WASC
Three-Year Revisit Training

• School Process
• Visiting Committee Process
I TAUGHT SPOT HOW TO WHISTLE

I DON'T HEAR HIM WHISTLING

I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT
Workshop Goals

- Understanding the school’s process since the last full self-study/visit
- Roles/Responsibilities for the Midterm Review or Revisit for ...
  - School
  - Visiting Committee
- Commission Action
WASC FOL Accreditation Cycle of Quality

- Assess
- Plan
- Visit
- Follow-up
- Implement
- Self-Study
- Reassess
One Umbrella Plan

CDE: Single Plan for Student Achievement
Suggested Components of Action Plan

• Statement of area for improvement, including growth targets

• Rationale for area based on self-study findings

• Link to one or more learner goals/ESLRs

• 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
Schoolwide Action Plan

How does the school ensure the plan will strengthen student achievement?

Visualize what will be different for students....

- One year from now?
- Two years from now?
- Three years from now?
WASC Six-Year Cycle of Quality
A Focus on Student Learning

YEAR ONE
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR TWO
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR THREE
Profile Update, Midterm Progress Report or Midterm Progress Report and one-day Review, Refinement of Schoolwide Action Plan

YEAR FOUR
Profile Update, Progress Report, Refinement of Schoolwide Action Plan

YEAR FIVE
Review of all Profile Data, Progress Report, Progress and Program Analysis, Beginning of next Self-Study, revision of Schoolwide Action Plan

YEAR SIX
Completion of Self-Study, including refinement of Schoolwide Action Plan; Self-Study Visit; revision of Schoolwide Action Plan after Visit
Revisit: Purpose

- The school’s progress report and visit shall focus on demonstrating that the school has:
  - made progress in addressing the critical areas for follow-up, especially through implementation of the schoolwide action plan.
  - improved student achievement relative to the schoolwide learner outcomes (ESLRs) and academic standards.
- The visit results will determine the future accreditation status of the school.
Overview of School’s Responsibilities

- Prepare school report using the guidelines
  - Written Progress Report
  - Sent to Visiting Committee 4-5 weeks prior to midterm visit
  - Procedures can be found on the WASC website. (www.acswasc.org)

- Communicate with chair

- Establish schedule for visit
Midterm Review/Revisit School Materials

School materials can be found on the WASC website at the bottom of the School Materials pages: www.acswasc.org

Reviews/Revisits/Reports

All California public schools follow the same procedures, dependent upon the term of accreditation that they have received. Appropriate directions can be found in the following documents.

Six-Year Accreditation Term

- Third-Year Progress Report (On-site Midterm Review not required): Procedures
- Follow-up Midterm Revisit: Procedures

Three-Year Term Revisits: Procedures | School Progress Report Template

Limited Term (1- or 2-Year Term) Revisits: Procedures | School Progress Report Template

Special Visits: Procedures

Substantive Changes

WASC Substantive Change Policy
Substantive Change Explanation Form
School Progress Report Format

Section I: Student/Community Profile

- Updated Profile from Self-Study, including student demographic and achievement data for a 3-year period (see Task 1 of the Focus on Learning book)

- Include Summary of Data: Implications and identified critical academic needs and important questions for staff discussion
School Progress Report Format (cont.)

Section II: Significant Changes and/or Developments (since last full self-study)

Section III: Ongoing School Improvement

Comments on...

- Engagement of all stakeholders in review of student achievement data and implementation/monitoring of the schoolwide action plan
- preparation of annual progress reports
School Progress Report Format (cont.)

Section IV: Schoolwide Action Plan Progress

Comments on...

- the accomplishment of each schoolwide action plan section—reference critical area(s) of follow-up addressed through each section
- evidence supporting how each area has impacted student achievement
- progress and supporting evidence on critical areas of follow-up not included in the plan

Appendix

- modified annual schoolwide action plans since prior full visit
Findings Supported by Analyzed Evidence

How can the Leadership Team, Schoolwide Focus, Stakeholder or other Groups ensure that the progress report findings are supported by analyzed evidence?
### School’s Progress Report: Section IV

<table>
<thead>
<tr>
<th>Progress: Each Action Plan Section noting integrated Critical Areas for Follow-up*</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*use asterisk to note which critical areas)</td>
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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.
Samples of Evidence for VC:

- Formative assessments and how teachers use them
- Examples of differentiation of instruction
- Staff development calendar
- Student interviews
- Minutes from team meetings
- Campus overall impression — conducive to learning
- Student portfolios and work samples — teacher reflection or student reflection
Critical Question

How does the current school program impact student learning...

- critical academic needs
- related schoolwide learner outcomes
- academic standards?
Section V: Schoolwide Action Plan Refinements

Comments on...

- the refinements made to the schoolwide action plan since the last full visit to reflect progress and identified new issues

Appendix

- modified annual schoolwide action plans since prior full visit
Ask …

☑ Do the findings on progress address the identified critical areas for follow-up?
☑ How did the evidence support the progress?
☑ Has the school gained insight about the degree to which learning is being supported and provided analyzed student achievement data for the last three years?
☑ Does the current schoolwide action plan reflect the progress to date and next steps?
Schedule

Midterm—2 ½ days

Three Year Revisits—2 ½ days

Revisits based on a 1 or 2 year term—2 ½ days
Details of Review or Revisit

- Pre-Visiting Committee Responsibilities
  - Chair: Work with school and member(s) prior to visit
  - Follow guidelines for visiting committee report
  - Carefully study school report and do pre-writing
The Visit: Are Students Achieving?

Where’s the school now?
Where’s it going?
Does it have a good road map?
Visiting Committee Process

The Visiting Committee chair ...

- reviews the WASC criteria
- refers to the previous self-study/visiting committee reports and action plans
- obtains as much evidence as possible ahead of time along with school report, including current student/community profile
- uses the critical areas for follow-up and the school’s action plan as areas of focus for visit
Visiting Committee Process (cont.)

The Visiting Committee chair ...

- works with principal/self-study coordinator to determine the schedule for the visit.
- communicates all information to the VC members.
- submits expenses to WASC office for reimbursement. (Overnight hotel stays usually not associated with a one-day revisit)
WASC Schedule:

Include: (Time allocated for these and other areas will vary with the school and their critical areas for follow-up.)

- Meeting with site administration
- Meeting with leadership/follow-up team
- Meeting with representative teachers/follow-up committees
- Meeting with parents
- Classroom visitations
- Meeting with students
- Further review of additional documentation
- Visiting team to complete report
- Exit meeting with site leadership
Sample Areas for VC Discussion and Exploration*

- Significant needs since last visit—how addressing
- As school addressed critical areas from full visit, what was the easiest to accomplish and why—lessons learned
- Addressing student achievement as the overall school focus
- Sustainability
- What changes have taken place? What are current and future challenges?

*Areas will be dependent on school’s critical areas for follow-up
Sample Areas for VC Discussion and Exploration cont.)

- Addressing literacy across the curriculum and impact on students
- Use of formative assessment to adjust instruction — give examples — how representative
- Link between assessments and what actually day to day in instruction
- Regularly communicating and sharing — culture
- Thorough understanding of a standards-based environment — meeting the schoolwide learner outcomes
Sample Areas for VC Discussion and Exploration (cont.)

- Teachers: what does quality look like?
- Addressing needs of all subgroups
- Impact of PLCs on student learning
- Monitoring progress of interventions/effectiveness
- Role of addressing failure rate of students, especially 9th grade
- Students: how do you know work is quality?
- Means of communication to parents about various support services and effectiveness — representation
Sample Areas for VC Discussion and Exploration (cont.)

- Needs of subgroups being met
- Collection of, use of data, display of trends, patterns or anomalies—multiple sources
- Involvement of all stakeholders
- Professional development and impact on student learning
- Targeted actions—impact on student learning
- Focus on impact on students meeting the GLOs
Visiting Committees: 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......
Visiting Committee Report Format

I: Introduction

• General comments about the school and its setting and the school’s analysis of student achievement data
• Significant changes or developments that have affected the school since the last visit
• Brief comments upon the school’s process for follow-up
Visiting Committee Report Format

II: School’s Progress on Critical Areas for Follow-up

Comments..

• accomplishment of each schoolwide action plan section, showing how the critical areas for follow-up have been incorporated
• impact on student achievement
• progress on critical areas for follow-up not included in plan
Visiting Committee Report Format

III: Recommendations/Commendations

- Recommendations, if any
- Commendations Related to Progress, if any
Accreditation Status: Options
Revisit: Accreditation Status Options

• Three-Year Revisit:
  – Accreditation cycle affirmed for 3-years
  – Accreditation affirmed with a required progress report in one year
  – Accreditation affirmed with a required progress report and visit
  – Accreditation withheld
**Post-Visit Information for School for Reviews & Revisits**

- The Visiting Committee chair ...
  - Asks school to send five (5) copies of the Visiting Committee Report to WASC
  - Sends a copy of the Visiting Committee Report to the school for any review or revisit
  - Sends the status recommendation and one page confidential justification statement to WASC
  - Informs the school that WASC will send an official letter regarding the accreditation status
We Are Student-Centered