ACS WASC Progress Report and Visit Training

School and Visiting Committee Process for 2019 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

Follow-up

Self-Study

Visit

Assess

Reassess

Focus on Learning

Plan
ACS WASC Accreditation Principles –
Design Elements of Focus on Learning
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

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
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
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
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 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
It all starts with planning!

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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 2019
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?
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Sample Schoolwide Learner Outcome

Students will be: **INNOVATIVE THINKERS**

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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?
Progress Visit Report Format: Section II & III

Section II: Significant School Changes and Developments

Description of significant changes/developments since last full visit

Impact changes/developments had on school and/or specific curricular 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 the special progress report
Progress 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
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

<table>
<thead>
<tr>
<th>Progress: Each Action Plan Section noting integrated Critical Areas for Follow-up*</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>(*use asterisk to note which critical areas)</td>
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<tr>
<td>Integrated Critical Areas for Follow-Up</td>
<td>Action Plan Progress</td>
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<tr>
<td>3, 4</td>
<td>Researched available and initiated professional development for all teachers around reading strategies (2013)</td>
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<td>2</td>
<td>Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary</td>
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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?
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

Progress Visit – 1 or 2 days
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*


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 (any impact these changes have had on school or a curricular program)
   • Comments on school’s process for follow-up (Include brief comments on process to prepare the progress report.)

II. School’s Progress on Critical Areas for Follow-up
   • Analytical summary about the 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. Commendations/Recommendations
   • Commendations related to progress, if any
   • Recommendations, if any
Normally, reaffirms the accreditation cycle of quality for remainder of the accreditation cycle in good standing

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

- An additional follow-up progress report and visit
- A follow-up report, including a revised action plan
- Other conditions, including accreditation status withheld

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


• Inform school personnel that ACS WASC will send an official letter
We Are Student Centered
ACS WASC

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