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

- Organization for Student Learning
- School Culture and Support for Student Personal and Academic Growth
- What Students Learn
- How Students Learn
- How Assessment Is Used
- Focus on Student Learning
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

1. **Assess**
2. **Self-Study**
3. **Visit**
4. **Plan**
5. **Follow-up**
6. **Implement**
7. **Reassess**

Focus on Learning
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!

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<th>Sunday</th>
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21
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
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
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<td>Language</td>
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<td>Social Studies</td>
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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
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
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)
How will we organize ourselves and our work?
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

<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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</table>
## School’s Progress Report: Section IV

### Progress: Each Action Plan section noting integrated critical areas for follow-up *

**Supporting Evidence**

<table>
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<th>Integrated Critical Areas for Follow-Up</th>
<th>Action Plan Progress</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td><em>Researched available and initiated professional development for all teachers around reading strategies (2015)</em></td>
<td>3, 4</td>
<td>Researched available and initiated professional development for all teachers around reading strategies (2015)</td>
</tr>
<tr>
<td>Continued work to stress academic vocabulary; <em>clarity schoolwide of key vocabulary</em></td>
<td>2</td>
<td>Continued work to stress academic vocabulary; clarity schoolwide of key vocabulary</td>
</tr>
</tbody>
</table>

* (mark with asterisk)
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.”


Nature

Quality

Frequency

Growth over time
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?

___ listening  ____ calculating  ____ working in a group
___ watching  ____ taking notes  ____ working alone
___ writing  ____ completing worksheet
___ reading  ____ using technology

Which critical learner needs were observed?

___ reading  ____ critical thinking
___ writing  ____ computing

What schoolwide learner outcomes were observed?

___ Citizen  ____ Life/Career  ____ 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?
Summary Conclusions

Critical Student Learning Needs

Schoolwide Learner Outcomes

Profile Data

Documents

Criteria

Student Work

Professional Knowledge

Students Working

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: Work with school staff and members

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


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...
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.
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

- Schoolwide Learner Outcomes
- Data
- Student Learner Needs
- Evidence of Progress Strengths
- Evidence of Progress Growth Areas

Updated Action Plan
We Are Student Centered