoing Journey
Schools add value by...

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

- 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
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/IB, CIS/ACS WASC, ACS WASC/ACSI, ACS WASC/CDE
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 Focus on Learning Accreditation

ACS WASC Guiding Principles
ACS WASC Guiding Accreditation Principles

The guiding principles enable a school to demonstrate:

- Accomplishment of its vision, mission, and 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.
College, Career, and Life Skill Oriented Students 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.
The guiding principles enable a school to demonstrate:

• High achievement of all students in relation to district goals (if applicable), schoolwide learner outcomes and academic standards.
ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

• Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning.
ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

• Evaluation of the program effectiveness in relation to 1) impact on student learning based on schoolwide learner outcomes, major student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the ACS WASC criteria.
ACS WASC Criteria Categories

Organization for Student Learning

School Culture and Environment

Focus on Learning

Student Personal and Academic Support

How Assessment Is Used

What Students Learn

How Students Learn
ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

• Alignment of findings to a **schoolwide action plan**
ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

• Ongoing improvement/accountability.
The guiding principles enable a school to demonstrate:

• Total involvement and collaboration of all stakeholders.

• A culture that nurtures and supports the well-being of all students.
Self-Study: Putting Together a Puzzle
Summary: Self-Study Process

**What?** What is the ideal based upon...?

Vision, Mission, Schoolwide Learner Outcomes; ACS WASC criteria and indicators; academic 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?
Sample ACS WASC Criterion: Curriculum

What Students Learn

To what extent does the school have a challenging, coherent curriculum that...fulfills the school’s purpose and results in achievement of the schoolwide learner outcomes?

Note: Excerpt
Sample ACS WASC Criterion: Staff

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....
Sample ACS WASC Criterion: Assessment

To what extent...

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

Note: Excerpt
# Gathering & Analyzing Data and Information

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<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
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Focus Groups use ACS WASC Criteria & Indicators
Data/Evidence for Progress Report

Demographic

Outcome

Process/Perceptions
Types of Data

Demographic

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

Outcome

College SAT/ACT
Smarter Balanced Assessment
Advanced Placement
IB
MAPS
Post Graduation Data (University entrance)
Types of Data

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

Typical work, such as writing or solving math problems

Research paper

Projects, such as senior project

Same performance tasks or assignments

Portfolios

Case studies
Observations and Interviews: Strategies

Data in a Day
Walk-Throughs
Roving Teacher Substitutes
Individual or Group Student Interviews
Student Surveys
Self-Study Findings

Process

Home Groups
Focus Groups
Leadership Team

Product

Analytical response to criteria
Evidence
Strengths
Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
So What?

What currently exists?
How effective are we?

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

Vision and Mission
Schoolwide Learner Outcomes
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?
Accreditation Cycle of Quality

1. Plan
2. Visit
3. Self-Study
4. Focus on Learning
5. Follow-up
6. Reassess
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

Five or six years with a mid-cycle visit
Five or six years with conditions and a mid-cycle
Probation
Withheld
Accreditation Status factors

• Meeting the ACS WASC international criteria and indicators
• Clear globally minded purpose and schoolwide learner outcomes
• Quality processes to analyze student achievement
• Action plan aligned to areas of greatest need
• Capacity to implement/monitor action plan
• Use of prior accreditation findings
• 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
The Follow-Up: After Visit

The school...

1. Revises the Schoolwide Action Plan
   - Includes critical areas for follow-up from the Visiting Committee
   - Submits Plan to ACS WASC
Suggested Committees for Follow-up

Dept./Subject Area Groups – PLCs, Small Learning Communities

Schoolwide Focus Groups

Leadership Team
One Umbrella Plan

IF CDE: Schoolwide Plan aligned to Local Control Accountability Plan (LCAP)
IF HIDOE: Academic Plan aligned with Hawaii Strategic Plan
School Sample: Action Plan Sections (Self-Study, Task 5)

School Goals in Plan shared with visiting committee

- Improve student learning in the areas of English language arts/literacy
- Improve student problem solving and conceptual understanding of key math concepts and ideas
- Increase student success in academic areas that meet the UC/CSU a-g requirements

NOTE: CDE Schools: All correlate to school’s identified major student learner needs and the goals in the SPSA aligned to the LCAP.
Excerpts:

• The school leadership and teacher further develop and utilize professional expertise in the most powerful, best-practices, i.e., research-driven instructional strategies to deliver effectively the content, engaging all students in learning to mastery performance levels.

• The school leadership and teachers strengthen the use of multiple sources of data to drive decision-making in the classroom, departments and schoolwide to support improved student achievement.
School Goals — VC Critical Areas for Follow-up

• Integrate
Suggested Components of Action Plan

• **Statement of area for improvement, including growth targets**

• **Rationale for area based on self-study findings**

• **Link to one or more schoolwide learner outcomes**

• **Ways of assessing progress, including student achievement of the critical student learner needs, schoolwide learner goals and academic standards**

• **Means to monitor and report progress**
Additional Suggested Components of Action Plan

- Who’s responsible and involved
- Specific steps, including professional development
- Timeline
- Resources
Important School Question about Plan

Through implementing the Plan, what will be different for students as citizens of the world?

― One year from now?
― Two years from now?
― Three years from now?
The school...

2. Impects sections of Schoolwide Action Plan (e.g., SPSA for CA public schools aligned with LCAP; Academic Plan for HIDOE schools aligned with Hawaii Strategic Plan)

3. Annually updates Student/Community Profile data

4. Facilitates discussion of Profile data, other summative and formative data by all certificated staff and other stakeholders
Student/Community Profile: Stakeholders Discuss

- What is the current data telling us about the students?
- Are the students learning based on our schoolwide learner outcomes and academic standards?
- What questions are raised by the data as we evaluate progress on our schoolwide action plan?
The school...

5. Annually reviews progress on Schoolwide Action Plan based on...
   - Major Student Learner Needs
   - Schoolwide Learner Outcomes
   - Academic Standards
Review of Schoolwide Action Plan Progress

Sample Questions for Teacher/Leadership Dialogue:

• What evidence supports that progress is being made in relation to student learning based on schoolwide learner outcomes and standards?

• What specific formative and summative data supports what we are doing?

• For each action plan section, are our steps appropriate?

• Are the steps making a difference?
Observable Evidence Requires Analyzing Results of...

- What students are doing/producing
- Student interviews/observations
- Hard data and information
- Other observations and interviews
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 global competencies/21st century skills
- Major learner needs embedded
- For all students
- Interdisciplinary (within all subjects)
- Assessable
Sample Schoolwide Learner Outcome

Students will be:

Global-minded Citizens who...

- Act with the future in mind
- Embrace diversity
- Engage responsibly in the world’s problems
- Respect and support family and community
- Protect and advocate for local and global environments
Sample Schoolwide Learner Outcomes

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
ACS WASC Accreditation Guiding Principle

- High achievement of all students based on schoolwide learner outcomes/curricular standards
ACS WASC Accreditation Guiding Principle

- Use of multiple ways to analyze data about student achievement
The school...

6. Prepares progress report
7. Revises Schoolwide Action Plan as needed
8. Gains consensus of all stakeholders
ACS WASC Accreditation Guiding Principles

➢ Evaluation of ongoing improvement and impact on student learning

➢ Total involvement/collaboration of all leaders, board members, teachers, staff, students, parents and others — supporting a culture of well-being
The Follow-Up: After Visit (cont.)

The school...

9. Submits progress report and revised schoolwide action plan to appropriate groups, e.g., School Site Council/governing authority

10. Submits requested reports/hosts periodic visits from ACS WASC
ACS WASC Accreditation: A Focus on Learning
Focus on Learning: A Powerful Change Process

The Foundation

What do we want students to know, understand and be able to do to be prepared now and in the future?

Schoolwide Learner Outcomes = Global Competencies
FOL supports the school as a learning community....

- School must ensure that all students learn at defined high levels of achievement

- All stakeholders must collaborate on defined goals to improve the learning

- All stakeholders must focus on results and gather and analyze evidence of student learning

DuFour and Marzano
“The body of research about effective schools identifies collaboration among educators and professional learning as two characteristics that consistently appear in schools that substantially increase student learning.” (Hayes M., Hord S., Killion J. and Hirsh S.)
Making It Happen — School is a Learning Community

Learning Forward’s Professional Learning Standards

1. Learning communities
2. Leadership
3. Resources
4. Data
5. Learning designs
6. Implementation
7. Outcomes
Focus on Learning empowers a school to...

- Change the school culture — modifying systems
- Connect stakeholders with coherent vision, mission and schoolwide learner outcomes
- Invest in staff — training, dialogue, coaching, support
- Involve staff in action focusing on learning and teaching
- Sustain change through showing results and commitment
- Build capacity for the work of learning

Fullan and Reeves
Coherence Making
ACS WASC Focus on Learning

Focusing Direction
• Purpose Driven
• Goals that Impact
• Change Leadership
• Clarity of Strategy

Cultivating Collaborative Cultures
• Culture of Growth
• Learning Leadership
• Capacity Building
• Collaborative Work

Deepening Learning – well-being of the whole student and other stakeholders
• Communication
• Critical Thinking
• Collaboration
• Creativity
• Character
• Citizenship

Securing Accountability
• Internal Accountability
• External Accountability

Fullan and Quinn, 2016
A powerful change process

Global competencies
ACS

W We

A Are

S Student

C Centered