

AAA/WASC Mid-cycle Training

- School Process



Presented
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Training Goals (Record Actual Hours of PAC)

- Understanding the school's process since the last full self-study/visit
- Roles/responsibilities for the Mid-cycle Visit
- Visiting Committees
- Commission Action



Dual Accreditation AAA/WASC

Accreditation: An Ongoing Journey



AAA/WASC



Accreditation Status

Six-Year Accreditation Status

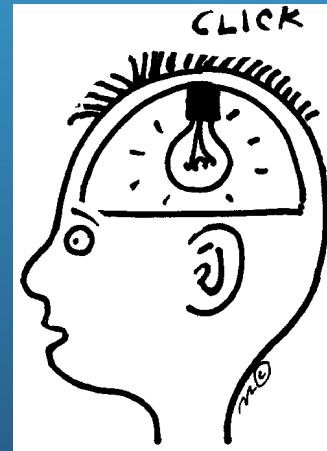
- Progress report at mid-cycle
- Progress report and one-day visit at mid-cycle
- Progress report and two-day visit at mid-cycle

One-Year or Two-Year Probationary Status with an in-depth progress report and a two-day visit

Accreditation Status Withheld

Understand the instrument

- <http://cccedu.adventistfaith.org/assets/341247> - K-12 AAA/WASC
- <http://cccedu.adventistfaith.org/assets/465128> - AAA Interim Report



Mid-cycle 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 and academic standards.
- The visit results will determine the 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 file@acswasc.org, Pacific Union Conference and Local Conference Office of Education
- Procedures can be found on the WASC website www.acswasc.org. I emailed the information to you.
- Communicate with the chair
- Establish schedule for the visit

School Progress Mid-cycle Report Format

- **Section I:** Student/Community Profile
 - Updated Profile from the Self-Study, including student demographic and achievement data for a 3-year period (see Task 1 of the **Focus on Learning PUC 2010 book**)
 - Include Summary of Data: Implications and identified critical academic needs and important questions for staff discussion
 - Update ongoing schoolwide survey assessments

Data Analysis



Progress Report Format (continued)

- **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 - **Branch Campus**
- Preparation of annual progress reports - Curriculum Review Process

Progress Report Format (continued)

- **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

Branch Campus

1. Refer to Branch Campus questions
2. Make sure the the progress report contains specific areas of growth concerning collaboration.



Schoolwide Action Plan

- 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?

Progress Report Format (continued)

- **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 plan since prior full visit

SAMPLE School-wide Action Plan

Action Plan # 1: To ensure that teachers intentionally plan integration of faith and learning in every subject area by supplementing curriculum with appropriate biblical Scripture, Spirit of Prophecy, testimonies, and activities for spiritual applications of the subjects

Growth Targets: Students will develop in faith and academics as outlined in the school's mission and philosophy expected school-wide learning results.

Action Steps	Person(s) Responsible/Involved	Resources	Assessment of Progress	Timeline	Report of Progress
<ul style="list-style-type: none"> School-wide intentional daily devotionals and prayer time for faculty, staff, and students Season of prayer Assess and implement the NAD/CCC Preferred Practices and Goals into the curriculum Integrate faith and learning throughout the curriculum 	<ul style="list-style-type: none"> Principal and pastor(s) Leadership Team Faculty, staff, and other stakeholders School board members 	<ul style="list-style-type: none"> Soul-winning action plan Spiritual Emphasis on a Seventh-day Adventist Campus Survey Expected school-wide learning results Mission statement Philosophy statement <i>Journey to Excellence Preferred Practices and the Goals for Curriculum in the Seventh-day Adventist Schools</i> 	<ul style="list-style-type: none"> Report and assessment of teacher input, student feedback, and parental feedback Report of data 	<ul style="list-style-type: none"> Give feedback through regular meetings with pastors Give feedback through a regular series of townhall meetings with stakeholders, students, parents, and constituency 	<ul style="list-style-type: none"> Inform and report to the school board, and constituency, and the Central California Conference Office of Education Distribute a regular newsletter Post information on the school's website and blog

WASC/AAA

Schoolwide-Improvement Action Plan Process

1. Include in each section of the plan:
 - Statement of area for improvement (goal)
 - Rationale for area based on self-study findings (Identify the standard – AAA)
 - One or more schoolwide learner outcomes addressed
 - Ways of assessing progress, including student achievement of the learning results (and curricular standards)
 - Specific steps, including professional development
 - Timeline (month, year)
 - Responsible (designate by asterisk) and involved person(s) (Do not use personal names)
 - Resources
 - Means to monitor and report progress to all members
2. Ensure schoolwide consensus on the action plan and the specific action steps to support the plan
3. Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

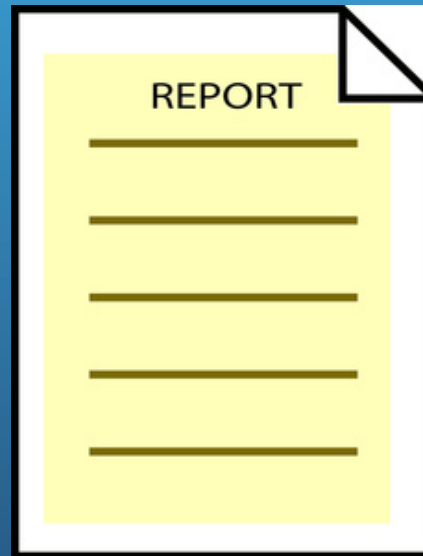
Findings Supported by Analyzed Evidence

- How can the Leadership Team, Schoolwide Focus Groups, Stakeholders or other Groups ensure that the progress report findings are supported by analyzed evidence?
- Follow-up leadership team voted by the school board



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

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



Samples for the Visiting Committee

- Formative assessments and how teachers use them
- Examples of differentiation of instruction*
- Staff development calendar
- Student interviews
- Minutes from team meetings
- Campus overall impression — connects 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

- Profile Data
- Criteria (use as a reference)
- Professional Knowledge
- Student Working
- Student Work
- Learner Goals



Progress Report (continued)

- Documents
- Interviews and Surveys
- Critical Academic Needs
- Summary Conclusions



Review of Progress Report

- 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 of Visit

- Mid-cycle —1 or 2 1/2 days
- One day for all the schools attending this training.



Details of Review

- The Visiting Committee chair ...
 - reviews the AAA/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

School Board Meetings

- Information reported to the school board members and a standing item on the agenda.
- List each area of critical growth with response and voted action by the school board. (AAA)



The Visit: Are Students Achieving?

- Where's the school now?
- Where is it going?
- Does it have a good road map?





Learning Snapshot

What are the students doing ?

- | | | |
|------------------------------------|---|---|
| <input type="checkbox"/> listening | <input type="checkbox"/> calculating | <input type="checkbox"/> working in a group |
| <input type="checkbox"/> watching | <input type="checkbox"/> taking notes | <input type="checkbox"/> working alone |
| <input type="checkbox"/> writing | <input type="checkbox"/> completing worksheet | |
| <input type="checkbox"/> reading | <input type="checkbox"/> using technology | |

Which critical learner needs were observed?

- | | |
|----------------------------------|--|
| <input type="checkbox"/> reading | <input type="checkbox"/> critical thinking |
| <input type="checkbox"/> writing | <input type="checkbox"/> computing |

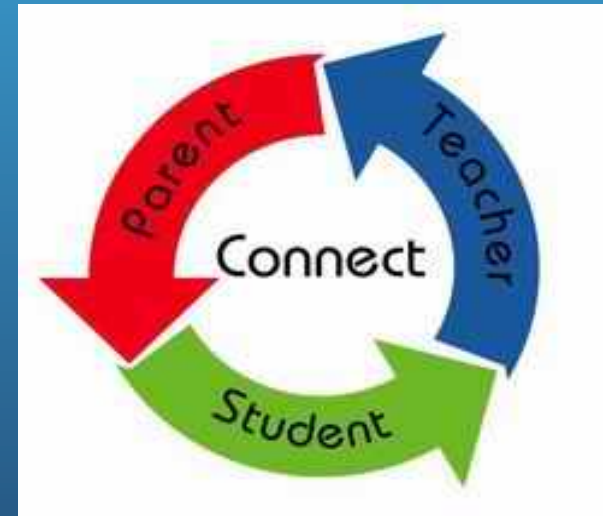
What schoolwide learner outcomes were observed?

- | | | |
|----------------------------------|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Citizen | <input type="checkbox"/> Life/Career | <input type="checkbox"/> Leadership |
|----------------------------------|--------------------------------------|-------------------------------------|



The Visit

- Exhibit student work in the classrooms.
- Schedule for the visit - 6 weeks out.
- Inform and prep board members, focus groups, parent groups, student groups, and other groups concerning their appointments during the visit.
- The visit should showcase student learning and best practices.
- Stay away from giving tests.
- Show off student learning.



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 visit - the hotel, travel, and per diem will be sent to WASC)

The AAA/WASC Visit Schedule

- 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 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

Sample areas continued...

- 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 schoolwide learner outcomes and addressing the NAD Common Core Standards

Visiting Committee Report Format

- 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



Report Format continued...

- 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



Report Format continued...

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



Mid-cycle Accreditation Options

- Normally a Mid-cycle Visit reaffirms the accreditation cycle of quality.
- However, if sufficient progress has not been made, the Commission may request one or both of the following or additional action:
 - a follow-up progress visit
 - a follow-up report, including a revised action plan - other conditions.
- The Visiting Committee explains the rationale for their recommendation on the one page justification statement that is signed by both members.

Accreditation Status continued...

- Accreditation cycle granted for 3 years
- Accreditation granted with a progress report in one year
- Accreditation granted with a required progress report and visit in one year
- Accreditation withheld



Post-Visit Information

The Visiting Committee Chairperson

- Sends a copy of the Visiting Committee Report to the school and asks the school to send copies of the Visiting Committee report to WASC and the Pacific Union Conf.
- Sends the accreditation status recommendation and a copy of the justification statement and Visiting Committee Report to WASC
- Informs the school that AAA and WASC will send an official letter regarding the accreditation status granted.

Taking care of the Visiting Team

- Welcome letter and directions to the school and hotel sent to each of the Visiting Committee members. (3-4 members)
- Hotel arrangements and map.
- Map from hotel to school and back.
- Map of area restaurants.
- School map.
- Classroom schedule for each member plus a blow-up in the working area. (Chairperson's preference?)

Visiting Committee Arrangements

- Computers and a printer - office supplies.
- Access to the copy machine - school helper.
- Internet access.
- Computer projector and screen.
- Parking facilities for the visiting team.

Arrangements continued...

- Name tags for Visiting Committee members, board members, faculty, and staff.
- Quiet working area
- Refreshments and lunch preference.
- Token gifts for the committee at the conclusion of the visit.
- Embrace the visit.



THE EXIT REPORT

- The visiting committee report shared with the leadership of the school.
- Recommendation concerning the status - WASC and AAA
- WASC and AAA response to the school, Union, and Local Conference Office
- What is next?





Adventist Education

A JOURNEY TO EXCELLENCE