

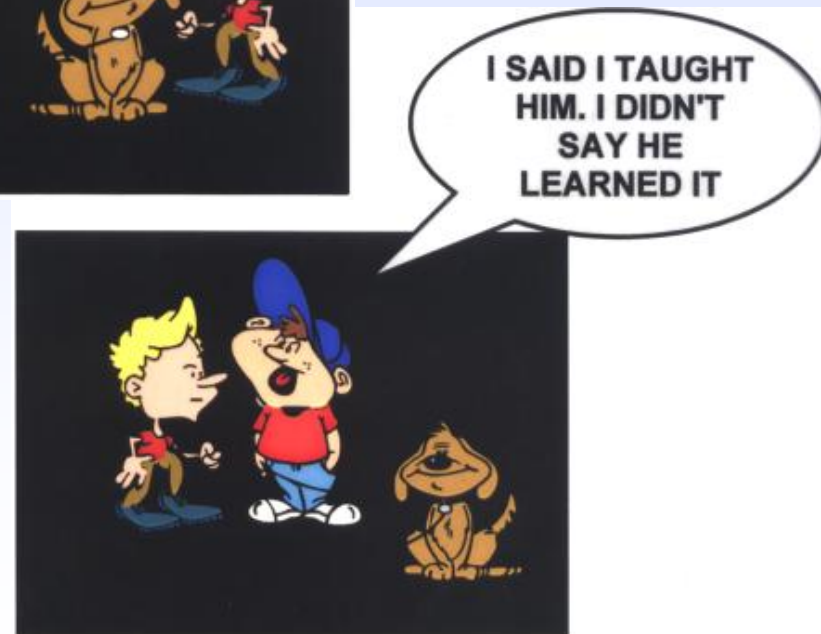
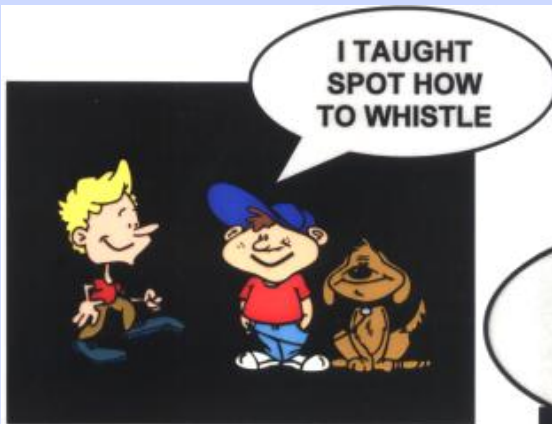


# **WASC**

## ***Revisit and Midterm Training***

- ***School Process***
- ***Visiting Committee Process***





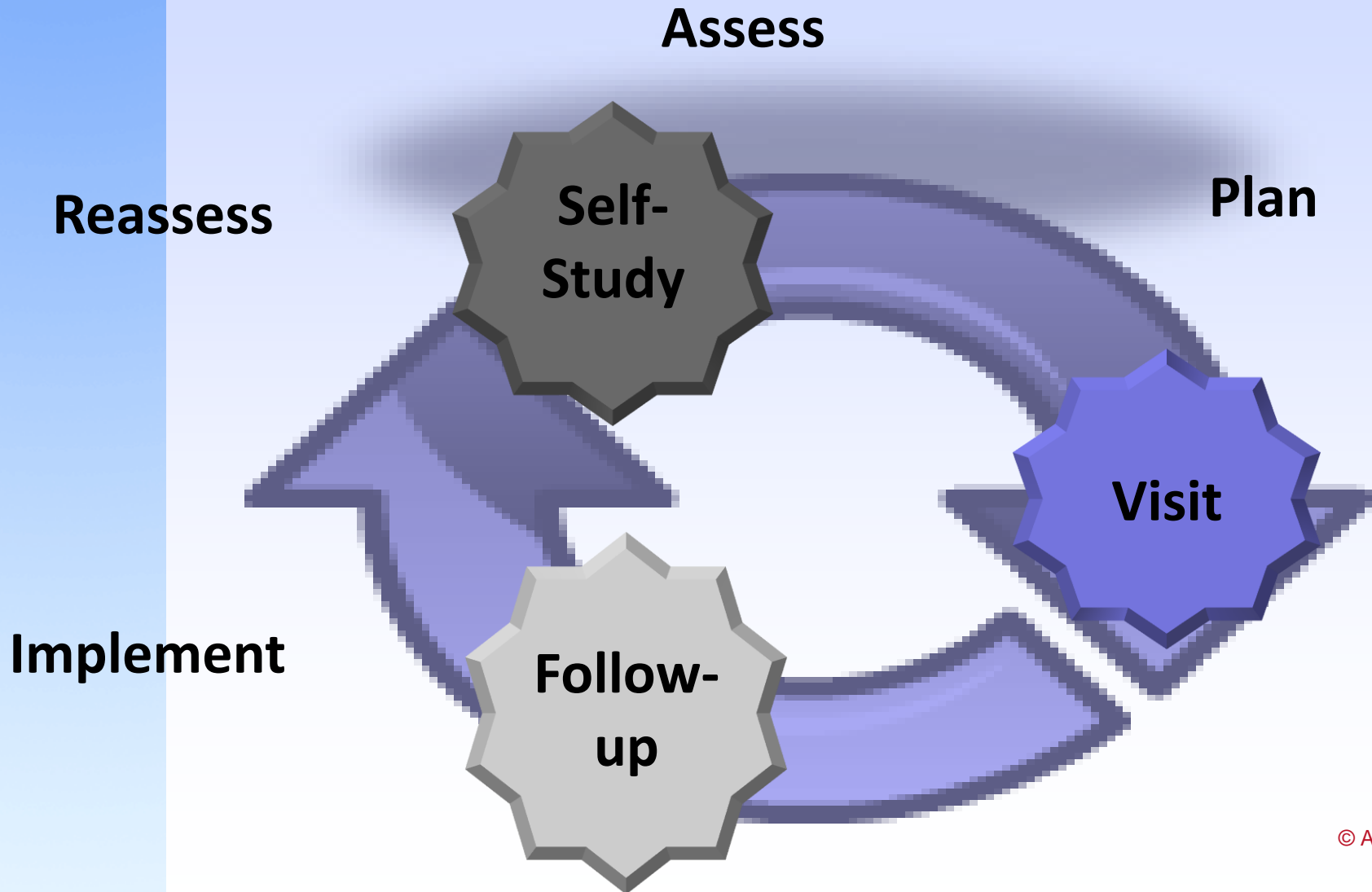


# Workshop Goals

- **Understanding the school's process since the last full self-study/visit**
  
- **Roles/Responsibilities for the Midterm Review or Revisit for ...**
  - ✓ **School**
  - ✓ **Visiting Committee**
  
- **Commission Action**



# WASC FOL Accreditation Cycle of Quality





# One Umbrella Plan



**CDE: Single Plan for Student Achievement**



## Suggested Components of Action Plan

- Statement of area for improvement, including growth targets
- Rationale for area based on self-study findings
- Link to one or more learner goals/ESLRs
- Ways of assessing progress, including student achievement of the critical academic needs, expected schoolwide learning results and academic standards
- Means to monitor and report progress



## ***Additional Suggested Components of Action Plan***

- **Who's** responsible and involved
- Specific **steps**, including professional development
- **Timeline**
- **Resources**



## Action Plan Components

- Area of Improvement
- Link to schoolwide learner outcomes
- Rationale
- Growth Targets
- Ways of assessing student achievement
- Means of monitoring
- Specific tasks/actions
- Who is responsible /involved
- Timeline
- Resources

## SPSA Structure-CDE

- School Goal
- Link to LEA goals
- Data used-who was involved
- Growth Targets
- Ways of measuring student achievement
- Evaluation of implementation
- Strategies/actions
- Personnel
- Start/Completion Date
- Funding Source/Amount





## *Schoolwide Action Plan (CDE—SPSA)*

How does the school ensure the plan will strengthen student achievement?

Visualize what will be different for students....

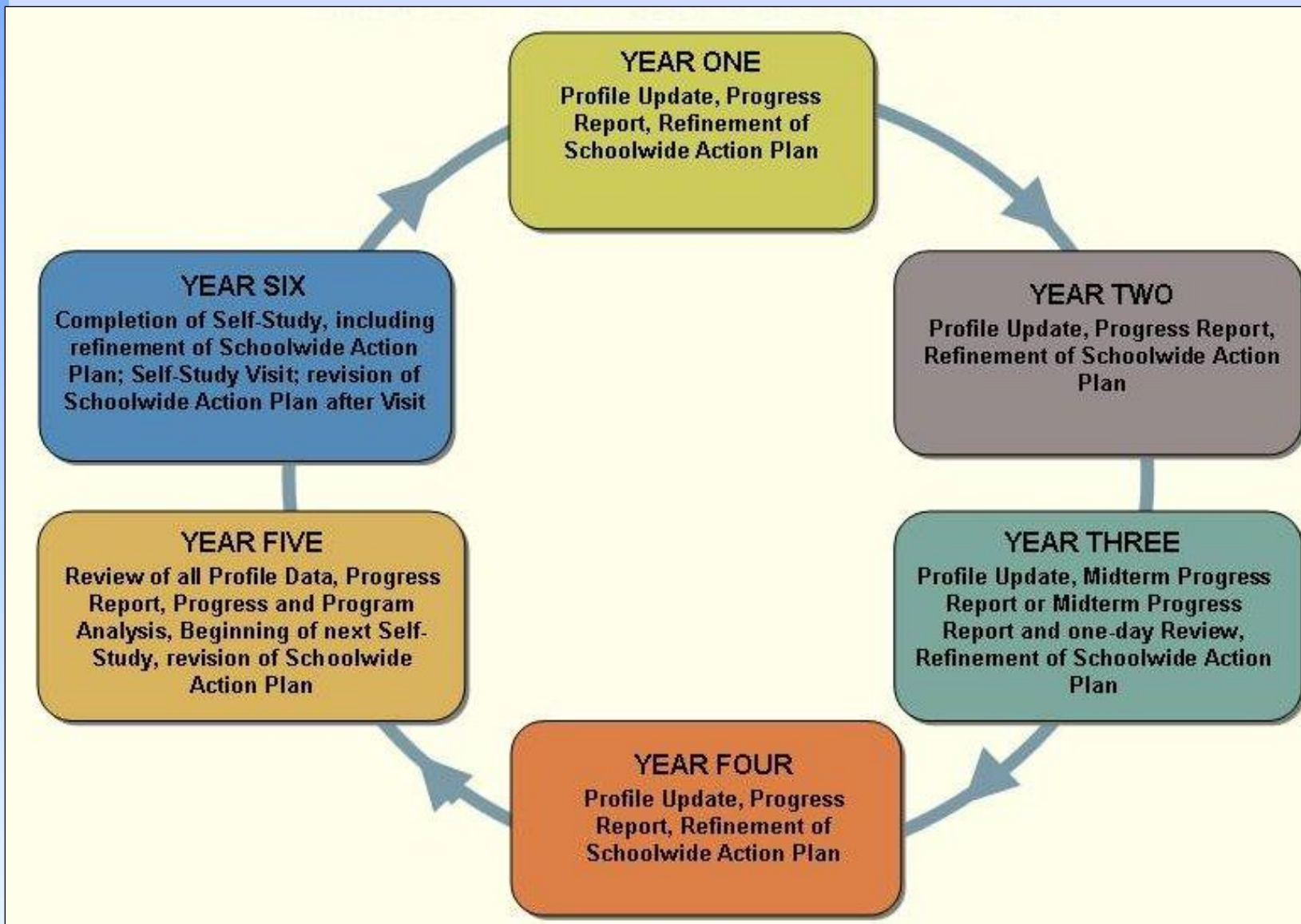
- One year from now?
- Two years from now?
- Three years from now?





# WASC Six-Year Cycle of Quality

## A Focus on Student Learning





# *Reviews and Revisits*

- **Mid-term Reviews—6R**
- **Three-year Revisits**
- **Other Revisits (after year one, two, four years)**



## Revisit and Midterm Review: Purpose

- The school's progress report and visit shall focus on demonstrating that the school has:
  - made progress in addressing the critical areas for follow-up, especially through implementation of the schoolwide action plan.
  - improved student achievement relative to the schoolwide learner outcomes (ESLRs) and academic standards.
- The Revisit results will determine the future accreditation status of the school.
- The Midterm Review results will reaffirm accreditation and may require additional conditions.



# ***Overview of School's Responsibilities***

- **Prepare school report using the guidelines**
  - **Written Progress Report**
  - **Sent to Visiting Committee 4-5 weeks prior to midterm visit**
  - **Procedures can be found on the WASC website.**  
**[www.acswasc.org](http://www.acswasc.org)**
- **Communicate with chair**
- **Establish schedule for visit**



# *Midterm Review/Revisit School Materials*

School materials can be found on the WASC website at the bottom of the School Materials pages: [www.acswasc.org](http://www.acswasc.org)



## **Reviews/Revisits/Reports**

All California public schools follow the same procedures, dependent upon the term of accreditation that they have received. Appropriate directions can be found in the following documents.

### Six-Year Accreditation Term

On-site Midterm Review required: [Procedures](#) | [Sample Report](#) | [School Progress Report Template](#)

Third-Year Progress Report(On-site Midterm Review not required): [Procedures](#)

Follow-up Midterm Revisit: [Procedures](#)

### Three-Year Term Revisits: [Procedures](#) | [School Progress Report Template](#)

Limited Term (1- or 2-Year Term) Revisits: [Procedures](#) | [School Progress Report Template](#)

Special Visits: [Procedures](#)

### Substantive Changes

[WASC Substantive Change Policy](#)

[Substantive Change Explanation Form](#)



# ***School Progress 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 1 of the Focus on Learning book*)**
- **Include Summary of Data: Implications and identified critical academic needs and important questions for staff discussion**



## ***School Progress Report Format (cont.)***

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

**Section III: Ongoing School Improvement**

**Comments on...**

- **Engagement of all stakeholders in review of student achievement data and implementation/monitoring of the schoolwide action plan**
- **preparation of annual progress reports**





## ***School Progress Report Format (cont.)***

### **Section IV: Schoolwide Action Plan Progress**

#### **Comments on...**

- **the accomplishment of each schoolwide action plan section—reference 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**

#### **Appendix**

- **modified annual schoolwide action plans since prior full visit**



## Findings Supported by Analyzed Evidence

How can the Leadership Team, Schoolwide Focus, Stakeholder or 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

*Includes analyzing results of:*

- What the students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.





## ***Samples of Evidence for VC:***

- **Formative assessments and how teachers use them**
- **Examples of differentiation of instruction**
- **Staff development calendar**
- **Student interviews**
- **Minutes from team meetings**
- **Campus overall impression—conducive to learning**
- **Student portfolios and work samples—teacher reflection or student reflection**



## ***Critical Question***

**How does the current school program impact student learning...**

- **critical academic needs**
- **related schoolwide learner outcomes**
- **academic standards?**



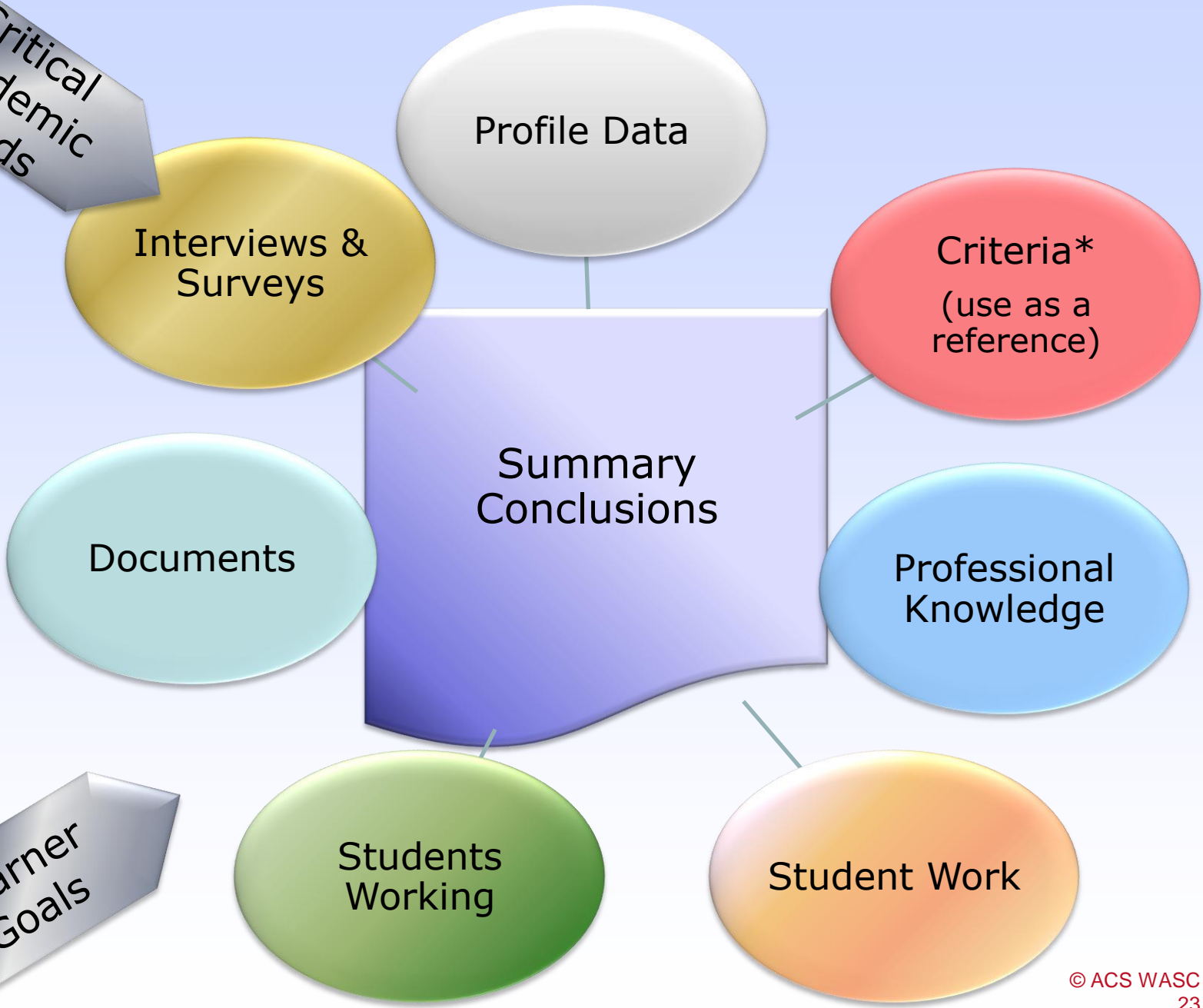




# Progress Report

Critical Academic Needs

Learner Goals





# School Progress Report Format (cont.)

## Section V: Schoolwide Action Plan Refinements

### Comments on...

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

### Appendix

- modified annual schoolwide action plans since prior full visit

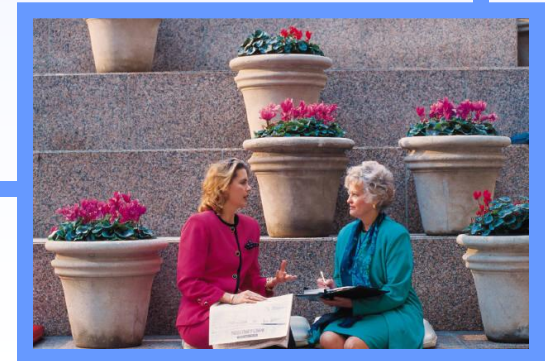




# Review of Progress Report

## Ask ...

- Do the findings on progress address the identified critical areas for follow-up?
- How did the evidence support the progress?
- Has the school gained insight about the degree to which learning is being supported and provided analyzed student achievement data for the last three years?
- Does the current schoolwide action plan reflect the progress to date and next steps?





## ***Schedule***

***Midterm: One Day***

***Three Year Revisits—2 ½ days***

***Revisits based on a 1 or 2 year term---usually 1 day***





# 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



# The Visit: Are Students Achieving?



**Where's the school now?**

**Where's it going?**

**Does it have a good road map?**



# ***Visiting Committee Process***

## **The Visiting Committee chair ...**

- **reviews the 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 WASC office for reimbursement. (Overnight hotel stays usually not associated with a one-day revisit)**





## **WASC Schedule: Revisit or Review**

**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\****

- Significant needs since last visit—how addressing
- 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
- Sustainability
- What changes have taken place? What are current and future challenges?

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





## ***Sample Areas for VC Discussion and Exploration cont.)***

- **Addressing literacy across the curriculum and impact on students**
- **Use of formative assessment to adjust instruction—give examples—how representative**
- **Link between assessments and what actually day to day in instruction**
- **Regularly communicating and sharing—culture**
- **Thorough understanding of a standards-based environment— meeting the ESLRs**



## ***Sample Areas for VC Discussion and Exploration (cont.)***

- **Teachers: what does quality look like?**
- **Addressing needs of all subgroups**
- **Impact of PLC's on student learning**
- **Monitoring progress of interventions/effectiveness**
- **Role of addressing failure rate of students, especially 9<sup>th</sup> grade**
- **Students: how do you know work is quality?**
- **Means of communication to parents about various support services and effectiveness—representation**



## ***Sample Areas for VC Discussion and Exploration cont.)***

- **Needs of subgroups being met**
- **Collection of, use of data, display of trends, patterns or anomalies—multiple sources**
- **Involvement of all stakeholders**
- **Professional development and impact on student learning**
- **Targeted actions—impact on student learning**
- **Focus on impact on students meeting the GLO's**



# 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 the school and its setting and the school's analysis of student achievement data**
- **Significant changes or developments that have affected the school since the last visit**
- **Brief comments upon the school's process for follow-up**



# Visiting Committee Report Format

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

### Comments..

- accomplishment of each schoolwide action plan section, showing how the critical areas for follow-up have been incorporated
- impact on student achievement
- progress on critical areas for follow-up not included in plan



# *Visiting Committee Report Format*

## III: Recommendations/Commendations

- Recommendations, if any
- Commendations Related to Progress, if any



# ***Accreditation Status: Options***







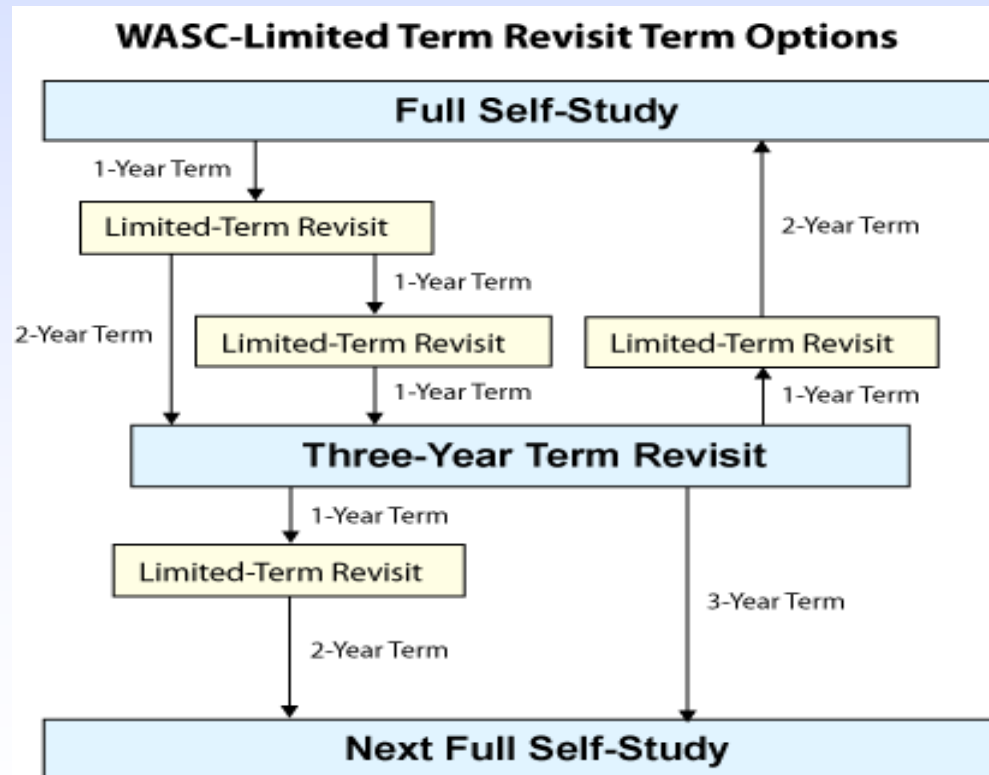
## ***Midterm Review: Accreditation Status Options***

- **Normally a Midterm Visit reconfirms the six year term.**
- **However, if sufficient progress has not been made, the Commission may request one or both of the following or other action:**
  - **a follow-up visit**
  - **a follow-up report, including a revised action plan**
- **The Visiting Committee explains the rationale for their recommendation on the one page justification statement that is signed by both members.**



## *Revisit: Accreditation Status Options*

- The term options based on the school's current status in relation to the WASC six-year cycle





## ***Revisit: Accreditation Status Options (cont.)***

- **One-Year Term after Full Visit:**
  - **One Year (if granted, next option one or denial)**
  - **Two Years (if granted, next options one or denial)**
  - **Denial**

**NOTE: All Limited Term Schools have a Three Year Revisit**



## ***Revisit: Accreditation Status Options (cont.)***

- **Two-Year Term after Full Visit:**
  - **One Year**
  - **Denial**

**NOTE: All Limited Term Schools have a Three Year Revisit**



## *Revisit: Accreditation Status Options (cont.)*

- **Three Year Revisit:**
  - **3-year term**
  - **1-year term**
  - **Denial of accreditation**



## ***Revisit: Accreditation Status Options (cont.)***

- **Fourth Year Revisit (after Three Year Revisit)**
  - **Two Years**
  - **Denial**



## ***Post-Visit Information for School for Reviews & Revisits***

- **The Visiting Committee chair**
  - **If revisits, asks the school to send ten (10) copies of the Visiting Committee Report to WASC**
  - **sends a copy of the Visiting Committee Report to the school for any review or revisit**
  - **sends the ballot (if revisit) and one page confidential justification statement to WASC**
  - **informs the school that WASC will send an official letter regarding the accreditation status**



# ***Three-Year Term Revisit Contact Information***

## **Northern California, Hawaii, and Overseas Visits**

- **Cristine Toti**  
**[ctoti@acswasc.org](mailto:ctoti@acswasc.org)**  
**650-696-1060**

## **Southern California Visits**

- **Ginger Hovenic**  
**[ghovenic@acswasc.org](mailto:ghovenic@acswasc.org)**  
**951-693-2550**





## ***Limited-Term Revisit Contact Information***

- **Cynthia Newton**  
**Limited-Term Revisit Coordinator**  
**[cnewton@acswasc.org](mailto:cnewton@acswasc.org)**  
**650-548-4387**



# ***Midterm Review Contact Information***

## **Northern California and Hawaii**

- **Michelle Nunes**  
**Midterm Review Coordinator**  
**[mnunes@acswasc.org](mailto:mnunes@acswasc.org)**  
**650-696-1060**



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