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Let’s Have a Conversation....
What are the expectations for a school conducting a virtual visit?

How does that impact the role and responsibilities of the visiting committee chair/member?
Virtual Visits

Expectations for All Virtual or Blended Visits:

• Every care must be taken to ensure that the process and result will be as rigorous and thorough as an on-site visit.

• Based on the WASC research-based criteria/indicators, the virtual visit focuses 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 for good communication – both recorded and live.
How well are our students learning and achieving?

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

Ultimate Goal:

A Quality Schoolwide Action Plan
owned by
All Stakeholders
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?
Probationary Visit – Purpose

• Progress report and visit focus on demonstrating that school staff has
  • Made progress in addressing the growth areas for continuous improvement (critical areas for follow-up), especially though implementing the schoolwide action plan/SPSA
  • Improved student achievement relative to the Schoolwide Learner Outcomes and academic standards

• Visit results will determine future accreditation status of the school
How do we organize and make this a quality virtual visit?

How does the Visiting Committee get to know your school?
Virtual Visit: School Expectations

• School **not** required to update written probationary report (normal submission to VC and WASC is 6 weeks prior to visit)

• 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 probationary report and supporting evidence available prior to visit for visiting committee (VC).

• VC chair may request additional information related to student wellness and safety standards.
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 Probationary Visiting Committee but may be adjusted:

  - Enrollment 6-1499  2 members
  - Enrollment 1500-2499  3 members
  - Enrollment 2500 or more  4 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 Probationary Visit Expectations

• Regular communication between the principal and VC chair

• Regular communication between the Leadership Team and the Visiting Committee, including an exit meeting

• Meetings with representative students, parents, teachers, counselors, support staff and other meetings as needed

• Observations of a stratified random sample of classes engaged in online or in-person learning
Virtual Visit: The VC Report

• Visiting Committee Chair shares findings orally

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

The school will provide technology and technical support:

• 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 Technology Requirements (cont.)

The school will provide technology and technical support:

- 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 accreditation visit or the ability to observe virtual classes in session.

**NOTE:** The visiting committee chair/members should conduct a test of the technology requirements with the school before the virtual accreditation visit.
Virtual Visit: Suggested Videos

• The school may be asked to provide videos related to critical areas for follow-up or to ensure the VC understanding of current health, safety, child protection and safeguarding issues.

• General introduction to school and learning environment (if no one on probationary served on full visit)

• Sample of recorded lessons
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

• 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)
Virtual Visit: Observations of School in Action during the Probationary Visit (cont.)

- School and VC chair work together on best platform and video device and how it is positioned for online classes or in-person classes

- The following can assist in conducting virtual classroom visits:
  - Tablet/iPad to provide a wider angle of classroom
  - Tripod to anchor iPad/Smartphone and move around room
  - Staff member to be in classes for virtual observations and facilitate technology
Report Format: Section I

Student/Community Profile

• Student/community profile that has been updated annually since the last full visit.

• From the analysis of the updated student/community profile, include the following:
  • An updated summary with implications of the data, including California Dashboard indicators (if a CDE school), and identified student learner needs.

Note: See ACS WASC Student/Community Profile Guide, of the appropriate ACS WASC Focus on Learning manual for schools being visited in 2020-21
What data should we include in our profile? Where do we obtain the data?

Focus on Learning manual, Profile Guide
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Sample Schoolwide Learner Outcomes

Students will be: INNOVATIVE THINKERS

• Build on the ideas, explanations, and reasons of others
• Summarize, analyze, interpret, and evaluate information
• Define problem and use problem-solving strategies appropriate to the context
• Create original work
• Use technology to create products of high quality
Sample Learner Outcome Finding

During our preparation for the probationary visit we looked closely at student data on 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 student groups 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 Major Student Learner 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 student groups and grade levels?
Section II: Significant Changes and Developments (since last full self-study)

• Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.

• Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.
Section III: Ongoing School Improvement

• Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.

  • How were stakeholders involved in developing the schoolwide action plan or SPSA (if applicable to a CDE public school)?

  • How were stakeholders involved in implementing and monitoring the schoolwide action plan or SPSA (if applicable to a CDE public school)?

  • How were stakeholders involved in the preparation of the progress report?
Report Format: Section IV

Schoolwide Action Plan Progress (integrated Schoolwide Growth Areas)

• Explain how the **identified student learner needs** have been addressed in the schoolwide action plan or SPSA (if applicable to a CDE public school)

• Provide a summary of progress and impact on student learning of the schoolwide action plan’s identified school needs/identified student learner needs referencing the identified schoolwide growth areas for continuous improvement. Cite relevant supporting evidence.

• Explain how the cited relevant *supporting evidence* led to your conclusions on progress and impact on student learning.

**Note:** If any recommended schoolwide growth areas were not included in the school’s schoolwide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.
How can the Leadership Team, Schoolwide Focus, Stakeholder, and other groups ensure that the progress report findings are supported by analyzed evidence?
**Section IV – Schoolwide Action Plan with integrated Schoolwide Growth Areas (Critical Areas for Follow Up)**

<table>
<thead>
<tr>
<th>Progress: Each Action Plan Section noting integrated Schoolwide Growth Areas*</th>
<th>Supporting Evidence with explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*use asterisk to note which schoolwide growth areas)</td>
<td></td>
</tr>
<tr>
<td>Impact on Student Learning</td>
<td></td>
</tr>
</tbody>
</table>
## School’s Progress Report: Section IV

<table>
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<tr>
<th>Integrated Critical Areas for Follow-Up</th>
<th>Action Plan Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4</td>
<td>Researched available and initiated professional development for all teachers around reading strategies</td>
<td>Meeting records, professional development schedule, classroom walkthroughs</td>
</tr>
<tr>
<td>2</td>
<td>Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary</td>
<td>Classroom walkthroughs and PLC meeting notes</td>
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### Progress: Each Action Plan section noting integrated critical areas for follow-up *

- *Researched available and initiated professional development for all teachers around reading strategies*
  - Meeting records, professional development schedule, classroom walkthroughs
- Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary*
  - Classroom walkthroughs and PLC meeting notes
Observable Evidence Requires Analyzing Results of

- What students are doing/producing
- Student interviews/observations
- Hard data and information
- Other observations and interviews
Schoolwide Action Plan Refinements

Indicate refinements made to the schoolwide action plan/SPSA since last full visit to reflect progress and identified new issues.
One Umbrella Plan

e.g., CA Public Schools: Schoolwide Action Plan/SPSA and LCAP
Progress Report

Schoolwide Learner Outcomes

Profile Data

Documents

Criteria

Student Work

Major Student Learner Needs

Professional Knowledge

Students Working

Interviews and Surveys

Summary Conclusions

Profile Data Interviews and Surveys

Student Work
Self-Check Questions

△ Do the findings of progress address the student learner needs, the school needs and the schoolwide growth areas?

△ 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?
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Previsit Committee Responsibilities

Chair: Work with school staff and members

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

Review ACS WASC criteria

Study previous self-study/visiting committee reports and the schoolwide action plan/SPSA and Learning Continuity and Attendance Plan (if CDE/WASC)

- Obtain as much evidence ahead of time along with the school’s report
  - Use critical areas for follow-up and the school’s schoolwide action plan as areas of focus for visit
    - Work with principal/self-study coordinator to set visit schedule
  - Communicate all information to VC members
    - Submit expenses to ACS WASC office for reimbursement—not applicable in virtual visit
School and Chair: Previsit Discussion Areas virtually...

- Logistics and The Schedule
  - 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

- Suggested 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
VC Members Previsit Expectations

VC Chair and Visiting Committee Member(s) ensure...

- **the VC members have the capability to use the virtual platform and have participated in training and orientation prior to the visit.**
- **the VC members understand the expectations of virtual visits:**
  
  - regular communication with VC chair and members; flexibility during the visit, visit occurring in a conducive location, e.g., quiet, no interruptions;
  
  - adequate bandwidth and technology, i.e., a computer with a camera or ipad/tablet;

  - addressed issue of substitute coverage with administration.
Include: (Time allocated for these and other areas will vary with the school and the critical areas for follow-up.)

- Meeting with site administration
- Meeting with leadership/follow-up team
- Meeting with representative teachers/follow-up committees
- Meeting with parents
- Classroom visits
- Meeting with students
- Further review of additional documentation
- Visiting team works toward synthesis of findings and completion of report
- Exit meeting with site leadership
Sample Areas for VC Discussion/Exploration*

As work progressed, what was the easiest to accomplish? Why? Lessons learned?

Involvement of all stakeholders?
Addressing student achievement as an overall school focus – targeted actions.

Professional development and its impact on student learning.
Regular communication and sharing – culture.

* Areas are dependent on school’s critical areas for follow-up and action plan.
Sample Areas for **VC Discussion/Exploration***

Use of formative assessment to adjust instruction?
Examples. How representative?

Use of data (trends, patterns, anomalies); multiple sources.

Link between assessments and what actually occurs daily in instruction.

Thorough understanding of standard-based environment – meeting Schoolwide Learner Outcomes and addressing academic standards.

* Areas are dependent on school’s critical areas for follow-up and action plan.
VC: Tips on Interviewing

Phrase open-ended questions.

Listen.

Use language appropriate for the interviewee.

Watch nonverbal behavior.

Avoid biased questions.

Other tips...
I. Introduction

• Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data. Include the major implications of the data, the identified student learner needs and the identified school needs.

• Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

• Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the Schoolwide Action Plan and the preparation of the progress report.
II. Progress on Implementation of the Schoolwide Action Plan

• Based on the school’s summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up are aligned and evident in the revised schoolwide action plan.

• Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the schoolwide action plan/SPSA to strengthen continuous improvement initiatives. (Include relevant evidence to support the findings.)

• Explain why any critical areas for follow-up or growth areas for continuous improvement have not yet been completely addressed, if applicable. (See ACS WASC criteria)

Note: If any critical areas for follow-up were not included in the schoolwide action plan/SPSA, indicate what actions have been taken.
III. Schoolwide Areas of Strength and Growth Areas for Continuous Improvement

• List the schoolwide areas of strength identified during the current progress visit.

• List the critical areas for follow-up or growth areas for continuous improvement that have not yet been completely addressed, if applicable.

• List any additional new growth areas for continuous improvement identified during the current progress visit, if applicable.

• Include a hyperlink to the school’s most recent schoolwide action plan.
Accreditation Status Timeline

Self-Study

Six-Year Accreditation Granted

Year 1

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

Year 2

Mid-cycle Report and One-Day Visit

Mid-cycle Report

Mid-cycle Report and Two-Day Visit

Year 3

Probation Report and Visit

Year 4

Special Progress Report and/or Visit (if required)

Year 5

[School Preparing Next Self-Study]

Year 6

Next Self-Study

LEGEND: Accredited: → Probationary Accreditation: → Accreditation Withheld: →

Next Self-Study

Accreditation Withheld

Appeal Process and Visit

Reinstatement Process and Visit

Denied

Accreditation Cycle Continues (next visit to be determined)

Accreditation Visit (if required)

Next Self-Study in three years

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

† Probationary accreditation status may be appealed.
Accreditation Status Options
Probationary Visit

- Probation removed and accreditation status restored; the accreditation cycle continues
- Continued probationary accreditation granted for one additional year with a two-day probationary visit required in one year
- Accreditation status withheld
Post-Visit Information: VC Chairperson

Document Upload: a copy of visiting committee report to ACS WASC and a copy to school

Document Upload: the accreditation status recommendation and a copy of the justification statement and visiting committee report to ACS WASC

Informs school personnel that ACS WASC will send an official letter regarding the accreditation status granted by the Commission
Road to the Action Plan

Updated Action Plan

Schoolwide Learner Outcomes

Data

Student Learner Needs

Evidence of Progress Strengths

Evidence of Progress Growth Areas
We are student centered.