HIDOE/ACS WASC Accreditation School Improvement Project

Reviewing the Initial Visit Process
Purpose of the One-Day Initial Visit

To become acquainted with the school:

- Beliefs, vision, mission
- Student demographic and achievement data
- The General Learner Outcomes (GLOs)*
- The Academic Plan
- The school’s program based on the HIDOE/ACS WASC criteria and indicators
- The readiness for the self-study
General Learner Outcomes (GLOs)

HIDOE students will be...

- **Self-Directed Learners**
- **Community Contributors**
- **Complex Thinkers**
- **Quality Producers**
- **Effective Communicators**
- **Effective Users of Technology**
Sample Schedule for a Spring 2017 HIDOE/ACS WASC Accreditation Visit (Group Three)

January‒February 2015: Orientation of All Schools/Complexes

Spring 2015: Initial Visit (February‒April)

Fall 2015: Part I Self-Study Training (November)

Spring 2016: Part II Self-Study Training

Fall 2016: Part III Self-Study Training

Spring 2017: Full Visit/Refine Action Plan

Ongoing School Improvement Cycle
Initial Visit: Beginning the Accreditation Process

School provides the following information: (reference websites)

1. A basic introduction of your school which provides an overall description of the school and community served, the vision, mission and General Learner Outcomes (showing any modifications or additions of the GLOs relevant to the school)

   Due Two Weeks prior to the Scheduled Visit (staylor@acswasc.org)
Initial Visit: Beginning the Accreditation Process

School provides the following information: (reference websites)

2. Pertinent student/community demographic and achievement data, including identified student learning needs not part of the Academic Plan

Due Two Weeks prior to the Scheduled Visit (staylor@acswasc.org)
School provides the following information: (reference websites)

3. A copy of the Academic Plan

Due Two Weeks prior to the Scheduled Visit (staylor@acswasc.org)
The Visit: What will occur?

- Dialogue and reflection with leadership, teachers, students, support staff, School Community Council, parents, other stakeholders regarding....
  - the school’s Academic Plan and academic goals based on school’s needs
  - implementation of key strategies and activities to meet these needs
  - the six statewide strategies*
  - status of potential outcomes
1. Academic Review Teams
2. Common Core State Standards
3. Formative Instruction/Data Teams
4. Induction and Mentoring
5. Educators and Effectiveness System
6. CSSS/RTI
The Visit: What will occur? (cont.)

- Learning snapshots of students involved in the program
- Review of additional documentation, if needed
- Determination of readiness for HIDOE/ACS WASC Focus on Learning self-study as HIDOE/ACS WASC criteria areas are discussed (organization, curriculum, instruction, assessment, school culture, and student support)
- Understanding the school’s organization structure to maximize its use within the self-study process
HIDOE/ACS WASC Criteria Categories*

A. Organization: Vision and Mission, GLOs; School Culture; Governance; Leadership; Staff; and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. Quality Support for Student Personal Academic Growth
## Sample Suggested Schedule for Initial Visit

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Meet with Principal and Leadership Team</td>
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<tr>
<td>9:30 a.m.</td>
<td>Learning snapshots of students engaged in learning</td>
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<tr>
<td>11:00 a.m.</td>
<td>Meeting with representative teachers</td>
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<tr>
<td>12:00 noon</td>
<td>Dialogue with representative students</td>
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<tr>
<td>12:30 p.m.</td>
<td>Meeting with representative data teams-lower and upper school data teams</td>
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<tr>
<td>1:15 p.m.</td>
<td>Meeting with support personnel and other programmatic coordinators</td>
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<tr>
<td>2:00 p.m.</td>
<td>Meeting with other representative staff members</td>
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<tr>
<td>2:45 p.m.</td>
<td>Meeting with representative parents and community (e.g., School Community Council)</td>
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<tr>
<td>3:30 p.m.</td>
<td>Exit meeting with Principal and Leadership Team</td>
</tr>
</tbody>
</table>
After the Visit

• Visiting Committee ....
  – Prepares a brief report of findings and suggestions to assist school in self-study process
  – School and Commission receives copy of report
  – Commission takes formal action on candidacy
  – School prepares for self-study in next 18 months
Initial Visit Results: Report and Commission Action

- ACS WASC initial visiting committee report with recommendations
- ACS WASC Commission action on candidacy
- School addresses initial visit recommendations
- School begins and completes self-study/full visit within 2 years of candidacy
After the Visit

- **School ....
  - Uses the report as it prepares for self-study
  - Participates in Phase I training during **September 2015**
    *(See HIDOE Notes and Memos for schedule of Phase I & II trainings)*
    - Use of student/community profile data (LDS, ARCH and other sources)
  - Participates in Phase II training during February 2016
    - Online analysis of school’s program compared to HIDOE/ACS WASC criteria
  - Participates in Phase III training during September 2016
    - Review of criteria analysis, summary of findings, refinement of AFP
ACS WASC FOL Accreditation Cycle of Quality

- Assess
- Plan
- Visit
- Focus on Learning
- Reassess
- Implement
- Follow-up
- Self-Study

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Summary: Focus on Learning Self-Study Process
Fall 2014, Spring 2015, and Fall 2015

**What?**

What is the ideal based upon...?

- **Vision, Mission, General Learner Outcomes**
- **HIDOE/ACS WASC criteria and indicators**
- **Academic standards**

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**So What?**

What currently exists?  
How effective is it?

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**Now What?**

What and how will we modify?  
What should be in the Academic Plan?
Self-Study Report Format

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

Chapter II: Progress Report

Chapter III: Summary of Profile Data and Progress

Chapter IV: Self-Study Findings based on HIDOE/ACS WASC Criteria

Chapter V: Academic Plan for the following year

Appendix
We Are Student Centered