ACS WASC Candidacy Follow-up School Training 2019-2020

ACS WASC Presentation Outline

- **Background of ACS WASC accreditation**

- **What is accreditation?**

- **Why accreditation is so important?**

- **ACS WASC guiding accreditation principles**

- **Focus on Learning (FOL) Accreditation's Cycle of Quality**
  - ✓ **Self-Study**
  - ✓ **Visit**
  - ✓ **Follow-up or Ongoing Improvement**

- **Getting Started: The Initial Visit Process**

- **Candidacy Follow-up Process**

- **Focus on Learning: a powerful process for school change**

International

WASC
ACCREDITING COMMISSION FOR SCHOOLS

Serving approx. 5,200 schools worldwide

33 Commissioners
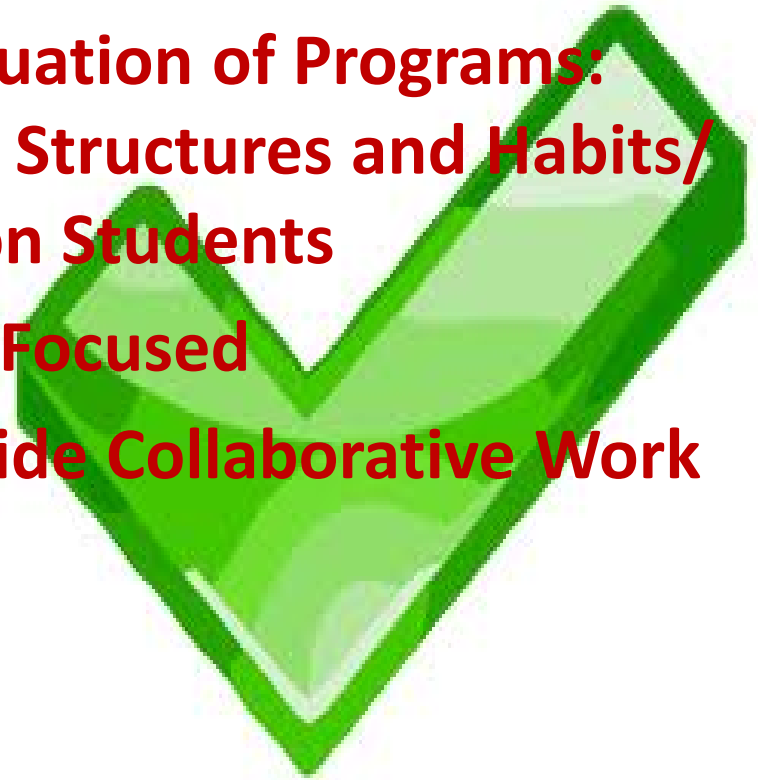
20 Partner Associations

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

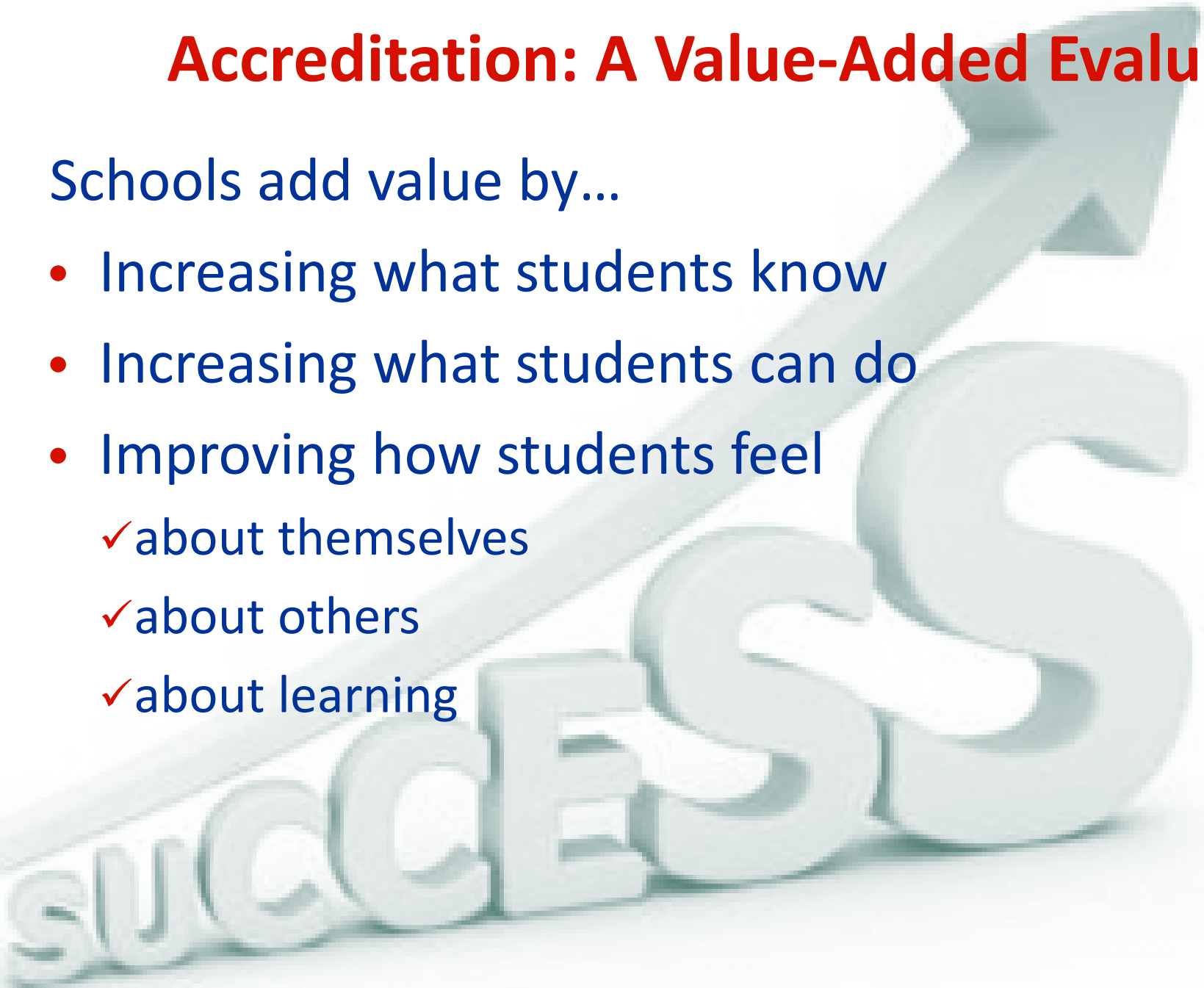# How well are students learning and achieving?

ACS WASC Accreditation: A Focus on Learning

Accreditation: A Value-Added Evaluation

Schools add value by…

- Increasing what students know

- Increasing what students can do

- Improving how students feel
  - ✓ about themselves
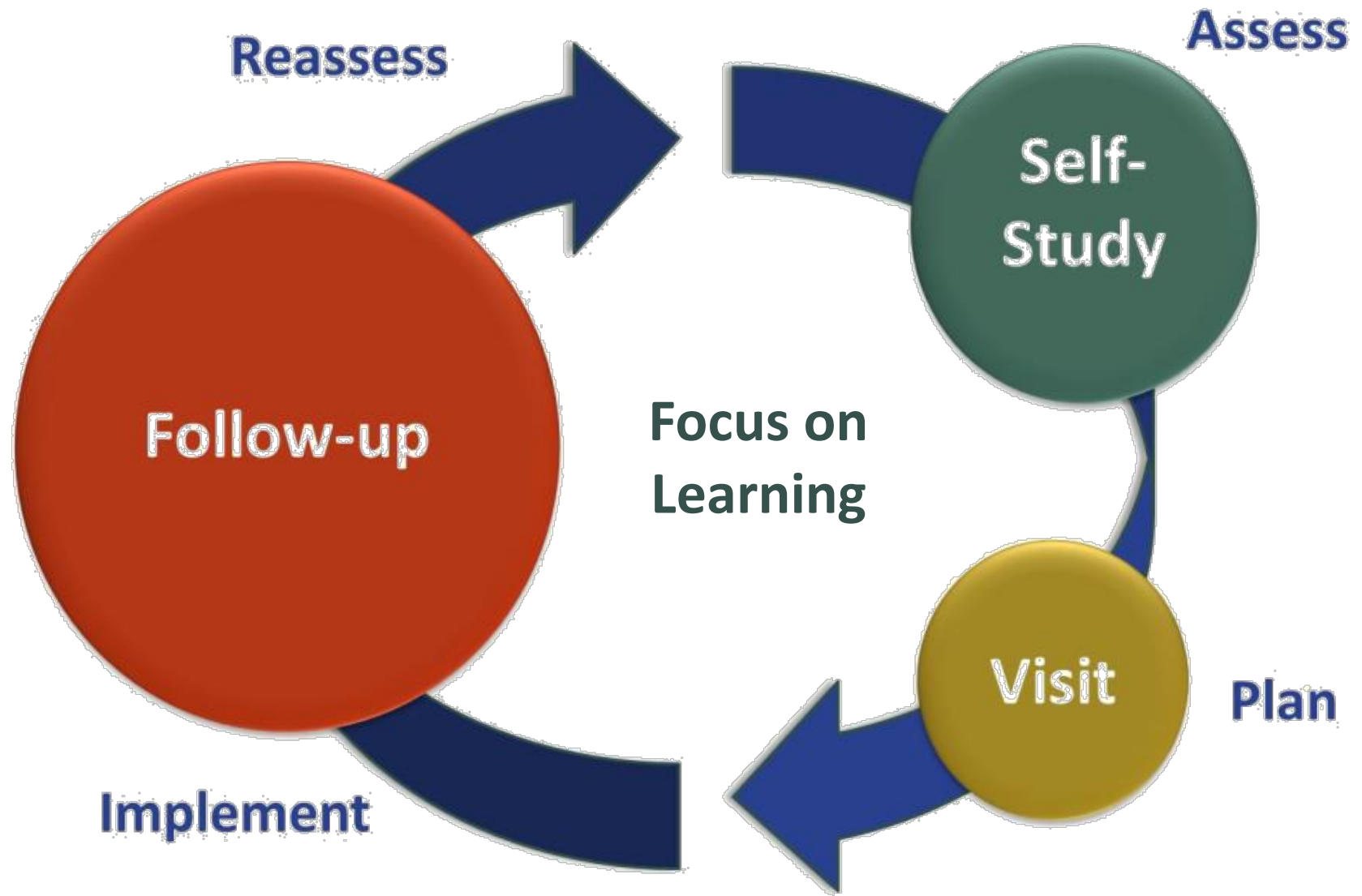 - ✓ about others
  - ✓ about learning

Accreditation: An ongoing journey focused on students and their continuous school improvement

Why Accreditation?

- **Assures a school community school is <u>trustworthy</u> 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/CDE**
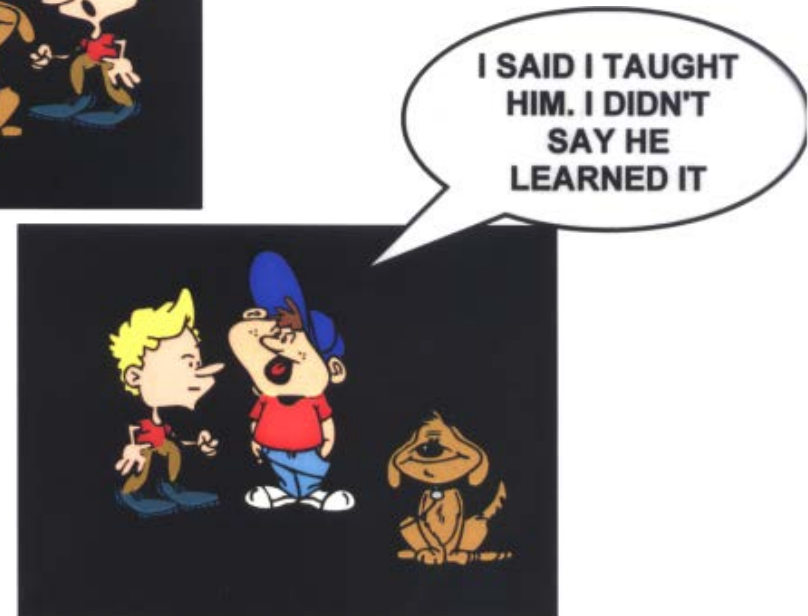
Accreditation Cycle of Quality

ACS WASC Guiding Principles empowers schools to:

*Ensure a culture of total involvement and collaboration of all stakeholders

*Ensure a culture that supports the well-being of all students

*Demonstrate through it program evidence that vision, mission, and schoolwide learner outcomes are accomplished by students

*Evaluate achievement of all students on academic standards/schoolwide learner outcomes

*Use multiple ways to analyze data

*Evaluate program effectiveness

*Align current prioritized findings to a schoolwide action plan focusing on student achievement

*Implement and monitor continuous improvement and impact on student learning

ACS WASC Guiding Principles

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.

Understanding the School's Culture

SCHOOL CULTURE

ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Accomplishment of its vision, mission, and schoolwide learner outcomes.

What does ACS WASC mean by Schoolwide Learner Outcomes?

What are the schoolwide learner outcomes at the school?

Are the Schoolwide Learner Outcomes meeting the criteria listed below?

Global
Interdisciplinary
All students
Assessable

Sample Schoolwide Learner Outcome

Students will be:

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.**

ACS WASC Guiding Principles

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.
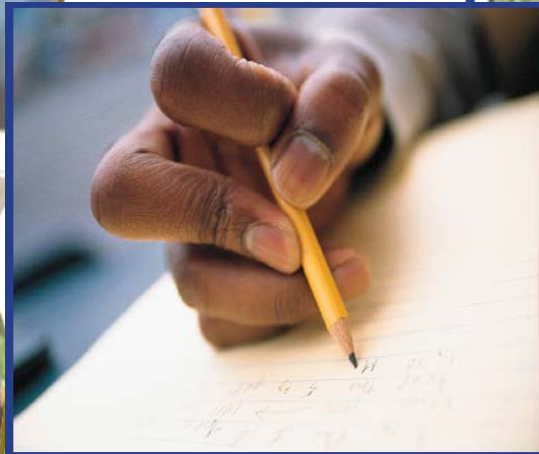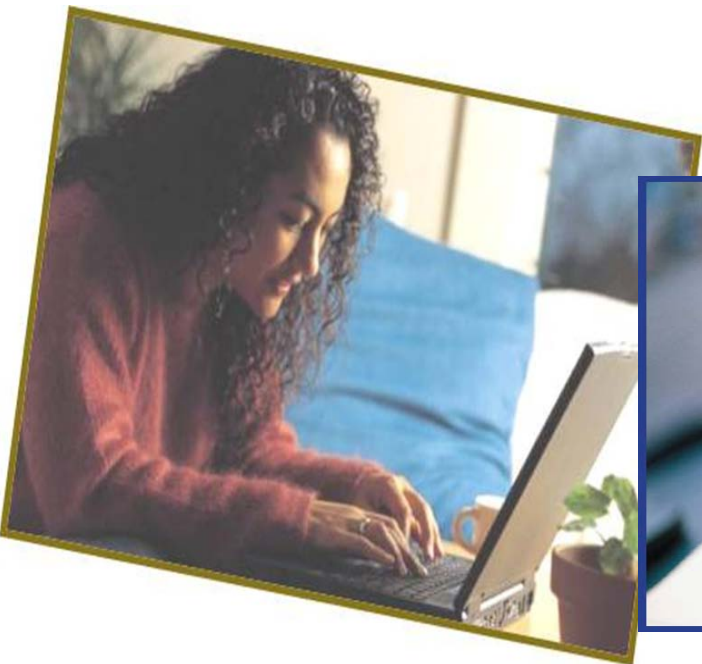
ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

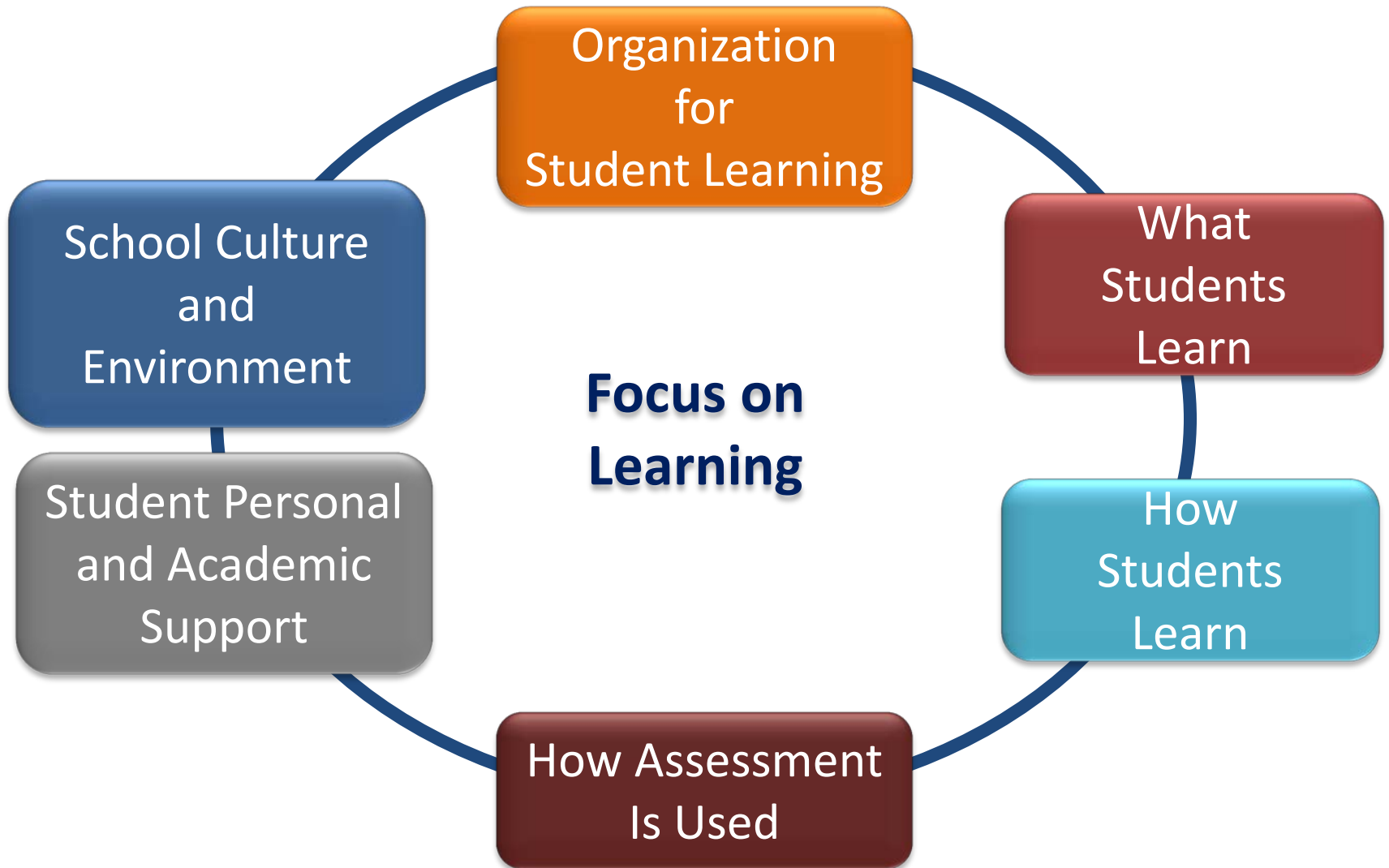- Use of multiple ways to analyze data to demonstrate student achievement

ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Evaluation of program effectiveness.

ACS WASC Criteria Categories

Organization for Student Learning

School Culture and Environment

What Students Learn

Focus on Learning

Student Personal and Academic Support

How Students Learn

How Assessment Is Used

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?
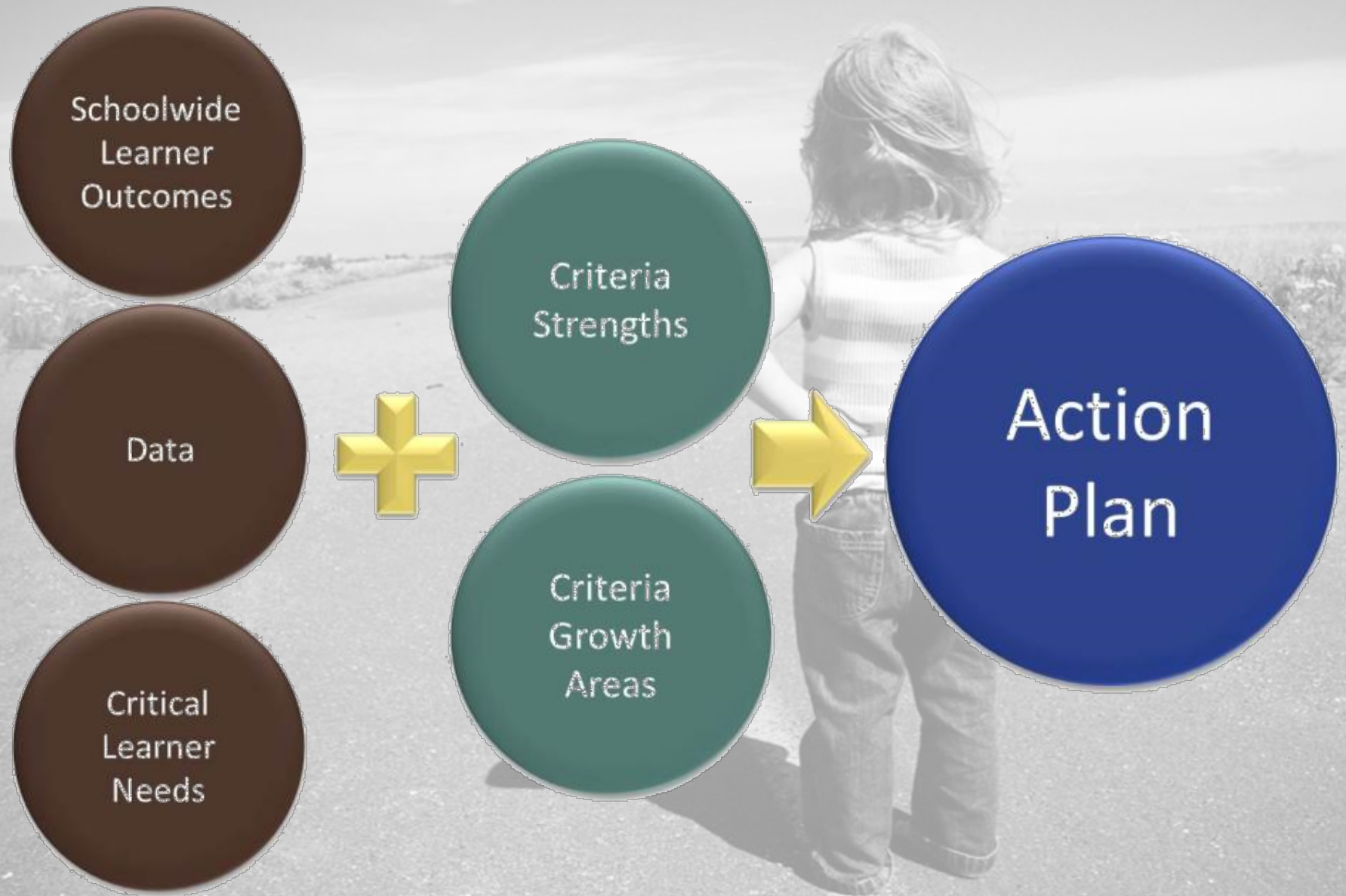*What should be in the Schoolwide Action Plan?*

ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Alignment of findings to a schoolwide action plan, i.e., (SPSA) that is aligned with the District LCAP.

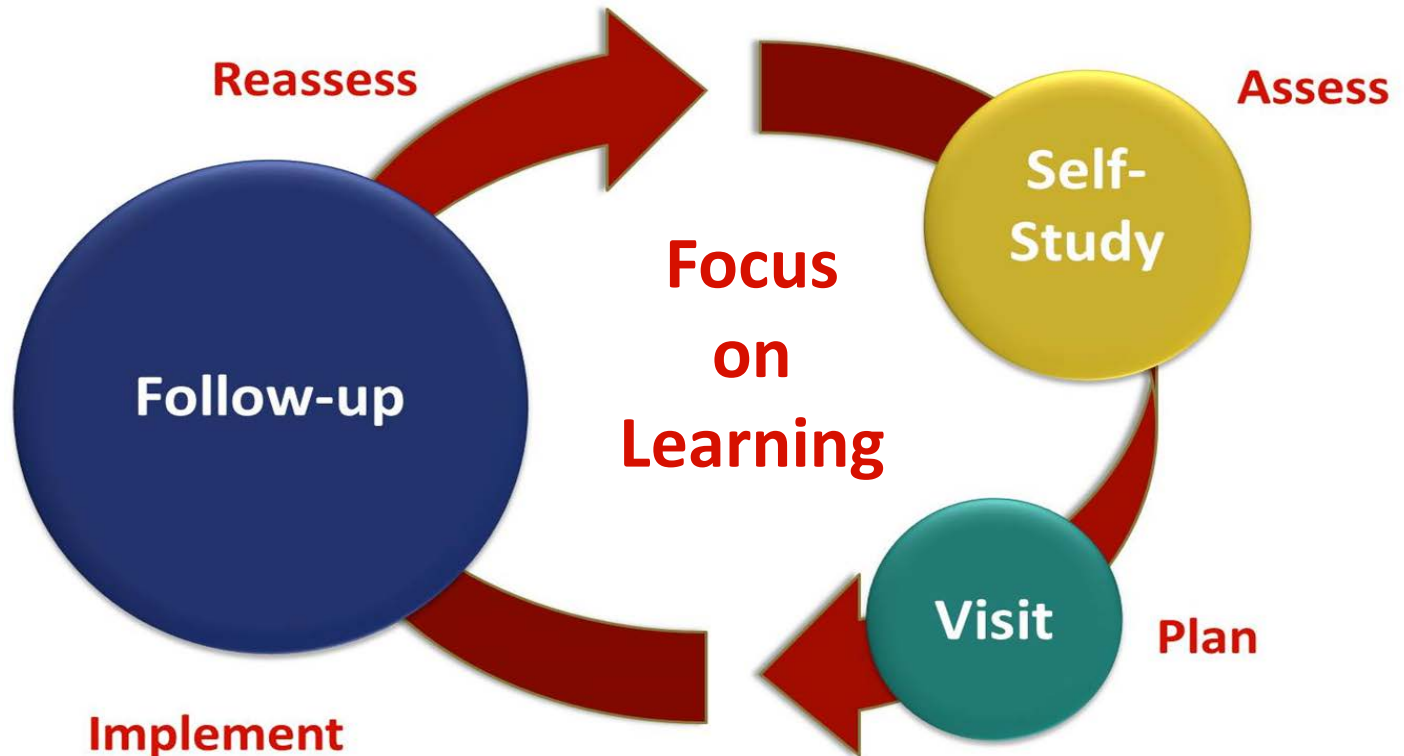# ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Ongoing improvement/accountability and the impact on student learning

Initial Visit: Starting the Accreditation 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.

Candidacy

Initial Accreditation

Denial

Affiliation Categories: Candidacy

A school …

- **Is progressing toward, but does not assume accreditation**

- **Is not yet ready for the full evaluation based on the ACS WASC criteria**

- **Provides evidence that sound planning exists with resources to implement these plans within a reasonable time**

- **Submits an annual progress report to ACS WASC on recommendations integrated into an action plan left by initial visiting team**

- **Completes a self-study and undertakes a full accreditation visit by the third year of candidacy**

Affiliation Categories: Initial Accreditation

A school…

- **Meets the organization and support criteria for full accreditation**

- **Has a history and support system that indicates that a high quality program can be sustained into the foreseeable future**

- **Completes a self-study and undertakes a full accreditation visit by the third year of initial accreditation**

A school does not fully meet ACS WASC criteria for affiliation

Note: A school may wish to re-apply after deficiencies have been remedied.

Initial Visit Procedures: Online Materials

- **Online Materials (www.acswasc.org)**

  - **Steps for ACS WASC Affiliation**

  - **Affiliation Form**

  - **Conditions of Eligibility**

  - **Initial Visit Procedures Manual**

- **Materials sent from ACS WASC office**

  - **School Description**

Initial Visit Procedures

- **Submit affiliation form**

- **Pay $160 non-refundable fee**

- **Staff will review and send detailed school description; additional information is available on the website**

Initial Visit Procedures

- **Complete and submit initial visit application/school description by deadline**

- **Work with appointed visiting committee chair on date**

- **Pay invoice for initial visit**

- **Work with assigned visiting committee chair on schedule of day**

- **Prepare documentation for review by visiting committee prior to and during visit**

Initial Visit School Description

- **Part I: Identifying Data**

- **Part II: School (Student/Community) Profile**
  - **Introductory Paragraph(s)**
  - **School Description**
  - **Student Demographic Data**
  - **Analyzed and Interpreted Student Achievement Data**
  - **Student Follow-up**

Types of Data

Demographic

Examples:

Ethnicity or Nationality

English proficiency

Gender/age mix

Special Populations

Mobility of students

Types of Data

Outcome

Examples:

- **Achievement**
    - **College SAT, Advanced Placement**
    - **CAASPP**
    - **California School Dashboard**
    - **Post Graduation Data (University Entrance)**

Part III: The Criteria

Use Rubrics (See the Initial Visit Procedures Manual)

Category A
Organization for Student Learning

A1. School Purpose Criterion: The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophies of the institution. The purpose is defined further by adopted schoolwide learner outcomes[*] that form the basis of the educational program for every student.

INITIAL	CANDIDATE	EXAMPLES OF DOCUMENTATION
• The school has established a clear statement of vision and mission (purpose) that reflects the beliefs and philosophy of the institution. • The student/community profile data has impacted the development of the school purpose and the schoolwide learner outcomes. • A high degree of involvement by representatives of the entire school community has occurred in the development of the school purpose and schoolwide learner outcomes. • There is a clear and systematic network of communication of the school's purpose and schoolwide learner outcomes within the school community. • Staff, students, parents, and other stakeholders understand and are committed to the purpose of the school. • There is a process in place for the regular review or revision of the school purpose and schoolwide learner outcomes. • There is consistency between the school purpose, the schoolwide learner outcomes, the school program, and ongoing improvement. • Publications and other media are used to inform parents and community members about the school purpose.	• The school has adopted a clear statement of purpose. • The student/community data has impacted the development of the school purpose. • The school has designed a system and process to communicate the school's purpose that will lead to further development of schoolwide learner outcomes. • Plans to carry out the school purpose are in place and implementation has begun that show alignment of the schoolwide learner outcomes, the program, and ongoing improvement.	• Statement of school purpose. (Note: school purpose is a general term for terminology used by schools such as vision, mission, or philosophy and objectives). • Schoolwide student goals (schoolwide learner outcomes) and the process for development. • Student/community demographic and performance information and data. • Admission policies and materials. • Master schedule. • Any academic or operational plans the school may have in place. • Process for regular review or revision of school purpose and schoolwide learner outcomes. • Processes and publications/media for communication to all stakeholders within the school community.

Initial Visit School Description

- **Part III: The Criteria, School Purpose, and Schoolwide Learner Outcomes — in addition, use iNACOL standards listed for online components**

  - **Respond to questions for each criterion**

  - **Provide documentation**

  - **Achievements**

  - **Areas for Improvement**

ACS WASC/CDE and ACS WASC/HIDOE and ACS WASC/Guam Criteria Categories

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

ACS WASC Criteria Categories

A. Organization for Student Learning

B. Curriculum, Instruction and Assessment

C. Support for Student Personal and Academic Growth

D. Resource Management and Development

ACS WASC International Criteria Categories

A. Organization for Student Learning

B. Curriculum, Instruction and Assessment

C. Support for Student Personal and Academic Growth

D. School Culture and Environment

- **Part IV: School Description**
  - **Major Achievements/Accomplishments of students, staff, and school**
  - **Major School Needs, focusing on student achievement**

Are students learning?

Are systems and operations supporting learning?

"Every student will be an effective communicator"

Each student may demonstrate this by:

- **Writing English clearly and proficiently**

- **Receiving information and constructing meaning through reading and listening skills**

- **Using nonverbal techniques to communicate accurately with others**

- **Using verbal language to communicate clearly when giving presentations to groups or talking with other individuals**

- **Exchanging information when working in a cooperative group.**

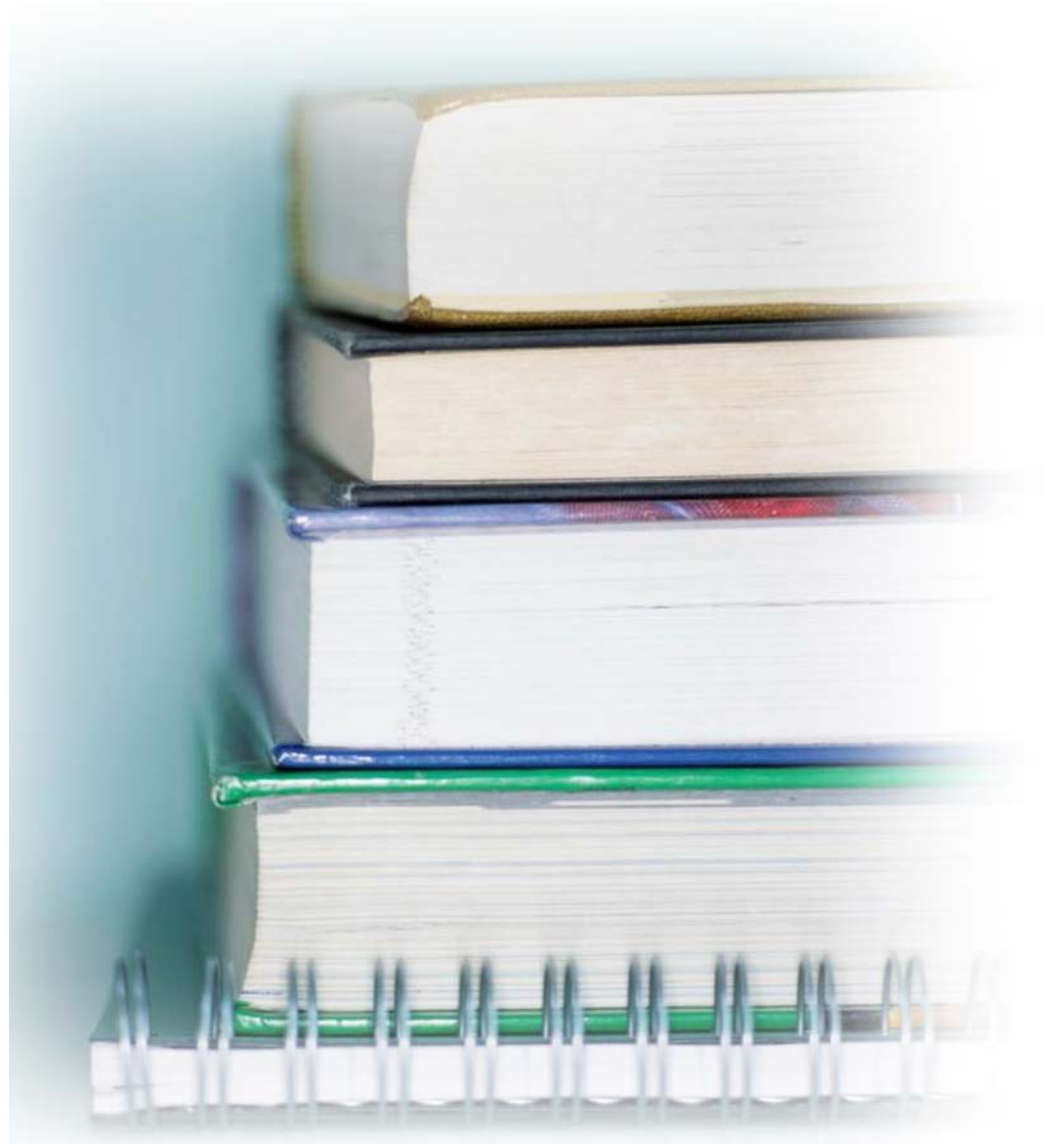# The Initial Visit

The schedule includes:

- **Dialogue with all stakeholders**

- **Observation of students involved in the program**

- **Review of further documentation (view as much as possible prior to visit)**

- **Initial visiting committee report with recommendations**

For example…

- **Student work**

- **Handbooks**

- **Curriculum documents**

- **Recruiting brochures**

Initial Visiting Committee Report

- **Introduction (brief summary from Part I and II — can use excerpts from the School Description)**

- **Categories A–D or E and other areas**

  - **Selected statements from the school application (optional)**

  - **Visiting committee comments**

- **Schoolwide Areas of Strength**

- **Critical Areas for Follow-up**

Part II: ACS WASC Justification and Recommendation

- **Status Recommendation (rating based on rubrics)**
  - ✓ **Meets standard for initial accreditation**
  - ✓ **Meets standard for candidacy**
  - ✓ **Does not meet standard**

- **Justification Statement for Status**

     A brief narrative — rationale for recommendation

ACS WASC Commission action

School addresses initial visit recommendations

School begins and completes self-study/full visit within 2–3 years of candidacy or initial accreditation

Follow-up from Initial Visit

- **Implementation of recommendations that have been integrated into the schoolwide action plan**

- **Update of Student/Community Profile**

- **Refinement of schoolwide learner outcomes**

Follow-up from Initial Visit

- **Preparation of annual progress report on school's action plan, including the progress on the critical areas for follow-up left within the initial visiting committee report (candidate schools submit by June 1st of the following year)**

- **Pre-planning and preparation for first self-study**

  - **ACS WASC Self-Study Training: 18 months from scheduled visit (e.g., September/October 2020 and April 2021 for a 2021-2022 visit)**
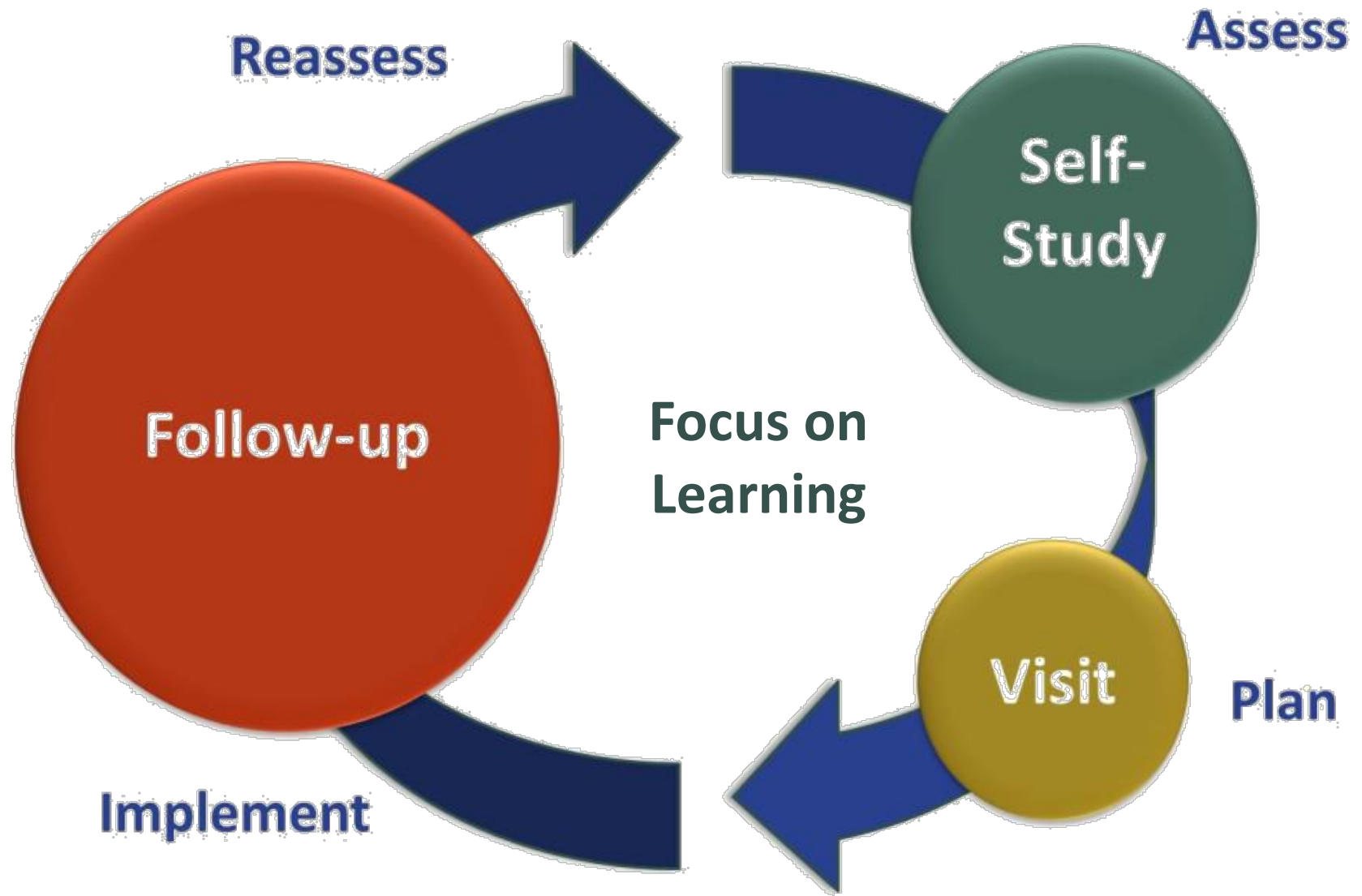
ACS WASC Candidate Report

Part I. School Description: Brief, general description of the school, the mission, vision and schoolwide learner outcomes and its programs. Include student and faculty/staff demographics and student achievement data for a three-year period, if possible.

Part II. Significant School Changes: Significant changes and impact on school/specific curricular programs.

Part III. Ongoing School Improvement: Process for engagement of all stakeholders in review of student achievement data and monitoring of the schoolwide action plan.

Part IV. Progress on Implementation of the Schoolwide Action Plan: Summary of Progress on action plan referencing critical areas for follow-up, including supporting evidence and impact on student achievement.

Part V. Schoolwide Action Plan Refinements: Refinements made to the schoolwide action plan that reflect school progress and/or newly identified issues. Include copy of schoolwide action plan.

Accreditation Cycle of Quality

Focus on Learning

For 30 years, the ACS WASC FOL process has asked schools two questions:

1. How do you know that all students are learning and achieving...

   - schoolwide learner outcomes

   - essential core knowledge and skills?

2. Are you doing everything possible to support students in their learning?

Self-Study = Putting Together A Puzzle

Self-Study Structure

Preface

Chapter 1: Progress Report

Chapter 2: School/Community Profile

Chapter 3 Self-Study Findings

Organization
Curriculum
Instruction
Assessment
Support
Management &
Development

Chapter 4: Summary of Major Student Learning Needs

Chapter 5: Schoolwide Action Plan

Goal of the Self-Study:
An updated schoolwide action plan focused on continuous school improvement

What?

What is the ideal based upon…?

- *Vision, Mission, Schoolwide Learner Outcomes*
  - *ACS WASC criteria and indicators*
    - *Curricular standards*
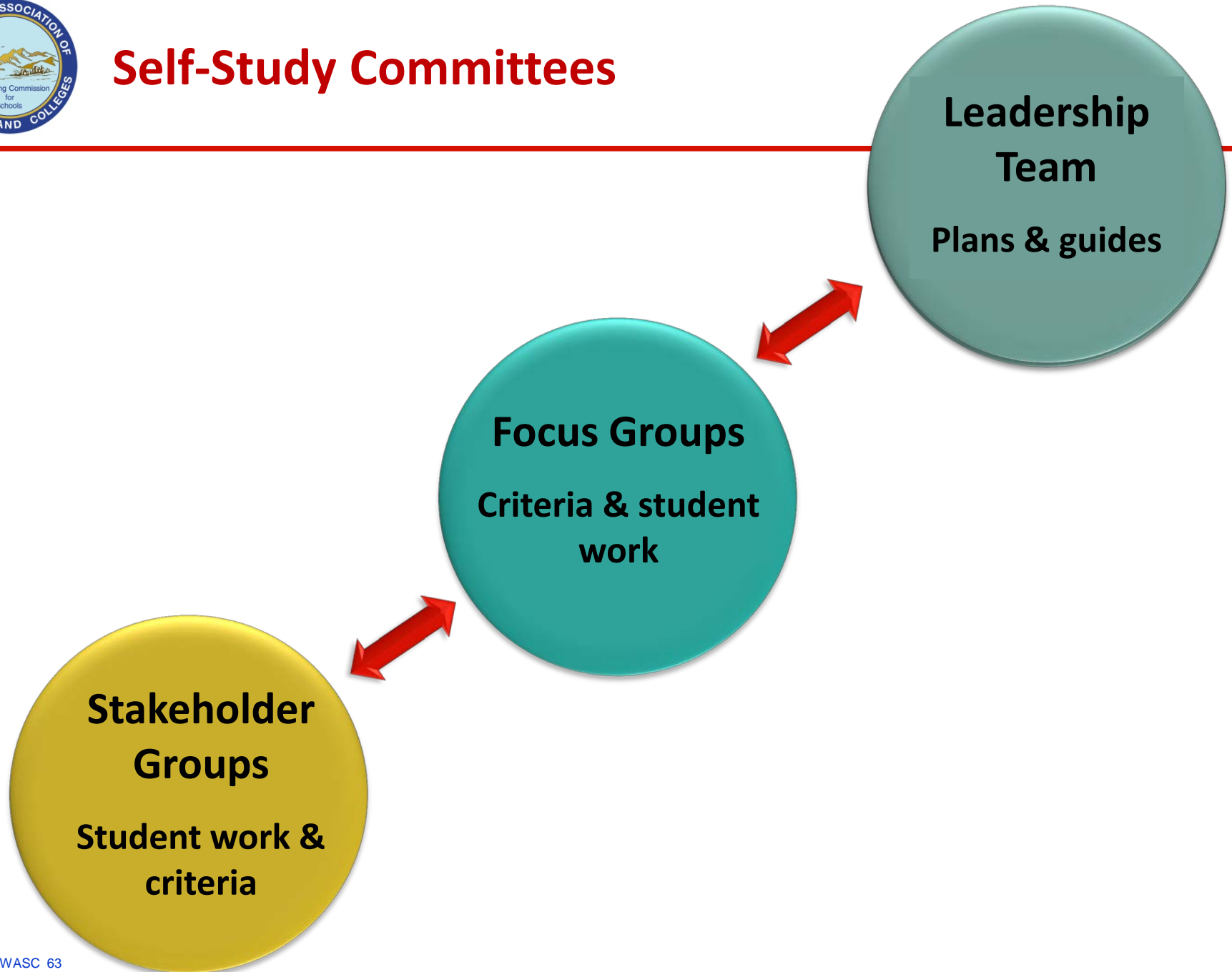
So What?

What currently exists?
How effective is it?

Now What?

What and how will we modify?

What should be in the schoolwide action plan?

Self-Study Committees

Leadership Team

Plans & guides

Focus Groups

Criteria & student work

Stakeholder Groups

Student work & criteria

Task 1/Chapter I – Progress Report

Build on your one year candidate report

Identify significant developments including student progress on meeting schoolwide learner goals

Comment on the process for implementing and monitoring the monitoring the plan

Summarize student progress on each section of the plan that incorporates all schoolwide critical areas for follow-up from the last full self-study and all intervening visits

Comment on the original critical areas for follow-up not in the current plan

Task 2/Chapter II – Student/Community Profile

Refine the student/community profile based 3 years of analyzed and disaggregated data, clarify the schoolwide learner outcomes and identify preliminary major student learner needs

History and background of the school

A description of school programs

Local assessments

External assessments (ITBS, ERB, MAPS)

Advanced placement test results

SAT and ACT results

International Baccalaureate results

Examination of perception data

Identify questions that need to be answered

Comment on trends and irregular patterns

Demographic

Outcome

Process/Perception

Schoolwide Learner Outcomes

What each student should know, understand, and be able to do upon exit (e.g. graduation) from school or by the time the student completes the planned program in order to be globally competent.
On-going Goals for Students

Major Student Leaner Needs

Based on the analysis of multiple sources of data, the school identifies major student learner needs to which immediate attention must be given.
Confirmed through Self-Study

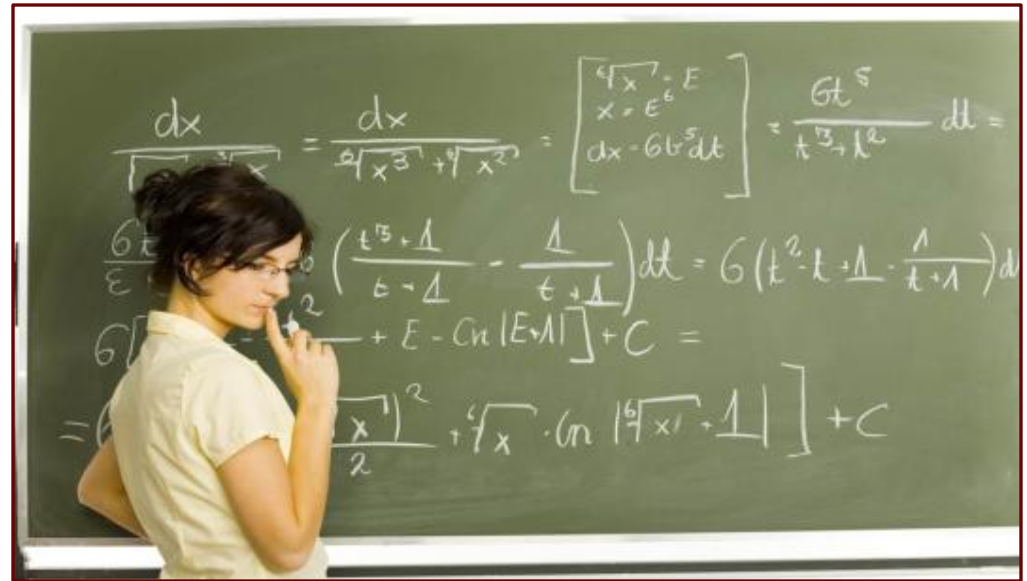# Schoolwide Learner Outcomes
GOALS for All
Ongoing

Major Student Learner Needs
GAPS for Some
Confirmed through Self-Study

Preliminary Identification of Major Student Learner Needs

Major Student Learner Needs centered generally on issues of

Literacy

Numeracy

Affect

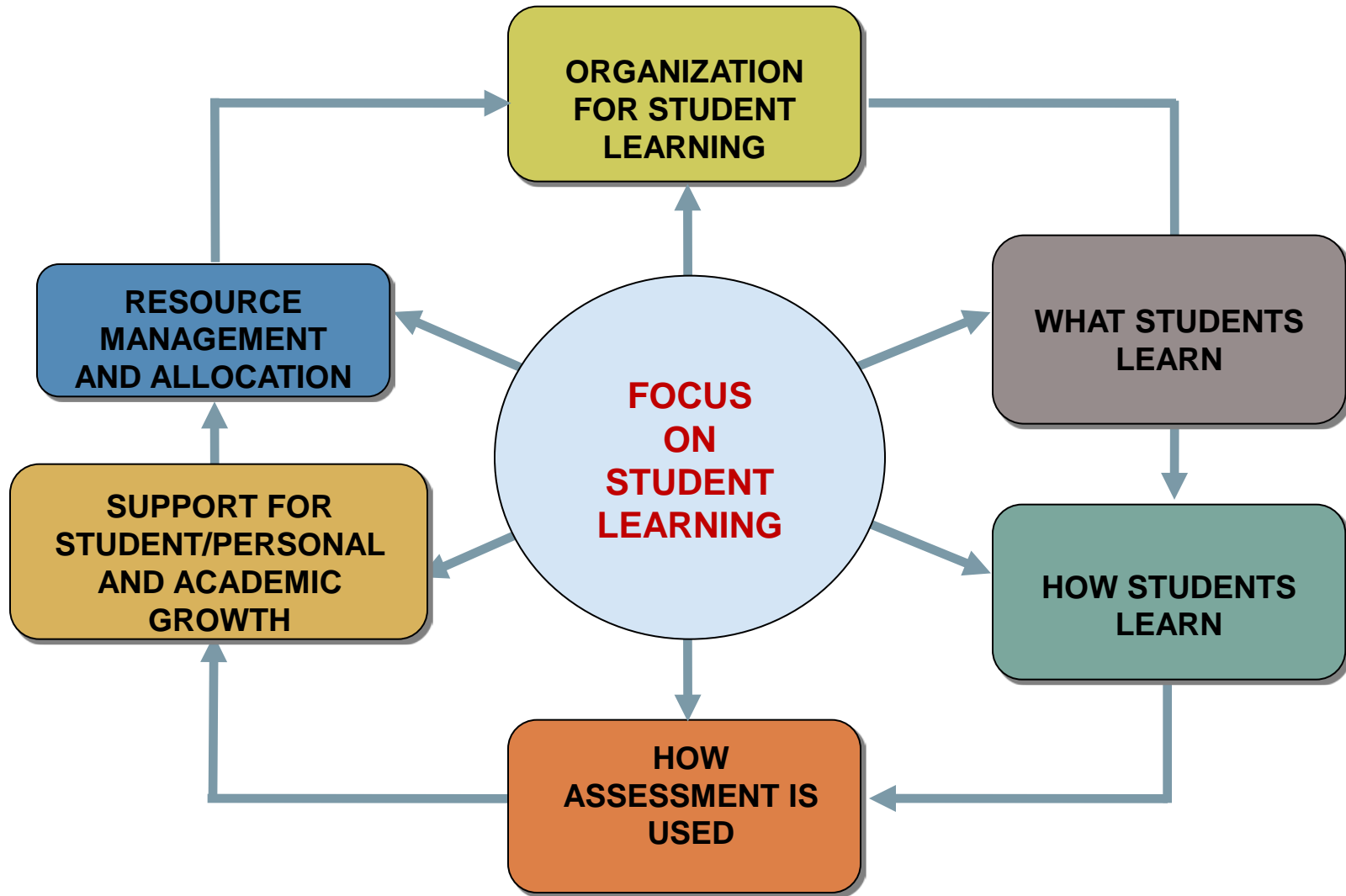# What are we learning from all the data?

Self-Study Tasks /Chapters
Task 3/Chapter III

Evaluate the quality of the school program in relation to the ACS WASC criteria **with emphasis on the preliminary identified major student learner needs**; synthesize the information, **determine strengths and growth needs**

ACS WASC Criteria Categories

Criterion:

To what extent does the professional staff…

- **a) use research-based knowledge about teaching and learning; and b) design and implement 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?**

Sample Indicator

Evidence of Results based upon Challenging Learning Experiences

- **Students working and their work demonstrate critical, creative thinking, problem solving, knowledge attainment, and application skills.**

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

Gathering and Analyzing Data/Information

Observable Evidence Requires Analyzing Results of

What students are doing/producing

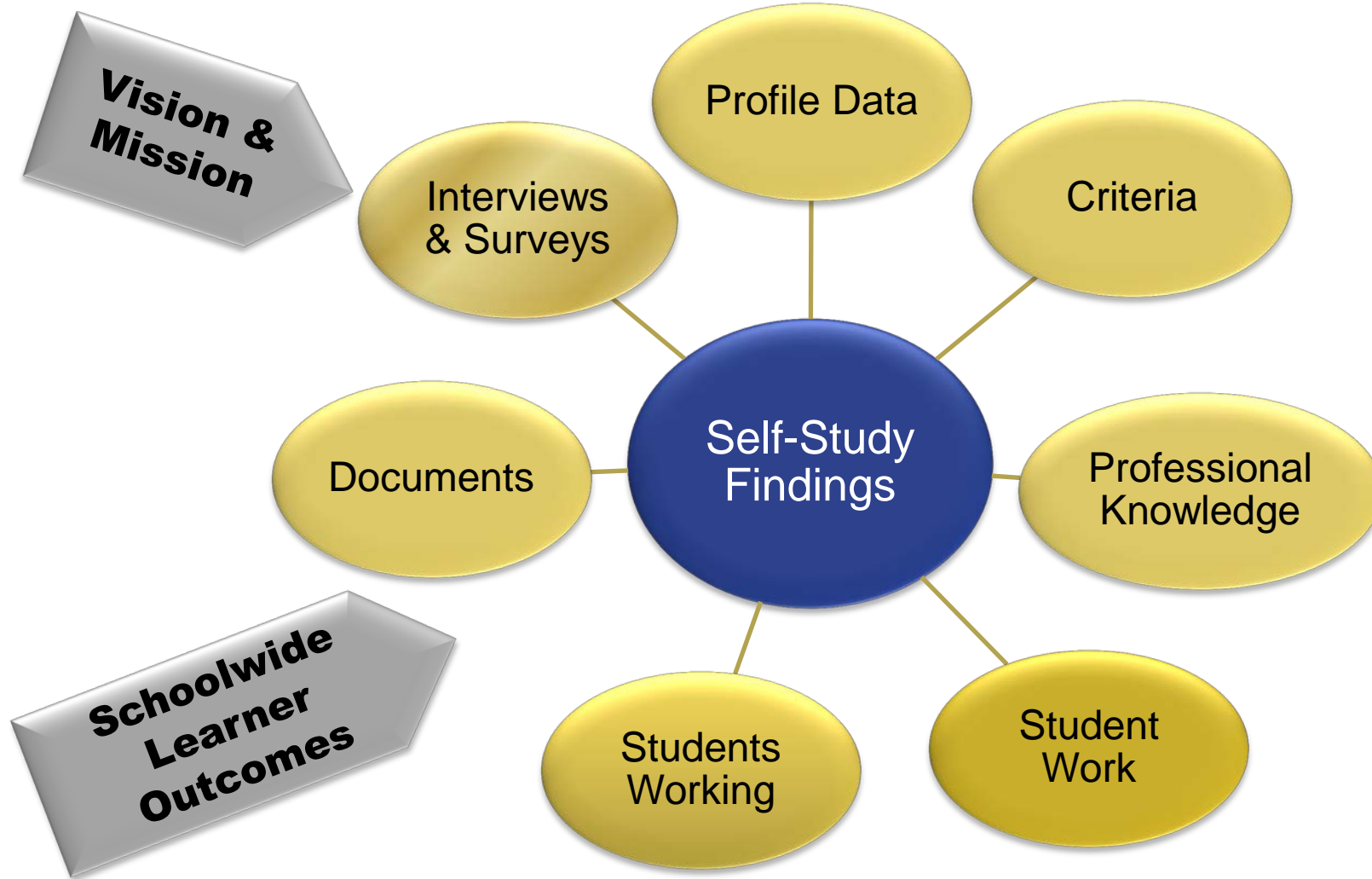Student interviews/observations

Hard data and information

Other observations and interviews

Self-Study Process: The "So What" Question?
What currently exists? How effective?

Vision & Mission

Schoolwide Learner Outcomes

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

Task 4 — Chapter IV
Identified Major Student Learner Needs

Student centered — focused on student not activities

Generally related to literacy, numeracy, and/or affect

Studied in Chapter III

Supported by school's goals and data

Reflected in Schoolwide Action Plan

Strengths & Growth Areas for EACH Criterion

How do these inform our understanding of already established Schoolwide Learner Outcomes and Major Student Learner Needs?

EVALUATION

How do we know?
How many?
Who?
How often?
How well?

What's the measure?
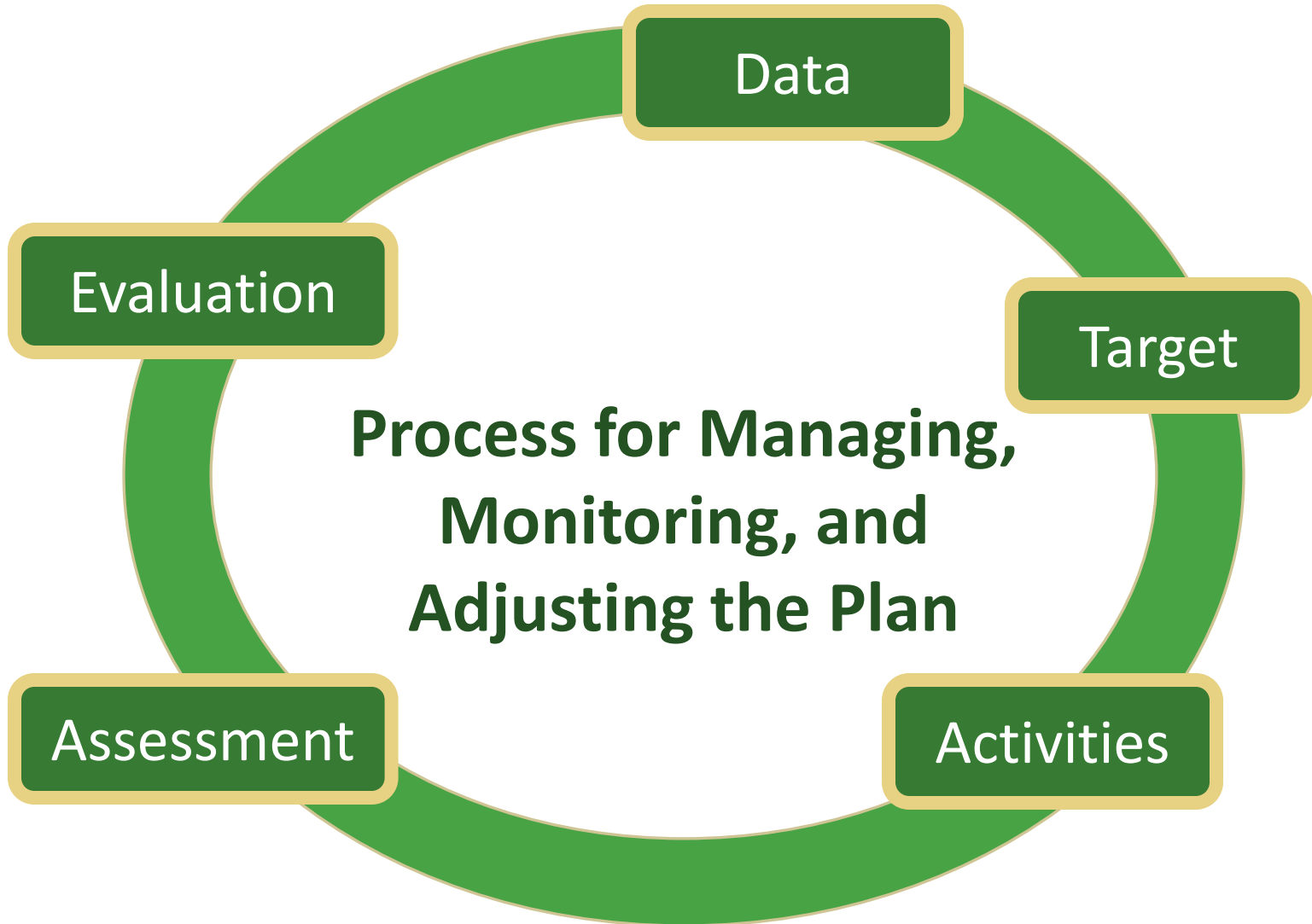What's the impact?
What's our take away?

EVALUATION

What does this tell us about our schoolwide learner outcomes and our major student learner needs?

Action Plan

Data

Target

Activities

Assessment

Evaluation

Process for Managing, Monitoring, and Adjusting the Plan

Chapter V: Action Plan

Emphasis on identified Major
Student Learner Needs

Specific actions,
strategies, and services

Who is responsible and involved

Clear process for managing
and adjusting the plan

Timeline

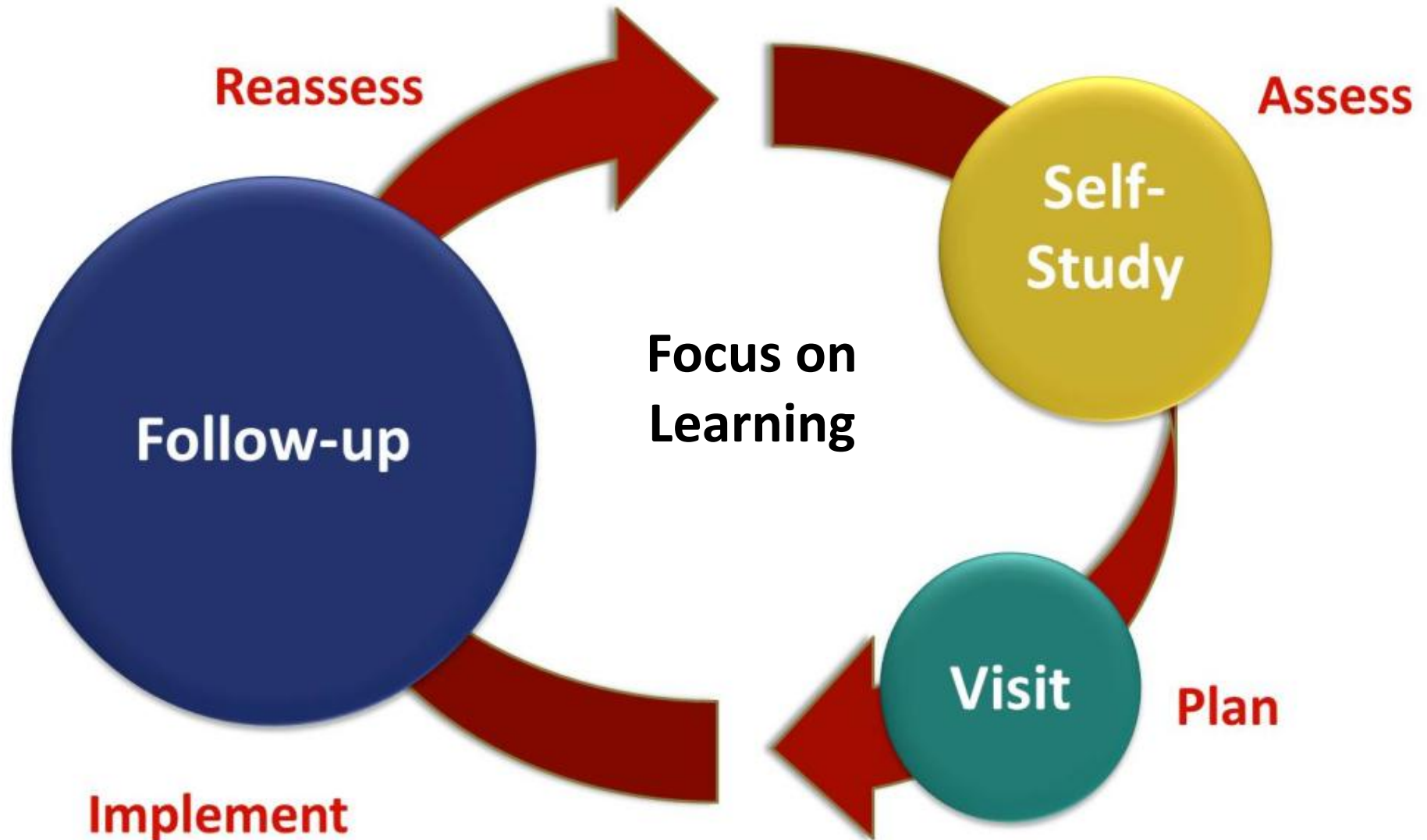# What worked well at your school?
Not so well?
Make some plans!

Important School Questions about the 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?

ACS WASC Accreditation Cycle

Reassess

Assess

Self-Study

Follow-up

Focus on Learning

Visit

Plan

Implement

Where is the school now?
Where's it going?
Does it have a good roadmap?

The Visit by Fellow Educators: Purpose

Based on ACS WASC criteria, school's purpose and schoolwide learner outcomes and self-study, the visiting committee (VC)*…

- **Provides insight about student learning and school program**

  ✓ **Validates school program**

  ✓ **Celebrates school strengths**

  ✓ **Provides recommendations on growth areas**

*   Visiting Committee chair/members: team size based on school size, spends a week at school

The Visit by Fellow Educators: Purpose

- **Prepares a written report for the school and the Commission**

- **Recommends an accreditation status**

- **Commission takes action on status:**

  - ✓ **Six years: (mid-cycle report and possibly a one- or two-day visit)**

  - ✓ **Probation: (one or two years)**

  - ✓ **Denial or Withheld**

Accreditation Status Factors:
VC Recommendation and Commission Action

**To what extent is the school demonstrating quality student achievement/improvement?**

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. **Total involvement and collaboration**

7. **Use of prior accreditation findings**

Highly effective

Effective

Somewhat effective

Ineffective
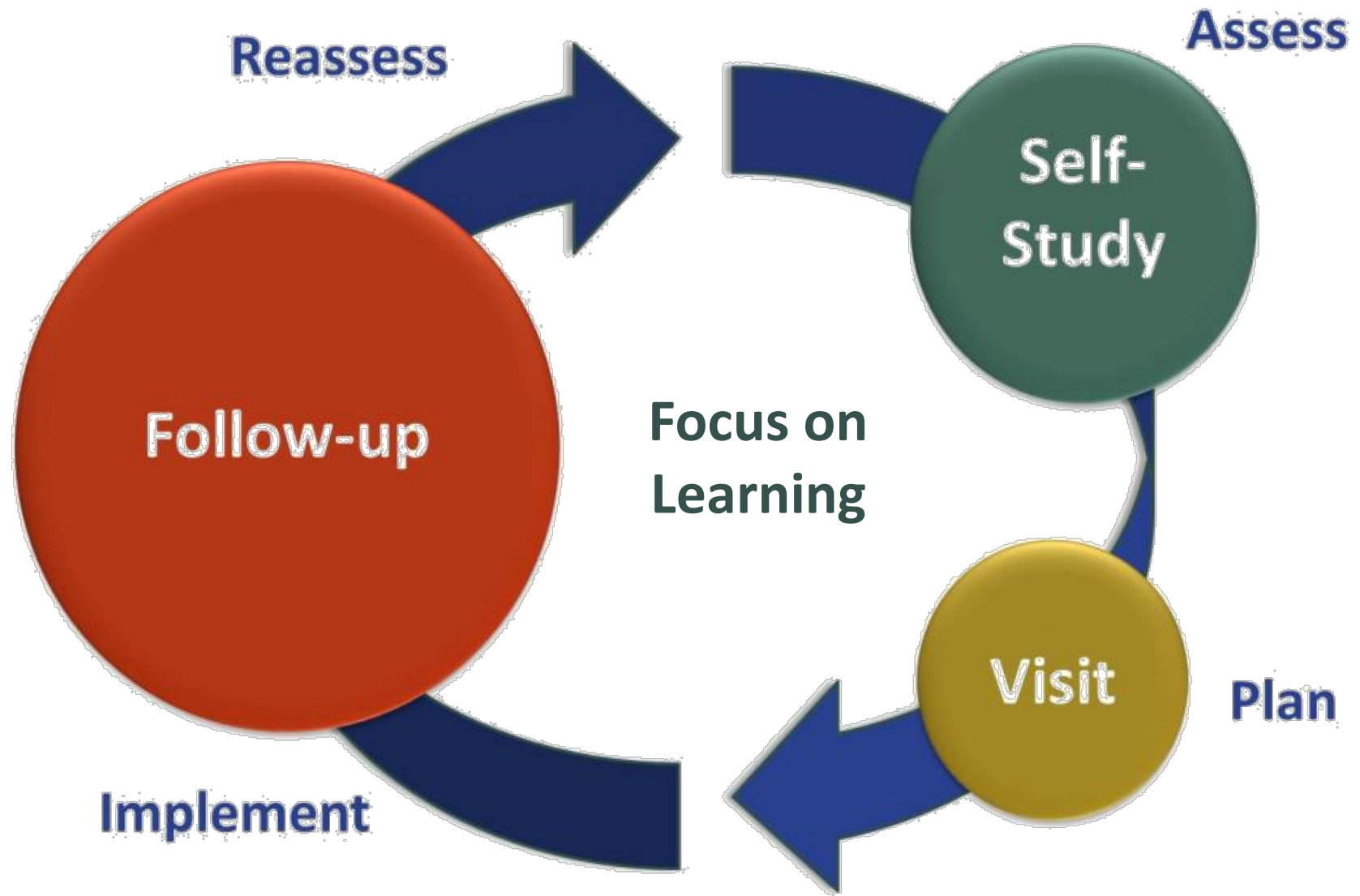
Accreditation Cycle of Quality

The Follow-Up: After Visit

The school

- **Revises the schoolwide Action Plan**
  - **Includes recommendations from the visiting committee**
  - **Submits the Action Plan to ACS WASC**
- **Annually reviews progress on Action Plan based on Schoolwide Learner Outcomes — Global Competencies**
- **Revises the Action Plan as needed**
- **Submits annual progress report to ACS WASC**
- **Has periodic visit from ACS WASC**
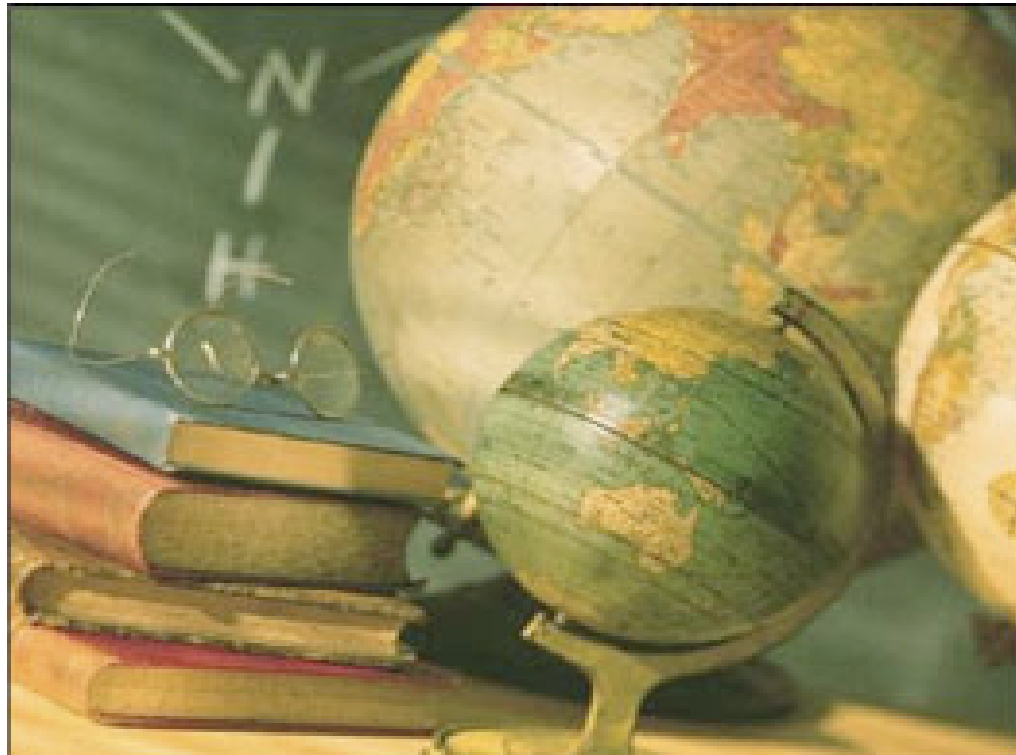
ACS WASC 6-Year Accreditation Cycle

Year 6
Year 1
Year 2
Year 3
Year 4
Year 5
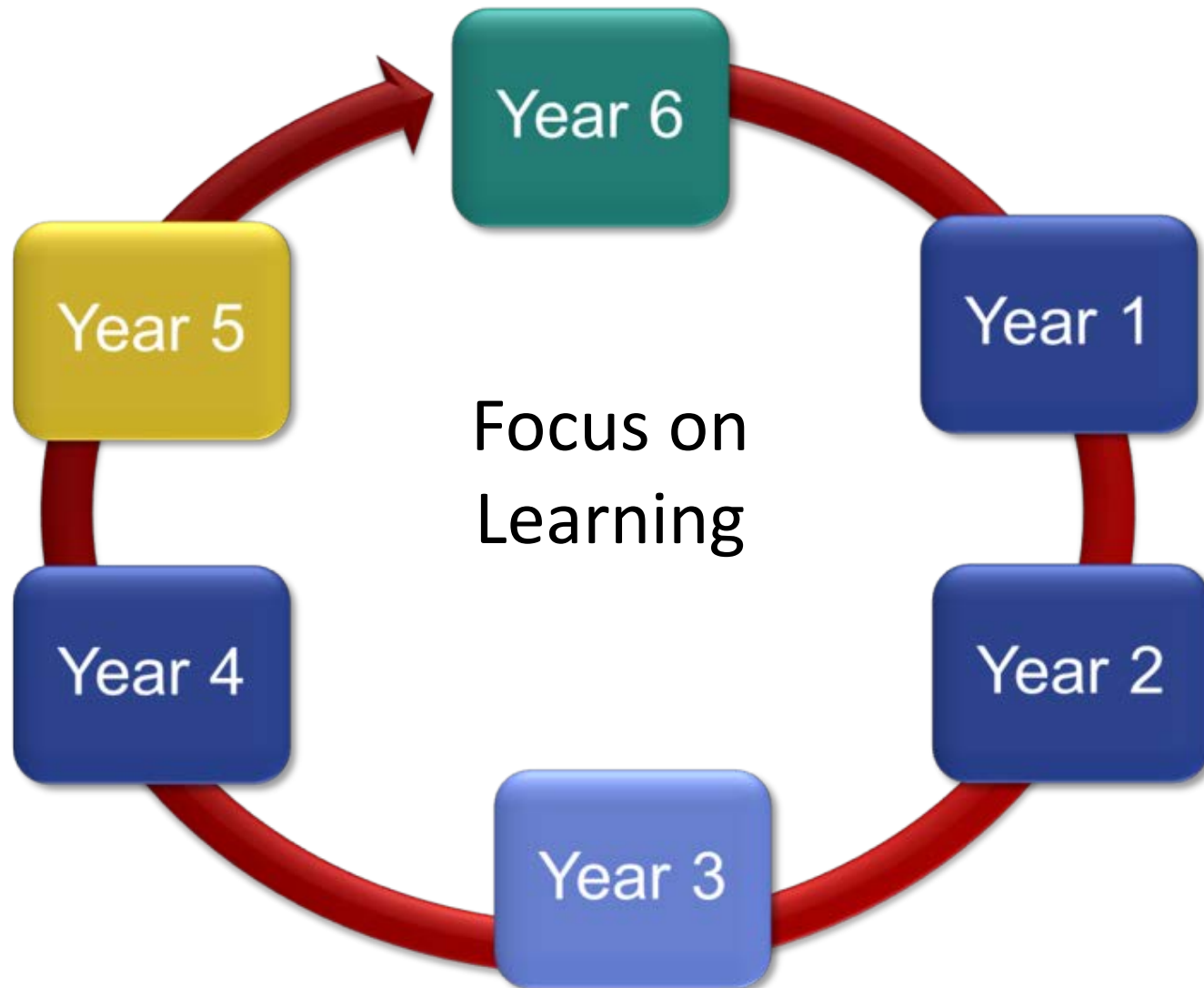
Focus on Learning

The Foundation

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

Schoolwide Learner Outcomes = Global Competencies

ACS

W We

A Are

S Student

C Centered