ACS WASC/HIDOE
Probationary Visit
Training
School and Visiting
Committee Process for
2018–2019 Visits
I TAUGHT SPOT HOW TO WHISTLE

I DON'T HEAR HIM WHISTLING

I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT
Workshop Goals

School’s process since last full self-study or visit

Roles and responsibilities for a Revisit for Schools and Visiting Committees

Commission Action
Accreditation Process

How are the students achieving?

Is the school doing everything possible to support high achievement for all its students?
WHAT DOES ACCREDITATION MEAN?

ACS WASC Focus on Learning
What does ACCREDITATION mean?

• Self-Renewal and Reflection
• Self-Evaluation of Programs: Effective Structures and Habits/Impact on Students
• Student-Focused
• Schoolwide Collaborative Work

- Inspection
- Report
- Teacher-Focused
- Individual/Small Group work only

ACS WASC ©2018
Reflection

• How does this explanation of accreditation relate to your school’s ongoing process for improvement since the last accreditation visit?
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

• Ensure a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders.

• Ensure there is a culture that nurtures and supports the well-being of all students.
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

• Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students.
General Learner Outcomes

Characteristics:

• Include current learner needs and global competencies/21st century skills

• For all students

• Interdisciplinary (within all subjects)

• Assessable
General Learner Outcomes (GLOs)

HIDOE students will be...

- Self-Directed Learners
- Community Contributors
- Complex Thinkers
- Quality Producers
- Effective Communicators
- Effective and Ethical Users of Technology
The HIDOE/ACS WASC accreditation process empowers schools to:

• Evaluate students’ achievement of the General Learner Outcomes and the academic standards.
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

• Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning.
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

• Evaluate its program effectiveness in relation to its impact on student learning based on GLOs, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria.
Summary: Self-Study Process

**What?** What is the ideal based upon...?

Vision, Mission, General Learner Outcomes; ACS WASC/HIDOE criteria and indicators; Curricular 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?
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

• Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs.

Academic Plan
HIDOE 2017-2020 Strategic Plan
The HIDOE/ACS WASC accreditation process empowers schools to:

- Implement and monitor the ongoing improvement results and the impact on student learning.
Academic 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?
Reflections

• Which of these guiding principles connect with what is happening at our school?

• How might we extend our thinking about practices at our school based on these guiding principles?

• What challenges might we consider as we ensure that there is an ongoing school improvement process at our school?
Probationary Visit Purpose

• Probationary progress report and visit focus on demonstrating that school staff has
  • Made progress in addressing the critical areas for follow-up, especially through implementing the Academic Plan
  • Improved student achievement relative to the General Learner Outcomes and academic standards

• Visit results will determine future accreditation status of the school
School’s Responsibilities

Prepare school progress report using guidelines:

- The procedures can be found at www.acswasc.org.
- Sent to VC no later than six weeks prior to visit and upload report to ACS WASC by using the Document Upload link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/..

Communicate with the chairperson

Establish the schedule for the visit
It all starts with planning!
Organized—Integrate group work with regularly scheduled meetings and in-service days, if possible.

Work efficiently

Publish and send to Visiting Committee 6 weeks ahead of visit—work backwards from proposed dates of visit in Spring 2019
Section I: Student/Community Profile Data

Updated Profile from Self-Study, including student demographic and achievement data for a three-year period (see Profile Guide in the ACS WASC/HIDOE Focus on Learning manual)

Include **Summary of Data** with implications and identified **critical student learning needs** and important questions for staff discussion
What data should we include in our profile?
Where do we obtain the data?

HIDOE/ACS WASC FOL 2017, pp. 37-39
or HIDOE ACS WASC 2018, pp. 39-41
Data within Profile (HIDOE/ACS WASC FOL 2017, pp. 37-39 or FOL 2018, pp. 39-41)

- Introduction (Na Hopena A’o)
- Demographic
- Performance
- General Learner Outcomes
- Perception Data
- Professional Development
- Resources and Management
Sample Achievement Data

Determine 2–3 findings. Any questions raised?

Percent Students Scoring Proficient on Mandated State Tests

- Language
- Mathematics
- Science
- Social Studies

- 2013-14
- 2014-15
- 2015-16
General Learner Outcomes

Global
Interdisciplinary
All students
Assessable
General Learner Outcomes (GLOs)

HIDOE students will be...

- **Self-Directed Learners**
- **Community Contributors**
- **Complex Thinkers**
- **Quality Producers**
- **Effective Communicators**
- **Effective and Ethical Users of Technology**

HIDOE/ACS WASC FOL, 2017, p. 4 or
HIDOE/ACS WASC 2018, p. 4-5
Sample GLO Finding

During our self-study process we looked closely at student data on GLOs, student perceptions, and teacher expectations... After examination of our data, we noticed that GLO #3 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.
Summary of Data:

Include with Student/Community Profile:

• Implications of data
• 2–3 Identified critical student learner needs
• Important questions for staff discussion
Critical Student Learner Needs

Approximately 40% of our 9th grade students are unprepared for Algebra.

Students’ academic writing generally is weak.

EL students have limited academic vocabulary in English.

Students’ motivation and/or interest
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 ELL, SPED, Title I and Asian/Pacific Islander subgroups 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 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 subgroups and grade levels?
Report Format: Sections II & III

Section II: Significant Changes and Developments (since last full self-study)

Significant changes and development
Impact of these changes/developments on school programs

Section III: Ongoing School Improvement

Engagement of all stakeholders in review of student achievement data and implementing/monitoring of the Academic Plan
Process for preparing the progress report
Progress on Implementation of the Academic Plan

- Summary of progress on the accomplishment of the Academic Plan’s outcomes and enabling activities referencing the critical areas for follow-up
- Evidence supporting progress on outcomes and enabling activities
- Evidence supporting how each area has impacted student achievement
- Progress and supporting evidence on critical areas of follow-up not included in the plan
Sample Critical Student Learning 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

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Report Format: Section V

Academic Plan Refinements

Indicate refinements made to the Academic Plan since last full visit to reflect progress and identified new issues

Appendix: current three year Academic Plan
One Umbrella Plan

Academic Three-Year Plan
HIDOE 2017-2020 Strategic Plan
How will we organize ourselves and our work?
How can the Leadership Team, Schoolwide Focus, Stakeholder, and other groups ensure that the progress report findings are supported by analyzed evidence?
### Progress on Implementation of the Academic Plan: Section IV

<table>
<thead>
<tr>
<th>Progress: Action Plan outcomes and enabling activities noting relationship to Critical Areas for Follow-up*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on Student Learning (<em>)use asterisk to note which critical areas</em></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Supporting Evidence with explanation</th>
</tr>
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</table>
### School’s Progress Report: Section IV

<table>
<thead>
<tr>
<th>Progress: Each Action Plan section noting integrated critical areas for follow-up * (mark with asterisk)</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Researched available and initiated professional development for all teachers around reading strategies (2017)</em></td>
<td>Meeting records, professional development schedule, classroom walkthroughs</td>
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<tr>
<th>Integrated Critical Areas for Follow-Up</th>
<th>Action Plan Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
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<tr>
<td>3, 4</td>
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</tr>
</tbody>
</table>
Observable Evidence Requires Analyzing Results of

What students are doing/producing

Student interviews/observations

Hard data and information

Other observations and interviews
Student Work

Typical work, such as writing or solving math problems

Research paper

Projects, such as senior project

Same performance tasks or assignments

Portfolios

Case studies
“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”

Student Work: Probing Questions

What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was...different from...?
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work

www.essentialschools.org/resources/60

Looking at Student Work

www.lasw.org/
Interviews and Surveys

Interviews

- Student to teacher
- Student to student
- Teacher to teacher
- Teacher to parent

Surveys

- Short
- Focused
- Understandable
Observations

Strategies

Data in a Day
Walk Throughs
Roving teacher substitutes
Teacher journals
Shadowing students

Ground rules
Capturing data

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Learning Snapshot

What are the students doing?

___ listening  ___ calculating  ___ working in a group
___ watching  ___ taking notes  ___ working alone
___ writing  ___ completing worksheet
___ reading  ___ using technology

Which critical learner needs were observed?

___ reading  ___ critical thinking
___ writing  ___ computing

What schoolwide learner outcomes were observed?

___ Citizen  ___ Life/Career  ___ Leadership
Samples of Analyzed Evidence

Formative assessments and how teachers use them

Examples of differentiation of instruction

Staff development calendar

Student interview transcripts

Minutes from team meetings

Overall campus impression — conducive to learning

Student portfolios and work samples — teacher or student reflection
So What?

Findings

Vision and Mission

Schoolwide Learner Outcomes
Activity: A Practice-Analysis of Evidence of Progress

• Working within an assigned group, identify one or more major student learner needs that are the current focus at your school. (Chart)

• Select one enabling activity from your Academic Plan that is linked to one or more identified critical areas for follow-up from the prior visit. (Chart)

• Determine what evidence needs to be analyzed to determine current progress and how the analysis of the evidence would be conducted. (Chart)

• Note to what degree this analysis provides insight regarding the impact on student learning, especially related to the major student learner needs. (Share)

• Debrief with total group.
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 Academic Plan reflect the progress to date and next steps?
How does the current school program impact student learning....
Student Learner Needs?
General Learner Outcomes?
Academic Standards?
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Schedule

Probationary Revisits – 2 ½ days
Previsit Committee Responsibilities

Chair: Work with school staff and members

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

Review ACS WASC/HIDOE criteria

Study previous self-study/visiting committee reports and current three year Academic Plan

Obtain as much evidence ahead of time along with the school’s report

Use critical areas for follow-up and the school’s Academic 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
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
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 Common Core 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...
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
• Impact these changes and developments have had on the school or specific curricular programs
• Comments on school’s process for follow-up, including a description of the committee overseeing action plan progress and visit preparation
• Description on process used to prepare the progress report
Visiting Committee Report Format

II. School’s Progress on Implementation of the Academic Plan

• Analytical summary about the accomplishment of the Academic Plan’s outcomes and enabling activities, referencing the critical areas for follow-up
• Evidence supporting progress on outcomes and enabling activities
• Evidence supporting the impact on student achievement
• Progress on critical areas for follow-up not included in the action plan, including supporting evidence

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

• List of schoolwide areas of strength and critical areas for follow-up identified during the probationary visit
• Include a copy of the updated Academic Plan
ACS WASC VC Justification Statement (one page)

• Comment upon the factors which led to your recommendation.

• Reference the progress made on critical areas for follow-up and the Academic Plan.

• Based on the ACS WASC criteria, note any additional areas that the school also needs to address.
Accreditation Status Options: Probationary

**One-Year Probationary Accreditation**
Accreditation status granted with a mid-cycle progress report and visit in **two years**
Accreditation status granted with a mid-cycle progress report and visit in **one year**
Accreditation status withheld

**Two-Year Probationary Accreditation**
Accreditation status granted with a mid-cycle progress report and visit in **one year**
Accreditation status withheld
ACS WASC Accreditation Status Timeline*

- **Self-Study**
  - Six-Year Accreditation Granted
  - [School Preparing Mid-cycle Report and/or Visit]

- **Year 1**
  - Mid-cycle Report and One-Day Visit
  - Mid-cycle Report
  - Mid-cycle Report and Two-Day Visit

- **Year 2**
  - Special Progress Report and/or Visit (if required)

- **Year 3**
  - [School Preparing Next Self-Study]

- **Next Self-Study**

- **Year 4**
  - Probation Report and Visit
  - Probation Report and Visit
  - Probation Report and Visit

- **Year 5**
  - Special Visit and/or Report (if required)

- **Year 6**
  - Next Self-Study

- **Accreditation Withheld**
  - Appeal Process and Visit
  - Reinstatement Process and Visit

- **Next Self-Study in three years**

**Legend:**
- Accredited: 🔵
- Probationary Accreditation: 🔴
- Accreditation Withheld: 🔴

*A special visit and/or report may be required at any time in the accreditation cycle.
†Probationary accreditation status may be appealed.
Post-Visit Information: VC Chairperson

• Send a copy of the visiting committee report to the school.


• Inform school personnel that ACS WASC will send an official letter regarding the accreditation status granted.
ACS WASC

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