ACS WASC Training for Private Schools Hosting a Visit in the 2020-21 School Year — Part One
Our Agreements

Off or on vibrate please

There are NO dumb questions

FIND YOUR COMFORT ZONE

Our signal for coming back together
www.acswasc.org
Recording, slides, and handouts posted.
Accreditation = Continuous School Improvement
Today’s Agenda

ACS WASC

Getting Organized

Beginning the work
Serving approx. 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
Accreditation: An ongoing journey focused on students and their continuous school improvement
ACS WASC Focus on Learning Accreditation

ACS WASC Guiding Principles

How do these Guiding Principles relate to what is occurring at your school?
Connect – Extend – Challenge

• How do these guiding principles of accreditation connect with my educational experiences?

• How do these guiding principles relate to what is occurring at your school?

• Based on these guiding principles, what challenges do you see as the school begins its deeper reflection and evaluation of your school?
Guiding Principles

Total involvement and collaboration of all stakeholders

A culture that natures and supports the well-being of all students

Accomplishment of its vision, mission, and schoolwide learner outcomes

High achievement of all students in relation to district goals, schoolwide learner outcomes and academic standards

Use of multiple ways to analyze data about student achievement

Evaluation of program effectiveness

Alignment of prioritized findings to a schoolwide action plan focused on student achievement

Ongoing improvement/accountability
Keys to Progress:

Assess

Plan

Implement and Reassess
Accreditation Cycle

Year 6
Year 5
Year 4
Year 3
Year 2
Year 1

Focus on Learning
How well are students learning and achieving?
Your Manual

Overview
Organization
Shape of the Self-Study
The Visit
Follow-Up


2019 Edition
Goal of the Self-Study:
An updated schoolwide action plan focused on continuous school improvement
Today’s Agenda

ACS WASC

Getting Organized

Beginning the work
HOW DO WE START
Getting Organized

Leadership Checklists
Participants Staff Organization Timeline Resources
TIME TO PLAN!
Self-Study Coordinator

The facilitator/leader of the school’s accreditation process in collaboration with school leaders
School Self-Study Coordinator Self-Study Report Preparation Checklist

pp. 21-22
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?
Suggestion: Tool Box

Make an online tool box for faculty and staff. Include references such as:

- Templates
- Previous VC report; mid cycle report
- Data – Add Chapter II when completed
- Surveys
Plan your work

Report must be to the Chairperson six weeks ahead of the scheduled visit
Self-Check Questions
ACS WASC

Getting Organized

Beginning the work
What have we achieved?
What has been the Impact on Student Learning?

Task 1/Chapter I – Progress Report

Significant Developments

Actions to Improve Student Learning

How do we know?
Task 1 –
Progress Report

Key to understanding the school staff’s commitment to student success
Task 1/Chapter I – Progress Report

Build on your mid-cycle report

Identify significant developments including student progress on meeting schoolwide learner goals

Comment on the process for implementing and 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
Key to VCs Discussion on “Capacity and Commitment”
Self-Check Questions
School Community Profile (Task 2)

Analyzed and disaggregated data; clarify the schoolwide learner outcomes and preliminary major student learner needs
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
What are we learning from all the data?
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.

Ongoing Goals for Students

Major Student Learner 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
Self-Check Questions
Evaluate the quality of the school program in relation to the ACS WASC with emphasis on schoolwide learner outcomes; Synthesize the information, determine strengths and growth needs.
Chapter III: Evaluate the quality of the school program

Organization

Curriculum

Instruction

Finance

Manual pp. 59-61

Culture & Support
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
Supporting Evidence: Observing Students Engaged in Learning and Student Work
Classroom/Campus Snapshot

Find your ways to capture the data.
Documents

Student work
Handbooks
Meeting Notes
Curriculum Statements
Notices/Newsletters
School/District Website
Respond to the PROMPTS

Differentiation

Universal

Effective

Major Student Learner Needs
**B: Curriculum, Instruction, and Assessment**

**B2. How Students Learn**

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.

**Indicators with Prompts**

**B2.3 Professional Collaboration**

**B2.3. Indicator:** Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

**B2.3. Prompt:** Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. Include examples.
Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

**Prioritize** the strengths and growth for Category B

**Category B: Standards-based Student Learning: Instruction:**

- **Areas of Growth**
- **Areas of Strength**
Category D: Resource Management and Development

The resources available to the school are sufficient to sustain the school program and are effectively used to carry the school’s purpose and student achievement of the schoolwide learner outcomes

**Indicators with Prompts: Allocation Decisions**

**D1.1. Indicator**: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**D1.1. Prompt**: To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the major student learner needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?
ACS WASC Category D. Resource Management and Development: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified major student learner needs (Chapter III).

Summary (including comments about the major student learner needs)

Summary of the areas of strength and growth for Category D

Prioritize the areas of strength and growth for Category D

Category D: Resource Management and Development: Areas of Strength

Category D: Resource Management and Development: Areas of Growth
Self-Check Questions
Summary of Identified Major Student Learner Needs (Task 4)

Based on the discussion, analysis and evaluation of the school program through the Home and Focus Group work, what are the 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?
How do we know? How many? Who? How often? How well? What’s the measure? What’s the impact? What’s our take away?
What does this tell us about our schoolwide learner outcomes and our major student learner needs?
Revise the comprehensive schoolwide action plan; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan,
Action Plan

Process for Managing, Monitoring, and Adjusting the Plan

- Data
- Target
- Activities
- Assessment
- Evaluation
What worked well at your school?
Not so well?
Make some plans!
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
Self-Check Questions
Office Hours

Open for questions, concerns, clarification, and cheers of accomplishment

Want help?
Have questions?
Need clarification?

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Work Time
Talk Time
Plan Time