ACS WASC Mid-cycle Visit Training

Visiting Committee Process for 2017 Visits

How well are our students achieving?

Are we doing everything possible to support high achievement for all students?

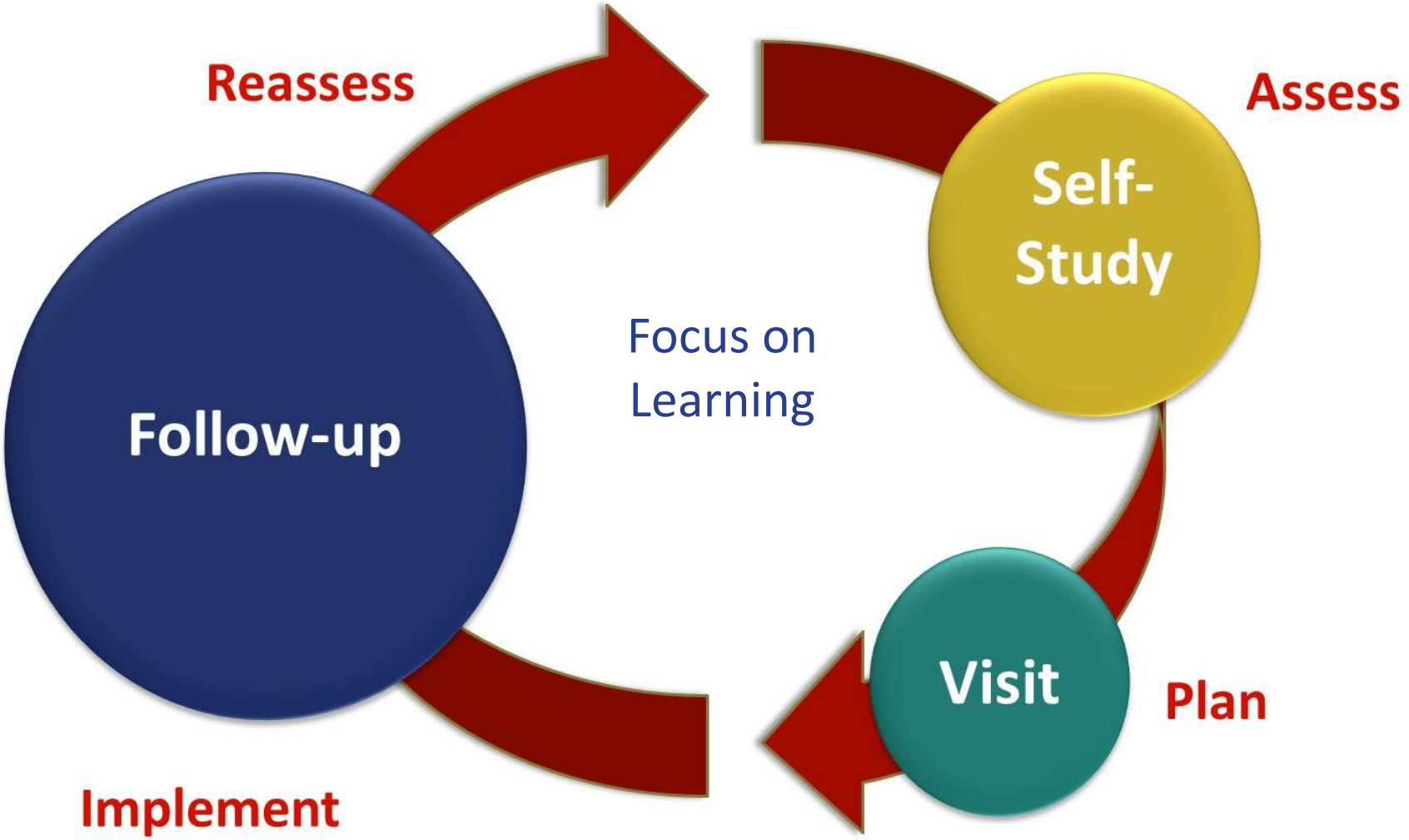
Workshop Goals

School's process since last full self-study or visit

Roles and responsibilities for a Revisit for Schools and Visiting Committees

Commission Action

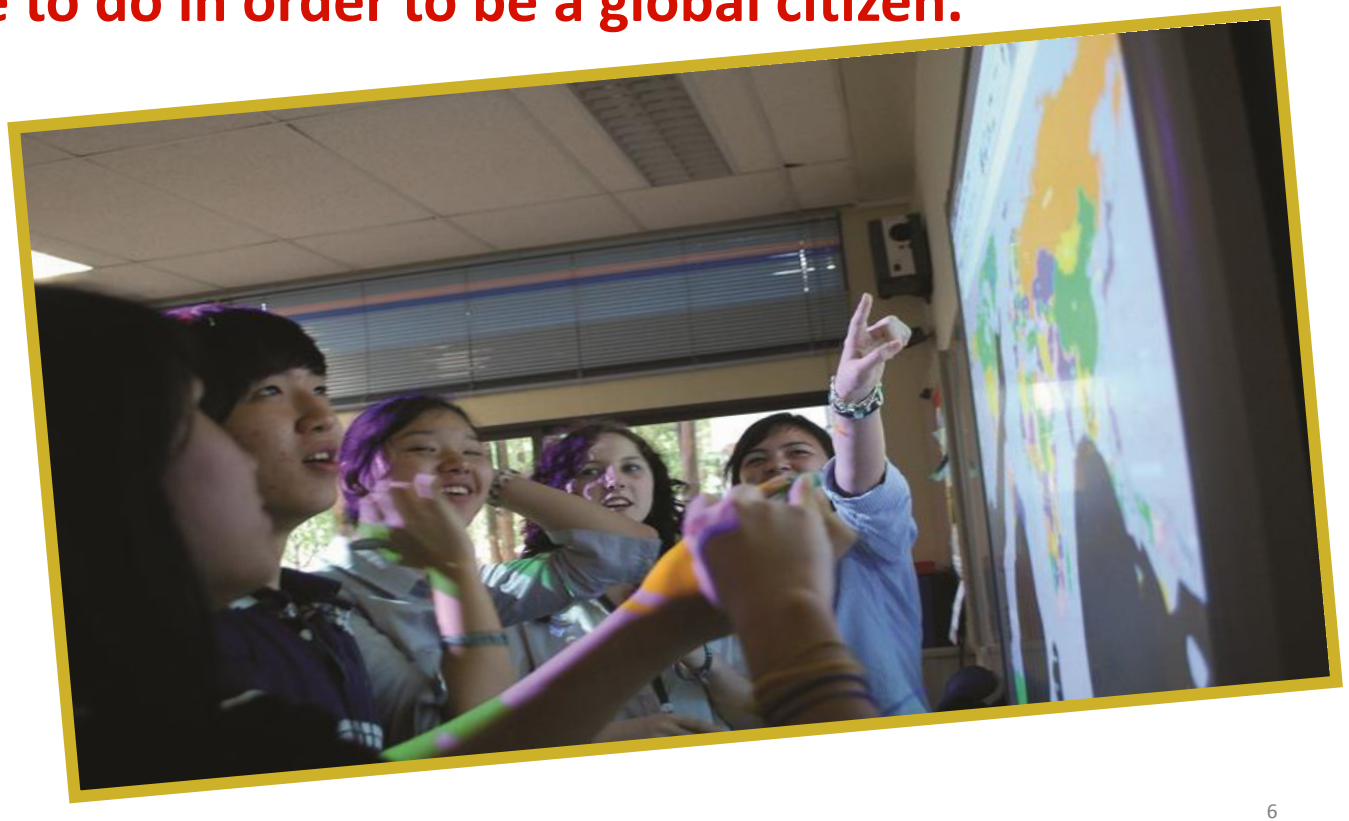
ACS WASC Accreditation Cycle of Quality



ACS WASC Accreditation Principles – Critical Elements of Focus on Learning

ONE:

Accomplishment of school purpose (core beliefs, vision, mission) and Schoolwide Learner Outcomes…**What all students should know, understand and be able to do in order to be a global citizen.**



Schoolwide Learner Outcomes

Characteristics:

- Include current learning needs and global competencies/21st century skills
- For all students
- Interdisciplinary (within all subjects)
- Assessable

Sample Schoolwide Learner Outcome

Critical thinkers and problem solvers who...

- Apply creativity and persistence, and develop awareness of their own thinking, in defining problems and developing strategies to solve them.
- Demonstrate flexibility in thinking.

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 Outcomes

College, Career, and Life Skill Oriented who:

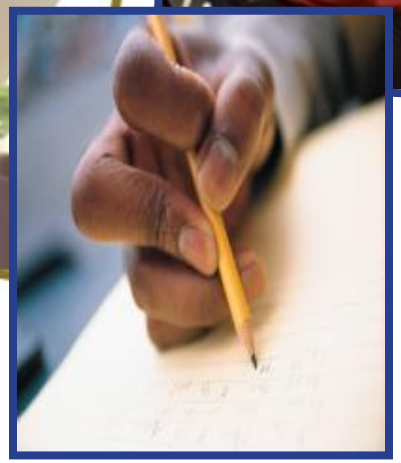
- Take initiative and work independently
- Follow through with plans and goals
- Handle praise, feedback, and criticism well
- Are organized
- Are productive and accountable
- Are self-directed and don't give up

TWO:

High achievement of all students based on schoolwide learner outcomes/curricular standards

THREE:

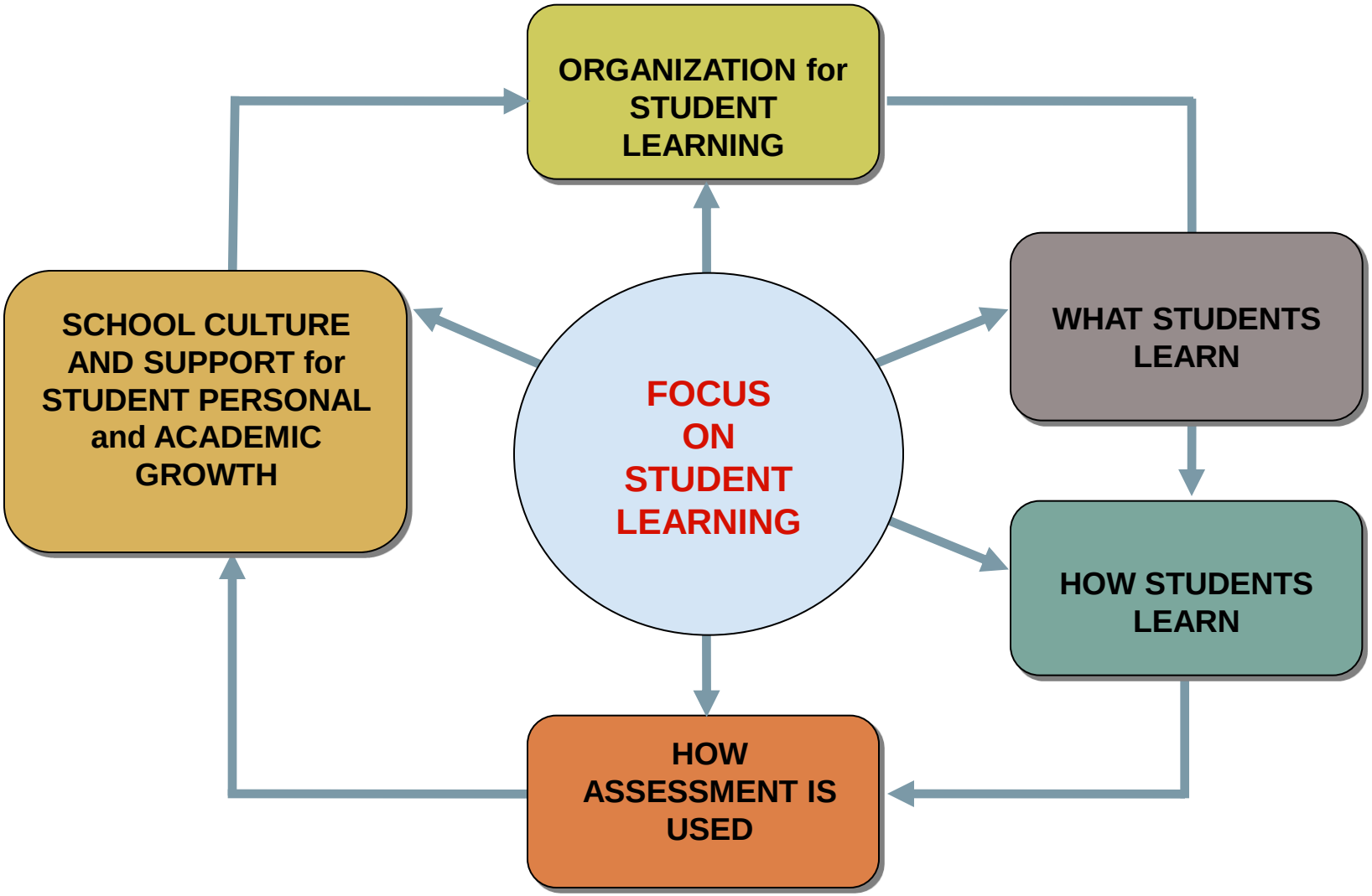
Use of multiple ways to analyze data about student achievement



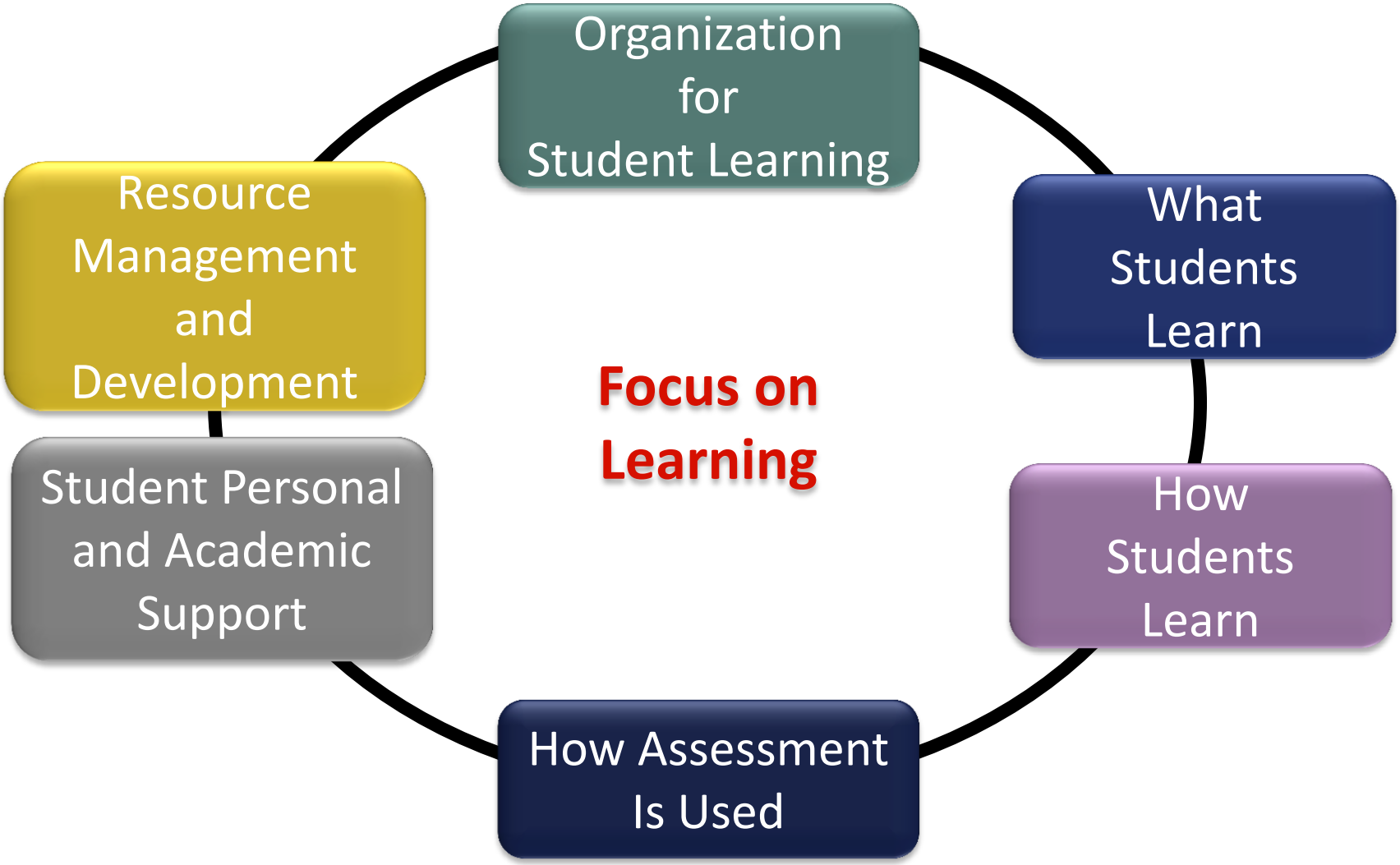
FOUR:

Program evaluation in relation to schoolwide learner outcomes, standards and research-based ACS WASC criteria and indicators

ACS WASC/CDE Criteria Categories



ACS WASC Criteria



Summary: Self-Study Process

What? *What is the ideal based upon…?*

Vision, Mission, Schoolwide Learner Outcomes; ACS WASC criteria and indicators; Curricular Standards

So What?

What currently exists?
How effective is it?

Now What?

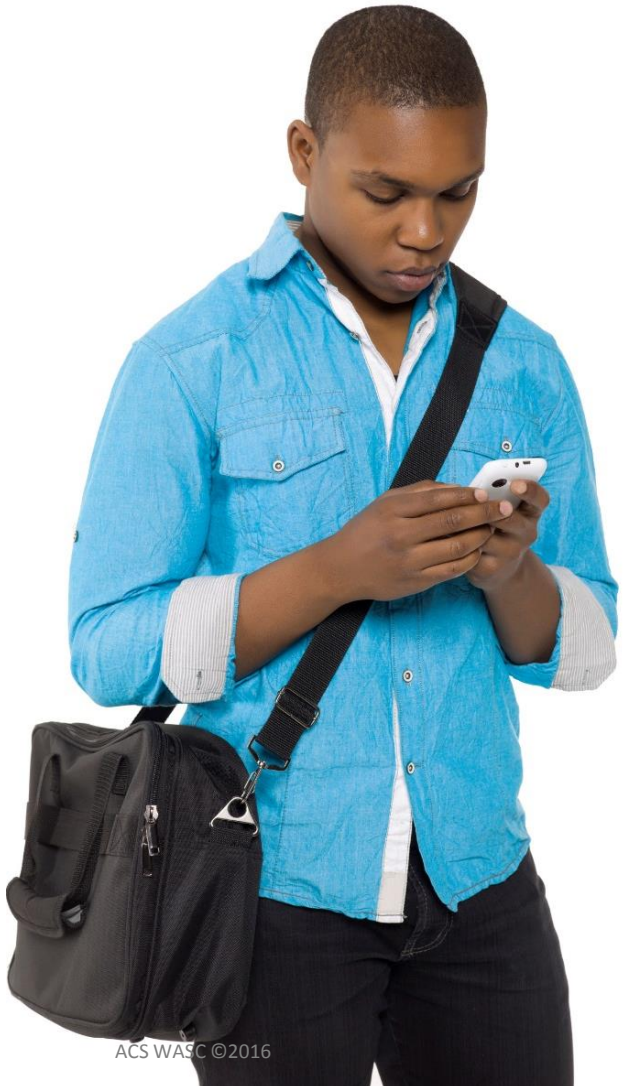
What and how will we modify?
What should be in the schoolwide action plan?

FIVE:

One Single Schoolwide Action Plan

Public Schools: SPSA and LCAP

Schoolwide Action Plan



How do school staff members 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?

SIX:

Evaluation of ongoing improvement and impact on student learning

SEVEN:
Total involvement/collaboration

MonkeyBusiness|DollarPhotoClub

Mid-cycle Visit Purpose

- Mid-cycle progress report and visit focus on demonstrating that school staff has
  - Made progress in addressing the critical areas for follow-up, especially through implementing the schoolwide action plan
  - Improved student achievement relative to the schoolwide learner outcomes and academic standards

- Visit results will determine future accreditation status of the school

School's Responsibilities

Prepare school progress report using guidelines:

No later than six weeks prior to visit sent to VC and upload report to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.
The procedures can be found at www.acswasc.org.

Communicate with the chairperson

Establish schedule for the visit

School Progress
Probationary Visit Report Format: Section I

Section I: Student/Community Profile

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

Include Summary of Data with implications and identified critical learner needs and important questions for staff discussion.

School Progress
Mid-cycle Visit Report Format: Section II & III

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

Section III: Ongoing School Improvement

Engagement of all stakeholders in review of student achievement data and implementing/monitoring of the schoolwide action plan

Preparing of annual progress reports

School Progress
Mid-cycle Visit Report Format: Section IV

Schoolwide Action Plan Progress

Accomplishment of each schoolwide action plan section referencing the critical areas of follow-up addressed through each section

Evidence supporting how each area has impacted student achievement

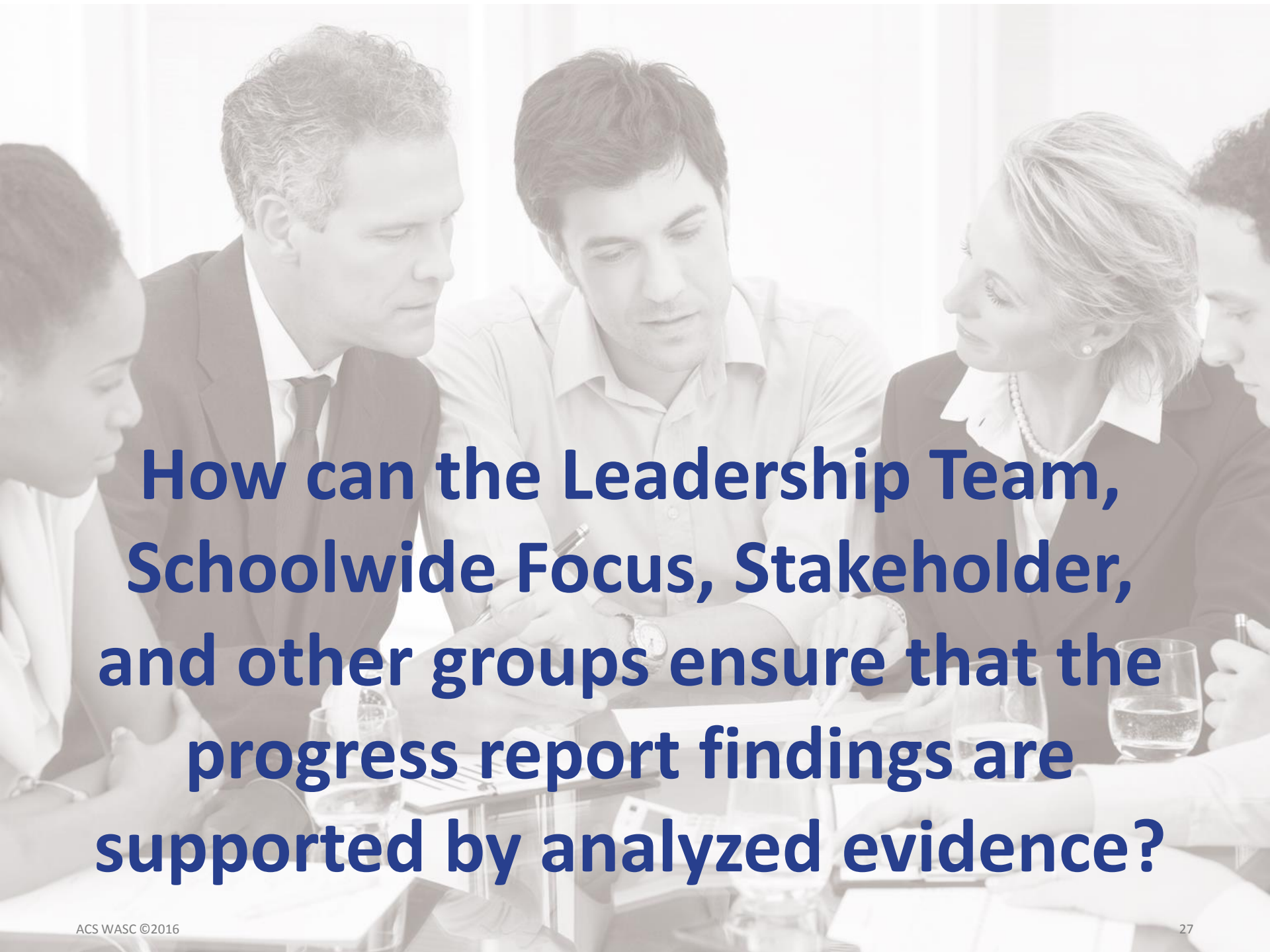
Progress and supporting evidence on critical areas of follow-up not included in the plan

School Progress
Mid-cycle Visit Report Format: Section V

Schoolwide Action Plan Refinements

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

Appendix: modified schoolwide action plan since prior full visit



How can the Leadership Team, Schoolwide Focus, Stakeholder, and other groups ensure that the progress report findings are supported by analyzed evidence?

School's Progress Report: Section IV

Progress: Each Action Plan Section noting integrated Critical Areas for Follow-up* (*use asterisk to note which critical areas)	Supporting Evidence

School's Progress Report: Section IV

Progress: Each Action Plan section noting integrated critical areas for follow-up * (mark with asterisk)	Supporting Evidence
*Researched available and initiated professional development for all teachers around reading strategies (2013)	Meeting records, professional development schedule, classroom walkthroughs
Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary	Classroom walkthroughs and PLC meeting notes

Integrated Critical Areas for Follow-Up	Action Plan Progress	Supporting Evidence
3, 4	Researched available and initiated professional development for all teachers around reading strategies (2013)	Meeting records, professional development schedule, classroom walkthroughs
2	Continued work to stress academic vocabulary; clarity schoolwide of key vocabulary	Classroom walkthroughs and PLC meeting notes

Observable Evidence Requires Analyzing Results of

What students are doing/producing

Student interviews/observations

Hard data and information

Other observations and interviews

Samples of Evidence for Visiting Committee

Formative assessments and how teachers use them

Examples of differentiation of instruction

Staff development calendar

Student interview transcripts

Minutes from team meetings

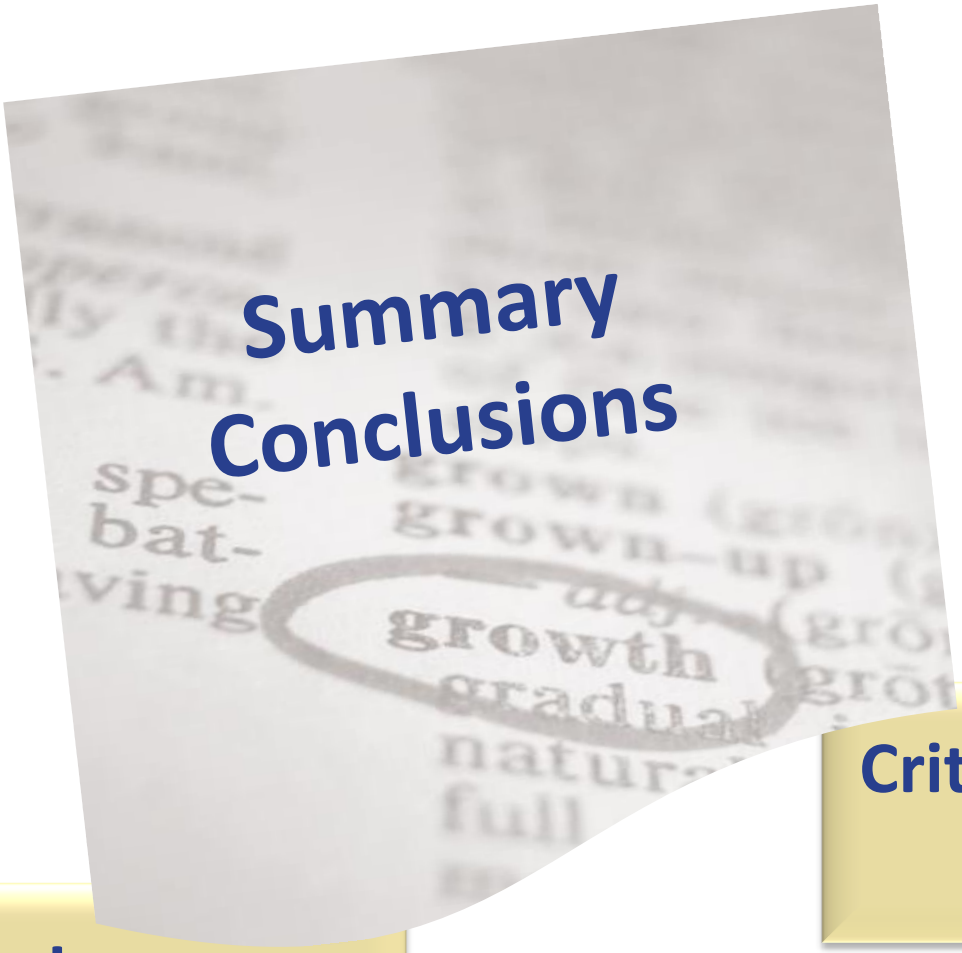
Overall campus impression — conducive to learning

Student portfolios and work samples — teacher or student reflection

How does the current school program impact student learning….

- Critical learner needs?
- Schoolwide learner outcomes?
- Academic standards?

Progress Report



Documents

Criteria

Student Work

Critical Learner Needs

Professional Knowledge

Students Working

Interviews and Surveys

Learner Goals

Profile Data

Self-Check Questions

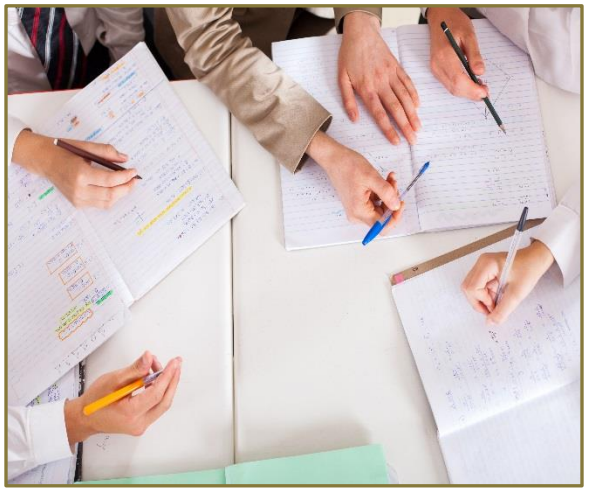
- ✓ Do the findings of progress address the identified critical areas for follow-up?
- ✓ Does the evidence support progress?
- ✓ Have staff gained insight about the degree to which learning is being supported and provided analyzed student achievement data?
- ✓ Does the current schoolwide action plan reflect the progress to date and next steps?

Schedule

Previsit Committee Responsibilities

Chair: Work with school staff and members

VC Chair and Members: Follow guidelines for VC after carefully study school's progress report; complete prewriting



Where is the school now?
Where's it going?
Does it have a good roadmap?

Visiting Committee Chair Process

Review ACS WASC criteria

Study previous self-study/visiting committee reports and action plans

Obtain as much evidence ahead of time along with the school's report

Use critical areas for follow-up and the school's action plan as areas of focus for visit

Works with principal/self-study coordinator to set visit schedule

Communicates all information to VC members

Submits expenses to ACS WASC office for reimbursement

ACS 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 visits
- Meeting with students
- Further review of additional documentation
- Visiting team synthesize findings for report
- Exit meeting with site leadership

Sample Areas for VC Discussion/Exploration*

Challenges? Past? Present? Future?

As work progressed, what was the easiest to accomplish? Why? Lessons learned?

Involvement of all stakeholders?

Addressing student achievement as an overall school focus – targeted actions.

Professional development and its impact on student learning.

Regular communication and sharing – culture.

* Areas are dependent on school's critical areas for follow-up and action plan.

Sample Areas for VC Discussion/Exploration*

Use of formative assessment to adjust instruction? Examples. How representative?

Use of data (trends, patterns, anomalies); multiple sources.

Link between assessments and what actually occurs daily in instruction.

Thorough understanding of standard-based environment – meeting schoolwide learner outcomes and addressing Common Core Standards.

* Areas are dependent on school's critical areas for follow-up and action plan.

VC: Tips on Interviewing

Phrase open-ended questions.

Listen.

Use language appropriate for the interviewee.

Watch nonverbal behavior.

Avoid biased questions.

Other tips…

Visiting Committee Report Format

I. Introduction

- General comments about school and its setting; analysis of student achievement data
- Significant changes/developments that have affected school since last visit
- Comments on school's process for follow-up

II. School's Progress on Critical Areas for Follow-up

- Accomplishment of each schoolwide action plan section showing how critical areas for follow-up have been incorporated
- Impact on student achievement
- Progress on critical areas for follow-up not included in the plan

III. Recommendations/Commendations

- Recommendations, if any
- Commendations related to progress, if any

Accreditation Status Options: Mid-Cycle Visit (1 or 2-1/2 days)

Normally, reaffirms the accreditation cycle of quality

However, if sufficient progress has not been made, the Commission may request one or both of these additional actions:

- A follow-up progress report and visit
- A follow-up report, including a revised action plan
- Other conditions

VC explains rationale for recommendation on one-page summary statement that is signed by all members

Post-Visit Information: VC Chairperson

- Send a copy of Visiting Committee Report to school
  - The Summary Statement and Visiting Committee Report to ACS WASC using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/
    - Inform school personnel that ACS WASC will send an official letter

W We

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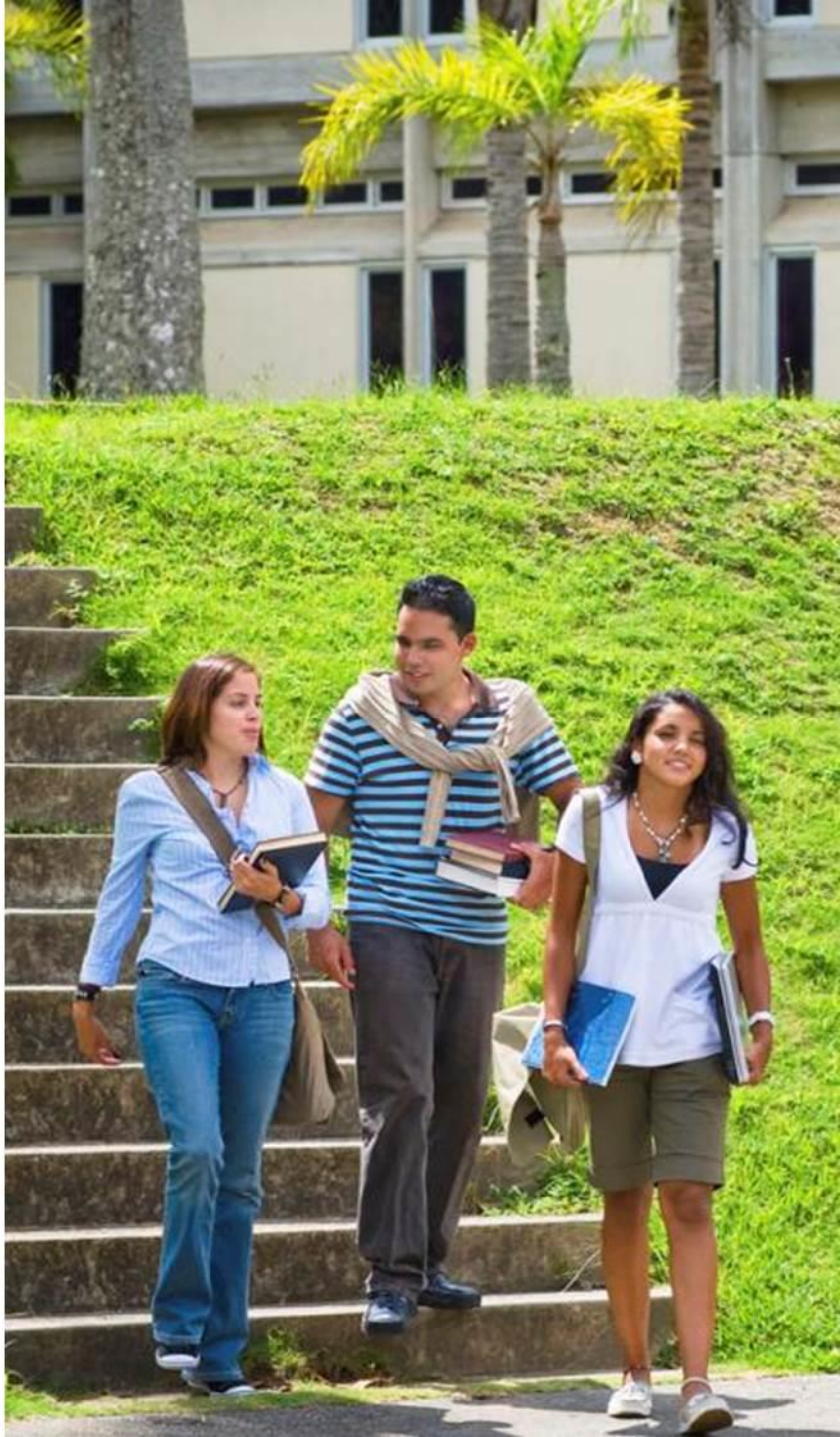

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