ACS WASC
Chair Training
For
2019-2020
Focus on Learning:
A Transforming, Powerful, Coherent Process
Sending a very big THANK YOU!
Visiting Committee Chair
Keeper of the Vision, Coach, Organizer
ACS WASC Update
Are you prepared to answer basic questions about the Accrediting Commission for Schools, Western Association of Schools and Colleges?
Serving approx. 5,200 schools worldwide

33 Commissioners

20 Partner Associations
Agenda

Why WASC Accreditation?

- Work with School
- Work with Members

Alignment:
--Analytical Writing in VC Report
--Strengths, Critical Areas for Follow-up
--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 DOES ACCREDITATION MEAN?

ACS WASC Focus on Learning
What does ACCREDITATION mean?

- Inspection
- Report
- For WASC/externally driven
- Teacher-Focused
- Individual/Small Group work only

- Self-Renewal and Reflection
- Standards-based Self-Evaluation of Program Effectiveness
- Effective Habits and Practices
- Student-Focused-Impact on Students
- Schoolwide Collaborative Work
How well are all students learning and achieving?
Accreditation
An ongoing journey focusing on students and continuous school improvement
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

Critical or Major Student Learner Needs

Action Plan
Goal of the Self-Study: An updated schoolwide action plan focused on continuous school improvement
Schoolwide Action Plan

Through implementing the plan, what will be the impact on student learning?

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

FOLLOW UP

SELF-STUDY

VISIT
Checklists

Condensed Chair Expectations

Updated 2019-2020

Checklist

(in manual)

Previsit, Visit, Post-visit
Mid-Cycle Previsit Committee Responsibilities

**Chair:** Work with school staff and members

**VC Chair and Members:**
Follow guidelines for VC after carefully study school’s progress report; complete prewriting
Visiting Committee Mid-Cycle Chair Process

Review ACS WASC criteria

Study previous self-study/visiting committee reports and action plans

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

Use critical areas for follow-up and the school’s action plan as areas of focus for visit

Works with principal/self-study coordinator to set visit schedule

Communicates all information to VC members
Why do we need to learn about those areas listed in the VC chair previsit checklist?
I used to think ......, but now I understand ....

An important point to keep in mind is ....
VC Chapter Preface: 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
Suggested FOL Committees

Focus Groups Criteria

Home Groups
Data, Observations, Interviews, Student Work, & Criteria

Profile Team

Leadership Team Plans & Guides
Timeline Considerations

Scheduling work
Staggering work
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable
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
Schoolwide Learner Outcomes: What do We Believe? What do We Intend?

• Global Competencies
  • Apply knowledge and skills; research current global issues; integrated disciplines
  • Interdependence (i.e., economic, political, social, environmental)
  • Multiple perspectives
  • Valuing diversity
  • Communication: multi-lingual literate, technology
  • Responsible service and action: local and global
  • Able to function in interdependent world
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 sections showing integration of schoolwide critical areas for follow-up 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
VC-Chapter II: Brief Analytical Summary plus key excerpts of Student/Achievement Data, including identified critical 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

Critical or Major Student Learner Needs

GAPS for Some
Critical Student Learner Needs

- Students’ expository writing
- Critical thinking & problem solving
- English communication skills
- Students’ motivation
- Transference and application of skills to new contexts
What do our students need?
Informed 'Hunch'

Critical Learner

Needs

What do you know? How do you know that?

Claim + Evidence + Reasoning =

Why does your evidence support your claim?

Critical Learner Needs
Collaborative Culture

SCHOOL LEADERSHIP

BOARD & GOVERNANCE

TEACHERS & SUPPORT STAFF
What if the school thinks that creating a more intentional Professional Development Plan is a major or critical student learner need?

What if the school thinks that parent/community involvement is a major or critical student learner need?

What if the school thinks that creating a stronger data assessment system is a major or critical student learner need?
What has the school learned from all the data?
HOW HAS THE SCHOOL EVALUATED WHO THEY ARE? WHAT HAS IMPACTED STUDENT LEARNING?
Chapter III:
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
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.
Program Effectiveness

Are all students learning enough?
How do we know?
What is working effectively?
ACS WASC International Criteria Categories
To what extent...(Analytical VC Summary)

A. Organization for Student Learning
B. Curriculum, Instruction and Assessment
C. Support for Student Personal and Academic Growth
D. School Culture and Environment
Identified Major/Critical Student Learner Needs

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

Summarize identified Major or Critical Student Learner Needs based on Profile and Focus Group Findings
B2. How Students Learn Criterion

Indicator: Student Perceptions

Student perceptions and feedback are 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.)
B2. Indicator: Student Perceptions cont.

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.
B2. 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.
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?
VC Report: Critical Areas for Follow-up CLARITY

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>
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<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

- 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
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
Mid-Cycle or Probationary Visiting Committee Report Format

I. Introduction
   • General comments about school and its setting; analysis of student achievement data
   • Significant changes/developments that have affected school since last visit
   • Comments on school’s process for follow-up

II. School’s Progress on Schoolwide Action Plan/Critical Areas for Follow-up
   • Accomplishment of each schoolwide action plan section showing how critical areas for follow-up have been incorporated
   • Impact on student achievement
   • Progress on critical areas for follow-up not included in the plan

III. Recommendations/Commendations
   • Recommendations, if any
   • Commendations related to progress, if any
Agenda

Alignment:
--Analytical Writing VC Report
--Strengths, Growth Areas for Continuous Improvement
--Doc/Just/Ballot
Alignment
Status Rationale based on Findings of VC Report – Concrete, Specific Comments for each Accreditation Factor
How do you ensure the VC report reflects accurately school findings and the unified Visiting Committee perspective?
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
Accreditation Status for International Schools

- Six-Year Accreditation Status
  Progress Report and two-day visit at mid-cycle and annual progress reports (special conditions can be added, e.g., special visit or report)
- One- or Two-Year Probationary Status with an in-depth progress report and a two-day visit
- Accreditation Status Withheld
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
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
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.
Sample from Doc/Just — Need Elaboration to align with VC Report and help Commissioners

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)
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.

Enter text here
Preparing for the Visit

Planning

Accommodations

Students

Staff

Technology

Schedule

Evidence
Schedule

Sunday-Thursday (full visit)
Sunday-Tuesday (mid-cycle or revisit)
Schedule/Activities

Daily feedback meetings between Visiting Committee members and school leadership committee

Classroom/campus observations—all teachers

Informal interviews

Meetings with Focus Groups (1 ½ - 2 hours) and others

Daily meeting of VC Chair and head of school

VC report editing/reviewing
Mid-Cycle or Probationary Schedule

Mid-cycle or Probationary Visit – 2-½ days
Mid-Cycle ACS WASC Schedule

Include: (Time allocated for these and other areas will vary with the school and their 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 and other meetings
- Visiting team synthesize findings for report
- Exit meeting with site leadership
ACS WASC Focus on Learning

SUPPORTS A COLLABORATIVE, AND CAPACITY-BUILDING CULTURE WITH AN EMPHASIS ON COHERENCE
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
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
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
How will we focus our work with staff on the continuing efforts of the school over time to improve student learning?
Meetings: Committees

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

Schoolwide Focus Groups

Leadership Team
Quality Questions
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?
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?
Meeting Preparation

Room arrangement
Timekeeper
Ensure clear agenda

VC Team consensus on important questions
Visiting Committee Questions: Sample Areas

- 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
Sample Discussion Starters

• Help us understand...
• Could 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?
- 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?

See Reference Card 2
One Plan

Adequacy
Action steps
Understandable
Feasible
Commitment
Support
Barriers
Follow-up process
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
What accreditation status best supports the school’s improvement needs?
“The body of research about effective schools identifies collaboration among educators and professional learning as two characteristics that consistently appear in schools that substantially increase student learning.” (Hayes M., Hord S., Killion J. and Hirsh S.)
Focus on Learning empowers a school to...

- Change the school culture — modifying systems
- Connect stakeholders with coherent vision, mission and schoolwide learner outcomes
- Invest in staff — training, dialogue, coaching, support
- Involve staff in action focusing on learning and teaching
- Sustain change through showing results and commitment
- Build capacity for the work of learning

Fullan and Reeves
Coherence Making
ACS WASC Focus on Learning

Focusing Direction
- Purpose Driven
- Goals that Impact
- Change Leadership
- Clarity of Strategy

Cultivating Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Deepening Learning
- well-being of the whole student and other stakeholders
  - Communication
  - Critical Thinking
  - Collaboration
  - Creativity
  - Character
  - Citizenship

Securing Accountability
- Internal Accountability
- External Accountability

Fullan and Quinn, 2016