ACS WASC
Chair Training
For
2019-2020
Focus on Learning:
A Transforming, Powerful, Coherent Process
ACS WASC Update
AB 1505 – Charter Legislation

- Allows authorizer how charter will impact neighborhood schools
- Authorizers in fiscal distress can deny charter
- Transfers existing SBE charters to local districts
- Full appeal process to local County Boards, limited appeals to SBE
- Authorizers must use state accountability system
AB 1505 – Charter Legislation

• Charter renewals
  • High performing charters, 5-7 years
  • Middle performing charters, 5 years
  • Low performing charters – alternate data, then no renewal
• Authorizers close charters with fiscal and governance issues, those not serving all populations
• Teachers – need certificate of clearance, credentials
• Establish a 2-year moratorium on non-classroom based charters
• CDE to collect and monitor implementation
Changes in Bylaws

B1.4 Homeschool and Independent Study Programs

• Continuation, alternative and independent study schools, including those that offer a home-study program, eligible for accreditation if part of WASC process. (See details)

• Same for private schools and charter schools if meet all WASC criteria and local state or national requirements.

• Schools must provide oversight for curriculum and delivery of instruction by a credentialed and qualified teacher, including grades, transcripts and analysis of assessment results.

• Private School Satellite programs (PSPs) eligible if directly connected with a WASC accredited school with same expectations as noted above

• Individual homeschools where students are taught by parents at home are not eligible for WASC accreditation (See bylaw for additional details.)
Are you prepared to answer basic questions about the Accrediting Commission for Schools, Western Association of Schools and Colleges?
International

Serving approx. 5,200 schools worldwide

33 Commissioners

20 Partner Associations
Agenda

Why WASC Accreditation?

- Work with School
- Work with Members

Alignment:
- Analytical Writing VC Report
- Strengths, Growth Areas for Continuous Improvement
- Doc/Just/Ballot
Scenario: During your pre-work with the school leadership, coordinator, teachers and other certified staff, it becomes clear that WASC is viewed as a requirement—a check-off activity.

What are approaches and conversations that can move the school into a deeper understanding of WASC as the framework for continuous improvement focusing on student learning and aspirational goals?
What is Accreditation?

**IS**
- Self-reflection
- Self-evaluation-
- Impact on Student Learning
- Student focused
- Schoolwide

**IS NOT**
- Inspection
- A Report
- Teacher focused
- Individual or Small Group Work only
How well are students learning and achieving?
Accreditation
An ongoing journey focusing on students and continuous school improvement
Keys to Progress: *Plan, Do, Study, Act*

- Assess root causes
- Plan
- Implement & Reassess
Agenda

- Work with School
- Work with Members
How do we support the school in continuous improvement?
How do we support the members during their preparation and the visit?
Focus on Learning: Reflective Cycle

Assess: WHAT?

Evaluate: SO WHAT?

Design and Plan: NOW WHAT?

Implement, Monitor, and Refine: ONGOING MONITORING

Focus on Learning

SELF-STUDY

FOLLOW UP

VISIT
ACS WASC Guiding Principles empowers schools to:

* Ensure a culture of total involvement and collaboration of all stakeholders

* Ensure a culture that supports the well-being of all students

* Demonstrate through it program evidence that vision, mission, and schoolwide learner outcomes are accomplished by students

* Evaluate achievement of all students on academic standards/schoolwide learner outcomes

* Use multiple ways to analyze data

* Evaluate program effectiveness

* Align current prioritized findings to a schoolwide action plan focusing on student achievement

* Implement and monitor continuous improvement and impact on student learning
Schoolwide Learner Outcomes

Data

Growth Areas for Continuous School Improvement

Major Student Learner Needs

Action Plan
Goal of the Self-Study: An updated schoolwide action plan focused on continuous school improvement
Why do we need to learn about those areas listed in the VC chair previsit checklist?
VC Chapter Preface or III: 5 Self-Study Outcomes (Very Brief but list Schoolwide Learner Outcomes)
Idea to Support Better Alignment
Writing Draft Doc/Just rating and narrative while writing VC Report Section—Still need VC Consensus

• The involvement and collaboration of stakeholders in the self-study 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.

• Visiting Committee Rating (select one):
Highly Effective    Effective    Somewhat effective    Ineffective

• Narrative Rationale:
Enter text
Self-Study Outcomes

Involvement and collaboration

Clarification and measurement of schoolwide learner outcomes and academic standards

Data analysis

Program assessment and its impact on student learning

Long-range action plan aligned to school’s areas of need
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 Schoolwide Learner Outcome

College, Career, and Life Skill Oriented Students who:

- Take initiative and work independently
- Follow through with plans and goals
- Handle praise, feedback, and criticism well
- Are organized
- Are productive and accountable
- Are self-directed and don’t give up.
VC Chapter I or II: Brief Analytical Summary of School’s Progress (1-2 pages)
How have the student and school needs been addressed through the schoolwide action plan? What has been the impact on student learning?

- Significant developments
- List of schoolwide critical areas for follow-up
- Procedures to monitor/adjust plan
- Progress on school action plan goals showing integration of schoolwide critical areas for follow-up or areas for continuous improvement from visiting committees
- Comment on any schoolwide critical areas for follow-up not in the current plan
Idea to Support Better Alignment

Writing Draft Doc/Just rating and narrative while writing VC Report Section—Still need VC Consensus

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

• Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

• Narrative Rationale:

• Enter text here
Key to VCs Discussion on “Capacity and Commitment”
VC - Chapter I or II: Brief Analytical Summary plus key excerpts of Student/Achievement Data, including identified major student learner needs and relationship to schoolwide learner outcomes
Idea to Support Better Alignment
Writing Draft Doc/Just rating and narrative while writing VC Report Section—Still need VC Consensus

• Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

• **Visiting Committee Rating** (select one): Highly Effective   Effective   Somewhat Effective   Ineffective

• **Narrative Rationale:**
  Enter text
Schoolwide Learner Outcomes

GOALS for All

Major Student Learner Needs

GAPS for Some
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
What if the school thinks that graduation rate is a major student learner need? How do you help them see that graduation rate is dependent upon what gaps in learning, i.e., reading?

What if the school thinks that creating a more intentional Professional Development Plan is a major student learner need?

What if the school thinks that parent/community involvement is a major student learner need?
Informing the Development of Schoolwide Action Plan/School Plan for Student Achievement (SPSA)

- Progress/Lessons Learned
- Prior Year Action Plan
- Stakeholder Engagement
- Local Indicators
- State Indicators
- Local Data

Schoolwide Action Plan/SPSA
Focus - Improved Student Success and Outcomes
California School Dashboard and System of Support

One School

- Suspension Rate: Green
- English Learner Progress: No Performance Color
- Graduation Rate: Blue
- College/Career: Green
- English Language Arts: Green
- Mathematics: Yellow

https://www.cde.ca.gov/ta/ac/cm/
Comprehensive Support & Improvement (CSI) Schools

• California School Dashboard (Dashboard) to determine TWO categories for school eligibility for CSI.

1. High schools with a graduation rate less than 67 percent **averaged over two years**
   • All high schools, including Title I, non-Title I, traditional, and Dashboard Alternative School Status are eligible.

2. Not less than the **lowest-performing five percent** of Title I schools
   • Schools with all red indicators
   • Schools with all red but one indicator of another color
   • Schools with five or more indicators where the majority are red
   • Schools with all red and orange indicators
Other Data Sources

CDE Data and Statistics
https://www.cde.ca.gov/ds/ (data quest and the others are referenced on this page)

CDE Testing and Accountability –
https://www.cde.ca.gov/ta/

California Dashboard –
https://www.cde.ca.gov/ta/ac/cm/

• Local Formative Assessment Results
• District Office and School Data
What has the school learned from all the data?
Chapter III or IV A:
VC Analytical Comments/Observations

What currently exists based on each criterion and supporting indicators? Impact on Student Learning?

Highlight areas of strength

Highlight key issues to be addressed

Indicate evidence that supports comments
Visiting Committee Analytical Findings:
Writing to Criteria and Indicators/Prompts
Previsit Work with VC Members

Staying Organized

YOU start writing Chapters I, II, and III; use their comments. If paired, work together in previsit work; share, collapse/combine before coming to you! Then you must complete draft.

Remember: You’re writing an analytical summary.

Continue communicating!
Idea to Support Better Alignment

Writing Draft Doc/Just rating and narrative while writing VC Report Section—Still need VC Consensus

• Visiting Committee members rate each criterion while writing VC report analytical summary.
Self-Study Process: The “So What” Question?
What currently exists? How effective?
Due Six Weeks Prior to Visit

- Vision & Mission
- Profile Data
- Interviews & Surveys
- Criteria
- Documents
- Professional Knowledge
- Students Working
- Student Work
- Schoolwide Learner Outcomes
Identified Major Student Learner Needs

Summarize identified Major Student Learner Needs based on Profile and Focus Group Findings

Our original thoughts (Chapter II?)

Our Strengths and Growth Areas from Chapter III?

Other insights?

Major Student Learner Needs
D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Indicator: Student Feedback

Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes. Interview and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. (See next slide.)
According to the self-study, students participate in the School Coordinating Council meetings and in focus groups with teachers and administrators. ASB members also lead feedback sessions with other students. This was corroborated during the visit in conversations with a good cross-section of students. The VC observed teachers eliciting student feedback on their learning during lessons through visual checks, thumbs up checks, all call responses and exit slips. Student surveys also provide school leaders student feedback. These surveys are aligned to the schoolwide learner outcomes.
C2. Instruction

Student Understanding of Learning Expectations

The visiting committee observed teachers communicating expectations and standards for many courses. Many teachers used rubrics to assist students in understanding their expectations. Most classroom expectations and objectives are communicated in classrooms. Some classes had essential learning questions or daily objectives posted and/or communicated to their class. Regardless, almost all students know what their learning goals are for the day and how it connects to the standard.
Complete an analytical summary from gathered evidence and self-study

English Learners and many of our Special Education students are integrated into our General Education courses, to provide further opportunities for rigor, enhanced learning and socialization with their peer group.
Ensure Consistency in the report between Categories.

*Example:*
Under Instruction all seems to be fine with emphasis on use of best practices such as Thinking Maps and AVID strategies in all core areas.

However, under Assessment are statements that the math department is lacking in assessment and **uniform strategies and strong instruction** in most classrooms.

How do you ensure consistency in the VC report based on accurate evidence?
Prepare a **table** for the **strengths** and one for the **key issues** from all the criteria categories.

This will assist the VC Committee in forming the **concrete and specific critical areas** for follow-up.

**Reminder:** Include the “Who”, “What” and “Why”
## Tables of Strengths and Key Issues

<table>
<thead>
<tr>
<th>Organization</th>
<th>Curriculum</th>
<th>Instruction</th>
<th>Assessment &amp; Accountability</th>
<th>School Culture &amp; Student Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Strengths from each category</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Copy Key Issues from each category</td>
<td></td>
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</tr>
</tbody>
</table>
VC Report—Chapter IV or (IV B)

- Schoolwide strengths
- Schoolwide critical areas for follow-up
  - Support identified areas
  - Strengthen identified areas
  - Address additional areas
VC Schoolwide Strengths

Who?  What?  Why?

What would like to see your own school’s report in relation to clarity and specificity—understanding by All?
What type of strengths would you want to be in a report for your school?

• Administration-led professional development and team building has increased feelings of respect and connectedness among the staff, both classified and certificated.

• The school has a strong and appropriate vision/mission to which it very intentionally aligns its schoolwide learner outcomes, LCAP, and messaging and to which all stakeholders share a strong commitment.

• The school provides a well-maintained and welcoming campus that provides a sense of pride for the community.

• Rigorous, focused and engaging instruction that ...

• There is an established culture of academic success and rigor that ...

• The students are actively involved in the community that ....
VC Schoolwide Critical Areas for Follow-Up

**Support** those areas already identified by the school in the Action Plan sections

**Strengthen** those identified areas in the Action Plan sections

**Address** additional areas identified by the Visiting Committee

Who  What  Why
Evaluate: “Who, What and Why”? 

Visiting Committee concurs:

• The school leadership and teachers will build coherence within the school by horizontal alignment expectations by grade, vertical alignment of practices and expectations by discipline, and create site-specific norms, practices, and expectations for instruction.

In addition, the VC ...

• The school leadership and teachers develop and implement a professional development and coaching process that addresses the major student learner needs and correlated staff needs in order to strengthen student achievement. Areas to be addressed include...(list such as critical thinking skills, expository writing)
What type of Critical Areas for Follow-up would you want to be in a report for your school?

Are the Critical Areas for Follow-up aligned to the key issues from each category?

In the samples below, what could be improved based on “Who, What and Why”?

- Accountability for student learning/mastery
- Develop a systematic plan and approach to increase AP placement for all subgroups.
- Addressing major student learner needs through a variety of data driven processes
Chapter V: One Plan — VC Comments

One Schoolwide Action Plan
(schoolwide action plan for CDE schools aligned to LCAP—HI school Academic Plan aligned with State Strategic Plan)

- Summary of Action Plan
- Adequacy
- Impact on Student Learning
- Feasibility
- Impediments
- Soundness of Follow-up Process to Monitor Implementation and Accomplishment of the Plan
Idea to Support Better Alignment
Writing Draft Doc/Just rating and narrative while writing VC Report Section—Still need VC Consensus

• The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement for all students.

• Visiting Committee Rating (select one):  Highly Effective    Effective    Somewhat Effective    Ineffective

• Narrative Rationale:
Enter text here
Idea to Support Better Alignment
Writing Draft Doc/Just rating and narrative while writing VC Report Section—Still need VC Consensus

• The capacity to implement and monitor the schoolwide action plan.

• Visiting Committee Rating (select one): Highly Effective  Effective  Somewhat Effective  Ineffective

• Narrative Rationale:

• Enter text here
Agenda

Alignment:
--Analytical Writing VC Report
--Strengths, Growth Areas for Continuous Improvement
--Doc/Just/Ballot
What accreditation status best supports the school’s improvement needs?
Accreditation Status Factors:

Alignment of Ratings and Comments — reflecting VC Findings based on Criteria

- Highly effective
- Effective
- Somewhat effective
- Ineffective
Accreditation Status Factors: VC Recommendation and Commission Action

To what extent is the school demonstrating quality student achievement/improvement?

1. Meeting the ACS WASC international criteria and indicators
2. Clear globally minded purpose and schoolwide learner outcomes
3. Quality processes to analyze student achievement
4. Action plan aligned to areas of greatest need
5. Capacity to implement/monitor action plan
6. Use of prior accreditation findings
7. Involvement and collaboration of all
Standards-based Student Learning Instruction: Student Engagement that supports high achievement for all students (C2)

- Visiting Committee Rating: Somewhat Effective
- **Narrative Rationale:** The visiting committee did not observe a high rate of student-centered, technology driven, or hands-on types of instruction. Most of the teaching happening in the classrooms that was observed during the visit was very traditional, lecture style teaching. Traditionally underrepresented minorities, ELs and Special Education students are particularly struggling to achieve.
Standards-based Student Learning: Assessment and Accountability: Using Assessment to Analyze and Report Student Progress that supports high achievement for all students. (D1)

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: There are needs within the math classes/testing performance. Attention from faculty could benefit from the same level of commitment paid to ELA goals. (needs more elaboration)
Documentation and Justification

Short-short-form of the analytical summary of self-study looking at “to what extent” the school meets the criteria

plus rationale for status
Alignment Status Rationale based on Findings of VC Report –Concrete, Specific Comments for each Accreditation Factor
DOC/JUST — Supporting Narrative

- Status options seriously considered
- Cite the reasons for the status recommended
- Provide compelling evidence that supports the VC recommendation
  - VC discussions and process
  - Degree to which students are learning
  - Strengths and growth needs of school
  - Capacity of school to implement and monitor action plan
ACS WASC Accreditation Status Timeline

Self-Study

Year 1
- Six-Year Accreditation Granted

Year 2
- [School Preparing Mid-cycle Report and/or Visit]
  - Mid-cycle Report and One-Day Visit
  - Mid-cycle Report
  - Mid-cycle Report and Two-Day Visit

Year 3
- Special Progress Report and/or Visit (if required)

Year 4
- [School Preparing Next Self-Study]
  - Special Visit and/or Report (if required)

Year 5
- Next Self-Study

Year 6
- Next Self-Study

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.
How do you ensure the VC report reflects accurately school findings and the unified Visiting Committee perspective?
ACS WASC Cycle of Quality

Focus on Learning

Self-Study

Follow Up

Visit
ACS WASC Focus on Learning

Supports a collaborative, and capacity-building culture with an emphasis on coherence
We Are Student Centered
The following are additional Reference Slides for chairs.
The Visit: Committee Members
Meetings: Committees

Department/Subject Area/Program Groups, Small Learning Communities (PLCs), Career Academies, Pathways, etc.

Schoolwide Focus Groups

Leadership Team
Focus on Learning: Connecting the Dots

CDE Quality Schooling Framework
Visiting Committee Questions: Sample Areas

- Students learning enough based on what we want them to know? How do we know?
- Understanding and use of data
- Modifying learning and teaching
- Preparing student to be college and career ready — implementing the Common Core
- Understanding the variety of programs/courses provided for students and their impact on learning
- Feedback to students
- Coaching of colleagues in new strategies
- Focus of action plan — impact
- Intended impact on student learning
- Follow-up process
What are my roles as Visiting Committee Chair?
Keeper of the Vision, Coach, Organizer
Remember to check

- Alignment of schoolwide action plan to district Local Control Accountability Plan (LCAP)
  - Child Protection Issues, e.g., staff screening, policies
Remember to check

• Certification and adherence to rules for UC a-g subject requirements and authorization (e.g., 2 years lab science with 20% hands-on activities)

• AP Authorization

• Safety issues: Examples: science labs, earthquake supplies, emergency procedures, first aid supplies, fire, evacuation, earthquake procedures
During the Full Visits 2019-2020: Reimbursement

- Reread Reimbursement Policy
- Meal Reimbursements must include detailed itemized receipts
- CA public and private: Ask school/district about reimbursement guidelines to avoid delay ACS WASC Anti-Discrimination Policies and Procedures
- Hawaii and Pacific Islands – Expenses turned into WASC
- International – Chairs may turn in airfare and other expenses to WASC but most schools reimburse members directly by end of visit
- Chairs must sign off on other members’ reimbursement request forms.
During the Full Visits 2019-2020: VC Chair Report Reminders

• Read ACS WASC Anti-Discrimination Policies and Procedures
• Check report includes **ALL** sections
• Ensure *grade levels* on ballot are accurate
• Ensure **signatures** on ACS WASC ballot (do this early in the visit)
• Draft visiting committee report **left** with school
• **Final visiting committee report sent to school two weeks after the visit**
• Final visiting committee report, ballot and doc/just uploaded to WASC
• School submits revised action plan 6 weeks after visit
After the Visit: Report Submissions
Commission Meeting Deadlines

• December 20, 2019, for Winter Commission meeting

• April 6, 2020, for Spring Commission meeting

• May 29, 2020, for Summer Commission meeting
Other Visits 2019-2020: VC Chair Reminders

• Chair submits ballot, doc/just statement, and visiting committee report to ACS WASC within two weeks after the visit using the Document Upload link on the ACS WASC Website: www.acswasc.org/document-upload/

• Chair makes sure that the school receives a copy of the final visiting committee report two weeks after visit

• Chair understands that school already invoiced for any type of revisit or mid-cycle visit

• School and chair are notified 2-3 weeks following Commission action
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
Probationary Accreditation Options

The Visiting Committee’s recommendation (select one of the following):

- Accreditation Reaffirmed with a Required Progress Report and Two-Day Visit in Two Years
- Probationary Accreditation Extended with a Required In-depth Progress Report and Two-Day Visit in One Year
- Accreditation Status Withheld

Justification Statement:
Comment upon the factors which led to your recommendation. Reference the progress made on critical areas for follow-up and the schoolwide action plan. Based on the WASC criteria, note any additional areas that the school also needs to address.