ACS WASC Visiting Committee Chair Training

Fall 2014 for 2015 Visits
Visiting Committee Chair
Keeper of the Vision, Coach, Organizer

team work

motivation

innovation

inspiration

vision

leadership
As ACS WASC focuses on high quality student learning for 21st Century schools, how can ACS WASC help schools create a culture of collaboration and shared insights?
Agenda

Update

Pre-visit Preparation

The Visit
Accreditation Status: Distinctions between Options

Supporting Visiting Committee Tools for Status Decision based on Self-Study and Findings of Visit

✔ Succinct, Analytical Visiting Committee Report based on Criteria and Indicators

✔ Clear and Aligned Critical Areas for Follow-up—Who, What, and Why (impact on student learning)

✔ Accreditation Status Worksheet-Aligned Ratings based on Unpacking the Criteria and Indicators

✔ Compelling Evidence in Rationale for Status Recommendation (Doc/Just Statement)
The Previsit/Visit:

Current Issues (Common Core, online learning, change in assessments, & college and career readiness, a-g requirements, AP authorization. LCAP)

Quality questions/interviews/dialog

Observations and examination of evidence for all aspects of the school’s program

School’s understanding of FOL Accreditation
Cycle of Quality
ACS WASC Update
Remember to check

- Alignment of Single Plan for Student Achievement (schoolwide action plant) to district Local Control Accountability Plan (LCAP)
  - Conditions of Learning
  - Pupil Achievement Outcomes
  - Engagement

- Child Protection Issues, e.g., staff screening, policies
Remember to check

- Certification and adherence to rules for UC a-g subject requirements and authorization (e.g., 2 years lab science with 20% hands-on activities)
- AP Authorization (e.g., wet lab experience)
- Safety issues: Science labs, earthquake supplies, emergency procedures, first aid supplies
• Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry, and physics.

• Provide hands-on activities 20% of the instructional time.
ACS WASC 6-Year Accreditation Cycle

Year 6

Year 5

Year 4

Year 3

Year 2

Year 1
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
Alignment
Status Rationale based on Findings
What accreditation status best supports the school’s improvement needs?
How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?
Status: Distinctions—What factors determine the status?

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
In the Visiting Committee Report...

- Profile Data-Critical Student 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
VC Report

- Analysis based on criteria and indicators
- Conclusions — Schoolwide Action Plan
  - Schoolwide strengths
  - Schoolwide critical areas for follow-up
    - Support identified areas
    - Strengthen identified areas
    - Address additional areas
Accreditation Status Factors: VC Recommendation & Commission Action

- Highly effective
- Effective
- Somewhat effective
- Ineffective
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
<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What is the ideal? What evidence supports meeting the criteria/indicators?</th>
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<td>VC Reviewing and Analyzing Data/Information</td>
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Accreditation Factors: Impacting Status Decision, e.g., Probationary Status

• Involvement and collaboration of stakeholders
• Acceptable progress
• School purpose
• Governance (private or charter)
• Leadership and staff (private or charter)
• Assessment factors (public, Category D; private, A6 and B3)
• Resources (private or charter)
• Alignment of plan to greatest needs
• Use of prior accreditation findings to drive student learning and improvement
• Capacity to implement and monitor schoolwide action plan
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
Agenda

Update

Pre-visit Preparation

The Visit
Checklists

Condensed Chair Expectations

Checklist
(in manual)
Previsit, Visit, Post-visit
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: Data

Demographic
Outcome/Achievement
Perception
Schoolwide learner outcomes
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Sample Schoolwide Learner Outcomes

College, Career and Life Skill Oriented who:

- take initiative and work independently
- follow through with plans and goals
- handle praise, feedback, and criticism well
- are organized
- are productive and accountable
- are self-directed and don’t give up
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
VC Chapter II: Brief Analytical Summary of School’s Progress
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

Implications of the profile and progress data

Critical Learner Needs correlated to Schoolwide Learner Outcomes

Questions for study in Chapter IV
Sample Critical Learner Needs

Knowledge/Skills for all students
- Reading comprehension
- Academic writing
- Problem solving

Closing the Gap
- Basic number skills for the lowest quartile of students
- English vocabulary (speaking, reading, and writing) for Martian students (pick your subgroup)

Affect
- Attendance
- Study skills
- Civil school behaviors
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
- Focus Groups
- Home Groups

**Product**

- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
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
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
Conclusions Within the Five Criteria Categories

Prompt: Comment on the degree to which this criterion is being addressed.

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Consider responding to these ONLY ONCE per criteria category rather than for each criterion within the criteria.
Self-Study Process: The “So What” Question? What currently exists? How effective?

Vision & Mission

Interviews & Surveys

Profile Data

Criteria

Professional Knowledge

Documents

Students Working

Student Work

Schoolwide Learner Outcomes
D1 & D2. Assessment and Accountability

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
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?
Visiting Committee Analytical Findings:
Writing to Criteria and Indicators/Prompts
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
Previsit Work with VC Members

Staying Organized

**YOU** start writing Chapters I, II, and III; use their comments. Remember: You’re writing an analytical summary.

If paired, work together in previsit work; share, collapse/combine before coming to you! Then you must complete draft.

Continue communicating!
Sample
VC Analytical Comments by Indicator

• 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
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 Mathematics and ELA for English Learner students.

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

- As instructional staff members work to improve proficiency for all students, they should continue to move forward with curricular integration among the various disciplines in preparation for implementing the Common Core State Standards.
Where is the school now?
Where's it going?
Does it have a good roadmap?
Agenda

Update

School Self-Study

The Visit
The Visit: Committee Members
Preparing for the Visit

Planning

Accommodations

Technologies

Schedule

Evidence

Students

Staff
Schedule

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
How will we focus our work with staff on the continuing efforts of the school over time to improve student learning?
Meetings: Committees

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

Schoolwide Focus Groups

Leadership Team
Quality Questions
Focus on Learning: Connecting the Dots

CDE Quality Schooling Framework
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
- Focus of action plan--Impact
- Intended impact on student learning
- Follow-up process
The Reflective Interview
How do you ensure the VC report reflects accurately school findings and the unified Visiting Committee perspective?
Road to the Action Plan

Schoolwide Learner Outcomes

Data

Critical Learner Needs

Criteria Strengths

Criteria Growth Areas

Action Plan
During the Visit: VC Chair Reminders

Reimbursement Policy

Code of Professional Responsibility

Check report includes **ALL** sections, e.g., Chapter IV, B. Schoolwide Strengths and Critical Areas for Follow-up and Chapter V: Ongoing School Improvement—Word Process **ALL**, including doc/just

Ensure **grade levels** on ballot are **accurate**

Ensure **signatures** on ACS WASC **ballot** (do this early in the visit)

Draft visiting committee report **left** with school
After the Visit: VC Chair Reminders

Chair e-mails in PDF final visiting committee report within two weeks after visit.

Chair emails ballot, doc/just statement, and report to ACS WASC (Burlingame Office) Schools do not need to send reports.

Chair sends evaluation of members to ACS WASC

School and Chair notified 2-3 weeks after Commission action.
After the Visit: Report Deadlines for Commission Meetings reports@acswasc.org

December 16, 2014, for Winter Commission meeting

April 2, 2015, for Spring Commission meeting

May 21, 2015, for Summer Commission meeting
We Are Student Centered