ACS WASC Training
Schools and Visiting Committees

2020 Schools

• Mid-Cycle Progress Report and Revisit Process
Workshop Goals

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

Roles and responsibilities for a Progress Visit 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
Reflection

• How does this explanation of accreditation relate to your school’s ongoing process for improvement since the last accreditation visit?
Focus on Learning: Reflective Cycle

- **Assess:** WHAT?
- **Evaluate:** SO WHAT?
- **Design and Plan:** NOW WHAT?
- **Implement, Monitor, and Refine:** ONGOING MONITORING
- **FOLLOW UP**
- **SELF-STUDY**
- **VISIT**
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 Guiding Principles

The guiding principles enable a school to demonstrate:

• Accomplishment of its vision, mission, and schoolwide learner outcomes.
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 Guiding Principles

The guiding principles enable a school to demonstrate:

• Alignment of findings to a **schoolwide action plan**, e.g., (CDE-SPSA that is aligned with the District LCAP)
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.
The guiding principles enable a school to demonstrate:

- Ongoing improvement/accountability and the impact on student learning
ACS WASC Focus on Learning Accreditation

ACS WASC Guiding Principles

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

Global
Interdisciplinary
All students
Assessable
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.
ACS WASC/CDE Chapter IV: Summary: Identified Major Student Learner Needs

Our original thoughts (Chapter II?) + Our Strengths and Growth Areas from Chapter III? = Major Student Learner Needs

Summarize identified Major Student Learner Needs based on Profile and Focus Group Findings
Major 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
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
ACS WASC Criteria Categories

School Culture and Environment

Student Personal and Academic Support

Organization for Student Learning

What Students Learn

How Students Learn

How Assessment Is Used

Focus on Learning
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?
So What?

What currently exists?
How effective are we?

Vision and Mission
Schoolwide Learner Outcomes
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
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
The school...

5. Annually reviews progress on Schoolwide Action Plan based on...
   - Major Student Learner Needs
   - Schoolwide Learner Outcomes
   - Academic Standards
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
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
Where are we today?

Mid-Cycle Progress Report
Mid-cycle Progress Visit: Purpose

• Progress report and visit focus on demonstrating that school staff has
  • Made progress in addressing the schoolwide growth areas (critical areas for follow-up), especially though 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
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
How will we organize ourselves and our work?
It all starts with planning!

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ACS WASC ©2018
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 2020
Student/Community Profile

• Student/community profile that has been updated annually since the last full visit.

• From the analysis of the updated student/community profile, include the following:
  • An updated summary with implications of the data, including California Dashboard indicators (if a CDE school), and identified student learner needs.
  • ➔ Note: See ACS WASC Student/Community Profile Guide, of the appropriate ACS WASC Focus on Learning manual for schools being visited in 2020-21
What data should we include in our profile?
Where do we obtain the data?

Focus on Learning manual,
Profile Guide
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
Sample Schoolwide Learner Outcome

Students will be: **INNOVATIVE THINKERS**

- Build on the ideas, explanations, and reasons of others
- Summarize, analyze, interpret, and evaluate information
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Sample Learner Outcome Finding

During the mid-cycle report 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.
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 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
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: Section II

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

• Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific curricular programs since the last full visit.

• Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.
Section III: Ongoing School Improvement

• Describe the process for developing, implementing, and monitoring the schoolwide action plan/SPSA and preparing the progress report.

  • How were stakeholders involved in developing the schoolwide action plan or SPSA (if applicable to a CDE public school)?

  • How were stakeholders involved in implementing and monitoring the schoolwide action plan or SPSA (if applicable to a CDE public school)?

  • How were stakeholders involved in the preparation of the progress report?
Report Format: Section IV

Schoolwide Action Plan Progress (integrated Schoolwide Growth Areas)

- Explain how the identified student learner needs have been addressed in the schoolwide action plan or SPSA (if applicable to a CDE public school)?

- Provide a summary of progress and impact on student learning of the schoolwide action plan’s identified school needs/identified student learner needs referencing the identified schoolwide growth areas for continuous improvement. Cite relevant supporting evidence.

- Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.

- Note: If any recommended schoolwide growth areas were not included in the school’s schoolwide action plan, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.
Section IV – Schoolwide Action Plan with integrated Schoolwide Growth Areas (Critical Areas for Follow Up)

<table>
<thead>
<tr>
<th>Progress: Each Action Plan Section noting integrated Schoolwide Growth Areas*</th>
<th>Supporting Evidence</th>
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<tbody>
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<td>(*use asterisk to note which schoolwide growth areas)</td>
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**School’s Progress Report on Action Plan with integrated Schoolwide Growth Areas (Critical Areas for Follow Up)**

<table>
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<tr>
<th>Action Plan Progress</th>
<th>Supporting Evidence</th>
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<td><strong>Integrated Schoolwide Growth Areas</strong></td>
<td><strong>Action Plan Progress</strong></td>
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<td>3, 4</td>
<td>Researched available and initiated professional development for all teachers around reading strategies (2015)</td>
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<td>2</td>
<td>Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary</td>
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- Progress: Each Action Plan section noting integrated schoolwide growth areas *
  (mark with asterisk)
- *Researched available and initiated professional development for all teachers around reading strategies (2015)*
- Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary*
How can the Leadership Team, Schoolwide Focus, Stakeholder, and other groups ensure that the progress report findings are supported by analyzed evidence?
Observable Evidence Requires Analyzing Results of

- What students are doing/producing
- Student interviews/observations
- Hard data and information
- Other observations and interviews
“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”


Nature
Quality
Frequency
Growth over time
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...?
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           ___ using technology
___ reading          ___ using technology

Which critical or major learner needs were observed?

___ reading          ___ critical thinking             ___ computing
___ writing          ___ computing

What schoolwide learner outcomes were observed?

___ Citizen          ___ Life/Career                   ___ Leadership
Schoolwide Action Plan Refinements

• Based on the findings of the current progress report, further refine the schoolwide action plan as needed and include a link to the school’s most recent schoolwide action plan.

Appendix: current 2019-20 Schoolwide Action Plan (CA public schools include link to LCAP)
One Umbrella Plan

e.g., CA Public Schools: Schoolwide Action Plan/SPSA and LCAP
Self-Check Questions

Do the findings of progress address the student learner needs, the school needs and the schoolwide growth areas?

✓ 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?
The Mid-Cycle Visit
Schedule and Size of Visiting Team

Mid-Cycle — 1 or 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 and review drafts of current report

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

Use schoolwide growth areas 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*

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.

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* Areas are dependent on school’s critical areas for follow-up and action plan.
Visiting Committee Report Format

I. Introduction

• Succinctly describe the school locations, type of school, grades served, school programs, demographics, and student performance data, including the California Dashboard indicators, the major implications of the data, the identified student learner needs, and the identified school needs.

• Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

• Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the schoolwide action plan and the preparation of the progress report.
II. Progress on Implementation of the Schoolwide Action Plan

• Based on the school’s summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up or growth areas for continuous improvement are aligned and evident in the revised schoolwide action plan.

• Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the schoolwide action plan to strengthen continuous improvement initiatives (include relevant evidence to support findings).

• Explain why any critical areas for follow-up or growth areas for continuous improvement have not yet been completely addressed, if applicable. (See FOL criteria in appropriate manual.)
III. Schoolwide Areas of Strength and Growth Areas for Continuous Improvement

• List the schoolwide areas of strength identified during the current progress visit.

• List the critical areas for follow-up or growth areas for continuous improvement that have not yet been completely addressed, if applicable.

• List any additional new growth areas for continuous improvement identified during the current progress visit, if applicable.

• Include a hyperlink to the school’s most recent schoolwide action plan.
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 Progress Visit in One Year
- Probationary Accreditation with an In-depth Progress Report and Two-Day Visit in One Year
- Accreditation Status Withheld
Accreditation Status Options: **Mid-Cycle Visit**

(1 or 2 1/2 days)

Normally, reaffirms the accreditation cycle of quality

However, if sufficient progress has not been made, the Commission may request one or both of these additional actions

- a follow-up progress report and visit
- a follow-up report, including a revised action plan
- other conditions e.g., probation or withheld

VC explains rationale for recommendation on one-page justification statement that is signed by all members.
Accreditation Status Options: **Progress Visits**

**Fourth Year Progress Visit**

Accreditation status reaffirmed with a full self-study and visit in **two years**

Accreditation status withheld
Post-Visit Information: VC Chairperson

Document Upload: a copy of visiting committee report to ACS WASC and a copy to school

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.
We Are Student Centered