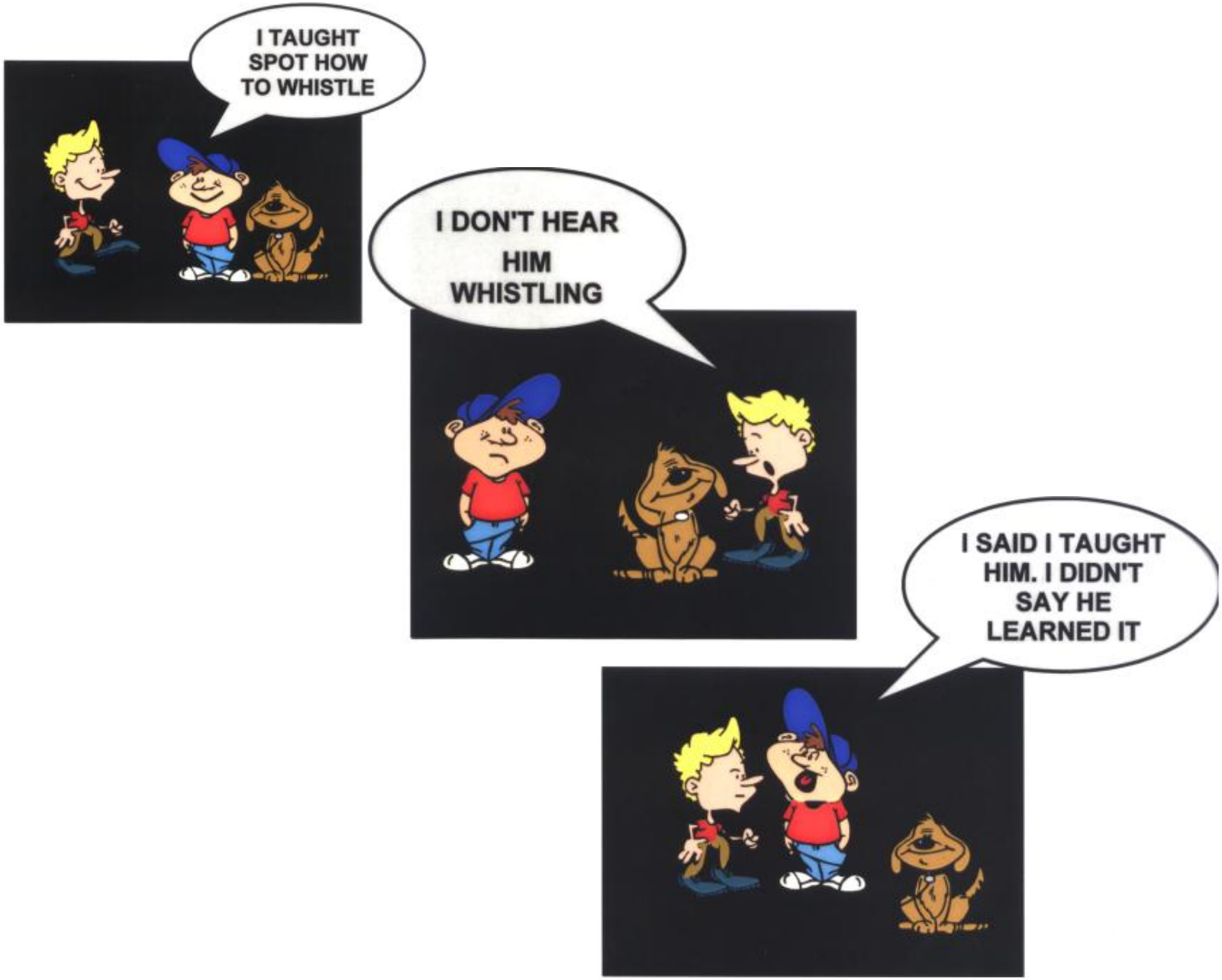
ACS WASC
Mid-cycle and Revisit Training

- School Process
- Visiting Committee Process


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

School's process since last full self-study or visit

Roles and responsibilities for a Revisit for Schools and Visiting Committees

Commission Action

Personal Preparation

Accreditation Process

WASC FOL Accreditation Cycle of Quality Built on

WASC Seven Accreditation Principles

WASC Seven Accreditation Principles

1. Accomplishment of school purpose (core beliefs, vision, mission) and schoolwide learner outcomes…

Schoolwide Learner Outcomes

Characteristics:

- Include current learning needs and global competencies/21st century skills
- For all students
- Interdisciplinary (within all subjects)
- Assessable

ASIJ educates students to become:

Critical thinkers and problem solvers who...

- Apply creativity and persistence, and develop awareness of their own thinking, in defining problems and developing strategies to solve them.
- Demonstrate flexibility in thinking.

General Learner Outcomes (GLOs)

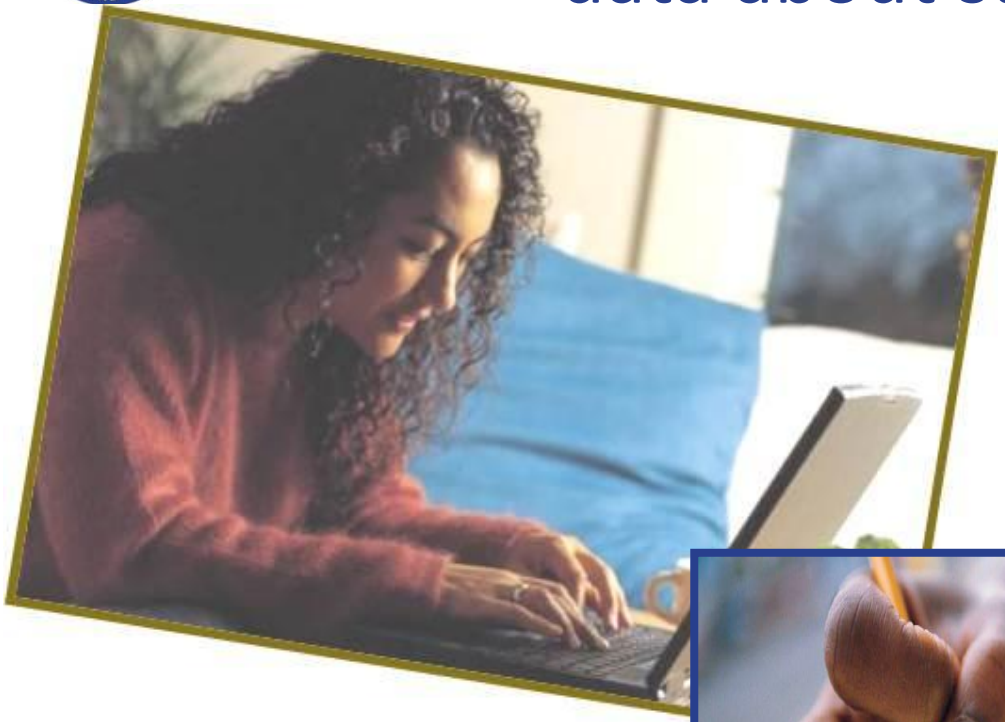
HIDOE students will be…

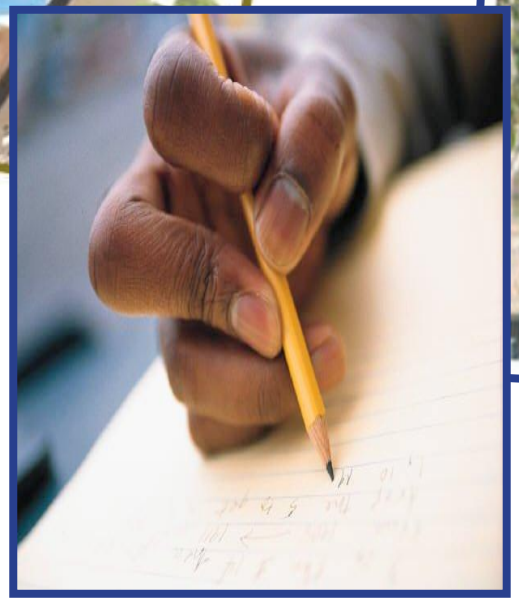
- **Self-Directed Learners**
- **Community Contributors**
- **Complex Thinkers**
- **Quality Producers**
- **Effective Communicators**
- **Effective Users of Technology**

HIDOE/WASC FOL, 2013, p. 4

2. **High achievement of all students based on schoolwide learner outcomes/curricular standards**

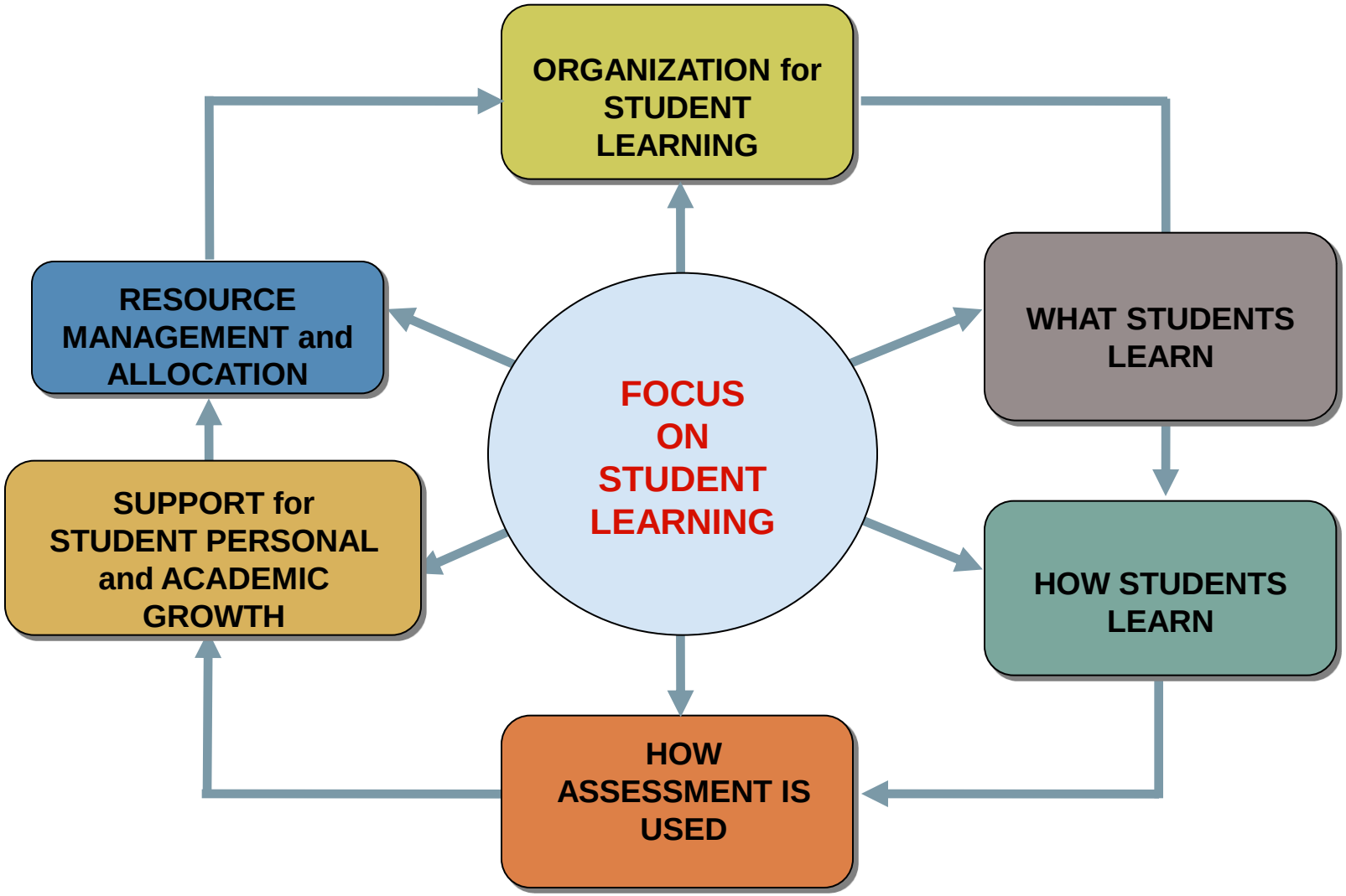
3. Use of multiple ways to analyze data about student achievement





4. Program evaluation in relation to schoolwide learner outcomes, standards and research-based WASC criteria and indicators

WASC Criteria Categories



Summary: Self-Study Process

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

Vision, Mission, Schoolwide Learner Outcomes; WASC 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 schoolwide action plan?

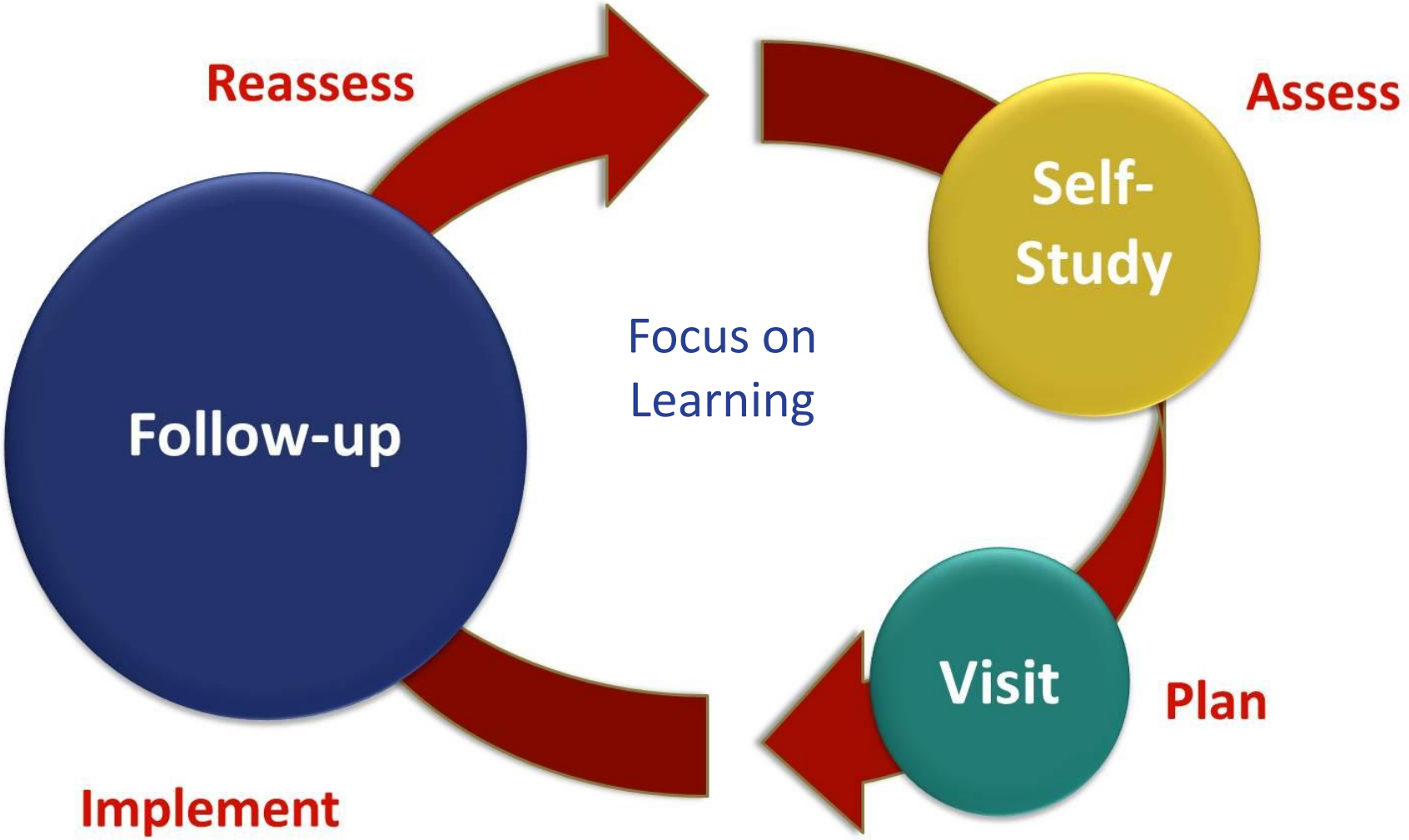
One Umbrella Plan

Academic and Financial Plans

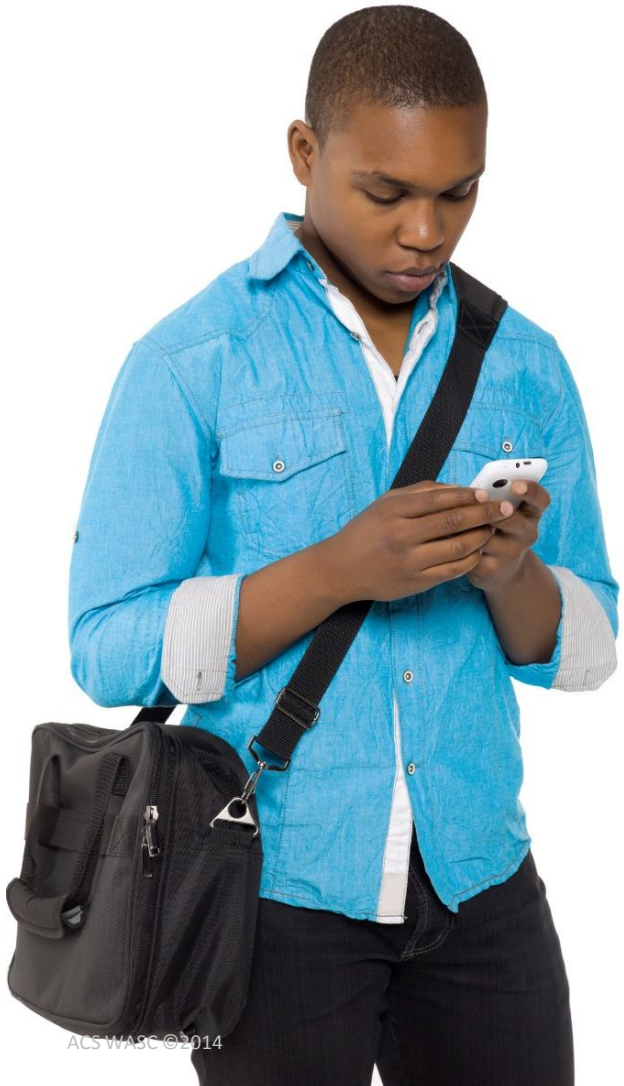
HIDOE 2011-2018 Strategic Plan

6. Evaluation of ongoing improvement and impact on student learning
7. Total involvement/ collaboration of all leaders, board members, teachers, staff, students, parents, and others

ACS WASC Accreditation Cycle of Quality



Schoolwide Action Plan



How do school staff members ensure the plan will strengthen student achievement?

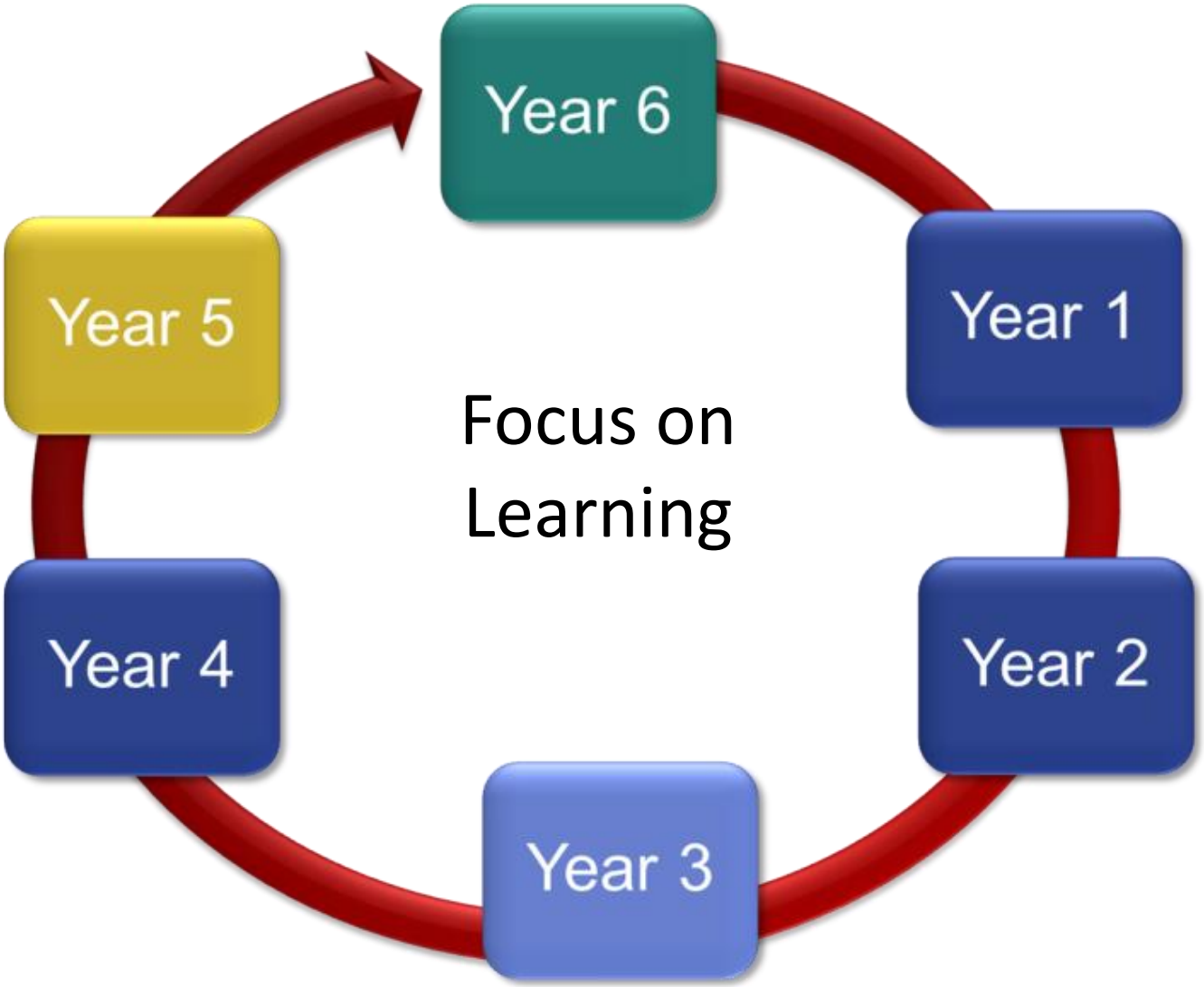
Visualize what will be different for students…..

One year from now?

Two years from now?

Three years from now?

ACS WASC 6-Year Accreditation Cycle



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 schoolwide action plan
  - Improved student achievement relative to the General Learner Outcomes and academic standards
- Visit results will determine future accreditation status of the school

Overview of School's Responsibilities

- Prepare school report using the guidelines
  - Written Progress Report
  - Sent to Visiting Committee 4-5 weeks prior to visit and WASC office (mail@acswasc.org)
  - Procedures can be found on the WASC website (www.acswasc.org)
- Communicate with the chair
- Establish schedule for the visit

Student/Community Profile

Updated Profile from Self-Study, including student demographic and achievement data for a 3-year period (see Task 1 of the Focus on Learning manual)

Include Summary of Data with implications and identified critical learner needs and important questions for staff discussion

School Progress

Mid-Cycle/Revisit Report Format: Section II & III

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

Section III: Ongoing School Improvement

Engagement of all stakeholders in review of student achievement data and implementing/monitoring of the schoolwide action plan

Preparing of annual progress reports

Mid-Cycle/Revisit Report Format: Section IV

Schoolwide Action Plan Progress

Accomplishment of each schoolwide action plan section referencing the critical area)s) of follow-up addressed through each section

Evidence supporting how each area has impacted student achievement

Progress and supporting evidence on critical areas of follow-up not included in the plan

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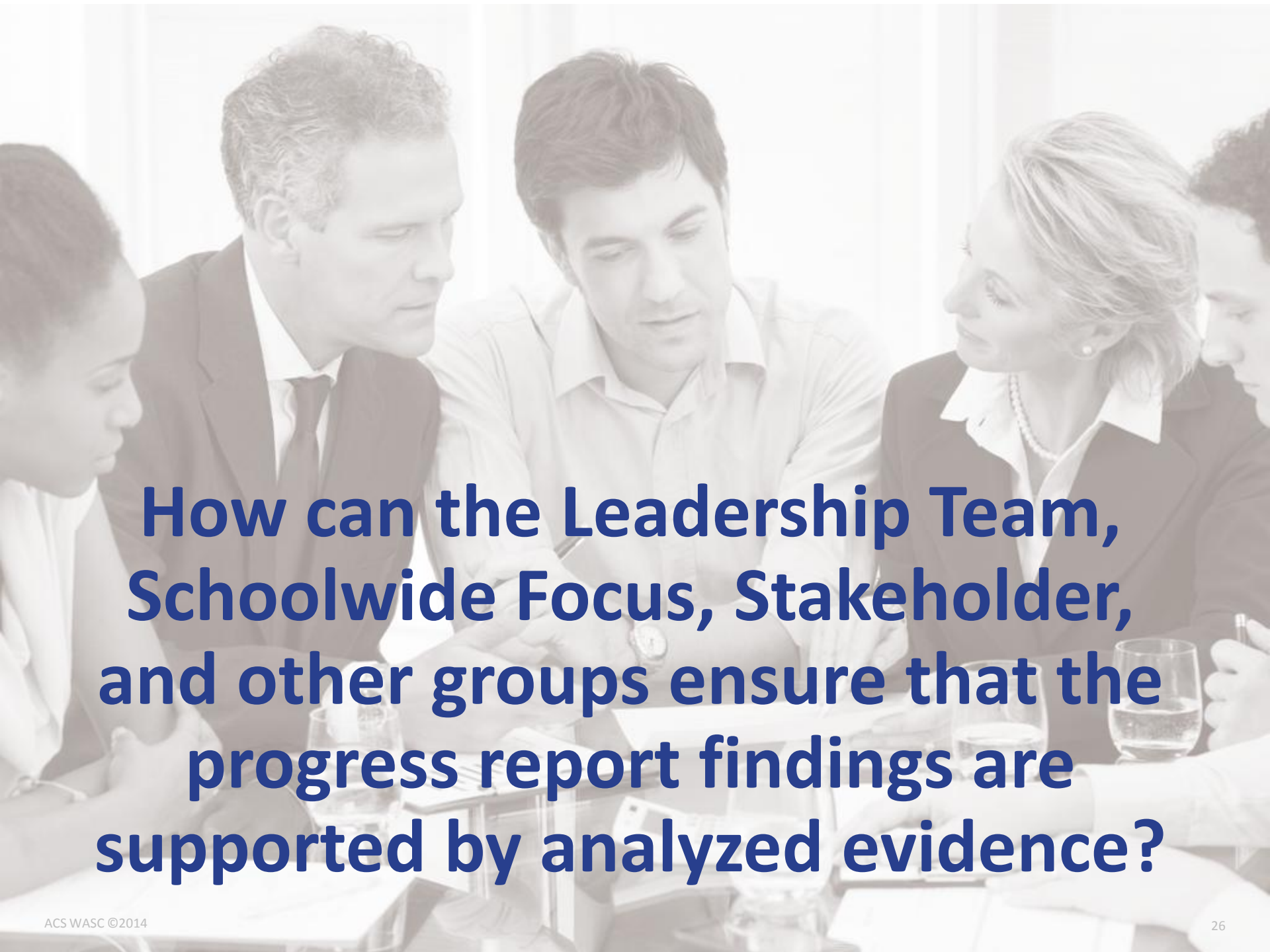
Schoolwide Action Plan Refinements

Indicate refinements made to schoolwide action plan since the last full visit to reflect progress and identified new issues

Appendix: modified schoolwide action plan since prior full visit



How can the Leadership Team, Schoolwide Focus, Stakeholder, and other groups ensure that the progress report findings are supported by analyzed evidence?

School's Progress Report: Section IV

Progress: Each Action Plan Section noting integrated Critical Areas for Follow-up* (*use asterisk to note which critical areas)	Supporting Evidence

Observable Evidence Requires Analyzing Results of

What students are doing/producing

Student interviews/observations

Hard data and information

Other observations and interviews

Samples of Evidence for Visiting Committee

Formative assessments and how teachers use them

Examples of differentiation of instruction

Staff development calendar

Student interview transcripts

Minutes from team meetings

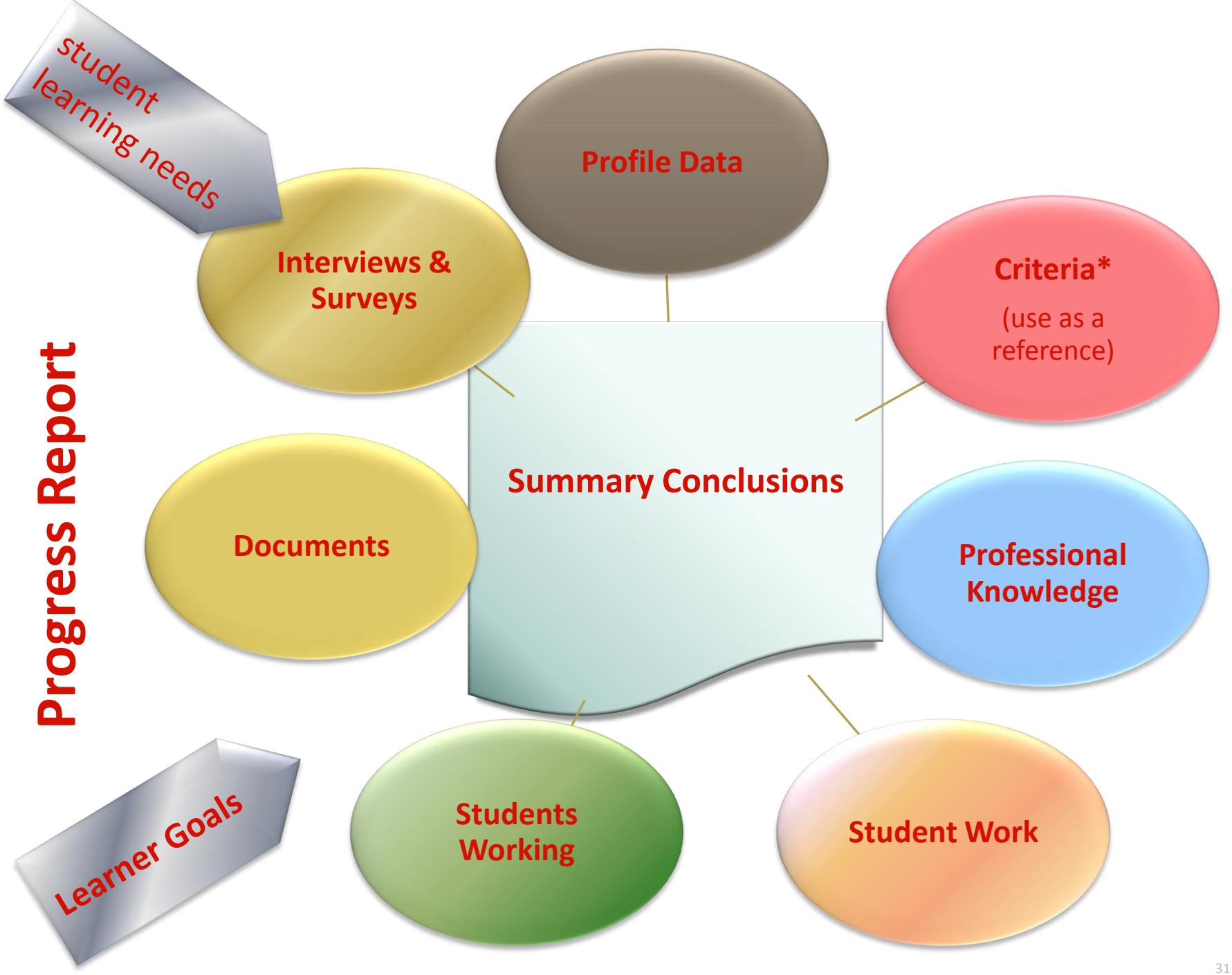
Overall campus impression – conducive to learning

Student portfolios and work samples – teacher or student reelection

Critical Question

How does the current school program impact student learning…

- **student learning needs**
- **Related General Learner Outcomes**
- **Academic standards?**


student learning needs
Profile Data
Interviews & Surveys
Criteria*
(use as a reference)
Progress Report
Summary Conclusions
Documents
Professional Knowledge
Learner Goals
Students Working
Student Work

Progress Report: Self-Check Questions

- ✓ Do the findings of progress address the identified critical areas for follow-up?
- ✓ Does the evidence support progress?
- ✓ Have staff members gained insight about the degree to which learning is being supported and provided analyzed student achievement data?
- ✓ Does the current schoolwide action plan reflect the progress to date and next steps?

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Schedule

Mid-Cycle – 1 or 2 ½ days

Three Year Revisits – 2 ½ days

Probationary Revisits – 2 ½ days

Details of Review or Revisit

- **Pre-Visiting Committee Responsibilities**
  - ✓ **Chair: Work with school and member(s) prior to visit**
  - ✓ **Follow guidelines for visiting committee report**
  - ✓ **Carefully study school report and do pre-writing**

Visiting Committee Process

The Visiting Committee chair ...

- Reviews the ACS WASC criteria
- Refers to the previous self-study/visiting committee reports and action plans
- Obtains as much evidence as possible ahead of time along with school report, including current student/community profile
- Uses the critical areas for follow-up and the school's action plan as areas of focus for visit

Visiting Committee Process (cont.)

The Visiting Committee chair ...

- **Works with principal/self-study coordinator to determine the schedule for the visit**
- **Communicates all information to the VC members**
- **Submits expenses to ACS WASC office for reimbursement (Overnight hotel stays are usually not associated with a one-day visit)**

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 visitations**
- **Meeting with students**
- **Further review of additional documentation**
- **Visiting team to complete report**
- **Exit meeting with site leadership**

Sample Areas for VC Discussion and Exploration*

- What changes have taken place? What are current and future challenges?
- As school addressed critical areas from full visit, what was the easiest to accomplish and why — lessons learned
- Addressing student achievement as the overall school focus — targeted actions
- Involvement of all stakeholders
- Regularly communicating and sharing — culture
- Professional development and impact on student learning.

*Areas will be dependent on school's critical areas for follow-up.

Sample Areas for VC Discussion and Exploration (cont.)

- Use of formative assessment to adjust instruction — give examples — how representative
- Link between assessments and what actually occurs daily in instruction
- Use of data, display of trends, patterns or anomalies — multiple sources
- Thorough understanding of a standards-based environment — meeting the General Learner Outcomes and addressing the Common Core Standards

Visiting Committees: Tips on Interviewing

Examples of tips:

- Use open-ended questions
- Use language appropriate to the interviewee
- Listen
- Avoid asking biased questions
- Watch nonverbal behavior
- *Other tips…*

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

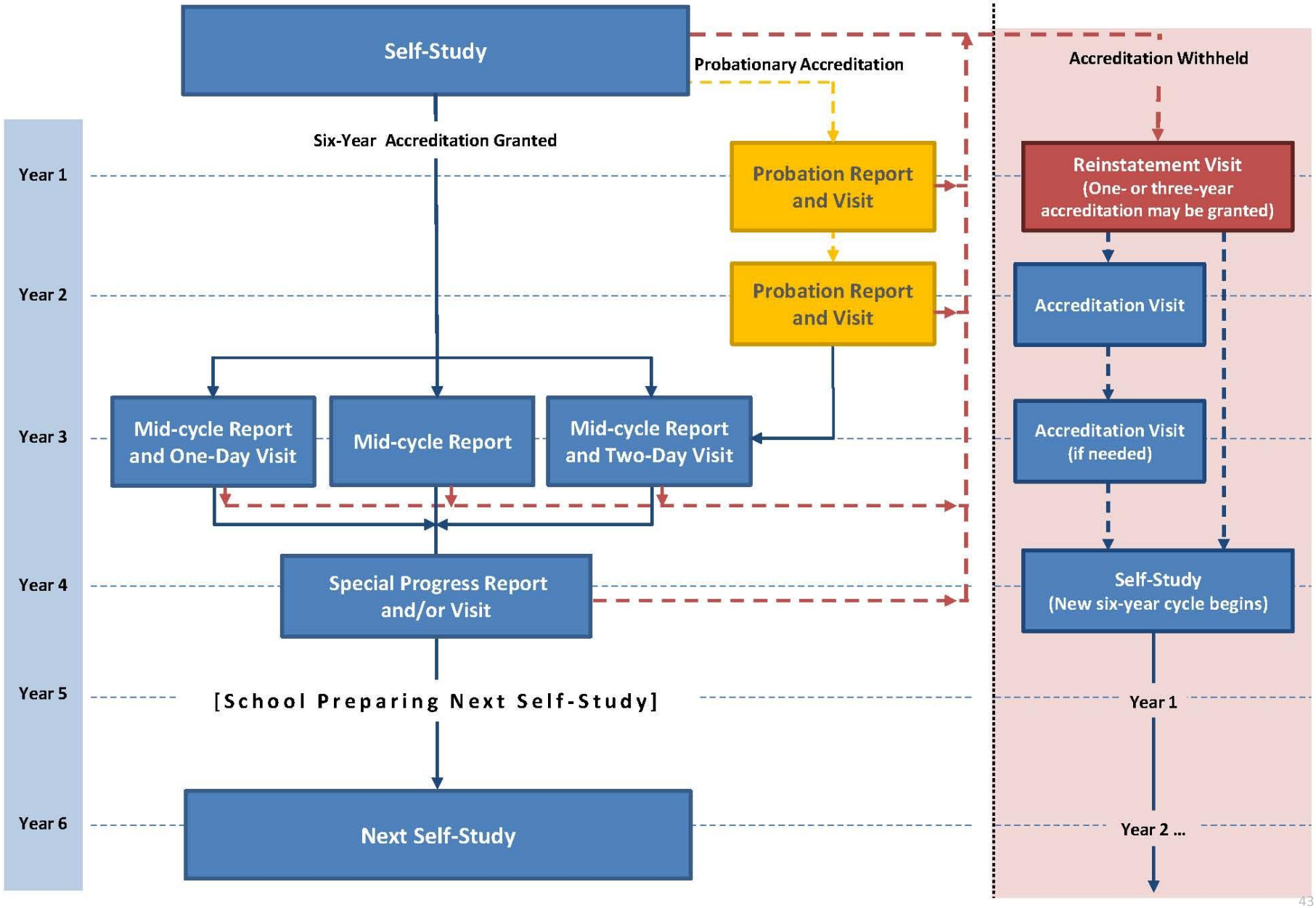
II. School's Progress on Critical Areas for Follow-up

- 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

Accreditation Status Options



Accreditation Status Options: Mid-cycle Visits

- Mid-cycle (Midterm):
  - Accreditation cycle granted for three years
  - Accreditation granted with a progress report in one year
  - Accreditation granted with a required progress report and visit in one year
  - Accreditation withheld

✓ The Visiting Committee explains the rationale for the recommendation on the one page justification statement that is signed by the members.

Accreditation Status Options: Probationary Visits

- One-Year Probationary Accreditation:
  - Accreditation status granted with a Mid-cycle progress report and visit in two years
  - One additional year of probationary accreditation granted with a Probationary progress report and two-day visit in one year
  - Accreditation withheld
- Two-Year Probationary Accreditation:
  - Accreditation status granted with a Mid-cycle progress report and visit in one year
  - Accreditation withheld

Accreditation Status Options: Progress Visits

- **Fourth Year Progress Visit:**
  - **Accreditation status granted with the next full Self-Study visit in <u>two years</u>**
  - **Accreditation withheld**

Post-Visit Information

- The Visiting Committee chair:
  - Sends a copy of the Visiting Committee Report to the school and ACS WASC electronically
  - Sends the accreditation status recommendation and a copy of the justification statement and Visiting Committee Report to ACS WASC electronically
  - Informs the school that ACS WASC will send an official letter regarding the accreditation status granted

W We

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