# Accrediting Commission for Schools
# Western Association of Schools and Colleges

- **WASC Focus on Learning
  On Target for 21st Century Schools**

- **Globally Competent Students—The Passion**


- **Dr. David Ottaviano**

**ACS WASC Accreditation:**
**A Focus on Learning**

# WASC Workshop Outline

- **Background of WASC international accreditation**
- **What is accreditation?**
- **Why accreditation is so important?**
- **WASC seven international accreditation principles**
- **Focus on Learning (FOL) Accreditation's Cycle of Quality**
  - ✓ **Self-Study**
  - ✓ **The Visit**
  - ✓ **The Follow-up or Ongoing Improvement**
- **Focus on Learning: A Powerful Process for School Change**

Accrediting Commission for Schools, WASC:   A Focus on Learning

Accrediting Commission for Schools
Western Association of Schools and Colleges

About ACS WASC ⌄     Accreditation ⌄     Schools ⌄     Training ⌄     Visiting Committees ⌄

**Welcome to ACS WASC**

Resources

ACS WASC accredits K-12 schools and non-degree granting postsecondary institutions

**Getting Started**

Interested in learning about school accreditation?

Learn More

- ACS WASC Conditions of Eligibility
- Steps for ACS WASC Affiliation
- Initial Visit Procedures

**Schools**

ACS WASC accreditation is an ongoing cycle of quality.

Learn More

- Accreditation Protocols and Procedures
- School Training
- School Templates

**Visiting Committees**

Accreditation relies on a peer-review process for its accrediting activities.

Learn More

- Visiting Committee Templates and Materials
- Visiting Committee Training
- ACS WASC Member Update Form

Accrediting Commission for Schools
Western Association of Schools

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# Western Association of Schools and College (WASC)

- **A private, nonprofit, regional accrediting association in the United States**

- **Serves schools in California, Hawaii, Pacific Islands, and worldwide, especially East Asia (Hague, 1961)**

- **Accrediting Commission for Schools (ACS WASC)**

- **Other separately incorporated nonprofit WASC groups**
  - **Accrediting Commission for Senior Colleges and Universities, e.g., Stanford University**
  - **Accrediting Commission for Community and Junior Colleges, e.g., Santa Monica Community College**

# Accrediting Commission for Schools, WASC

- **Works closely with the U.S. Department of State, Office of Overseas Schools**

- **Extends services to over 4,600 pre-K to 12 elementary and secondary public and private schools of various types (360 worldwide)**

- **Works with 18 other associations in joint processes, such as California and Hawaii state departments of education, Chinese, Thailand and Korean Ministries, CIS, IB**

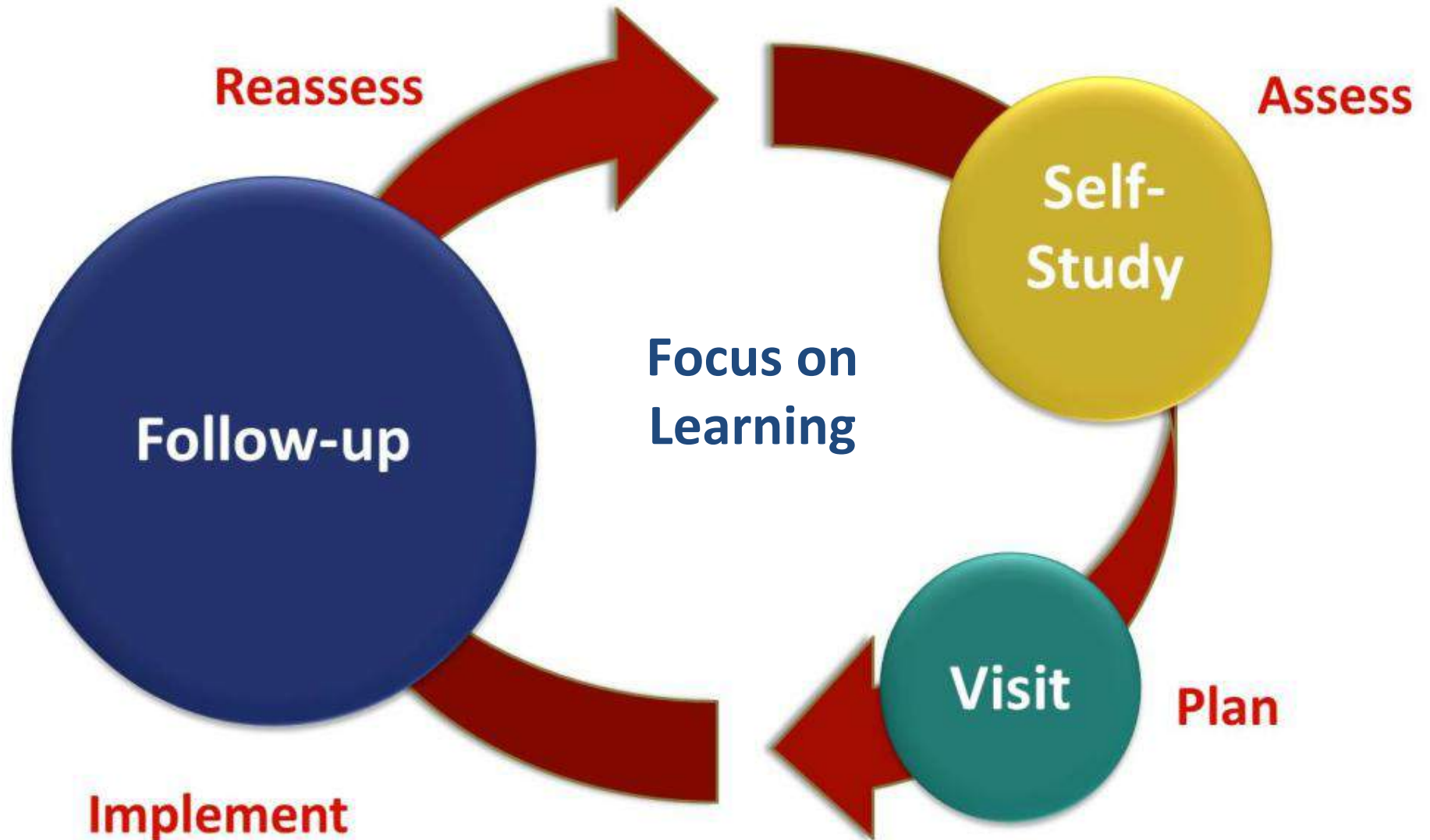- **WASC Commission (Board) composed of 32 members from various organizations**

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# WASC Accreditation Cycle

**Reassess**

**Assess**

**Self-Study**

**Follow-up**

**Focus on Learning**

**Visit**

**Plan**

**Implement**

# Focus on Learning ⟷ School Change
## WASC Accreditation Principles

1. Accomplishment of vision, mission, schoolwide learner outcomes
2. High achievement based on schoolwide learner outcomes/ academic standards
3. Use of multiple ways to analyze data about student achievement
4. Program evaluation in relation to critical learner needs, schoolwide learner outcomes, academic standards, WASC criteria/indicators
5. Alignment of self-study findings with schoolwide action plan
6. Evaluation of ongoing improvement and impact on student learning
7. Involvement and collaboration of all stakeholders

# 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

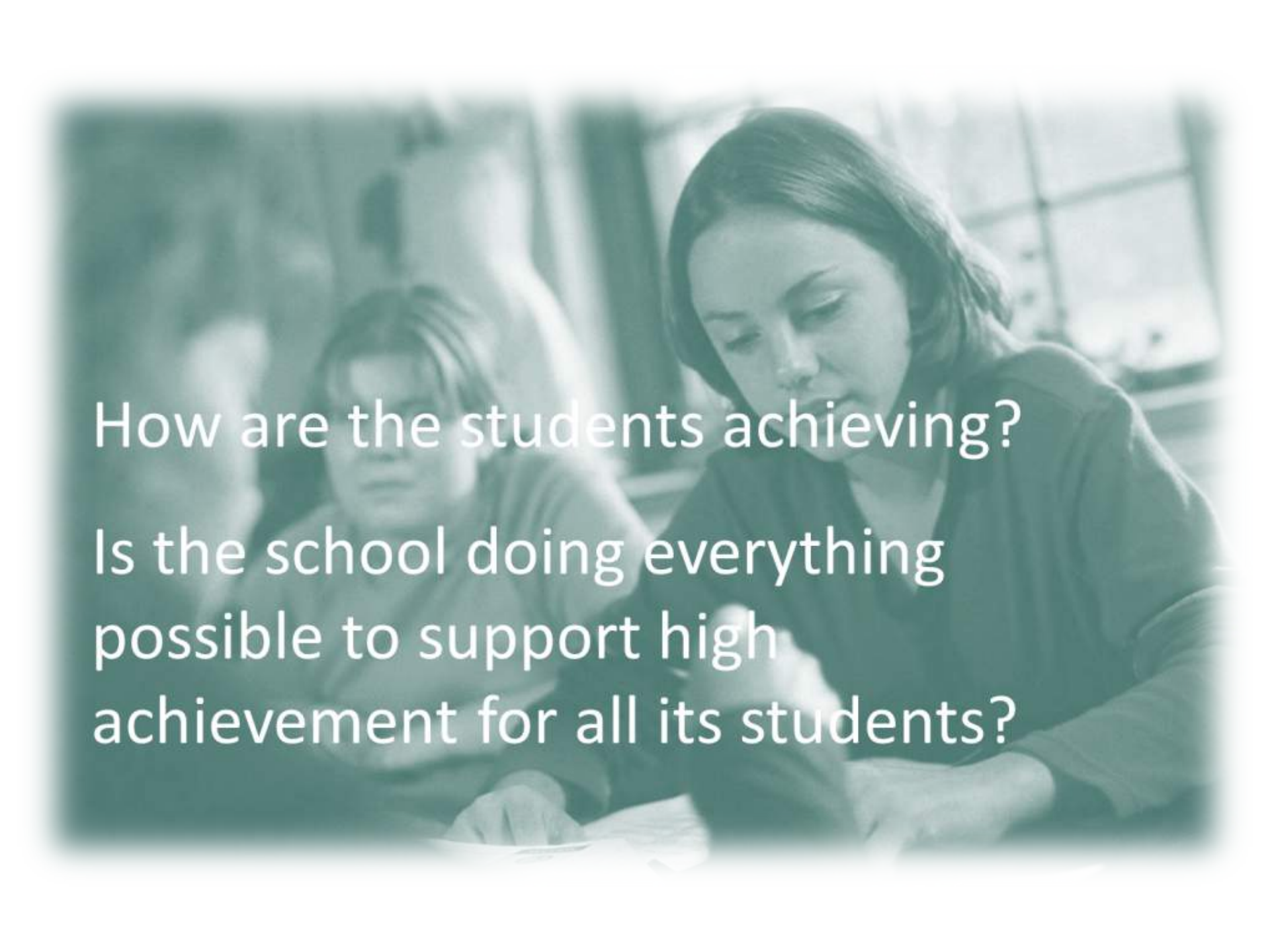Reassess · Assess · Self-Study · Focus on Learning · Follow-up · Visit · Plan · Implement
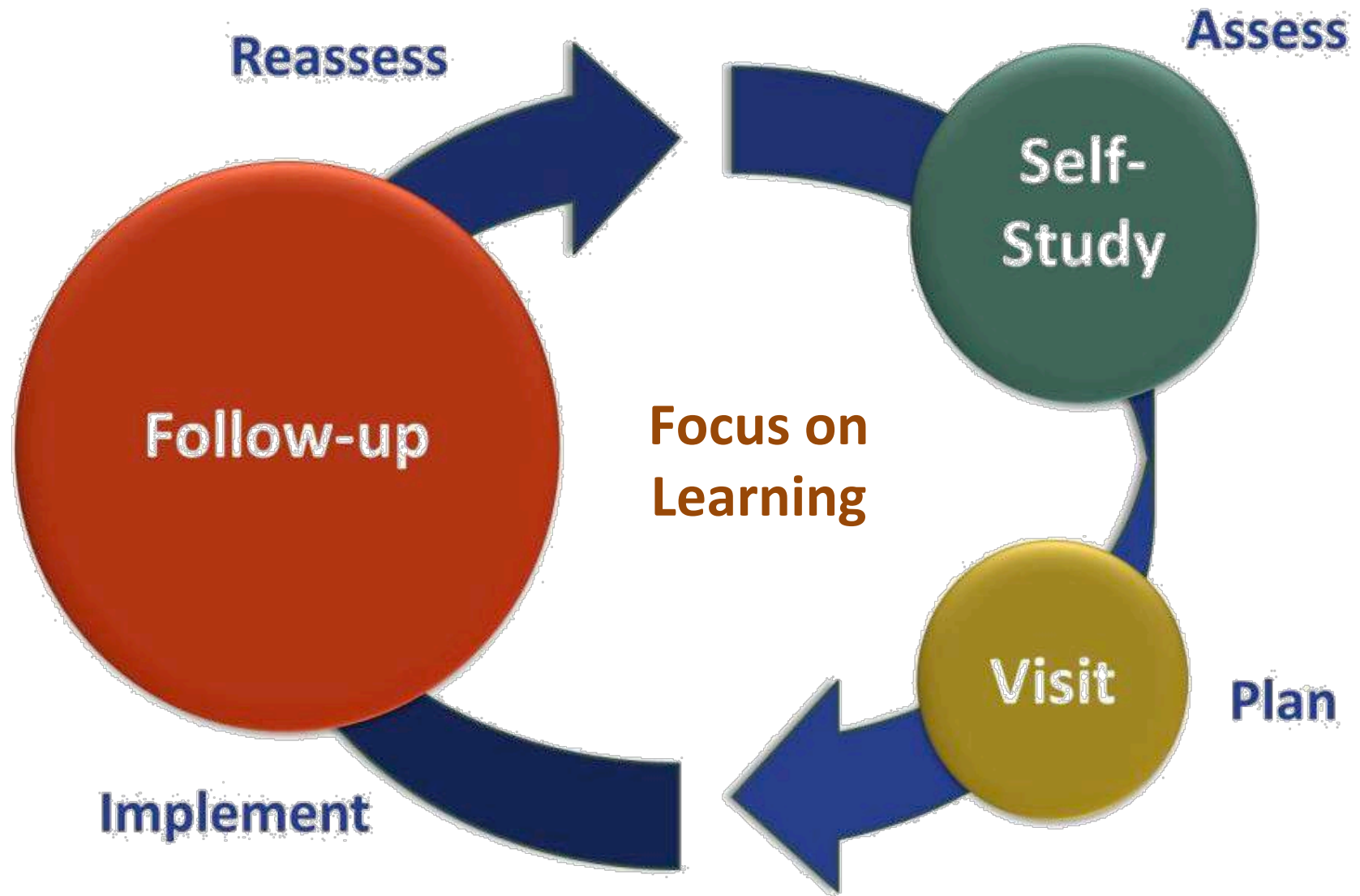
**Accreditation Cycle of Quality**

# ACS
# WASC

## Getting Organized



## Beginning your Study

# Self-Study: Putting Together a Puzzle

How are the students achieving?

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

# Summary
# Focus on Learning (FOL) Self-Study Process

*What?*

*What is the ideal based upon…?*

- *Vision, Mission, Schoolwide Learner Outcomes*

- *WASC international 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 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

# ACS WASC Self-Study

**Preface**

**Chapter I**
**Student/Community Profile**

**Chapter II**
**Progress Report**

**Chapter III**
**Summary Data / Progress**

**Chapter IV**
**Organization**

**Chapter IV**
**Curriculum, Instruction, Assessment**

**Chapter IV**
**Parent Support**

**Chapter IV**
**Resources**

**Appendices**

**Chapter V**
**Action Plan**

# Characteristics of a Quality Self-Study

**Solid facts**

**Analyzed findings supported by evidence**

**Straight-forward language**

# Checklists

**Self-Study Coordinator Preparation Checklist**

**Visit**

**Post-Visit**

# It all starts with planning!

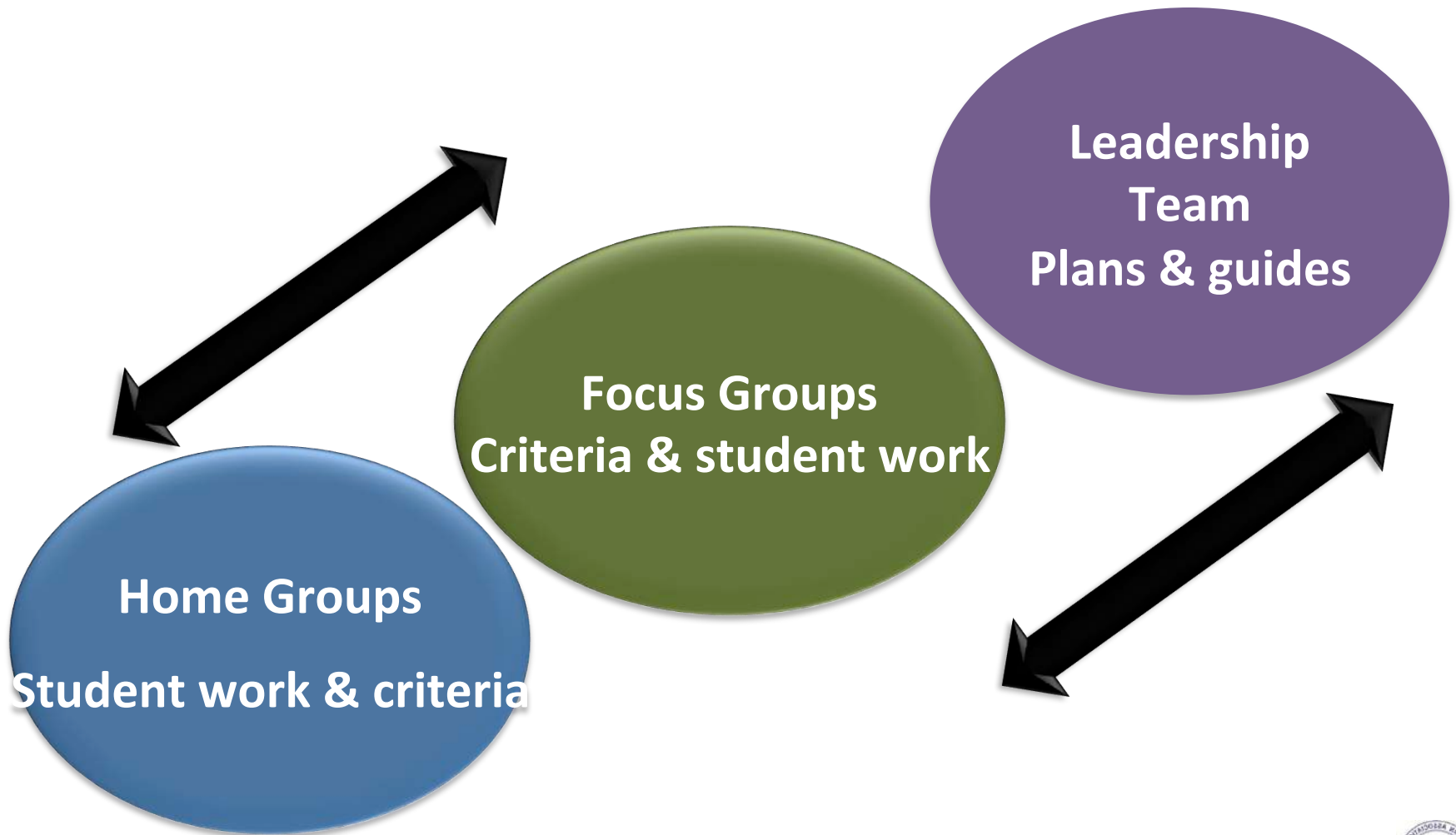| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
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| 18     | 19     | 20      | 21        | 22       | 23     | 24       |
| 25     | 26     | 27      | 28        | 29       | 30     | 31       |

# 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**

# School Committees



Leadership Team Plans & guides

Focus Groups Criteria & student work

Home Groups Student work & criteria

# Home Groups provide details and disaggregation for Focus Groups

**Home Groups Data, Observations, Interviews, Student Work, & Criteria**

**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?

Focus Groups Criteria

**Use prompts for all responses.**

**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

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

# Task 1: Student/Community Profile — Chapter I

**Who are our students?**

**Who composes the major sub-populations at our school?**

**Demographic**
**Outcome/Achievement**
**Perception**
**Schoolwide Learner Outcomes**

| Task 1 | S-S Chap. I | VC Chap. I |
|---|---|---|
| Refine-Update Student/Community Profile<br><br>Clarify Schoolwide Learner Outcomes | Profile with findings | Brief Summary of critical info from profile.<br><br>(Include key excerpts of achievement data) |

- **The Lens**

     **Schoolwide Learner Outcomes and Critical Learner Needs [integrated within Schoolwide Learner Outcomes]**

Global
Interdisciplinary
All students
Assessable

# Sample Schoolwide Learner Outcomes

## Students will be 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

## Students will be Literate Individuals who…

- Are multi-lingual
- Articulate communicators in reading, writing, speaking, listening, and through artistic expression
- Are literate in information and communication technologies

# 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**

# Student/Community Profile

- **What should be included in the student/ community profile?**
  - ➤ **Outcome or Achievement Data**
  - ➤ **Demographic Data**
  - ➤ **Perception Data**
  - ➤ **Other Data**

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- **A Practice:**

  **Review the sample profile data and determine the findings.**

# Student/Community Profile:  Stakeholders Discuss

- **Who are the students?
  How are the students doing?**

  - **What does the data tell us?**
  - **What questions does the data raise?**

# Sample Questions

- How did the students perform over last year? The prior year?

- What is the longitudinal growth pattern for this grade level?

- Are there different patterns for different subgroups of students?

- What do the data tell us about our students' greatest areas of weakness?

- How well are students performing in relation to our schoolwide learner outcomes?

| Task 2 | S-S Chap. II | VC Chap. II |
|---|---|---|
| • Summarize progress since previous self-study based on current action plan that integrated critical areas for follow-up<br><br>• Comment on those areas not included in plan | Summary of progress on schoolwide action Plan that integrated critical areas for follow-up | • Brief summary of school's major changes and school's follow-up process<br><br>• Summary of school's progress through action plan |

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**Suggested Progress Report Format**

- **Significant Developments**

- **Action Plan Implementation and Monitoring**

- **Progress on Action Plan Section**

  **(Note relationship to original VC critical areas for follow-up)**


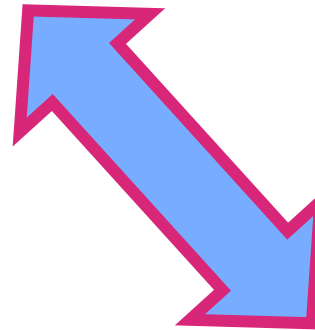- **Additional comments, i.e., critical areas not in current plan**

| Task 3 | S-S Chap. III | VC Chap. III |
|---|---|---|
| •Summarize implications of data and progress. | Summary-- Implications | Brief Summary of self-study process based on outcomes of self-study |
| •Identify 2-3 critical learner needs. | --Critical Learner Needs | |
| •Determine 3-4 questions for Focus Group discussion | -- Key Questions | |

# Schoolwide Focus Groups

# Home Groups

| Task 4 | S-S Chap. IV | VC Chap. IV |
|---|---|---|
| Analyze school program based on schoolwide learner outcomes and WASC criteria and indicators | **WASC Criteria**<br><br>Synthesis of …<br><br>-Findings,<br><br>-Evidence,<br><br>-Strengths,<br><br>-Growth Needs | •Analytical summary of what exists and impact on student learning…<br><br>-strengths<br><br>-key issues<br><br>-evidence<br><br>•Identification of schoolwide strengths and critical areas for follow-up |

# 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

E. China Context (NCCT/WASC) or

   ONESQA  Standards (ONESQA/WASC Schools)

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



Vision & Mission

Schoolwide Learner Outcomes

Profile Data

Interviews & Surveys

Criteria

Self-Study Findings

Documents

Professional Knowledge

Students Working

Student Work
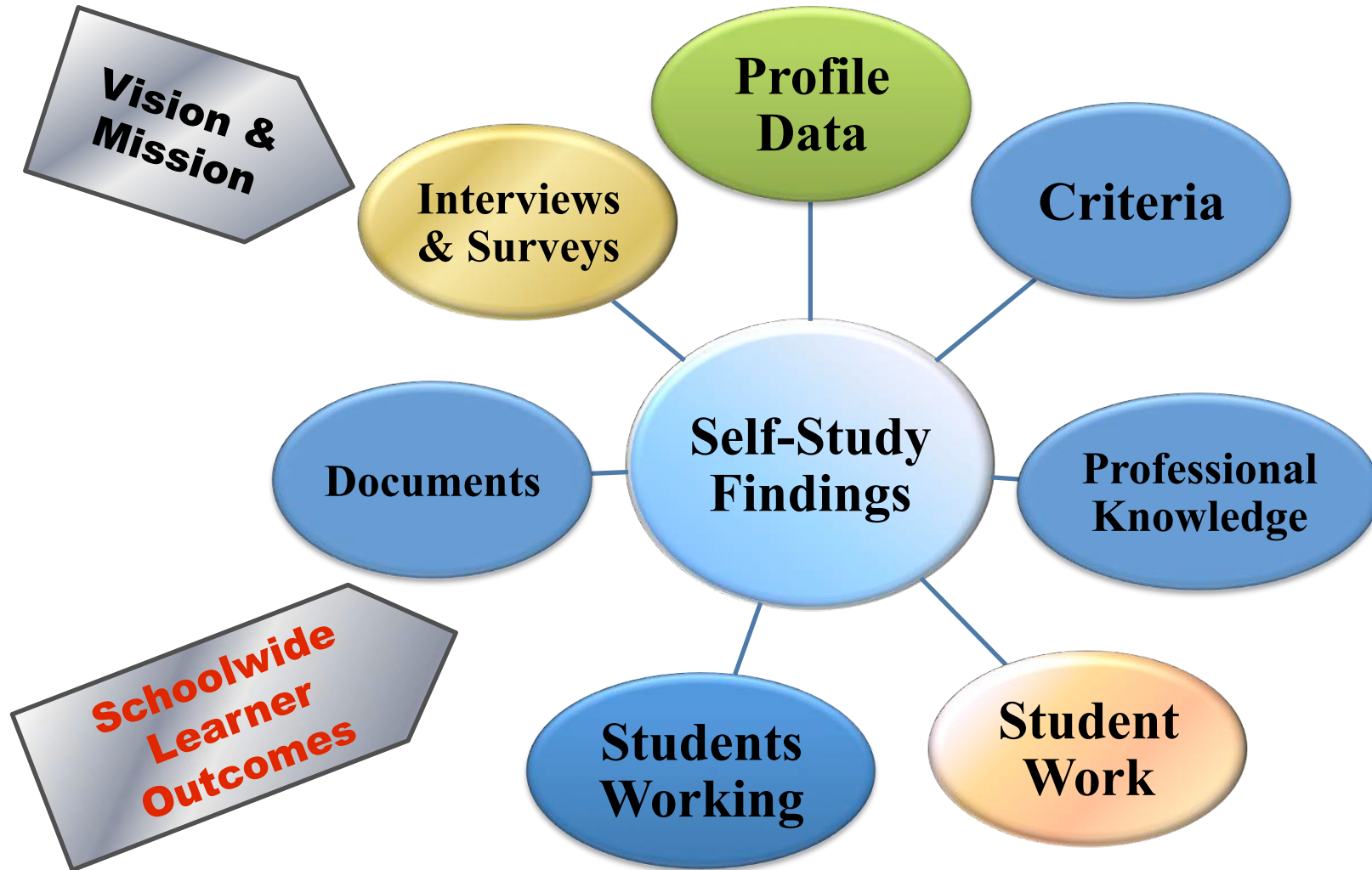
**To what extent…**

>   **Are school leadership and teachers engaged in ongoing professional development that promotes student learning in a global society?**

**Sample Indicator:**

>   **There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student learning.**

**Prompt: Comment on the effectiveness of the processes….**

**Findings**          **Supporting Evidence**

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**Criterion:**

**To what extent does the professional staff…**

- **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*

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

*Prompt: (Electronic format)*

*Comment on student work and how it demonstrates this.*

**Findings**                                                    **Supporting Evidence**

# B3: How Assessment Is Used

**Indicator: Modification/Decisions based on Assessment Data**

Assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

## Prompt:

 Evaluate the effectiveness of how assessment data is collected, analyzed and used as the basis to make changes and decisions about curriculum, instruction, professional development and resource allocation.

**Findings**                     **Supporting Evidence**

# How might we go about the work?

**Criteria concepts?**

**How will we know? Evidence?**

**Critical learner needs?**

**Assessing effectiveness?**

| Criteria Findings | Supporting Analyzed Evidence |
|---|---|
|  |  |

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# Focus Groups use WASC Criteria & 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

# Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.

# Gathering Evidence: Examining Student Work

**Examples of types of work:**

- **Typical work, such as writing or solving math problems**
- **Research Paper**
- **Projects, such as senior project**
- **Same performance tasks or assignments**
- **Portfolios**
- **Case studies**

# Examining Student Work

**Individually…**

- **review student work samples.**

- **sort work into high, middle, low levels of performance.**

**As a group discuss…**

- **the characteristics of the three categories**

- **how to ensure student work is representative of the school's various subgroups**

- **the extent to which the results demonstrate the desired performance quality based on selected standards and schoolwide learner outcomes**

# Student Work

*"The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach."*

Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

## Nature

## Quality

## Frequency

## Growth over time
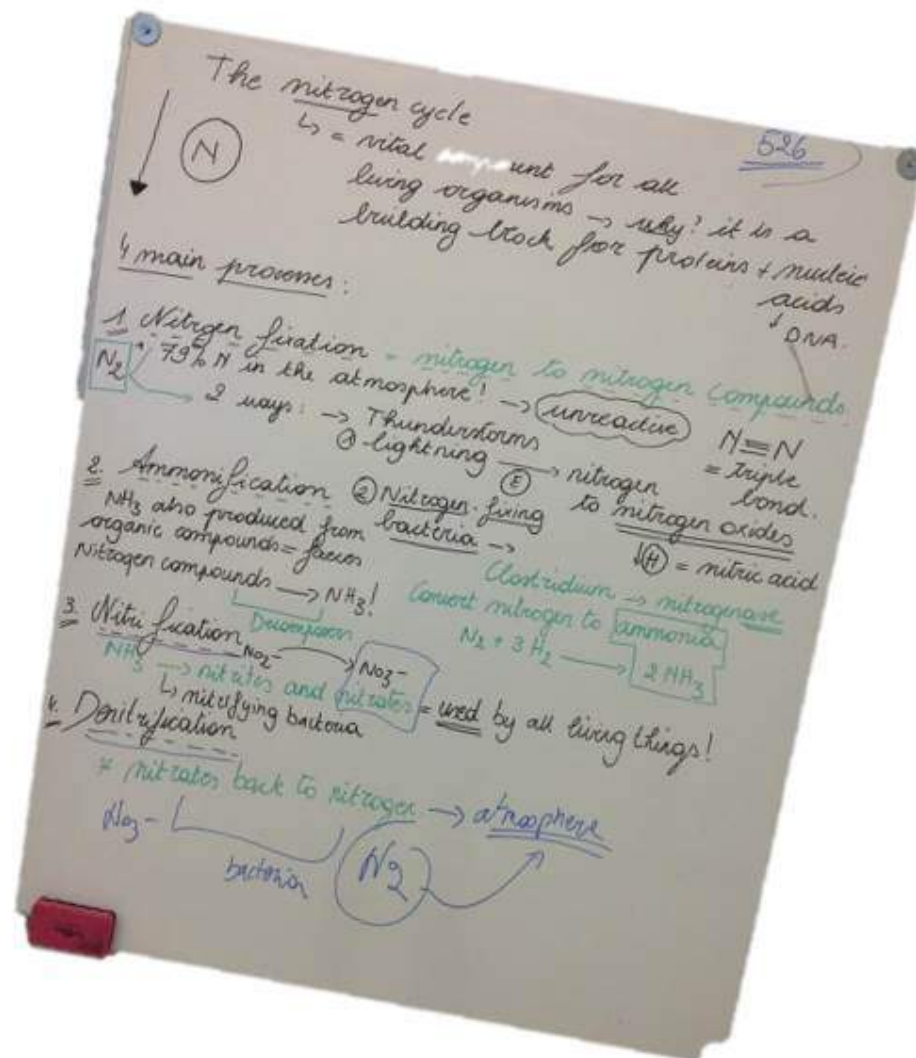
# Student Work: Probing Questions

What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was…different from…?
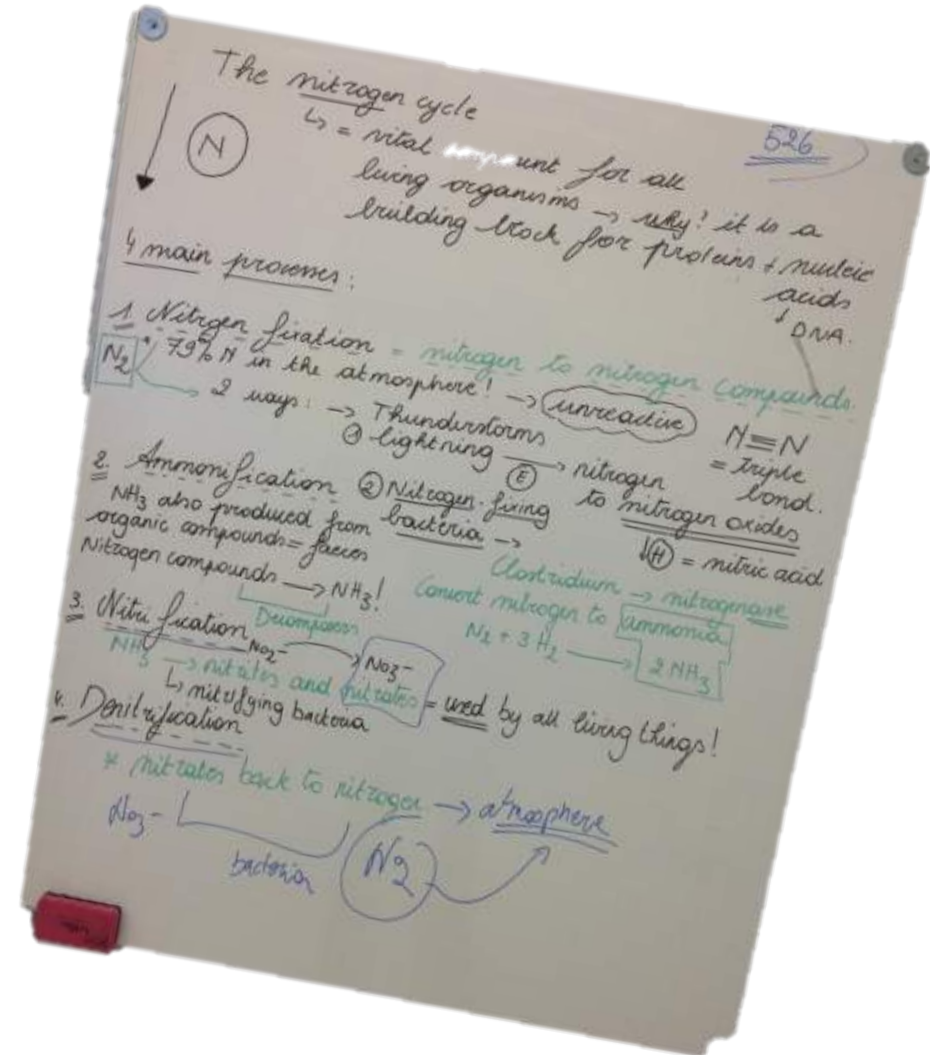
**Strategies**

Data-in-a-Day

Roving teacher substitutes

Teacher journals

Shadowing students

**Ground rules**

**Capturing data**

# The Learning Snapshot (an example)

**Communication**

_____ Listening                    _____ Questioning
_____ Speaking                     _____ Working collaboratively (with peers)
_____ Reading                      _____ Working collaboratively (in group)

**Problem Solving**

_____ Calculating                  _____ Synthesizing
_____ Analyzing                    _____ Applying learning and answering
_____ Synthesizing                       open-ended questions

**Technology**

____Locating information           _____ Using multimedia
____Analyzing information          _____ Creating with technology

**What schoolwide learner outcomes were observed?**

_____critical thinking

_____globally-minded—cross-cultural understanding

_____effective communicator

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# 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.**
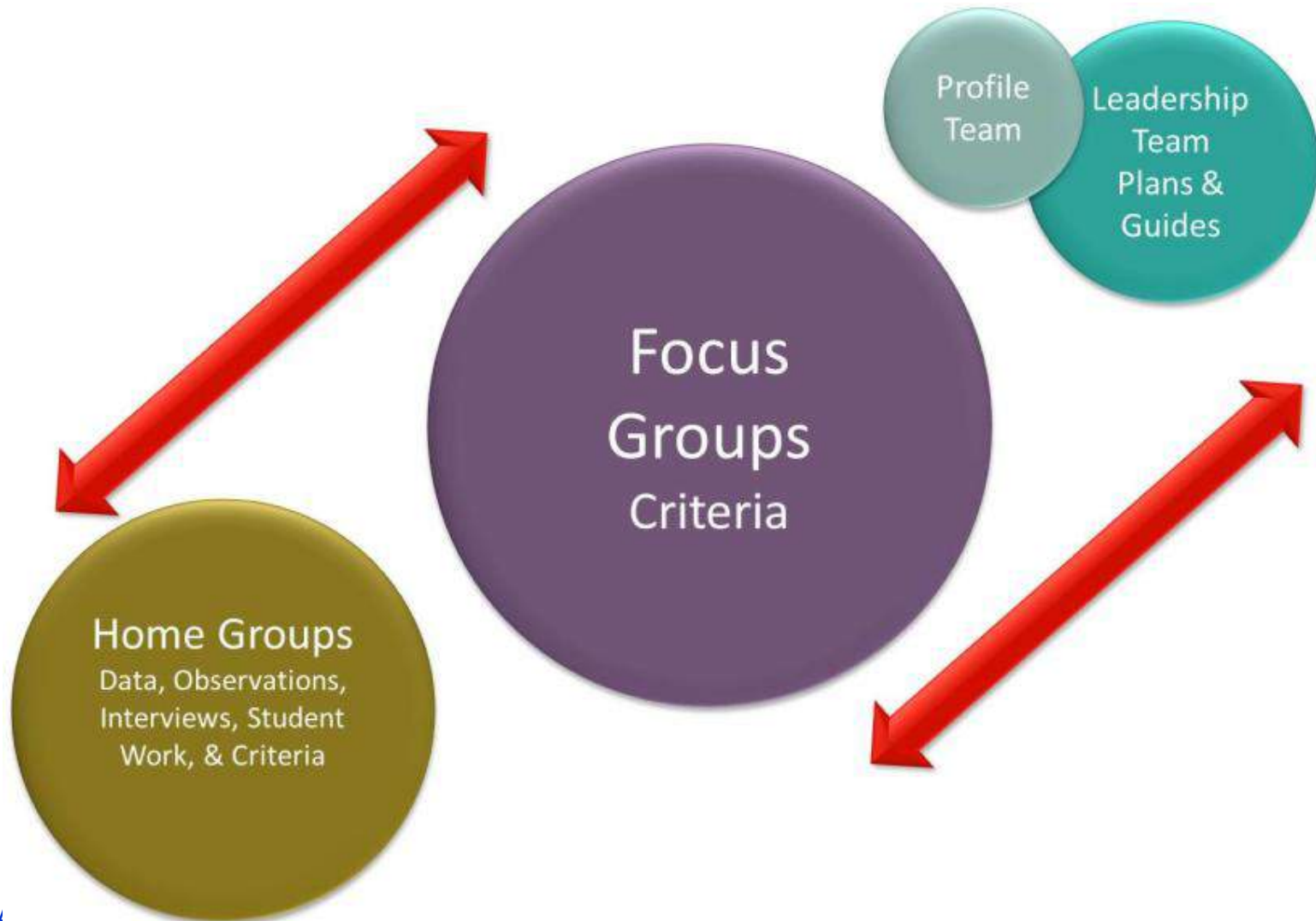
- *Other tips…….*

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# 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?**

# Chapter IV

## Process



Home Groups

Leadership Team

Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

## Product

Analytical response to criteria

Evidence

Strengths

Key areas for follow-up

# By the end of today, we can…

- Identify important action plan strands that focus on student learning & create a quality goal

| Task 5 | S-S Chap. V | VC Chap. V |
|---|---|---|
| Revise-Create Schoolwide Action Plan | A. Action Plan<br>B. (Subject Area Plans-optional)<br>C. Follow-up Process | • Brief summary of school's plan<br>• Comments on improvement issues |

# Examining Growth Areas

- **Examine the growth areas from all the focus groups.**

- **Group these growth areas into several strands or themes. (This will assist in determining the sections of the schoolwide action plan. )**

- **Write a potential area for improvement for the action plan focusing on student learning**

- **Statement of area for improvement, including growth targets**

- **Rationale for area based on self-study findings**

- **Link to one or more schoolwide learner outcomes**

- **Ways of assessing progress, including student achievement of the critical academic needs, expected schoolwide learning results and academic standards**

- **Means to monitor and report progress**

# *Additional* Suggested Components of Action Plan

- **Who's responsible and involved**

- **Specific steps, including professional development**
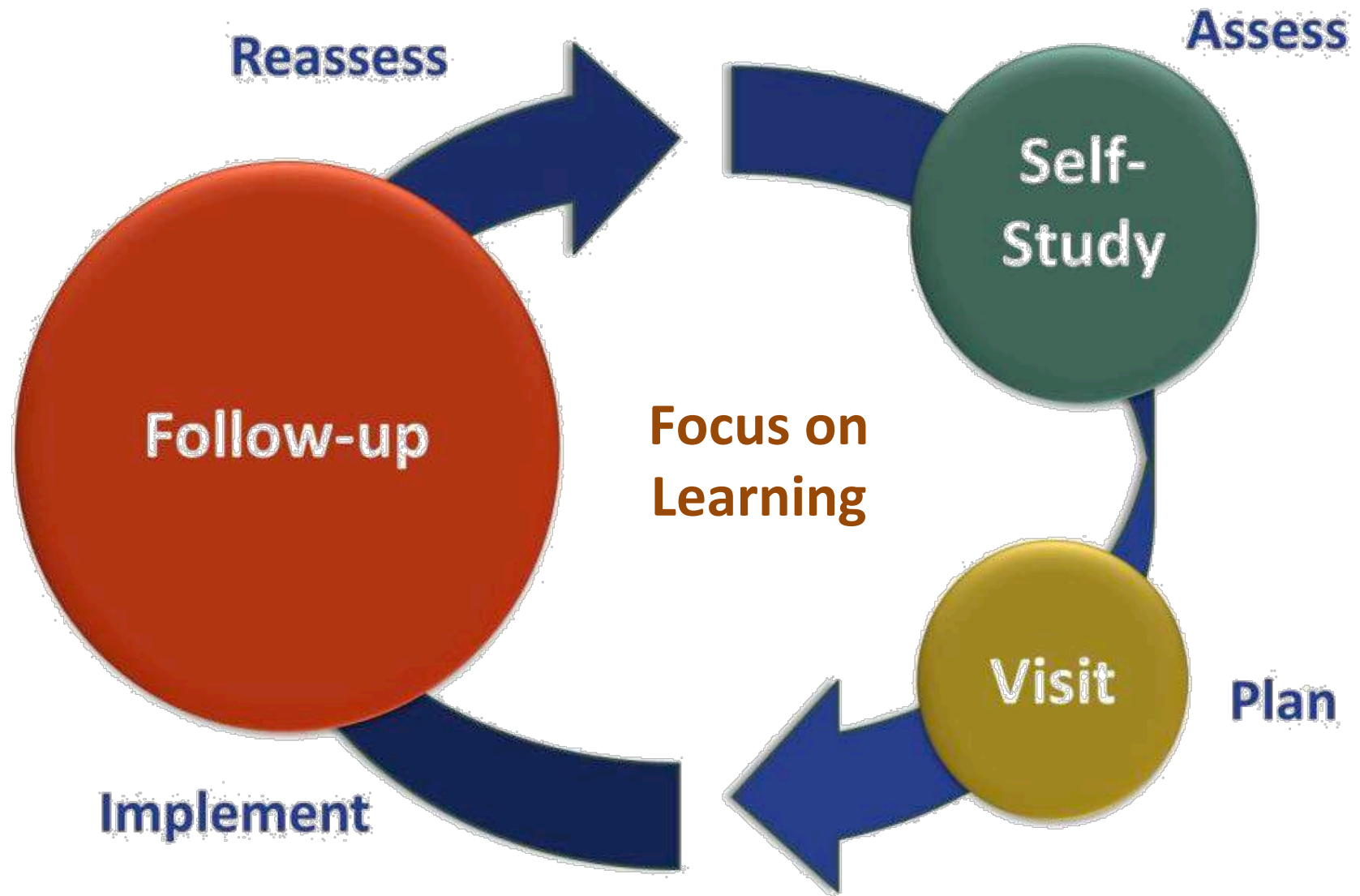
- **Timeline**

- **Resources**

# Important School Question about 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?**

Accreditation Cycle of Quality

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

# The Visit by Fellow Educators:  Purpose

Based on 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

# Accreditation Status Factors:
# VC Recommendation and Commission Action

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

1. **Meeting the WASC international 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. **Use of prior accreditation findings**

7. **Involvement and Collaboration of all**

| Highly effective |
| Effective |
| Somewhat effective |
| Ineffective |

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# Accreditation Status for International Schools

➤ **Six-Year Accreditation Status**

- **Progress Report and two-day visit at mid-cycle that includes annual progress reports  (special conditions can be added, e.g., special visit or report)**

➤ **One- or Two-Year Probationary Status with an in-depth progress report and a two-day visit**

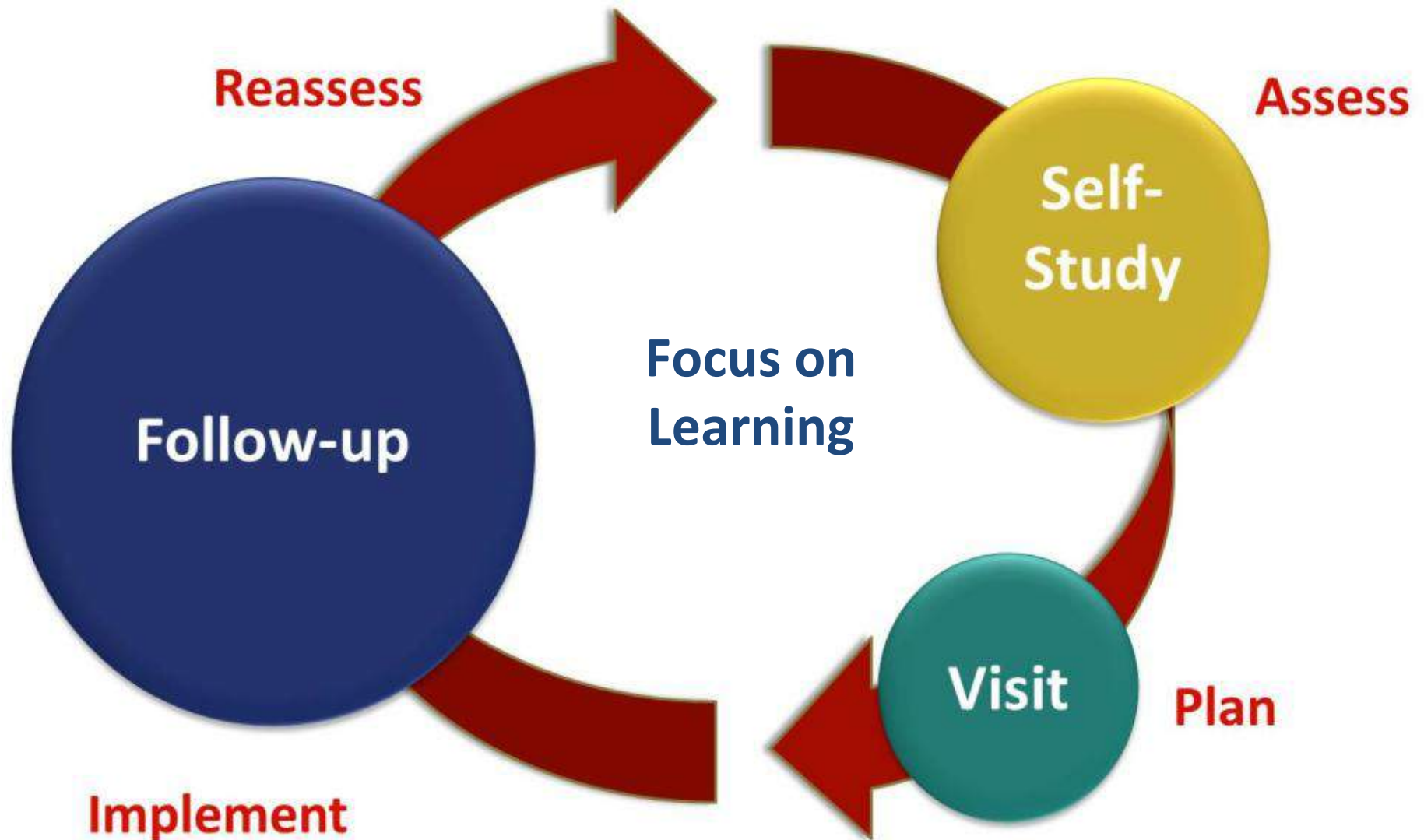➤ **Accreditation Status Withheld**

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# WASC Accreditation Cycle

Reassess

Assess

Self-Study

Focus on Learning

Follow-up

Plan

Visit

Implement

# The Follow-Up: After Visit

**The School**

- **Revises the Schoolwide Action Plan**
  - **Includes recommendations from the Visiting Committee**
  - **Submits Plan to WASC**

- **Annually reviews progress on Action Plan based on Schoolwide Learner Outcomes — Global Competencies**

- **Revises Action Plan as needed**

- **Submits annual progress report to WASC**

- **Has periodic visit from WASC**

# **Reflection:**

- What are elements at your school that will support the 24/7 ongoing school improvement process using the WASC Focus on Learning as a foundation?

- What are challenges as you integrate the ongoing Focus on Learning Accreditation Cycle of Quality?

- What have you learned today regarding possible strategies that will support the Focus on Learning?

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**W** We

**A** Are

**S** Student

**C** Centered