ACS WASC Training for California Public 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
Accreditation Cycle

Year 6

Year 5

Focus on Learning

Year 4

Year 3

Year 2

Year 1
Your Manual

Overview
Organization
Shape of the Self-Study
The Visit
Follow-Up
How well are students learning and achieving?
Keys to Progress: *Plan, Do, Study, Act*
Continuous Improvement

Assessing

Planning

Implementing
Structure of the School’s Report
Goal of the Self-Study: An updated schoolwide action plan/SPSA focused on continuous school improvement
Today’s Agenda

ACS WASC

Getting Organized

Beginning the Work
TIME TO PLAN!
Self-Study Coordinator

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

The facilitator/leader of the school’s accreditation process in collaboration with school leaders.
Leadership Group
Guide and direct

Home Groups
Staff members who normally work together

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?
Plan your work

Report must be to the Chairperson six weeks ahead of the scheduled visit.
ACS WASC

Getting Organized

Beginning the Work
Work Smart
How to get going!
(Self-Study Coordinator Checklist)

Build on current school/community structure

Identify who will facilitate the focus groups and be part of leadership team

Be clear about what information each group can bring
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/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
Schoolwide Action Plan shows

Attention to schoolwide critical areas for follow-up from the last full visit and any intervening visits

Correlation to LCAP and where required SPSA

Student progress
Key to VCs Discussion on “Capacity and Commitment”
Who are we?

Task 2/Chapter II – Student/Community Profile

Refine the student/community profile based on the analyzed and disaggregated data, clarify the schoolwide learner outcomes, and major student learner needs

History and background of the school

A description of school programs

California School Dashboard performance indicators and other local measures

Examination of perception data

Identify trends and irregular patterns
California School Dashboard and System of Support

One School

- Suspension Rate: Green
- English Learner Progress: No Performance Color
- Graduation Rate: Blue
- College/Career: Green
- English Language Arts: Green
- Mathematics: Yellow

https://www.cde.ca.gov/ta/ac/cm/
Other Data Sources

CDE Data and Statistics
https://www.cde.ca.gov/ds/ (data quest and the others are referenced on this page)

CDE Testing and Accountability –
https://www.cde.ca.gov/ta/

California Dashboard –
https://www.cde.ca.gov/ta/ac/cm/

- Local Formative Assessment Results
- District Office and School Data
What are we learning from all the data?
Preliminary Identification of Major Student Learner Needs

Major Student Learner Needs centered generally on issues of

Literacy
Numeracy
Affect
What Impacts Effective Student Learning?

Task 3 – Chapter III: Evaluate quality of the school program

- Organization
- Curriculum
- Instruction
- Culture & Support
Self-Study Tasks (Chapters)

Task 3/Chapter III –
Evaluate the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the 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.
Student – Teacher Dialogue and Interviews – Student Voice Surveys
Documents

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

Differentiation

Universal

Effective

Major Student Learner Needs
C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.
Suggested Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- Observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the schoolwide learner outcomes and the academic standards; examples of students’ working include: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests, and online conversations

- Observation/interviews/surveys to determine the extent to which students know beforehand the standard/expected performance levels for each area of study

- Observation of students working and online interactions and student work to determine the extent to which differentiation of instruction is occurring and its impact on student learning

- Student interviews which illustrate the extent to which students recognize the schoolwide learner outcomes, academic standards, and the expected level of performance

- Observation/interviews/surveys to determine the degree of involvement in the learning of students with diverse backgrounds and abilities

- Other identified evidence.
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/LCAP
Strengths and 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?
EVALUATION

What does this tell us about our schoolwide learner outcomes and our major student learner needs?
Tasks 5 – Chapter 5

Revise the schoolwide action plan/SPSA aligned with the LCAP goals; define schoolwide and student group growth targets; review and revise as necessary the ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan/SPSA

Build/continue follow-up process to monitor implementation and accomplishment
### Key Comparisons

<table>
<thead>
<tr>
<th>SPSA School</th>
<th>LCAP District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required ONLY for public schools receiving federal funds</td>
<td>Required for ALL public schools</td>
</tr>
<tr>
<td>Identified need</td>
<td>Identified needs</td>
</tr>
<tr>
<td>Targeted assistance for identified students</td>
<td>Assistance to all students</td>
</tr>
<tr>
<td>Measurable outcomes</td>
<td>Measurable outcomes</td>
</tr>
<tr>
<td>Required “engagement” and/or “involvement” in plan development</td>
<td>Required “engagement” and/or “involvement” in plan development</td>
</tr>
<tr>
<td>Developed at the school level</td>
<td>Developed at the district level</td>
</tr>
</tbody>
</table>

**In a Charter School the SPSA can be the LCAP**
Action Plan

Process for Managing, Monitoring, and Adjusting the Plan
Structure of the School’s Report
Chapter V: Action Plan

- embedded in LCAP

  Emphasis on identified Major Student Learner Needs

- Clear process for managing and adjusting the plan
Office Hours

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

Want help?
Have questions?
Need clarification?

Sylvia Taylor
staylor@acswasc.org
650.235-8621

Elizabeth Oberreiter
San Diego Office
626.290.2126

Joanne Cacicedo
Burlingame Office
650.696.1060

California Department of Education
www.cde.gov
Work Time
Talk Time
Plan Time