ACS WASC
(applicable to public and private schools in CA)
Visiting Committee Training
2020-2021
Serving almost 5,200 schools worldwide

35 Commissioners

20 Partner Associations
How well are students learning and achieving?

Is the school doing everything possible to support high achievement for all students?
Focus on Learning

Accreditation Cycle of Quality
ACS WASC Accreditation Cycle of Quality

Focus on Learning

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6
Guiding Principles...these guiding principles enable a school to demonstrate:

Total involvement and collaboration of all stakeholders

A culture that nurtures and supports the well-being of all students

Accomplishment of its vision, mission, and schoolwide learner outcomes/graduate profile

High achievement of all students in relation to district goals, schoolwide learner outcomes/graduate profile and academic standards
Use of multiple ways to analyze data about student achievement

Evaluation of program effectiveness in relation to impact on learning; and meeting an acceptable level of quality in accordance with ACS WASC criteria

Alignment of prioritized findings to a schoolwide action plan/SPSA aligned with LCAP goals focusing on student achievement

Continuous school improvement/accountability.
1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards.

3. The analysis of data about the students and student achievement (e.g., CA Dashboard, if public).
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC Criteria.

5. The alignment of a schoolwide action plan (SPSA and aligned to the LCAP, if public) and the school’s areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan.
Where is the school now? Where’s it going? Does it have a good roadmap?
What is Accreditation?

**IS**
- Self-reflection
- Self-evaluation
- Student focused
- Schoolwide collaboration

**IS NOT**
- Inspection
- A Report
- Teacher focused
- Individual or Small Group Work only
Your Manual

Overview
Organization
Shape of the Self-Study
The Visit
Follow-Up
Overview
Organization
Shape of the Self-Study
The Visit
Follow-Up
Key Materials to Download and Print

- Visiting Committee Member (VC) Checklist
- VC Previsit Worksheet
- VC Report Template
- Accreditation Status Worksheet
- VC Documentation/Justification Template
- Sample Visit Schedule
- Reference Card 2

Visiting Committee Member Checklist

Previsit Preparation

1. Receive the first letter from Visiting Committee chairperson that addresses:
   a. Requests for preferred areas of coverage during the visit
   b. Training session schedule reminder
   c. The review of accreditation materials

2. Attend WASC member training.

3. Study the school description, the Focus on Learning manual, and the reference cards. Sections of Focus on Learning to emphasize: The Big Picture; The Self-Study: Background Information; The Self-Study; The Visit; The Follow-up; The Tools: Criteria/Suggested Evidence; Expected Schoolwide Learning Results (Schoolwide Learner Outcomes); Gathering Evidence.

4. Become aware of the parameters of the self-study followed by the school:
   • the involvement and collaboration of stakeholders in the self-study
   • the clarification of the school’s purpose and expected schoolwide learning results (schoolwide learner outcomes)
   • the assessment of the actual student program and its impact on student learning with respect to the criteria
   • the development of a schoolwide action plan and integrated subject area/support program that addresses identified growth needs
   • the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan
## Status Worksheet — Take a quick look

**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:

<table>
<thead>
<tr>
<th>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
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<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>✓</td>
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<td>Critical learner needs based on the student/peer profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria.</td>
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<td>Self-study occurs in an environment of ongoing systemic analysis of school effectiveness.</td>
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<th>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</th>
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<tr>
<td>Ongoing systemic improvement integral to school’s culture involving all stakeholders</td>
<td>✓</td>
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<td>A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.</td>
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<td>Impact of action plan progress on student learning analyzed, including critical learner needs.</td>
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<td>Plan updated as needed.</td>
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<td>Formal progress report prepared and shared with all stakeholders.</td>
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<td>Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis.</td>
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<td>Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
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<td>Some stakeholders involved in action plan update.</td>
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<td>Informal process for involving and informing all stakeholders.</td>
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<td>Limited addressing of prior accreditation findings occurs.</td>
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<td>Limited involvement of stakeholders in action plan update.</td>
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<td>No formal or informal process regularly used to involve and inform stakeholders.</td>
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**ACSAWASC ©2018-19**
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<th>ACS WASC/CDE CRITERIA</th>
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<td><strong>CATEGORY A: ORGANIZATION</strong></td>
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<td>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.</td>
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<td>A2. Governance that supports high achievement for all students.</td>
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<td>A3. Leadership: Empowerment and Continuous Planning and Improvement that supports high achievement for all students.</td>
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<td>A4. Staff: Qualified and Professional Development that supports high achievement for all students.</td>
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<td>A5. Resources that supports high achievement for all students.</td>
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<td>A6. Resources that supports high achievement for all students. [Charter Schools only]</td>
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**CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

| B1. Curriculum: Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students. |
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| • Review the criterion and indicators in the Attachment before making a determination. |
| B2. Curriculum: Access to the Curriculum that supports high achievement for all students. |
| • Review the criterion and indicators in the Attachment before making a determination. |
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| • Review the criterion and indicators in the Attachment before making a determination. |
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**CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

| C1. Instruction: Challenging and Relevant Learning Experiences that supports high achievement for all students. |
| • Review the criterion and indicators in the Attachment before making a determination. |
| • Review the criterion and indicators in the Attachment before making a determination. |
| • Review the criterion and indicators in the Attachment before making a determination. |
| • Review the criterion and indicators in the Attachment before making a determination. |
VC Review of All Aspects of a Quality School Framework
School Organization

Leadership Team

Profile Team

Home Groups

Focus Groups
Ch. 1: What has the school achieved? What has been the impact on student learning?

Ch. 2: Who are the students? What appear to be their major learner needs?

Ch. 3: What evidence supports the effectiveness of the program and impact on student learning?

Ch. 4: Based on the analysis of the program/profile, what are the major student learner needs?

Ch. 5: What are their next steps?

Note: FOL private schools—Ch. 1 & Ch. 2 could be reversed if school used FOL 2016
Goal of the Self-Study: An updated schoolwide action plan focused on continuous school improvement
Previsit Work of VC Members/Chair
Visiting Committee Report

Preface
ACS WASC Outcomes

Chapter I
Progress Report

Chapter II
Student-Community Profile

Chapter III
Self-Study Findings

Chapter IV
Synthesis of Synthesis: Schoolwide Strengths and Growth Areas for Continuous Improvement

Chapter V
Revised
Ongoing School Improvement: Adequacy of action plan; support & impediments to progress; Follow-up process
Connecting with the Chairperson

- Phone and/or email
- Assignments in Chapter III
- Information in initial contact with school personnel
- Hotel/Schedule

Visiting Committee Member Checklist
Previsit Work for VC Members

Staying Organized

- Chair starts writing Chapters I, II
- YOU read and make comments on all chapters
- Then write and make comments on section/sections in Chapter III you were assigned.
- Read the whole report.
- Regularly check deadline for member input to Chair.
- Meet the deadlines.
- 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
Preparing for the Visit
VC Member Checklist

Review criteria, indicators, and appropriate curricular references.

• What are the major concepts of the criteria, indicators, and prompts?
• What critical data/information should be reviewed in order to respond analytically as a VC member?
• Just added! Virtual Visit Information in Chair Expectations
D1. Assessment and Accountability:

D1. Using Assessment to Monitor and Modify Learning in the Classroom

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.
• Indicators with Prompts

**Indicator** D2.1 The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

**Prompt D2.1** Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.
How Students Learn:

Examples of areas to analyze

Areas to analyze in determining the degree to which the criterion is being met:

• Means by which student progress toward achieving the academic standards and the schoolwide learner outcomes is reported to the community (e.g., forums, newsletters)
• Extent to which parents and district and school board members are kept informed about the assessment results
• Extent to which school community, district, and board are involved in the review process
• Extent to which school staff is involved in the review process
• Extent to which students and parents are involved in the review process about student progress
• Other identified evidence.
Preparing for the Visit

Read the entire report!
• Mark it up-Annotate
• Look for alignment
• Complete previsit worksheet with comments for each chapter
• Comments – Questions for every portion of the report
• Complete your assignments on time
Your Prewriting Responsibilities

Use Previsit Worksheet

Comments/questions on all chapters

Chapter III: Criteria Category Assignments
Home Alone

Did the school respond to the criterion and indicators supported by the prompts?

Does the evidence support the findings? Strengths? Prioritized growth areas?

What insight has the school gained about student learning, the major learner needs, and the schoolwide learner outcomes?
Reading the Self-Study Report: Reflective Questions:

- What are you learning in relation to the criterion, indicators, and supported by the prompts?
- How did the school evaluate itself against the criterion?
- What is the evidence?
- What appears to be strengths?
- What are growth areas?
Your prewriting assignment (always, always...pre-write!)

Using the school’s self-study and available evidence:

- Begin writing *an analytical summary* of the school’s response for each assigned criterion/indicators/prompts
- *Draw in additional information* which may be available in other chapters in the self-study, from the school’s website, and/or from other legitimate sources
- *Add additional questions* and/or concerns that emerge as you write
- *Identify potential strengths, growth areas* and evidence (self-study main evidence in preparation)
Develop your prewriting notes:

Narrative-Analytical
Supporting Evidence
Ideas for clarification
Assessing impact
Strengths
Growth Areas
Questions
Layers of a Criteria Response

- General
- Individual Groups of Students
- Different Programs and/or Departments
- Major Learner Needs
Note/Reminder:

Some schools (as of this 20-21 slide presentation for CDE) may still be responding indicator/prompt, indicator/prompt.

Others will have switched over to addressing all prompts in summary as to the effectiveness.

Please be flexible.
At [school] we have created a four to six-week professional development cycle that includes: learning a schoolwide strategy, practicing with teachers, practicing in class, being observed by a peer, and analyzing the student work in small groups. This cycle has benefitted our teachers, who are mainly new to the profession. They have developed in their instructional skill exponentially, rather than gradually over time.

A real example

Continued...
Peer observations have given our teachers opportunities to both observe their peers using the school-wide strategies and to observe their own students in different academic classes and settings. This has proven to be invaluable to our grade level discussions and department meetings particularly as we look to improve writing. Teachers can see what other teachers do to engage students and to challenge them, which fosters tremendous collaboration among our professionals. Cycles have included: Rituals and Routines, Cornell Notes, 7 Habits, Accountable Talk, Frontloading Vocabulary, and a cycle of writing instruction is forthcoming.
Thoughts:
Some Ideas for “Need to Know” on our visit

• *Sounds very interesting and positive. What will teachers say privately?*

• *How qualified are the teacher-leaders?*

• *Are all teachers comfortable with this approach? Benefitting from it?*

• *What will students say?*

• *What do we need to look for in the classrooms?*

• *What do teachers (and students) see as the impact of these strategies on student learning?*
During professional development sessions led by teachers, staff has studied a variety of strategies to engage and challenge students. These have been supported by peer and administrative observations and the report states that teachers’ improvement “has been exponential.” This same model will be used as they move forward to improve writing. The school was silent on the impact on student learning.
VC Prewrite: Chapter III:

Some Possible Ideas for Strengths and Growth Areas

Possible Strength:

Leadership and staff – professional development program itself – staff and data driven, research-based – build internal expertise to further student growth

Possible Growth Area:

Leadership and staff – Continue and expand professional development program – writing (Note: even here you should include who, what, and why)

Evidence: (self-study)
Over the past three years, teachers have participated in professional development sessions led by teachers. They have learned and practiced a variety of strategies to engage and challenge students. Using both peer and administrative observations as checks, the Visiting Committee confirmed that a majority of staff regularly use two to three different strategies during each class period to more actively engage students.

[continued on next slide]
Speaking, questioning, and responding strategies are all incorporated. Teachers openly share with one another their own growth and continuing areas of weakness. Students are clear in expressing that “things are different all the time” and yet “all the teachers do sort of the same things. That makes it easier for me.” This excellent internal model should be used as staff moves more directly to improve writing.
C. Instruction

Strength: The school leadership and staff have a close working relationship and respect that have helped produce an inexpensive, viable, and effective professional development program designed to support high-quality student learning.

Growth Area: Working with district leaders, School leadership, and staff expand their strong professional development program to include writing strategies incorporating both assignments and assessment tools to support high quality academic writing for all students.

Evidence: Self-Study Report; classroom and professional development observations; conversations with students, teachers, and administrators.

Be sure strengths and growths are in the analytical summary above!
Example of response stems for a visiting team report:

- The Best High School in California uses current educational research to create a meaningful instructional program for all students.

- During regular professional development meetings, staff discusses professional readings and shares best classroom practices.

- For example...

- Additionally, staff participates in.....

- Curricular goals and daily lesson plans reveal that....
Example of response stems for a visiting team report:

• Classroom observations and interviews with students, however, indicate that...

• Currently teachers in grades____ are planning instructional goals and classroom activities together to better assess their impact on student learning...

• As the new Inquiry-Based curriculum has only recently been implemented, staff has not yet collected sufficient student data to analyze the shift in instructional methods on student achievement of grade-level standards and Common Core Curriculum guidelines.
Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interview and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. (See next slide.)
D2.2 Indicator: Student and Teacher Feedback cont.

According to the self-study, students participate in the School Site Council meetings and in focus groups with teachers and administrators. ASB members also lead feedback sessions with other students. This was corroborated during the visit in conversations with a good cross-section of students. The VC observed teachers eliciting student feedback on their learning during lessons through visual checks, thumbs up checks, all call responses and exit slips. Student surveys also provide school leaders student feedback. These surveys are aligned to the schoolwide learner outcomes.
Analytical Response: Consider these questions in formulating Visiting Team Responses

• What?: Very brief description of what exists

• How?: How was data analyzed; how did school arrive at these conclusions; or how is the school meeting the criteria (to what degree?)

• Why?: Why are these findings significant? Why is this data important?

• So What?: What are the implications of these findings for staff, students, community? What comes next?
To the chair on time!
The Visit: Visiting Committee Members

ACS WASC Visiting Committee Members Strengthen School’s Core Work — Improving Student Learning
The Visit by Fellow Educators: Purpose

Based on ACS WASC/CDE criteria, school’s purpose and schoolwide learner outcomes and self-study, the Visiting Committee (VC)...

- Provides insight about student learning and school program
  - Validates school program
  - Celebrates school strengths
  - Provides recommendations on growth areas
- Observes, Interviews, Conducts Meetings
- Prepares a written report for school and Commission
- Recommends an accreditation status
- Commission takes action
Careful and Confidential
Schedule

Sunday-Wednesday (usually)
School: Previsit Discussion Areas

• The Visit Schedule — developed collaboratively
  • 2 people at all schoolwide focus groups (1 ½–2 hours)
  • Daily leadership team meeting with entire visiting team
  • Daily chair-principal meeting
  • Visit all classes (keep record) and talk to all
  • Examples of other meetings based on school
    • Parents
    • Students
    • Support Staff
    • Administrators
    • Subject Areas/Departments/ Programs
    • Counseling Dept., Special Ed, AVID, Title I
    • Other individual or groups
VC Sunday Meeting

What have we learned from our previsit preparation about this school’s self-study and student learning?

What strengths and growth areas are emerging from the review of the self-study.

What types of evidence need to be our focus?
VC Sunday Meeting

How can we focus our review and analysis of evidence through

Examining student work and other information
Observing students and other aspects of the program
Interviewing students and others

What are the primary areas of interest to discuss with school personnel at our initial meeting?
How can we increase our understanding of the school’s self-study findings and student learning through the initial dialogue with school leaders? Set a positive tone.
A Practice: Initial Leadership Team Meeting

How will we increase our understanding of the school’s self-study findings and student learning through the initial dialogue with school leaders?
VC Monday/Tuesday Meetings

Multiple meetings with all stakeholders.

Debrief with principal and leadership team daily.

Examining student work and other information

Observing students and other aspects of the program

Interviewing students and others

Working with your colleagues on report and Status Worksheet
Visiting Committee Synthesis Meetings

What should the VC include at these daily meetings based on the key concepts of the criteria, the Self-Study, and findings during the visit?

How do you ensure the report reflects accurate school findings and a “Whole Visiting Committee” view?

Rewriting and Revising
Meetings

VC and Leadership Team

VC and Focus Groups

VC and Other Groups
Meeting Preparation

- Room arrangement
- Timekeeper
- Ensure clear agenda

VC team consensus on important questions
Observations

Who
When
Where
How

Know what you need to find out!
Your assigned areas of study

Key issues

Plan
Documents
Student work
Handbooks
Curriculum documents
Recruiting brochures
School and district website
Powerful Questions

Action plan
All students
Critical learner needs
Criteria
Learner outcomes
Academic standards
Evidence analyzed
Powerful Questions

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
Powerful Strategies

Open ended
Presume they are doing it
Follow-up questions
Wait time
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...?
Sample Good Questions

As you’ve done X, how has it evolved over time?

What insights have you gained since you prepared the report?

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?

School self-study says “this” and we’ve seen “that”? Help us understand.
Asking Good Questions

Know your purpose

Plan your questions

Allow wait time. Start easy and friendly

Don’t Ask Yes or No Questions; seek the open-ended ones

Use the Power of Silence

Ask one question at a time; but have the follow-up question ready

Test your questions on team mates

Follow general questions with specific ones.

To what degree is ... How effective is ..... What tells you this?

Don’t Interrupt

Pretend they are doing what you are asking about

ACS WASC ©2018-19
VC Wednesday Meeting

Finish report and Doc and Justification Statements*

Share findings and discussion with school.

Share findings with school at-large.

*You may be using new form...chair will help.
Wednesday

VC and Leadership Team meeting
Whole school presentation
How do you ensure the VC report reflects accurately school findings and the unified visiting committee perspective?
What accreditation status best supports the school’s improvement needs?
Alignment
Status Rationale based on Findings
Alignment, Alignment, Alignment

Important learning needs of the students
Correlation of major areas for follow-up to key issues
Rationale for accreditation status recommendation
Doc & Just-ratings, comments, & VC report findings
# 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.

<table>
<thead>
<tr>
<th>Accreditation status will be based upon a school demonstrating the following factors:</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.</strong></td>
<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>All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
<td>Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue 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>
</tr>
<tr>
<td>Critical learner needs based on the student/community profile analysis addressed by all stakeholders throughout the evaluation of the school program and operations in relation to the ACS WASC/CDE criteria.</td>
<td>Critical learner needs addressed to some degree in the evaluation of the school’s program and operations in relation to the ACS WASC/CDE criteria.</td>
<td>Critical learner needs addressed in the evaluation of the school’s program and operations in relation to the ACS WASC/CDE criteria.</td>
<td>Critical learner needs addressed in the evaluation of the school’s program and operations in relation to the ACS WASC/CDE criteria.</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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<td>Self-study occurs in an environment of ongoing systemic analysis of school effectiveness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</strong></td>
<td>Ongoing systemic improvement integral to school’s culture involving all stakeholders. A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.</td>
<td>Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis. Some review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
<td>Limited addressing of prior accreditation findings occurs. Limited review by a few stakeholders on action plan progress and impact on student learning, including critical learner needs.</td>
<td>Little, if any, addressing of prior accreditation findings by leadership and other stakeholders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some stakeholders involved in action plan update. Informal process for involving and informing all stakeholders.</td>
<td>Limited involvement of stakeholders in action plan update. No formal or informal process regularly used to involve and inform stakeholders.</td>
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### Accreditation Status Will Be Based Upon

A school demonstrating the following factors:

#### ACS WASC/CDE Criteria

#### Category A: Organization

<table>
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<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>
<th>Highly Effective</th>
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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

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<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

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<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
What’s the evidence?

Does our writing reflect and have our conversations and writing supported this conclusion?
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
Executive summary of the analytical summary of self-study looking at “to what extent” the school meets the criteria plus rationale for status
Visiting Committee Report
Public

Documentation & Justification
Confidential
On the visit

**Do**
- Be a team player
- Dress professionally
- Expect to share meals together
- Validate & extend, not evaluate
- Support, not judge
- Celebrate successes
- Prepare & plan
- Listen
- Focus on important issues
- Work for consensus
- Work toward the action plan
- Confidentiality

**Don’t**
- Try to solve their problems; diagnostic not prescriptive
- Argue over words; do ensure that ideas are captured & clear
- Focus on small things
- Talk about your school. It’s “a school”
- Over eat or over sleep
- Don’t conduct personal or school business during the work day.
Not your school
you’re going home

Big Issues

Team
confidential

we NOT me

transparency

learn
Reflection: How can I best prepare?

What are my priorities?

What are the critical elements for a successful visit?
We Are Student Centered
Thank You

Need assistance? Have a question? Need clarification?

Contact Information:
Sylvia Taylor
staylor@acswasc.org