Reviewing the Initial Visit Process
Purpose of the One-Day Initial Visit

To become acquainted with the school:

Beliefs, vision, mission

Student demographic and achievement data

The General Learner Outcomes (GLOs)

The Academic Plan

The school’s program based on the HIDOE/ACS WASC criteria and indicators

The readiness for the self-study
General Learner Outcomes (GLOs)
HIDOE students will be...
Self-Directed Learners
Community Contributors
Complex Thinkers
Quality Producers
Effective Communicators
Effective Users of Technology
Sample Schedule for a Spring 2018 HIDOE/ACS WASC Accreditation Visit (Group Four)

January‒February 2016: Orientation of All Schools/Complexes

Spring 2016: Initial Visit (February‒April)

Fall 2016: Part I Self-Study Training (November)

Spring 2017: Part II Self-Study Training

Fall 2017: Part III Self-Study Training

Spring 2018: Full Visit/Refine Action Plan

Ongoing School Improvement Cycle
Initial Visit:
Beginning the Accreditation Process

School provides the following information: (reference websites)

1. A basic introduction of your school which provides an overall description of the school and community served, the vision, mission and General Learner Outcomes (showing any modifications or additions of the GLOs relevant to the school)

2. Pertinent student/community demographic and achievement data, including identified student learning needs not part of the Academic Plan

3. A copy of the Academic Plan
Initial Visit:

Beginning the Accreditation Process

School provides the following information: (reference websites)

1. A basic introduction of your school which provides an overall description of the school and community served, the vision, mission and General Learner Outcomes (showing any modifications or additions relevant to the school)

2. Pertinent student/community demographic and achievement data, including identified student learning needs not part of the Academic Plan

3. A copy of the Academic Plan

Due Two Weeks prior to the Scheduled Visit (staylor@acswasc.org)
Academic and Six Statewide Strategies

1. Academic Review Teams
2. Common Core State Standards
3. Formative Instruction/Data Teams
4. Induction and Mentoring
5. Educators and Effectiveness System
6. CSSS/RTI
The Visit: What will occur?

- Learning snapshots of students involved in the program
- Review of additional documentation, if needed
- Determination of readiness for HIDOE/ACS WASC Focus on Learning self-study as HIDOE/ACS WASC criteria areas are discussed (organization, curriculum, instruction, assessment, school culture, and student support)
- Understanding the school’s organization structure to maximize its use within the self-study process
HIDOE/ACS WASC Criteria Categories

- Organization: Vision and Mission, GLOs; School Culture; Governance; Leadership; Staff; and Resources
- Standards-based Student Learning: Curriculum
- Standards-based Student Learning: Instruction
- Standards-based Student Learning: Assessment and Accountability
- Quality Support for Student Personal and Academic Growth
Sample Suggested Schedule for Initial Visit

8:00 a.m.  Meet with Principal and Leadership Team
9:30 a.m.  Learning snapshots of students engaged in learning
11:00 a.m. Meeting with representative teachers
12:00 noon Dialogue with representative students
12:30 p.m. Meeting with representative data teams-lower and upper school data teams
1:15 p.m.  Meeting with support personnel and other programmatic coordinators
2:00 p.m.  Meeting with other representative staff members
2:45 p.m.  Meeting with representative parents and community (e.g., School Community Council)
3:30 p.m.  Exit meeting with Principal and Leadership Team
After the Visit

Visiting Committee

Prepares a brief report of findings and suggestions to assist school in self-study process

School and Commission receives copy of report

Commission takes formal action on candidacy

School prepares for self-study in next 18 months
Initial Visit Results: Report and Commission Action

ACS WASC initial visiting committee report with recommendations

ACS WASC Commission action on candidacy

School addresses initial visit recommendations

School begins and completes self-study/full visit within 2 years of candidacy
• Uses the report as it prepares for self-study

• Participates in Phase I training during September 2016
  (See HIDOE Notes and Memos for schedule of Phase I & II trainings)
  – Use of student/community profile data (LDS, ARCH and other sources)

• Participates in Phase II training during February 2017
  – Online analysis of school’s program compared to HIDOE/ACS WASC criteria

• Participates in Phase III training during September 2017
  – Review of criteria analysis, summary of findings, refinement of AFP
ACS WASC Accreditation Cycle

- Follow-up
- Self-Study
- Visit

Focus on Learning

Reassess
Assess
Plan
Summary: Focus on Learning Self-Study Process
Fall 2016, Spring 2017, and Fall 2017

What? What is the ideal based upon...?
- Vision, Mission,
- General Learner Outcomes
- HIDOE/ACS WASC criteria and indicators
- Academic standards

So What? What currently exists?
- How effective is it?

Now What? What and how will we modify?
- What should be in the Academic Plan?
Self-Study Report Format

Chapter I: Student/Community Profile with Supporting Data and Findings

Chapter II: Progress Report

Chapter III: Summary of Profile Data and Progress

Chapter IV: Self-Study Findings based on HIDOE/ACS WASC Criteria

Chapter V: Academic Plan for the following year

Appendices
We Are Student Centered