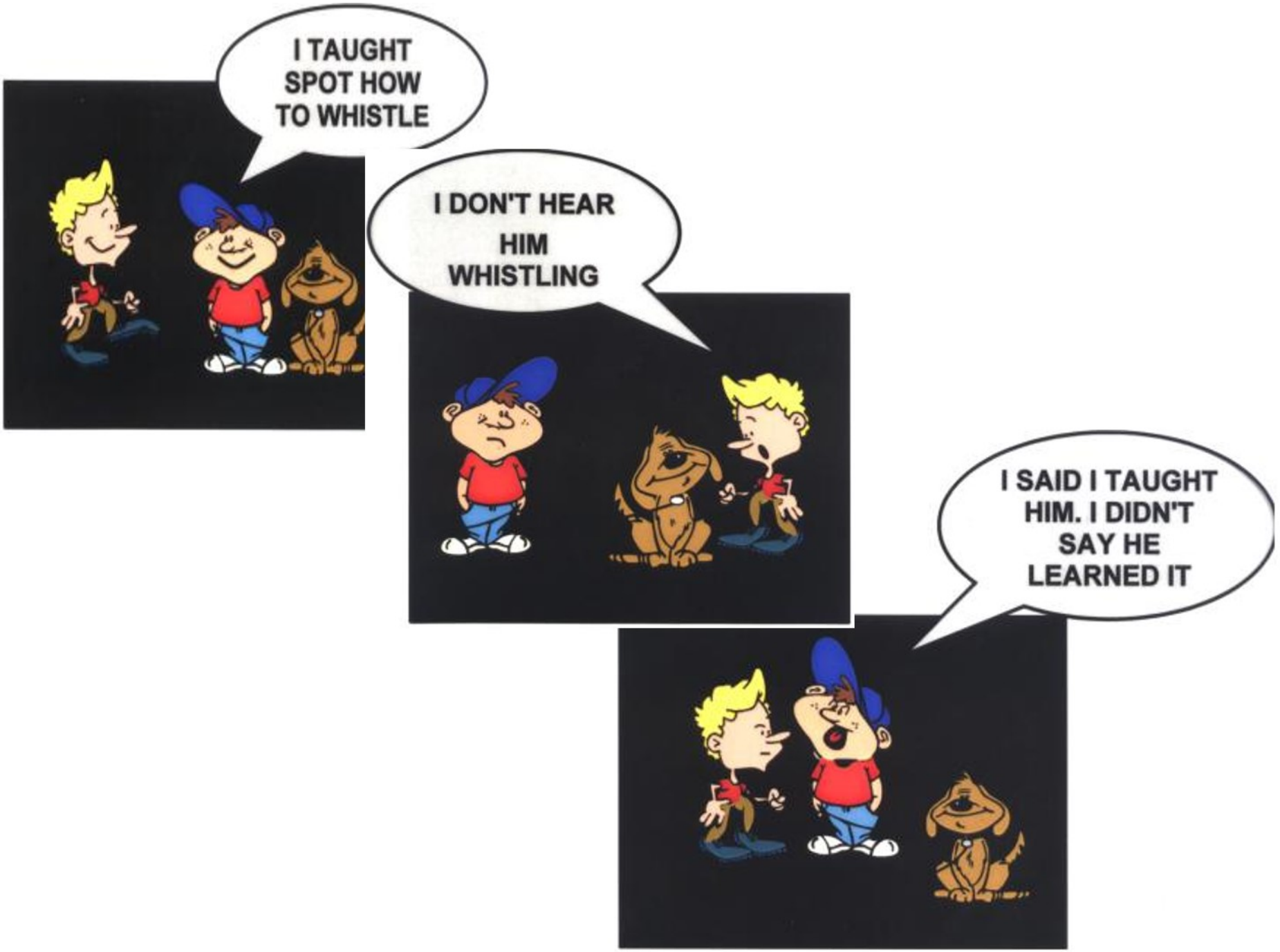
ACS WASC Training
Schools and Visiting Committees

2019 Schools

- **Probationary Process**


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 Progress Visit for Schools and Visiting Committees

Commission Action

Accreditation Process

ACS WASC Focus on Learning

WHAT DOES ACCREDITATION MEAN?

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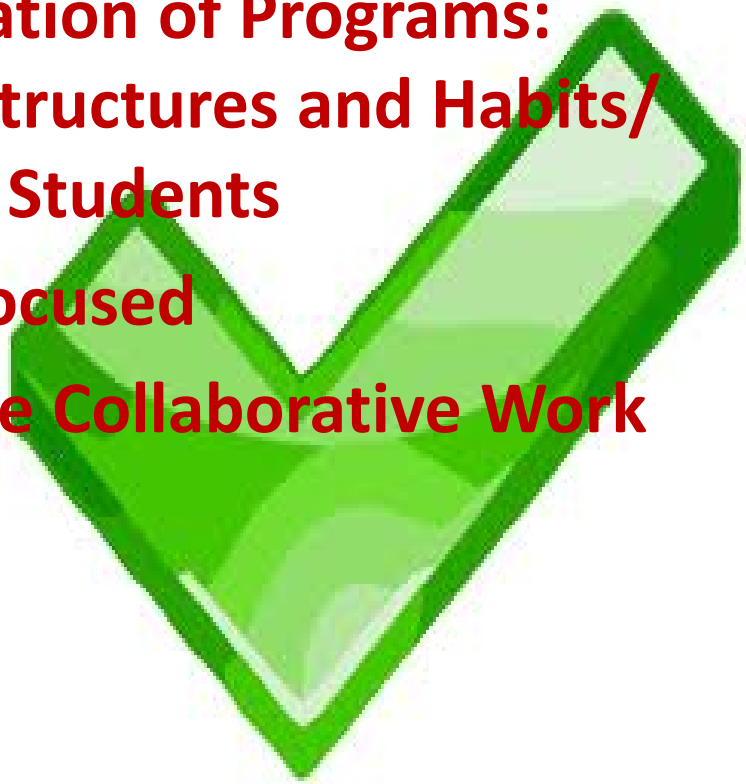
What does ACCREDITATION mean?

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

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



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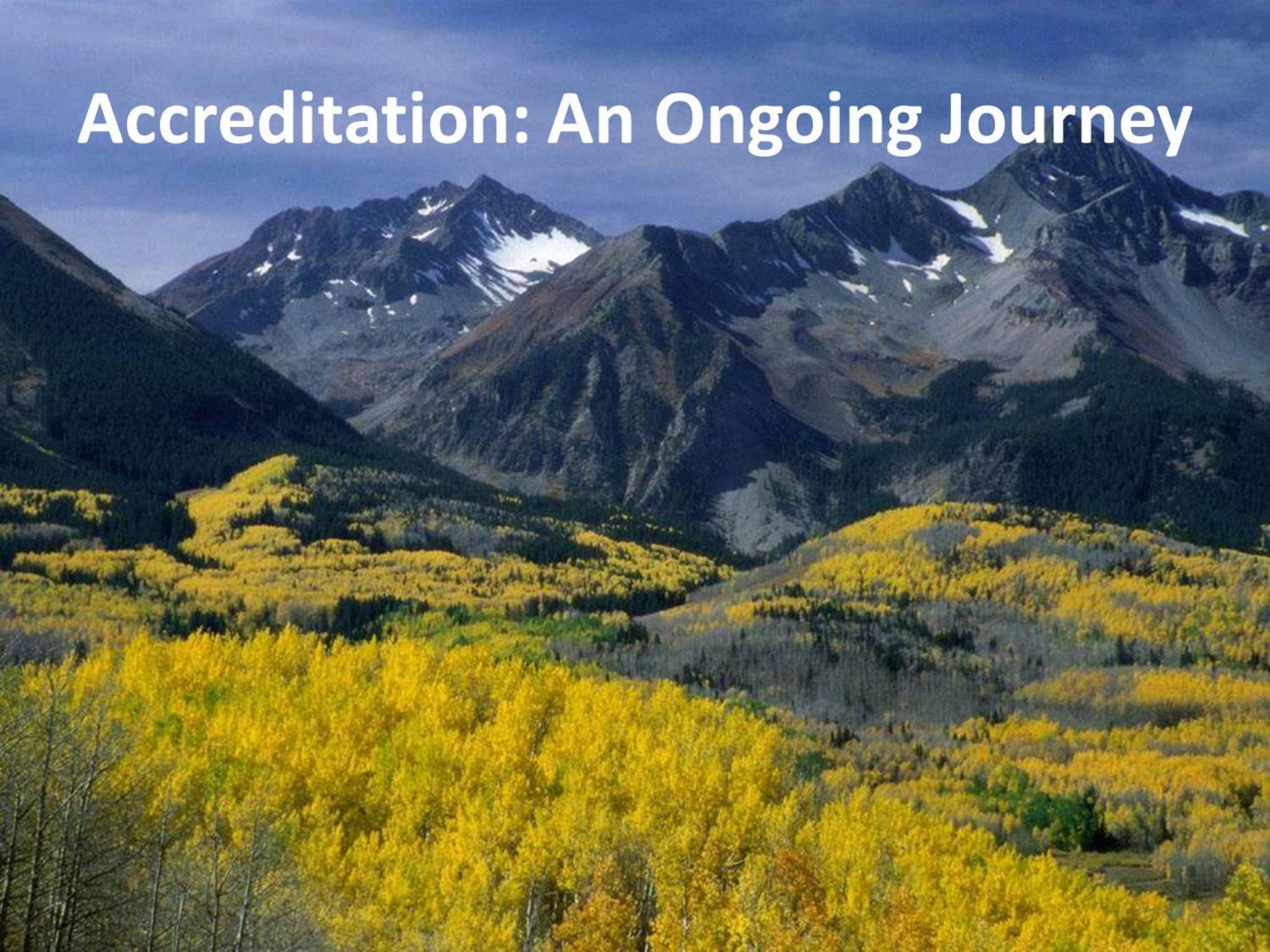
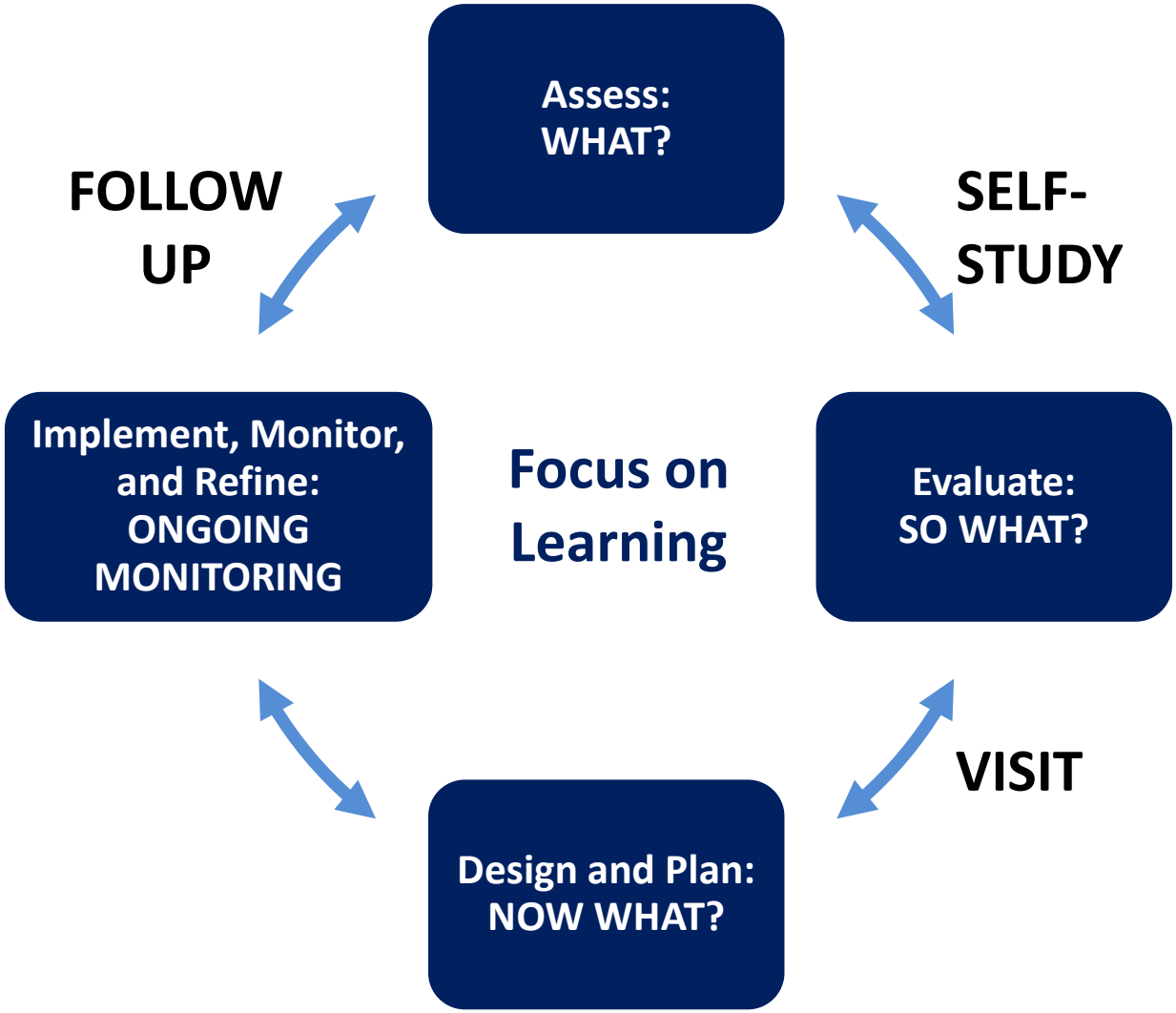
Reflection

- How does this explanation of accreditation relate to your school's ongoing process for improvement since the last accreditation visit?

Accreditation: An Ongoing Journey



Focus on Learning: Reflective Cycle



ACS WASC Guiding Principles

How do these Guiding Principles relate to our school's ongoing improvement process?

ACS WASC Guiding Principles

The 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.

ACS WASC ©2018

ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Accomplishment of its vision, mission, and schoolwide learner outcomes.

What does ACS WASC mean by Schoolwide Learner Outcomes?

What are the schoolwide learner outcomes at the school?

Are the Schoolwide Learner Outcomes meeting the criteria listed below?

Sample Schoolwide Learner Outcome

Students will be:

INNOVATIVE THINKERS who

- **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.**

Critical or Major Student Learner Needs linked to Schoolwide Learner Outcomes

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

Critical Student Learner Needs

Focus on the student rather than

- **Activities – adult or student-based measures**

For example:

- adopting and maintaining a schoolwide data collection process is not a student learner need but an activity
- nor parent/community involvement
- or chronic absenteeism

ACS WASC © 2018

ACS WASC Guiding Principles

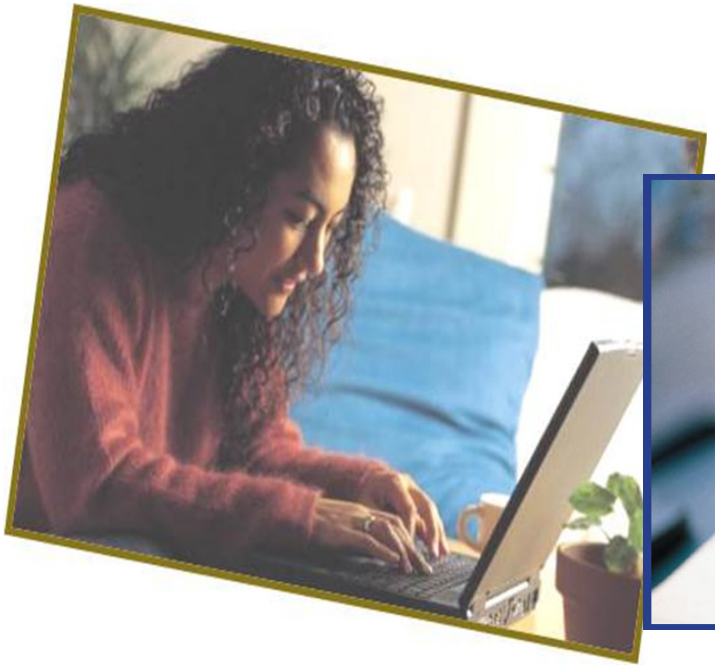
The guiding principles enable a school to demonstrate:

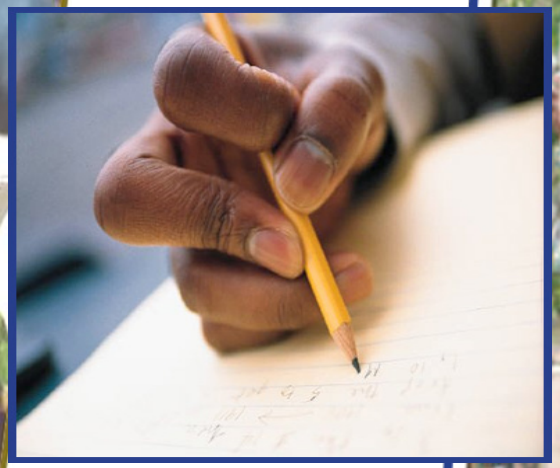
- High achievement of all students in relation to district goals (if applicable), schoolwide learner outcomes and academic standards.

ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Use of multiple ways to analyze data to demonstrate student achievement



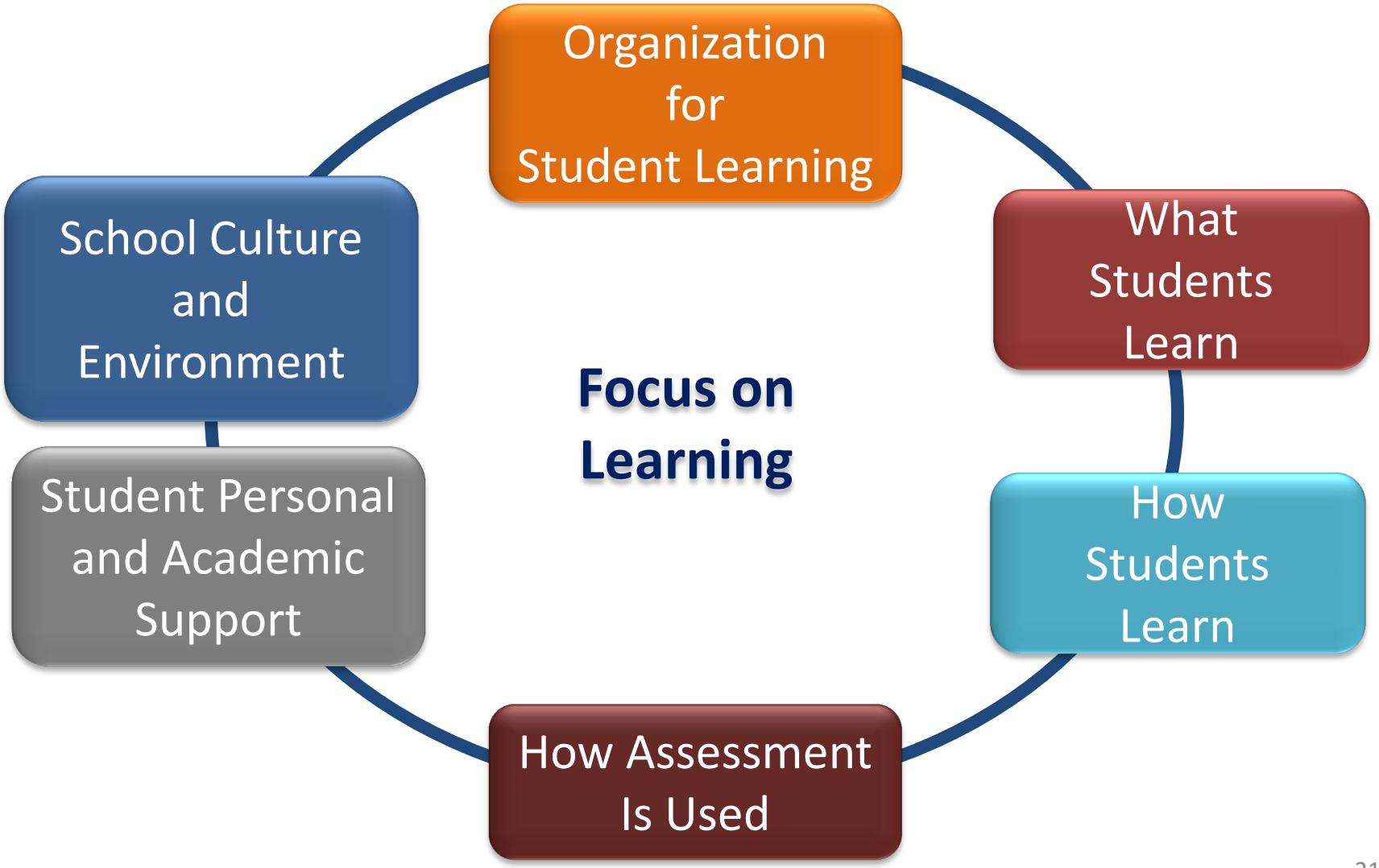


ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Evaluation of program effectiveness.

ACS WASC Criteria Categories



Summary: Self-Study Process

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

Vision, Mission, Schoolwide Learner Outcomes; 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 Schoolwide Action Plan?

Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.

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So What?

What currently exists?

How effective are we?

Vision and Mission

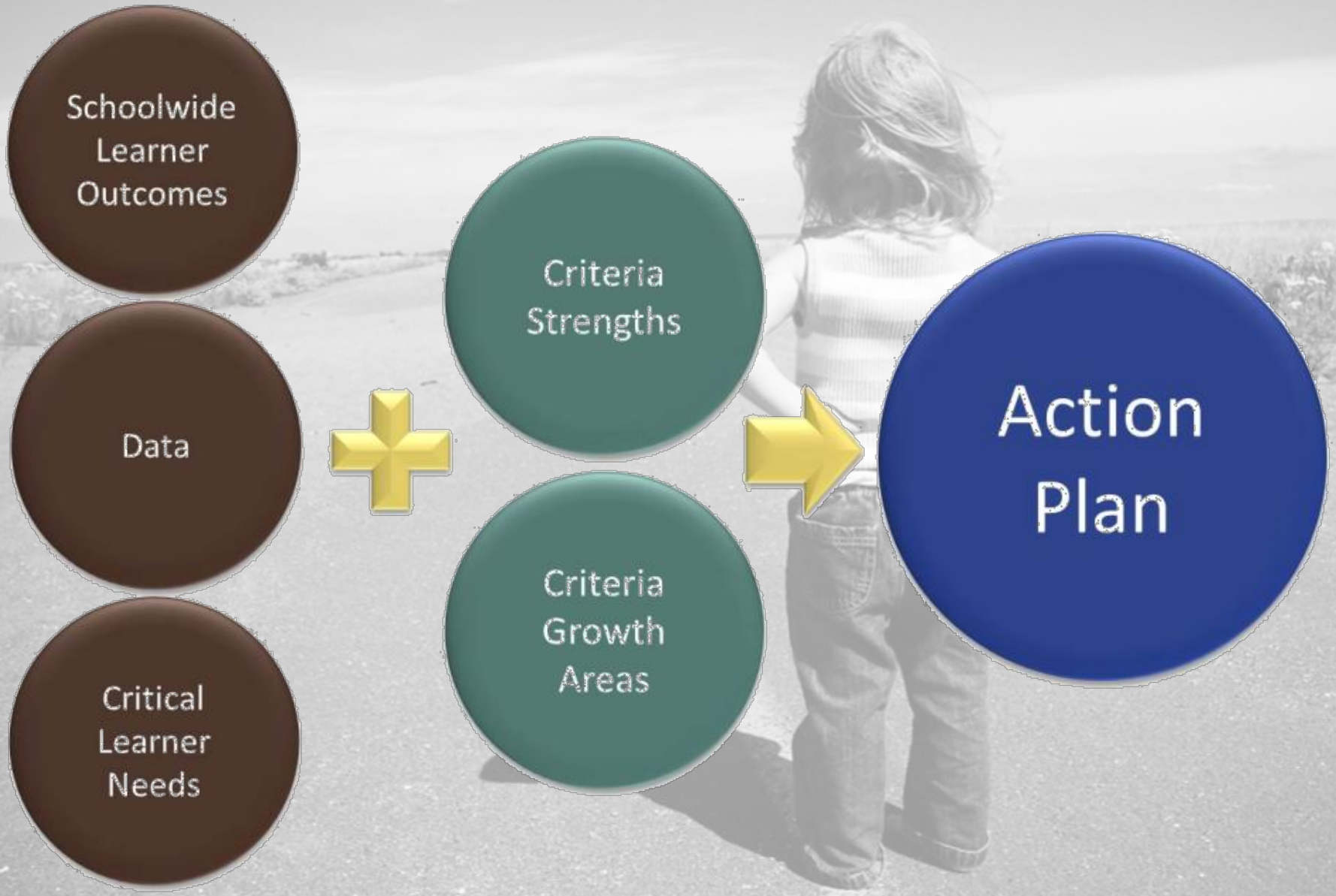
Schoolwide Learner Outcomes

ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Alignment of findings to a schoolwide action plan, i.e., (SPSA) that is aligned with the District LCAP.

Road to the Action Plan



Road to the Action Plan

ACSWASC © 2013

Review Findings with Stakeholders

Which of these ideas should become part of our annual schoolwide action plan?

The Follow-Up: After Visit

The school…

1. **Revises the Schoolwide Action Plan**
   - **Includes critical areas for follow-up from the Visiting Committee**
   - **Submits Plan to ACS WASC**

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Action Plan Components

Statement for area for improvement that is student focused with measurable growth targets

Rationale for area based on self-study findings and linked to one or more of the critical student learning needs and schoolwide learner outcomes

Measurable ways of assessing progress

Means to monitor and report progress

Who is responsible and involved

Specific steps, including professional development

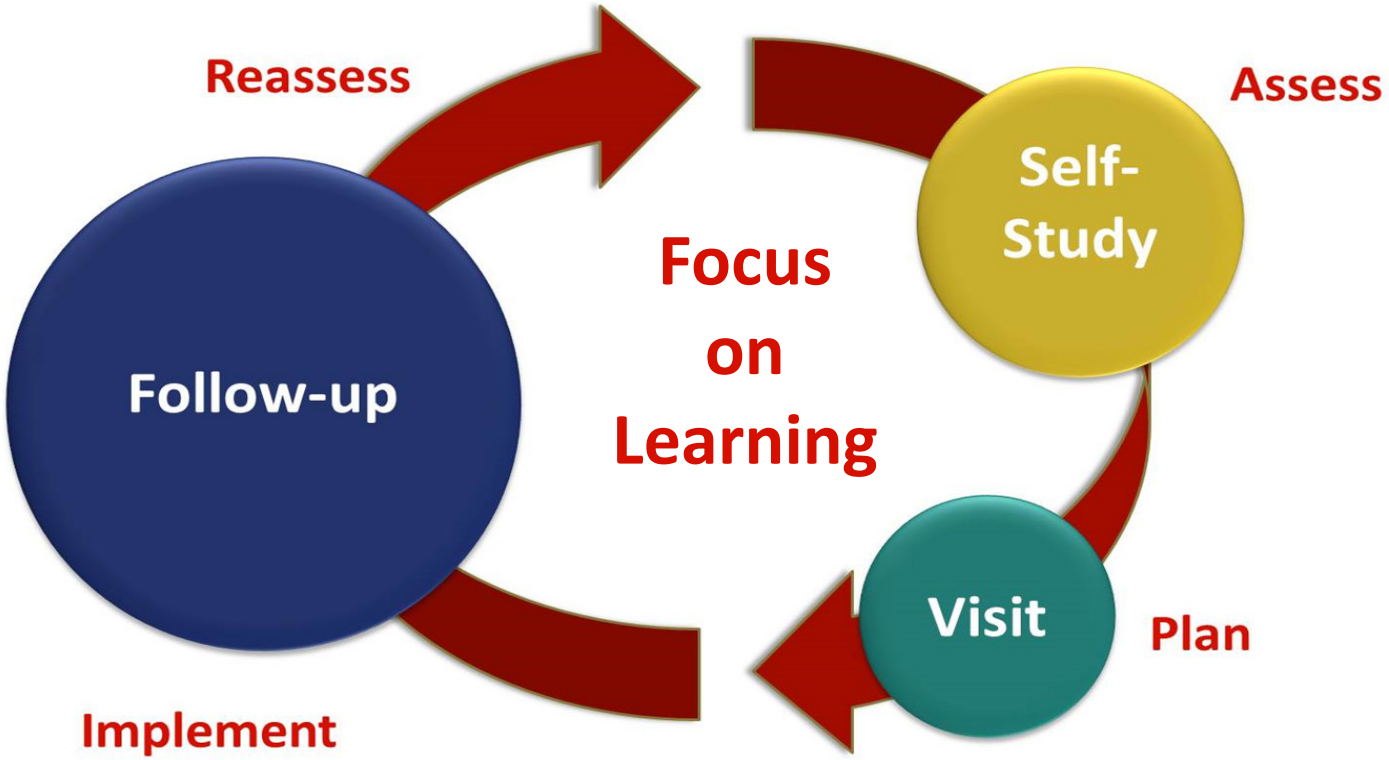
Timeline

Resources

ACS WASC Guiding Principles

The guiding principles enable a school to demonstrate:

- Ongoing improvement/accountability and the impact on student learning



The Follow-Up: After Visit (cont.)

The school…

2. **Implements sections of Schoolwide Action Plan (e.g., SPSA for CA public schools aligned with LCAP; Academic Plan for HIDOE schools aligned with Hawaii Strategic Plan)**
3. **Annually updates Student/Community Profile data**
4. **Facilitates discussion of Profile data, other summative and formative data by all certificated staff and other stakeholders**

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Student/Community Profile: Stakeholders Discuss

- What is the current data telling us about the students?
- Are the students learning based on our schoolwide learner outcomes and academic standards?
- What questions are raised by the data as we evaluate progress on our schoolwide action plan?

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The Follow-Up: After Visit (cont.)

The school…

5. Annually reviews progress on Schoolwide Action Plan based on…
   - Critical or Major Student Learner Needs
   - Schoolwide Learner Outcomes
   - Academic Standards

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The Follow-Up: After Visit (cont.)

The school…

6. Prepares progress report
7. Revises Schoolwide Action Plan as needed
8. Gains consensus of all stakeholders

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The Follow-Up: After Visit (cont.)

The school…

9. **Submits progress report and revised schoolwide action plan to appropriate groups, e.g., School Site Council/governing authority**
10. **Submits requested reports/hosts periodic visits from ACS WASC**

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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 schoolwide action plan
  - Improved student achievement relative to the schoolwide learner outcomes and academic standards
- Visit results will determine future accreditation status of the school

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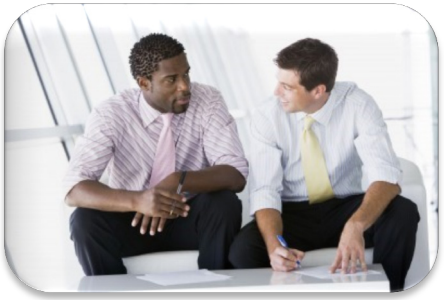
School's Responsibilities

Prepare school report using guidelines

Written Progress Report

Sent to VC 6 weeks prior to visit and ACS WASC office using document upload on website: www.acswasc.org



Communicate with the chairperson

Establish schedule for the visit

It all starts with planning!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Timeline

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

Report Format: Section I

Student/Community Profile

Updated Profile from Self-Study, including student demographic and achievement data for a 3-year period (see the Focus on Learning manuals based on type of school.)

Include Summary of Data with implications, 2-3 identified major student learner needs and important questions for staff discussion related to the student needs

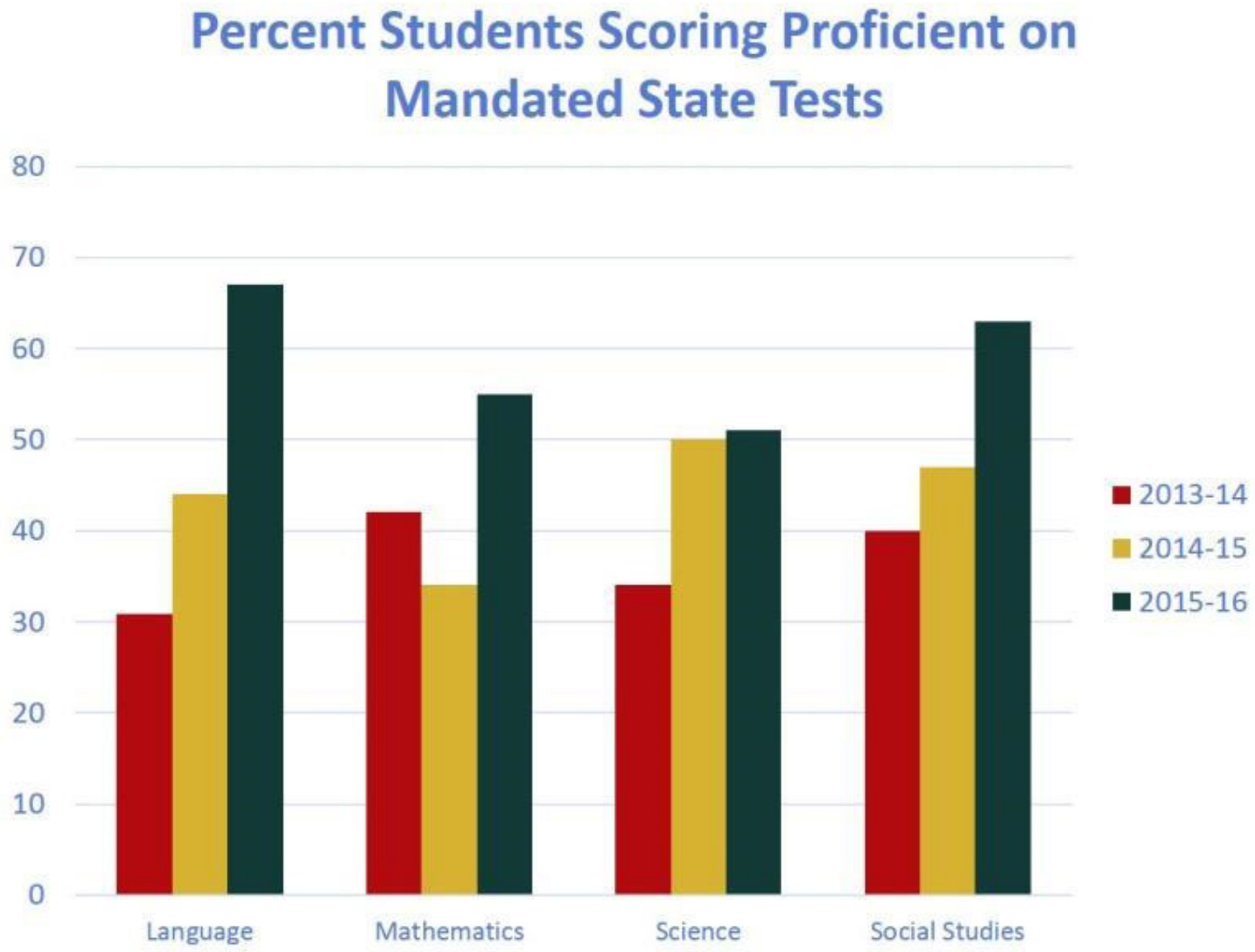
What data should we include in our profile?

Where do we obtain the data?

Focus on Learning manual, Profile Guide

Sample Achievement Data

Determine 2-3 findings. Any questions raised?



Schoolwide Learner Outcomes

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

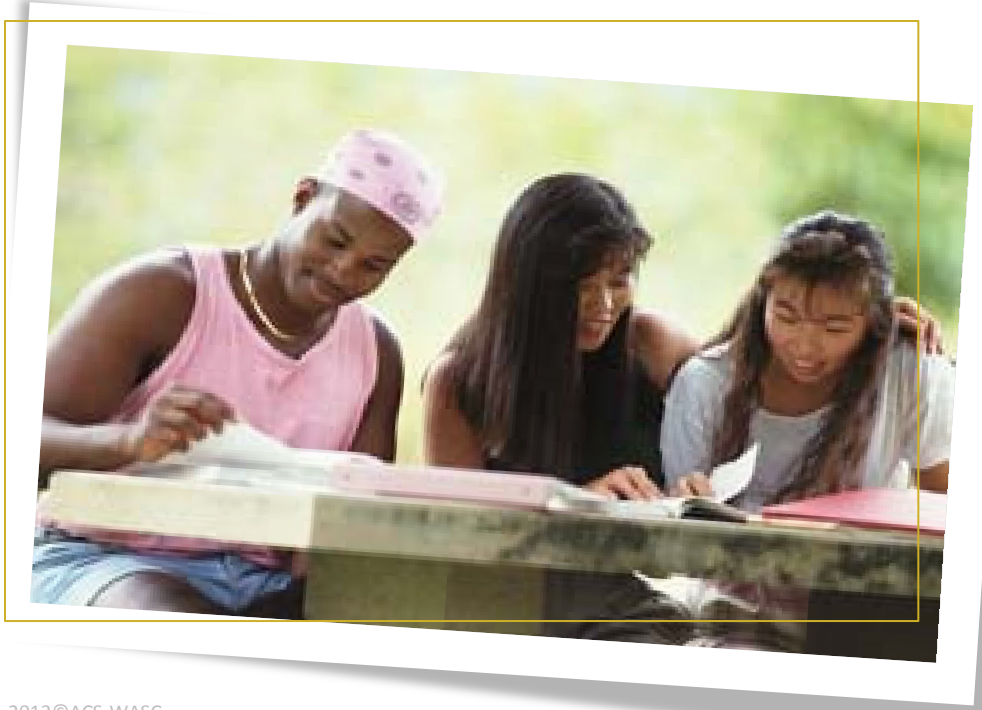
Sample Learner Outcome Finding

During our self-study process we looked closely at student data on our schoolwide learner outcomes, student perceptions, and teacher expectations… After examination of our data, we noticed that the outcome on Critical 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?**

Summary of Data:

Include with Student/Community Profile:

- Implications of data
- 2-3 Identified critical/major student learner needs
- Important questions for staff discussion

(Note: Include CA School Dashboard that is being released in December, including charter schools. Alternative schools will also have a dashboard by December.)

Sample Implications

- The English Learners, Special Needs and Title I 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 Critical/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

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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 schoolwide action plan
- Process for preparing annual progress reports

Report Format: Section IV

Schoolwide Action Plan Progress (including integrated Critical Areas for Follow-up)

- Analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas of follow-up addressed through each section
- Evidence supporting how each area has impacted student achievement
- Progress and supporting evidence on critical areas of follow-up not included in the plan

Report Format: Section V

Schoolwide Action Plan Refinements

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

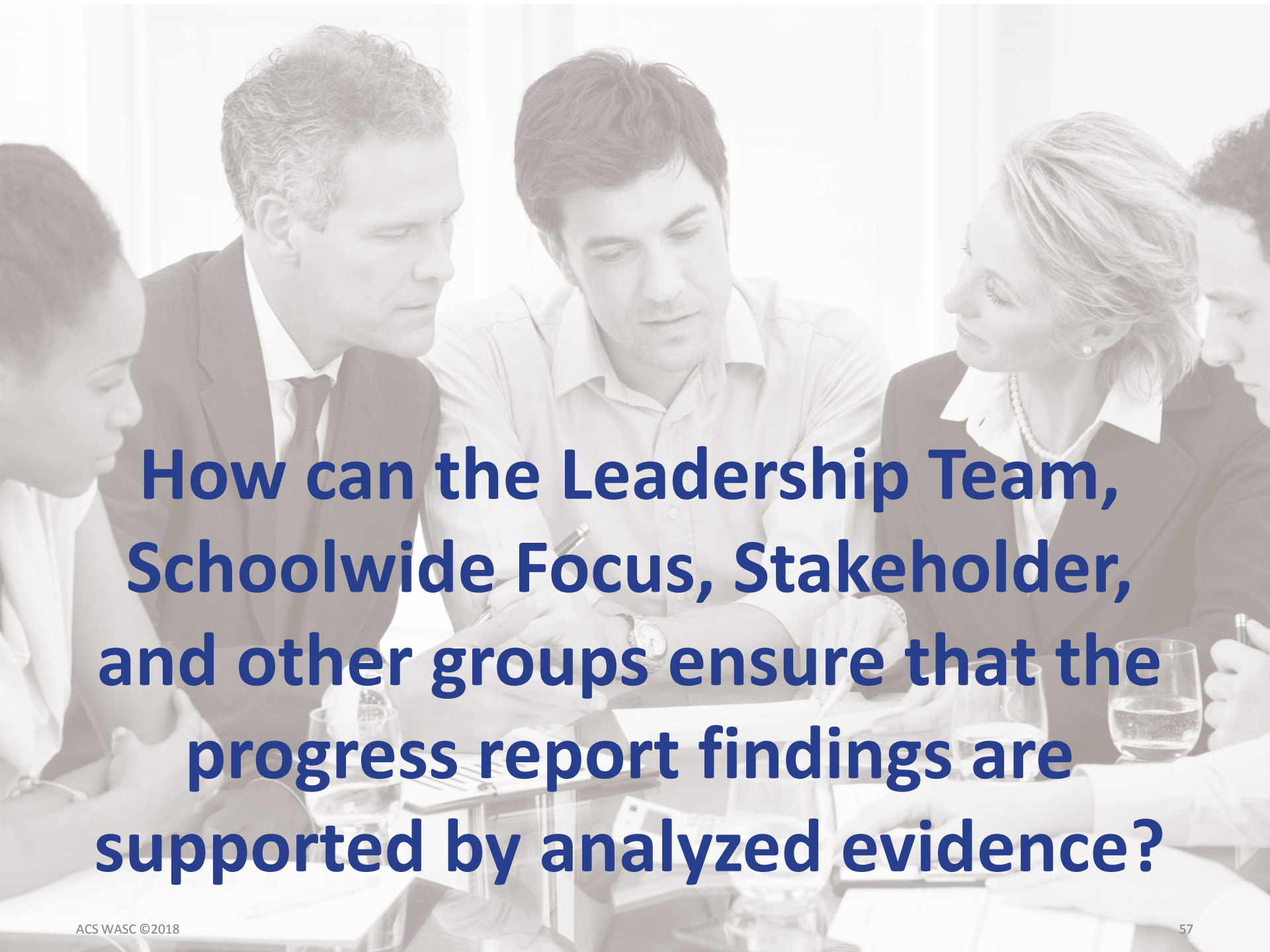
Appendix: current 2018-2019 Schoolwide Action Plan (public schools include link to LCAP)

One Umbrella Plan

Public Schools: SPSA and LCAP

How will we organize ourselves and our work?

StuckPixel@DollarPhoto



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 Critical Areas for Follow-up

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

Follow-up: Section IV

Progress: Each Action Plan section noting integrated critical areas for follow-up * (mark with asterisk)	Supporting Evidence
*Researched available and initiated professional development for all teachers around reading strategies (2015)	Meeting records, professional development schedule, classroom walkthroughs
Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary	Classroom walkthroughs and PLC meeting notes

Integrated Critical Areas for Follow-Up	Action Plan Progress	Supporting Evidence
3, 4	Researched available and initiated professional development for all teachers around reading strategies (2015)	Meeting records, professional development schedule, classroom walkthroughs
2	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

Student Work

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

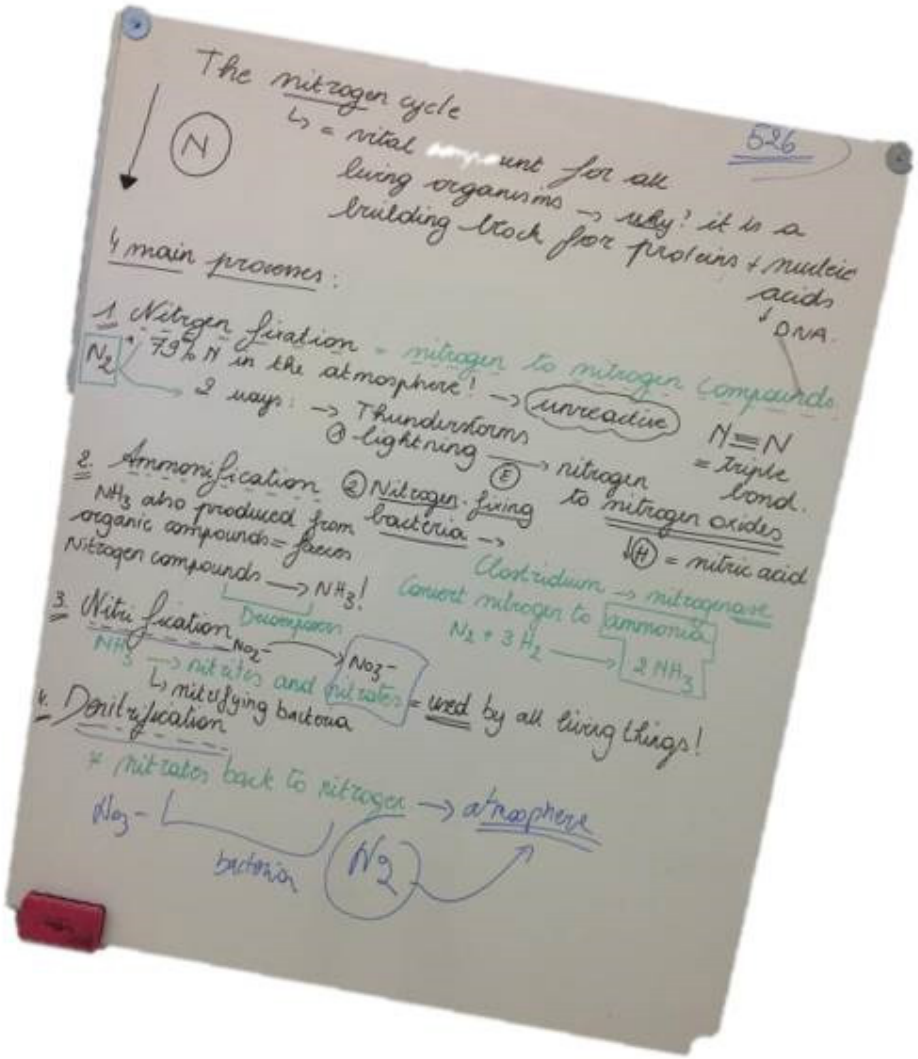
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

Nature

Quality

Frequency

Growth over time



Student Work:
Probing Questions

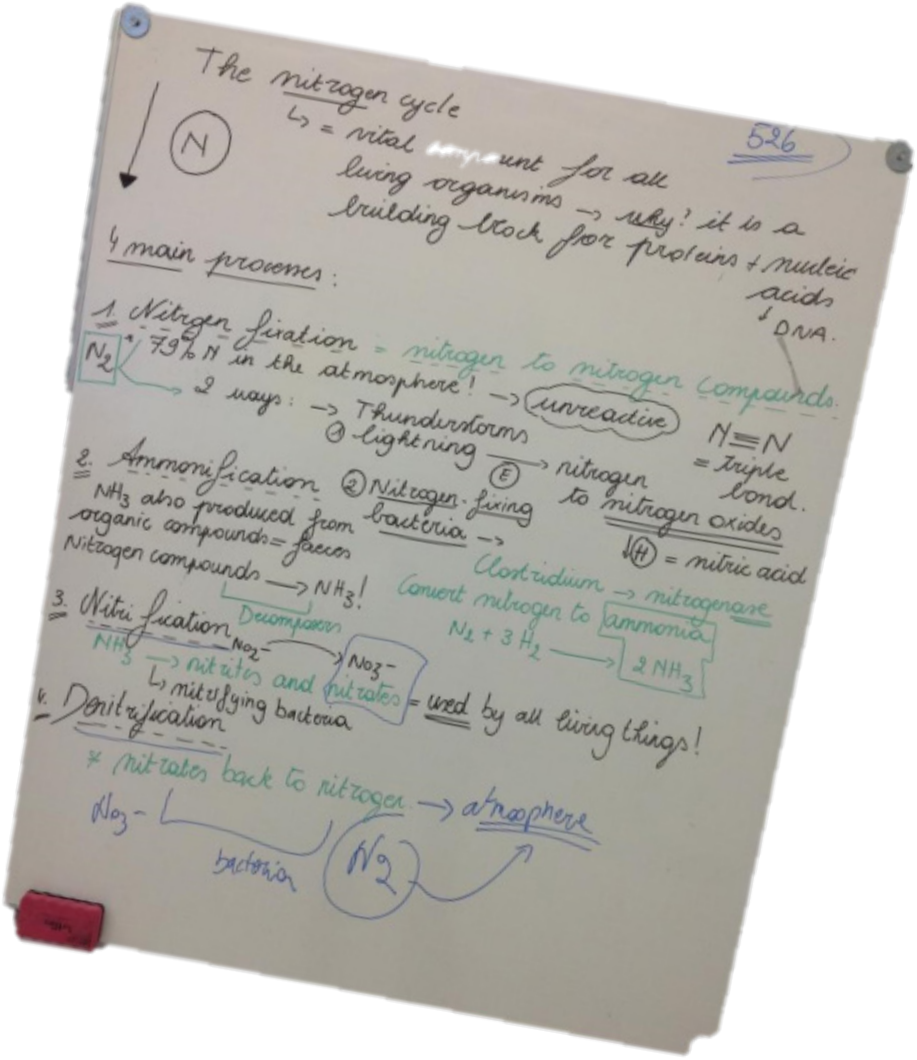
What did you notice as you examined this work?

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…?



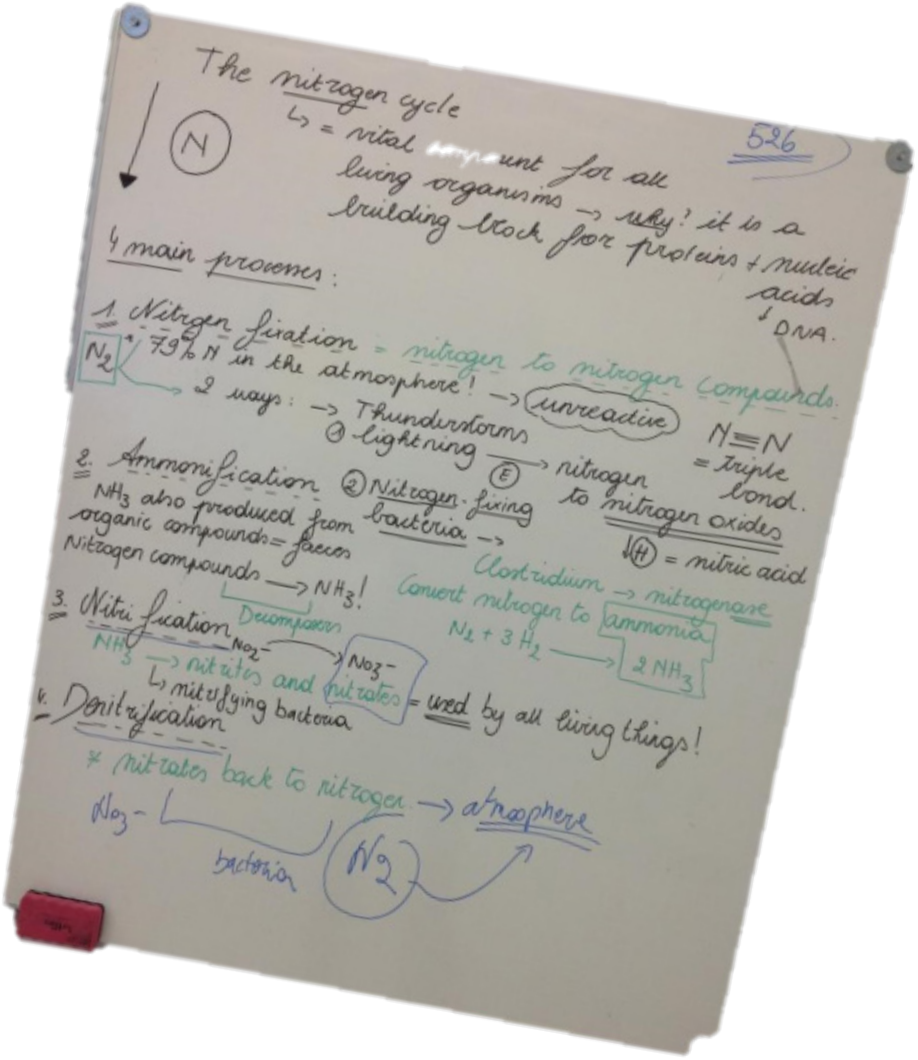
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work

www.essentialschools.org/resources/60

Looking at Student Work

www.lasw.org/



Interviews and Surveys

Interviews

- Teacher to student
- Teacher to family
- Teacher to teacher

Surveys

- Short
- Focused
- Understandable

Observations

Strategies

- Data in a Day
- Roving teacher substitutes
- Teacher journals
- Shadowing students

Ground rules

Capturing data

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 or major learner needs were observed?

___ reading	____critical thinking
___ writing	____computing

What schoolwide learner outcomes were observed?

___ Citizen ___ Life/Career ___ Leadership

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Samples of Analyzed Evidence

Formative assessments and how teachers use them

Examples of differentiation of instruction

Professional development calendar

Student interview notes

Minutes from team meetings

Overall campus impression – conducive to learning

Student portfolios and work samples – teacher or student reflection

How does the current school program impact student learning….

- Critical or Major Student Learner Needs?
- Schoolwide Learner Outcomes?
- Academic Standards?

Progress Report

Documents

Criteria

Student Work

Critical/Major Student Learner Needs

Professional Knowledge

Students Working

Interviews and Surveys

Schoolwide Learner Outcomes

Profile Data

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 (e.g., SPSA aligned with LCAP) reflect the progress to date and next steps?

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

Schedule and Size of Visiting Team

Probationary – 2 ½ days (2 -4 members)

6-1499	2 members
1500-2499	3 members
2500 or more	4 members

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 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

Work with principal/self-study coordinator to set visit schedule

Communicate all information to VC members

Submit expenses to ACS WASC office for reimbursement

Schedule

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*

Challenges? Past? Present? Future?

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…

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 Schoolwide Action Plan with integrated Critical Areas for Follow-up

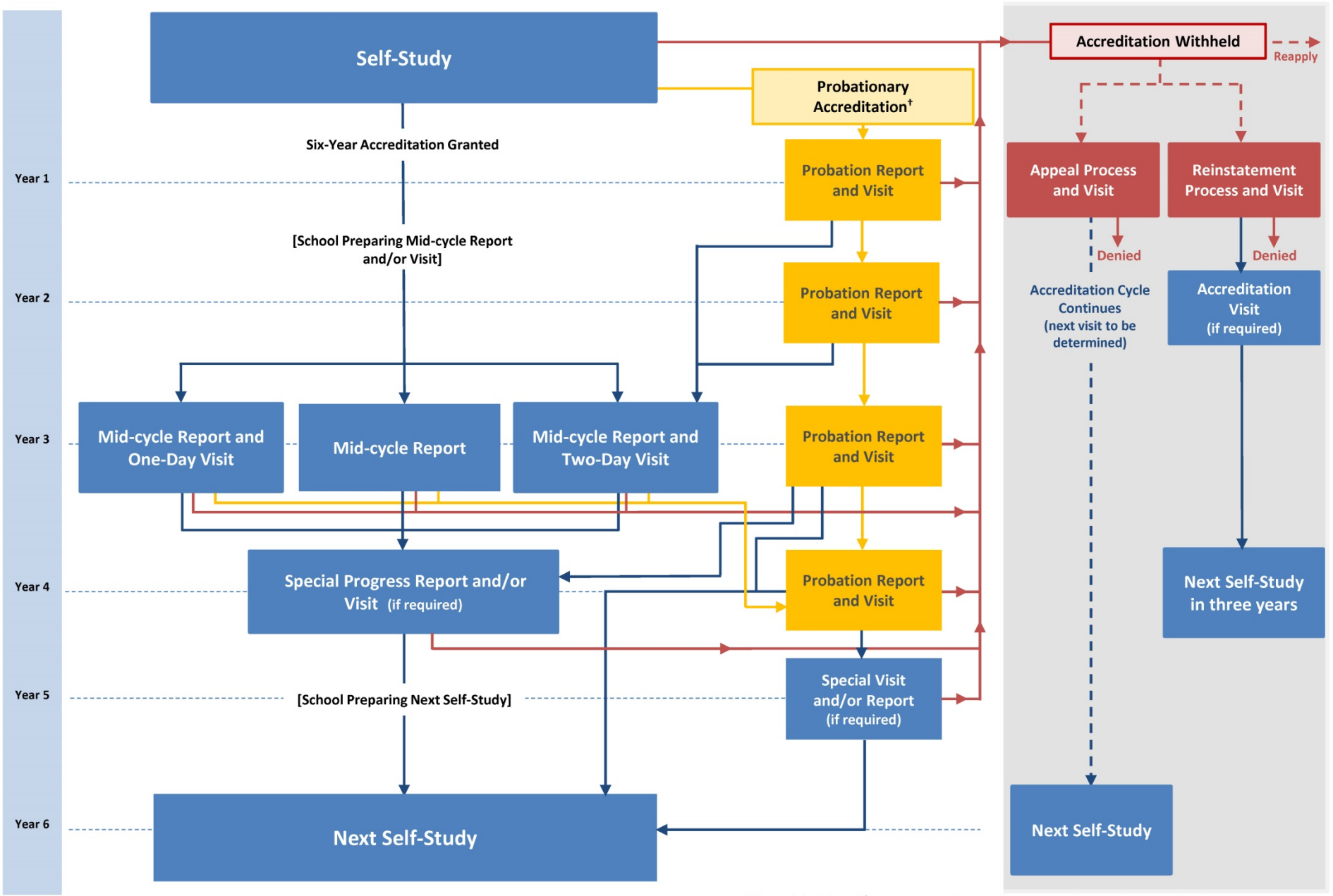
- Analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section
- Evidence supporting the progress and impact on student achievement
- Progress on critical areas for follow-up not included in the action plan, including supporting evidence

III. Commendations/Recommendations

A. Commendations: Comments on significant progress in responding to the critical areas for follow-up and in carrying out the action plan

B. Recommendations: Comments on critical areas for follow-up/action plan sections not yet completely addressed and Identification of new areas of concerns, if applicable.

ACS WASC Accreditation Status Timeline*



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.

Accreditation Status Options: Probationary

One-Year Probationary Accreditation

Accreditation status granted with a mid-cycle progress report and visit in two years

Probationary Accreditation status continued with a 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

Post-Visit Information: VC Chairperson

Document Upload: a copy of Visiting Committee Report to ACS WASC and a copy to school within 10 working days

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

Road to the Action Plan

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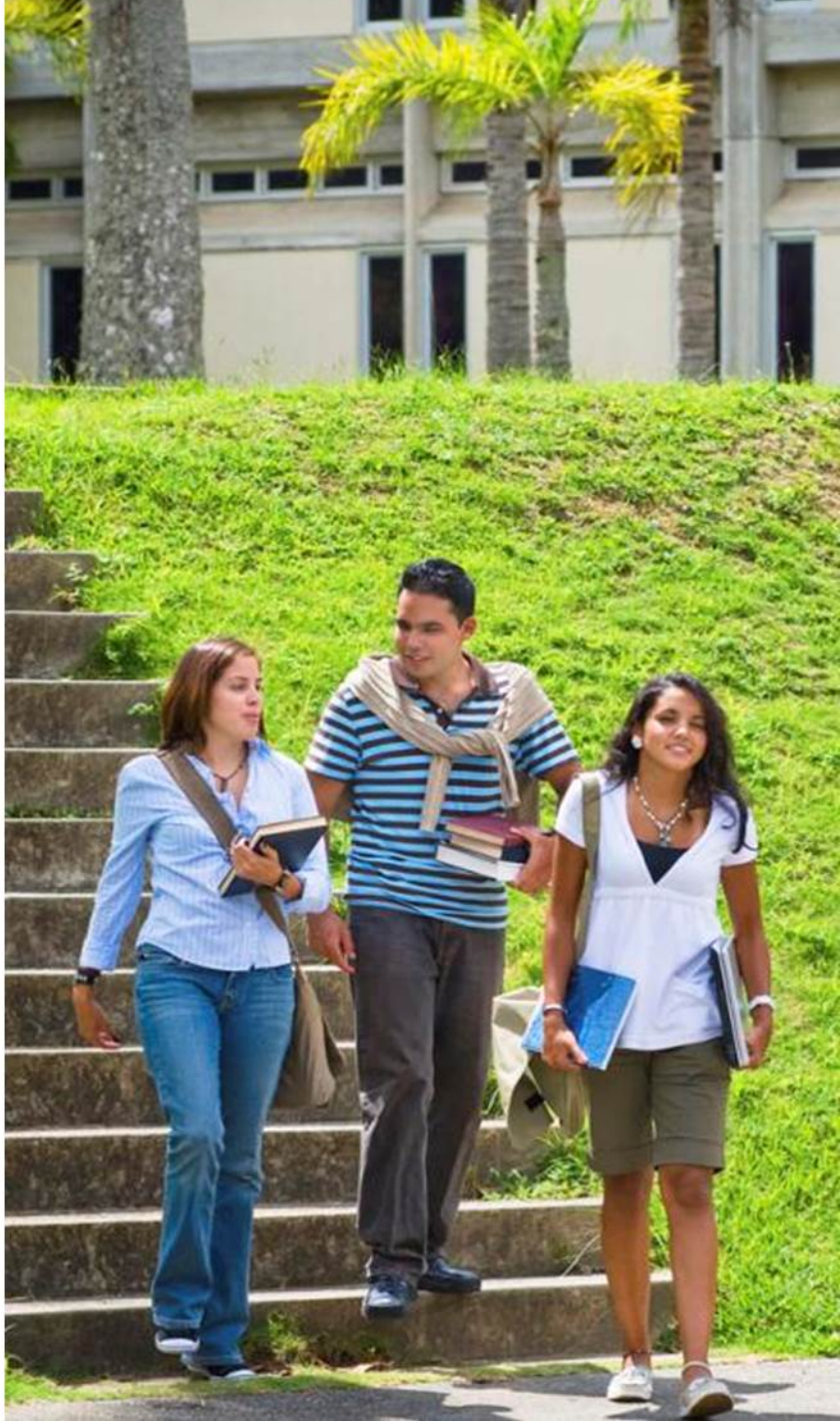
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