WASC Guidelines
for
Schools Hosting Virtual Full Visits
Fall 2020
www.acswasc.org

Recording, slides, and handouts posted.
How well are all students learning and achieving?
Let’s Have a Conversation....
What are the expectations for a school conducting a virtual full visit?
Virtual Visit: School Expectations

• Process and Result as rigorous and thorough as an on-site visit

• Focus on continuous school improvement and the progress related to high quality learning and well-being for all students

• Video, audio and connectivity quality must be sufficient to allow good communication—both recorded and live
Where is the school now? Where’s it going? Does it have a good roadmap?
The Big Picture

Ultimate Goal:
A Quality Action Plan owned by All Stakeholders
Road to the Action Plan

- Schoolwide Learner Outcomes
- Criteria Strengths
- Criteria Growth Areas
- Data
- Critical Learner Needs

Action Plan
How do we organize and make this a quality virtual visit?

How does the Visiting Committee get to know your school?
Preparing for the Visit

Remembering

Planning

Technology

Schedule

Evidence

Hosting

Students

Staff
Virtual Visit: School Expectations

• School **not** required to update written self-study report

• However, school will be able to share what has been done since the report was completed with supporting information, including impact of online learning for the students and other issues related to the COVID-19 Pandemic.

• Ensure the self-study and supporting evidence available prior to visit for visiting committee (VC).

• VC chair may request additional information related to student wellness and safety standards, such as the school’s Safety Plan.
Virtual Visit: School Expectations

• WASC visit occurring-Inform all stakeholders

• Inform VC chair about parameters, i.e., any contractual requirements

• Student meetings include a staff member and two visiting committee members
Virtual Visit: Size of Visiting Committee

• Normal Guidelines for Size of the Visiting Committee but may be adjusted:

---Enrollment 6-249 3 members
---Enrollment 250-899 4 members
---Enrollment 900-1499 5 members
---Enrollment 1500-2499 6 members
---Enrollment 2500 or more 7 members
Virtual Visit: The Schedule

Required meetings and observations will still occur:

- Chair previsit work with school and visiting committee members

- Chair and school reference the suggested in-person schedule but will adapt based on school context, i.e., some meetings may occur prior to visit dates or be combined

- Important to know the names of all meeting attendees
Virtual Visit: The Schedule

WASC Full Visit Expectations

• Daily meeting between the principal/school leader and VC chair

• Daily meeting between the Leadership Team and the Visiting Committee

• Meetings with all Focus Groups—all members (may have to be two meetings)

• Separate meetings with students, parents, teachers, counselors, support staff, governing authority (e.g., district/complex area) and other meetings as needed
Virtual Visit: The VC Report

• Visiting Committee Chair leaves final list of Schoolwide Strengths and Growth Areas for Continuous Improvement (Critical Areas for Follow-up) with school leadership

• Visiting Committee Chair sends final report within 10 working days of visit to school
Virtual Visit:
Important Technological Requirements

The school will need to ensure the following technological capabilities:

- online conferencing facilities to allow small groups to participate in meetings (e.g., Zoom, Google Meetings, WebEx, Microsoft Teams, Skype or similar); individual stations (laptops) tend to work better than large groups in a room;

- reliable Internet access to support the above;

- video recording, camera. Tablet/iPAD/SMARTphone devices for recording devices to record video and images of the school prior to the virtual team evaluation visit; and
Virtual Visit:
Important Technological Requirements (cont.)

The school will need to ensure the following technological capabilities:

- video recording devices and the wireless support necessary to stream live video of the school in action if it is in session during the virtual team evaluation visit or the ability to observe virtual classes in session.

**NOTE:** The visiting committee chair/members will conduct a test of the technological requirements with the school before the virtual evaluation visit.
Virtual Visit: Suggested Videos for Visiting Committee Prior to Visit

• General Introduction to School and Learning Environment

• Health and Safety, Child Protection and Safeguarding—All building and outdoor areas, including additional sites

• Learning Videos
Virtual Visit: Suggested Videos

Health and Safety, Child Protection and Safeguarding

- Science Laboratories, including preparation rooms and safety equipment
- Art/music/drama facilities, including practice rooms
- Sports facilities, including playing surfaces and changing areas
- Emergency and Security features
- Appropriate child protection and safeguarding features of all the facilities
- Social-emotional and career counseling rooms with regard to child protection and safeguarding
- Other areas based on school context
Virtual Visit: Suggested Videos

Learning Videos

Sampling of recorded lessons that include...
• Range of different grade levels, curricular areas, specialist learning areas and facilities
Virtual Visit: Observations of School in Action during the Accreditation Visit

• School provide Master Schedule (virtual and/or on-site)

• School and VC chair establish a schedule for VC member to observe live teaching and learning—ensuring a quality stratified sample

• VC chair and school select a stratified group of classes based on grade levels, school programs, subject areas, types of course, student groups and other important issues (Suggested time frame is 15-20 minutes but can vary with type of class and school)

• School and VC chair work together on best platform and video device and how it is positioned
Chairperson:
Keeper of the Vision, Coach, Organizer
Chair as your coach....

What you can expect virtually...

“Keeper of the Vision”, Coach, and Organizer

Provide current Schoolwide Action Plan, prior reports

Preliminary previsit with Principal, Self-study Coordinator, Leadership Team

Logistics (See VC Chair Expectations and Checklist in FOL)

Drafts – feedback on Drafts, especially Chapters 1, 2, 4, 5 and at least one or more Focus Group summaries (Chapter 3)

Hyperlinks of representative evidence for VC

Schedule
School: Previsit Discussion Areas

What you can expect virtually...

• Logistics
  • Ensure school understands technological needs
  • Identify school’s technology support personnel
  • School’s online conference space and capacity
  • Identification of meeting participants prior to and during a meeting

• Availability of Pre-Visit Videos

• Classroom Observations and Support Needed for Virtual Visits
  • Clarify of platform to observe classes
  • Identify of school personnel needed to facilitate technology during observations
  • Identification of classes to be observed
School: Previsit Discussion Areas What you can expect virtually...

- The Visit Schedule — developed collaboratively
  - Schoolwide Focus Groups (1 ½–2 hours)
  - Daily Leadership Team meeting with entire visiting team
  - Daily chair-principal/school leader meeting
  - Visits of a stratified random sample of classes on-line and/or in-person
- Examples of other meetings based on school
  - Parents, Students, Support Staff, Administrators
  - Subject Areas/Departments/ Programs
  - Counseling Dept., Special Ed, AVID, Title I, EL
  - District or Complex Area (Governing Board, if private or independent charter)
Visit Discussion Areas...
what you can expect virtually

- VC Chair, Principal and Self-Study Coordinator will communicate prior to visit...
  - Pre-visit
  - Read drafts of Self-Study, reviewed evidence and provide guidance
  - Maintain regular communication

- The Visit Schedule — developed collaboratively
  - Schoolwide Focus Groups (1 ½–2 hours) but may vary and be divided into 2 meetings
  - Daily Leadership Team meeting with entire Visiting Committee
  - Daily chair-principal meeting
  - Visit stratified sample of classes
Visit Discussion Areas

Examples of meetings...
- Focus Group Meetings
- Parents
- Students
- Support Staff
- Administrators
- Subject Areas/Departments/Programs
- Counseling Dept., Special Ed, AVID, Title I, EL
Based on ACS WASC criteria, school’s purpose and schoolwide learner outcomes and self-study....

- Provide insight about student learning and school program
  - Validate school program
  - Celebrate school strengths
  - Provide recommendations on growth areas
- Observe, Interview, Conduct meetings
- Prepare a written report for school and Commission
- Recommend an accreditation status
- Commission takes action
The Visit: Visiting Committee Members

ACS WASC Visiting Committee Members Strengthen School’s Core Work — Improving Student Learning
Schedule

All Schools (3½ days)
Monday noon–Thursday
The VC will ask Powerful Questions about...

- Action plan
- All students
- Major student learner needs
- Criteria
- Schoolwide learner/learning outcomes
- Academic standards
- Evidence analyzed
• Understanding and use of data
• Modifying learning and teaching
• Feedback to students
• Coaching colleagues in new strategies
• Intended impact on student learning
• Follow-up process
Sample Discussion Starters...

- Help us understand...
- Please clarify...?
- We recognize that...
- We understand from the self-study that...however,...
- What led to this conclusion?
- Is this characteristic of ...?
- Which factors contributed to these results?
- What elements of the student/community profile are related to...?

Reference Card 2

Sample Questions asked by the Visiting Committee

• What insights have you gained since you prepared the report? Impact of COVID-19 Pandemic?
• How might this impact your identified major learner needs?
• Talk about evidence that led to the conclusions given.
• Share what you personally have learned about student learning and success in your classroom/department/grade level? Was this a surprise?
• The school self-study says “this” and we’ve seen “that”?
• Help us understand.
Alignment:
Findings, Strengths, Growth Areas, Action Plan
What accreditation status best supports the school’s improvement needs?
## ACS WASC/CDE Accreditation Status Determination Worksheet

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

### Directions
1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the schoolwide critical areas for follow-up.
2. Individually, read the factors and the supporting rubrics. Mark an “X” for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC/CDE criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the Visiting Committee’s findings from the self-study and visit. Other points may need to be brought into the discussion.
5. Complete the official “Documentation and Justification Statement.”

- **Highly Effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
- **Effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
- **Somewhat Effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
- **Ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

### Accreditation status will be based upon a school demonstrating the following factors:

#### Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
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<tbody>
<tr>
<td>All school instructional staff and other stakeholders (e.g., Board, administration, parents, support staff, older students, other stakeholders) involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
<td>Critical learner needs addressed to the degree in the evaluation of the school's program and operations in relation to the ACS WASC/CDE criteria.</td>
<td>Partial involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information.</td>
<td>Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information.</td>
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<tr>
<td>Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information.</td>
<td>Lack of involvement in evaluating school's program and operations related to critical learner needs and the ACS WASC/CDE criteria.</td>
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#### The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

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<tr>
<td>Ongoing systemic improvement integral to school’s culture involving all stakeholders.</td>
<td>Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis.</td>
<td>Limited addressing of prior accreditation findings occurs.</td>
<td>Little, if any addressing of prior accreditation findings by leadership and other stakeholders.</td>
</tr>
<tr>
<td>A review annually of school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.</td>
<td>Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
<td>Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
<td>Limited involvement of stakeholders in action plan update.</td>
</tr>
<tr>
<td>Impact of action plan progress on student learning analyzed, including critical learner needs.</td>
<td>Some stakeholders involved in action plan update.</td>
<td>Limited involvement of stakeholders in action plan update.</td>
<td>No formal or informal process regularly used to involve and inform stakeholders.</td>
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<tr>
<td>Plan updated as needed.</td>
<td>Informal process for involving and informing all stakeholders.</td>
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ACS WASC ©2018-19
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### Accreditation status will be based upon a school demonstrating the following factors:

#### ACS WASC/CDE CRITERIA

##### CATEGORY A: ORGANIZATION

<table>
<thead>
<tr>
<th>A1. Vision and Purpose that supports high achievement for all students. Defining the school's vision and mission through schoolwide learner outcomes and academic standards.</th>
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<th>Somewhat Effective</th>
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<td>Review the criterion and indicators in the Attachment before making a determination.</td>
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<th>A2. Governance that supports high achievement for all students.</th>
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<th>A3. Leadership: Empowerment and Continuous Planning and Improvement that supports high achievement for all students.</th>
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<th>A4. Staff: Qualified and Professional Development that supports high achievement for all students.</th>
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<th>A5. Resources that supports high achievement for all students.</th>
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<th>A6. Resources that supports high achievement for all students. [Charter Schools only]</th>
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##### CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

<table>
<thead>
<tr>
<th>B1. Curriculum: Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.</th>
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<th>B2. Curriculum: Access to the Curriculum that supports high achievement for all students.</th>
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##### CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

<table>
<thead>
<tr>
<th>C1. Instruction: Challenging and Relevant Learning Experiences that supports high achievement for all students.</th>
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Accreditation Status Factors: VC Recommendation and Commission Action

- Highly Effective
- Effective
- Somewhat Effective
- Ineffective
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
Thank You

Need assistance? Have a question? Need clarification?

Contact Information: Marilyn George
mgeorge@acswasc.org