ACS WASC Visiting Committee Chair Training

For Spring 2016 Visits

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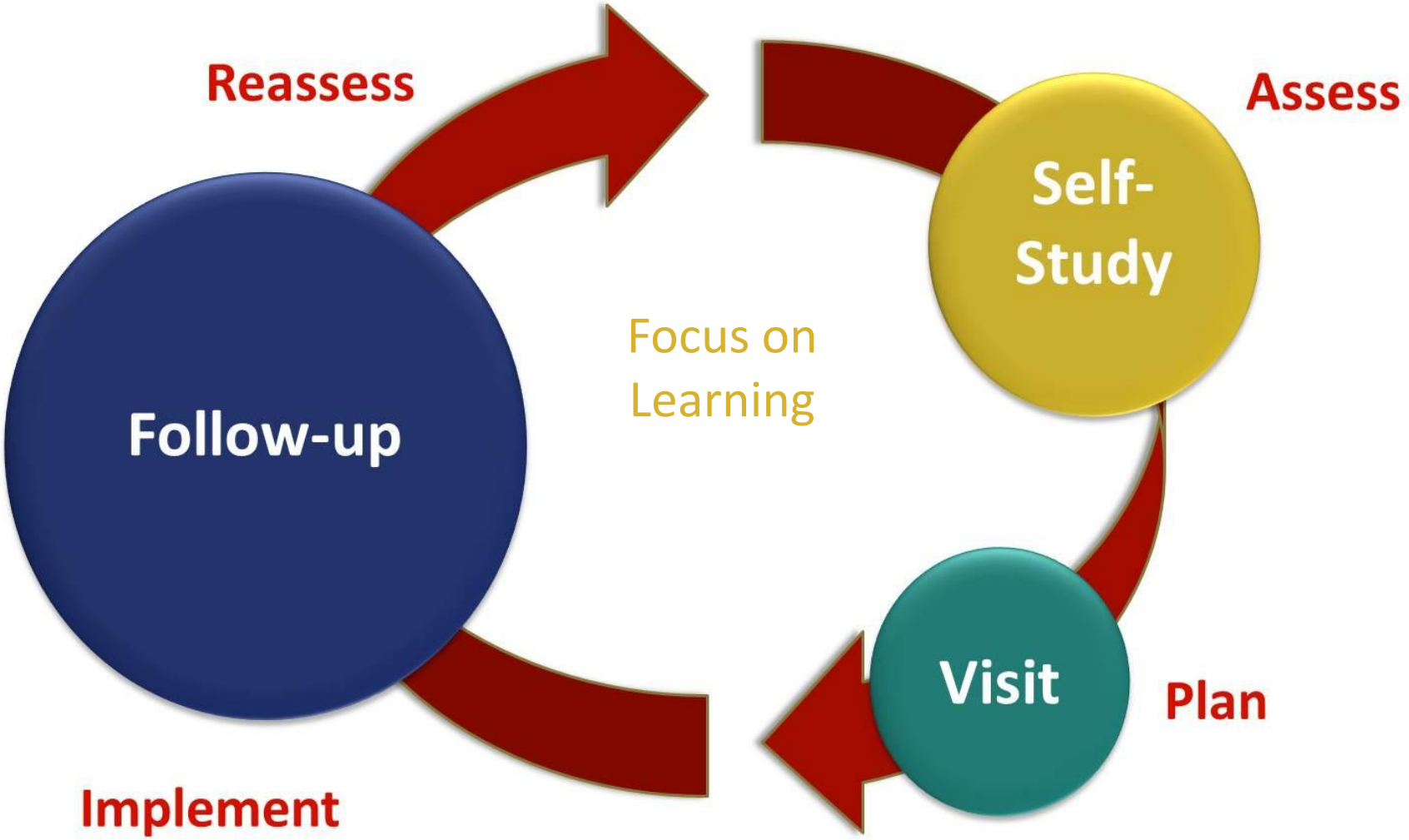
Visiting Committee Chair
Keeper of the Vision, Coach, Organizer

THank
YOU!

ACS WASC Accreditation Cycle of Quality



Focus on Learning ⟷ School Change
ACS WASC Accreditation Principles/Tools

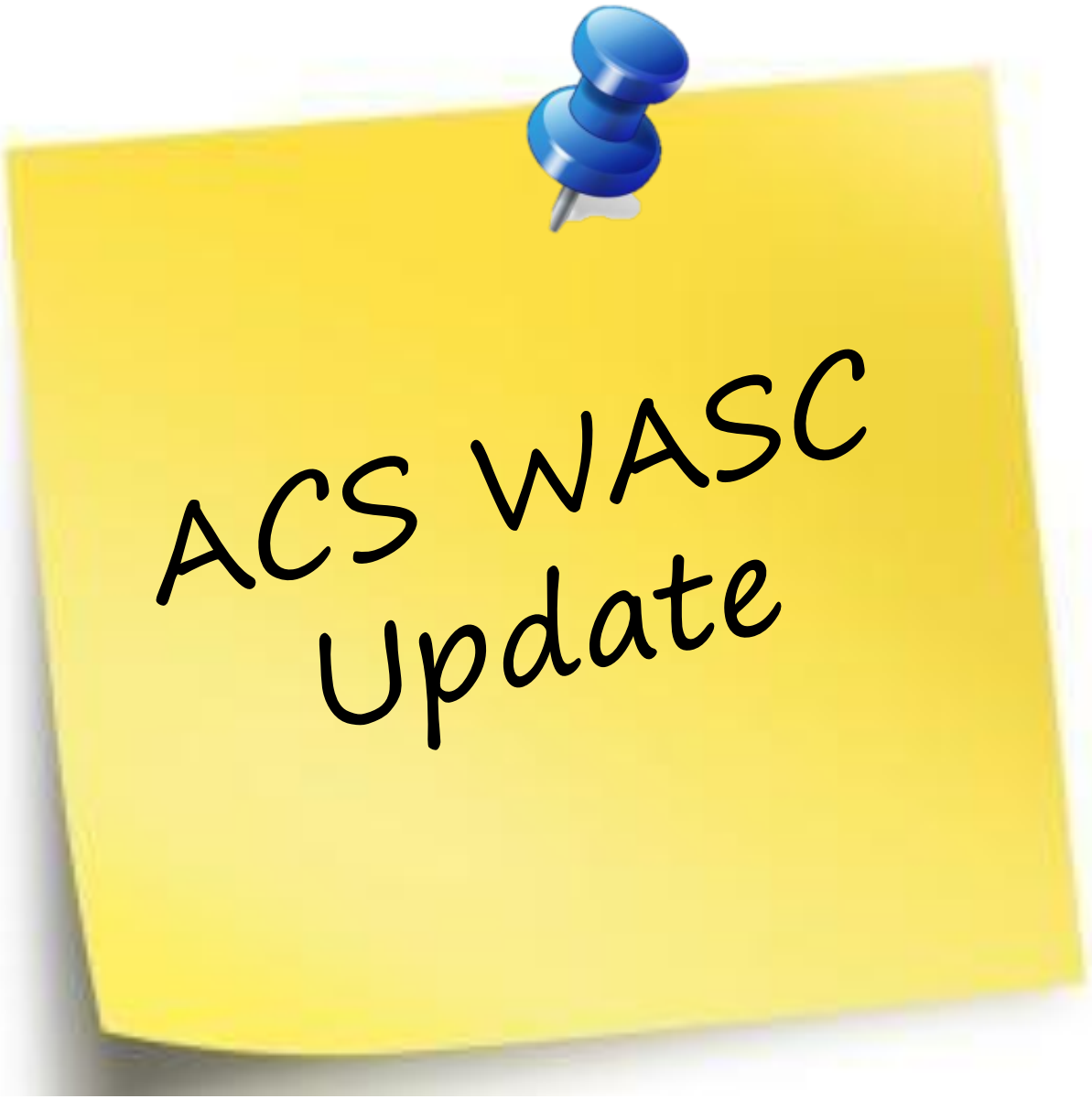
1. Accomplishment of vision, mission, schoolwide learner outcomes
2. High achievement based on schoolwide learner outcomes/ academic standards
3. Use of multiple ways to analyze data about student achievement
4. Program evaluation in relation to critical learner needs, schoolwide learner outcomes, academic standards, ____/ACS WASC criteria/indicators
5. Alignment of self-study findings with schoolwide action plan (e.g., SPSA with LCAP)
6. Evaluation of ongoing improvement and impact on student learning
7. Involvement and collaboration of all stakeholders

Agenda

Update

Pre-visit Preparation

The Visit

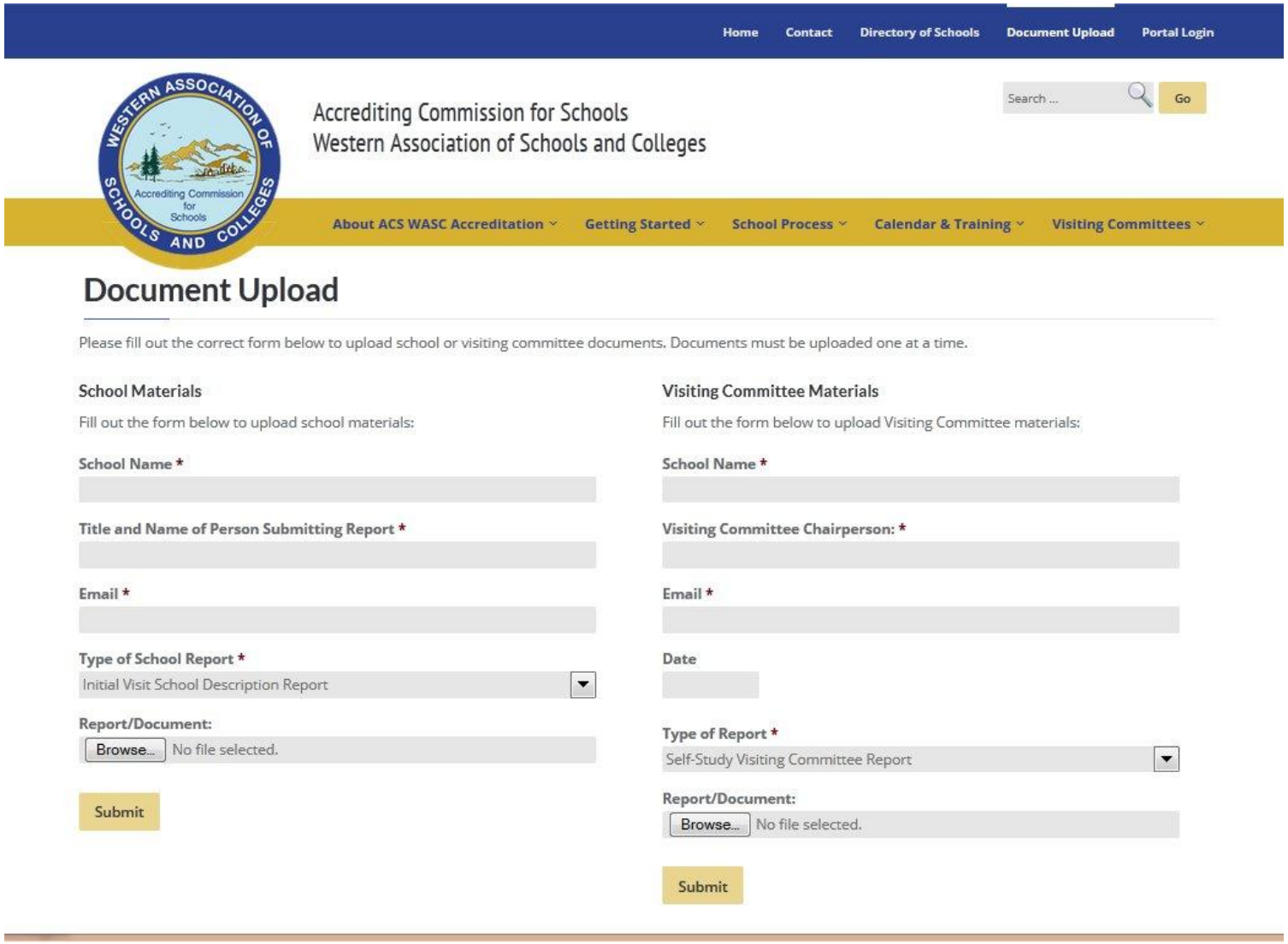

ACS WASC
Update

New ACS WASC Website

New ACS WASC Website Features

- ACS WASC recently launched a new website
- Some of the new features include:
  - Document Upload link where you can easily upload all reports and documents directly to ACS WASC
  - Calendar of Events where you can view all upcoming events
  - Visiting Committee Chair and Member pages have been combined into one page

Document Upload Link



Combined VC Chair and Member Pages

ACS WASC/CDE Focus on Learning, 2015 Edition: Self-Study Visiting Committee Materials

ACS WASC/CDE Focus on Learning Joint Process for all California Public Schools, including California Charter Schools, 2015 Edition

Visiting Committee Chair and Member Checklists

- Visiting Committee Chair Checklist
- Visiting Committee Member Checklist

Visiting Committee Chair Templates

- Previsit Letter to Members: Initial Contact Letter Template
- Previsit Letter to Members: Confirmation Letter Template
- Previsit Preparation Worksheet Template | Google Drive (Docs) Template
  Click here for information on how to use Google Drive (Docs).
- Visit Schedule Template
- ACS WASC Accreditation Status Recommendation (Ballot): The preprinted ballot is only available from the ACS WASC Office and is included with the chair materials. Don't forget to bring it to the visit to obtain the necessary signatures from your team.
- ACS WASC/CDE Self-Study Documentation and Justification Template | Google Drive (Docs) Template
- ACS WASC/CDE Self-Study Visiting Committee Report Template | Google Drive (Docs) Template
- ACS WASC/CDE Visiting Committee Final Presentation Template (PowerPoint file)
- Visiting Committee Chairperson Evaluation Template
- Visiting Committee Member Evaluation Template

ACS WASC Update: Topics

- Accreditation Expectations
  - Schools: Providing volunteers annually, deadlines for filing Self-Study and other school reports, postponement issues
  - Visiting Committee Chairs and Members: pre-visits for full visits, keeping to basic requirements for visit, checking reimbursement process for visit, recommendations for future chairs.
- Commission Action and Communication to Schools
  - Appeals (Documentation/Justification)
  - Letters granting accreditation status

During the Full Visit: VC Chair Reminders

- Reimbursement Policy
- ACS WASC Anti-Discrimination Policies and Procedures
- Check report includes **ALL** sections, e.g., Chapter IV, B. Schoolwide Strengths and Critical Areas for Follow-up and Chapter V: Ongoing School Improvement—Word Process ALL , including doc/just
- Ensure **grade levels** on ballot are **accurate**
- Ensure **signatures** on ACS WASC **ballot** (do this early in the visit)
- Draft visiting committee report **left** with school

Other Visits: VC Chair Reminders (mid-cycle or probationary visits)

- Chair submits **ballot, doc/just statement, and visiting committee report** to ACS WASC within two weeks after the visit using the **Document Upload link** on the ACS WASC Website: **www.acswasc.org/document-upload/**
- Chair makes sure that the school receives a copy of the final visiting committee report
- School and chair are notified 2-3 weeks following Commission action

After the Visit: Report Submissions Commission Meeting Deadlines

- December 10, 2015, for Winter Commission meeting
- March 24, 2016, for Spring Commission meeting
- May 19, 2016, for Summer Commission meeting

Remember to check

- Certification and adherence to rules for UC a-g subject requirements and authorization (e.g., 2 years lab science with 20% hands-on activities)
- AP Authorization (e.g., wet lab experience)
- Child Protection Issues, e.g., staff screening, policies
- Safety issues: Examples: science labs, earthquake supplies, emergency procedures, first aid supplies, fire, evacuation, earthquake procedures

Agenda

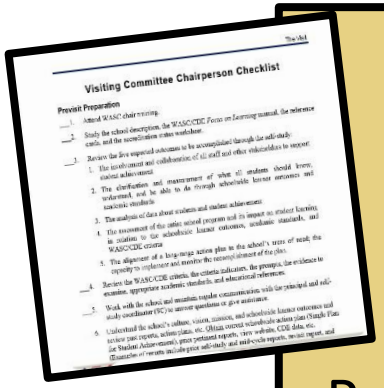
Update

Pre-visit Preparation

The Visit

Checklists

Condensed
Chair Expectations



Checklist

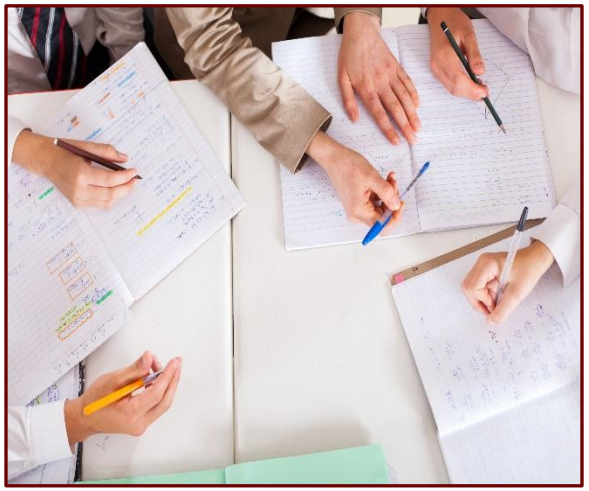
(in manual)

Previsit, Visit, Post-visit

Mid-Cycle 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



Visiting Committee Mid-Cycle 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

School Chapter I: Student/Community Profile

VC-Chapter I: Brief Analytical Summary plus key excerpts of Student/Achievement Data using School Chapters I & III (CDE: School Quality Snapshot)

Chapter I: School Profile

School Information/Programs
Data and Findings
Schoolwide learner outcomes
Appendices

Chapter I: Data

Demographic
Outcome/Achievement
Perception

Schoolwide Learner Outcomes

Sample Schoolwide Learner Outcomes

College, Career, and Life Skill Oriented who:

- Take initiative and work independently
- Follow through with plans and goals
- Handle praise, feedback, and criticism well
- Are organized
- Are productive and accountable
- Are self-directed and don’t give up

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 II: Brief Analytical Summary of School's Progress

School Chapter III: Summary of Data and Progress

VC Chapter III: Addressing 5 Self-Study Outcomes (Very Brief)

School Chapter III:

Summary of Data and Progress

Implications of the profile and progress data

Critical Learner Needs correlated to Schoolwide Learner Outcomes

Questions for study in Chapter IV

Sample Critical Learner Needs

Knowledge/Skills for all students

- Reading comprehension
- Academic writing
- Problem solving
- Think Critically

Closing the Gap

- Basic number skills for the lowest quartile of students
- English vocabulary (speaking, reading, and writing) for Martian students (pick your subgroup)

Affect

- Attendance
- Study skills
- Civil school behaviors

VC Chapter III: Outcomes of Self-Study

School Chapter IV-Summary of Findings for Each Criteria

VC Chapter IV: Analysis, Strengths, Critical Areas for Follow-up

Process

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

Analytical response to criteria

Evidence

Strengths

Key areas for follow-up

WASC International 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

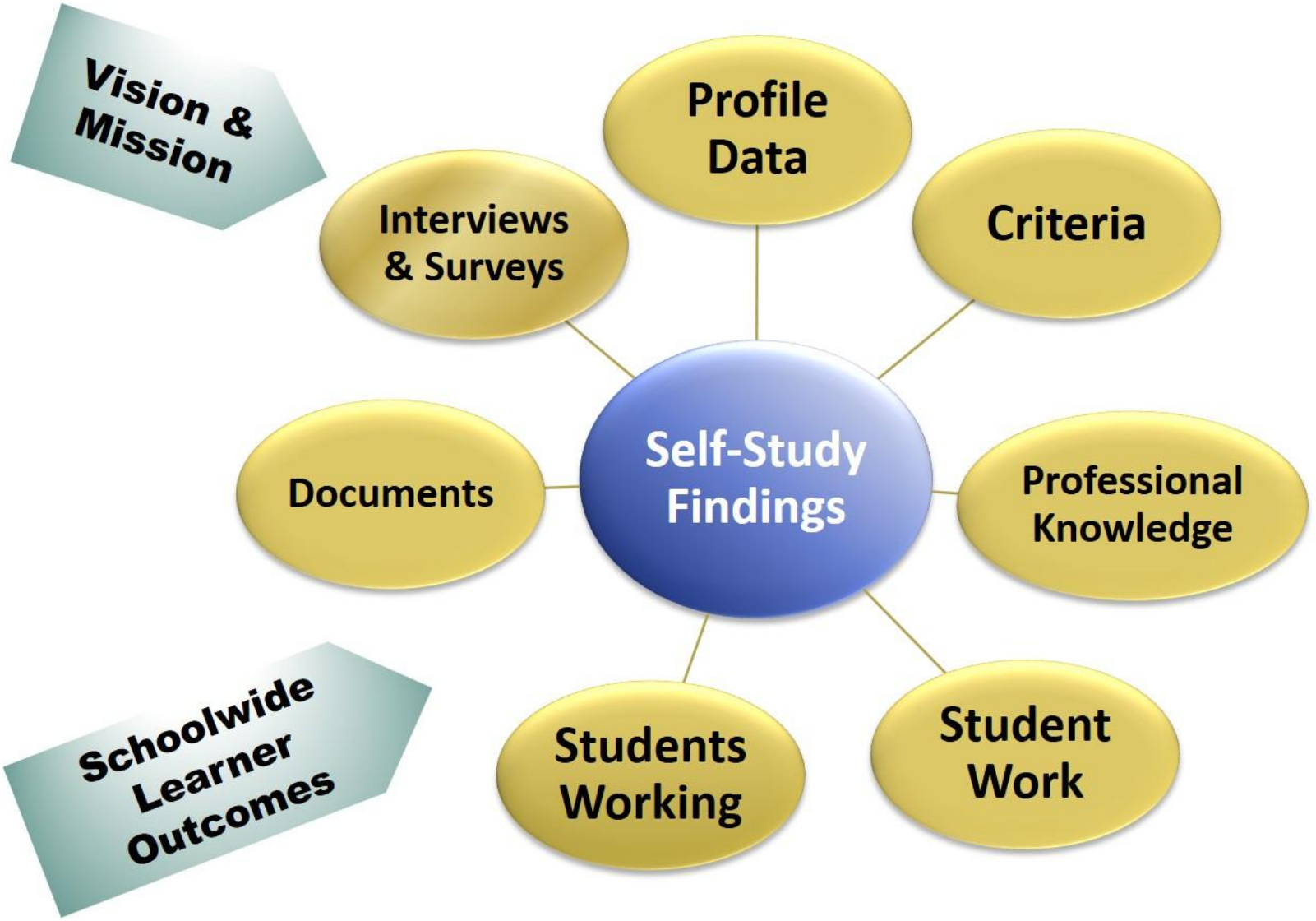
E. China Context (NCCT/WASC) or ONESQA Standards

F. Boarding Criterion

Chapter IV: Self-Study Findings

Criteria Findings	Supporting Analyzed Evidence

Self-Study Process: The "So What" Question? What currently exists? How effective?



B3. Assessment and Accountability

Modification of the Teaching/Learning Process

Indicator:

Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt:

Evaluate the effectiveness of how assessment data is collected, analyzed and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings **Supporting Evidence**

Reflective Questions: Focus Group Summaries

Do the findings respond to what is being asked in the criteria, indicators, and prompts?

Does the evidence support

- Findings?
- Strengths?
- Prioritized growth areas?

What insight has the school gained about student learning, the critical learner needs, the standards and the schoolwide learner outcomes?

Mid-Cycle Progress Report 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?

School's Mid-Cycle or Probationary Report: Section IV

Progress: Each Action Plan Section noting integrated Critical Areas for Follow-up* (*use asterisk to note which critical areas)	Supporting Evidence

Visiting Committee Analytical Findings:
Writing to Criteria and Indicators/Prompts

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VC Analytical Comments/Observations

What currently exists?

Indicate the impact on student learning

Highlight areas of strength

Highlight key issues to be addressed

Indicate evidence that supports comments

Use appropriate vocabulary; avoid being prescriptive

Previsit Work with VC Members: Staying Organized

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!

Previsit Work with VC Members: Staying Organized

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

Sample

VC Analytical Comments by Indicator

- B3 Criterion on Use of Assessment Results

Indicator: Modification Based on Assessment Results (one of indicators)

Although the report was silent on how the school was using results of assessment data through the visit it was discovered that staff members are beginning to make use of reports generated in PowerSchool and make determinations on areas that need to be modified based on assessment results.

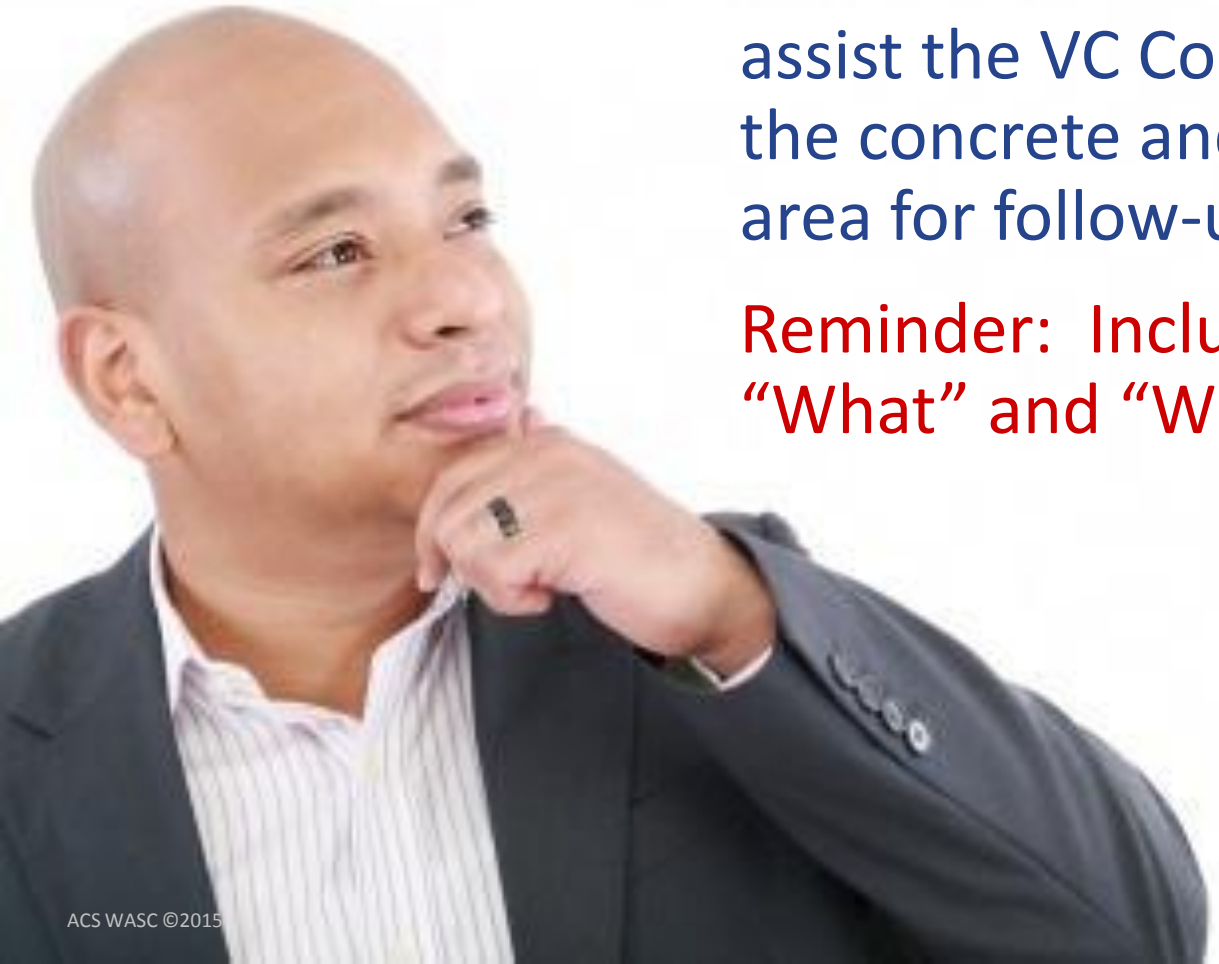
VC Schoolwide Critical Areas for Follow-Up

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

VC Report: Critical Areas for Follow-up CLARITY



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"

Evaluate:

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

- The school leadership and the teachers develop 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.

Where is the school now?
Where's it going?
Does it have a good roadmap?

Mid-Cycle or Probationary 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
- Comments on school's process for follow-up

II. School's Progress on Critical Areas for Follow-up

- 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. Recommendations/Commendations

- Recommendations, if any
- Commendations related to progress, if any

Agenda

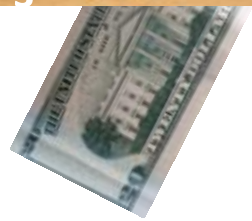
Update

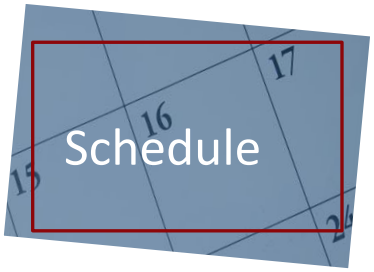
School Self-Study

The Visit

The Visit: Committee Members

Preparing for the Visit





Schedule

Sunday-Thursday (full visit)
Sunday-Tuesday (mid-cycle or revisit)

Schedule/Activities

Daily feedback meetings between Visiting Committee members and school leaders

Classroom/campus observations

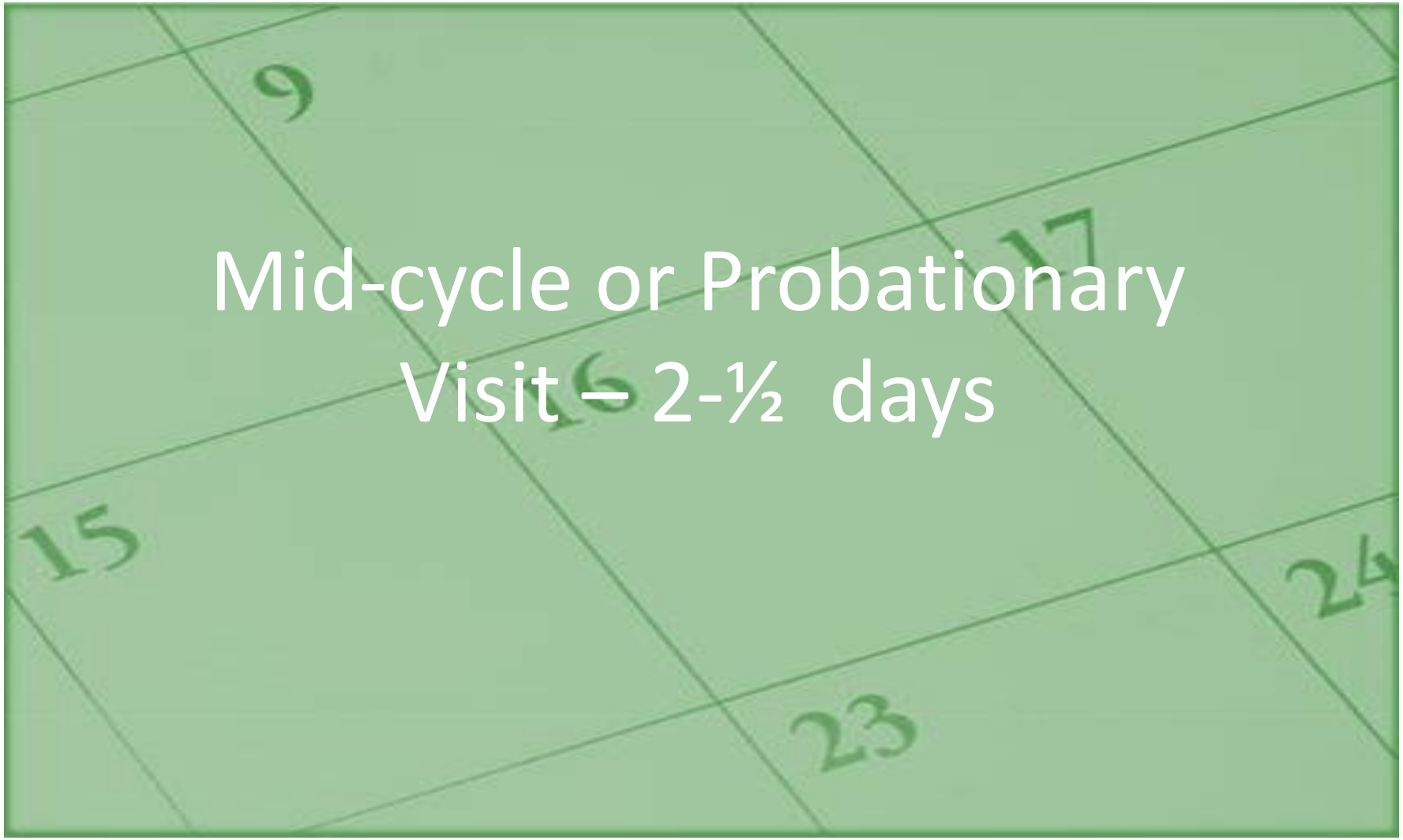
Informal interviews

Meetings with Focus Groups and others

Daily meeting of VC Chair and principal

VC report editing/reviewing

Mid-Cycle or Probationary Schedule



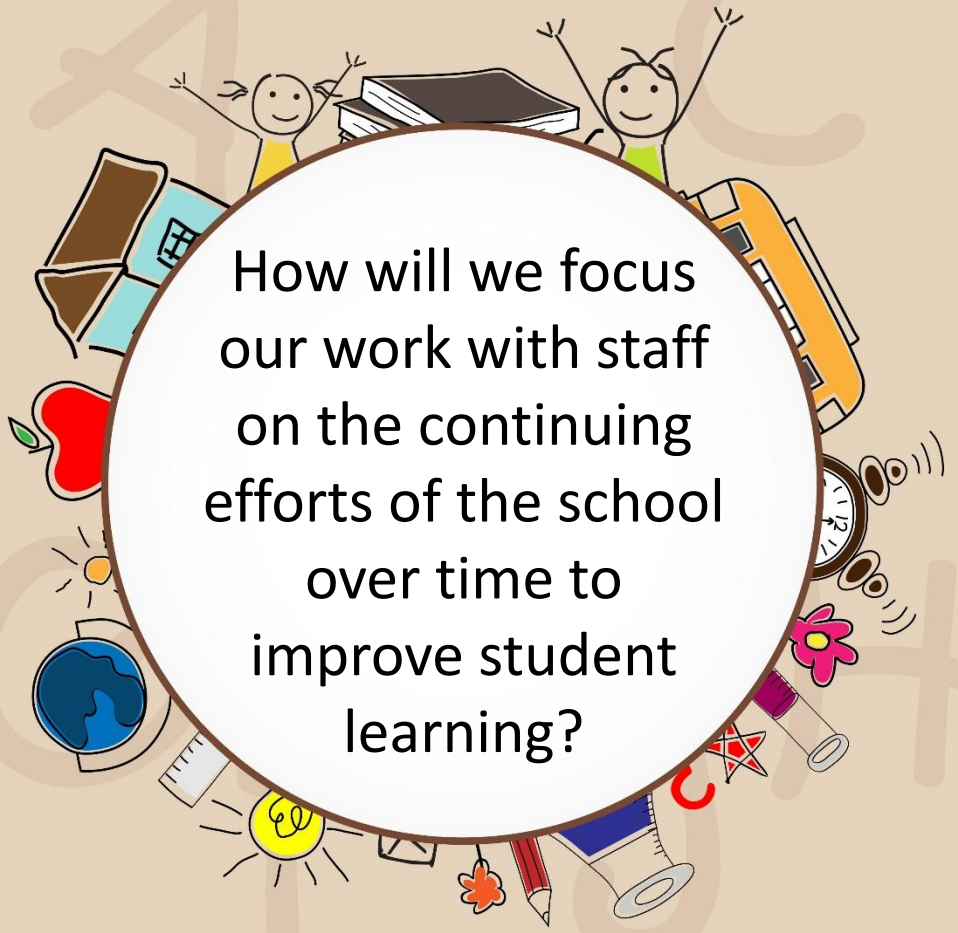
Mid-Cycle ACS WASC Schedule

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

Personal Preparation

Greatest Difficulty/Benefit



One Umbrella Plan

Meetings: Committees

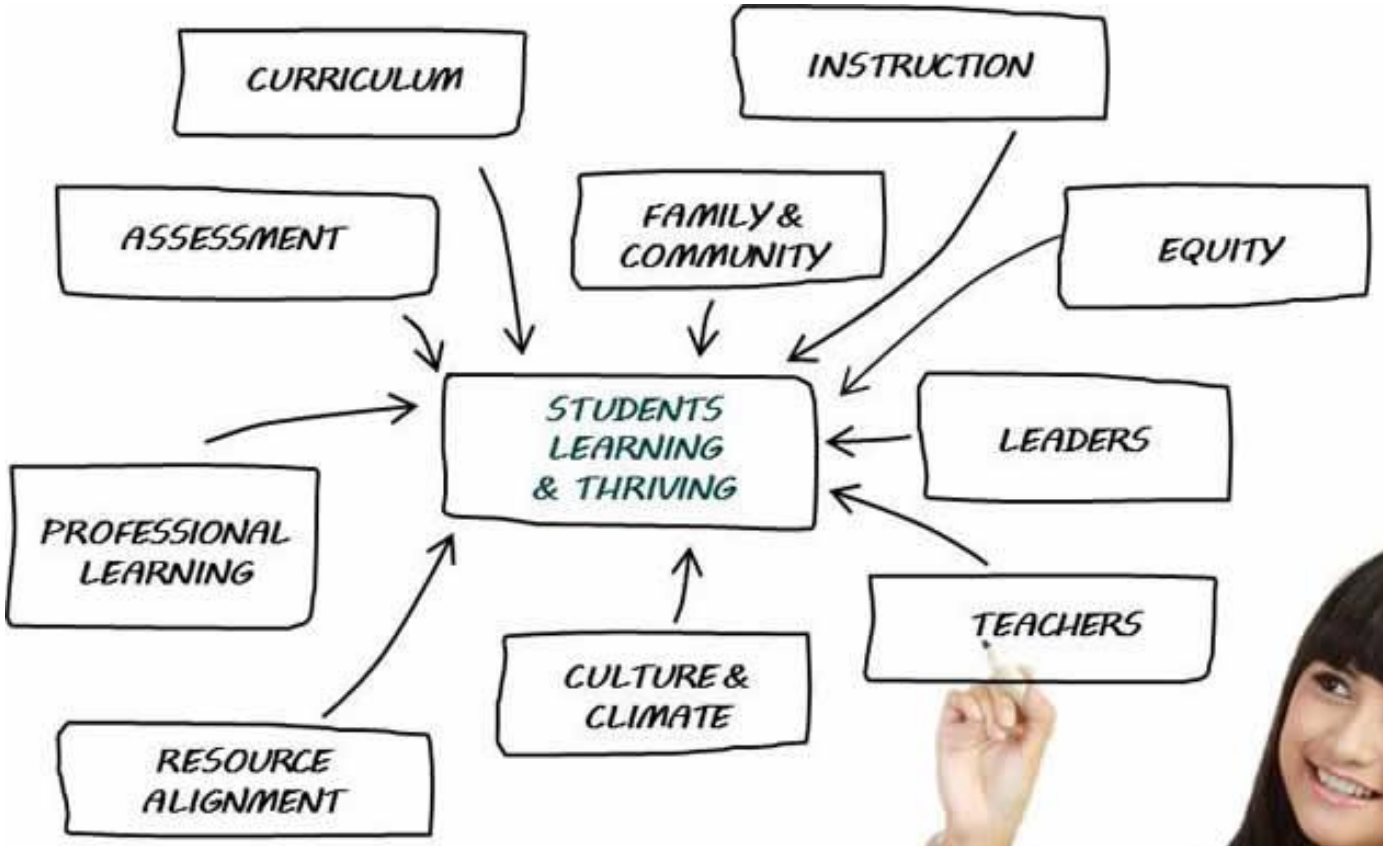
Department/Subject Area/Program Groups, Small Learning Communities (PLCs), Career Academies, Pathways, etc.

Schoolwide Focus Groups

Leadership Team

Quality Questions

Focus on Learning: Connecting the Dots



CDE Quality Schooling Framework

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Visiting Committee Questions: Sample Areas

- Understanding and use of data
- Modifying learning and teaching
- Preparing student to be college and career ready — implementing the Common Core
- Understanding the variety of programs/courses provided for students and their impact on learning
- Feedback to students
- Coaching of colleagues in new strategies
- Focus of action plan — impact
- Intended impact on student learning
- Follow-up process

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

Road to the Action Plan

Alignment
Status Rationale based on Findings

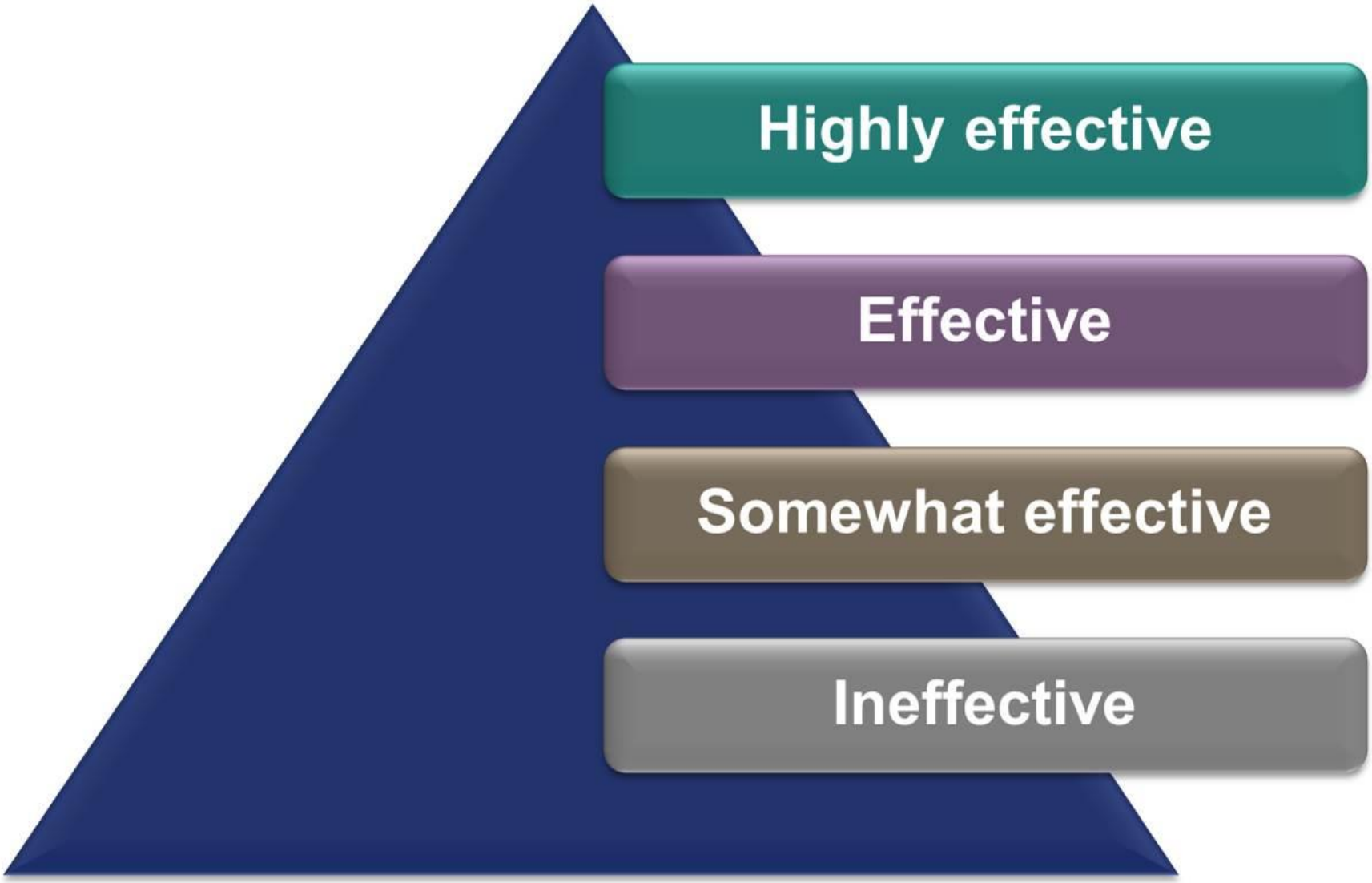
What accreditation status best supports the school's improvement needs?

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

VC Report

- Analysis based on criteria and indicators
- Conclusions — Schoolwide Action Plan
  - Schoolwide strengths
  - Schoolwide critical areas for follow-up
    - Support identified areas
    - Strengthen identified areas
    - Address additional areas

Accreditation Status Factors:
VC Recommendation & Commission Action



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

Accreditation Status for International Schools

- **Six-Year Accreditation Status**

  - Progress Report and two-day visit at mid-cycle that includes annual progress reports (special conditions can be added, e.g., special visit or report)

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

- **Accreditation Status Withheld**

Mid-cycle Status Options

The Visiting Committee's recommendation (select one of the following):

- ☐ **Accreditation Reaffirmed**
- ☐ **Accreditation Reaffirmed with a Required Progress Report Due in One Year**
- ☐ **Accreditation Reaffirmed with a Required Progress Report and One-Day Special Visit in One Year**
- ☐ **Accreditation Status Withheld**

Justification Statement:

Comment upon the factors which led to your recommendation. Reference the progress made on critical areas for follow-up and the schoolwide action plan. Based on the WASC criteria, note any additional areas that the school also needs to address.

Enter text here

Probationary Accreditation Options

The Visiting Committee's recommendation (select one of the following):

- ☐ **Accreditation Reaffirmed with a Required Progress Report and Two-Day Visit in Two Years**
- ☐ **Probationary Accreditation Extended with a Required In-depth Progress Report and Two-Day Visit in One Year**
- ☐ **Accreditation Status Withheld**

Justification Statement:

Comment upon the factors which led to your recommendation. Reference the progress made on critical areas for follow-up and the schoolwide action plan. Based on the WASC criteria, note any additional areas that the school also needs to address.

Enter text here

Accreditation Factors: Impacting Status Decision, e.g., Conditions vs. Probationary Status

- Involvement and collaboration of stakeholders
- Acceptable progress
- School purpose
- Governance (private or charter)
- Leadership and staff (private or charter)
- Assessment factors (public, Category D; private, A6 and B3)
- Resources (private or charter)
- Alignment of plan to greatest needs
- Use of prior accreditation findings to drive student learning and improvement
- Capacity to implement and monitor schoolwide action plan

DOC/JUST — Supporting Narrative

- Status options seriously considered
- Cite the reasons for the status recommended
- Provide compelling evidence 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

ACS

W We

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S Student

C Centered