ACS WASC FOL Training Webinar

Part Three California Private Schools
2019-20 Schools
Today’s Agenda

Getting Ready

The Visit

After the Visit
Key Pages for the Visit

Self-Study Coordinator Report Preparation Checklist

Self-Study Coordinator Visit Prepartum Checklist pp 126ff
Self-Study Coordinator Post-Visit Checklist
Structure of the School’s Report

Chapter 1
Progress Report

Chapter 2
School Profile: Analyzed Data and evaluation of one or two of the schoolwide learner outcomes

Chapter 3
Quality of School Program

Chapter 4
Major Student Learner Needs
Task 1  Chapter I
Progress Report

Significant Developments

Process for implementing and monitoring the schoolwide action plan

Summarize progress on each section of the current schoolwide action plan that incorporated ALL SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

Comment on any original critical areas for follow-up not in the plan
Task 2  Chapter 2
School Data

How well are the students learning and achieving?

Is the school doing everything possible to support high achievement of all students?

Evaluation of the degree to which the students are achieving the identified 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
Chapter 3: Program Evaluation
Criteria

A. Organization for Student Learning

B. Curriculum, Instruction, and Assessment

C. Support for Student Personal and Academic Growth

D. Resource Management and Developments
Criteria Indicators and Prompts

B2. How Students Learn Criterion
The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and schoolwide learner outcomes.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Research-based Knowledge
B2.1. Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

B2.1. Prompt: Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

B2.1. Additional Online Instruction Prompt: Evaluate how teacher technology competencies are assessed during online instruction.
ACS WASC Category C. Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified major student learner needs (Chapter III).

Summary (including comments about the major student learner needs)

Prioritize the areas of strength and growth for Category C.

Category C: Support for Student Personal and Academic Growth: Areas of Strength

Category C: Support for Student Personal and Academic Growth: Areas of Growth
Chapter 4: Identification of Major Student Learner Needs based on the discussion, analysis, and evaluation of the school program through the Home and Focus Group Work, what are the MAJOR STUDENT LEARNER NEEDS based on profile and Focus Group analysis and findings
Task 5 - Chapter V: Action Plan

Emphasis on identified Major Student Learner Needs

Clear process for managing and adjusting the plan
Getting ready for the Visiting Committee

Accommodations and directions

Technology, snacks/water, class schedule, keys, allergies, parking, campus map

Visiting Committee Member Reimbursement
Getting Ready at School

Remember what you’ve learned and agreed to

Campus Walk looking for landmines

Brief students

Schedule and Participants
Chairperson Checklist
Manual pp. 123-132

VC Member Checklist
Manual pp. 137-140
Chairperson Previsit

Get Acquainted
Communication
Questions and Details
Pre reading of School Report
Other

HELPFUL TIPS & Ideas
Today’s Agenda

Getting Ready

The Visit

After the Visit
Sunday

Getting acquainted & started

Monday and Tuesday

Classroom/campus observations
Meetings with identified groups
Feedback meeting with leadership team
Meeting with Central Office staff

Wednesday

Filling the gaps
Discussion of VC Report findings
generally over lunch

Public oral report to staff and stakeholders

Manual pages 137-139
Sunday Meeting gets everyone acquainted & sets the stage for support the total involvement and collaboration of all stakeholders

Participants

School Staff

Organizational Office Staff

Key Partner/Supporters

Family Members/Students
Meeting Strategies

Arrive on time

Help arrange the room of necessary

Respond when asked or you know something or are called on

Help with the clean-up
Questions

What did you learn?
How does this work?
What are the ‘next steps?’
How will you know?
How will you manage the plan?
How will you know your success?
Goal is the Action Plan

Process for Managing, Monitoring, and Adjusting the Plan

- Evaluation
- Target
- Assessment
- Activities
Wednesday

Final polishing of the report of the Visiting Committee

Lunch and discussion for school/report leadership and Visiting Committee
Visiting Committee Report: Chapter IV

Generally follows the school report including identifying strengths and growth areas in Chapter III including identifying strengths and growth areas for each section.

In Chapter IV they synthesize schoolwide strengths and growth areas for continuous improvement linked to the other sections of the report. In addition, the Visiting Committee can add additional strengths and/or growth areas not mentioned in the report.

School staff are to incorporate the SCHOOL WIDE areas for improvement into their schoolwide action plan.
ACS WASC Status Determination Worksheet

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

**Directions**
1. Discuss the evidence reviewed through the self-study and the visit for each of the factors. Particularly examine the schoolwide strengths and the schoolwide critical areas for follow-up.
2. Individually, read the factors and the supporting rubrics. Mark an "X" for the most appropriate rating in the box provided.
3. Read the attached sheets with the ACS WASC criteria and indicators prior to marking the most appropriate rating.
4. As a visiting committee, come to consensus on the most appropriate rating. NOTE: The rubrics are guides to assist in the synthesis of the visiting committee’s findings from the self-study and visit. Other points may need to be brought into the discussion.
5. Complete the official “Documentation and Justification Statement.”
   - **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school’s program, and the school’s operation.
   - **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school’s program, and the school’s operation.
   - **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school’s program, and the school’s operation.
   - **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school’s program, and the school’s operation.

### Accreditation status will be based upon a school demonstrating the following factors:

<table>
<thead>
<tr>
<th>Accreditation status will be based upon a school demonstrating the following factors:</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Ineffective</th>
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<tbody>
<tr>
<td>The involvement and collaboration of stakeholders in the self-study that reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.</td>
<td>• All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
<td>• All school instructional staff and other stakeholders involved in data review, analysis and dialogue about perceived strengths and areas of need.</td>
<td>• Partial involvement of all school instructional staff and other stakeholders in the in-depth review, analysis and dialogue of critical learner needs and student data/information.</td>
<td>• Lack of involvement of all school instructional staff and other stakeholders in an in-depth review of critical learner needs and student data/information.</td>
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<tr>
<td>Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations.</td>
<td>• Multiple measures show acceptable progress for all students based on the major student learner needs, the academic standards, and the schoolwide learner outcomes.</td>
<td>• Multiple measures show growth targets being reached for some identified student subgroups based on the major student learner needs, the academic standards, and the schoolwide learner outcomes.</td>
<td>• Multiple measures show growth targets being reached for a limited number of student subgroups based on the major student learner needs, the academic standards, and the schoolwide learner outcomes.</td>
<td>• Multiple measures show growth targets being reached by very few student subgroups based on the major student learner needs, the academic standards, and the schoolwide learner outcomes.</td>
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ACS WASC FOL 2019 Edition
### CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

<table>
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<tr>
<th>C1 &amp; C2. Student Connectedness and Parent/Community Involvement that support high achievement for all students.</th>
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<tbody>
<tr>
<td>• Review the criteria and indicators in the Attachment before making a determination.</td>
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### CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT

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<th>D1 &amp; D2. Resources and Resource Planning that support high achievement for all students.</th>
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<tr>
<td>• Analysis of all appropriate data/information about major student learner needs and student achievement, school operation and program supports the identified prioritized growth areas in action plan.</td>
</tr>
<tr>
<td>• Strong focus on improving student achievement in each action plan section.</td>
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<tr>
<td>• Clarity of each action plan section that includes suggested components.</td>
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### The alignment of a long-range schoolwide action to the school’s areas of greatest need to support high achievement of all students.

- Analysis of some data/information about the major student learner needs and student achievement, school operation and program supports the identified prioritized growth areas in the action plan.
- Focus on improving student achievement in some action plan sections.
- General clarity in some action plan sections that includes suggested components.

### The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

- Ongoing systemic improvement integral to school’s culture involving all stakeholders.
- A review annually by school stakeholders of student profile data about achievement and demographics in relation to schoolwide action plan progress.
- Impact of action plan progress on student learning analyzed, including major student learner needs.
- Plan updated as needed.
- Formal progress report prepared and shared with all stakeholders.

- Addressing prior accreditation findings occurs but not rooted in systemic change at school and data analysis.
- Some review and analysis by a few stakeholders on action plan progress and impact on student learning, including major student learner needs.
- Some stakeholders involved in action plan update.
- Informal process for involving and informing all stakeholders.

- Limited addressing of prior accreditation findings occurs.
- Limited review by a few stakeholders on action plan progress and impact on student learning, including major student learner needs.
- Limited involvement of stakeholders in action plan update.
- No formal or informal process regularly used to involve and inform stakeholders.

Presentation to School Community

Thanks and good wishes

Key issues and findings

“Final” DRAFT of VC report left with the principal

Depart with thanks but NO indication of recommendation to the ACS WASC Commissioners
ACS WASC Commissioners decide on status based on the Documentation and Justification Report and Visiting Committee Report


ACS WASC COMMISSIONERS
(listed by the organization they represent)

Officers
Stephen Cathers, Chairperson
Gregory Franklin, Vice Chairperson

Association of California School Administrators
Grant Bennett
Ron Carnuth
Orle J. Douglas
Juan A. Flecha
Katherine Thorossian
Diana Walsh-Beuss

Association of Christian Schools International
Lee Duncan

California Association of Independent Schools
Doreen Gleson

California Association of Private School Organizations
Marcha Sersfin

California Congress of Parents and Teachers, Inc.
Sophia Vaugh

California Department of Education
Thomas Adams

California Federation of Teachers
Samantha Benish

California School Boards Association
Barbara Nunes

California Teachers Association
Danny Blas

Charter Schools
Laura Herman

East Asia Regional Council of Schools
Stephen Cathers

Hawaii Association of Independent Schools
R. David Gaudi
Melissa Handy

Hawaii Government Employees’ Association
Derek Minakami

Hawaii State Department of Education
Andrea Fukui

National Lutheran School Accreditation
Kristie Fohra

Pacific Islands
Jon Fernandez

Pacific Union Conference of Seventh-day Adventists
Berit von Pohle

Postsecondary Education
Matthew Russo

Public Members
H. Mitchell D’Olier
Joe Mitchner

Western Catholic Educational Association
Michael Alvarez
Nancy Cournis
Linda Norman
Kim Shields

Commission Update

The Commission is comprised of individuals representing the various constituencies of ACS WASC. The Commission convenes three times a year.

2019 Commission Meetings

Winter
January 28 – 29, 2019
Honolulu, HI

Spring
April 29 – 30, 2019
Burlingame, CA

Summer
June 24 – 25, 2019
Burlingame, CA

ACS WASC Commission Members

Members who left the Commission this June include: Erika Cruz, Suzanne Mulcahy, Sally Todd, Joel Wahlers, Laurel Salerno-White, and David Yoshihara. We deeply appreciate the excellent service provided by these Commissioners and wish them well in their continued service to others.


ACS WASC Commissioners at June 2018 Meeting
Today’s Agenda

Getting Ready

The Visit

After the Visit
Revise local plan to incorporate/strengthen Major Areas for Follow-up identified by the Visiting Committee

Within 6 weeks following the visit, submit electronically (pdf or Word) through the Document upload link on the ACS WASC website
Submit the plan to ACS WASC not later than 6 weeks following the visit. Report is sent electronically (pdf or Word) using the Document upload Link on the ACS WASC website.
Activities
Program Changes/Modifications
Student Growth
Staff Changes
Other Key Data Elements

Keep ongoing notes
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Tell us about your experience today