

ACS WASC Training Schools and Visiting Committees

Processes for 2018

- Mid-Cycle Visits
- Probationary Visits
- Progress Visits





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



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



Roles and responsibilities for a Progress Visit for Schools and Visiting Committees



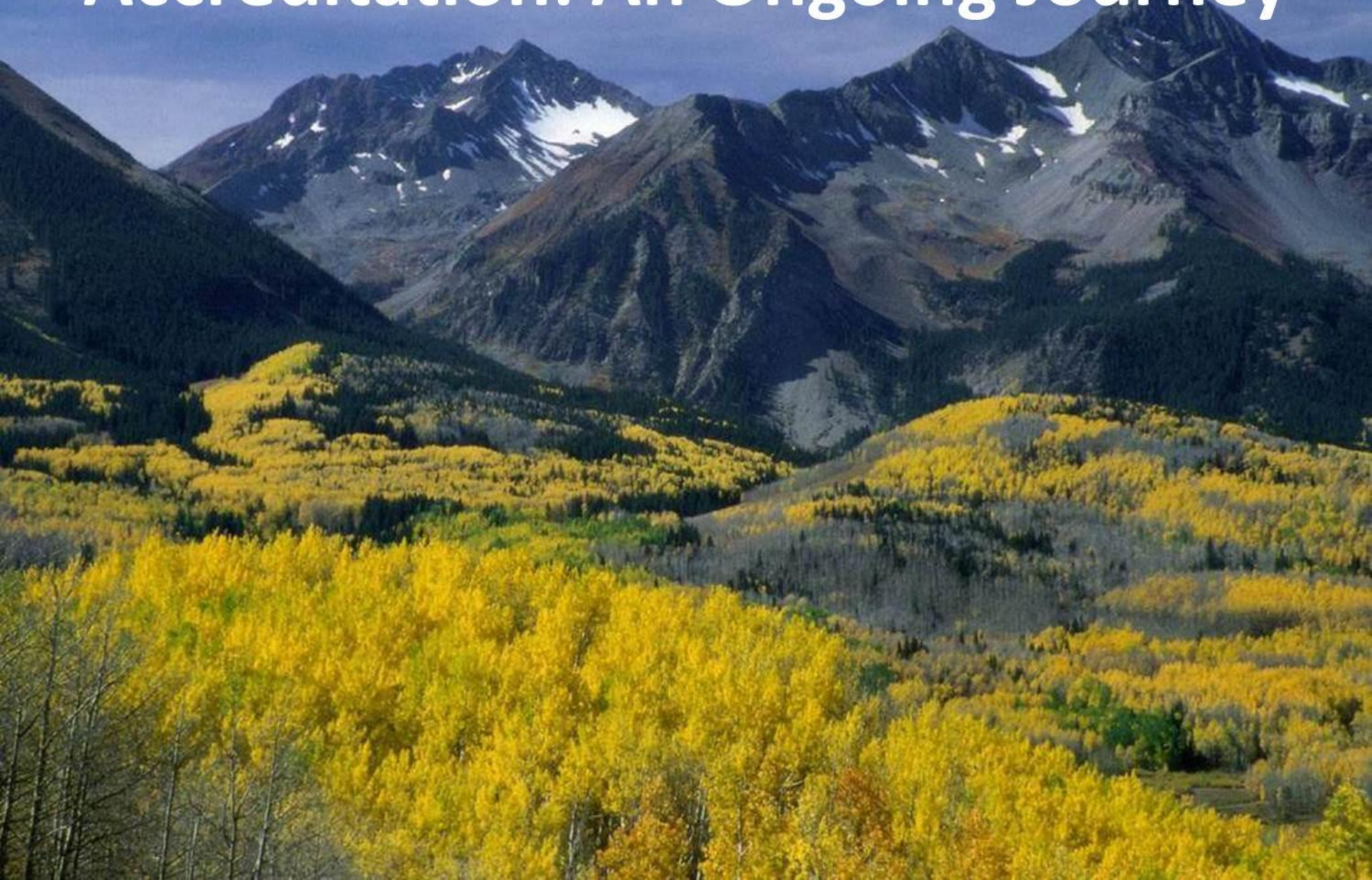
Commission Action



Accreditation Process

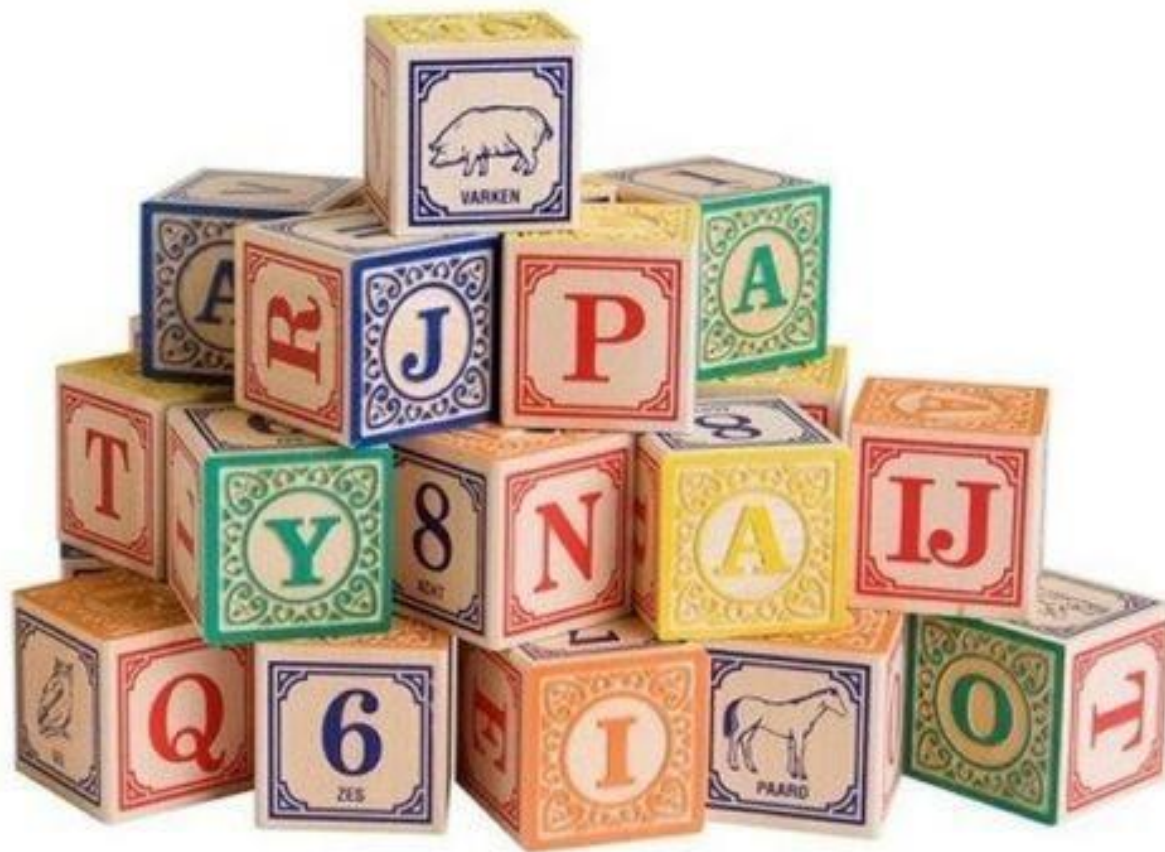
How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?

Accreditation: An Ongoing Journey





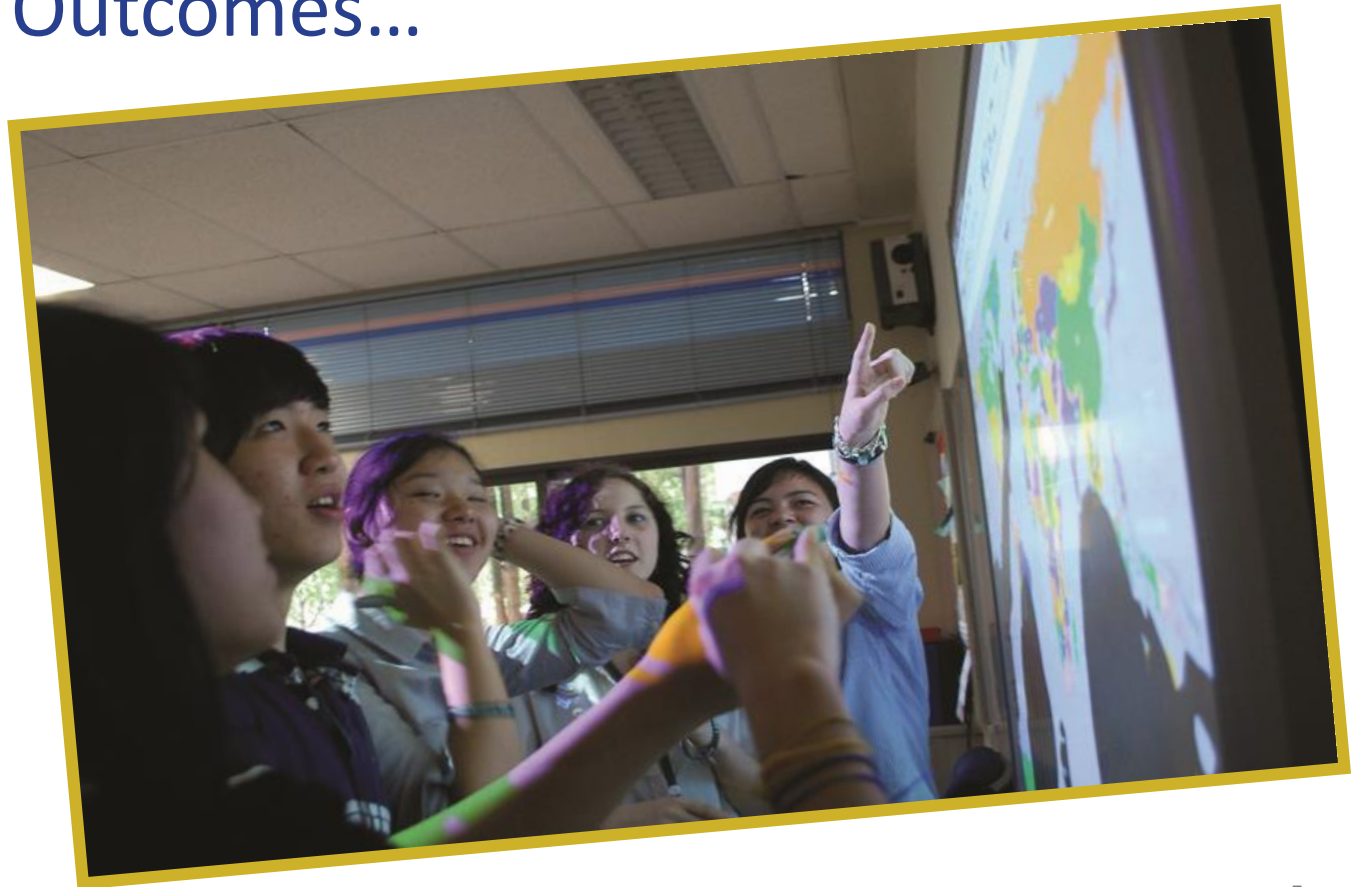
ACS WASC Accreditation Principles





ACS WASC Seven Accreditation Principles

1. Accomplishment of school purpose (core beliefs, vision, mission) and Schoolwide Learner Outcomes...





Schoolwide Learner Outcomes

Characteristics:

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



ASIJ educates students to become:

Critical thinkers and problem solvers who...

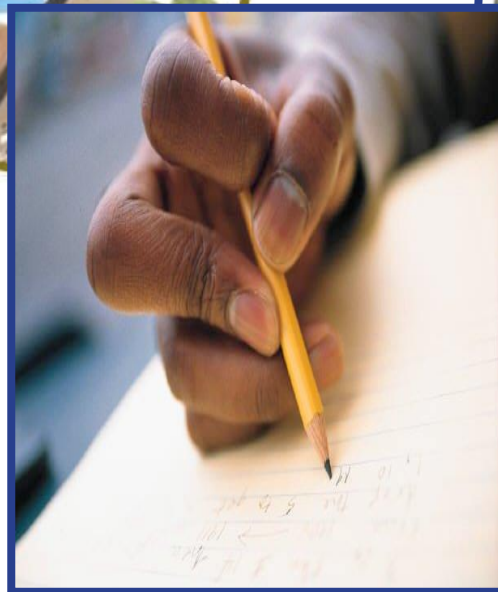
- Apply creativity and persistence, and develop awareness of their own thinking, in defining problems and developing strategies to solve them.
- Demonstrate flexibility in thinking.



2. High achievement of all students based on Schoolwide Learner Outcomes/academic standards



3. Use of multiple ways to analyze data about student achievement

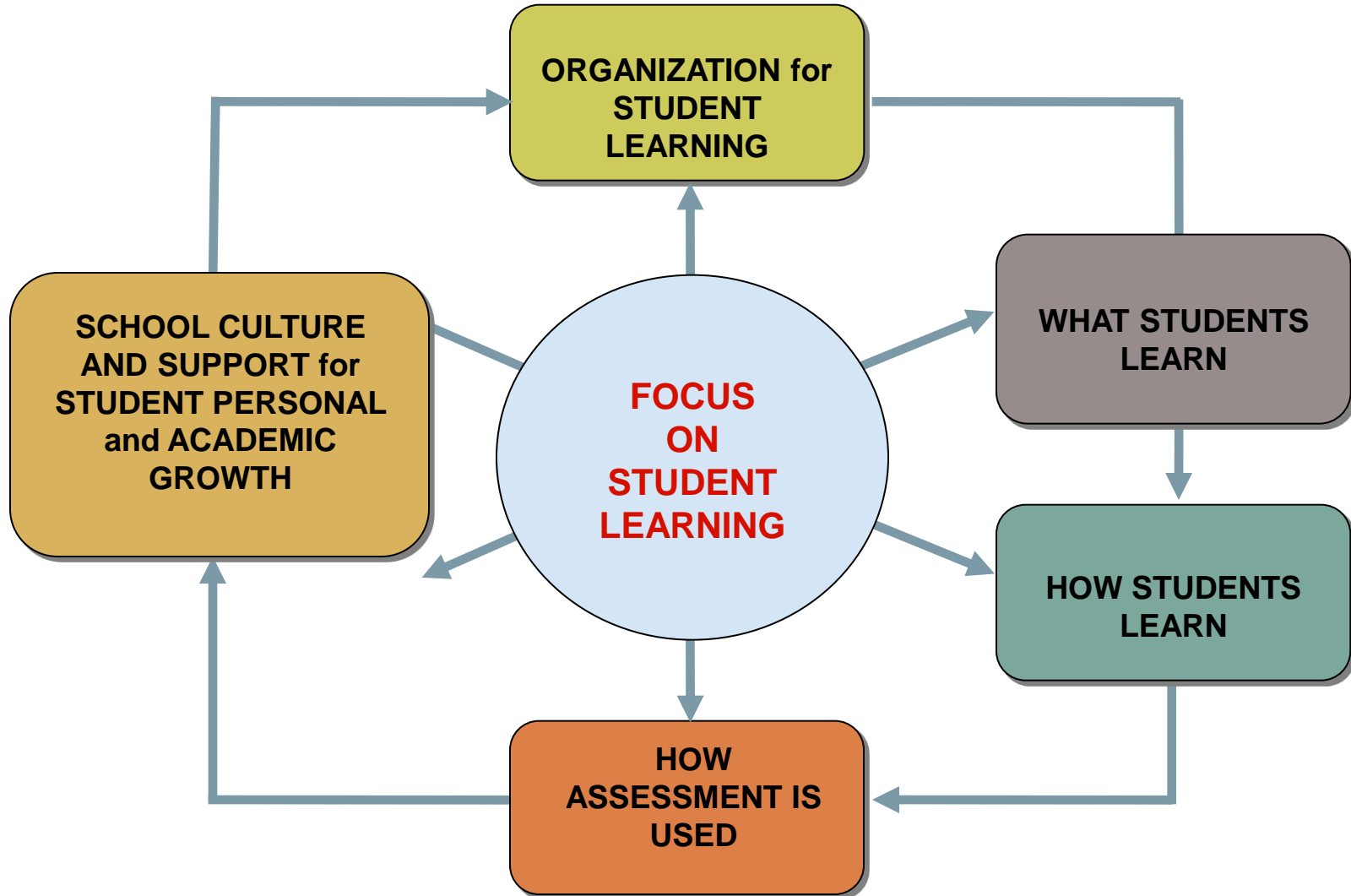




4. Program evaluation in relation to Schoolwide Learner Outcomes, standards and research-based ACS WASC/_____ or ACS WASC criteria and indicators



ACS WASC Criteria Categories





Summary: Self-Study Process

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

*Vision, Mission, Schoolwide Learner Outcomes;
ACS WASC criteria and indicators; Academic
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?*



One Umbrella Plan



**Schoolwide Action Plan
(e.g., SPSA aligned with LCAP)**

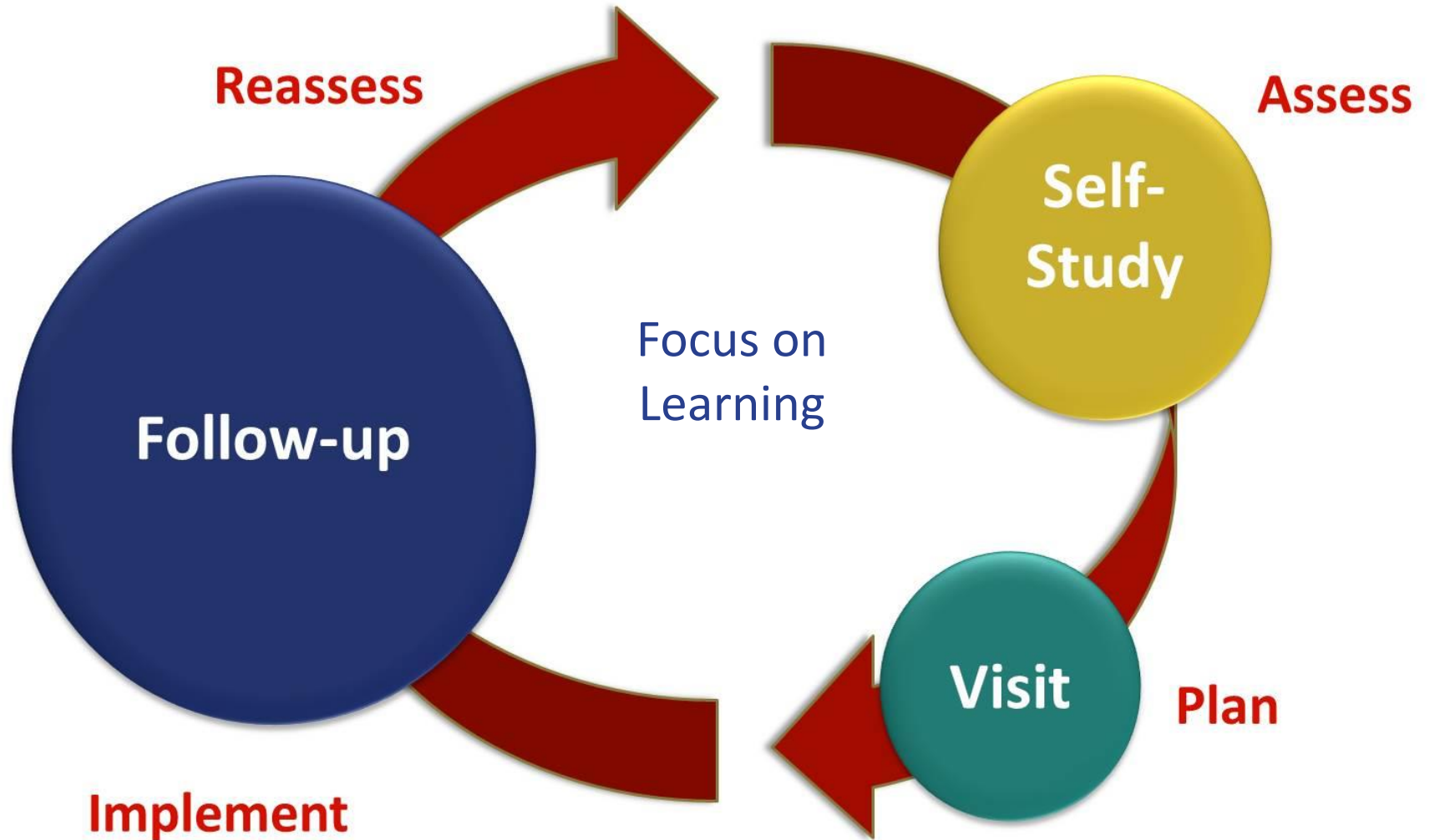


6. Evaluation of ongoing improvement and impact on student learning
7. Total involvement/collaboration of all leaders, board members, teachers, staff, students, parents, and others





ACS WASC Accreditation Cycle of Quality





Schoolwide Action Plan

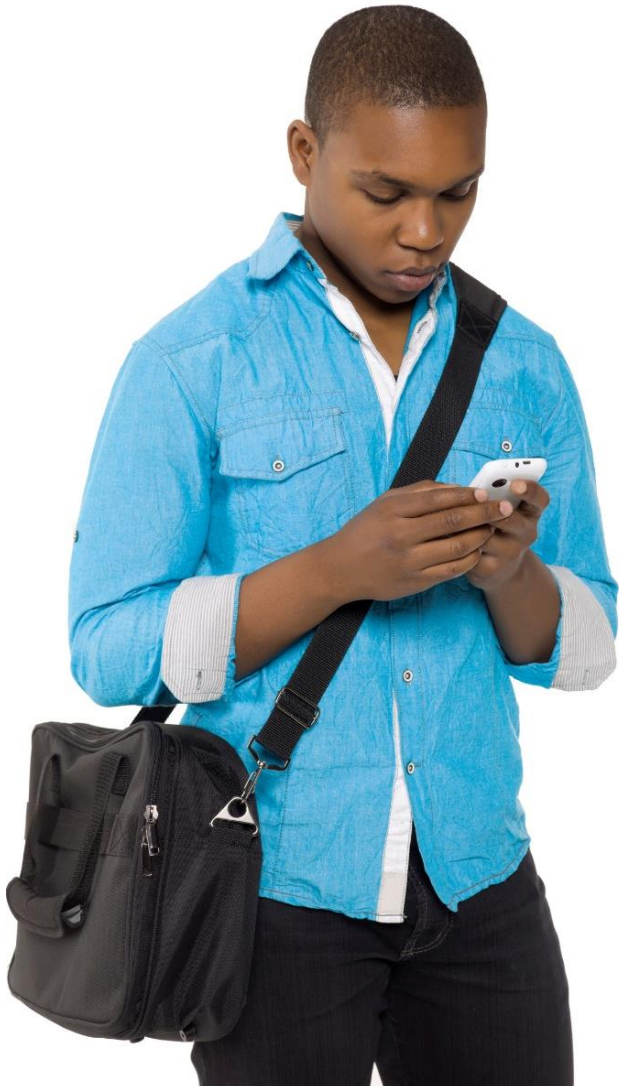
How do school staff members ensure the plan will strengthen student achievement?

Visualize what will be different for students.....

One year from now?

Two years from now?

Three years from now?





Mid-cycle/Progress Visit: Purpose

- Progress report and visit focus on demonstrating that school staff has
 - Made progress in addressing the critical areas for follow-up, especially though 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 report using guidelines
Written Progress Report

Sent to VC 6 weeks prior to visit and ACS WASC office using **document upload** on website:

www.acswasc.org



Communicate with the chairperson



Establish schedule for the visit

It all starts with planning!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Timeline

Organized-Integrate group work with regularly scheduled meetings and in-service days, if possible.

Work efficiently

Publish and send to Visiting Committee 6 weeks ahead of visit—work backwards from proposed dates of visit in Spring 2018



Report Format: **Section I**

Student/Community Profile

Updated Profile from Self-Study, including student demographic and achievement data for a 3-year period (see the Focus on Learning manuals based on type of school.)

Include Summary of Data with **implications, 2-3 identified student learning needs and important questions for staff discussion related to the student needs**

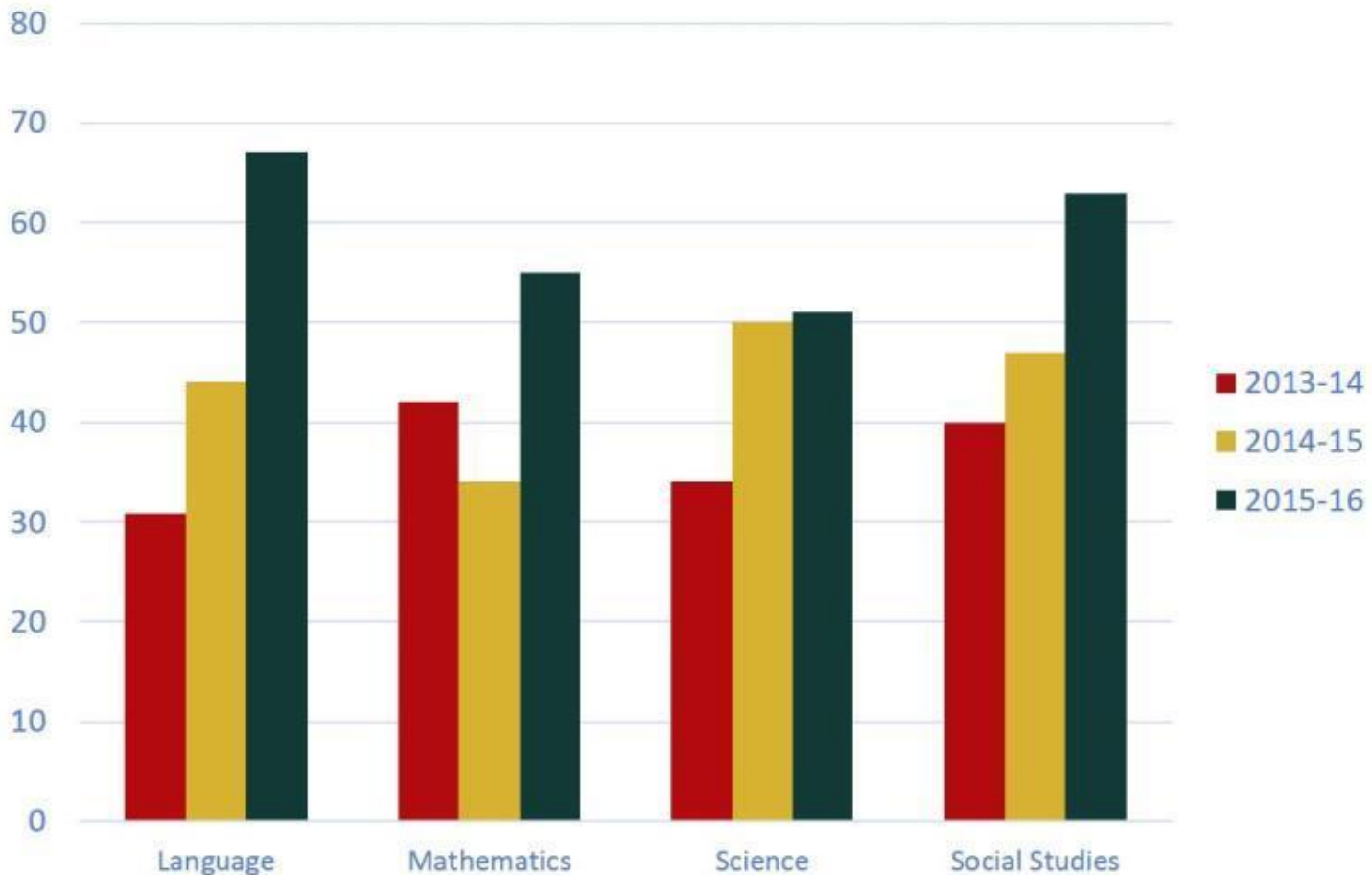
What data should we
include in our profile?
Where do we obtain the
data?

Focus on Learning manual, Profile Guide

Sample Achievement Data

Determine 2-3 findings. Any questions raised?

Percent Students Scoring Proficient on Mandated State Tests





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 Learner Outcome Finding

During our self-study process we looked closely at student data on our schoolwide learner outcomes, student perceptions, and teacher expectations... After examination of our data, we noticed that the outcome on Complex Thinker had the lowest number of students being rated usually or consistently and the highest rating of sometimes...we decided this would be one of our main areas of focus.



Who are the students? How are the students doing?

What does the data tell us?

Not tell us?



- What questions does the data raise?



Sample Implications

- The English Learners, Special Needs and Title I subgroups did not meet proficiency in reading and math.
- Even with the focus on the statewide benchmarks for standards, , there is a need to address problem-solving and critical thinking skills in reading and math.



Sample Critical Student Learning Needs

- Reading Comprehension Skills (academic texts, critical reading skills, and memory and retention skills)
- Math (problem-solving and operational skills)
- Problem-solving and critical thinking



Sample Questions for All Stakeholders

- How do all staff members address the issues of improving the reading, math and problem-solving and critical thinking skills within all courses and programs?
- How do all staff members address the greater use of multiple sources of data effectively to address the modification of the learning and teaching to improve students' performance within different subgroups and grade levels?



Report Format: **Sections II & III**

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

Significant changes and development

Impact of these changes/developments on school programs

Section III: Ongoing School Improvement

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

Process for preparing annual progress reports



Report Format: **Section IV**

Schoolwide Action Plan Progress

- Analytical comments on the 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



Report Format: **Section V**

Schoolwide Action Plan Refinements

Indicate refinements made to the Schoolwide Action Plan since last full visit to reflect progress and identified new issues

Appendix: current 2017-2018 Schoolwide Action Plan
(public schools include link to LCAP)



One Umbrella Plan



Public Schools: SPSA and LCAP

**How will we organize
ourselves and our
work?**

A group of five business professionals (three men and two women) are gathered around a table in a meeting. They are looking at documents and discussing them. The image is overlaid with a semi-transparent white background and a blue text box.

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

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



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 (2015)	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 (2015)	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



Student Work

“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”

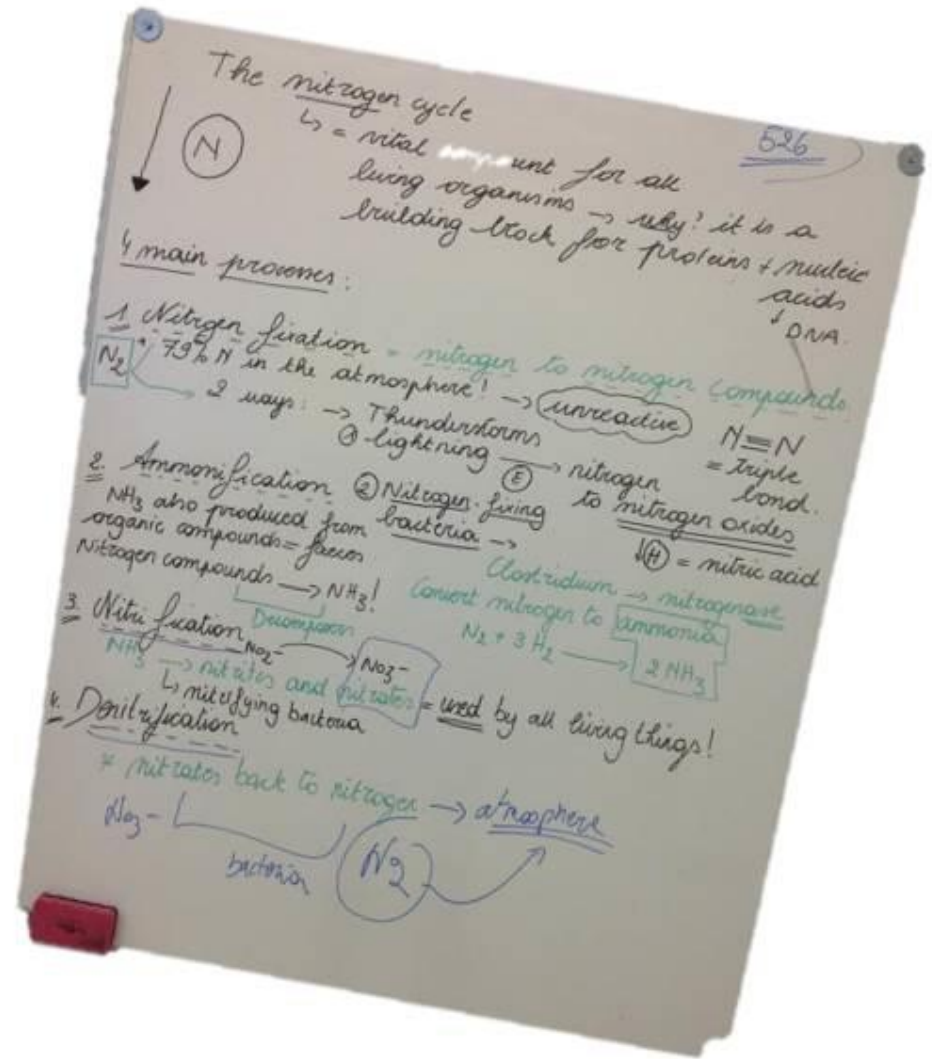
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning*. New York, Teachers College Press, 2007.

Nature

Quality

Frequency

Growth over time





Student Work: Probing Questions

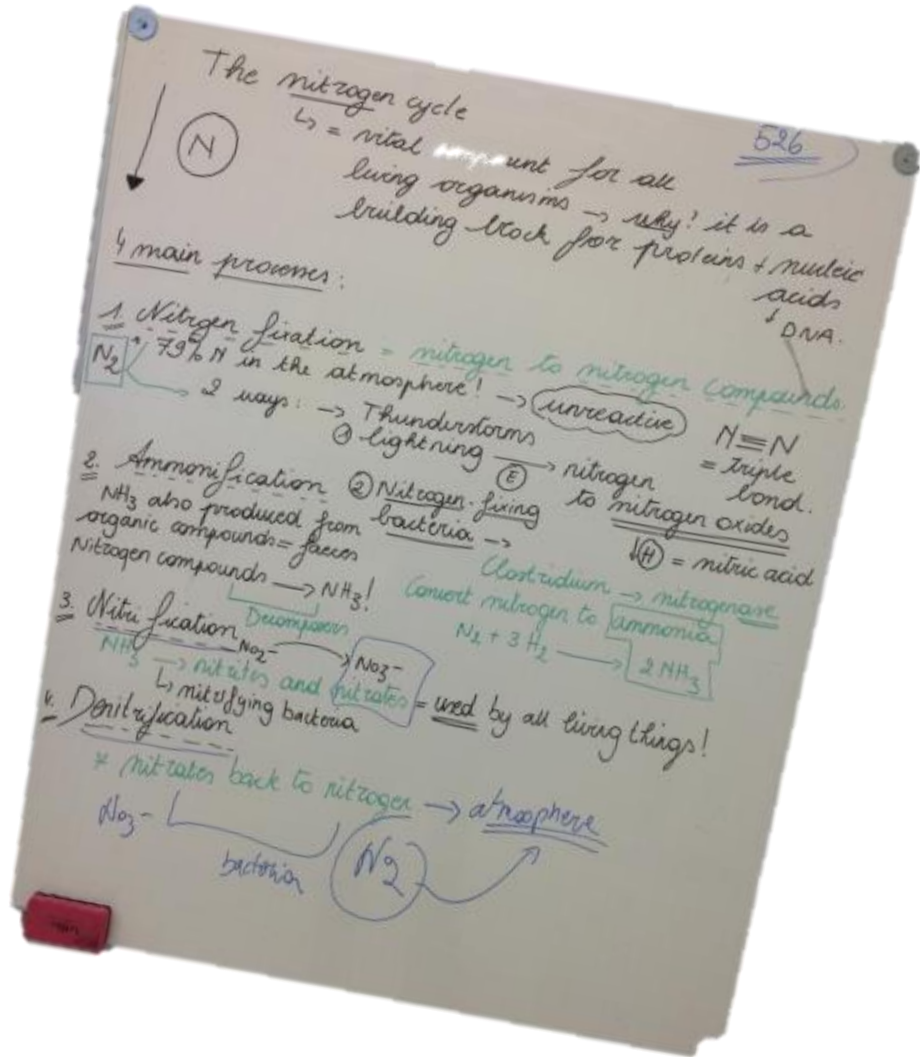
What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was...different from...?





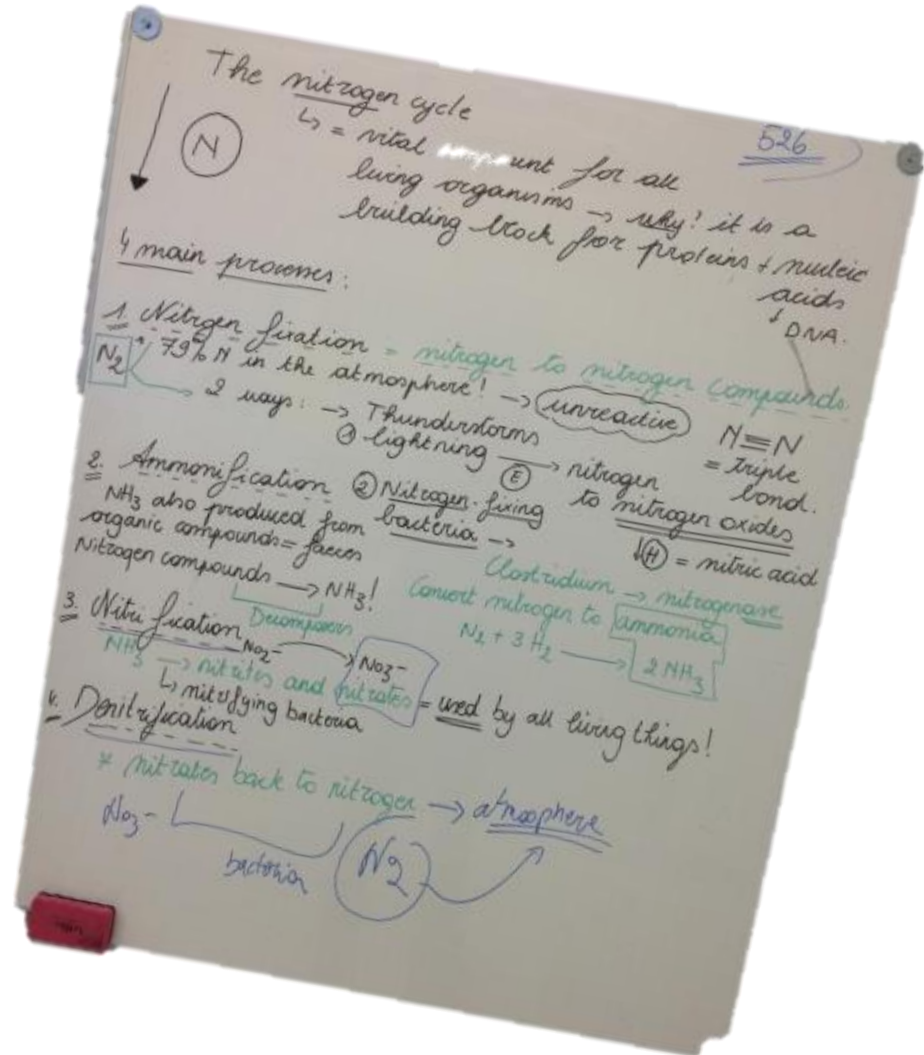
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work

www.essentialschools.org/resources/60

Looking at Student Work

www.lasw.org/





Interviews and Surveys

Interviews

- Student to student
- Family to family
- Teacher to teacher

Surveys

- Short
- Focused
- Understandable





Observations



Strategies

Data in a Day

Roving teacher substitutes

Teacher journals

Shadowing students

Ground rules

Capturing data



Learning Snapshot

What are the students doing ?

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> listening | <input type="checkbox"/> calculating | <input type="checkbox"/> working in a group |
| <input type="checkbox"/> watching | <input type="checkbox"/> taking notes | <input type="checkbox"/> working alone |
| <input type="checkbox"/> writing | <input type="checkbox"/> completing worksheet | |
| <input type="checkbox"/> reading | <input type="checkbox"/> using technology | |

Which critical learner needs were observed?

- | | |
|----------------------------------|--|
| <input type="checkbox"/> reading | <input type="checkbox"/> critical thinking |
| <input type="checkbox"/> writing | <input type="checkbox"/> computing |

What schoolwide learner outcomes were observed?

- | | | |
|----------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Citizen | <input type="checkbox"/> Life/Career | <input type="checkbox"/> Leadership |
|----------------------------------|--------------------------------------|-------------------------------------|





Samples of **Analyzed Evidence**

Formative assessments and how teachers use them

Examples of differentiation of instruction

Professional development calendar

Student interview notes

Minutes from team meetings

Overall campus impression – conducive to learning

Student portfolios and work samples – teacher or student reelection



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

Critical Student Learning Needs?

Schoolwide Learner Outcomes?

Academic Standards?



Progress Report



**Summary
Conclusions**

Documents

Criteria

Student Work

**Schoolwide
Learner
Outcomes**

**Critical Student
Learning Needs**

Professional Knowledge

Students Working

Profile Data

Interviews and Surveys



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 (e.g., SPSA aligned with LCAP) reflect the progress to date and next steps?



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



Schedule and Size of Visiting Team

Mid-Cycle – 1 day (2 members)

Mid-Cycle– 2-2 ½ days (2 -5 members)

Probationary Visits – 2 ½ days (2-5 members)



Previsit Committee Responsibilities

Chair and VC Members:
Follow guidelines for VC after
carefully studying school's
progress report. Complete
prewriting



Chair: Work with school
staff and members





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

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

Communicate all information to VC members

Submit expenses to ACS WASC office for reimbursement



Schedule

Include: (Time allocated for these and other areas will vary with the school and the 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 works toward synthesis of findings and completion of 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.



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.



VC: Tips on Interviewing

Phrase open-ended questions.

Listen.

Watch nonverbal behavior.

Other tips...

Use language appropriate for the interviewee.

Avoid biased questions.



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
- Impact these changes and developments have had on the school or specific curricular programs
- Comments on school's process for follow-up, including a description of the committee overseeing action plan progress and visit preparation
- Description on process used to prepare the progress report



Visiting Committee Report Format

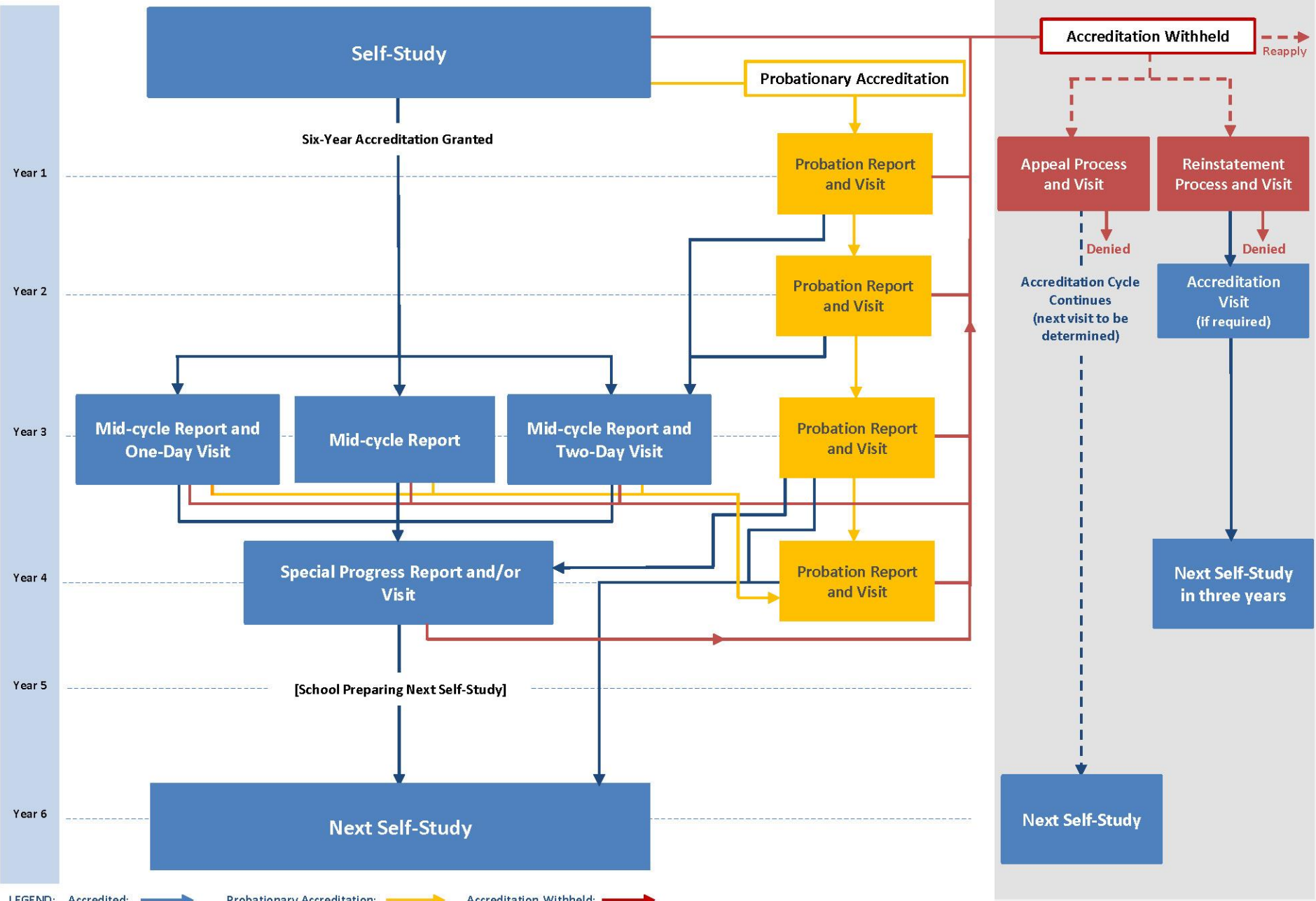
II. School's Progress on Critical Areas for Follow-up

- Analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section
- Evidence supporting the progress and impact on student achievement
- Progress on critical areas for follow-up not included in the action plan, including supporting evidence

III. Recommendations/Commendations

- A. Commendations: Comments on significant progress in responding to the critical areas for follow-up and in carrying out the action plan
- B. Recommendations: Comments on critical areas for follow-up/action plan sections not yet completely addressed and Identification of new areas of concerns, if applicable.

ACS WASC Accreditation Status Timeline





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 justification statement that is signed by all members.



Accreditation Status Options: **Probationary**

One-Year Probationary Accreditation

Accreditation status granted with a mid-cycle progress report and visit in two years

Probationary Accreditation status continued with a progress report and visit in one year

Accreditation status withheld

Two-Year Probationary Accreditation

Accreditation status granted with a mid-cycle progress report and visit in one year

Accreditation status withheld



Accreditation Status Options: **Progress Visits**

Fourth Year Progress Visit

Accreditation status reaffirmed with a full self-study and visit in two years

Accreditation status withheld



Post-Visit Information: VC Chairperson

Document Upload: a copy of Visiting Committee Report to ACS WASC and a copy to school

Document Upload: the accreditation status recommendation and a copy of the justification statement and Visiting Committee Report to ACS WASC

Informs school personnel that ACS WASC will send an official letter regarding the accreditation status granted

Road to the Action Plan



W

We

A

Are

S

Student

C

Centered

