ACS WASC/WCEA
Appointed Visiting Committee
Members

2020 Visits
Sending a very big THANK YOU!
International

Serving almost 5,200 schools worldwide

33 Commissioners

20 Partner Associations
ACS WASC accredits K-12 schools and not-for-profit, non-degree granting postsecondary institutions.

Getting Started
Learn how schools can begin the ACS WASC accreditation process.

Schools
ACS WASC accreditation is an ongoing cycle of quality.

Visiting Committees
ACS WASC accreditation relies on a peer-review process.
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

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Accreditation: A Value-Added Evaluation

Schools add value by...

Increasing what students know
Increasing what students can do
Improving how students feel about themselves
about others
about learning
How well are our students achieving?

Are we doing everything possible to support high achievement for all students?
Accreditation Cycle of Quality

Follow-up

Implement

Visit

Self-Study

Assess

Focus on Learning

Reassess
Quality School Framework

- Curriculum
- Instruction
- Assessment
- Family & Community
- Equity
- Professional Learning
- Resource Alignment
- Culture & Climate
- Teachers
- Leaders
- Students Learning & Thriving
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Outcomes of Self-Study

Mission
Program-assessment
Involvement
Collaboration
Data
Schoolwide-learner-goals
Plan
Improving Student Learning

- Catholic Identity
- School Purpose
- Organization for Student Learning
- Data Analysis and Action to Support High Achievement of all students
- SLEs and Standards-based Curriculum
- Instructional Methodology
- Support for Student Spiritual, Personal, and Academic Growth
- Resource Management and Development
Self-Study Report

• Chapter I: Introduction
• Chapter II: Context of the School
• Chapter III: Quality of the School Program
• Chapter IV: Action Plan
One Plan
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas
- Action Plan
Visiting Committee Report

- Chapter I: Introduction
- Chapter II: Context of the School
- Chapter III: Quality of the School Program
- Chapter IV: Action Plan
Read the **entire** report
Mark it up-**Annotate**
Look for alignment

**Complete** previsit worksheet
Comments-Questions

**Complete** your assignments

*Reference Card I, Stage I C-E or VC Member Checklists #6-7*
Big Questions

Do the findings respond to what is being asked in the criteria?

Does the evidence support the findings? Strengths? Prioritized growth areas?

What insight has the school gained about student learning, the critical learner needs, and the schoolwide learner outcomes?
Develop your prewriting notes:

Narrative
Supporting Evidence
Ideas for clarification
Assessing impact
Strengths
Growth Areas
Questions
Layers of a Criteria Response

1. General
2. Individual Groups of Students
3. Different Programs and/or Departments
4. Critical Learner Needs
To the chair on time!
Schedule

Sunday-Wednesday (usually)
VC Sunday Meeting

What have we learned from our previsit preparation about this school’s self-study and student learning?

What strengths and growth areas emerging from the review of the self-study.

What types of evidence need to be our focus?
VC Sunday Meeting

How can we focus our review and analysis of evidence through

- Examining student work and other information
- Observing students and other aspects of the program
- Interviewing students and other

What are the primary areas of interest to discuss with school personnel at our initial meeting?
Meetings

VC and Leadership Team

VC and Schoolwide Groups

VC and Other Groups
Observations

Who
When
Where
How

Know what you need to find out!
Interviews

Your assigned areas of study
Key issues
Plan
Documents

Student work
Handbooks
Curriculum documents
Recruiting brochures
Powerful Questions

Action plan
All students
Critical learner needs
Criteria
Learner outcomes
Academic standards
Evidence analyzed
Powerful Questions

Understanding and use of data
Modifying learning and teaching
Feedback to students
Coaching colleagues in new strategies
Intended impact on student learning
Follow-up process
Powerful Strategies

Open ended
Presume they are doing it
Follow-up questions
Wait time
Sample Discussion Starters

Help us understand...
Would you clarify...?
We recognize that...
We understand from the self-study that....
What led to this conclusion?
Is this characteristic of .....?
What factors contributed to these results?
What elements of the student/community profile are related to....?
Sample Questions

What have you learned?

What insights have you had since you prepared the summary?

How might this impact your identified critical learner needs?

Talk about evidence that led to the conclusions made.

What have you learned about student learning and success?

What can you as a school do to improve learning for each and every student?
Data

Demographic

Outcome

Process/Perception
How can we increase our understanding of the school’s self-study findings and student learning through the initial dialogue with school leaders?
Meeting Preparation

Room arrangement
Timekeeper
Ensure clear agenda

VC Team Consensus on important questions
One Plan

Adequacy
Action steps
Understandable
Feasible
Commitment
Support
Barriers
Follow-up process
One Plan

Through implementing the action plan, what will be different for students as global citizens?

One year from now?
Two years from now?
Three years from now?
Visiting Committee Synthesis Meetings

What should the VC include at these daily meetings based on the key concepts of the criteria, the Self-Study, and findings during the visit?

How do you ensure the report reflects accurate school findings and a “Whole Visiting Committee” view?

Rewriting and Revising
Alignment, Alignment, Alignment

Important learning needs of the students
Correlation of major areas for follow-up to key issues
Rationale for accreditation status recommendation
Doc & Just-ratings, comments, & VC report findings
Accreditation Status Factors: VC Recommendation and Commission Action

- Highly effective
- Effective
- Somewhat effective
- Ineffective
WCEA/ACS WASC Accreditation Status

Status based on a school demonstrating the following factors:

1. Involvement and collaboration of shareholders in completing the self-study
2. Use of prior accreditation findings to support high achievement of all students
3. Assessment of the school’s Catholic identity
4. Defining the school’s purpose
5. Organization for Student Learning to support high achievement of all students
Status based on a school demonstrating the following factors:

6. Data analysis and action to support high achievement of all students

7. High achievement by all students toward clearly defined SLEs and curriculum standards

8. Instructional methodology to support high achievement of all students

9. Support for student spiritual, personal, and academic growth
WCEA/ACS WASC Accreditation Status

Status based on a school demonstrating the following factors:

10. Resource Management and Development to support high achievement of all students

11. Design and alignment of the Action Plan with the self-study findings

12. Capacity to implement and monitor the Action Plan
Accreditation Status Options

• Six-Year Accreditation Status with a required Annual Report of Progress to the WCEA Elementary Commissioner

• Provisional Six-Year Accreditation Status with a required Annual Report of Progress to the WCEA Elementary Commissioner, a mid-cycle report, and a required one-day visit

• Conditional Six-Year Accreditation Status with a required comprehensive progress report to the WCEA Elementary Commissioner at the end of the first year addressing the concerns of the Visiting Committee and a visit by the WCEA Elementary Commissioner or a Visiting Committee.
Visiting Committee Report

Public

Documentation & Justification

Confidential
Wednesday

VC and Leadership Team meeting
Whole school presentation
Not your school
you’re going home

Big Issues

Team
confidential

we NOT me

transparency
learn
## On the visit

### Do

- Be a team player
- Validate, extend, not evaluate
- Support, not judge
- Celebrate successes
- Prepare and plan
- Listen
- Focus on important issues
- Work for consensus
- Work toward the action plan
- Confidentiality

### Don’t

- Try to solve their problems; diagnostic not prescriptive
- Argue over words; do ensure ideas are captured and clear
- Focus on small things
- Talk about your school
- Over eat or over sleep
We Are Student Centered