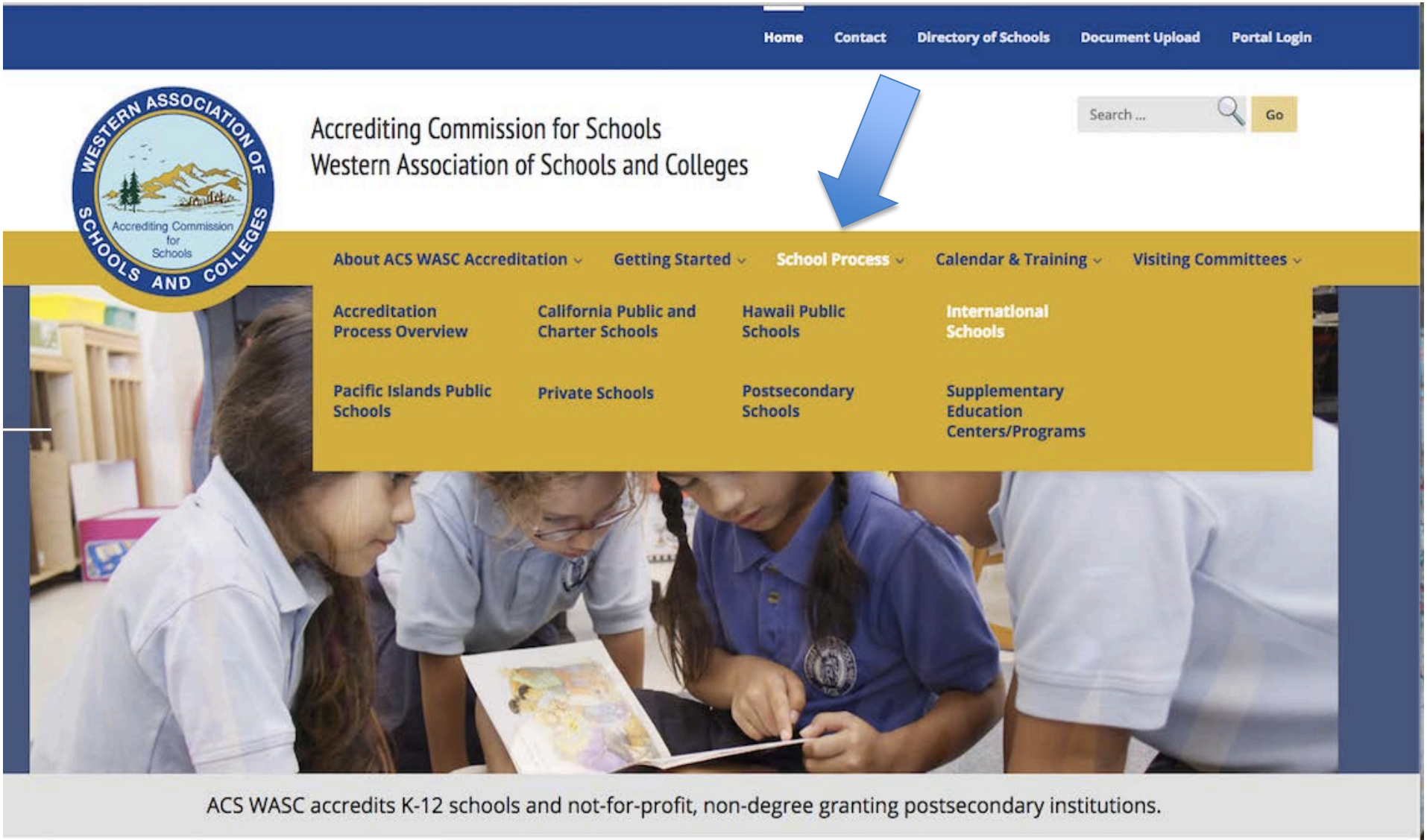
ACS WASC

Focus on Learning

Globally Competent Students

On Target for 21st Century Schools

ACS WASC Website
www.acswasc.org



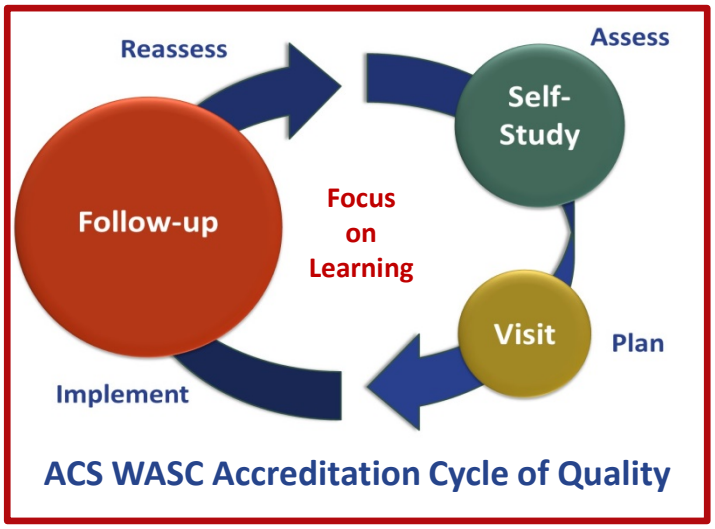
ACS WASC

"We Are Student Centered"

Worldwide
Hague Apostille, 1961

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

ACS WASC Accreditation:
A Focus on Learning

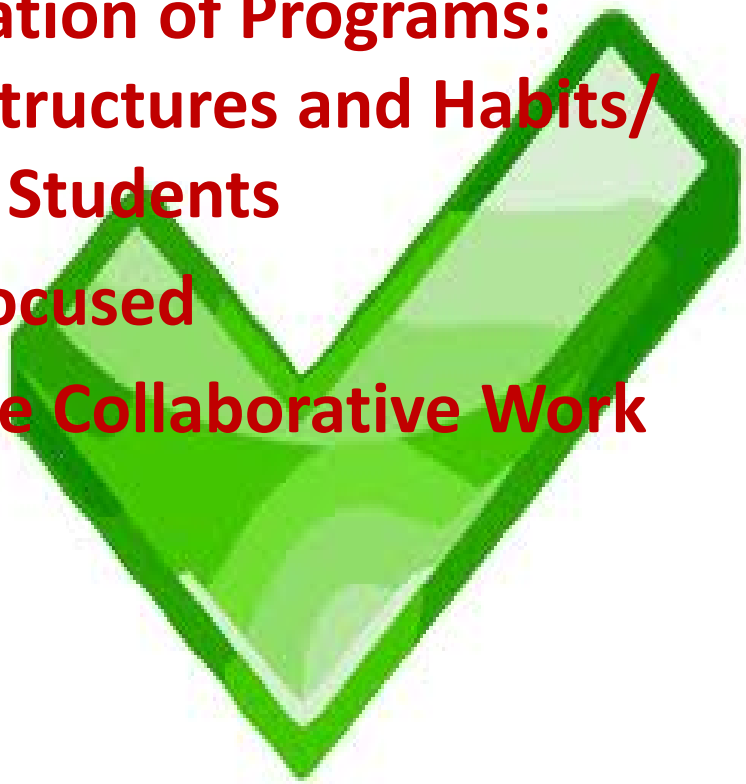
ACS WASC Focus on Learning

WHAT DOES ACCREDITATION MEAN?

What does ACCREDITATION mean?

- Inspection
- Report
- Teacher-Focused
- Individual/Small Group work only

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



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ACS WASC Focus on Learning

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

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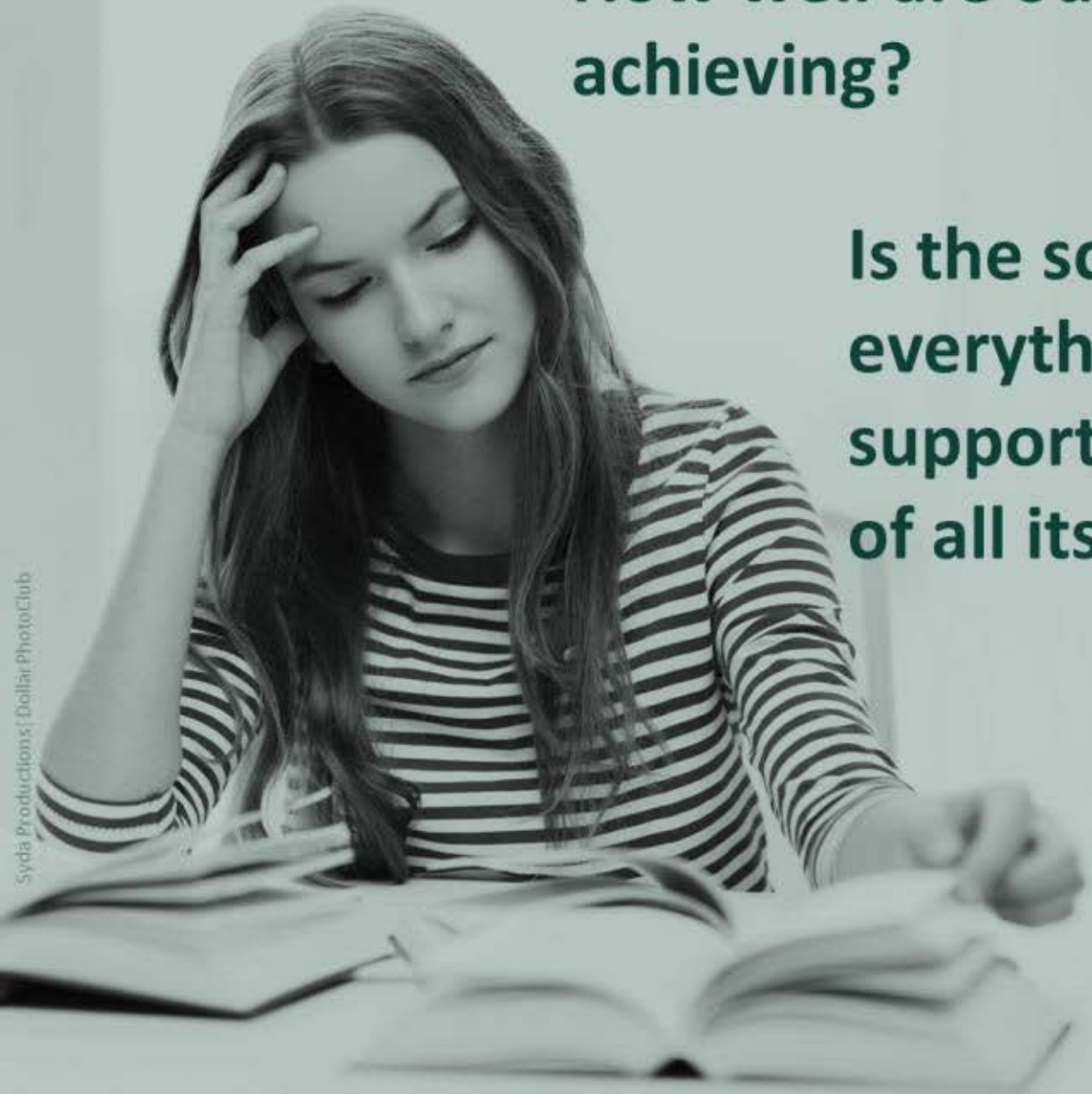
Basic Concept Questions



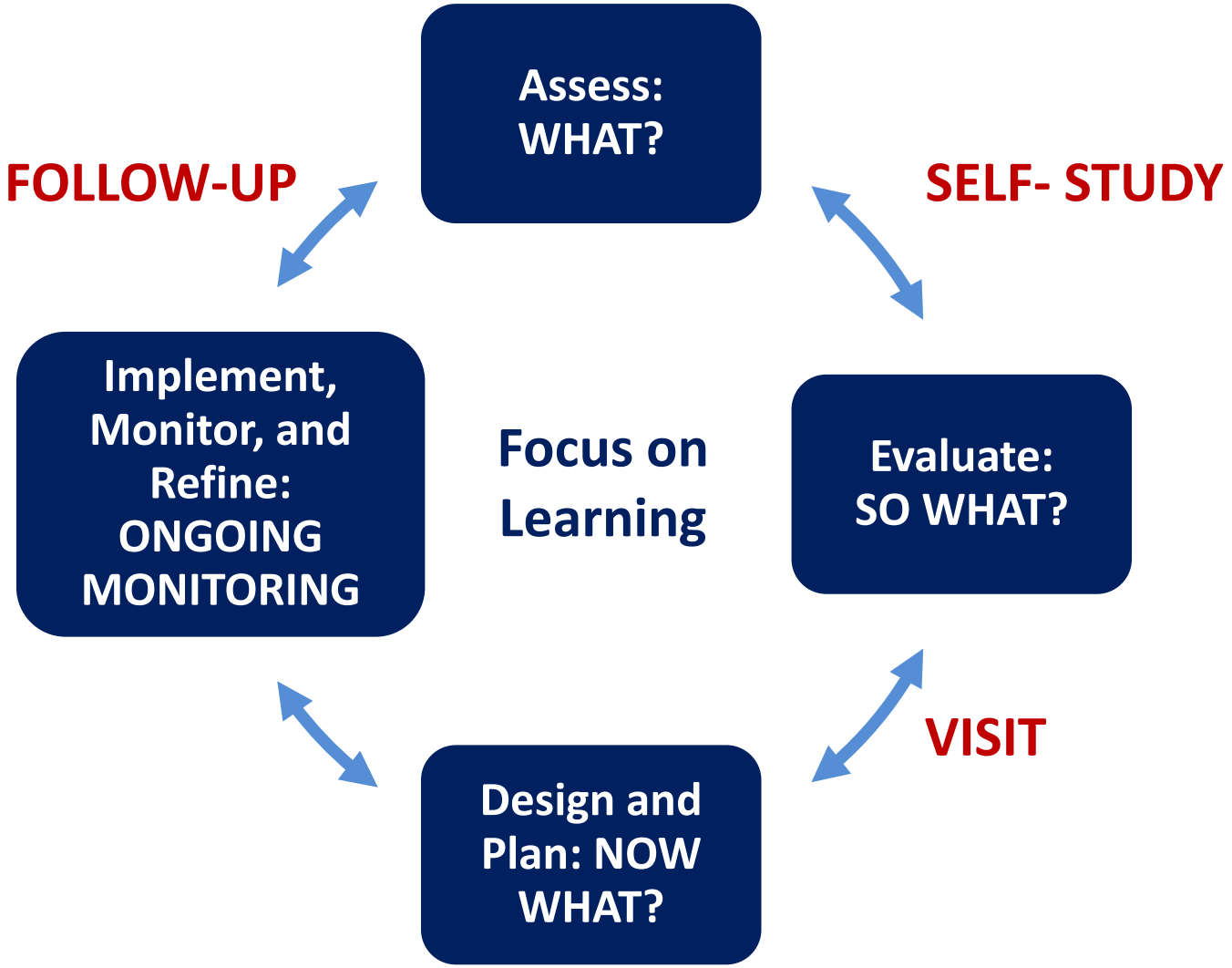
How well are our students achieving?

Is the school doing everything possible to support high achievement of all its students?

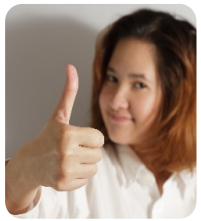
ACS WASC Focus on Learning — ASSESS, DEFINE, EVALUATE

HOW DO WE EVALUATE WHO WE ARE?

Focus on Learning: Reflective Cycle



ACS WASC Self-Study Report



Chapter I
Progress Report

Chapter II
Student/ Community Profile

Chapter III
Organization

Chapter III
Curriculum, Instruction, Assessment

Chapter III
Student Support

Chapter III
School Culture and Environment

Chapter IV
Summary of Identified Critical Student Learning Needs

Chapter V
Action Plan

Appendices

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

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School Organization

ACS WASC Focus on Learning — RESEARCH-BASED DESIGN

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

Data and School Background

Task 2—**Who are we? What do we believe?** Chapter II: Profile

School Information/Programs
Data and Findings
Vision, Mission, Schoolwide Learner Outcomes
Appendices

Student/Community Profile

Demographic

Outcome

Perception

Trends, Irregularities, & Anomalies

Test	2014-15 Fall 9th Grade	2015-16 Fall 10th Grade	2016-17 Fall 11th Grade
ABC Test	423.56	500	500.2
CORE Test	87	81	75
XYZ Test	126	188	249
High School Test	55	54	58
PreCollege Test	207	200	235

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?

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

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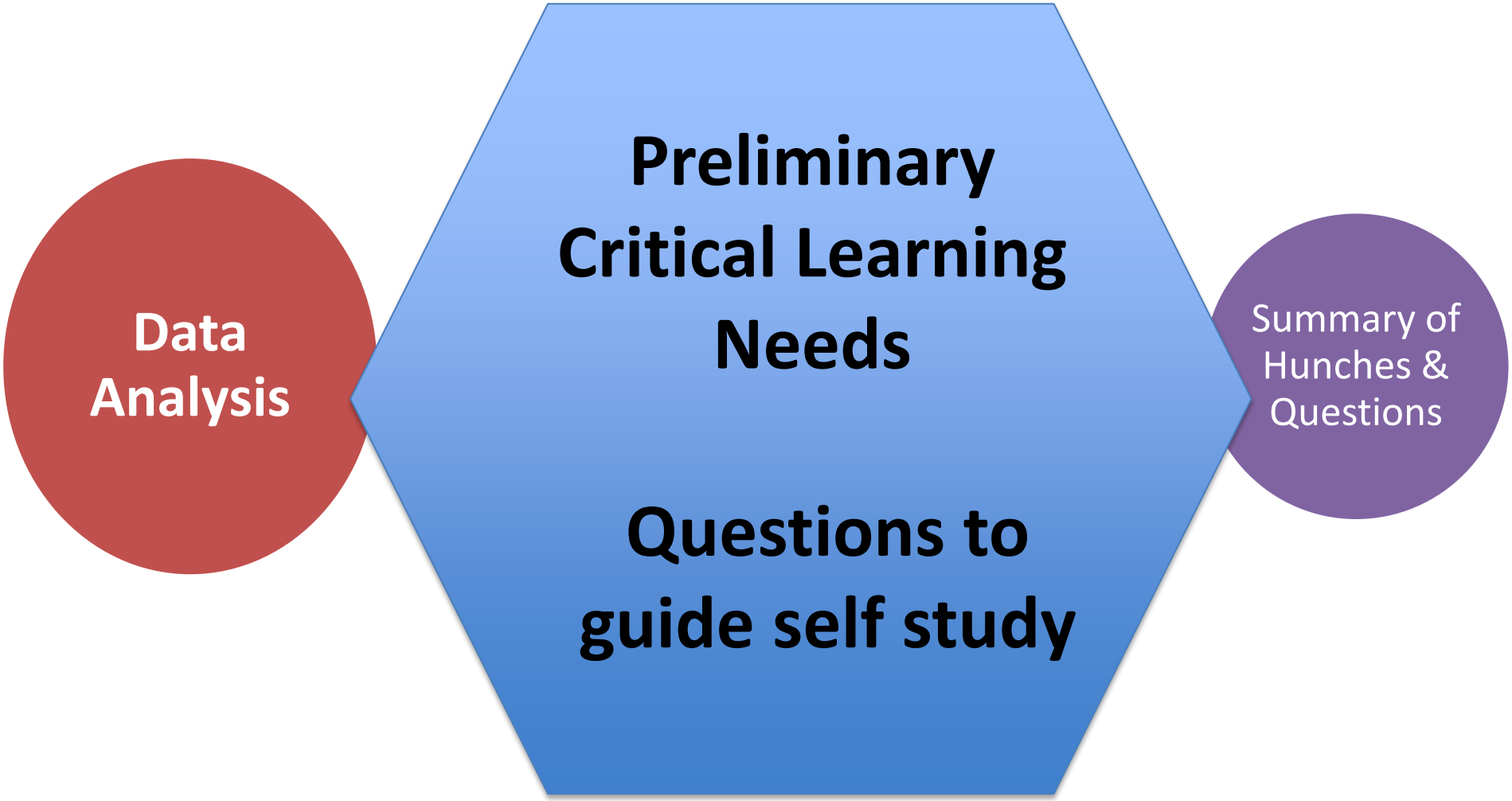
Chapter II Summary



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

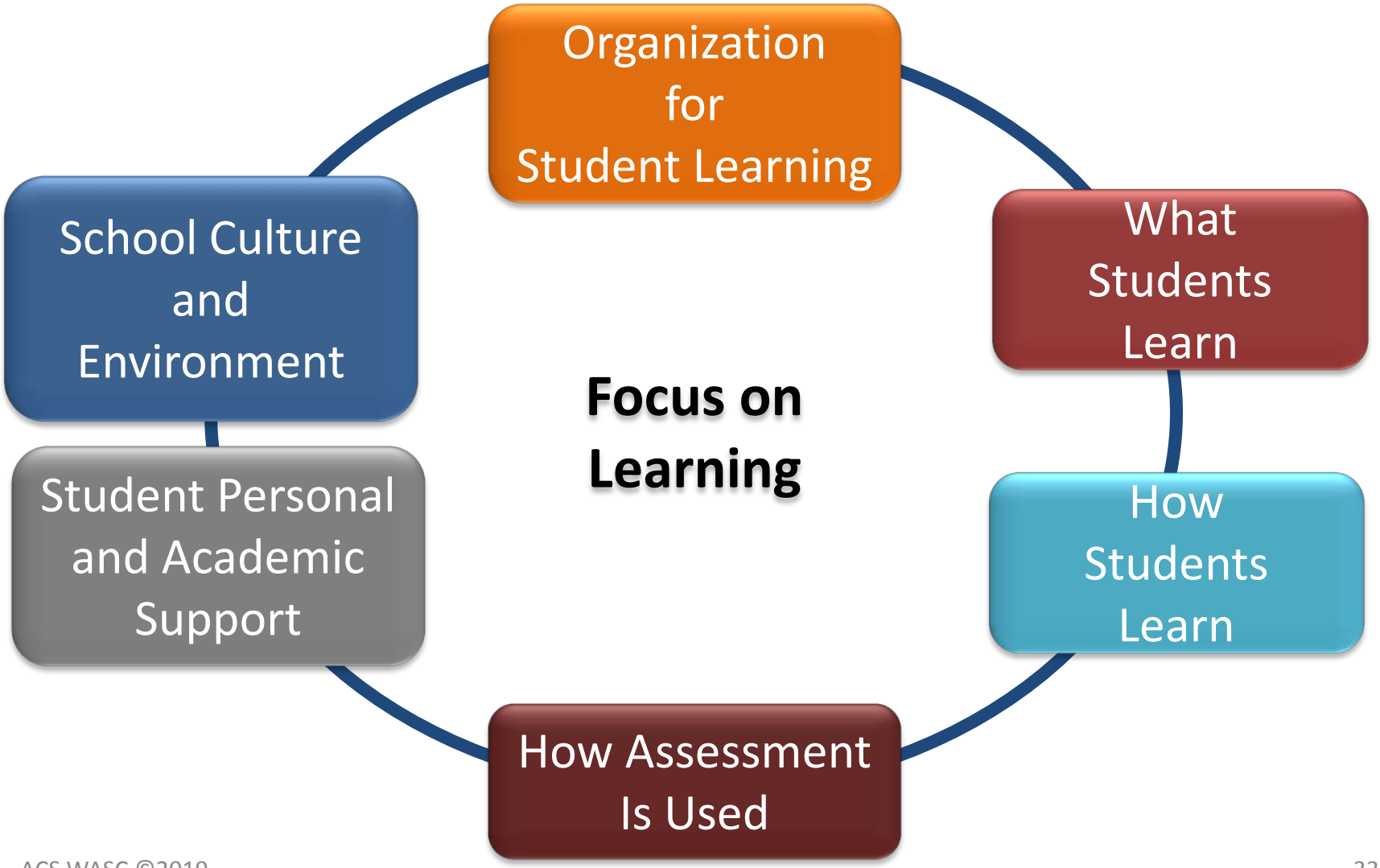
What to continue? How to design our next steps?

What Currently Exists?
How do we know it is effective?

Task 3 (2017 Edition)	S-S Chap. III	VC Analytical
Analyze school program based on schoolwide learner outcomes and ACS WASC criteria and indicators	<u>ACS WASC Criteria</u> Synthesis of … -Findings, -Evidence, -Strengths, -Growth Needs	summary of what exists and impact on student learning… -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



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:

What are the criteria concepts?	What evidence is needed for analysis?

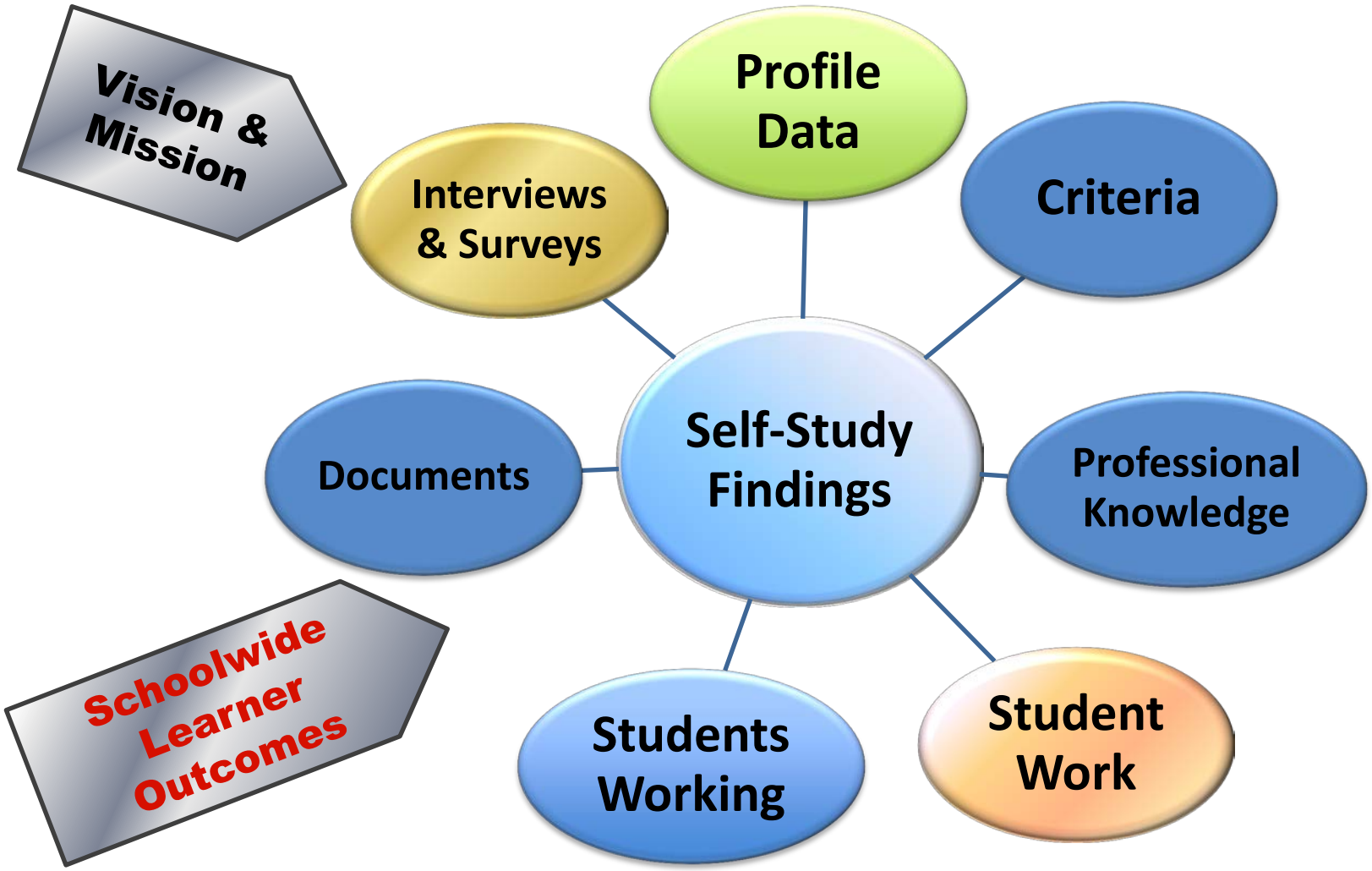
Gathering and Analyzing Data/Information

- Demographic
- Outcome
- Perception
- Process-Collaborative or Individual
- Documentation

Analysis of Student Data & Achievement and Assessment of Program Effectiveness

Criteria/Indicators Findings	Supporting Evidence
(Addressed identified Critical Student Learning Needs and related Schoolwide Learner Outcomes)	

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

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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**

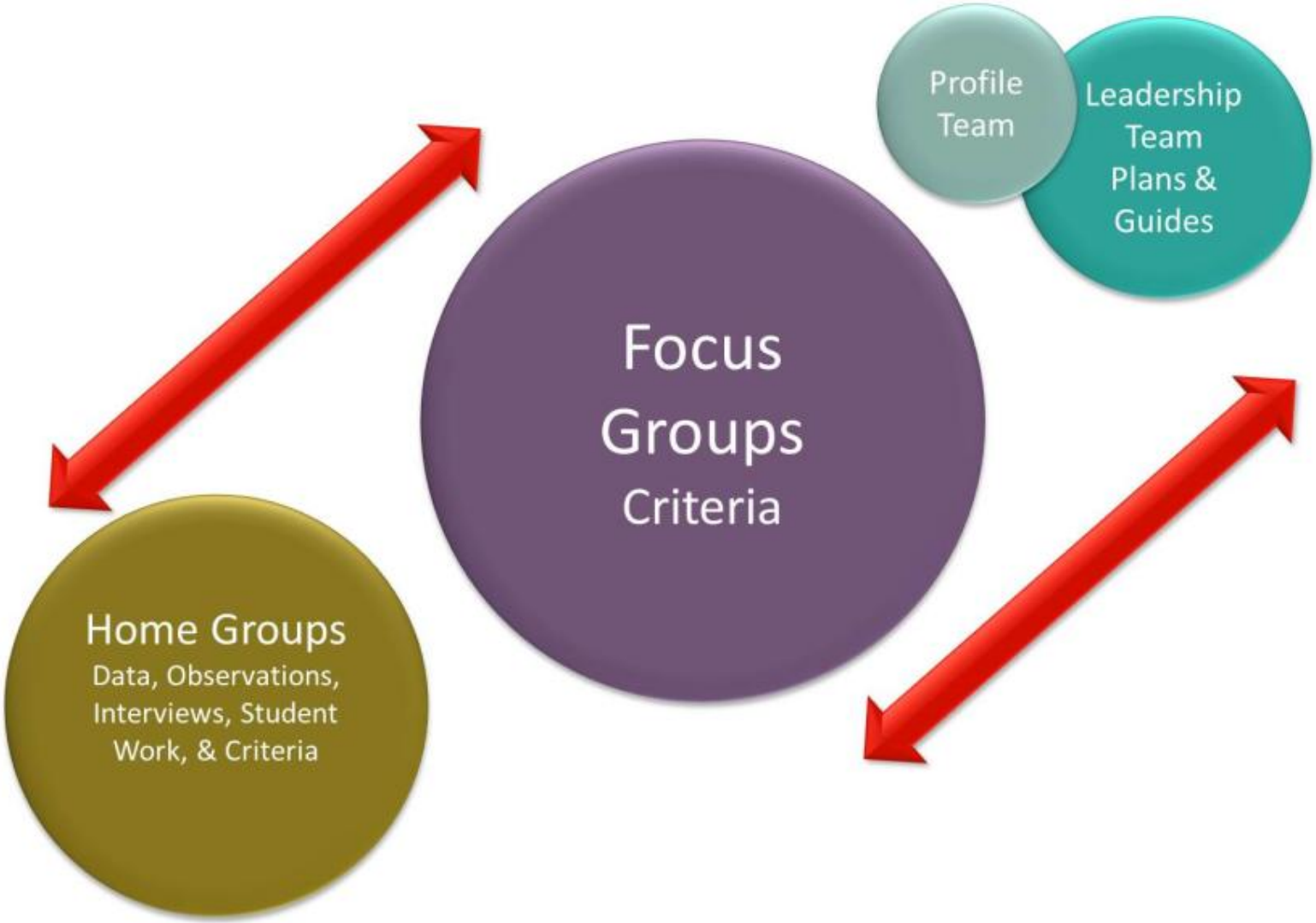
How Classroom Assessment is Used--- Classroom Assessment Strategies

- **What does the indicator mean?**
- Brainstorm **types of evidence** that might be used for this indicator?

Self-Study Findings

Criteria Findings	Supporting Analyzed Evidence

Program Analysis



Synthesis of Findings

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?

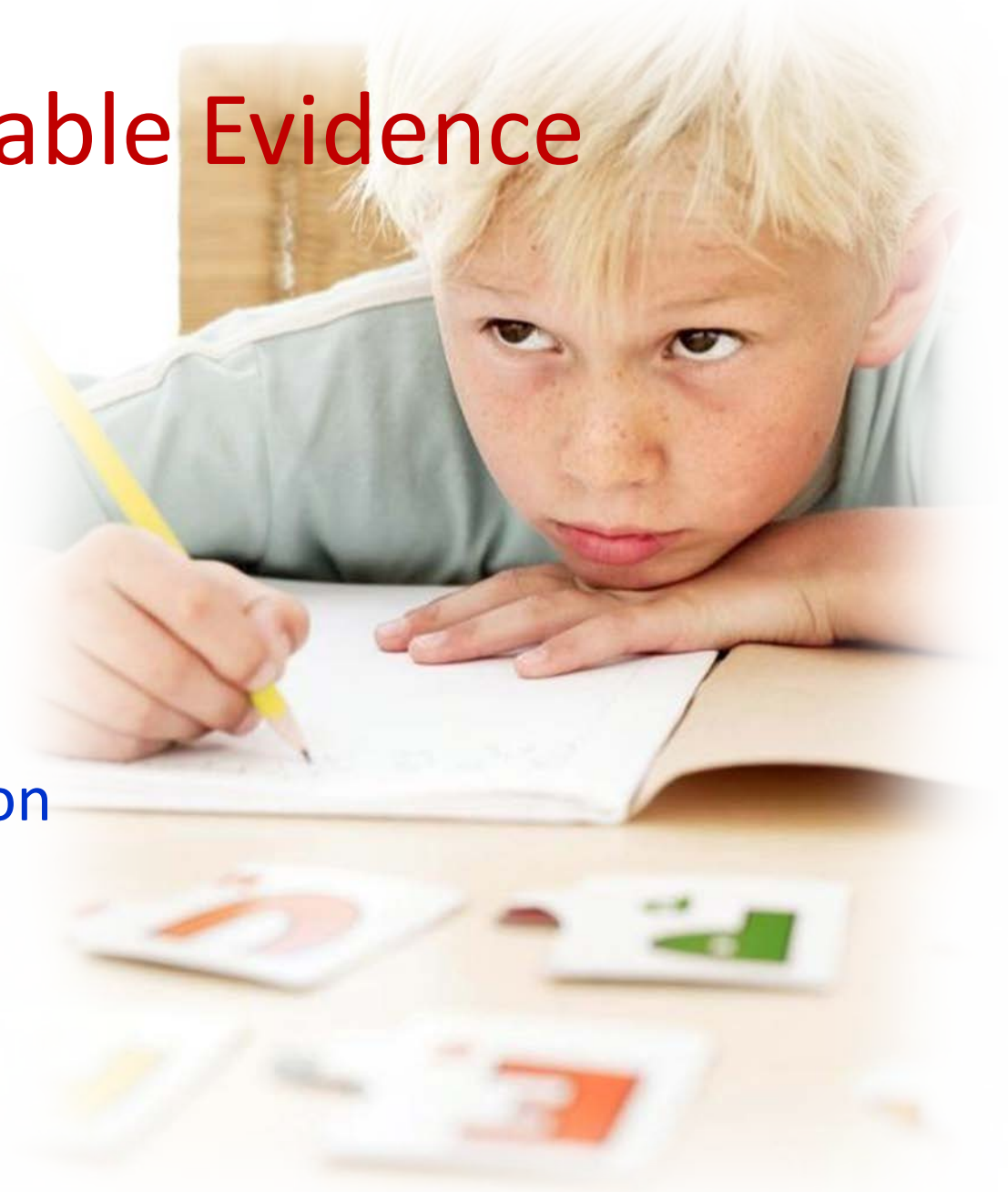
Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

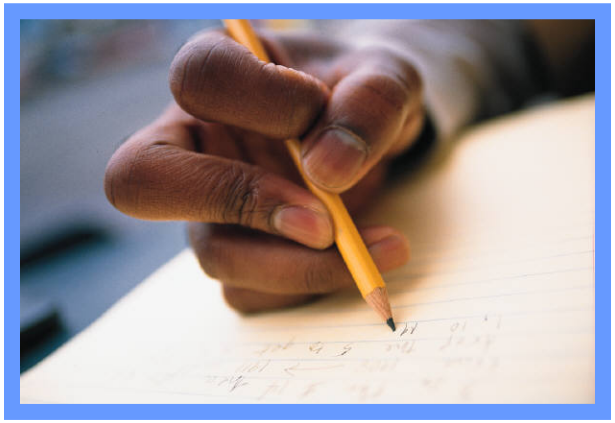
Other interviews, observations, etc.



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
____ 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

Tips on Interviewing

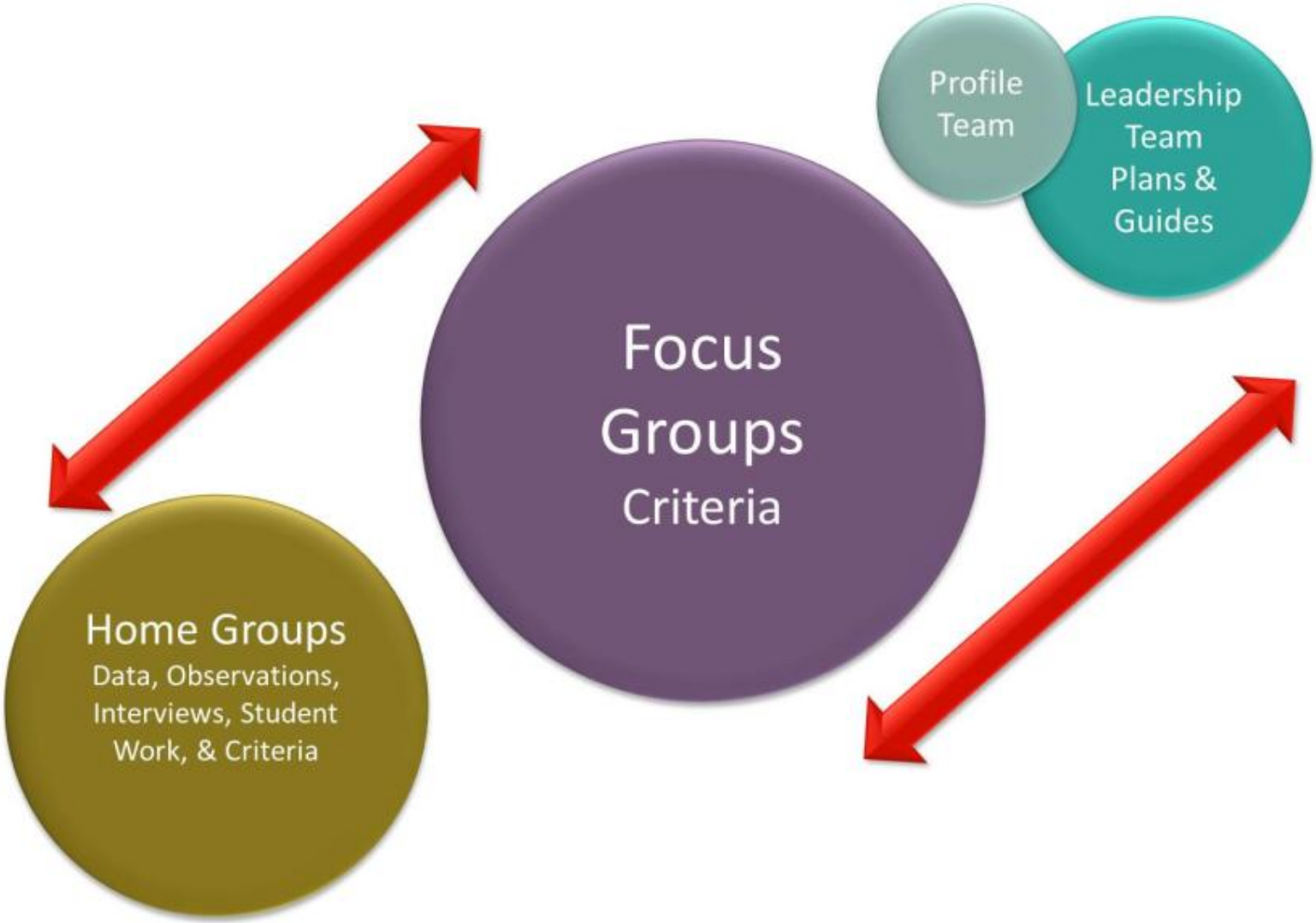
Examples of tips:

- **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



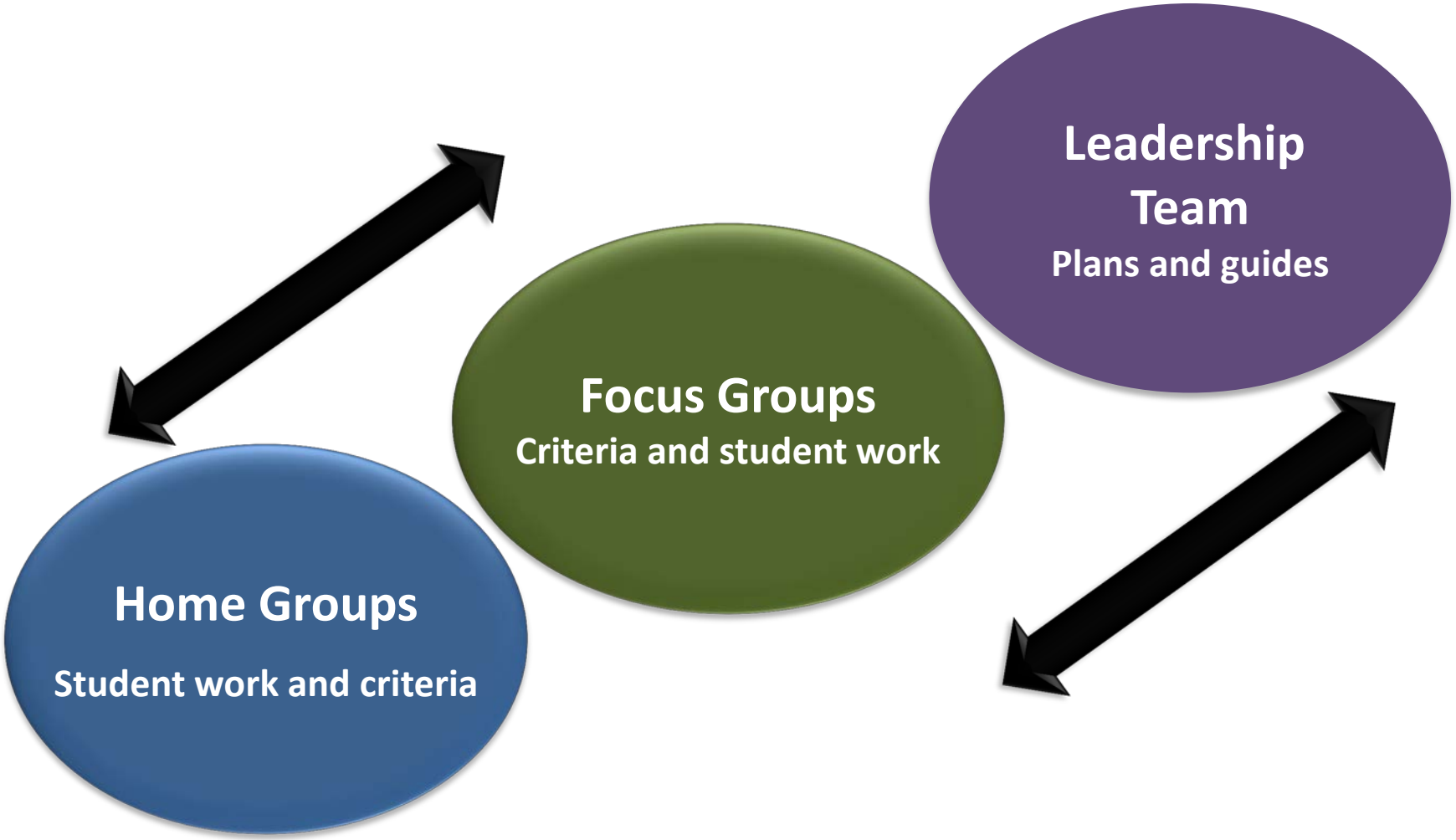
Big Questions

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

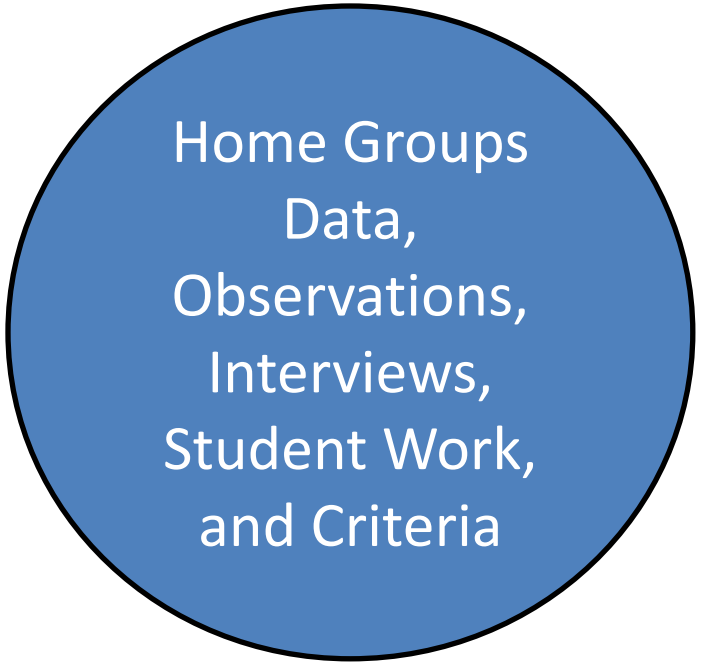
Does the evidence support
- Findings?
- Strengths?
- Prioritized growth areas?

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

School Committees



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)

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

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

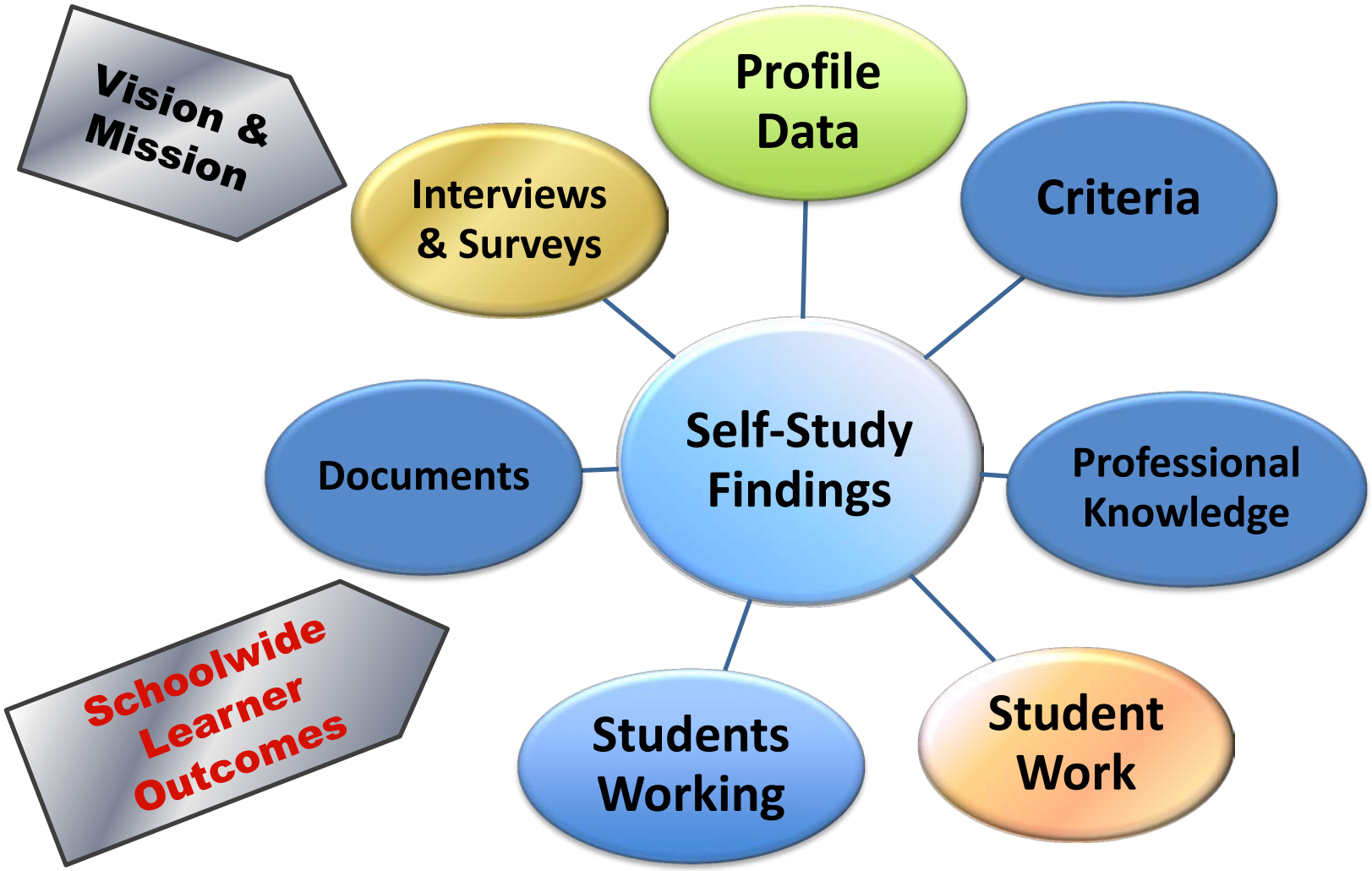
What existing structures might we use or modify?

- 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

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 – Evaluative

Lions are sandy brown in colour

So what!

Lions – Descriptive

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 – 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.

Lions – Descriptive

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 – Evaluative

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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.

Classroom– Descriptive

Classroom– Evaluative

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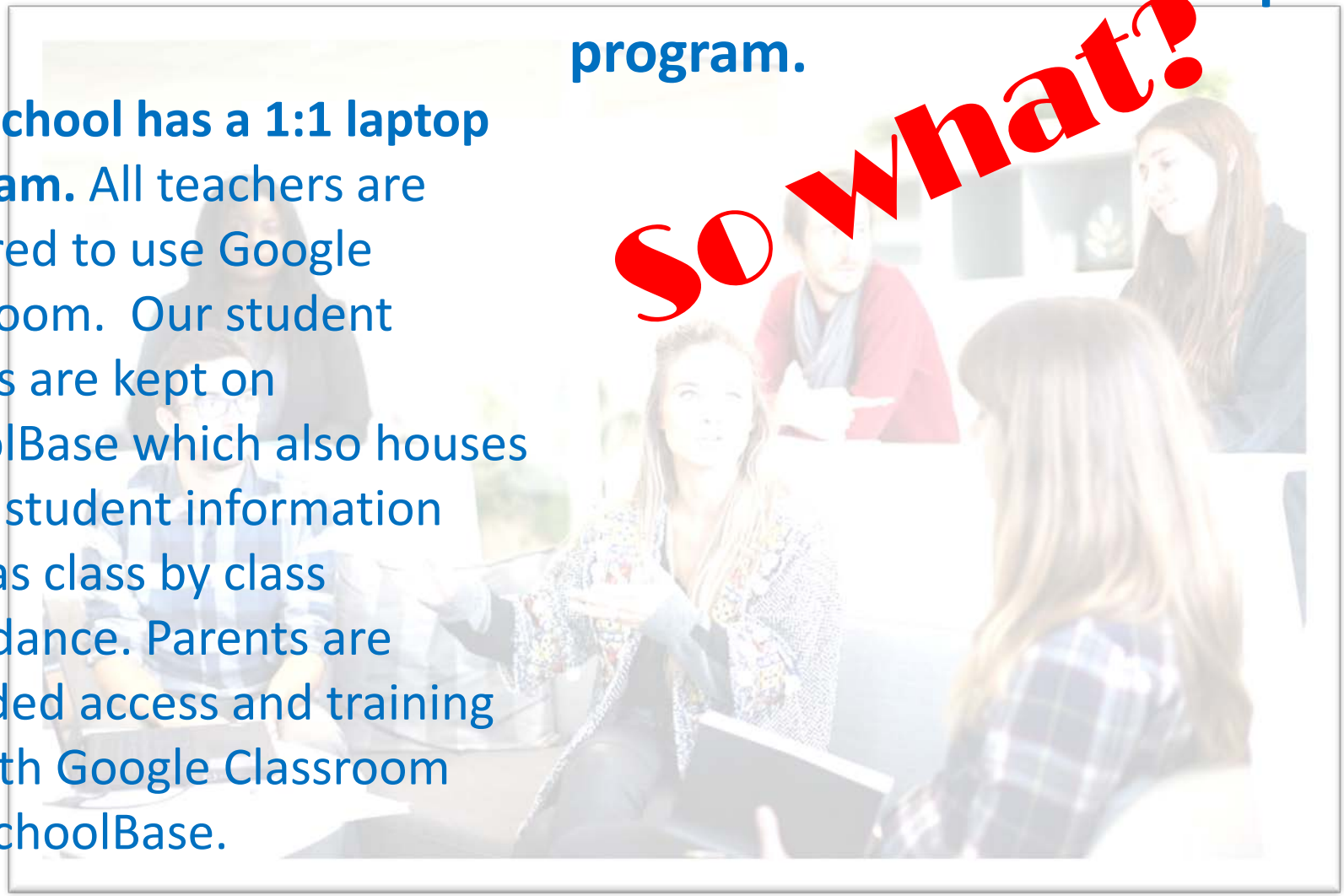

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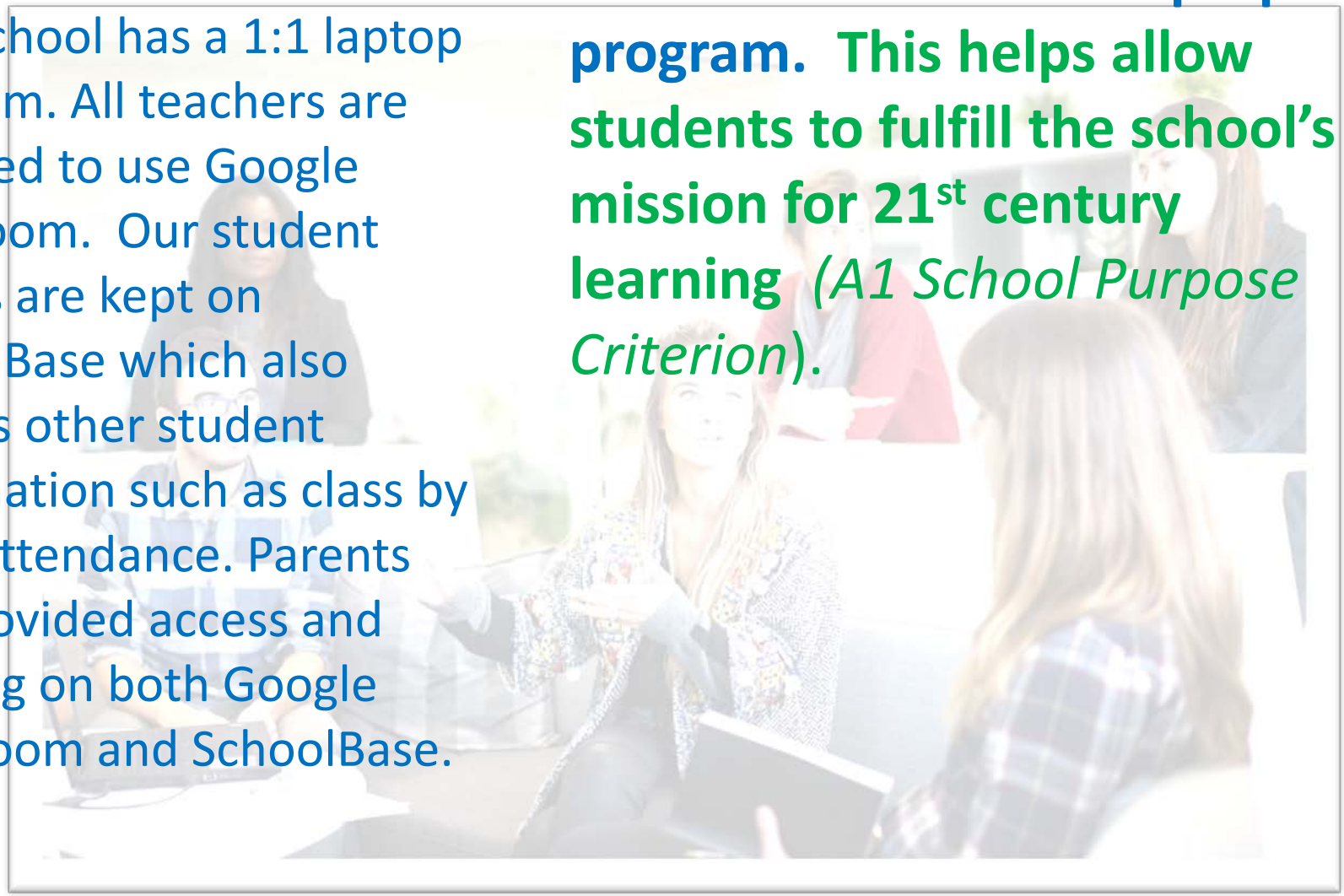
Classroom– Descriptive

ABC School has a 1:1 laptop program. This helps allow students to fulfill the school's mission for 21st century learning *(A1 School Purpose Criterion)*.



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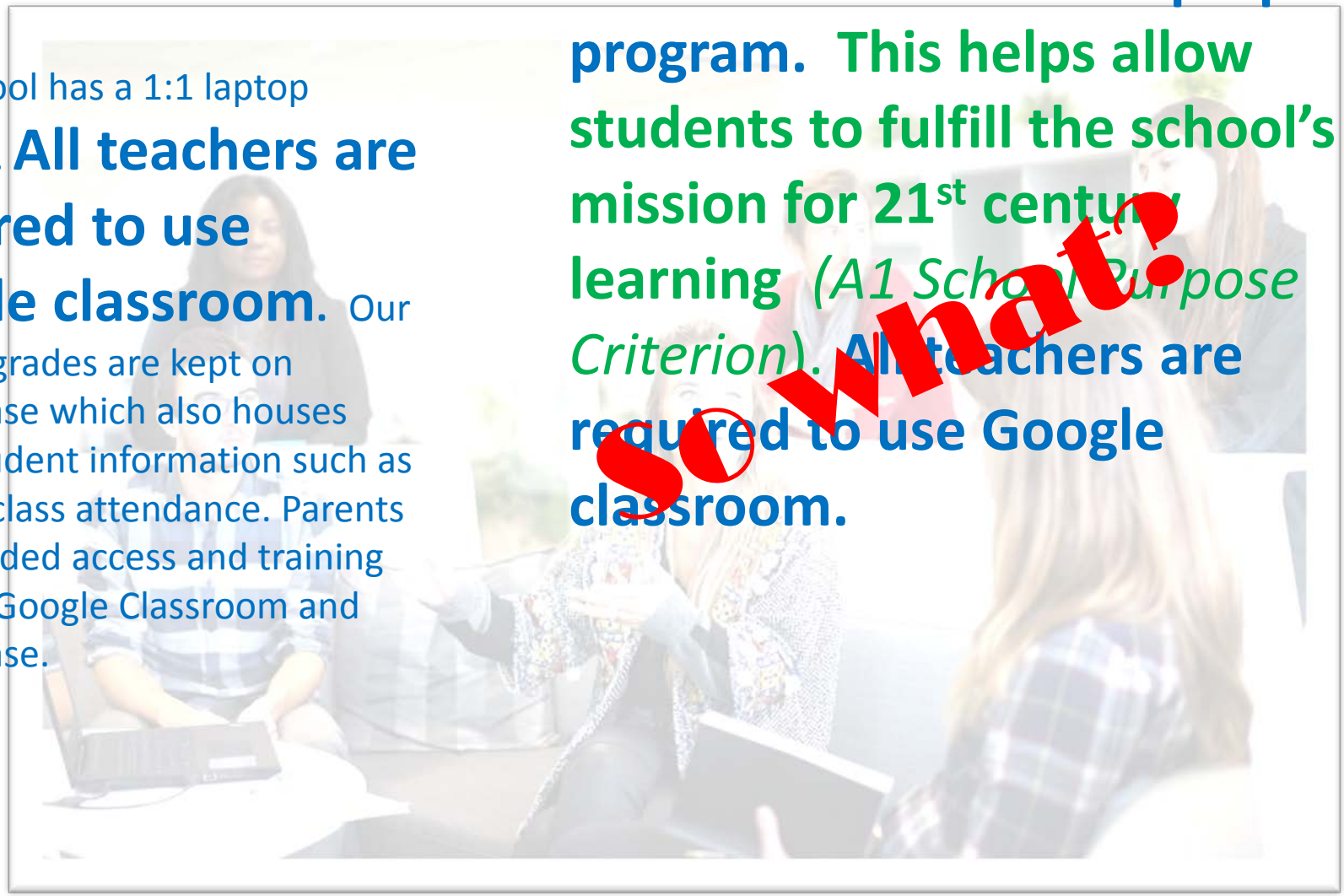

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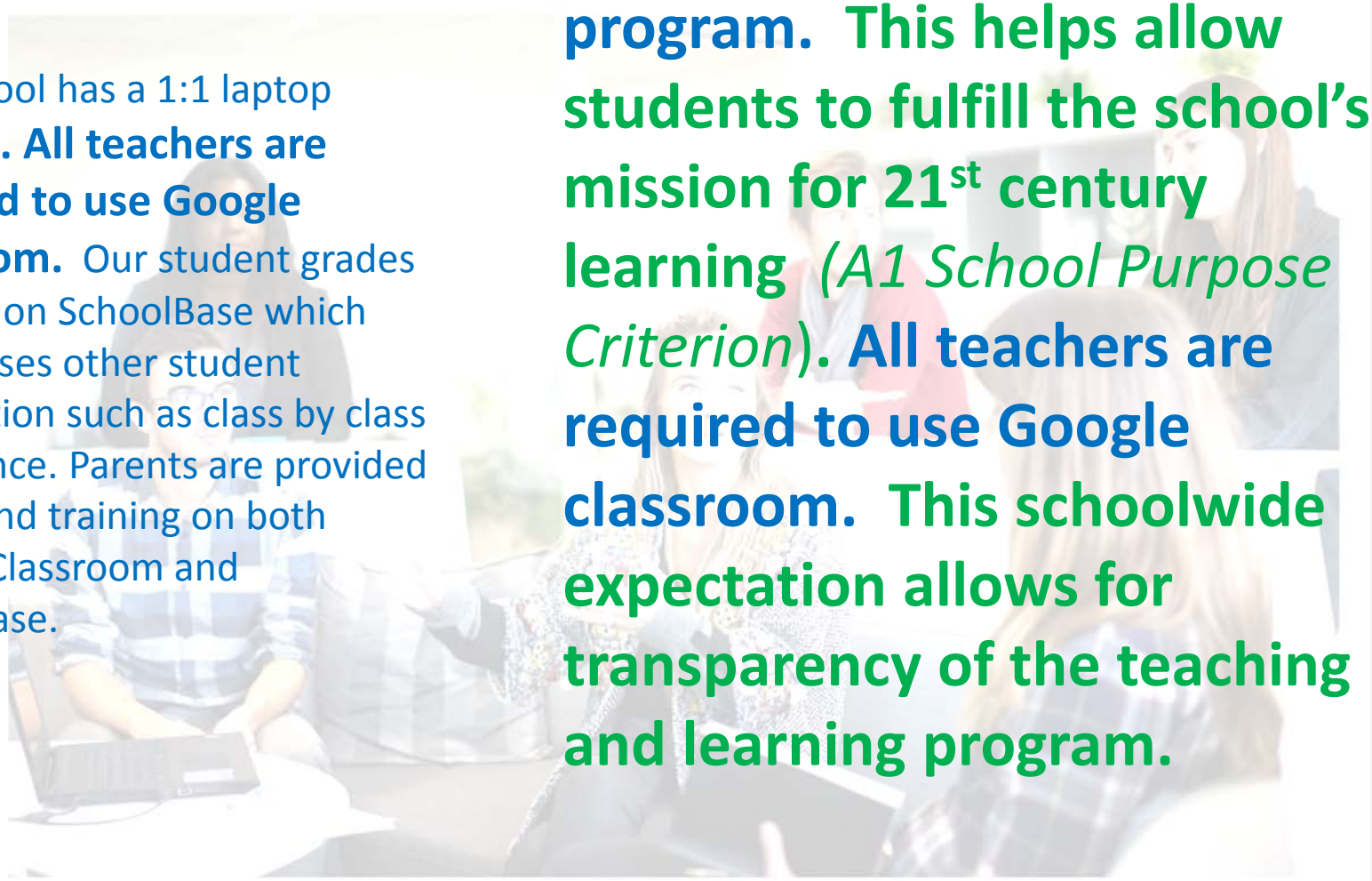

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So what!

Classroom– Descriptive

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.

Classroom– Descriptive

ABC School has a 1:1 laptop program. This helps allow students to fulfill the school's mission for 21st century learning *(A1 School Purpose Criterion)*. All teachers are required to use Google classroom. This schoolwide expectation allows for transparency of the teaching and learning program. 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. This allows the school to develop and maintain effective communication on the curricular program between students, teachers and *parents (D1 School Environment)*. Despite this training, parent perception data revealed a high percentage of parents do not feel well informed of their child's progress or learning.

Now what!

Classroom– Descriptive

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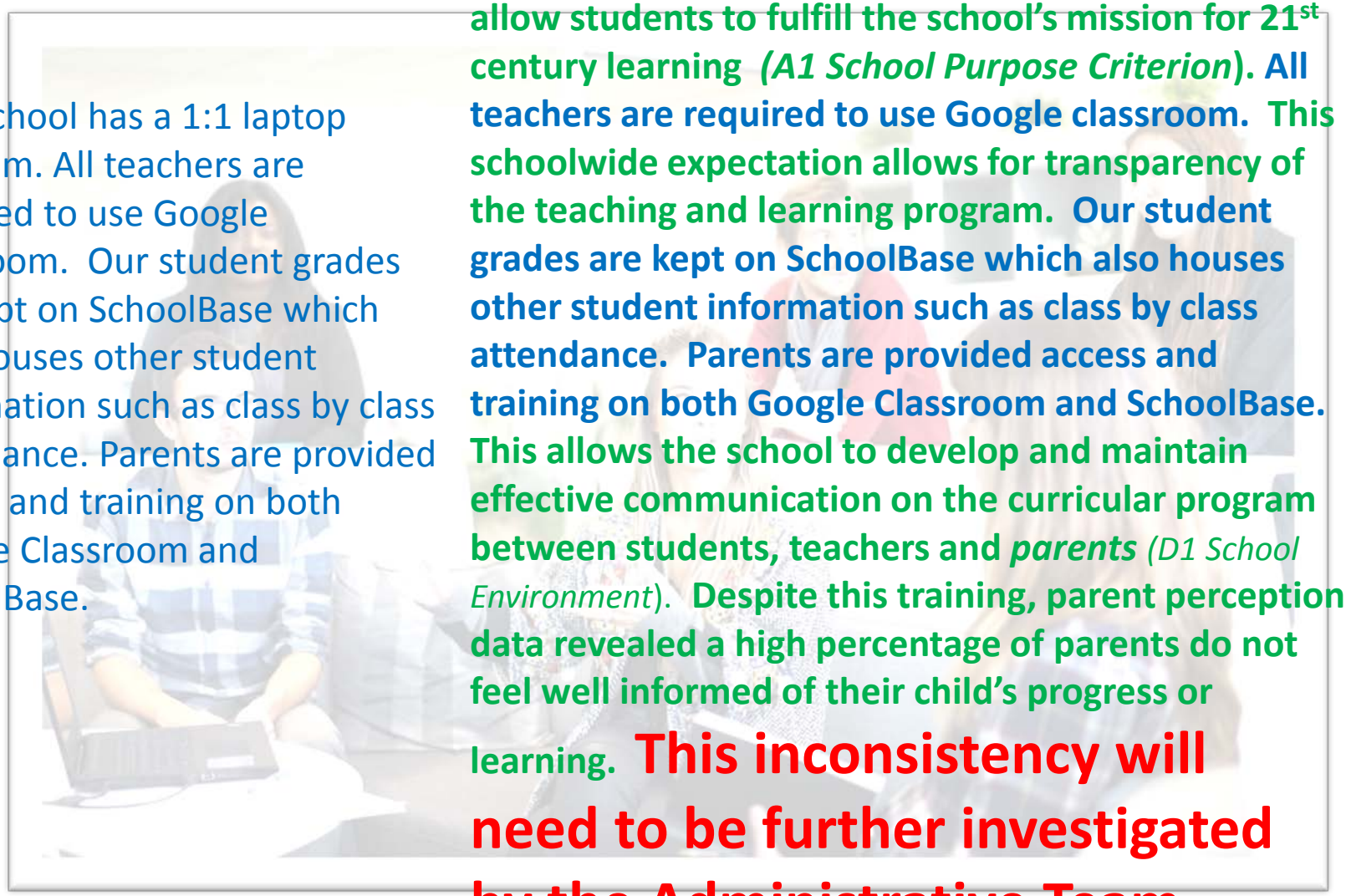

Classroom– Descriptive

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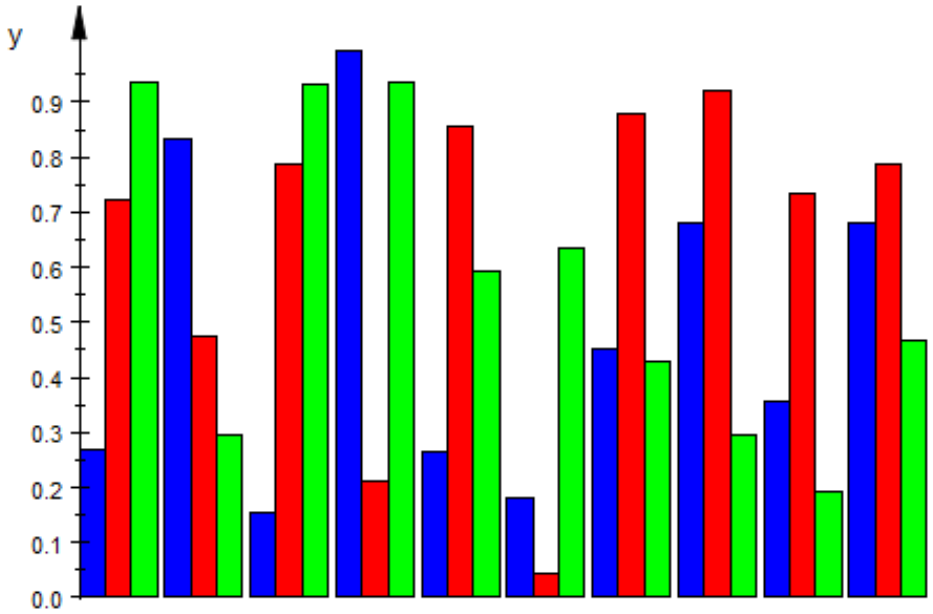
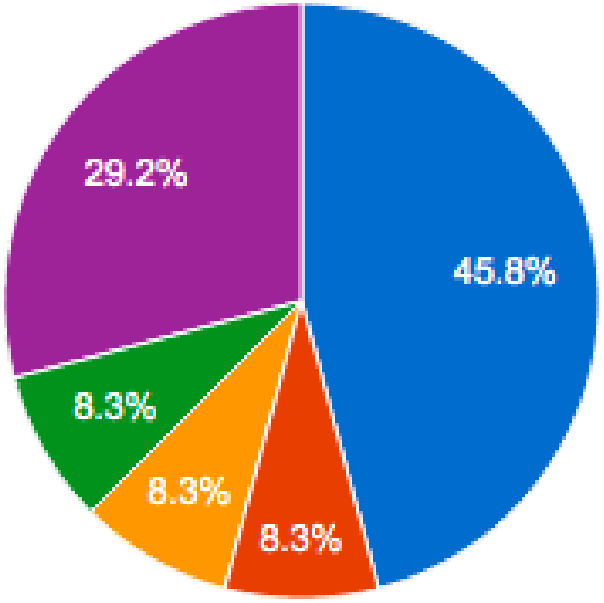
Task 4—Chapter IV: **What have we learned?**

Determine Student Learning Needs

Review Draft from Chapter I





School Profile Findings + Focus Group Findings =

Schoolwide Trends and Patterns

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Road to the Action Plan

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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

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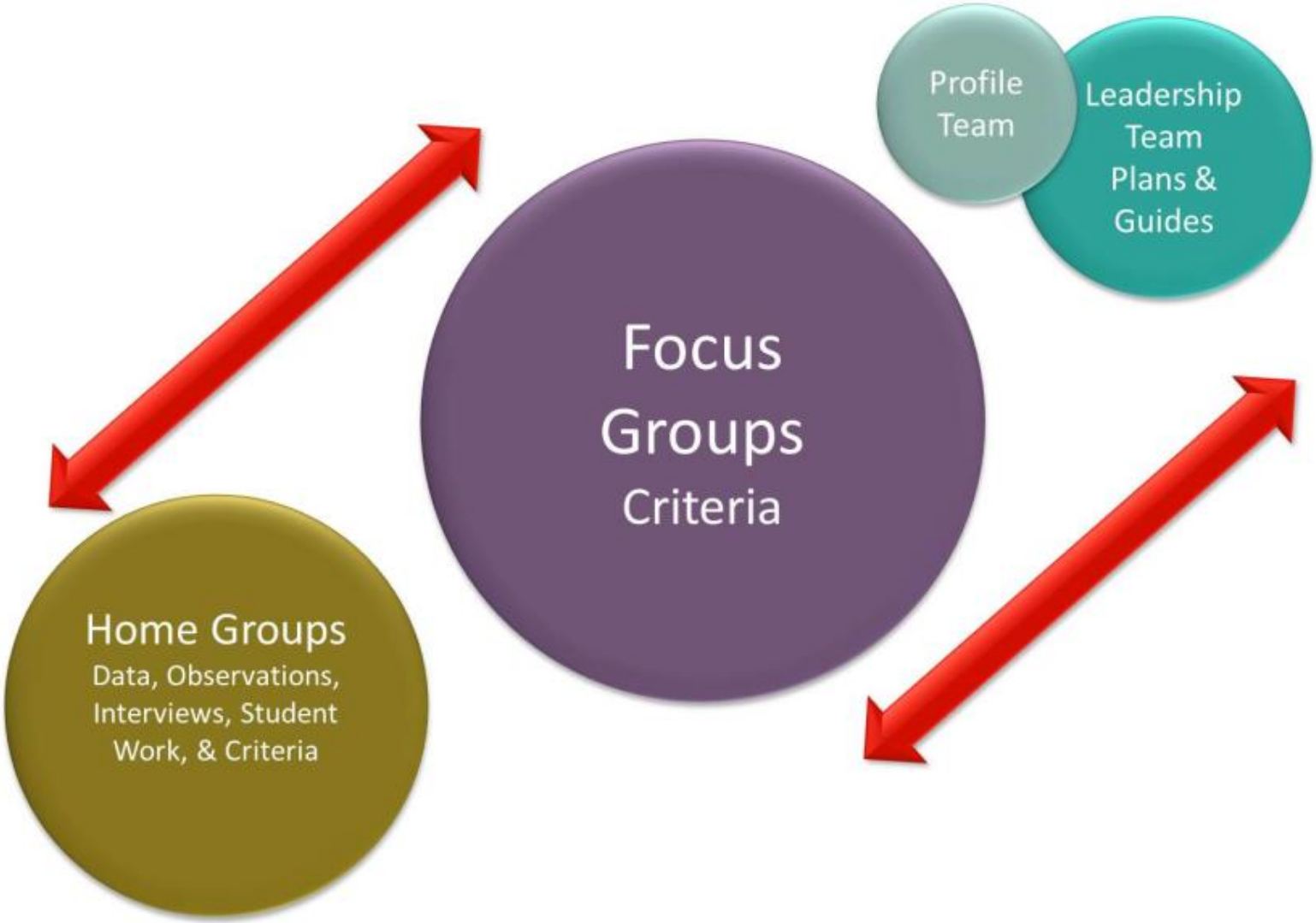
Task 5—**Now What?**

Chapter V: One Schoolwide Action Plan

Task 5: Action Plan Design



Findings from Each Category

Strengths

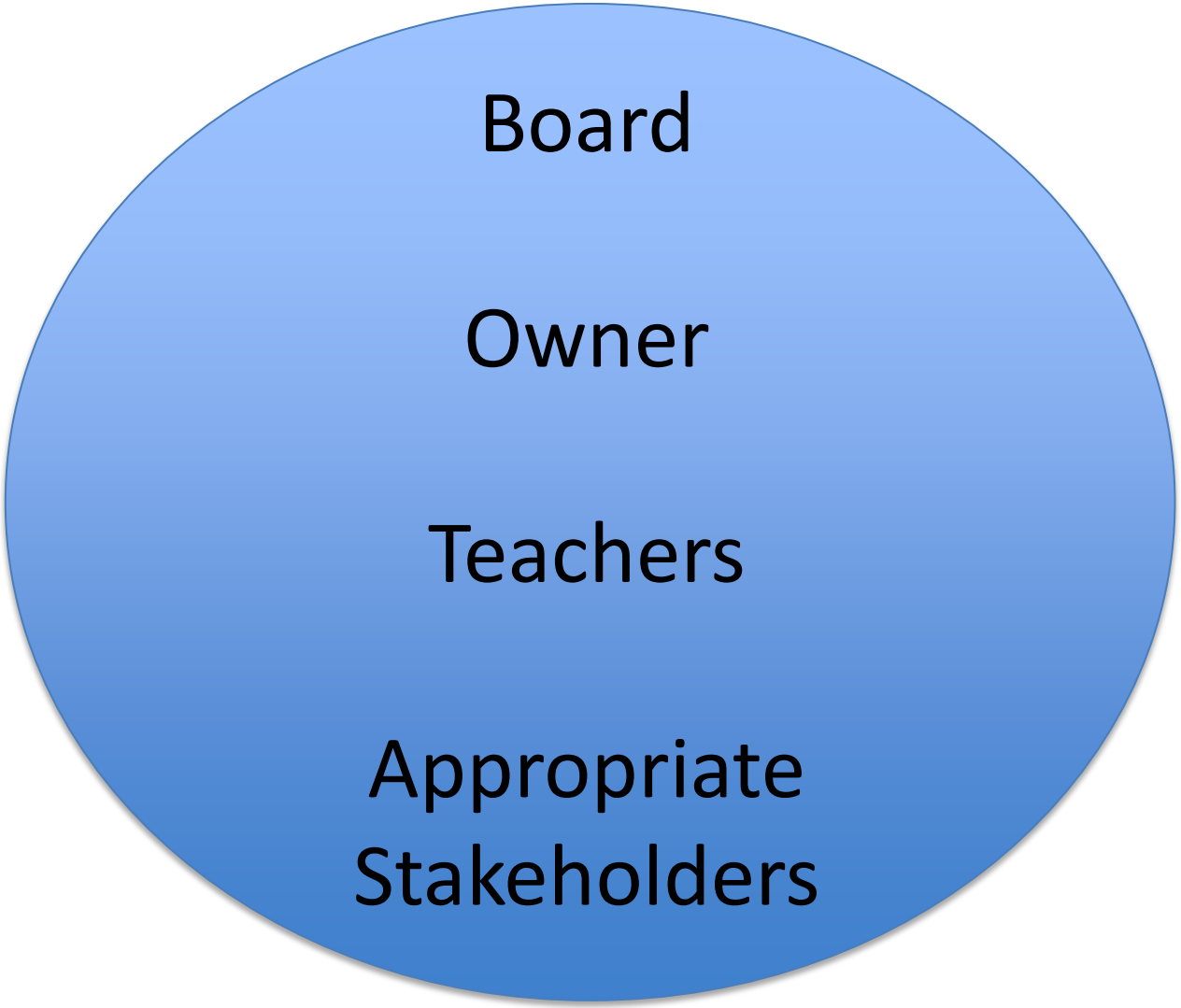
Areas for Growth:
Content Knowledge

Focus on Learning

Areas for Growth:
Thinking Skills

Areas for Growth:
Character and Schoolwide Learner Goals

Share Findings, Action Plan, Follow-up



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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?**

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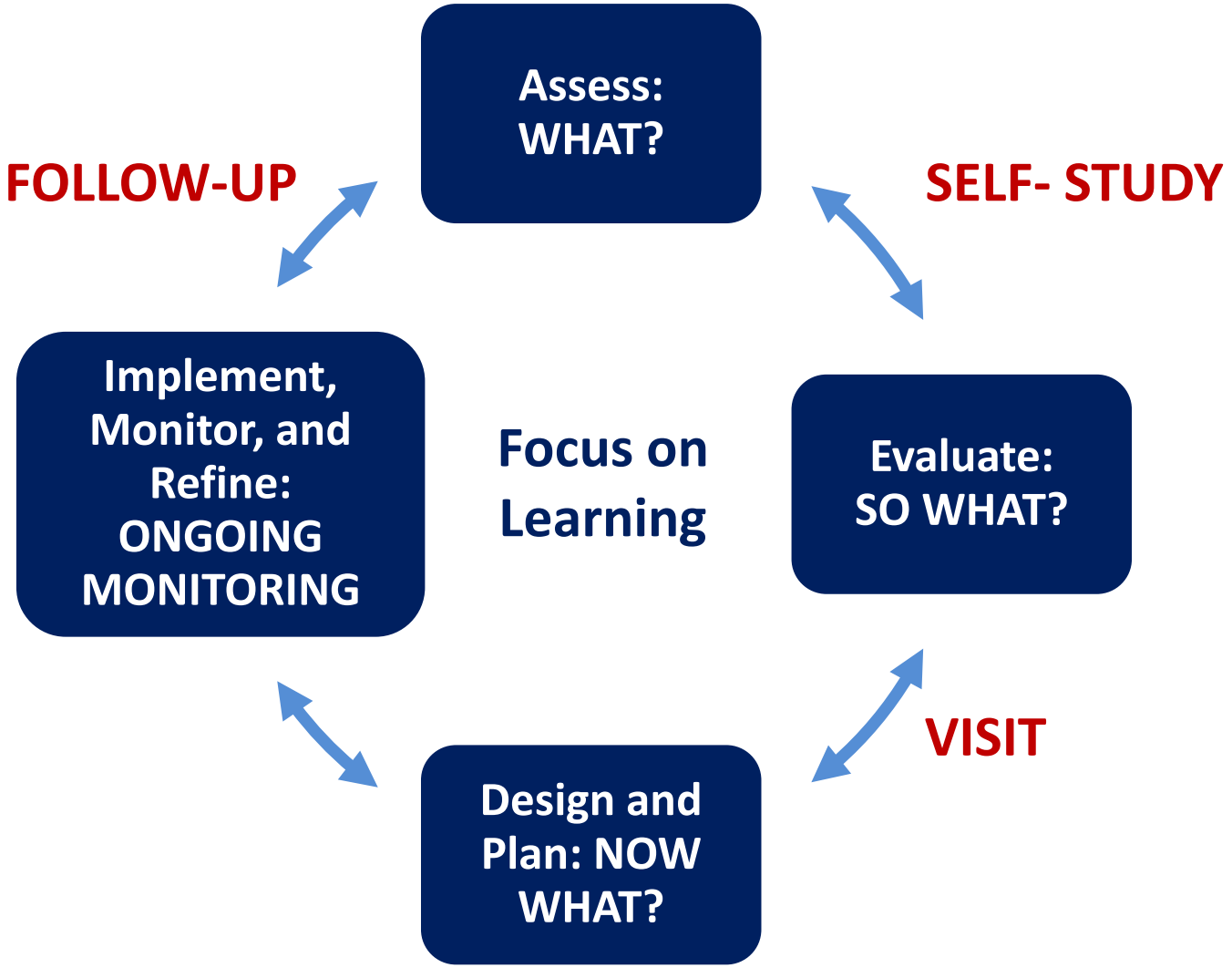
ACS WASC Focus on Learning – IMPLEMENT, ASSESS

HOW DO WE KNOW IF OUR PLAN IS WORKING?

Focus on Learning: Reflective Cycle



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Accreditation Status Factors: VC Recommendation & Commission Action

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

ACS

W We

A Are

S Student

C Centered