WASC/CDE Focus on Learning
Self-Study Training: Part One

2013 Schools

WASC Accreditation: An Ongoing Journey

Workshop Goals: Plan of Day

- **Overview of WASC Accreditation Cycle of Quality**

- **The Self-Study Process**

- **Timeline for Self-Study**

- **Suggested Committee Structure**

- **Tasks 1–2: Profile and Summary**

- **Tasks 1–2: Schoolwide Learner Outcomes (ESLRs) – Critical Academic Needs-Academic Standards**

- **Task 3: Progress Report**

- **Task 4: Initial Analysis of Data**

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)**

- **Composed of three commissions**
  - **Accrediting Commission for Senior Colleges and Universities, e.g., Stanford University**

  - **Accrediting Commission for Community and Junior Colleges, e.g., San Francisco Community College**

  - **Accrediting Commission for Schools**

Accrediting Commission for Schools, WASC

- **Recognized by the U.S. Secretary of Education**

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

- **Extends services to over 4,500 pre-K to 12 elementary and secondary public and private schools of various types (225 in East Asia)**

- **Works with 16 other associations in joint processes, such as California and Hawaii state departments of education, WCEA, SDA, CAIS**

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

What is Accreditation?

- **In one to three sentences, explain accreditation.**

- **Group sharing**

What is Accreditation?

- **The quality or state of being trustworthy or credible (Root is French word meaning "to credit")***

- **An ongoing Cycle of Quality…**
  - **a non-hyperventilating" school improvement process that supports high-quality student learning**

- **Equivalent to a University Educational Course entitled: Change 101**

*Dr. John Stoops, MSA

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**

Dr. Donald G. Haught

Retired WASC Executive Director

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**

- ➢ **Strengthens teacher understanding and use of quality learning and teaching approaches**

- ➢ **Provides valuable insight from educators visiting the school**

- ➢ **Benefits schools choosing collaborative processes, e.g., WASC/CDE**

WASC FOL Accreditation Cycle of Quality

Assess

Plan

Reassess
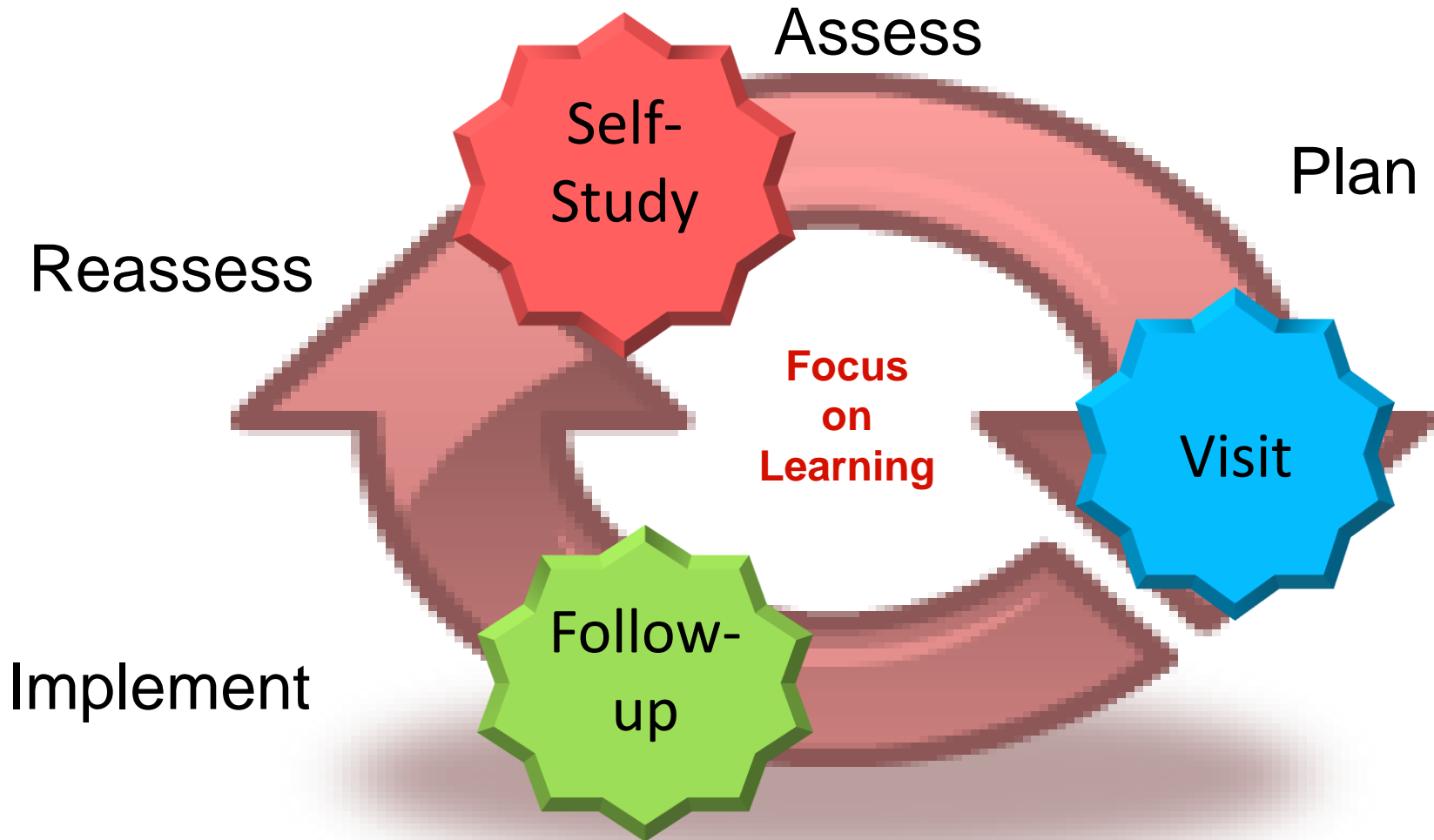
Self-Study

Focus on Learning

Visit

Implement

Follow-up

What?

What is the ideal based upon…?

- *Vision, Mission, Schoolwide Learner Outcomes*
- *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?

One Umbrella Plan

Single Plan for Student Achievement

Focus on Learning (FOL):

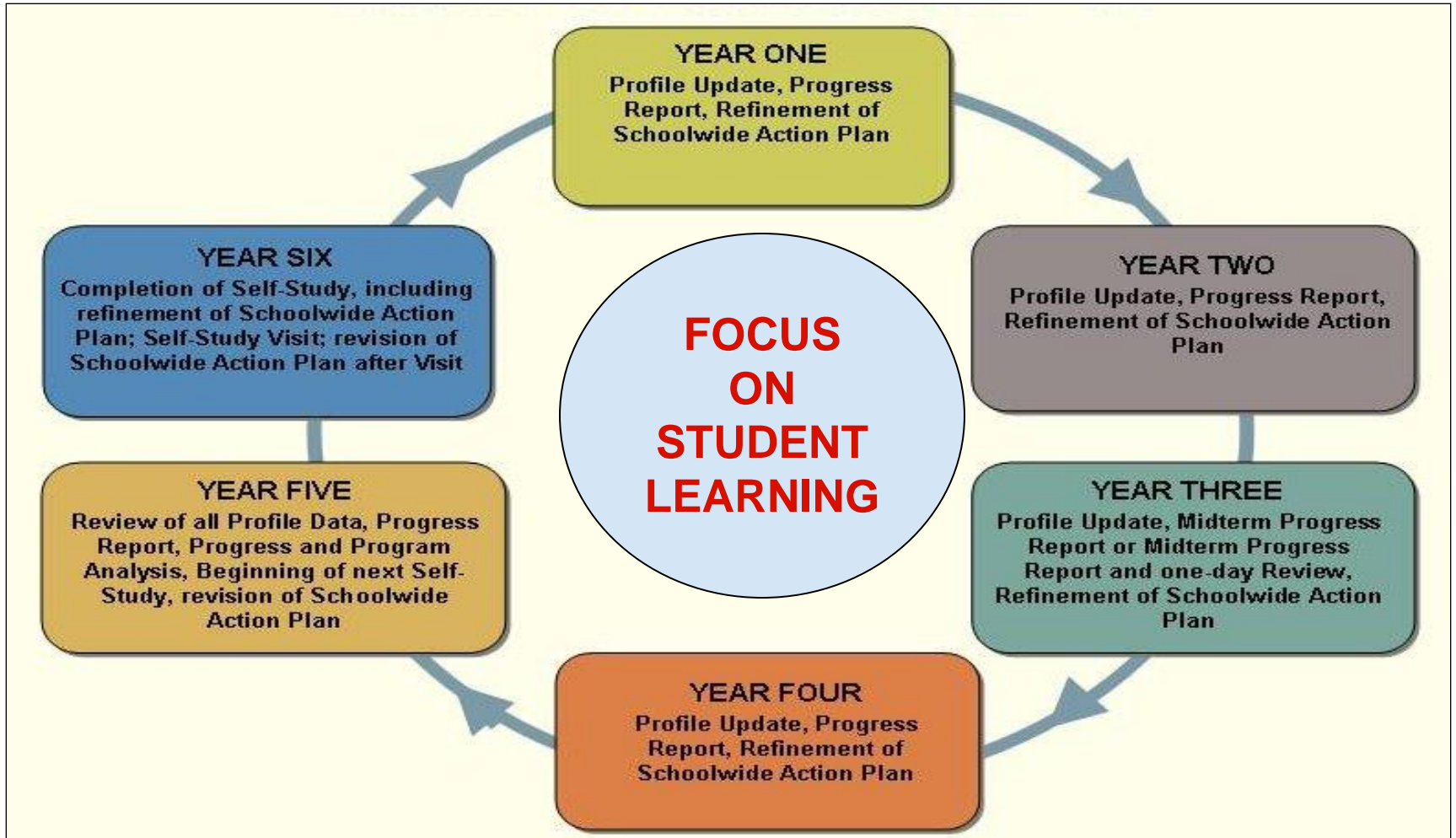For 20 years, WASC FOL process has asked schools two questions

How do you know that all students are achieving…

- ✓ schoolwide learner outcomes

- ✓ essential core knowledge and skills?

- Are you doing everything possible to support students being global citizens?

WASC-CDE 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*

Through the self-study the school will have accomplished:

1. **Involvement and collaboration of all staff and stakeholders in the self-study.**

2. **Clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.**

Outcomes of the Self-Study

3. **Gathering and analyzing of data** about students and student achievement.

4. **Assessment** of the entire **school program** and the impact on student learning in relation to **schoolwide learner outcomes** , academic standards, and the WASC criteria.

5. **Alignment of a Schoolwide Single Plan** to the school's areas of need; the development and implementation of an **accountability system** for monitoring the accomplishment of the Action Plan.

WASC/CDE Tasks

Task 1:

- **Refine the student/community profile.**

- **Clarify the schoolwide student goals (expected schoolwide learning results).**

Task 2:

- **Summarize the implications of the profile data.**

- **Identify 2 to 3 critical academic needs.**

- **Determine important related questions for Home/Focus Groups.**

Products:

Chapter I: Profile Data and Findings (Task 1).

Chapter II: Overall Summary from Analysis of Profile Data (Task 2).

Task 3:

- **Summarize progress since previous full self-study.**

Product:

Chapter III: Summary of progress on the action plan that incorporated all critical areas of follow-up from the last full self-study.

Task 4:

- **Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs.**

- **Synthesize the information.**

- **Determine strengths and growth needs.**

- **Identify potential action.**

Product:

Chapter IV:

Summary of findings for criteria in each category and supporting evidence of criteria.

List of strengths.

List of prioritized growth areas.

Task 5:

- **Review the comprehensive schoolwide action plan.**

- **Define schoolwide and subgroup growth targets.**

- **Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan.**

Product:

Chapter V:

Revised action plan.

Additional strategies within subject areas/support programs.

Ongoing follow-up process.

Self-Study Report Format

Preface

Chapter I: Student/Community Profile and Supporting Data and Findings

Chapter II: Student/Community Profile—Overall Summary from Analysis of Profile Data

Chapter III: Progress Report

Chapter IV: Self-Study Findings

Chapter V: Schoolwide Action Plan

Appendix

(FOL, pp.19–20 — also Word template on website)

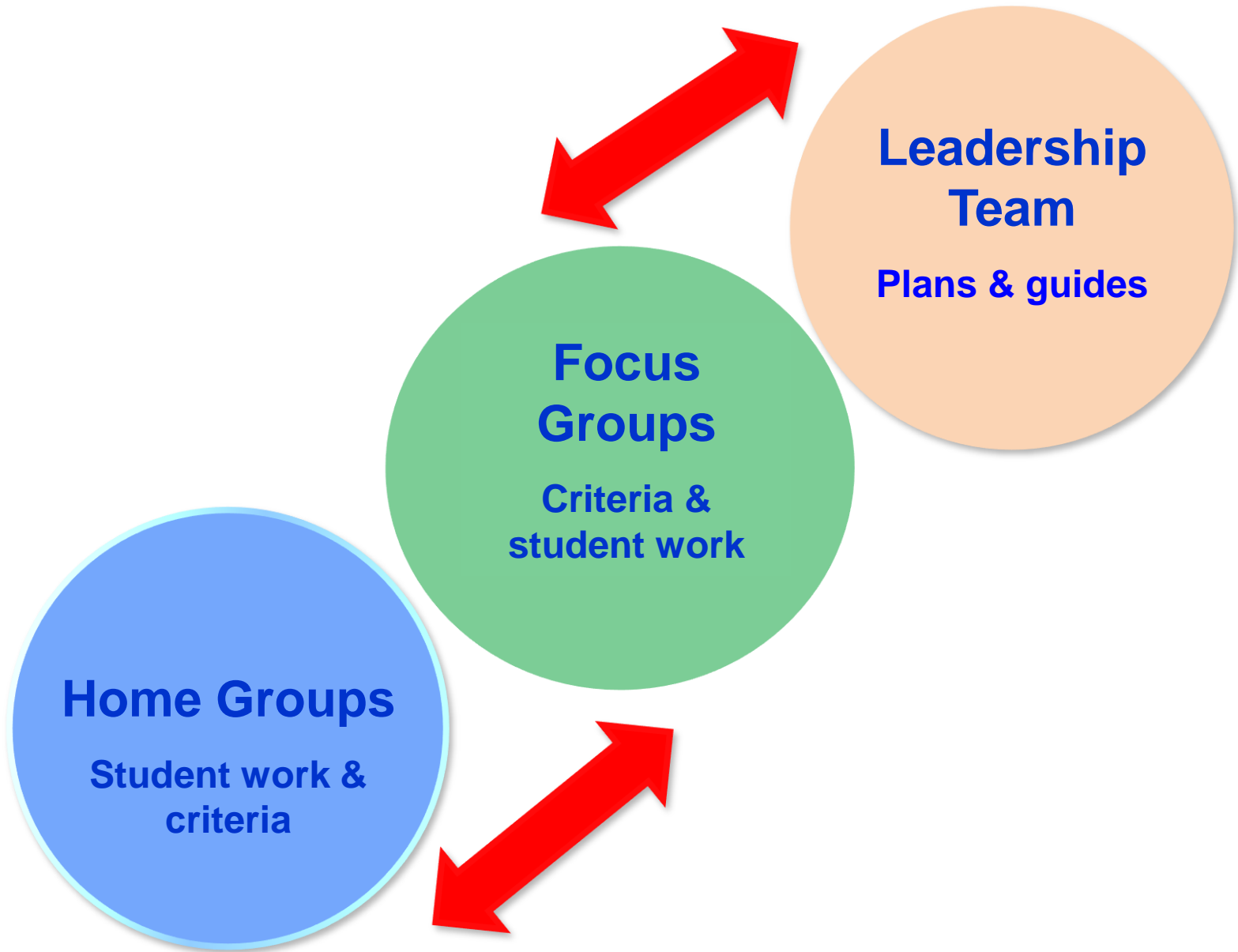Accrediting Commission for Schools, WASC: A Focus on Learning

Timeline: General Calendar

➢ **Work backwards from dates of full visit.**

➢ **Mail self-study 5–6 weeks prior to visit.**

➢ **Integrate home and focus group work with regularly scheduled meetings and in-service days, if possible.**

Timeline: Detailed Calendar

Include…

➢ **Staff and Other Shareholder Orientation**

➢ **Training: Role and Responsibilities**

- ▪ **Leadership Team**

- ▪ **Focus Group Chairs**

- ▪ **Home Group Chairs**

Timeline: Detailed Calendar *(cont.)*

Home Group work that includes…

➢ **analysis of representative samples of student work based on expected schoolwide learning results and academic needs***

➢ **analysis of observations of students and student interviews***

➢ **review of profile***

➢ **review of schoolwide student goals (expected schoolwide learning results)***

➢ **review of progress report***

* This Home Group work must be done before any Focus Group work begins.

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Timeline: Detailed Calendar *(cont.)*

Home Group work that includes…

➤ **gathering and analysis of other data based on WASC criteria observations for Focus Groups**

➤ **review of revised schoolwide action plan and identified growth areas from all focus groups**

NOTE: Focus Group work begins in late February-March after work by Home Groups on profile, schoolwide learner outcomes or ESLRs, examination of student work, student observations and interviews.

➤ **staggering the work of the Focus Groups**

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Focus Group work that includes...

➢ **discussion about criteria and data needed**

➢ **analysis about effectiveness of school based on evidence gathered**

➢ **preparation of analytical summary of findings**

➢ **identification of strengths and growth areas with supporting evidence**

➢ **review of the revised schoolwide action plan**

Scheduling Focus Group Work in terms of needed Home Group or Departmental Data Gathering/Discussion
Staggering Focus Group Work

How will we organize ourselves?

School Committees

Home Groups

Schoolwide
Focus Groups

Leadership Team

Committees: Composition — Participation

- **Leadership Team (SC, Focus Group Leaders, Principal, others)**
  - **Student/Community Profile Committee (optional, might help)**
- **Focus Groups (size, 12–15)**
  - **Number of Focus Groups — dividing criteria**
  - **Using current structures such as PLCs and small learning communities**
  - **degree to which parents, students and support staff are involved — key issue**
- **Home Groups — examples**
  - **Subject Area**
  - **Support Staff**
  - **Student**
  - **Parent**
    - **WASC/CDE pp. 24-27**

Self-Check Questions

School Committees

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

- **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? (e.g., PLCs)**

FOL, p. 23

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Self-Check Questions *(cont.)*

- **Are all certificated staff serving on *tw*** **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 schoolwide action plan?**

  For example, should the school maintain the focus groups after the visit to oversee action plan sections?

FOL, p. 23

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**

As a school team, think about the meaning of "All Students"...

- List characteristic/subgroups of students based upon your profile data.

- Who are the major sub-populations at your school?

Data/Evidence

Outcome Data— Profile-Chapters I-II	Demographic Data— Profile-Chapters I-II (Perception data may be included)	Process Data— Home/Focus Group Work—Chapter IV
▪ **Achievement Data** ▪ **Completion Rates** ▪ **Comparative Data** ▪ **Post-Enrollment Data** ▪ **Supplemental Data**	▪ **Enrollment** ▪ **Attendance** ▪ **Language Proficiency** ▪ **SES Status** ▪ **Staff** ▪ **Co-Curricular Activities** ▪ **Finances**	▪ **School Organization** ▪ **Professional Development** ▪ **Curriculum & Instruction** ▪ **Assessment** ▪ **Resources**

Profile: Sample Achievement Data

- **API Scores**
- **AYP**
- **California Standards Test (CST)**
- **CAHSEE scores**
- **AMAO's for English learners**
- **Standards-based benchmark assessments**
- **Curriculum embedded assessments**
- **SAT**
- **AP tests**
- **EL (LEP, Reclassified FEP)**
- **Graduation rate**

What should be included in the Student/Community Profile?

✓ **Outcome or Achievement Data**

✓ **Demographic Data**

✓ **Perception Data**

✓ **Other Data**

Who are the students?
How are the students doing?

- **What does the data tell us?**
- **Not tell us?**

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

- **How did the students perform since last year?**

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

- **How do the school's scores compare with the state's scores?**

- **To what degree are students moving out of the 25th percentile?**

Generalizations: Common Errors in Data Analysis

- ✓ **Over-generalizing results and actions**

- ✓ **Inaccurate interpretation and misunderstanding**

- ✓ **Incomplete and misleading data summary or presentation**

- ✓ **Leaping to solutions and actions**

☑ **Chapter I: Data and Findings: Provide interpreted findings, noting trends, irregular patterns or anomalies**

> **Demographic data, including expected schoolwide learning results**

> **Disaggregated and interpreted student outcome data**

> **Survey summaries, if any**

☑ **Chapter II: Overall summary based on analysis of the data**

☑ **Appendix**

☑ **Chapter II: Overall summary from analysis of the data.**

1. **What are the implications of the data with respect to student performance?**

2. **Select 2 to 3 critical academic needs based on the data, noting the correlated schoolwide learner outcomes (ESLRs).**

3. **List important questions that have been raised by the analysis of the student data about the critical academic needs. (Used by home and focus groups.)**

Appendix:

- **Results of student/parent/community questionnaires/ interviews**

- **Master schedule**

- **School Accountability Report Card**

- **CBEDS School Information Form**

- **Graduation Requirements**

- **Budgetary information,**

- **List of standards-based local board adopted texts used in 9th/10th grade ELA, reading intervention, pre-courses leading to Algebra, Algebra I, social studies, and science**

Examining Educational Data

What have you learned?

Think about how you might want to present the data in your Student/Community Profile.

How will you involve shareholders in discussions about the profile?

How will you ensure that all shareholders utilize this data in their committee work?

Tasks 1–2: Schoolwide Learner Outcomes

- **Within the profile, the school's mission and schoolwide learner outcomes (expected schoolwide learning results) should be included.**

- **Let's review the importance of them and how they complement the academic standards.**

Learner Outcome or Learning Result

An interdisciplinary statement about what all students should know, understand and be able to do by the time they graduate or complete the planned program

Characteristics:

- **Global**
- **Interdisciplinary**
- **All Students**
- **Assessable**

A Changing World 21st Century Student Outcomes

- **In addition to the Core Subjects**

  - ✓ **English, reading, world languages, arts, math, economics, science, geography, history, government, and civics**

- **Learning and Innovation Skills**

  - ✓ **Creativity and innovation**

  - ✓ **Critical thinking and problem solving**

  - ✓ **Communication and collaboration**

The Partnership for 21st Century Skills

Framework for 21st Century Learning, 2009

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- **Information, Media, and Technology Skills**
  - ✓ **Information and media literacy**
  - ✓ **Information, communications and technology literacy**
- **Life and Career Skills**
  - ✓ **Flexibility and adaptability**
  - ✓ **Initiative and self-direction**
  - ✓ **Social and cross-cultural skills**
  - ✓ **Productivity and accountability**
  - ✓ **Leadership and responsibility**

The Partnership for 21st Century Skills

Framework for 21st Century Learning, 2009

"Wanted: Global Citizens"

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.**

Sample Schoolwide Learner Outcome

SAS students will be:

Global-minded Citizens who…

➢ **Act with the future in mind**

➢ **Embrace diversity and engage responsibly in the world's problems with compassion, empathy, and tolerance**

➢ **Respect and support family and community**

➢ **Protect and advocate for local and global environments**

Chapter III: Progress Report

- **Significant Developments**

- **Procedures for Action Plan Implementation and Monitoring**

- **Progress on Action Plan Sections (showing integration of Critical Areas for Follow-up and any midterm/revisit Recommendations)**

- **Additional comments on critical areas not in current plan (may be have already been a major focus or a "just do it").**

Progress on Action Plan Sections

- **Goal 1: Success School will improve student achievement through interdisciplinary and department planning.**

  (This addresses Critical Area for Follow-up # 2 on Professional Development: Provide staff development that addresses school-to-career activities, interdisciplinary planning, English Learner's needs, and standards-based instruction. This Critical Area for Follow-up was also addressed in Goal 4 of the plan.)

The Progress Report

- **Did the school address each section of the action plan?**

- **Did the school show how all critical areas of follow-up from the last full self-study were integrated into the action plan?**

- **Did the school meet its growth targets for improved student achievement?**

- **Does the report show how each section impacted student accomplishment of one or more of the expected schoolwide learning results based on a standards-based curriculum and supporting program?**
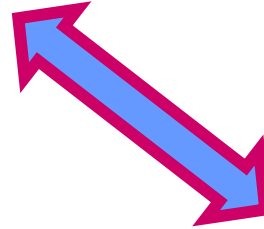
FOL, p. 45

Schoolwide
Focus Groups

Home Groups

Process

Home Groups

Leadership Team

Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

Response to criteria
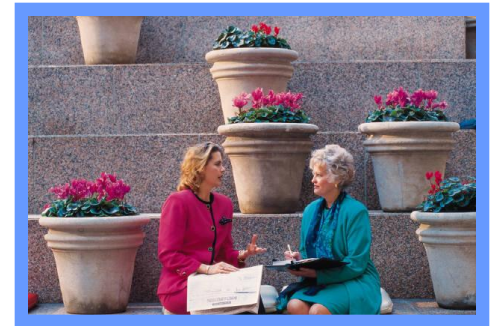
Evidence

Strengths

Key areas for follow-up

Chapter 4

Ask …

☑ **Do the findings respond to what is being asked by the criteria guide question(s)?**

☑ **How did the evidence support …**

❖ **the findings?**

❖ **the strengths?**

❖ **the prioritized growth needs?**

☑ **Has the school gained insight about the degree to which learning is being supported?**

Observable Evidence

Includes analyzing results of:

- **What the students are doing and producing**

- **Student interviews and observations**

- **Hard data and information**

- **Other interviews, observations, etc.**

- **Ensure understanding of the critical academic needs and link to the schoolwide learner outcomes (ESLRs).**

- **For individual courses in subject areas, determine content standards which link to critical academic needs and the ESLRs.**

- **Select the student work/unit exam/benchmark assessment that will be analyzed to determine student performance toward the academic standards and specific ESLRs.**

Task 4, Procedure 1b & c — Home Groups

For the Critical Academic Needs:

- **Analyze the student achievement data and draw conclusions about student performance in writing.**

- **Discuss progress of significant sub-populations and questions which need further data collection.**

- **Determine what other evidence needs to be collected to determine how well students are performing based on the <u>critical academic needs</u>.**

  - **This includes observing students engaged in learning, talking to students, etc.**

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- **What types of student work do you propose to have your departments review?** *[It has to be more than an analysis of the CSTs/CAHSEE (those are summative looks)]*.

- **What standards-based course level assessments do you have now?**

- **What are key courses within the department that should be targeted?**

- **If you don't have benchmarks, what can you do?** *(see slide on using high, medium, low parameters for student work)*.
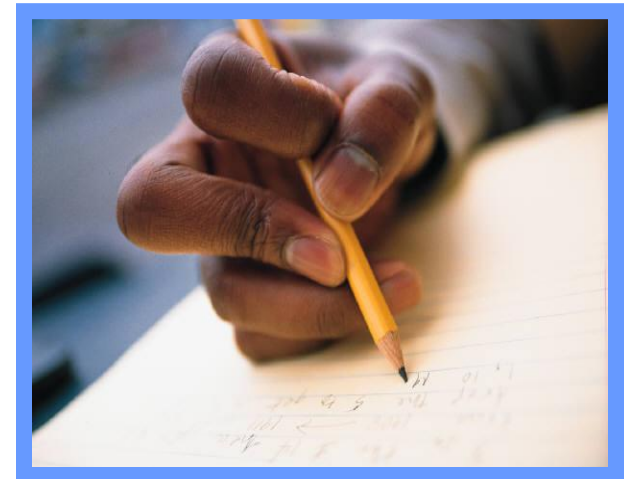
Examples of types of work:

- **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: Sample Protocol

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 of this learning opportunity demonstrate the desired performance quality of the selected standards and expected schoolwide learning results.

Evidence: Student Observations and Interviews

Strategies:

- **Walkthroughs**
- **Roving Teacher Substitutes**
- **Teacher journal**
- **Shadowing Students**
- **Individual or Group Student Interviews**

Ground Rules for Observations

☑ **Agreed upon time for the observation**

☑ **No name policy**

☑ **Stay for full class period**

☑ **No discussion of the lesson in a specific sense (confidentiality)**

☑ **Pre-meeting (advance knowledge)**

The Learning Snapshot

What the students are doing

____ lecture   ____ using reading skills

___ video   ____ note taking

___ lab   ____ book task

___ group work   ____ technology

What skills are being used

___ reading   ____ speaking

___ writing   ____ computing

What expected schoolwide learning results were observed

___ ESLR #1   ___ ESLR#2   ___ ESLR#3

What did you learn about critical academic needs?

Questions to answer about observing…

1) **How can your school implement staff observations as a regular practice?**

2) **What ground rules will ensure a "safe" environment and obtain staff buy-in?**

3) **What kind of "cue sheet" will the school develop?**

4) **How will the observation results be used in the FOL process?**

Interviewing

1) **Individually, generate a few sample student questions.**

2) **Find a partner and share these questions.**

3) **Debrief, for example**

– **Open-ended questions**

– **Non-biased**
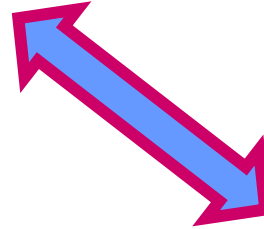
– **Concrete**

– **Simple language**

- **Write a summary of the findings from the analysis of student work as well as other data collections and use the summary in the Focus Group work and Visiting Committee conversations.**

Schoolwide Focus Groups

Home Groups

- **Draft Chapters I & II: Student/Community Profile**

- **Draft Chapter III: Progress Report**

- **Organization for Self-Study**

  – **Leadership Team**

  – **Focus Groups**

  – **Home Groups**

What do we need to do between now and March in order to begin the self-study process?