HIDOE/ACS WASC Focus on Learning
Self-Study Training Phase I

2019–2020 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 1-2
  • Task 3 — A Beginning
  • What to Bring to Part 2 Training
HIDOE Strategic Plan 2017-2020

Strategic Plan:

Goal 1: Student Success

Goal 2: Staff Success

Goal 3: Successful Systems of Support

- Expand ACS WASC accreditation to all HIDOE schools to confirm achievements of schools
Rationale for Accreditation of ALL Schools

- Aligns to Strategic Plan 2017-2020
- Supports one ongoing school improvement process
- Aligns to Academic Plan
- Aligns, systematizes and standardizes protocols and current practices to the ACS 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
ACS WASC FOL Accreditation Cycle

Follow-up

Focus on Learning

Self-Study

Visit

Assess

Plan

Implement

Reassess
One Umbrella Plan

Academic Three Year Plan
HIDOE 2017-2020 Strategic Plan
General Learner Outcomes (GLOs)

HIDOE students will be...

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

HIDOE/ACS WASC FOL, 2018, p. 4
HIDOE/ACS 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, 2018, pp. 4-5
Where is the school now?
Where’s it going?
Does it have a good roadmap?
ACS WASC FOL 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/ACS 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 Three Year Plan?
HIDOE/ACS WASC Preface

Include the following:

• **Background**

• **School Design**

• **Student Voice and Teacher Collaboration**

• **Current Self-Study Process**
Task 1: Analyze and reflect upon the school’s progress and the impact on student learning since the previous full self-study.

Product: Chapter I: Summary of Progress (new elementary schools, summary of work on State’s priority strategies)
Task 2: Develop or refine the student/community profile based on the analyzed and disaggregated data and clarify the General Learner Outcomes.

Product: Chapter II: Student/Community Profile
Task 3: Evaluate the quality of the school program in relation to the HIDOE/ACS WASC criteria with emphasis on the identified student learner needs; synthesize the information; determine strengths and growth needs.

Product: Chapter III: Summary of findings for criteria in each category and supporting evidence. Identified strengths and prioritized growth areas.
Task 4: Summarize the identified student learner needs based on profile and Focus Group analysis and findings.

Product: Chapter IV: Summary of identified student learner needs

Tables of identified schoolwide strengths and growth areas/challenges
Task 5: Revise the Academic Plan. Establish an ongoing follow-up process to monitor implementation and accomplishment.

Product: Chapter V: Revised Academic Plan

Description of the school’s overall follow-up process for ongoing improvement
ACS WASC

Getting Organized

Getting Started
It all starts with planning!

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Self-Study Coordinator Preparation Checklist

Visit

Post-Visit
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 6 weeks ahead of visit — work backwards from proposed dates of visit in 2020
Timeline: Detailed Calendar

Include...

- Staff and Other Stakeholder Orientation
- Training: Role and Responsibilities
  - Leadership Team
  - Focus Group Chairs
  - Home Group Chairs
HIDOE/WASC Self-Study Report Format

Preface

Task 1: Chapter I: Progress Report

Task 2: Chapter II: Student/Community Profile

Task 3: Chapter III: Self-Study Findings

Task 4: Chapter IV: Summary of Identified Student Learner Needs

Task 5: Chapter V: Academic Plan

Appendix

HIDOE/WASC FOL pp. 13-14
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 and II for review
Organization

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

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
Home Group work that includes...

- gathering and analysis of other data based on HIDOE/ACS WASC criteria observations for Focus Groups

- review of identified growth areas from all focus groups and proposed refinements to the Academic Plan

NOTE: Focus Group work begins in February 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 III*
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 Plan
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
Self-Check Questions

Timeline

• Has the timeline been developed so that the self-study will be ready to send to the visiting committee no later than 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/ACS WASC FOL 2018, p. 17
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 Academic Plan?

HIDOE/ACS WASC FOL 2018, p. 17
ACS WASC

Getting Organized

Getting Started
Include the following:

- **Background**
- **School Design**
- **Student Voice and Teacher Collaboration**
- **Current Self-Study Process**
Directions
Task 1
Chapter I
Summarize progress
Directions
Chapter I: Self-Check Questions
Task 2
Chapter II

Develop or Refine Student/Community Profile
Clarify General Learner Outcomes
Directions

HIDOE/ACS WASC FOL 2018, pp. 35-37
Chapter II: Student/Community Profile

School Information/Programs
Data and Findings
General Learner Outcomes
Appendices
Task 2: Student/Community Profile — Chapter II

Who are our students?

Who composes the major sub-populations at our school?
Chapter II: Data within Profile (pp. 39-41)

- Introduction (Na Hopena A’o)
- Demographic
- Performance
- General Learner Outcomes
- Perception Data
- Professional Development
- Resources and Management
What data should we include in our profile?
Where do we obtain the data?

HIDOE/WASC FOL, pp. 39-41
Findings from our data:

What does the data tell us? (Using SSIR, ARCH, LDS, Strive HI, etc.)
Sample Achievement Data

Determine 2-3 findings. Any questions raised?

Percent Students Scoring Proficient on Mandated State Tests

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<th>Subject</th>
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A Practice: Determine Findings

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<th>School Year</th>
<th>Average Daily Attendance %</th>
<th>State Standard</th>
<th>Average Daily Absences in Days</th>
<th>State Standard</th>
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<td>2008-09</td>
<td>94.1</td>
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<td>2009-10</td>
<td>94.8</td>
<td>95</td>
<td>8.4</td>
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</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>
<th>Average Daily Absences in Days</th>
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</tr>
</tbody>
</table>
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 and 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 and Ethical Users of Technology

HIDOE/ACS WASC FOL, 2018, pp. 4-5
Sample GLO Finding

Students are rated quarterly on how consistently they demonstrate the GLOs. Data from GLO 1: Self-directed Learner and GLO 3: Complex Thinker were selected because it aligned with last year’s school theme of Wayfinding to Self-Directed Learning.

In order to instill the values of “wayfinding”, or using resources and tools to get to your end destination, teachers were conscious of emphasizing the traits of self-directed learning and complex thinking in the learning activities.

The GLO data shows that there was a gradual increase in the number of students who were consistently self-directed and complex thinkers as the year progressed.
Data and Findings: trends, irregular patterns, and/or anomalies

• Demographic data
• General Learner Outcomes
• Student PERFORMANCE data
• Perception data including survey summaries, if any
• Draft Summary of Implications, 2-3 Student Learning Needs and Questions for use in Focus Groups

Appendices
Procedure 3 (Page 36):

- What are the implications of the data with respect to student performance?

- Select 2-3 major preliminary student learner needs

- List important questions that have been raised by the analysis of student performance, demographic, and perception data.
Procedure 4 (Pages 36-37):

• Discuss procedures 1-3 on page 36 with all stakeholders

• Determine if there is agreement at this time on the identified major preliminary student learner needs and important questions raised (Procedure 3). Are there any additions? How do these align to the Hawaii State Strategic Plan?

• Finalize Profile (procedure #1)/Summary (procedure #3)
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 II: Self-Check Questions
Task 2

- 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?

HIDOE/ACS WASC FOL 2018, p. 18
Task 3
Chapter III
Quality of the school’s program
ACS WASC Criteria

A. Organization for Student Learning
B. Curriculum
C. Instruction
D. Assessment
E. School Culture & Student Support
Chapter III: Program Quality Analysis

**Process**
- Leaders
- Home Groups

**Focus Groups**

**Data**
- Observations
- Interviews/Surveys
- Student work samples
- Documents
- Professional knowledge

**Product**
- Analytical response to criteria prompts
- Evidence
- Strengths
- Areas for Growth
Criteria Summaries

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

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

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

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

• Are the strengths and growth areas **appropriate** to the findings?
Directions
Task 3: Initial Procedures

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 3: Focus Groups

What data, information, and evidence do we need?

What currently exists?

Focus Groups Criteria

How effective is this?
The So What Question?
C1. Instruction Criterion – Student Centered Instruction

Students actively participate and are highly engaged in their learning through challenging activities that support clearly articulated learning targets so all students achieve the academic standards and the General Learner Outcomes.
Students’ Voice and Feedback

C1.3 Indicator:
The school’s instructional staff members use students’ voice and feedback in order to adjust instruction and learning experiences.

C1.3 Prompt:
*Evaluate the effectiveness of the use of students’ voice and feedback to adjust instruction and learning experiences. Provide examples.*

Findings

Supporting Evidence
How might we go about the work?

Criteria concepts?
How will we know? Evidence?
Student Learner Needs?
Assessing effectiveness?
### Task 3, Focus Groups

**ACS WASC Criteria-Indicators:**

<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
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**Gathering and Analyzing Data/Information**
Observable Evidence Requires Analyzing Results of

- What students are doing/producing
- Student interviews/observations
- Hard data and information
- Other observations and interviews
“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 3: Program Analysis = Chapter III
Road to the Action Plan

- General Learner Outcomes
- Data
- Student Learner Needs
- Criteria Strengths
- Criteria Growth Areas

Action Plan
Part 2 Training: Bring

Draft Chapter I: Progress Report
Draft Chapter II: Student/Community Profile
Draft Chapter III: Initial Work on Criteria

Organization for Self-Study

Leadership Team
Focus Groups
Home Groups
ACS WASC
We Are Student Centered
We Are Student Centered