ACS WASC Training for Hawaii Public Schools Hosting a Visit in the 2020-21 School Year — Part 1
Today’s Agenda

ACS WASC

Getting Organized

Beginning the work
Serving almost 5,200 schools worldwide

33 Commissioners

20 Partner Associations
What is Accreditation?

**IS**
- Self-reflection
- Self-evaluation
- Student focused
- Schoolwide collaboration

**IS NOT**
- Inspection
- A Report
- Teacher focused
- Individual or Small Group Work only

© 2020-21
How well are students learning and achieving?
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
HIDOE Strategic Plan 2017-2020

Strategic Plan:

Goal 1: Student Success

Goal 2: Staff Success

Goal 3: Successful Systems of Support

- Expand ACS WASC accreditation to all HIDOE schools to confirm achievements of schools
Rationale for Accreditation of ALL Schools

- Aligns to Strategic Plan 2017-2020
- Supports one ongoing school improvement process
- Aligns to Academic Plan
- Aligns, systematizes and standardizes protocols and current practices to the ACS WASC Focus on Learning accreditation process
- Streamlines planning and reporting
WASC/HIDOE 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
ACS WASC FOL Accreditation Cycle

- Follow-up
- Reassess
- Self-Study
- Visit
- Plan
- Assess

Focus on Learning
One Umbrella Plan

Academic Three Year Plan

HIDOE 2017-2020 Strategic Plan
HIDOE students will be...

- **Self-Directed Learners**
- **Community Contributors**
- **Complex Thinkers**
- **Quality Producers**
- **Effective Communicators**
- **Effective and Ethical Users of Technology**
HIDOE/ACS WASC Criteria Categories

A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership, 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

HIDOE/WASC FOL, 2019, pp. 4-5
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Focus on Learning

ACS WASC FOL Accreditation Cycle
The Self-Study
Summary: Self-Study Process

**What?**

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

- Vision, Mission, General Learner Outcomes
- HIDOE/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 Academic Three Year Plan?*
HIDOE/ACS WASC Preface

Include the following:

• **Background**

• **School Design**

• **Student Voice and Teacher Collaboration**

• **Current Self-Study Process**
Task 1: Analyze and reflect upon the school’s progress and the impact on student learning since the previous full self-study.

Product: Chapter I: Summary of Progress
Task 2: Develop or refine the student/community profile based on the analyzed and disaggregated data and clarify the General Learner Outcomes.

Product: Chapter II: Student/Community Profile, including identification of two to three preliminary major student learner needs
HIDOE/ACS WASC Tasks

Task 3: Evaluate the quality of the school program in relation to the HIDOE/ACS WASC criteria with emphasis on the identified student learner needs; synthesize the information; determine strengths and growth needs.

Product: Chapter III: Summary of findings for criteria in each category and supporting evidence. Identified strengths and prioritized growth areas.
Task 4: Summarize the identified student learner needs based on profile and Focus Group analysis and findings.

Product: Chapter IV: Summary of identified major student learner needs
Table of identified schoolwide strengths, growth areas and proposed next steps to support high quality student learning and well-being
Task 5: Revise the Academic Plan. Establish an ongoing follow-up process to monitor implementation and accomplishment.

Product: Chapter V: Revised Academic Plan

Description of the school’s overall follow-up process for ongoing improvement
Today’s Agenda

ACS WASC

Getting Organized

Beginning the work
TIME TO PLAN!
Timeline

Organized—Integrate home and focus group work with regularly scheduled meetings and in-service days, if possible

Work efficiently during 18 months

Publish and send to visiting committee 6 weeks ahead of visit — work backwards from proposed dates of visit in 2020
Plan your work

Report must be to the Chairperson six weeks ahead of the scheduled visit
HIDOE/WASC Self-Study Report Format

Preface

Task 1: Chapter I: Progress Report

Task 2: Chapter II: Student/Community Profile

Task 3: Chapter III: Self-Study Findings

Task 4: Chapter IV: Summary of Identified Student Learner Needs

Task 5: Chapter V: Academic Plan

Appendix

HIDOE/WASC FOL pp. 13-14
Self-Study Coordinator Preparation Checklist

Visit

Post-Visit
Self-Study Coordinator

The facilitator/leader of the school’s accreditation process in collaboration with school leaders
Leadership
Team/Coordinator
Guides and Directs

Home Groups
People who normally work/contribute together
(departments, PLCs, data teams, parents, classified
staff, external partners)

Focus Groups
Staff members organized around
the criteria
Leadership Team

Supports and guides

Motivators

Communication

Leadership in data collection and analysis
Home Groups

Stakeholder groups organized by roles and responsibilities

Confirm Reality
Focus Groups

Interdisciplinary groups of stakeholders

Analyze programs in relation to student results to decide what is most important to change in order to substantively improve student learning
What does each group bring to the table?
Timeline

Scheduling work
Staggering work
How will we organize ourselves and our work?
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
Self-Check Questions
Self-Check Questions

Timeline

• Has the timeline been developed so that the self-study will be ready to send to the visiting committee no later than six weeks prior to the visit?

• Has the maximum time for Home and Focus Group meetings been allotted and are the meetings well-spaced out throughout the self-study process?

HIDOE/ACS WASC FOL 2019, p. 17
Self-Check Questions

School Committees

- Is the Leadership Team representative of the school community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school’s current organization for schoolwide communication?
School Committees

- Are all certificated staff serving on two groups — a Home Group and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the Academic Plan?