HIDOE/ACS WASC
Mid-cycle Visits
Visiting Committee Chairs and Members
2019-2020
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

- Understanding the process since last full self-study and visit
- Understanding the role and responsibilities of mid-cycle visiting committee chairs and members
- Review of Commission action based on mid-cycle progress and visit
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
Reflection

• How does this explanation of accreditation relate to a school’s ongoing process for improvement since the last accreditation visit?
Accreditation Process

How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?
Accreditation: An Ongoing Journey
ACS WASC Accreditation
(HIDOE/ACS WASC FOL 2018 or 2019, p. 2)
The HIDOE/ACS WASC accreditation process empowers schools to:

• Ensure a culture of involvement and collaboration of leadership, staff, students, teachers, parents, and other stakeholders.

• Ensure there is a culture that nurtures and supports the well-being of all students.
The HIDOE/ACS WASC accreditation process empowers schools to:

• Demonstrate through its program there is evidence that its vision, mission and General Learner Outcomes are accomplished by students.
General Learner Outcomes

Characteristics:

• Include current learner needs and global competencies/21st century skills
• For all students
• Interdisciplinary (within all subjects)
• Assessable
General Learner Outcomes

HIDOE students will be...

- Self-Directed Learners
- Community Contributors
- Complex Thinkers
- Quality Producers
- Effective Communicators
- Effective and Ethical Users of Technology
The HIDOE/ACS WASC accreditation process empowers schools to:

- Evaluate students’ achievement of the General Learner Outcomes and the academic standards.
The HIDOE/ACS WASC accreditation process empowers schools to:

• Use multiple ways to analyze data to demonstrate student achievement, including student and staff perceptions/interviews, examining student work, and observing students engaged in learning.
The HIDOE/ACS WASC accreditation process empowers schools to:

- Evaluate its program effectiveness in relation to its impact on student learning based on GLOs, student learner needs, and academic standards; and 2) meeting an acceptable level of quality in accordance with the HIDOE/ACS WASC criteria.
HIDOE/ACS WASC Criteria Categories

- ORGANIZATION for STUDENT LEARNING
- SCHOOL CULTURE AND SUPPORT for STUDENT PERSONAL and ACADEMIC GROWTH
- WHAT STUDENTS LEARN
- HOW STUDENTS LEARN
- HOW ASSESSMENT IS USED
- FOCUS ON STUDENT LEARNING
Summary: Self-Study Process

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

Vision, Mission, General Learner Outcomes; ACS WASC/HIDOE criteria and indicators; Curricular standards

**So What?**

What currently exists?
How effective is it?

**Now What?**

What and how will we modify?
What should be in the Academic Plan?
ACS WASC Guiding Principles

The HIDOE/ACS WASC accreditation process empowers schools to:

- Align its prior and current prioritized findings to the Academic Plan and the HIDOE Strategic Plan 2017-2020 focusing on areas of greatest student and therefore teacher/school needs.
The HIDOE/ACS WASC accreditation process empowers schools to:

- Implement and monitor the ongoing improvement results and the impact on student learning.
How do school staff members ensure the plan will strengthen student achievement?

Visualize what will be different for students.....

One year from now?
Two years from now?
Three years from now?
Reflections

• Which of these guiding principles connect with what is happening at our school?

• How might we extend our thinking about practices at our school based on these guiding principles?

• What challenges might we consider as we ensure that there is an ongoing school improvement process at our school?
Mid-cycle/Revisit Purpose

• Progress report and visit focus on demonstrating that school staff has
  • Made progress in addressing the critical areas for follow-up, especially though implementing the Academic Plan
  • Improved student achievement relative to the General 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
It all starts with planning!
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
Report Format: Section I

Student/Community Profile

Updated Profile from Self-Study, including student demographic and achievement data for a 3-year period (see Task 2 of the Focus on Learning 2018 or 2019 manual)

Include Summary of Data with implications, 2-3 identified student learner needs
What data should we include in our profile?
Where do we obtain the data?

HIDOE/ACS WASC FOL 2018, pp. 39-41
or HIDOE ACS WASC 2019, pp. 39-41
Data within Profile (HIDOE/ACS WASC FOL FOL 2018, pp. 39-41 or FOL 2019, pp. 39-41)

- Introduction (Na Hopena A’o)
- Demographic
- Performance
- General Learner Outcomes
- Perception Data
- Professional Development
- Resources and Management
Sample Achievement Data

Determine 2-3 findings. Any questions raised?
A Practice: Determine Findings

<table>
<thead>
<tr>
<th>School Year</th>
<th>Average Daily Attendance %</th>
<th>State Standard</th>
<th>Average Daily Absences in Days</th>
<th>State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>94.1</td>
<td>95</td>
<td>12.4</td>
<td>9</td>
</tr>
<tr>
<td>2008-09</td>
<td>94.1</td>
<td>95</td>
<td>10.5</td>
<td>9</td>
</tr>
<tr>
<td>2009-10</td>
<td>94.8</td>
<td>95</td>
<td>8.4</td>
<td>9</td>
</tr>
</tbody>
</table>
General Learner Outcomes (GLOs)

Global
Interdisciplinary
All students
Assessable
General Learner Outcomes

HIDOE students will be...

➢ Self-Directed Learners
➢ Community Contributors
➢ Complex Thinkers
➢ Quality Producers
➢ Effective Communicators
➢ Effective and Ethical Users of Technology
Sample GLO Finding

During the mid-cycle process we looked closely at student data on GLOs, student perceptions, and teacher expectations... After examination of our data, we noticed that GLO #3 on Complex 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?
Sample Implications

• The ELL, SPED, Title I and Asian/Pacific Islander 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 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: Sections II & III

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

- Significant changes and development — *major* impact
- Impact of these changes/developments on school programs

**Section III: Ongoing School Improvement**

- Description of process for developing, implementing, and monitoring the Academic Plan and preparing progress report
- Involvement of stakeholders
Progress on Implementation of the Academic Plan

- Explanation how identified student learner needs have been addressed in the Academic Plan
- Analytical summary of progress on identified school needs/identified student learner needs in the Academic Plan referencing critical areas for follow-up
- Cite relevant supporting evidence.
- Explanation how cited relevant supporting evidence led to your conclusions on progress and impact on student learning
- If critical areas for follow-up not in Academic Plan, indicate actions taken and supporting evidence, including impact on student achievement
Sample: How to Address Summary of Progress based on Academic Plans since Full Visit in SY 16-17

Goal 1: Student Success
• SY 17-18
• SY 18-19
• SY 19-20

Goal 2: Staff Success
• SY 17-18
• SY 18-19
• SY 19-20

Goal 3: Success Systems of Support
• SY 17-18
• SY 18-19
• SY 19-20
Academic Plan Refinements

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

Appendix: link to school’s most recent Academic Plan
How will we organize ourselves and our work?
How can the Leadership Team, Schoolwide Focus, Stakeholder, and other groups ensure that the progress report findings are supported by analyzed evidence?
## Progress on Implementation of the Academic Plan: Section IV

<table>
<thead>
<tr>
<th>Progress: Action Plan outcomes and enabling activities noting relationship to Critical Areas for Follow-up*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on Student Learning (*use asterisk to note which critical areas)</td>
</tr>
<tr>
<td>Supporting Evidence with explanation</td>
</tr>
</tbody>
</table>
School’s Progress Report: Section IV

<table>
<thead>
<tr>
<th>Integrated Critical Areas for Follow-Up</th>
<th>Action Plan Progress</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4</td>
<td>Researched available and initiated professional development for all teachers around reading strategies</td>
<td>Meeting records, professional development schedule, classroom walkthroughs</td>
</tr>
<tr>
<td>2</td>
<td>Continued work to stress academic vocabulary; clarity schoolwide of key vocabulary</td>
<td>Classroom walkthroughs and PLC meeting notes</td>
</tr>
</tbody>
</table>

**Progress: Each Action Plan section noting integrated critical areas for follow-up** *(mark with asterisk)*

*Researched available and initiated professional development for all teachers around reading strategies*

Meeting records, professional development schedule, classroom walkthroughs

**Supporting Evidence**

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
“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
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
What are the students doing?

___ listening  _____ calculating
___ watching  _____ taking notes
___ writing  _____ completing worksheet
___ reading  _____ using technology

Which major student learner needs were observed?

___ reading  _____ critical thinking
___ writing  _____ computing

What General Learner Outcomes were observed?

___ Self-Directed  _____ Complex Thinker
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....
Student Learner Needs?
General Learner Outcomes?
Academic Standards?
Activity: A Practice-Analysis of Evidence of Progress

• Working within an assigned group, identify one or more major student learner needs that are the current focus at your school. (Chart)

• Select one enabling activity from your Academic Plan that is linked to one or more identified critical areas for follow-up from the prior visit. (Chart)

• Determine what evidence needs to be analyzed to determine current progress and how the analysis of the evidence would be conducted. (Chart)

• Note to what degree this analysis provides insight regarding the impact on student learning, especially related to the major student learner needs. (Share)

• Debrief with total group.
Summary Conclusions

Documents
Criteria
Student Work

Student Learner Needs
Professional Knowledge
Students Working
Interviews and Surveys

Profile Data

General Learner Outcomes

Progress Report
Self-Check Questions

Do the findings of progress address the Academic Plan to which the identified critical areas for follow-up have been integrated?

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 Academic Plan reflect the progress to date and next steps?
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Size of Visiting Team (based on enrollment)

Mid-Cycle: 1 day or 2 1/2 days
Probationary/Revisits: 2 ½ days

6-1500 enrollment: 2 members
1500-2499 enrollment: 3 members
2500-plus enrollment: 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/HIDOE criteria

Study previous self-study/visiting committee reports and current three-year Academic Plan

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

Use critical areas for follow-up and the school’s Academic 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 General 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...
Schoolwide Action Plan Refinements

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

Appendix: current three-year Academic Plan
Visiting Committee Report Format

I. Introduction

- Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data. Include 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 Academic Plan and the preparation of the progress report.
II. Progress on Implementation of the Academic 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 are aligned and evident in the revised Academic 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 Academic Plan to strength continuous improvement initiatives. (Include relevant evidence to support the findings.)

• Explain why any critical areas for follow-up have not yet been completely addressed, if applicable. (See HIDOE/ACS WASC criteria)

• Note: If any critical areas for follow-up were not included in the Academic Plan, indicate what actions have been taken.
II. Schoolwide Areas of Strength and Critical Areas for Follow-up

• List the schoolwide areas of strength identified during the current progress visit.
• List the critical areas for follow-up that have not yet been completely addressed, if applicable.
• List any additional new growth areas identified during the current progress visit, if applicable.
• Include a copy of the address link for the school’s most recent Academic Plan.
ACS WASC Accreditation Status Timeline

**Self-Study**
- Six-Year Accreditation Granted
- [School Preparing Mid-cycle Report and/or Visit]

Year 1
- Mid-cycle Report and One-Day Visit
- Mid-cycle Report
- Mid-cycle Report and Two-Day Visit

Year 2
- Special Progress Report and/or Visit (if required)

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

Year 4
- [School Preparing Next Self-Study]

Year 5
- Next Self-Study

Year 6
- Next Self-Study

Legend:
- Accredited: 
- Probationary Accreditation: 
- Accreditation Withheld: 

*Accreditation Withheld*
- Reapply
- Appeal Process and Visit
- Reinstatement Process and Visit

*Denied*
- Accreditation Cycle Continues (next visit to be determined)
- Accreditation Visit (if required)

Next Self-Study in three years

*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: Mid-Cycle/Revisit (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

VC explains rationale for recommendation on one-page justification statement that is signed by all members.
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
Fourth Year Progress Visit

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

Accreditation status withheld
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
Road to the Action Plan

- General Learner Outcomes
- Data
- Student Learner Needs
- Evidence of Progress Strengths
- Evidence of Progress Growth Areas

Updated Action Plan
We Are Student Centered