ACS WASC/WCEA
Appointed Visiting Committee Members

2020 Visits
Sending a very big THANK YOU!
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.
WHAT DOES ACCREDITATION MEAN?
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
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

- Reassess
- Assess
- Self-Study
- Visit
- Plan
- Follow-up
- Focus on Learning
- Implement
Quality School Framework

CURRICULUM

ASSESSMENT

INSTRUCTION

FAMILY & COMMUNITY

EQUITY

STUDENTS LEARNING & THRIVING

PROFESSIONAL LEARNING

RESOURCE ALIGNMENT

CULTURE & CLIMATE

LEADERS

TEACHERS

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Where is the school now?
Where’s it going?
Does it have a good roadmap?
Outcomes of Self-Study
Ensuring Educational Excellence
Principles and Number of Standards

A. Authenticity of School’s Catholic Identity (8 standards)
B. Organizational Efficacy of the School (5 standards)
C. Excellence of the Teaching and Learning (4 standards)
D. Vitality of the Student Support Programs (4 standards)
E. Responsible Management, i.e., Stewardship of Material Resources (7 standards)
F. Commitment to Improvement (3 standards)
G. Integrity of the Self-Study Process (3 standards)
Self-Study Report

• Chapter I: Introduction to the School (Nature, Governance, Admin Structure, Demographics, Brief History, Significant Developments)

• Chapter II: School Purpose (Mission, Philosophy, Integral Student Outcomes)

• Chapter III: Findings, Strengths, Areas for Growth (Principles A-E)

• Chapter IV: Educational Improvement Plan (EIP) (Implementation of Prior Plan, Current Plan)
ACS WASC Criteria

Organization

Curriculum, Instruction, Assessment

Support

Resources
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 to the School
(imported from school’s self-study)

A. Introduction

B. Student Demographics

C. School Personnel Demographics

D. Brief History of the School

E. Most Significant Developments in School Life since the Last Self-Study
Chapter II: School’s Purpose

A. Mission
B. Philosophy
C. Integral Student Outcomes

For each of the these, briefly tell:

(1) Whether they are responsibly created and reviewed
(2) Whether they are sufficiently promulgated
Visiting Committee Report (cont.)

• Chapter III: Quality of the School’s Educational Program
  • Observance of the principle of...
    A. Authentic Catholic Identity
    B. Organizational Efficacy
    C. Teaching and Learning Excellence
    D. Student Support
    E. Material Stewardship
    F. Educational Improvement
    G. Integrity of the Self-Study Process
• **Chapter III: Quality of the School’s Educational Program — Observance of the principles A-G**

  • For each Principle complete the following:
    - Identify standards within this Principle involved in the school’s Educational Improvement Plan (EIP) either by school or what VC has added or NOT involved in the EIP.
  
  • **Degree of Observance of Principle by the School**
    - Commendably    - Sufficiently    - Insufficiently
  
  • **Rationale for VC’s Discernment regarding Principle** (2 pages) (See following slide)
Visiting Committee Report (cont.)

• Chapter III: Quality of the School’s Educational Program — Observance of the principles A-G
  • Rationale for VC’s Discernment regarding Principle (2 pages)

  Directions: Include a rationale for the discernment of the VC regarding the observance of this Principle. This rationale ought to be informed by the Committee’s prior discernments regarding the discrete standards that constitute this Principle. Do not exceed two pages.
Visiting Committee Report (cont.)

• APPENDIX: Principle F: Educational Improvement

• The 3 standards under Principle F need to be rated. Directions: Rate commendably, sufficiently or not sufficient and provide a rationale, including citations from the Data Library, if pertinent.
This includes evaluation under F3 standard, Development of an Educational Improvement Plan (EIP) of the school’s plan and additions noted by the VC.
Read the **entire** report
Mark it up-Annotate
Look for alignment

**Complete** previsit

Comments-Questions

**Complete** your assignments
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
Think
Write
Layers of a Criteria Response

General

Individual Groups of Students

Different Programs and/or Departments

Critical Learner Needs
To the chair on time!
Schedule

Sunday-Wednesday (usually)
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?
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?
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
Ensuring Educational Excellence Justification for Accreditation Status Recommendation

Observance of Principles....
A. Authentic Catholic Identity
B. Organizational Efficacy
C. Teaching and Learning Excellence
D. Student Support
E. Material Stewardship
F. Educational Improvement
G. Integrity of the Self-Study Process
Accreditation Status Factors:
VC Recommendation and Commission Action

Highly effective
Effective
Somewhat effective
Ineffective
Explanation of Ratings

• **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.
Explanation of E3 Ratings using Rubrics for Principles and Standards to WASC Ratings

Each Principle should be rated on a Likert scale from 1-7 with corresponding Insufficient, Sufficient, or Commendable ratings using the rubrics.

1     2\  3   4 5\  6  7

Insufficient  Sufficient  Commendable

Ineffective      Somewhat Effective (3)    Highly Effective
Effective (4 or 5)

(WASC ratings)
The ACS WASC appointed member to an ACS WASC/WCEA Secondary visiting committee is asked to complete a brief documentation and justification statement using the E3 rubrics after gathering input from the other visiting committee members and submit this to ACS WASC.

(Note: The template that is shown on the following slides is correlated to the E3 Principles.)
Please provide a brief summary and appropriate charts/graphs of pertinent student achievement data from the school’s data library and self-study report.
Complete the narrative rationale for each factor.

1. Involvement and Collaboration of Shareholders (WCEA Principle G-Integrity of Self-Study Process)

2. Acceptable progress by all students toward clearly defined schoolwide learner outcomes, academic standards, and other institutional and/or governing authority expectations (WCEA Data Library and Principle C, Standards C3-4)

3. Organization: School’s Purpose (WCEA Principal A, Standards A1-8)

5. Organization: School Leadership and Staff (WCEA Principle B, Standards B2-5)

6. Organization: School Environment (WCEA Principle D, Standard D1)

7. Curriculum, Instruction, and Assessment: What Students Learn (WCEA Principle C, Standard C1)


9. Curriculum, Instruction, and Assessment: How Assessment Is Used and Reporting Student Progress (WCEA Principle C, Standards C3-4)
WCEA/ACS WASC
Documentation and Justification Statement

10. **Support for Student Personal and Academic Growth: Student Connectedness and Parent/Community Involvement (WCEA Principles A and D, Standards, A5, D2-4, Chapter I, Data Library)**


12. **Ongoing school improvement and the alignment of a long-range schoolwide action plan to the school’s areas of greatest need (Principles F, G, Standard G3)**

13. **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement (Principle F, Standard F1)**

14. **The capacity to implement and monitor the schoolwide action plan (Principles F, G, Standard G3)**
• Provide a brief narrative, which summarizes the Visiting Committee’s rationale for the recommended status

  • Status options seriously considered

  • List the reasons for the status recommended and provide compelling evidence that supports the Visiting Committee recommendation
• Six Year Accreditation with Annual Reports
• Six Year Accreditation with Annual Reports to WCEA Secondary Commissioner and a Three Year Mid-Cycle Report and Visit
• A One Year Probationary Accreditation with a Report and a One Day Two-Member Visit
• Denial of Accreditation
Visiting Committee Report

Public

Documentation & Justification

Confidential
ACS WASC Appointed Member

• After completion of the brief Documentation and Justification Statement, please submit electronically to ACS WASC via the Document Upload on the ACS WASC website:
  
  www.acswasc.org/document-upload/
Final Day: Wednesday

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

we NOT me

Big Issues

Team

confidential

transparency

learn
<table>
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<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
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<tbody>
<tr>
<td>Be a team player</td>
<td>Try to solve their problems;</td>
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<tr>
<td></td>
<td>diagnostic not prescriptive</td>
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<tr>
<td>Validate, extend, not evaluate</td>
<td>Argue over words; do ensure ideas are captured</td>
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<tr>
<td>Support, not judge</td>
<td>and clear</td>
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<td>Celebrate successes</td>
<td>Focus on small things</td>
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<td>Prepare and plan</td>
<td>Talk about your school</td>
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<td>Listen</td>
<td>Over eat or over sleep</td>
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<td>Focus on important issues</td>
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<td>Work for consensus</td>
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<td>Work toward the action plan</td>
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