ACS WASC
Visiting Committee Chair Training

Focus on Learning:

A Transforming, Powerful, Coherent Process

THANK YOU

thank you

Visiting Committee Chair
Keeper of the Vision, Coach, Organizer

ACS WASC
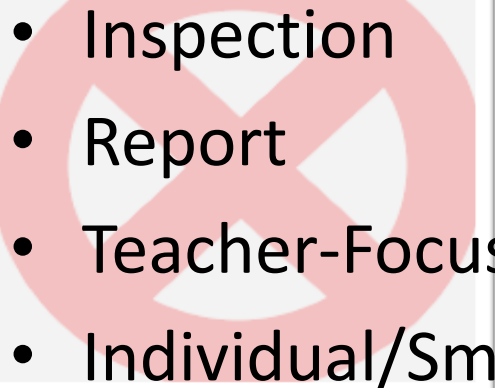
Worldwide

Commission

18 Partner Associations

Private, Nonprofit

Serving 5,000 schools

ACS WASC Focus on Learning
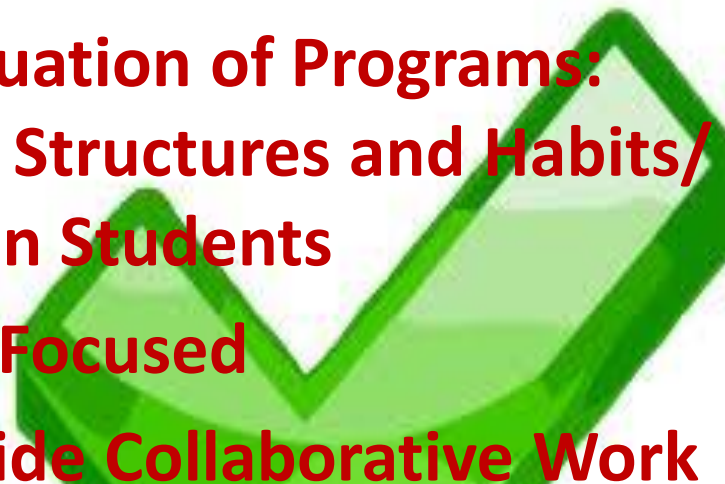
WHAT DOES ACCREDITATION MEAN?

What does ACCREDITATION mean?

- **Self-Renewal and Reflection**
- **Self-Evaluation of Programs: Effective Structures and Habits/Impact on Students**
- **Student-Focused**
- **Schoolwide Collaborative Work**

- Inspection
- Report
- Teacher-Focused
- Individual/Small

Group work only

Connect – Extend – Challenge

- How do these critical aspects of accreditation connect with my ideas and experience?

- How do these relate to my chair responsibilities as a keeper of the vision, coach and organizer?

- Based on these, what challenges do I see in my work with the school and the team?

Agenda

Update

The PreVisit/Visit

Recommended Status Aligned with Findings in relation to Criteria/Indicators and other Status Factors

ACS WASC
Update

After the Visit: Report Submissions Commission Meeting Deadlines

- December 15, 2017, for Winter Commission meeting

- April 2, 2018, for Spring Commission meeting

- May 24, 2018, for Summer Commission meeting

Document Upload Link

ACS WASC Update: (cont.)

•LCFF-LCAP, integration into ACS WASC/CDE Focus on Learning (see www.cde.ca.gov.org)

What is the impact on the visits for 2017-18?

Accountability Model Foundation

Based on progress toward the LCFF state priorities.

- **Priority 1** (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)
- **Priority 2** (Implementation of State Academic Standards)
- **Priority 3** (Parent Engagement)
- **Priority 4** (Achievement)
- **Priority 5** (Pupil Engagement)
- **Priority 6** (School Climate)
- **Priority 7** (Access to a Broad Course of Study)
- **Priority 8** (Outcomes in a Broad Course of Study)
- **Priorities 9 and 10** (Coordination of Services for Expelled and Foster Youth)

LCFF and Performance Indicators

- **Priority 1 –** Local Williams Reporting
- **Priority 2 –** Local Surveys
- **Priority 3** – Local Survey and/or Measures
- **Priority 4 –** Smarter Balanced Math, ELA Assessments, EL Indicator, Grad Rate
- **Priority 5 –** Suspensions, Chronic Absence
- **Priority 6** – Healthy Kids Survey and/or Local Measures
- **Priority 7 –** College and Career Indicator
- **Priority 8 –** College and Career Indicator
- **Priorities 9 and 10 –** Surveys

Success - Instructional Core

What will we see students doing?

What will we see teachers doing?

TEACHER

STUDENT
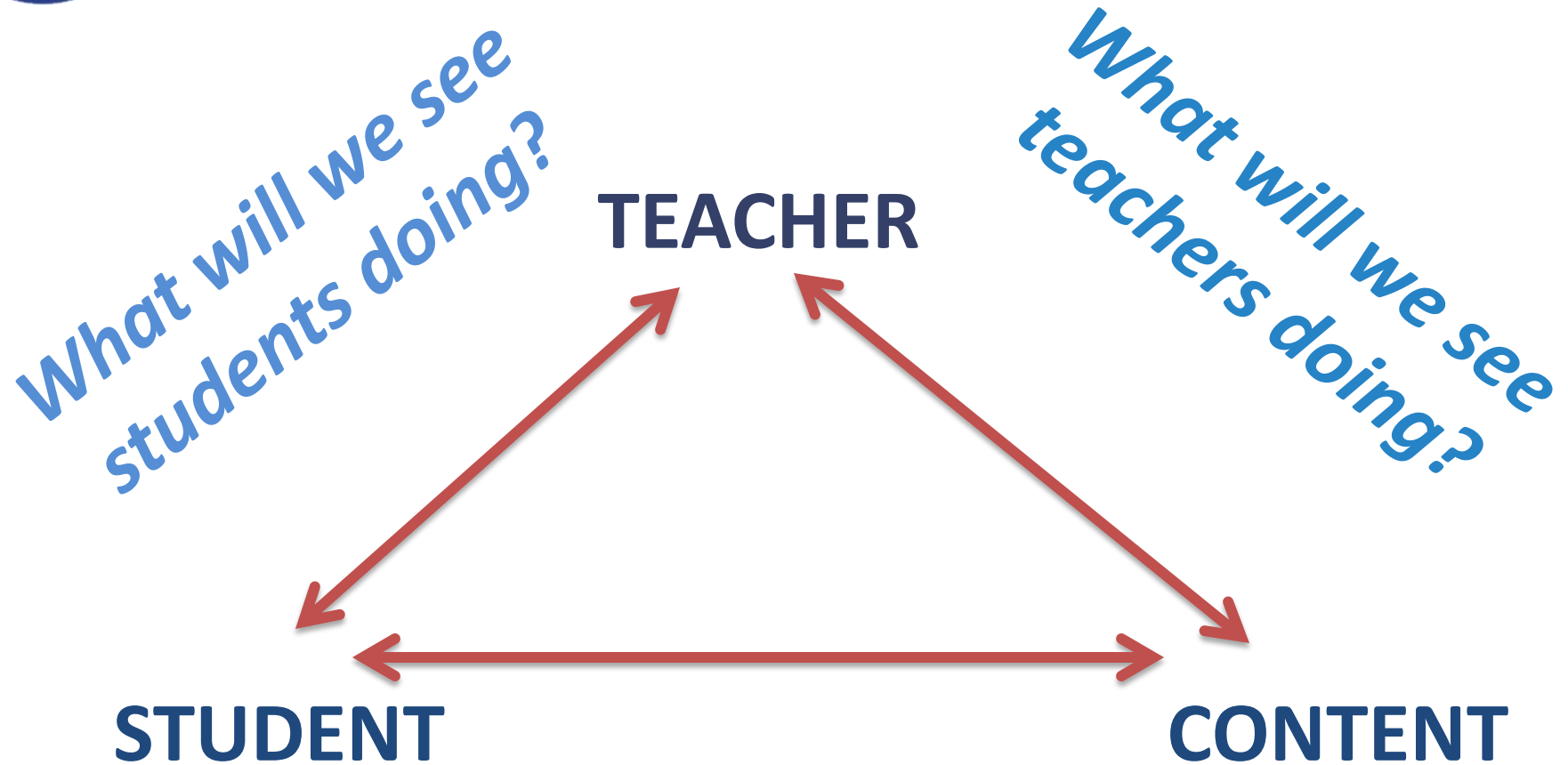
CONTENT

What will the instructional content look like?

David Cohen and Deborah Ball

State Indicators for Accountability and Continuous Improvement

- Chronic Absenteeism

- Suspension Rate (K-12)

- English Learner Progress (K-12)

- Graduation Rate (9-12)

- College/Career
  - Available Fall 2017. Grade 11 assessment results.

- English Language Arts (3-8)

- Mathematics (3-8)

Overview – State Indicators

- The California Model uses percentiles to create a **5 by 5 grid (giving 25 results)** that combine "Status" and "Change" that are equally weighted to make an overall determination for a "Performance Category" (represented by a color) for each indicator.

- **Status (outcome)** is based on the *current* year performance.

- **Change (improvement)** is the difference between performance from the *prior* year and *current* year, or between the current year and a multi-year average—if available.

17

State Indicators System

An LEA or school with a "High" **Status** and an "Increased" in **Change** will receive an overall performance of **Green** for most indicators.

Change

Status

Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Blue	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Median	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

English Learner Indicator

English Learner Change
(CHANGE in Percent Progressing Plus Reclassified Students)

English Learner Status (Percent Progressing on CELDT Plus Reclassified Students) — Level	Declined Significantly by more 10%	Declined by 1.5% to 10%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

Technical Assistance for Districts and Schools Begins Fall 2017
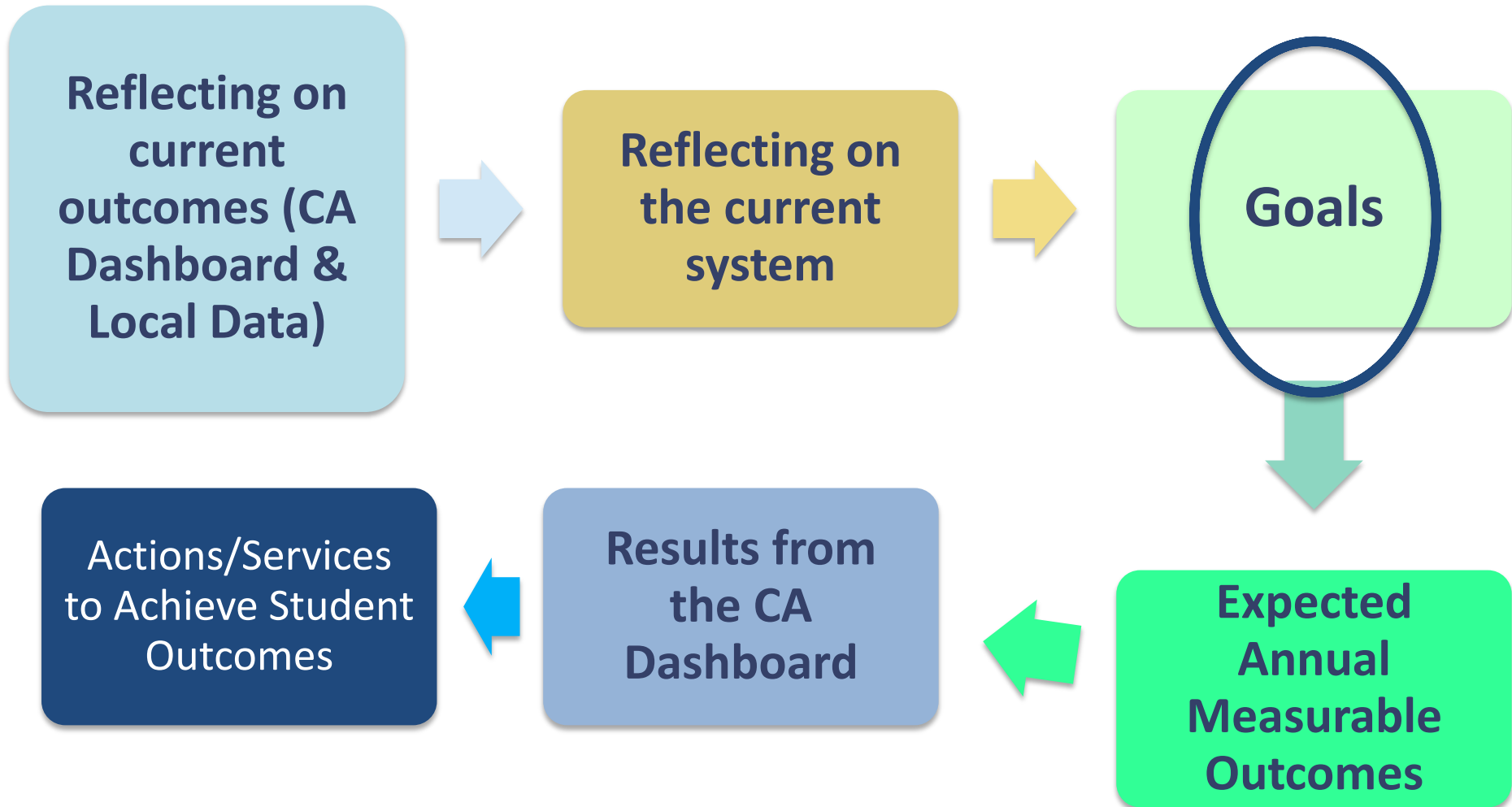
- Technical Assistance (TA) for progress or lack thereof on the state priorities begins in fall.

- CA Dashboard data used at the district, school and student group levels.

- Using the CA School Dashboard, the County Superintendent shall provide TA to districts *that **fail to improve achievement across more than one state priority for one or more subgroups.***

LCAP Revision Cycle

```
Reflecting on current outcomes (CA Dashboard & Local Data)  →  Reflecting on the current system  →  Goals

                                                                                    ↓

Actions/Services to Achieve Student Outcomes  ←  Results from the CA Dashboard  ←  Expected Annual Measurable Outcomes
```

Chair Reminders

- Talk with the leadership team about how the school plan is aligned with the LCAP.

- Ensure that the CA Dashboard results are included in the school data and analysis of student needs.

- Advise the school that the Critical Areas for Follow-up may be goals **or** actions and services in the action plan.

Agenda

Update

The Pre-visit/Visit

The Visit

Accrediting Commission for Schools
Western Association of Schools and Colleges

Search ...   Go

About ACS WASC Accreditation ⌄   Getting Started ⌄   School Process ⌄   Calendar & Training ⌄   Visiting Committees ⌄

ACS WASC accredits K-12 schools and not-for-profit, non-degree granting postsecondary institutions.

Getting Started

Learn how schools can begin the ACS WASC accreditation process.

Schools

ACS WASC accreditation is an ongoing cycle of quality.

Visiting Committees
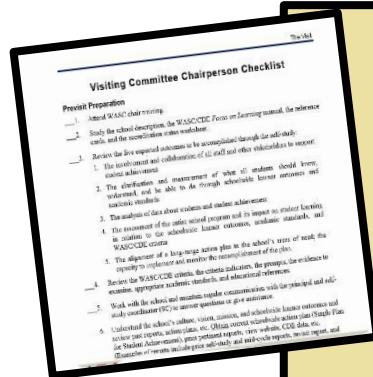
ACS WASC accreditation relies on a peer-review process.

Checklists

Condensed
Chair Expectations
Updated 2017-2018

Checklist

(in manual)

Previsit, Visit, Post-visit

How well are our students achieving?

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

Understanding the School's Culture

SCHOOL CULTURE

Understanding the School's Culture

- What background knowledge and information do you <u>need</u> as a chair prior to the visit in order to facilitate the visit and work with the visiting committee members?

- Identify information – noting distinctions based on type of school being visited

- Examples: charter schools, schools with multiple campuses, postsecondary institutions, public comprehensive, alternative education, court and community schools, online schools, supplementary programs

VC Chapter Preface or III: 5 Self-Study Outcomes (Very Brief but list Schoolwide Learner Outcomes)

Self-Study Outcomes

Involvement and collaboration

Clarification and measurement of schoolwide learner outcomes and academic standards

Data analysis

Program assessment and its impact on student learning

Long-range action plan aligned to school's areas of need

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

VC-Chapter I or II: Brief Analytical Summary plus key excerpts of Student/Achievement Data, including identified critical student learning needs and relationship to schoolwide learner outcomes

Critical Student Learning Needs

Approximately 40% of our 9th grade students are unprepared for Algebra.

Students' academic writing generally is weak.

EL students have limited academic vocabulary in English.

Students' motivation and/or interest

VC Report: Student Achievement Data

- What data should be included in the VC Report about student achievement?

  Provide Examples

California Accountability Model & School Dashboard

http://www.cde.ca.gov/ta/ac/cm/

VC Chapter I or II: Brief Analytical Summary of School's Progress

How has the school been working the past 6 years?

School Report: Action Plan Progress Report

- Significant developments

- List of schoolwide critical areas for follow-up

- Procedures to monitor/adjust plan

- Progress on school action plan sections showing integration of schoolwide critical areas for follow-up from visiting committees

- Comment on any schoolwide critical areas for follow-up not in the current plan

ACS WASC Focus on Learning — ASSESS, DEFINE, EVALUATE

HOW HAS THE SCHOOL EVALUATED WHO THEY ARE? WHAT HAS IMPACTED STUDENT LEARNING?

Self-Study Process: The "So What" Question?
What currently exists? How effective?
Due Six Weeks Prior to Visit

Vision & Mission

Schoolwide Learner Outcomes

- Profile Data
- Criteria
- Interviews & Surveys
- Documents
- Professional Knowledge
- Students Working
- Student Work

Self-Study Findings

Profile Guidance

Leadership Team

Home Groups

Detail Differentiation
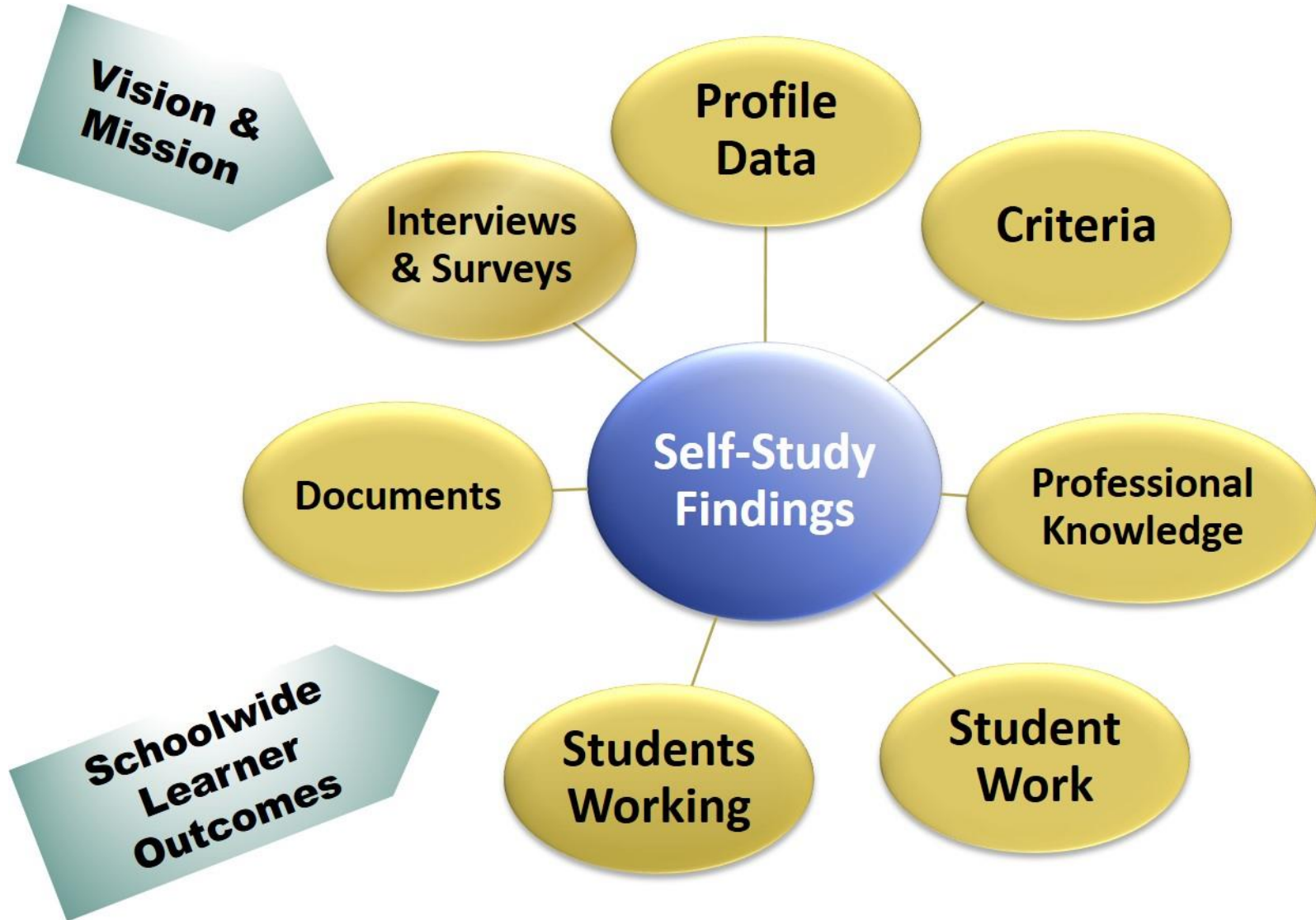
Focus Groups

Analysis Assessment Findings
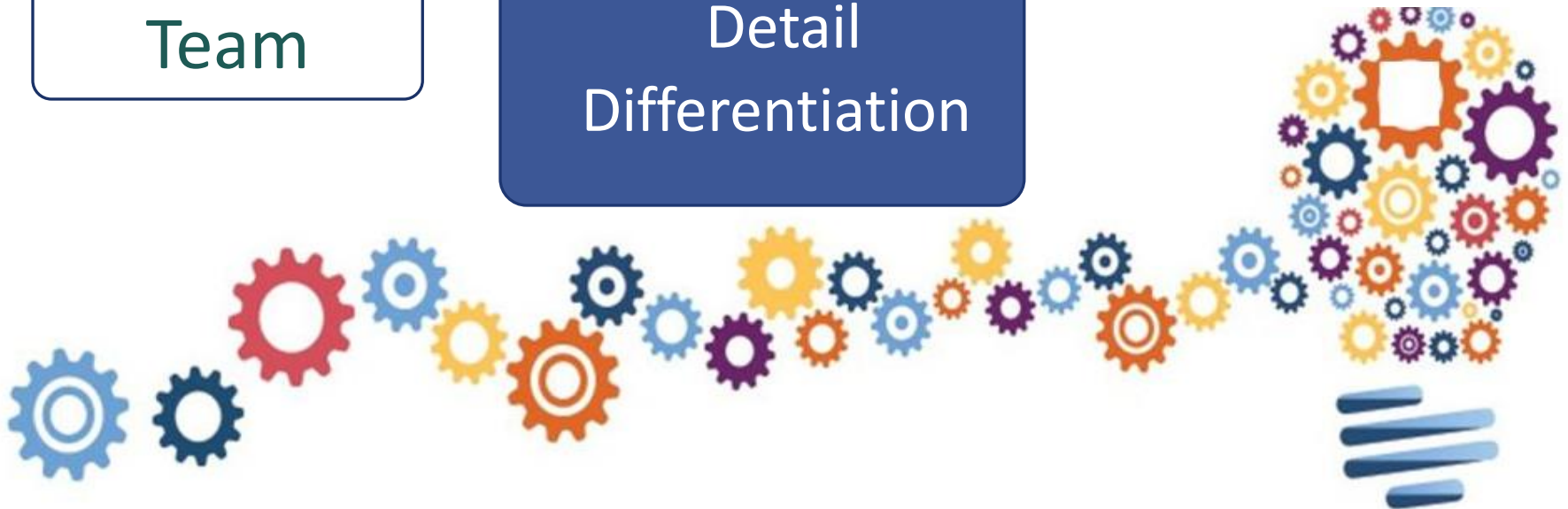
ACS WASC/CDE and ACS WASC/HIDOE and ACS WASC/Guam Criteria Categories

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. School Culture and Support for Student Personal and Academic Growth

ACS WASC Criteria Categories

A. Organization for Student Learning

B. Curriculum, Instruction and Assessment

C. Support for Student Personal and Academic Growth

D. Resource Management and Development

ACS WASC International Criteria Categories

A. Organization for Student Learning

B. Curriculum, Instruction and Assessment

C. Support for Student Personal and Academic Growth

D. School Culture and Environment

Modification/Decisions based on Assessment Data

Indicator:

Assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Prompt:

Evaluate the effectiveness of how assessment data is collected, analyzed and used to make changes about curriculum, instruction, professional development activities and resource allocation.

Findings   **Supporting Evidence**

C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Criteria Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Chapter III or IV A: VC Analytical Comments/Observations

What currently exists based on each criterion and supporting indicators? Impact on Student Learning?

Highlight <u>areas of strength</u>

Highlight <u>key issues to be addressed</u>

Indicate <u>evidence</u> that supports comments

YOU start writing Chapters I, II, and III; use their comments

Remind regularly of deadline for member input to you!

If paired, work together in previsit work; share, collapse/combine before coming to you! Then you must complete draft.

Continue communicating!

Remember: You're writing an analytical summary

VC Analytical Comments by Indicator

- ## A5. Leadership and Staff Criterion

  To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Measurable Effect of Professional Development (one of indicators)

The school's survey found that teachers believe that their quality teaching strategies are addressing the needs of all learners. However, at this time, analysis of student performance data is inconclusive about the degree to which these strategies have improved achievement.

Each classroom is set-up for active use of technology plus there are three mobile carts of laptops and several document cameras available. However, there are no printing capabilities for students. Both Read 180 and the College Readiness classes use computers almost daily. There is also a newly instituted Digital Arts class. Teacher interviews indicate that a "significant number" of the laptops do not work and that the school's wireless network is "slow and unreliable with insufficient bandwidth to support a class of students." These deficiencies make it difficult to regularly and effectively use multimedia and other technology in the classroom.

Organization: Membership on the governing board has fluctuated greatly during the past 7 years in terms of personnel and outlook/goals. This lack of overall stability has contributed to a serious detriment in allowing professional staff to carry out their responsibilities.

Instruction: Observations and interviews by the focus group members have validated that instructional activities are widely varied for the majority of students. However, for high-performing students enrolled in Honors and Advanced Placement classes, the classrooms center primarily on teacher-directed instruction with few opportunities for alternate learning activities, instructional materials, or products.

VC Report—Chapter IV or (IV B)

- Schoolwide strengths
- Schoolwide critical areas for follow-up
  - Support identified areas
  - Strengthen identified areas
  - Address additional areas

VC Schoolwide Strengths

Who?   What?   Why?

What could be improved based on "Who, What and Why"?

- Positive culture and relationships with all stakeholders
- Systematic and collaborative district support
- Technology
- CTE pathways
- Rigorous, focused and engaging instruction
- There is an established culture of academic success and rigor
- The students are actively involved in the community

VC Schoolwide **Critical Areas for Follow-Up**

Support those areas already identified by the school in the Action Plan sections

Strengthen those identified areas in the Action Plan sections

Address additional areas identified by the Visiting Committee

Who   **What**   **Why**

VC Report: **Critical Areas for Follow-up <u>CLARITY</u>**

Prepare a matrix of key issues from all the criteria categories. This will assist the VC Committee in forming the concrete and specific critical area for follow-up.

Reminder: Include the "Who", "What" and "Why"

When do you start discussing the major strengths and critical areas for follow-up during the visit?

Evaluate: "Who, What and Why"?

The VC **concurs** with the school's following identified areas:

- The school leadership and the teachers develop and implement systems and procedures for analyzing student work that is consistent with standards-based assessment and research-based practices so student growth and improvement can be monitored effectively.

In addition, the VC has identified areas that need to be **strengthened**:

- The school leadership and the teachers deepen their understanding of the implementation of the Common Core State Standards and how they affect instruction and assessment practices occurring at the school.

Evaluate: "Who, What and Why"?

Visiting Committee concurs:

- The staff will implement a collaborative teaching model and adaptive programs for personalized learning to improve math SBAC performance of Students with Disabilities.

In addition, the VC …

- In order to increase the A-G completion rate across all student populations, the instructional staff move forward in identifying the hurdles that exist for their student populations that keep students from successfully becoming A-G eligible and then implement changes to help the students to overcome these hurdles.

Since A-G courses are at the rigor expected by the UC system, those student completing these course will be better able to achieve at the Met or Exceeded levels on the SBAC.

What could be improved based on "Who, What and Why"?

- Continue to develop systematic and results driven collaboration, instruction, assessment, and engagement.
- Investigate a schoolwide intervention process to address first time student success in courses and to improve A-G rate.
- Develop a comprehensive counseling program that addresses all student needs.
- Develop a systematic plan and approach to increase AP placement for all subgroups.

Chapter V: One Plan – VC Comments

One Schoolwide Action Plan
(SPSA is schoolwide action plan for CDE schools aligned to LCAP—
HI school Academic Plan aligned with State Strategic Plan)

- Summary of Action Plan
- Adequacy
- Impact on Student Learning
- Feasibility
- Impediments
- Soundness of Follow-up Process to Monitor Implementation and Accomplishment of the Plan

Road to the Action Plan

Schoolwide Learner Outcomes

Data

Critical Learner Needs

+

Criteria Strengths

Criteria Growth Areas

→

Action Plan

Review Findings with Stakeholders

Which of these ideas should become part of our annual schoolwide action plan?

Action Plan Components

Statement for area for improvement that is student focused with measurable growth targets

Rationale for area based on self-study findings and linked to one or more of the critical student learning needs and schoolwide learner outcomes

Measurable ways of assessing progress

Means to monitor and report progress

Who is responsible and involved

Specific steps, including professional development

Timeline

Resources

Agenda

Update

School Self-Study

Recommended Status Aligned with Findings in relation to Criteria/ Indicators and other Status Factors

What accreditation status best supports the school's improvement needs?

Accreditation Status Factors: Alignment of Ratings and Comments- reflecting VC Findings based on Criteria

Highly effective

Effective

Somewhat effective

Ineffective

Accreditation Status Factors: VC Recommendation and Commission Action

To what extent is the school demonstrating quality student achievement/improvement?
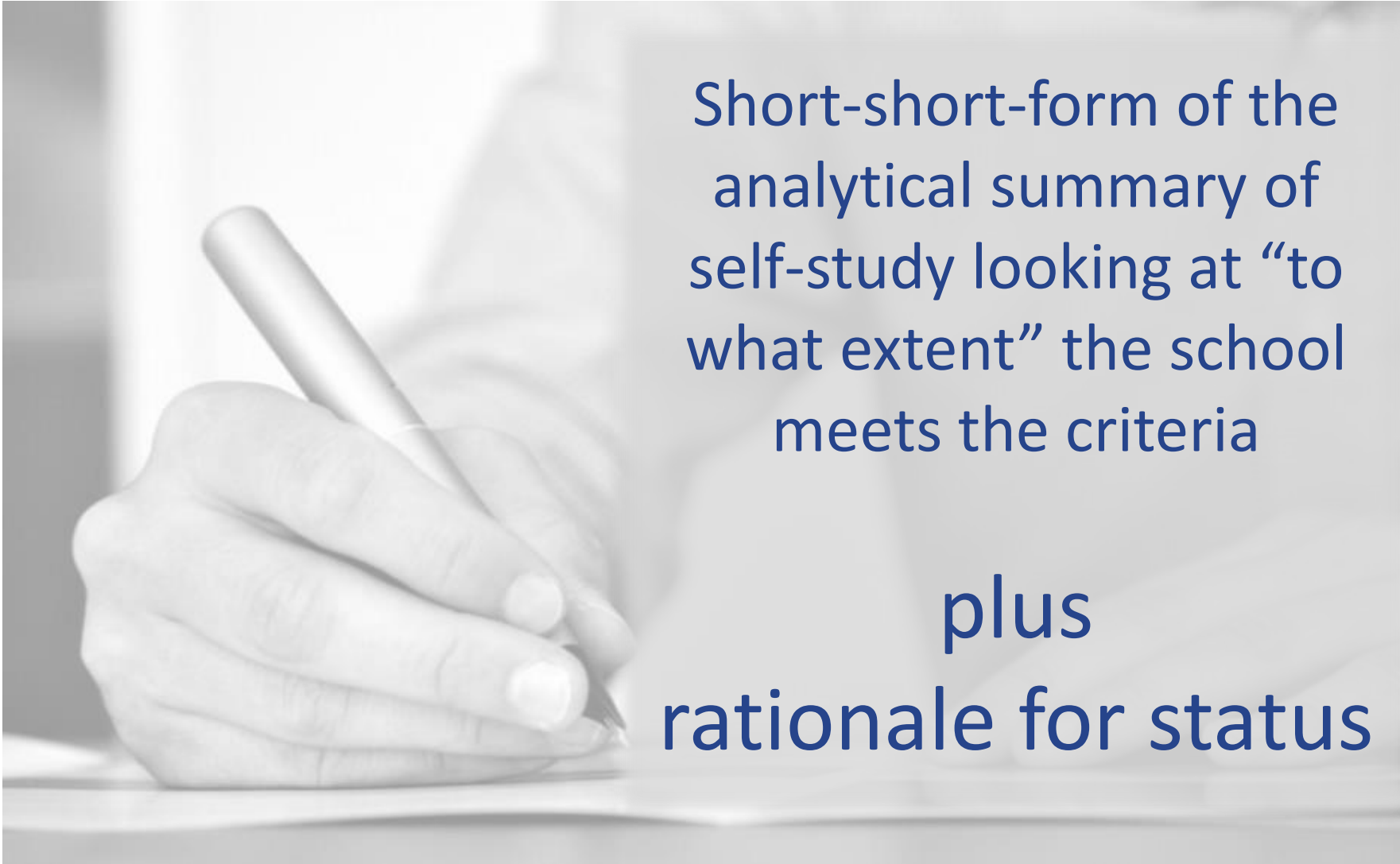
1. **Meeting the ACS WASC international criteria and indicators**

2. **Clear globally minded purpose and schoolwide learner outcomes**

3. **Quality processes to analyze student achievement**

4. **Action plan aligned to areas of greatest need**

5. **Capacity to implement/monitor action plan**

6. **Use of prior accreditation findings**

7. **Involvement and collaboration of all**

Highly effective

Effective

Somewhat effective

Ineffective

Documentation and Justification

Short-short-form of the analytical summary of self-study looking at "to what extent" the school meets the criteria

plus
rationale for status

DOC/JUST — Supporting Narrative

- Status options seriously considered

- Cite the <u>reasons</u> for the status recommended

- Provide <u>compelling evidence</u> that supports the VC recommendation
  - VC discussions and process
  - Degree to which students are learning
  - Strengths and growth needs of school
  - Capacity of school to implement and monitor action plan

Accreditation Status

- Six-Year Accreditation Status

    Progress report at mid-cycle

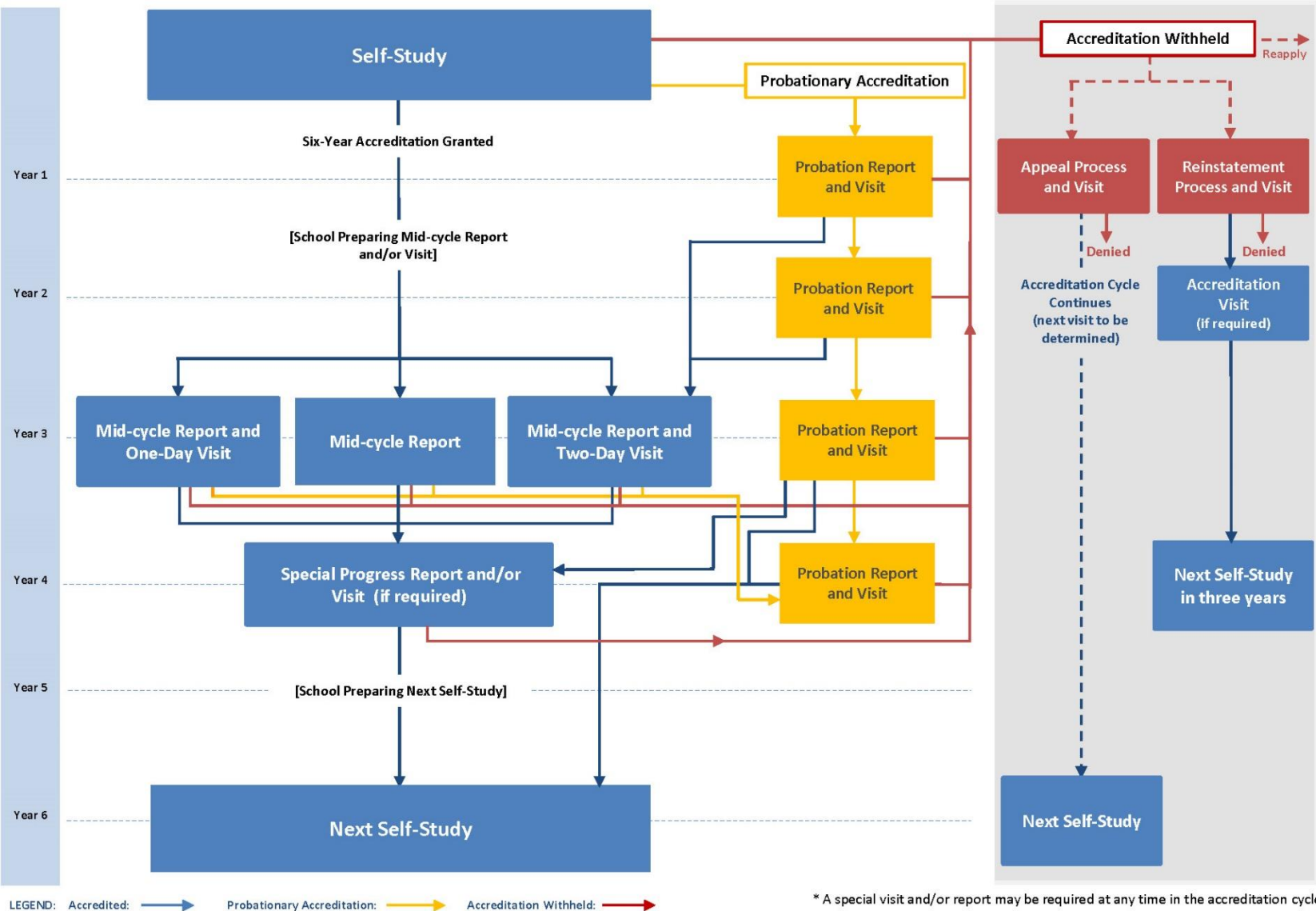   Progress Report and one-day visit at mid-cycle

    Progress Report and two-day visit at mid-cycle

- One-or-Two-Year Probationary Status with an in-depth progress report and a two-day visit

- Accreditation Status Withheld

Accreditation Status Timeline

Self-Study

Probationary Accreditation

Accreditation Withheld — Reapply

Six-Year Accreditation Granted

[School Preparing Mid-cycle Report and/or Visit]

Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

Probation Report and Visit

Appeal Process and Visit — Denied

Reinstatement Process and Visit — Denied

Accreditation Cycle Continues (next visit to be determined)

Accreditation Visit (if required)

Mid-cycle Report and One-Day Visit

Mid-cycle Report

Mid-cycle Report and Two-Day Visit

Probation Report and Visit

Special Progress Report and/or Visit (if required)

Probation Report and Visit

Next Self-Study in three years

[School Preparing Next Self-Study]

Next Self-Study

Next Self-Study

LEGEND: Accredited: — Probationary Accreditation: — Accreditation Withheld: —

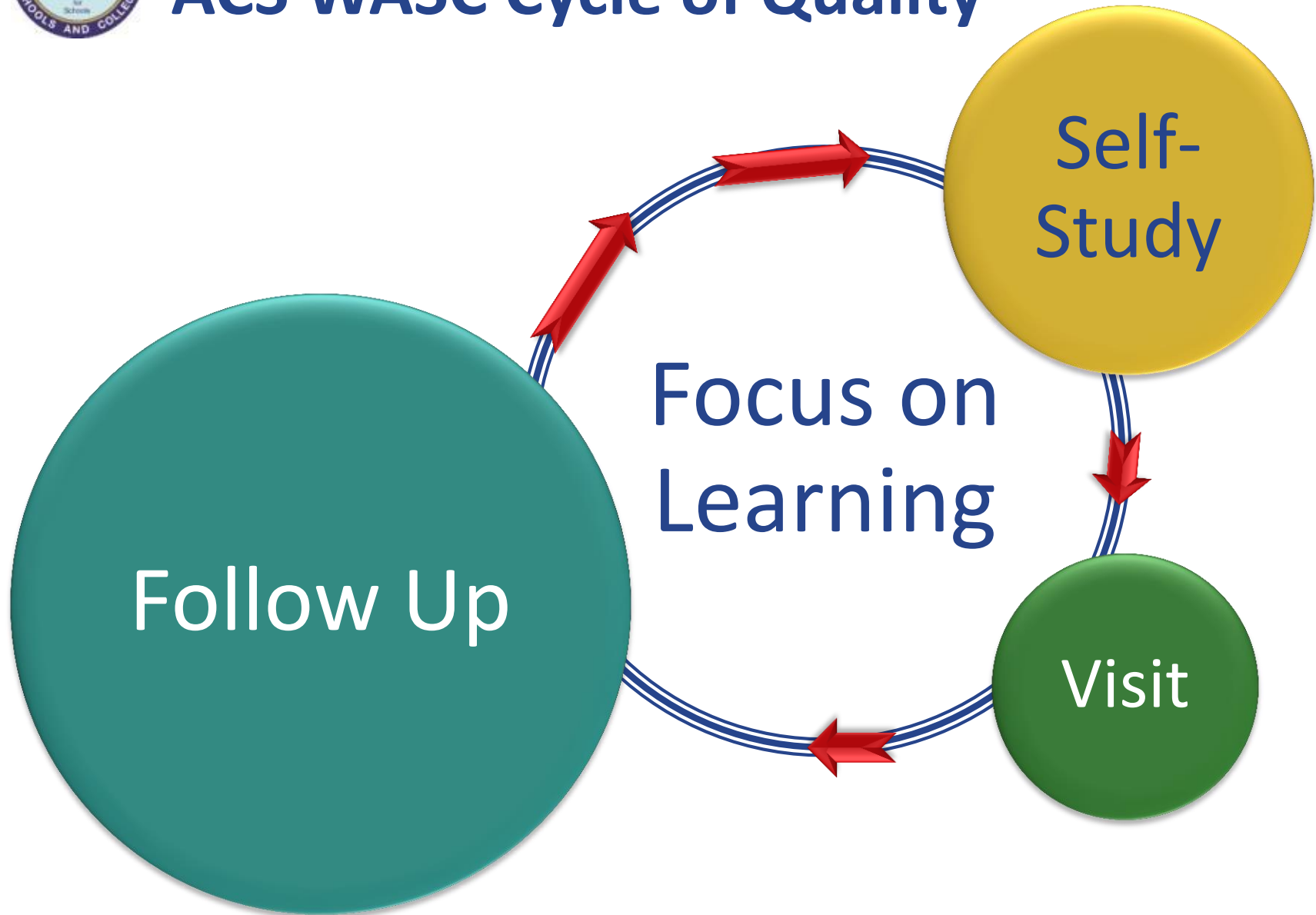* A special visit and/or report may be required at any time in the accreditation cycle.

3/16

74

How do you ensure the VC report reflects accurately school findings and the unified Visiting Committee perspective?

ACS WASC Cycle of Quality

Self-Study

Focus on Learning

Follow Up

Visit

ACS WASC Accreditation Cycle

Year 6

Completion of self-study including refinement of schoolwide action plan; full self-study visit, including further revision of schoolwide action plan after review of the Visiting Committee report

Ongoing Journey

Coherence Making
ACS WASC Focus on Learning

Focusing Direction

- **Purpose Driven**
- **Goals that Impact**
- **Change Leadership**
- **Clarity of Strategy**

Cultivating Collaborative Cultures

- **Culture of Growth**
- **Learning Leadership**
- **Capacity Building**
- **Collaborative Work**

Deepening Learning – well-being of the whole student and other stakeholders

- **Communication**
- **Critical Thinking**
- **Collaboration**
- **Creativity**
- **Character**
- **Citizenship**

Securing Accountability

- **Internal Accountability**
- **External Accountability**

Fullan and Quinn, 2016

ACS WASC
We Are Student Centered