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

2019–2020 Schools
ACS WASC Accreditation: A Focus on Learning
Agenda

Checking Up

Getting organized

Task 1: Summarizing progress

Task 2: Developing/refining the Student/Community Profile

Task 3: Starting evaluation of program in relation to HIDOE/ACS WASC criteria

Moving Forward

Task 3: Continuing evaluation of program in relation to HIDOE/ACS WASC Criteria—emphasis on identified student learner needs

Task 4: Summarizing identified student learner needs based on profile and focus group analysis and findings

Task 5: Revising the Three-Year Academic Plan (a brief advance look at Phase III Training)
How is the self-study progressing at your school?

What are the areas that you would like to address today?
Self-Study Expectations

Collaboration  Mission  Program-assessment
Data  Involvement
Schoolwide-learner-goals  Plan
Accreditation Cycle of Quality

1. Plan
2. Visit
3. Focus on Learning
4. Self-Study
5. Assess
6. Reassess
7. Follow-up

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Focus on Learning Self-Study Process

What is the ideal based upon?

So What currently exists and how effective is it?

Now What will we modify in our schoolwide plan?
Where is the school now?
Where’s it going?
Does it have a good roadmap?
HIDOE Strategic Plan 2017-2020
Three-Year Academic Plan
Focus on Learning

Accreditation 6-Year Cycle

Year 1
Year 2
Year 3
Year 4
Year 5
Year 6
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?
ACS WASC/HIDOE Self Study, 2019-2020

Preface

Chapter I
Progress Report

Chapter II
Student-Community Profile

Chapter III
Self-Study Findings

Chapter IV
Summary list of Critical Student Learner Needs

Chapter V
Plan

Electronic Appendices
Will the self-study be ready to be sent 6 weeks prior to visit?

Has the maximum time been allotted for home and focus group work—maximizing regular meeting time?
Doing the work

Focus Groups
Criteria

Profile Team
Leadership Team Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria
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
How have you organized your Focus Groups?

Scheduling Focus Group Work in terms of needed Home Group or departmental/data team gathering/discussions

Staggering the work
HIDOE/ACS WASC Preface

Include the following:

- **Background**
- **School Design**
- **Student Voice and Teacher Collaboration**
- **Current Self-Study Process**
Directions
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
Directions
Chapter I: Self-Check Questions
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
Directions

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

School Information/Programs
Data and Findings
General Learner Outcomes
Appendices
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

- Language
- Mathematics
- Science
- Social Studies

Comparison of proficiency rates across different years:
- 2013-14
- 2014-15
- 2015-16
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, 2017, p. 4
Sample GLO Finding

During our self-study process we looked closely at student data on GLOs, student perceptions, and teacher expectations... After examination of our data, we noticed that GLO #3 on Complex Thinker had the lowest number of students being rated usually or consistently and the highest rating of sometimes...we decided this would be one of our main areas of focus.
Activity:

• Compare the profile to the Student/Community Profile Guide (FOL, pp. 39-41)

• Are the appropriate data pieces included? Has the school commented upon all data?
Chapter I: Product
Student/Community Profile (Task 2)

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 Learner 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.
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: Product

Student/Community Profile (Task 2)

Procedure 4 (Pages 36-37):

• Discuss procedures 1-3 on page 35-36 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 Strategic Plan?

• Finalize Profile (procedure #1)/Summary (procedure #3)
Who are the students? How are the students doing?

What does the data tell us?

Not tell us?

• What questions does the data raise?
Chapter II: Self-Check Questions
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.
ACS WASC/HIDOE Criteria

Organization

Curriculum

Instruction

Assessment

Support
### Criteria/Indicator Findings

<table>
<thead>
<tr>
<th>Critical Learner Needs</th>
</tr>
</thead>
</table>

### Supporting Evidence

**How effective?**
Task 3: Program Analysis – Chapter III

**Process**
- Home Groups
- Leadership Team
- Focus Groups

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

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents
Focus Groups

- Review and 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 currently exists?

What data, information, and evidence do we need?

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.
C1: Instruction: Student Access to Learning
Sample Indicator and Prompt

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?
Focus Group Dialogue: Sample Questions

What do we know already know, including the supporting evidence? What is already in the profile?

What evidence is needed from the home groups?

What particular evidence is needed from the home groups related to the identified student learner needs, e.g., how can we all support the English learners? Writing?
C1. Instruction Criterion – Student Access to Learning
Possible Areas to Examine and Analyze

• Classroom observations to determine the extent to which differentiation of instruction is occurring and its impact on student learning

• How instructional practices and other activities facilitate access and successful educational outcomes for students who are ELL, economically disadvantaged, underachieving, gifted and talented, at-risk, and in special education

HIDOE/ACS WASC FOL, 2017, p. 71
C2. Instruction Criterion – Rigorous and Relevant Instruction
All teachers provide students with a rigorous and relevant instructional program that includes differentiated instruction and engaging activities and assignments so students demonstrate creative and critical thinking, problem solving, and application

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.

Findings Supporting Evidence
Summary, Strengths, and Growth Areas

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified student learning needs from Task 2.

Summary (including comments about the student learning needs):

Prioritize the strengths and areas of growth for Category C.

Category C: Instruction: Areas of Strength

Category C: Instruction: Areas of Growth

Copy and paste the Areas of Strength and prioritized Areas of Growth/Challenges into the matrix in Chapter IV.
### Task 3: Home/Focus Groups—ACS WASC/HIDOE

#### Criteria

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

**Gathering and Analyzing Data/Information by Home and Focus Groups**
Activity: Category D: Instruction-Reviewing Sample Indicators in D1 or D2

- What does the indicator mean?
- Brainstorm types of evidence that might be used for this indicator?

Jigsaw Learning: Expert Group
Jigsaw: Cooperative Group

Share what your indicator means and what evidence your group considered

Others might add on ideas and/or clarify meaning
Thank Group and Return to Table

Share new learnings or insights
Sample Conversation Prompts...

• What patterns and trends do we find in our learnings from our practice of unpacking an indicator?
• What are the key findings that impact student learning?
• What are our reflections?
• What might we consider designing for the future?
• What do we do now?
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.”


Nature
Quality
Frequency
Growth over time
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/
Evidence: Examining Student Work

Examples of types of work *(especially related to student learner needs)*:

- Typical work, such as writing or solving math problems
- Projects, such as senior project
- Research Paper
- Same performance tasks or assignments
- Portfolios
- Case studies
Sample : Examining Student Work

Individually...

• review student work samples.
• sort work into high, middle, low levels of performance.

As a group discuss...

• the characteristics of the three categories
• how to ensure student work is representative of the school’s various subgroups
• the extent to which the results of this learning opportunity demonstrate the desired performance quality of the selected standards and General Learner Outcomes.
What’s our purpose in looking at this student work.

What was the task designed to assess? How effective is it?

What are patterns or trends across the samples?

What are the misunderstandings and understandings?

What are implications for instruction and curriculum?
Learning from student work

How often do students do this kind of work?

How does this work inform us about students’ abilities to be successful in reaching our General Learner Outcomes?

How will this work be evaluated?

What preceded this work? What will come next?
How well the student understands the topic of the assignment?

The student’s mastery of a learning standard?

The student’s competence in our critical learner need?

Our own grading standards?

Our next steps: press on, reteach, circle back later....?
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
- ___ working alone
- ____ calculating
- ____ taking notes
- ____ completing worksheet
- ____ using technology
- ___ writing
- ____ completing worksheet
- ___ reading

### Which student learner needs were observed?

- ___ reading
- ____ critical thinking
- ____ computing
- ___ writing
- ____ computing

### What General Learner Outcomes were observed?

- ___ Citizen  
- ___ Life/Career  
- ___ Leadership
Questions to answer about observing...

How can your school implement staff observations as a regular practice?

What ground rules will ensure a “safe” environment and obtain staff buy-in?

What kind of “cue sheet” will the school develop?

How will the observation results be used in the FOL process?
 Interviews and Surveys

Interviews

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

Surveys

• Short
• Focused
• Understandable
1) Individually, generate a few sample student questions.
2) Find a partner and share these questions.
3) Debrief, for example
   • Open-ended questions
   • Non-biased
   • Concrete
   • Simple language
Share:

One important point about evidence is....

Another important point to remember is ...

Something that is still not clear to me is ...
Task 3: Program Analysis — Chapter III

Schoolwide Focus Groups

Home Groups
ACS WASC/HIDOE Focus on Learning

WRITING ANALYTICAL FINDINGS
Sample Finding:
Basis for Determination of Performance Levels

Teachers at each grade level have worked hard to establish reasonable guidelines for all assessments to ensure that all students are graded on the same criteria. These, however, are not correlated among the grades. We have, however, not seen any substantial differences in students’ performance as they move to the next higher grade level. Little attention has been given to congruence among subject areas – thus we have observed that some students receive high grades in English/Language Arts and low grades in Social Studies. Fewer discrepancies are seen between Mathematics and Science grades. Fifth and sixth grade teachers have begun initial work in calibrating their grading systems. The overall plan is to continue this work throughout the other grades. Our self-study work revealed this weakness of which we were unaware.
Activity 1A

**Individually...**

- Read the Focus Group narrative in response to the prompt.

**As a group discuss...**

- What did the school find in response to the prompt?
- “To what degree” did the school address the prompt?
- How “effective” was the school’s practices/strategies/programs for this prompt?

**As a whole group debrief...**
Activity 1B

Individually...

• Now read the second Focus Group narrative in response to the same prompt.

As a group discuss...

• What did the school find in response to the prompt?
• “To what degree” did the school address the prompt?
• How “effective” was the schools practices/strategies/programs for this prompt?
• How was this narrative sample different from the previous sample?

As a whole group debrief...
What’s our purpose in looking at the two samples of a Focus Group narrative?

What are implications for how Focus Groups respond to the indicators/ prompts?

Discuss the other sample narratives provided.

Ask when drafting responses to the indicators and prompts:

• Do the findings respond to what is being asked by the indicators/prompts?
• Do the findings identify the degree and/or effectiveness of the school’s practices/ strategies/programs described for desired outcomes?
Critiquing Chapter III

Key Questions

• Is what we found effective?
• Is it making a difference for students?
• Are our findings supported by evidence?

EVALUATE! EVALUATE! EVALUATE!
<table>
<thead>
<tr>
<th>Criteria Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective?</td>
<td>How do we know?</td>
</tr>
</tbody>
</table>
Critiquing Chapter III

Do the findings respond to what is being asked by the criteria guide question(s) and the supporting indicators/prompts?

What insight have been gained about which learning is being supported, especially related to the student learner needs?
Are identified and prioritized growth needs aligned to the findings?

Are identified strengths aligned to the findings? How might these strengthen the action plan?

How does the evidence support the findings?
Plan and re-plan the work of Home and Focus Groups
Schoolwide Focus Groups

What are their characteristics?

What are their responsibilities?
Self-Check Questions
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
Review strengths and growth areas from the five criteria

Use these to identify major themes or strands that can help in confirming the critical student learning needs

Confirm identified/revised critical student learning needs
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
Which of these ideas should become part of our three-year Academic Plan?
Alignment:
Findings, Strengths, Growth Areas, Action Plan
Road to the Action Plan

- General Learner Outcomes
- Data
- Student Learner Needs
- Criteria Strengths
- Criteria Growth Areas
- Action Plan
What are the critical elements that will enable your school to focus on the analysis of student achievement?
We Are Student Centered