HIDOE/WASC Focus on Learning Self-Study Training: Part One
Elementary Schools

Spring 2015 Schools
Agenda

• Overview of Accreditation - Relationship to Hawaii Strategic Plan
• The Self-Study
  • Self-Study Coordinator Self-Study Report Preparation Checklist
  • Timeline and 5 Tasks
  • Self-Study Report Format
  • Suggested School Committees
  • Self Study Self-Check Questions
• Tasks 1-3
• Task 4—A beginning
• What to Bring to Part 2 Training
Strategic Plan:

Goal 1: Student Success

Goal 2: Staff Success

Goal 3: Successful Systems of Support

• Expand WASC accreditation to all HIDOE schools to confirm achievements of school turnaround
Rationale for Accreditation of ALL Schools

- Aligns to Strategic Plan 2011-2018
- Supports one ongoing school improvement process
- Aligns to Academic/Financial Plan
- Aligns, systematizes and standardizes protocols and current practices to the WASC Focus on Learning accreditation process
- Streamlines planning and reporting
How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?
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
Accreditation: An Ongoing Journey
WASC FOL Six Year Accreditation Cycle of Quality

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

Focus on Learning
One Umbrella Plan

Academic and Financial Plan

HIDOE 2011-2018 Strategic Plan
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
HIDOE-WASC Criteria Categories

A. *Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership, Staff, and Resources*

B. Standards-based Student Learning: *Curriculum*

C. Standards-based Student Learning: *Instruction*

D. Standards-based Student Learning: *Assessment and Accountability*

E. *School Culture and Support for Student Personal and Academic Growth*

HIDOE/WASC FOL, 2013, pp. 4-5
Expectations of the Self-Study

1. Involvement /Collaboration in Self-Study
2. Clarification of School’s Vision/Mission and General Learner Outcomes
3. Analysis of Student Data and Achievement
4. Evaluation of Entire School Program and its Impact on Student Learning
5. Implementation and Monitoring of the Academic and Financial Plan
6. Facilitation by School Leadership of the HIDOE/WASC School Improvement Process

HIDOE/WASC FOL, 2013, p. 5
Where is the school now?
Where’s it going?
Does it have a good roadmap?
WASC 6-Year Accreditation Cycle

Focus on Learning
The Self-Study
Summary: Self-Study Process

What?
What is the ideal based upon...?
- Vision, Mission, General Learner Outcomes
- HIDOE/WASC Criteria and Indicators
- Academic Standards

So What?
What currently exists?
How effective is it?

Now What?
What and how will we modify?
What should be in the Academic and Financial Plan?
Task 1: Develop or Refine the Student/Community Profile based on the analyzed and disaggregated data.

Clarify General Learner Outcomes.

Product: Chapter I: The Profile with findings
Task 2: Summarize progress since previous full self-study. NEW ELEMENTARY SCHOOLS summarize progress on Academic and Financial Plan.

Product: Chapter II: Progress on the Academic and Financial Plan only for new elementary schools
Task 3: Summarize implications of profile and progress data. Identify 2-3 student learning needs. Determine 3-4 questions for Focus Group discussions.

Product: Chapter III: Summary of data and progress
HIDOE/WASC Tasks

Task 4: Analyze the quality of the school program in relation to the HIDOE/WASC criteria with emphasis on the identified student learning needs; determine strengths and growth needs.

Product: Chapter IV: Summary of findings for criteria in each category and supporting evidence of criteria. Identified strengths and prioritized growth areas.
HIDOE/WASC Tasks

Task 5: Revise the Academic and Financial Plan. Establish an ongoing follow-up process.

Product: Chapter V: Academic and Financial Plan
Checklists

Self-Study Coordinator
Preparation Checklist

Visit

Post-Visit
Timeline

Organized-Integrate home and focus group work with regularly scheduled meetings and in-service days, if possible.

Work efficiently during 18 months

Publish and send to Visiting Committee 5-6 weeks ahead of visit—work backwards from proposed dates of visit in 2015
Timeline: Detailed Calendar

Include...

- Staff and Other Shareholder Orientation
- Training: Role and Responsibilities
  - Leadership Team
  - Focus Group Chairs
  - Home Group Chairs
Preface

Task 1: Chapter I: Student/Community Profile

Task 2: Chapter II: Progress Report

Task 3: Chapter III: Summary of Data and Progress

Task 4: Chapter IV: Self-Study Findings

Task 5: Chapter V: Academic and Financial Plan

Appendix

HIDOE/WASC FOL pp. 15-16
Organization

Focus Groups
Criteria

Profile Team
Leadership Team Plans & Guides

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

Principal
Self-Study Coordinator
Others
Profile Committee?

Develop Chapters I, II, and III for review
Organization

Data Teams
Grade-level clusters
Groups (i.e. students, classified staff, parents)

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

Gather information based on indicators and prompts
Home [Grade Level(s), Vertical Groups or Data Teams] work that includes analysis of representative samples of student work based on General Learner Outcomes/student learning needs

- analysis of observations of students and student interviews
- review of profile
- review of General Learner Outcomes
- review of progress report
Timeline

Home Group work that includes...

- gathering and analysis of other data based on HIDOE/WASC criteria observations for Focus Groups
- review of identified growth areas from all focus groups and proposed refinements to the Academic and Financial Plan

NOTE: Focus Group work begins in late February-March after some work by Home groups on profile, General Learner Outcomes, examination of student work, student observations, and interviews.
Organization

Discuss criteria category

Concentrate on assigned criteria with Indicators and Prompts

Respond to Indicators and Prompts for Chapter IV
Focus Group work that includes...

- discussion about criteria and data needed
- analysis of effectiveness of school based on evidence
- preparation of analytical summary of findings
- identification of strengths and growth areas with supporting evidence
- review of the revised Academic and Financial Plan
Timeline

Scheduling work

Staggering work
How will we organize ourselves and our work?
Group Norms

✓ All engaged
✓ On task
✓ Share within time limits
✓ Value the viewpoint of each person
✓ Use simple language
✓ Ice breaker/warm-up to build spirit
✓ Evaluate meeting — results and process
✓ No assumptions
✓ Be prepared/each to contribute with advanced analysis
Timeline and Committees

Self-Check Questions
Self-Check Questions

Timeline

• Has the timeline been developed so that the self-study will be ready to send to the visiting committee four to six weeks prior to the visit?

• Has the maximum time for Home and Focus Group meetings been allotted and are the meetings well-spaced out throughout the self-study process?

HIDOE/WASC FOL, p. 19
Self-Check Questions

School Committees

- Is the Leadership Team representative of the school community?
- Is the suggested FOL committee structure being adapted to build upon and strengthen the school’s current organization for schoolwide communication?
School Committees

- Are all certificated staff serving on *two* groups — a Home Group and a Focus Group?
- Has the school reflected upon the type of committee organization that will be most effective in the implementation of the schoolwide action plan?
Directions

HIDOE/WASC FOL, pp. 33-34
Chapter I: Student/Community Profile

School Information/Programs
Data and Findings
General Learner Outcomes
Appendices
Task 1: Student/Community Profile — Chapter I

Who are our students?

Who composes the major sub-populations at our school?
Chapter I: Data within Profile

Demographic
Outcome/Achievement
Perception
General Learner Outcomes
## Data/Evidence

<table>
<thead>
<tr>
<th>Outcome Data Chapters I &amp; III</th>
<th>Demographic and Perception Data Chapters I &amp; III</th>
<th>Process Data Chapter IV</th>
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</thead>
<tbody>
<tr>
<td>Achievement Data</td>
<td>Enrollment</td>
<td>School Purpose</td>
</tr>
<tr>
<td>Completion Rates</td>
<td>Attendance</td>
<td>Governance</td>
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<td>Comparative Data</td>
<td>Language Proficiency</td>
<td>Leadership &amp; Staff</td>
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<tr>
<td>Supplemental Data</td>
<td>Staff</td>
<td>Resources</td>
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<tr>
<td></td>
<td>Co-Curricular Activities</td>
<td>Curriculum</td>
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<td></td>
<td>Finances</td>
<td>Instruction</td>
</tr>
<tr>
<td></td>
<td>Surveys/Interviews</td>
<td>Assessment</td>
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<tr>
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<td>School Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Support</td>
</tr>
</tbody>
</table>
What data should we include in our profile?
Where do we obtain the data?

HIDOE/WASC FOL, pp. 35–37
Findings from our data:

What does the data tell us?

(Using SSIR, ARCH, LDS, etc.)
### Sample Chart and Findings

#### Number and Percent of Students with Limited English Proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>42</td>
<td>46</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>Percent</td>
<td>8.5%</td>
<td>9.1%</td>
<td>11.3%</td>
<td>12%</td>
</tr>
</tbody>
</table>

- There is now a diversity of languages spoken. (i.e. Samoan, Japanese, Filipino, Marshallese, Chuukese, German, Ilokano, Spanish, Tagalog)
Sample Finding

**General Learner Outcomes**

GLO data for the 2009-10 SY is now available on the Longitudinal Data website that is currently being implemented for the DOE. Grade levels have made the GLO’s more kid friendly through I Can statements and infusion into instruction.

This data is reported by quarters throughout a year. For all GLOS the data shows that the number of students scoring sometimes and rarely declines throughout the year and corresponds with the increase in the consistently and usually ratings.

Student ratings in GLO 6 (Effective and Ethical Use of Technology) are rated high with over 90% of the students with a consistently or usually rating.

Student ratings are lowest in GLO 3 (Complex Thinker) and GLO 4 (Quality Producer) with most grade level ratings averaging in the high 60s and low 70s.
## A Practice: Determine Findings

<table>
<thead>
<tr>
<th>School Year</th>
<th>Average Daily Attendance %</th>
<th>State Standard</th>
<th>Average Daily Absences in Days</th>
<th>State Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>94.1</td>
<td>95</td>
<td>12.4</td>
<td>9</td>
</tr>
<tr>
<td>2008-09</td>
<td>94.1</td>
<td>95</td>
<td>10.5</td>
<td>9</td>
</tr>
<tr>
<td>2009-10</td>
<td>94.8</td>
<td>95</td>
<td>8.4</td>
<td>9</td>
</tr>
</tbody>
</table>
Practice: Sample Answer

Attendance

While percentages have improved the average daily attendance and average daily absences continue to fall short of the state standard.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Average Daily Attendance %</th>
<th>State Standard</th>
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<td>95</td>
<td>8.4</td>
<td>9</td>
</tr>
</tbody>
</table>
A Practice: Determine Findings

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% students</td>
<td>% students</td>
<td>% students</td>
</tr>
<tr>
<td>Proficiency**</td>
<td>E M A WB</td>
<td>E M A WB</td>
<td>E M A WB</td>
</tr>
<tr>
<td>2007-08</td>
<td>22 29 37 12</td>
<td>25 25 37 13</td>
<td>29 24 15 32</td>
</tr>
<tr>
<td>2008-09</td>
<td>22 25 41 13</td>
<td>23 26 26 26</td>
<td>14 26 24 36</td>
</tr>
<tr>
<td>2009-10</td>
<td>36 32 20 13</td>
<td>25 15 28 32</td>
<td>17 22 21 40</td>
</tr>
</tbody>
</table>

** E = Exceeds    M = Meets    A = Approaches    WB = Well Below
Who are the students?
How are the students doing?

What does the data tell us?

Not tell us?

• What questions does the data raise?
Generalizations: Common Errors

- Over-generalizing results and actions
- Inaccurate interpretation and misunderstanding
- Incomplete & misleading data summary or presentation
- Leaping to solutions and actions
- Confusing correlation with causation
- Unwarranted or unsupported explanations
General Learner Outcomes

Global
Interdisciplinary
All students
Assessable
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
Chapter I: Product
Student/Community Profile (Task 1)

Data and Findings: trends, irregular patterns, and/or anomalies

Demographic data
General Learner Outcomes
Student PERFORMANCE data
Perception data including survey summaries, if any

Appendices
Chapter I: Self-Check Questions
Task 1

- Has the leadership team gathered and analyzed all required and other pertinent data in order to identify the characteristics and trends of achievement of ALL the students?

- Has the leadership team produced a “user-friendly” profile?

- Have the certificated staff members and other shareholders discussed the profile?
Directions

HIDOE/WASC FOL, pp. 39-40
Chapter II: Action Plan Progress Report for New Elementary Schools

• Brief Summary: Progress on the Academic and Financial Plan over the past few years, e.g., 3 years.
Task 2: Chapter II, Self-Check Questions-adapted for new elementary schools

- Did the school summarize the progress made on various sections of the Academic and Financial Plan?
- Does the report show indication of student achievement progress based on the various sections of the Academic and Financial Plan?
Directions

HIDOE/WASC FOL, pp.41-42
Chapter III: Summary of Data and Progress

- What are the implications of data and progress with respect to student performance?
- Select 2 to 3 student learning needs based on data, noting correlated General Learner Outcomes.
- List important questions that have been raised by the analysis of the student data about the student learning needs. (Used by home and focus groups.)
Sample Implications

- The ELL, SPED, Title I and Asian/Pacific Islander subgroups did not meet proficiency in reading and math.
- Even with the focus on the statewide benchmarks for standards, there is a need to address problem-solving and critical thinking skills in reading and math.
Sample Student Learning Needs

• Reading Comprehension Skills (academic texts, critical reading skills, and memory and retention skills)

• Math (problem-solving and operational skills)

• Problem-solving and critical thinking
Sample Questions for All Stakeholders

• How do all staff members address the issues of improving the reading, math and problem-solving and critical thinking skills within all courses and programs?

• How do all staff members address the greater use of multiple sources of data effectively to address the modification of the learning and teaching to improve students’ performance within different subgroups and grade levels?
Chapter III: Self-Check Questions
Directions

HIDOE/WASC FOL, pp. 43-45
Chapter IV

Process
- Home Groups
- Focus Groups
- Leadership Team

Product
- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
Criteria Summaries

• **To what extent** does this criterion contribute to the students’ success?

• What have we learned about our student learning **needs**?

• How will the **prioritized growth areas** strengthen students’ success in reaching school goals? In improving in areas of student learning needs?

• How might we build on our **areas of strength**?

• Are the strengths and growth areas **appropriate** to the findings?
Focus Groups

- Discuss all 5 categories of criteria
- Concentrate on assigned criteria and indicators
- Use prompts

What data, information, and evidence are needed to determine what currently exists and its effectiveness?
Task 4: Focus Groups

What currently exists?

What data, information, and evidence do we need?

How effective is this?

The So What Question?
Instruction Criterion: Student Engagement (in question format)

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the General Learner Outcomes?
Differentiation of Instruction

Indicator:

The school’s instructional staff members differentiate instruction and evaluate the impact on student learning.

Prompt:

*How effective do instructional staff members differentiate instruction? Evaluate the impact of differentiated instruction on student learning.*

Findings Supporting Evidence
How might we go about the work?

Criteria concepts?

How will we know? Evidence?

Student Learning Needs?

Assessing effectiveness?
### WASC Criteria-Indicators:

<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Gathering and Analyzing Data/Information**
Observable Evidence

What the students are doing and producing

Student interviews and observations

Hard data and information

Other interviews, observations, etc.
“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”

Student Work: Probing Questions

What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was...different from...?
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work
www.essentialschools.org/resources/60

Looking at Student Work
www.lasw.org/
Interviews and Surveys

Interviews

• Student to student
• Family to family
• Teacher to teacher

Surveys

• Short
• Focused
• Understandable
Observations

Strategies

- Data in a Day
- Roving teacher substitutes
- Teacher journals
- Shadowing students

Ground rules

Capturing data
Learning Snapshot

What are the students doing?

___ listening    ___ calculating    ___ working in a group
___ watching     ___ taking notes   ___ working alone
___ writing      ___ completing worksheet
___ reading      ___ using technology

Which critical learner needs were observed?

___ reading     ___ critical thinking
___ writing     ___ computing

What schoolwide learner outcomes were observed?

___ Citizen     ___ Life/Career    ___ Leadership
Task 4: Program Analysis = Chapter IV

Focus Groups
Criteria

Profile Team
Leadership Team Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria
Road to the Action Plan

1. Schoolwide Learner Outcomes
2. Data
3. Critical Learner Needs
4. Criteria Strengths
5. Criteria Growth Areas

Action Plan
Part 2 Training: Bring

Draft Chapter I: Student/Community Profile
Draft Chapter II: Progress Report
Draft Chapter III: Summary

Organization for Self-Study

Leadership Team
Focus Groups
Home Groups
We Are Student Centered
Accreditation Status

Six-Year Accreditation Status

- Progress report at mid-cycle
- Progress 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
Accreditation Status Timeline

1. **Self-Study**
   - **Six-Year Accreditation Granted**
   - **Probationary Accreditation**
     - **Probation Report and Visit**
   - **Probation Report and Visit**

2. **Year 1**
   - **Mid-cycle Report and One-Day Visit**

3. **Year 2**
   - **Mid-cycle Report**

4. **Year 3**
   - **Mid-cycle Report and Two-Day Visit**
   - **Special Progress Report and/or Visit (if needed)**

5. **Year 4**
   - **School Preparing Next Self-Study**

6. **Year 5**
   - **Next Self-Study**

7. **Year 6**
   - **Accreditation Withheld**
     - **Reinstatement Visit (One- or three-year accreditation may be granted)**
     - **Accreditation Visit**
     - **Accreditation Visit (if needed)**
     - **Self-Study (New six-year cycle begins)**

8. **Year 1**
9. **Year 2**...