WASC
Focus on Learning Chair Training
Spring 2014
WASCatheers
COACHING
School, VC Members, Potential Chairs
• Additional Changes to Accreditation Status

• Supporting Visiting Committee Tools for Status Decision based on Self-Study and Findings of Visit
  o A Succinct, Analytical Visiting Committee Report
  o Alignment of Analysis with Criteria and Indicators
  o Clear and Aligned Critical Areas for Follow-up—Who, What and Why (impact on student learning)
  o Accreditation Status Worksheet-Aligned Ratings
  o Compelling Evidence in Rationale for Status Recommendation (Doc/Just Statement)
The Previsit/Visit:

- Current Issues (common core, online learning, change in assessments, & college career readiness)
- Quality Questions/Interviews/Dialogue
- Observations and Examination of Evidence for all aspects of the school’s program
- Understanding of School about Accreditation Cycle of Quality
WASC Major Challenges-Summary

- 21\textsuperscript{st} Century Learning, Global Focus and Global Competition
- Common Core, College and Career Readiness, STEM
- Use of internal and external multiple sources of student achievement data
- Diversity of schools (e.g., multiple campuses)
- Transition and change in leadership-Understanding WASC and UC expectations
- Greater integration of school programs--Analysis
- WASC schools and members — greater involvement
- Stabilization of funding-LCFF and LCAP
- Use of technology-Blended Learning-Online Learning
WASC 6-Year Accreditation Cycle
Accreditation Status

• Six-Year Accreditation Status
  Progress report at mid-cycle
  Progress Report and one-day visit at mid-cycle
  Progress Report and two-day visit at mid-cycle

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

• Accreditation Status Withheld
Accreditation Status Timeline

- **Self-Study**
  - **Six-Year Accreditation Granted**
    - **Year 1**: Mid-cycle Report and One-Day Visit
    - **Year 2**: Mid-cycle Report
    - **Year 3**: Mid-cycle Report and Two-Day Visit
    - **Year 4**: Special Progress Report and/or Visit (if needed)
    - **Year 5**: [School Preparing Next Self-Study]
    - **Year 6**: Next Self-Study

- **Probationary Accreditation**
  - **Year 2**: Probation Report and Visit
  - **Year 3**: Probation Report and Visit

- **Accreditation Withheld**
  - **Reinstatement Visit** (One- or three-year accreditation may be granted)
    - **Accreditation Visit**
      - **Accreditation Visit (if needed)**
      - **Self-Study** (New six-year cycle begins)

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Alignment: Status Rationale based on Findings
Status Discussions:

• Distinctions between a...
  • Six-Year Status with a one-day or a two-day visit
  • One or Two Year Probationary Status and a Six-Year Status with a two day visit
  • One or Two Year Probationary Status
What accreditation status best supports the school’s improvement needs?
Visiting Committee Tools for Status Decision:

- Visiting Committee Report
  - Profile Data-Critical Academic Needs (subset of Schoolwide Learner Outcomes)
  - Progress Report
  - Criteria/Indicators — Analytical Comments
  - Schoolwide Strengths
  - Critical Areas For Follow-up (Concur with School’s and other VC Areas)
- Accreditation Status Worksheet
- Documentation/Justification Statement
How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?
VC Report

- Analysis

- Conclusions — Action Plan
  - Schoolwide strengths
  - Schoolwide critical areas for follow-up
    - Support identified areas
    - Strengthen identified areas
    - Address additional areas
School Chapter I: Student/Community Profile
VC-Chapter I: Brief Analytical Summary plus key excerpts of Student/Achievement Data using School Chapters I & III (CDE: School Quality Snapshot)
Chapter I: School Profile

- School Information/Programs
- Data and Findings
- Schoolwide learner outcomes
- Appendices
Chapter I: Data

Demographic
Outcome/Achievement
Perception
Schoolwide learner outcomes
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
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
Sample Schoolwide Learner Outcome

Students will be:

ARTICULATE COMMUNICATORS

• Listen for different purposes with understanding
• Speak and respond appropriately to the social and academic context
• Use reading strategies for information, entertainment, and enrichment
• Use writing process and strategies to write for different purposes and audience
• Use a variety of techniques and media to communicate effectively
• Use technology to share and communicate with others
School Chapter III: Summary of Data and Progress

VC Chapter III. Addressing 5 Self-Study Outcomes (Very Brief)
School Chapter III:  
Summary of Data and Progress

• What are the implications of data and progress with respect to student performance?

• Select 2 to 3 critical learner needs based on data, noting correlated schoolwide learner outcomes.

• List important questions that have been raised by the analysis of the student data about the critical learner needs. *(Used by home and focus groups.)*
VC Chapter III: Outcomes of Self-Study
School Chapter IV-Summary of Findings for Each Criteria
VC Chapter IV: Analysis, Strengths, Critical Areas for Follow-up

Process

- Leadership Team
- Home Groups
- Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up
D1 & D2. Assessment and Accountability: Sample Indicator and Prompt

Modification of the Teaching/Learning Process

Indicator:
Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt:
Evaluate the effectiveness of how assessment data is collected, analyzed and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings  Supporting Evidence
Visiting Committee Analytical Findings: Writing to the WASC Criteria and Indicators
VC Analytical Comments/Observations

• What currently exists?
• Indicate the impact on student learning
• Highlight areas of strength
• Highlight key issues to be addressed
• Indicate evidence that supports comments
• Use appropriate vocabulary; avoid being prescriptive
A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Measurable Effect of Professional Development (one of indicators)

The school’s survey found that teachers believe that their quality teaching strategies are addressing the needs of all learners. However, at this time, analysis of student performance data is inconclusive about the degree to which these strategies have improved achievement.
VC Schoolwide Critical Areas for Follow-Up

**Support** those areas already identified by the school in the Action Plan sections

**Strengthen** those identified areas in the Action Plan sections

**Address** additional areas identified by the Visiting Committee
VC Report: Critical Areas for Follow-up--CLARITY

A Practice: Examine the sample matrix of key issues from all the criteria categories. Write one clear, concrete and specific critical area for follow-up.

Reminder: Include the “Who”, “What” and “Why”
What is missing?

The VC concurs with the school’s following identified areas:

• Improve proficiency in Math and ELA for English Learner students

In addition, the VC has identified areas that need to be strengthened:

• Continue to move forward with curricular integration among the various disciplines in preparation for the Common Core.
School Chapter V: Schoolwide Action Plan and Follow-up
VC Chapter V: Analytical Comments on Plan
Where is the school now? Where’s it going? Does it have a good roadmap?
Accreditation Status Factors:
VC Recommendation and Commission Action

- Highly effective
- Effective
- Somewhat effective
- Ineffective
DOC/JUST — Supporting Narrative

- Status Options Seriously Considered
- Cite the **reasons** for the status recommended
- Provide **compelling evidence** that supports the VC recommendation
  - VC discussions and process
  - Degree to which students are learning
  - Strengths and growth needs of school
  - Capacity of school to implement and monitor action plan
Checklists

Condensed Chair Expectations
VC Chair Checklist in FOL Books
The Visit: Committee Members
Preparing for the Visit

Remembering

Planning

Staff

Hosting

Students

Technology

Schedule

Evidence
Sunday-Wednesday (usually)
Schedule/Activities

• Daily feedback meetings between Visiting Committee members and school leaders
• Classroom/campus observations
• Informal interviews
• Meetings with Focus Groups and others
• Daily meeting of VC Chair and principal
• VC report editing/reviewing
WASC Accreditation Cycle

1. Assess
2. Self-Study
3. Visit
4. Focus on Learning
5. Implement
6. Follow-up
7. Reassess
Chapter 4

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
Task 4: Focus Groups

- What currently exists?
- What data, information, and evidence do we need?
- How effective is this?

The So What?
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?
D1 & D2. Assessment and Accountability: Sample Indicator and Prompt

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Findings

Supporting Evidence
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas

Action Plan
What accreditation status best supports the school’s improvement needs?
Quality Questions
Visiting Committee Questions: Sample Areas

- Understanding and use of data
- Modifying learning and teaching
- Preparing student to be college and career ready—implementing the common core
- Understanding the variety of programs/courses provided for students and their impact on learning
- Feedback to students
- Coaching of colleagues in new strategies, e.g., integration of online instructional approaches
- Focus of action plan--Impact
- Intended impact on student learning
- Follow-up process
Common Core State Standards (CCSS)

English Language Arts and Literacy Standards (reading, writing, speaking, and listening)

• Building Knowledge through Content-Rich Nonfiction
• Reading and Writing Grounded in Evidence
• Regular Practice with Complex Texts and Academic Language
Common Core State Standards (CCSS)

Mathematics Standards (standards by domains, e.g., geometry)

• Greater Focus on Fewer Topics
• Linking Topics and Thinking Across Grades
• Rigorous Pursuit of Conceptual Understanding, Procedural Skill, and Application
Meetings: Committees

Dept./Subject Area Groups, Small Learning Communities (PLC’s), Career Academies, Pathways, etc.

Schoolwide Focus Groups

Leadership Team
Discussion: Visiting Committee Synthesis

• How do you ensure the VC report reflects accurately school findings and the unified Visiting Committee perspective?
Reminders

• Reimbursement Policy
• Code of Professional Responsibility
• Check report includes **ALL** sections-word process **ALL** sections
• Ensure **grade levels** on ballot are **accurate**
• Ensure **signatures** on WASC ballot (make sure have ahead of visit)
• Draft visiting committee **report left** with school
Reminders:

Visiting Committee Chair

• Final visiting committee report sent to school within two weeks after visit

• Chair sends ballot, doc/just statement and report to WASC

• Chair sends evaluation of members to WASC

• School notified 2-3 weeks after Commission action
• As WASC accreditation moves forward in the Focus on High Quality Student Learning for 21st Century Schools, what are your specific suggestions for the Accreditation Process (self-study, visit, and follow-up)?

Globally Competent Students
The 21st Century Journey Continues...
We Are Student Centered