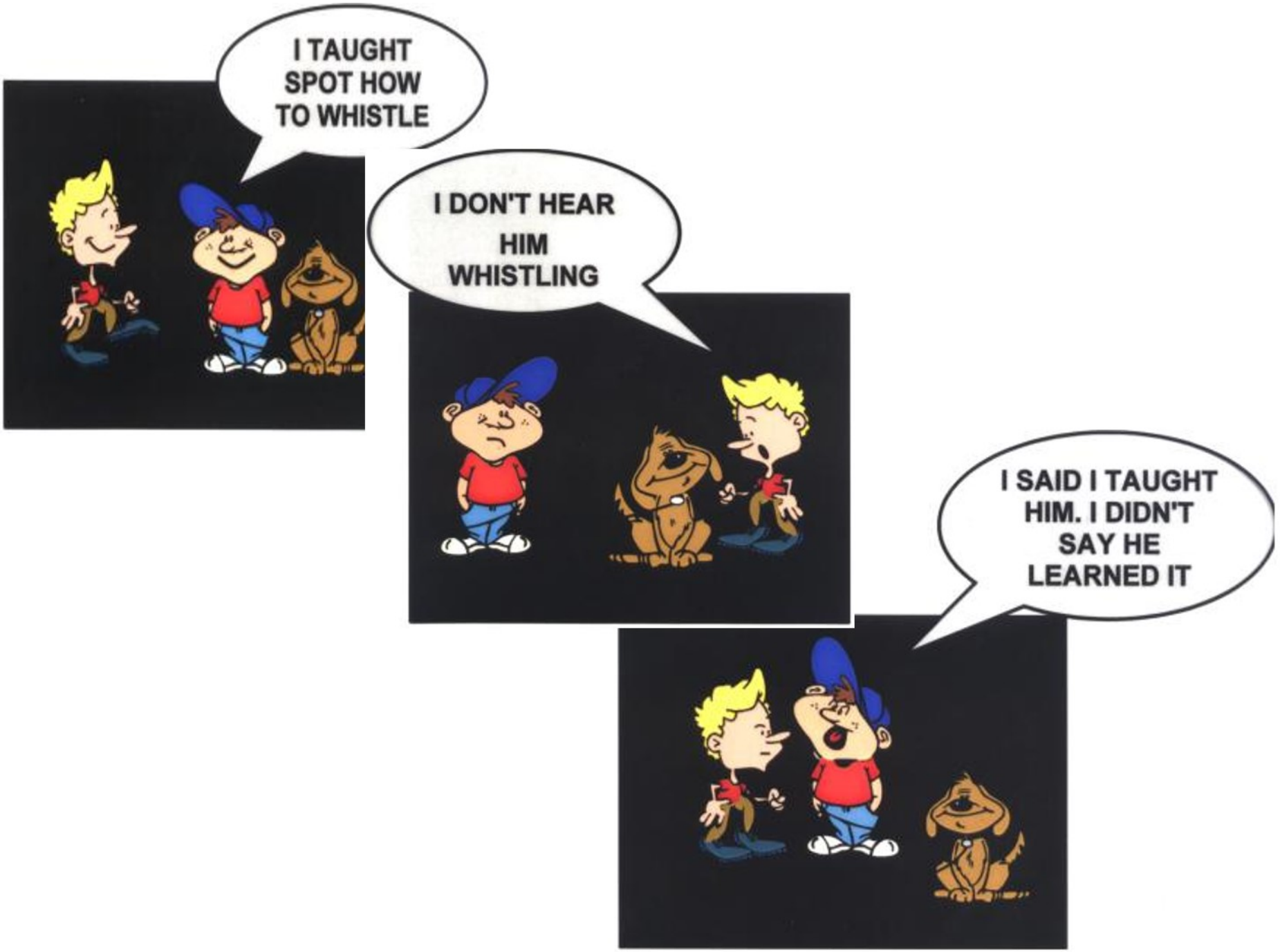
ACS WASC/HIDOE 2018 Mid-cycle School Training


I TAUGHT SPOT HOW TO WHISTLE
I DON'T HEAR HIM WHISTLING
I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT

Workshop Goals

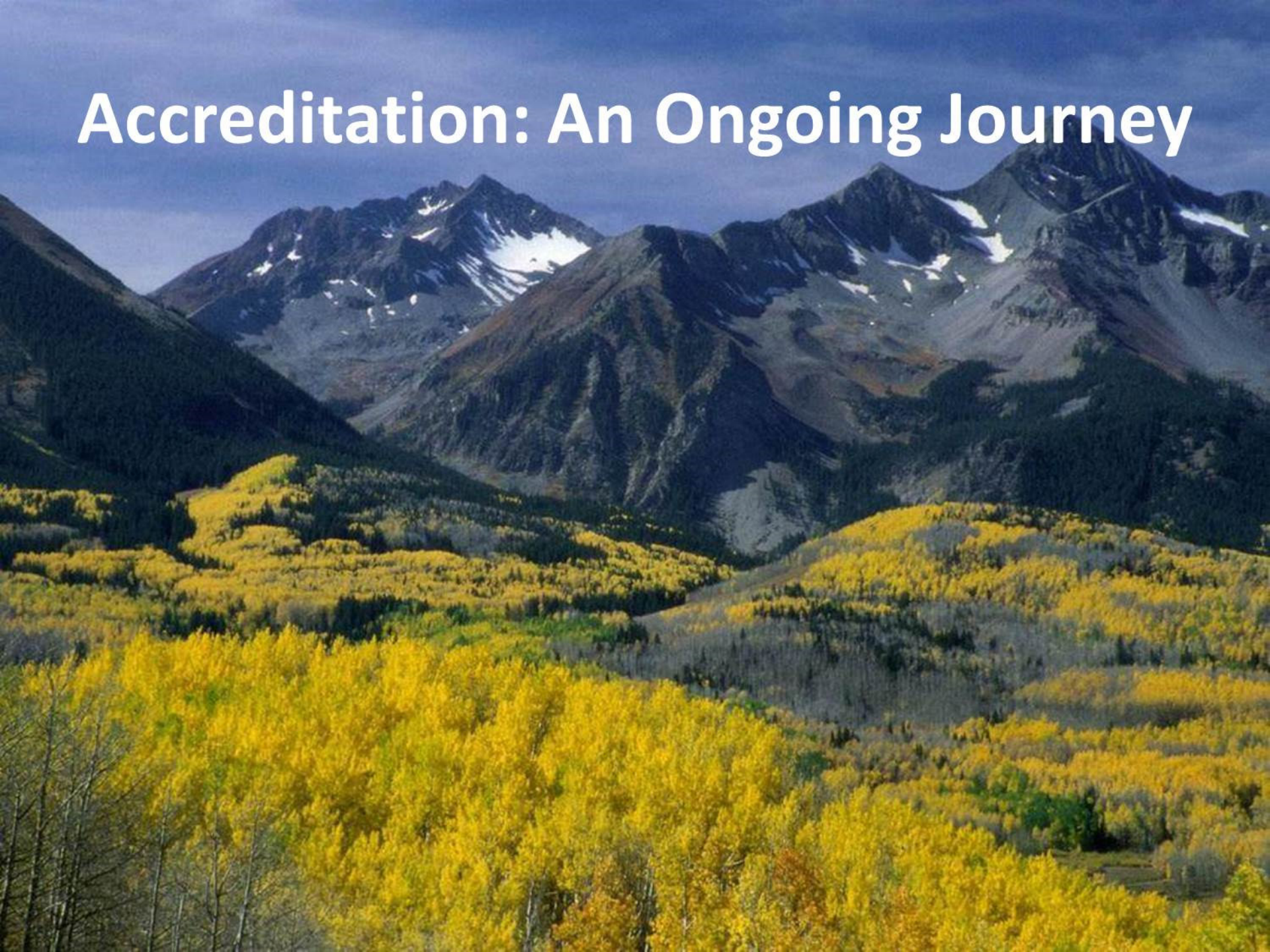
School's process since last full self-study or visit

Roles and responsibilities for a Mid-cycle for Schools

Commission Action

Accreditation Process

Accreditation: An Ongoing Journey



ACS WASC Accreditation Principles

ACS WASC Seven Accreditation Principles

1. Accomplishment of school purpose (core beliefs, vision, mission) and General Learner Outcomes…

General Learner Outcomes

Characteristics:

- Include current learning needs and global competencies/21st century skills
- For all students
- Interdisciplinary (within all subjects)
- Assessable

ASIJ educates students to become:

Critical thinkers and problem solvers who...

- Apply creativity and persistence, and develop awareness of their own thinking, in defining problems and developing strategies to solve them.
- Demonstrate flexibility in thinking.

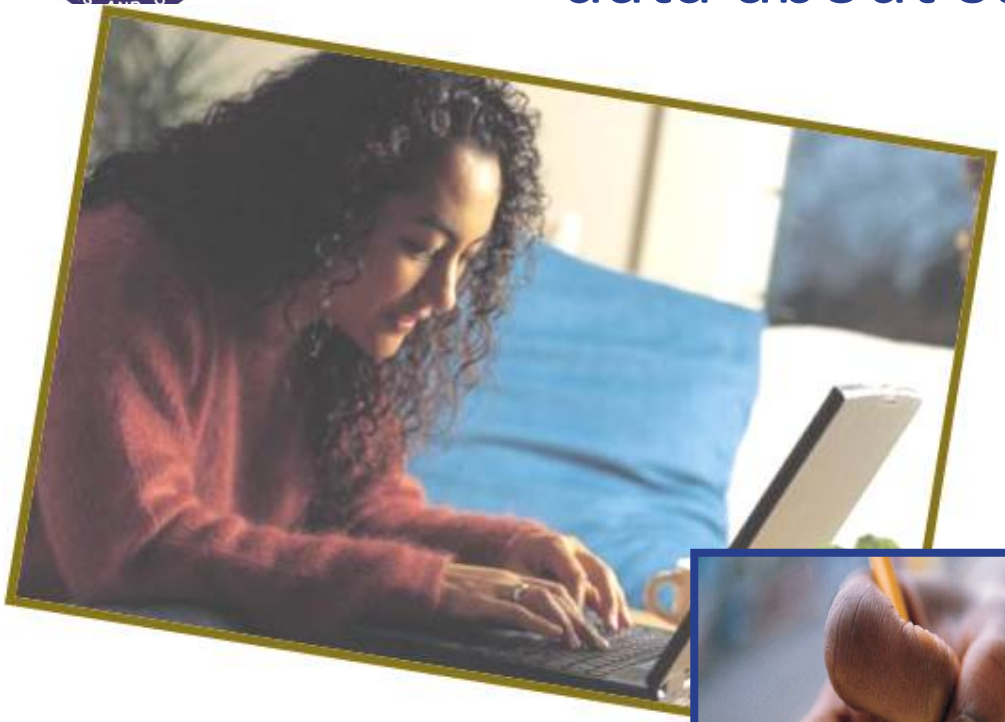
General Learner Outcomes (GLOs)

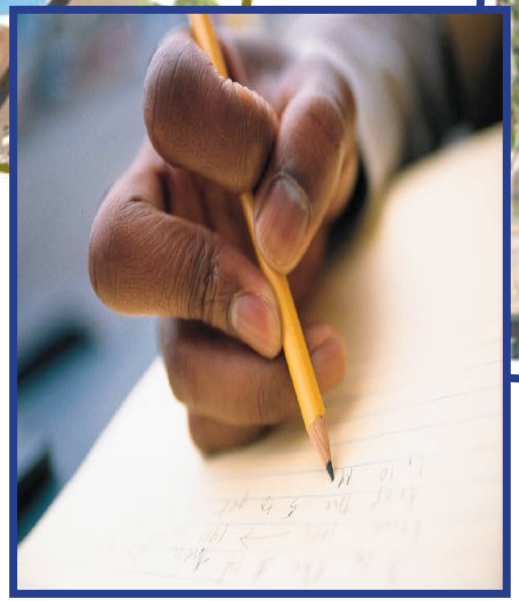
HIDOE students will be…

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

2. High achievement of all students based on General Learner Outcomes/curricular standards

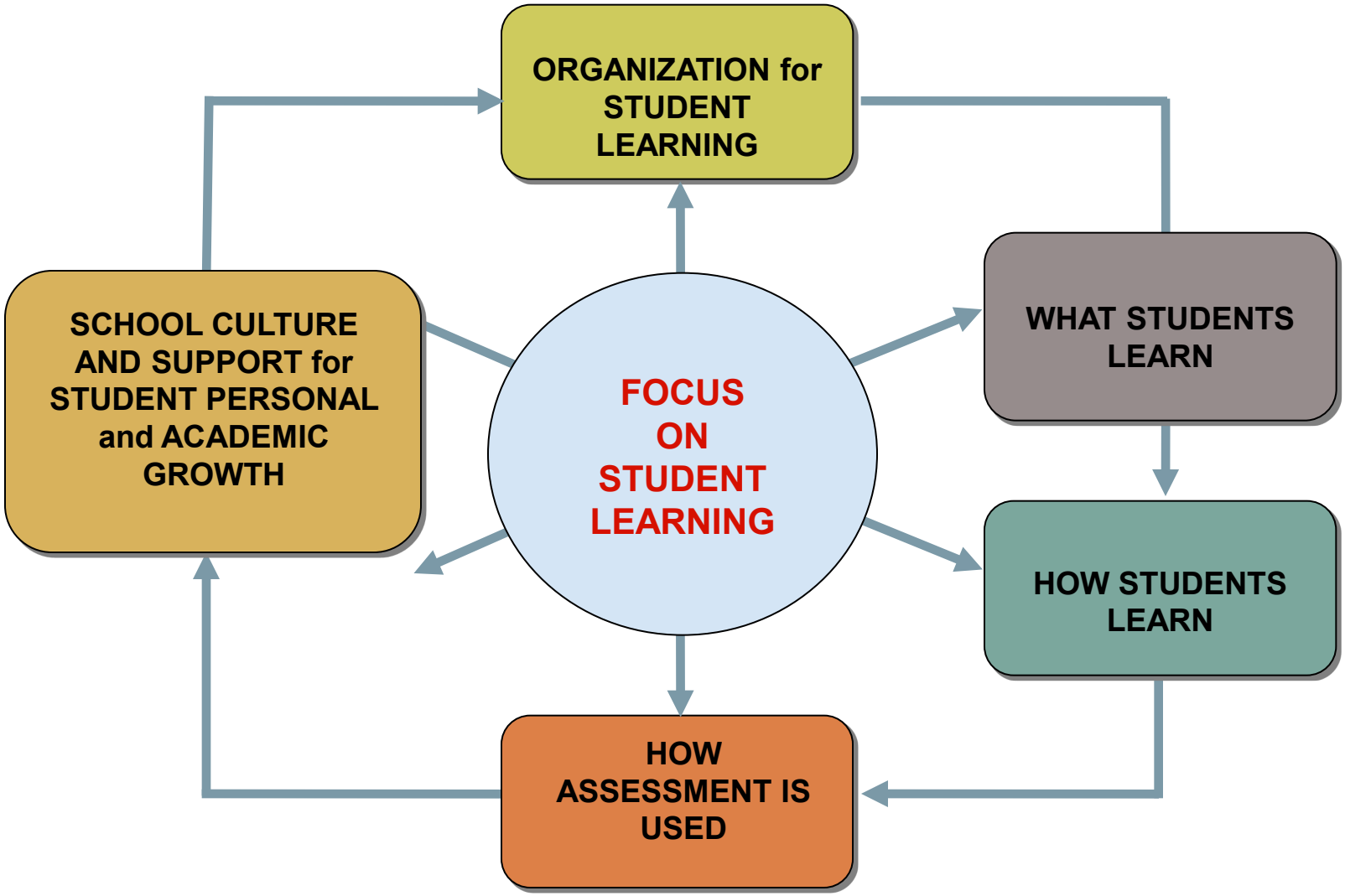
3. Use of multiple ways to analyze data about student achievement





4. Program evaluation in relation to General Learner Outcomes, standards and research-based ACS WASC/HIDOE criteria and indicators

HIDOE/ACS WASC Criteria Categories



Summary: Self-Study Process

What? *What is the ideal based upon…?*

Vision, Mission, General Learner Outcomes; ACS WASC/HIDOE criteria and indicators; Curricular standards

So What?

What currently exists?

How effective is it?

Now What?

What and how will we modify?

What should be in the Academic Plan?

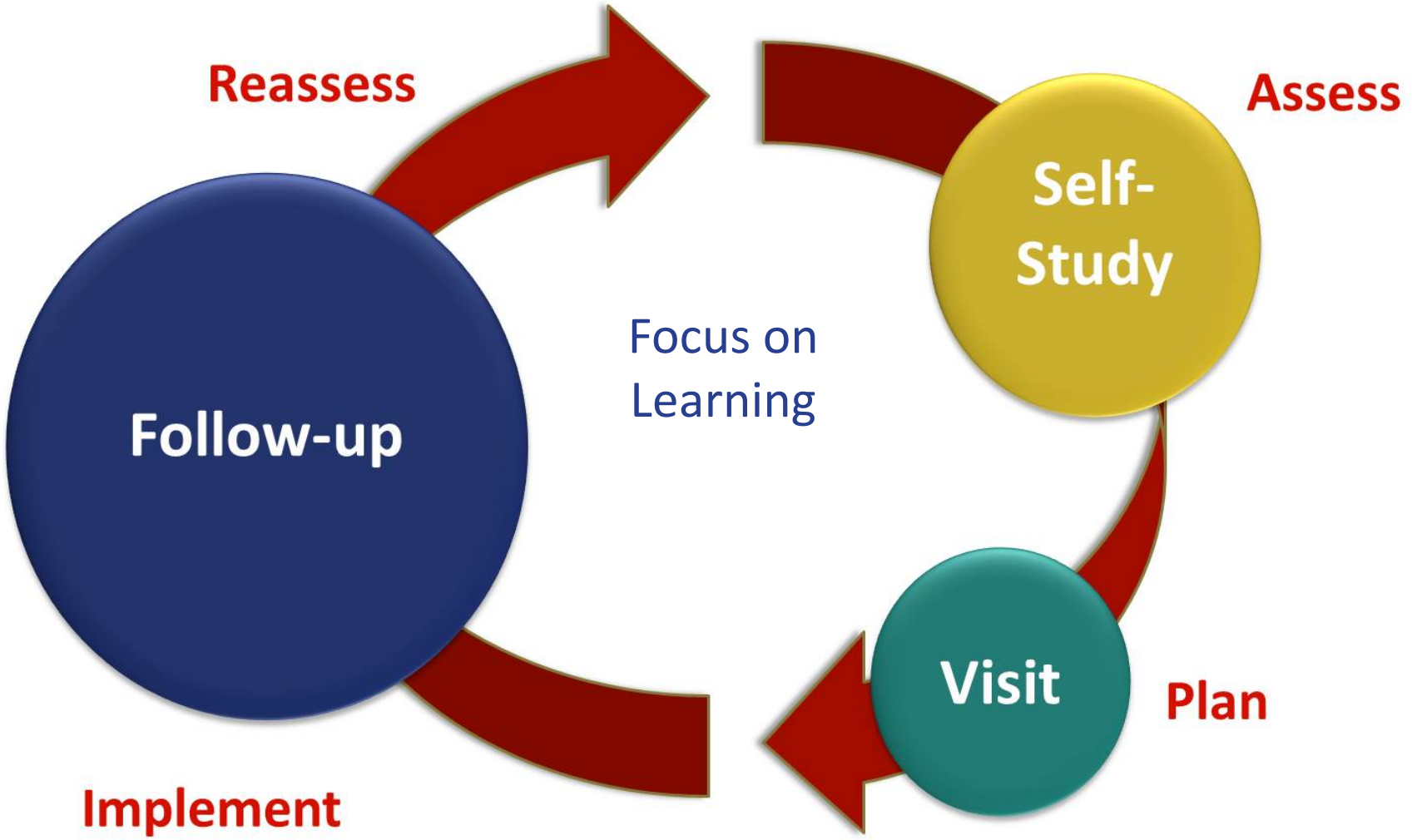
One Umbrella Plan

Academic Plan

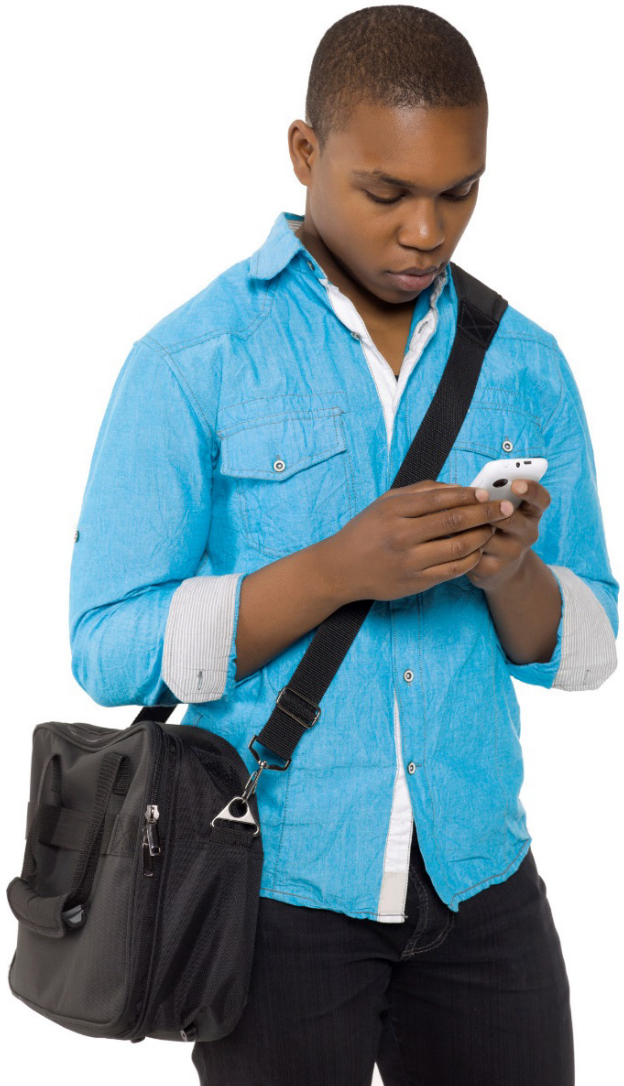
HIDOE 2017-2020 Strategic Plan

6. Evaluation of ongoing improvement and impact on student learning
7. Total involvement/ collaboration of all leaders, board members, teachers, staff, students, parents, and others

ACS WASC Accreditation Cycle of Quality



Schoolwide Action Plan



How do school staff members 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?

Mid-cycle Purpose

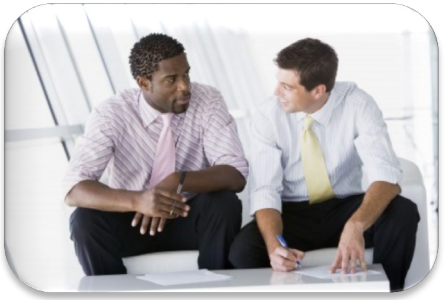
- Progress report and visit focus on demonstrating that school staff has
  - Made progress in addressing the critical areas for follow-up, especially though implementing the Academic Plan
  - Improved student achievement relative to the General Learner Outcomes and academic standards
- Visit results will determine future accreditation status of the school

School's Responsibilities

Prepare school report using guidelines

Written Progress Report

Sent to VC 6 weeks prior to visit and ACS WASC office using Document Upload on website: www.acswasc.org/document-upload/



Communicate with the chairperson

Establish schedule for the visit

It all starts with planning!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Timeline

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

Work efficiently

Publish and send to visiting committee 6 weeks ahead of visit — work backwards from proposed dates of visit in spring

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 2 of the Focus on Learning manual, 2017 Edition)

Include Summary of Data with implications, 2-3 identified student learning needs and important questions for staff discussion related to the student needs

What data should we include in our profile?

Where do we obtain the data?

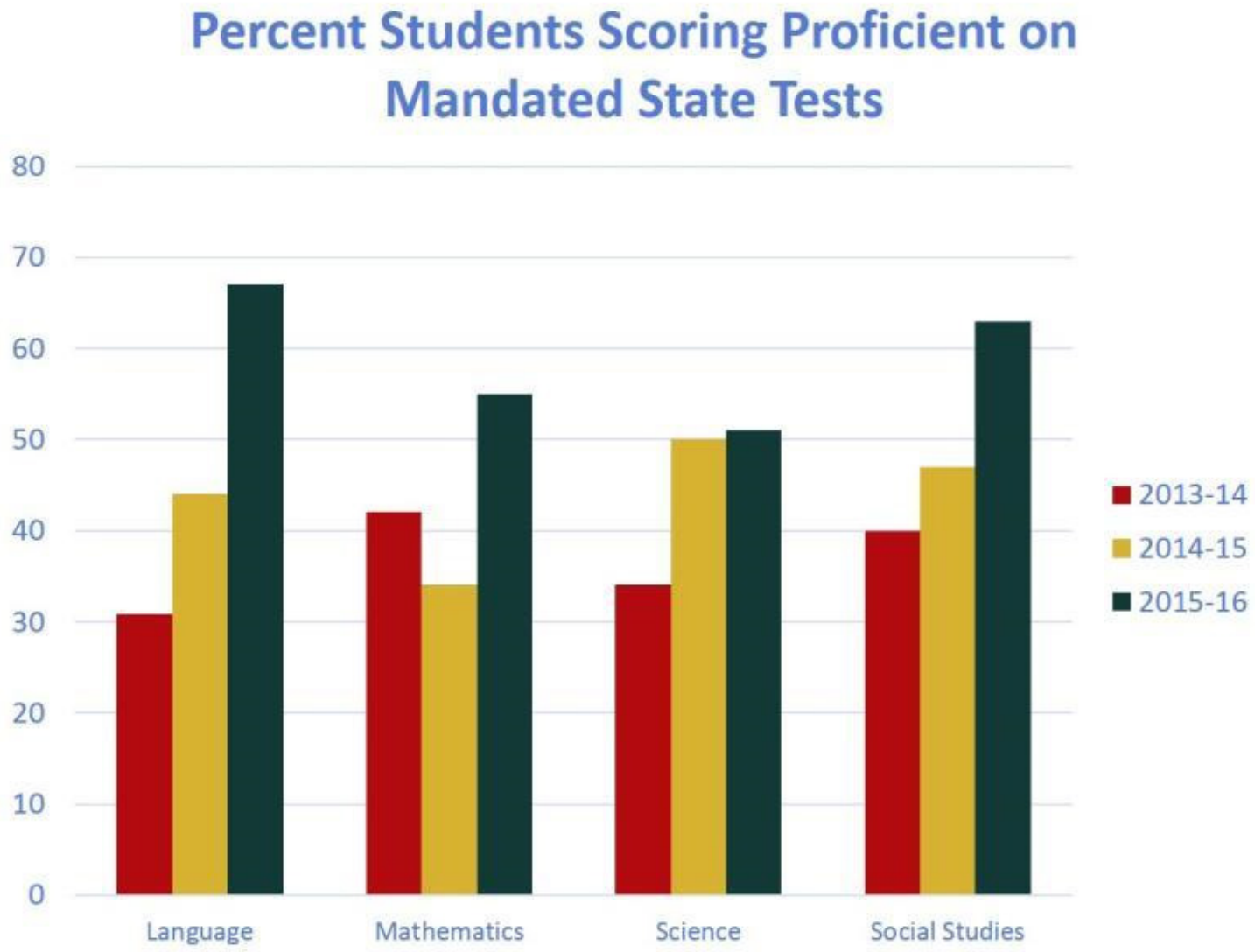
HIDOE/ACS WASC FOL 2017, pp. 37-39

Data within Profile (HIDOE/ACS WASC FOL 2017, pp. 37-39)

- Introduction (Na Hopena A'o)
- Demographic
- Performance
- General Learner Outcomes
- Professional Development
- Perception Data
- Resources and Management

Sample Achievement Data

Determine 2-3 findings. Any questions raised?



A Practice: Determine Findings

School Year	Average Daily Attendance %	State Standard	Average Daily Absences in Days	State Standard
2007-08	94.1	95	12.4	9
2008-09	94.1	95	10.5	9
2009-10	94.8	95	8.4	9

Practice: Sample Answer

Attendance

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

School Year	Average Daily Attendance %	State Standard	Average Daily Absences in Days	State Standard
2007-08	94.1	95	12.4	9
2008-09	94.1	95	10.5	9
2009-10	94.8	95	8.4	9

General Learner Outcomes

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 mid-cycle 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.

Who are the students?
How are the students doing?

What does the data tell us?

Not tell us?

- **What questions does the data raise?**

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?

Report Format: Sections II & III

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

- Significant changes and development
- Impact of these changes/developments on school programs

Section III: Ongoing School Improvement

- Engagement of all stakeholders in review of student achievement data and implementing/monitoring of the schoolwide action plan
- Process for preparing annual progress reports

Report Format: Section IV

Schoolwide Action Plan Progress

Analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas 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

Report Format: Section V

Schoolwide Action Plan Refinements

Indicate refinements made to the Academic Plan since last full visit to reflect progress and identified new issues

Appendix: current three-year Academic Plan

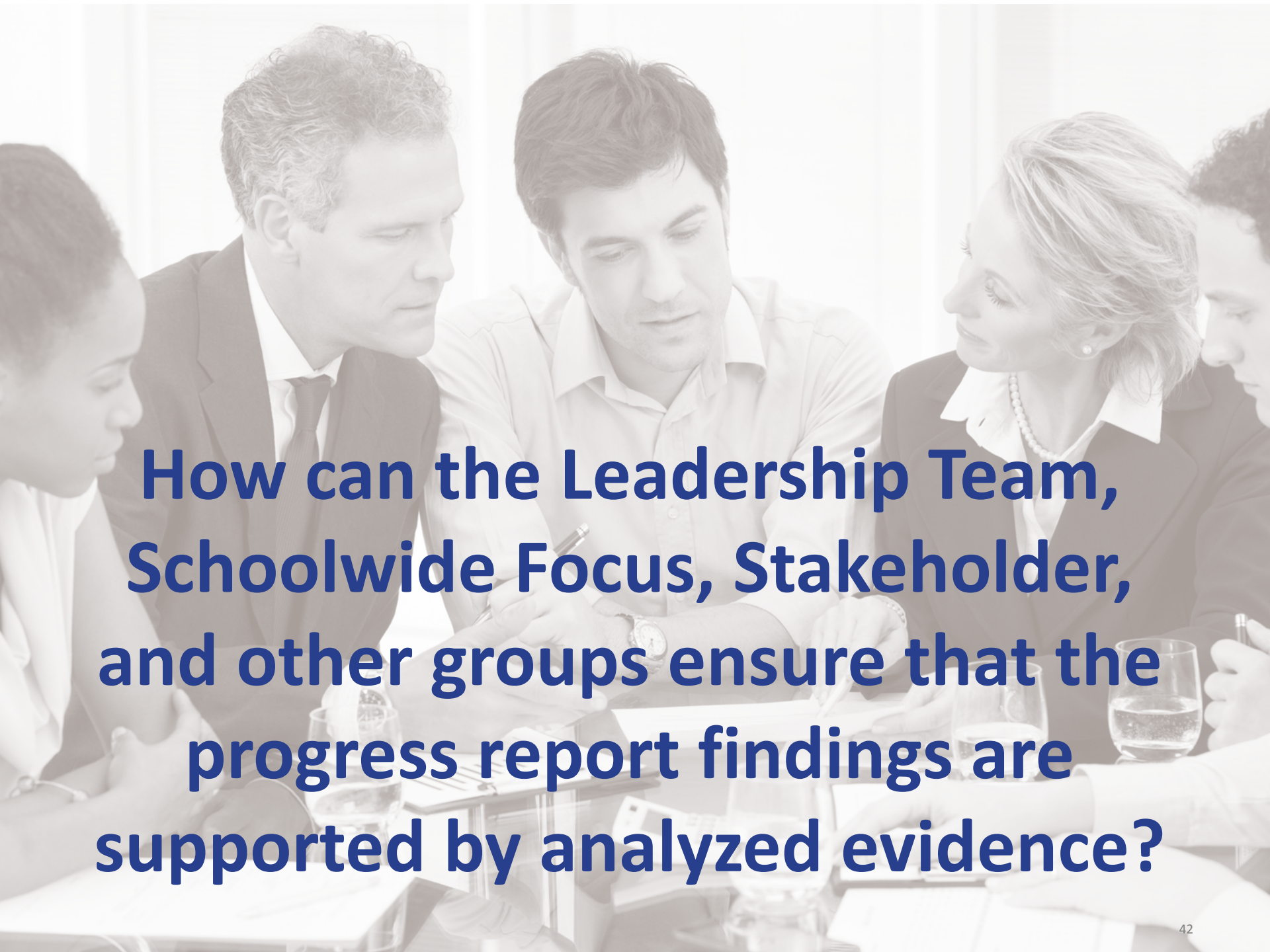
One Umbrella Plan

Academic Three-Year Plan

HIDOE 2017-2020 Strategic Plan

How will we organize ourselves and our work?

StuckPixel@DollarPhoto



How can the Leadership Team, Schoolwide Focus, Stakeholder, and 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

School's Progress Report: Section IV

Progress: Each Action Plan section noting integrated critical areas for follow-up * (mark with asterisk)	Supporting Evidence
*Researched available and initiated professional development for all teachers around reading strategies (2013)	Meeting records, professional development schedule, classroom walkthroughs
Continued work to stress academic vocabulary; *clarity schoolwide of key vocabulary	Classroom walkthroughs and PLC meeting notes

Integrated Critical Areas for Follow-Up	Action Plan Progress	Supporting Evidence
3, 4	Researched available and initiated professional development for all teachers around reading strategies (2013)	Meeting records, professional development schedule, classroom walkthroughs
2	Continued work to stress academic vocabulary; clarity schoolwide of key vocabulary	Classroom walkthroughs and PLC meeting notes

Observable Evidence Requires Analyzing Results of

What students are doing/producing

Student interviews/observations

Hard data and information

Other observations and interviews

Student Work

"The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach."

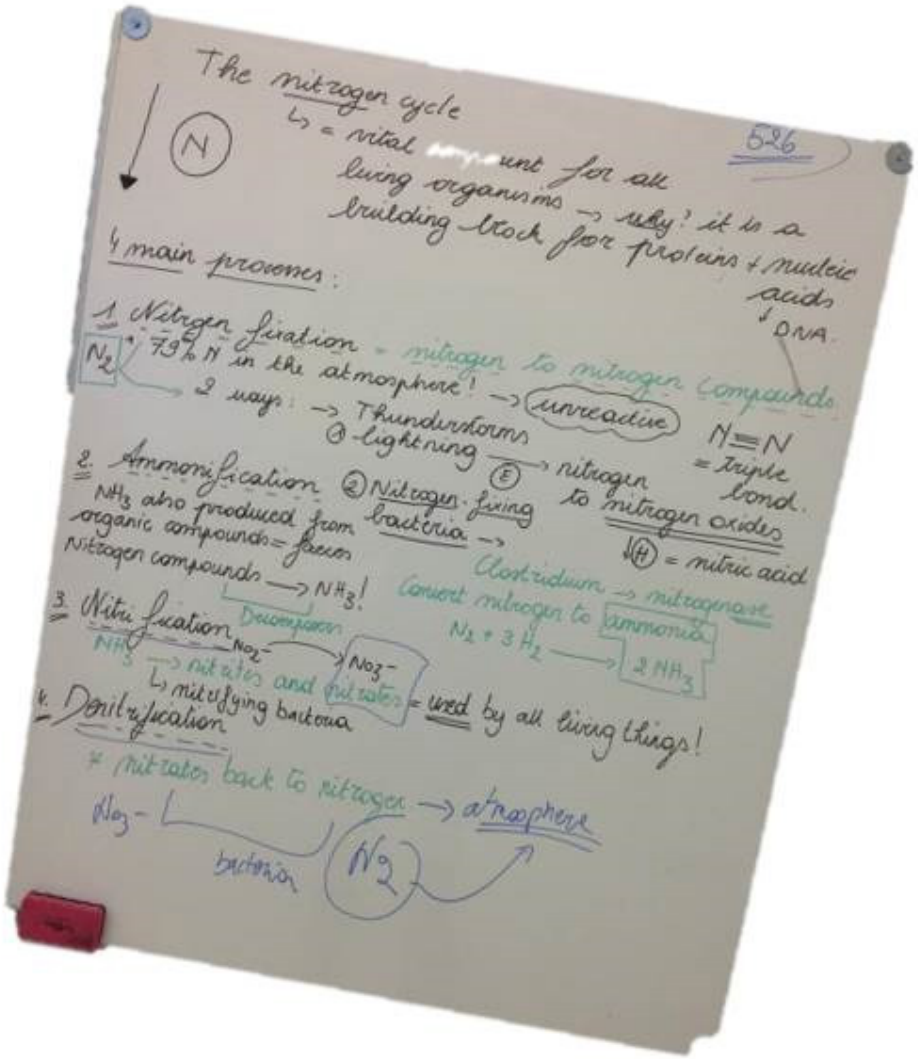
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

Nature

Quality

Frequency

Growth over time



Student Work:
Probing Questions

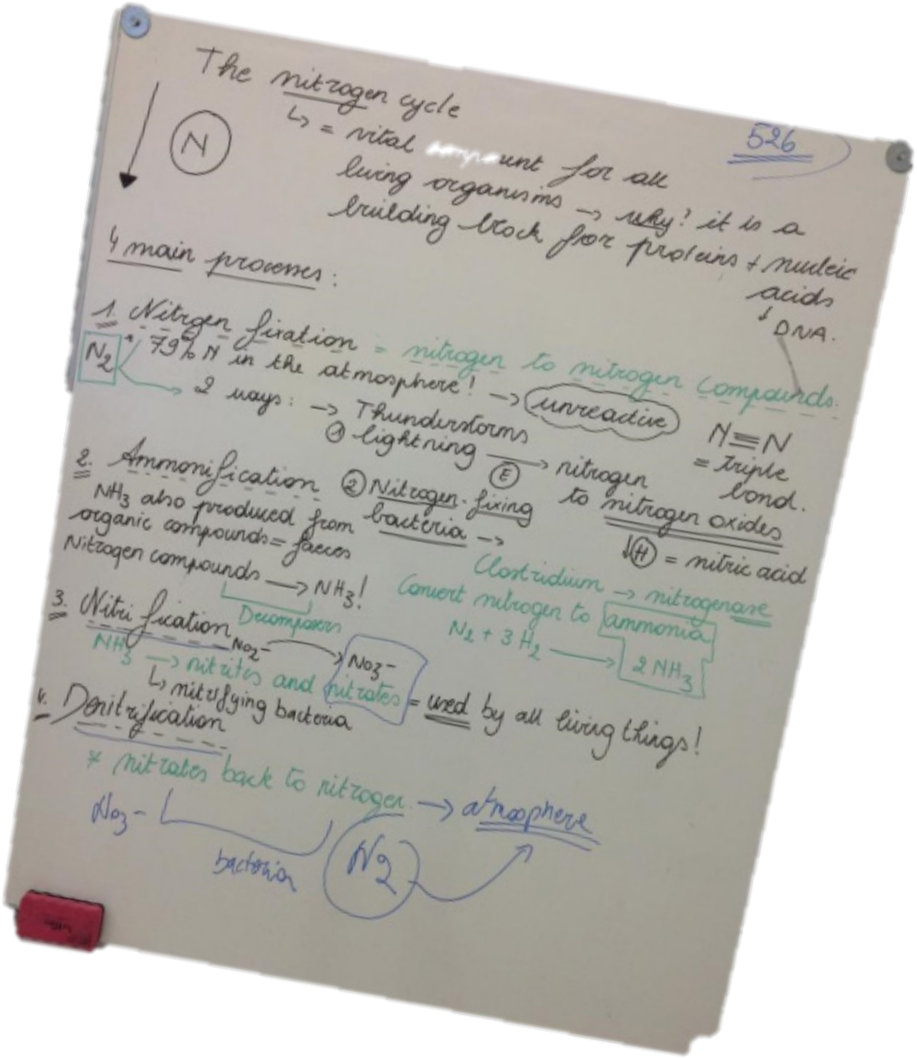
What did you notice as you examined this work?

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…?



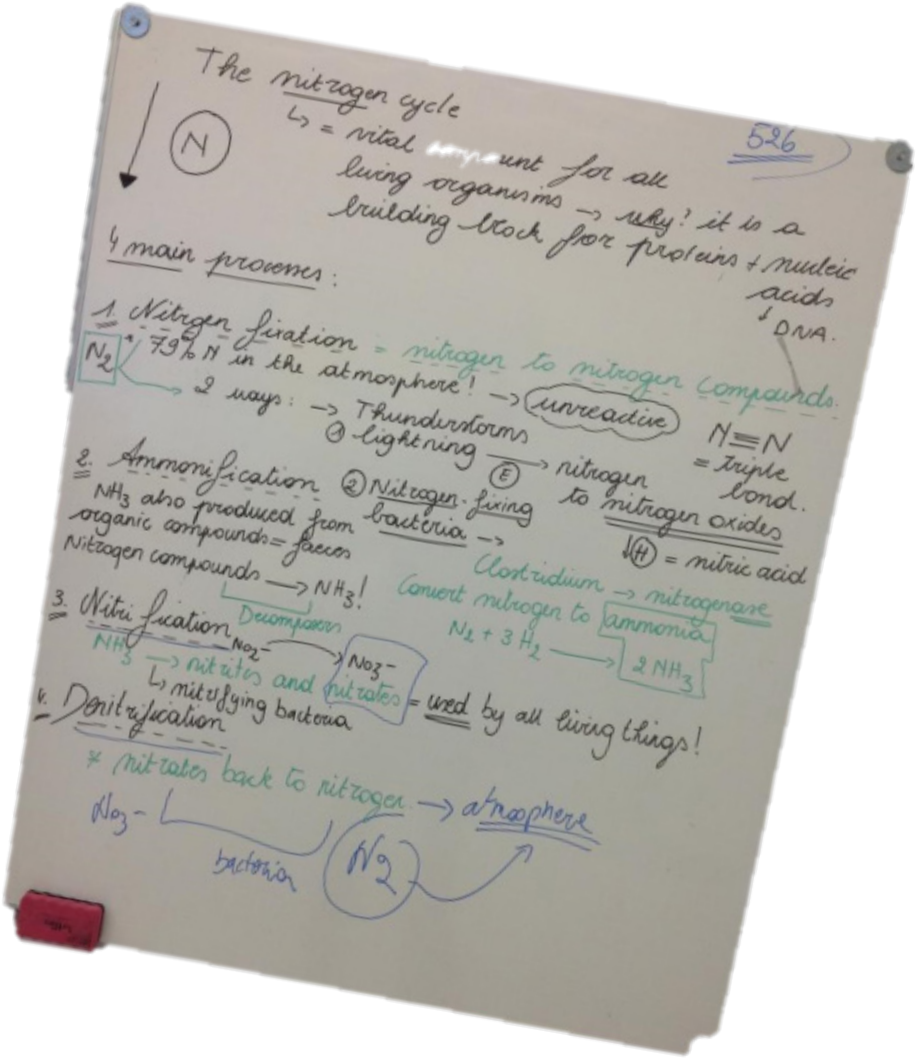
Student Work: Resources

Essential Schools: Looking Collaboratively at Student Work

www.essentialschools.org/resources/60

Looking at Student Work

www.lasw.org/



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

Samples of Analyzed Evidence

Formative assessments and how teachers use them

Examples of differentiation of instruction

Professional development calendar

Student interview notes

Minutes from team meetings

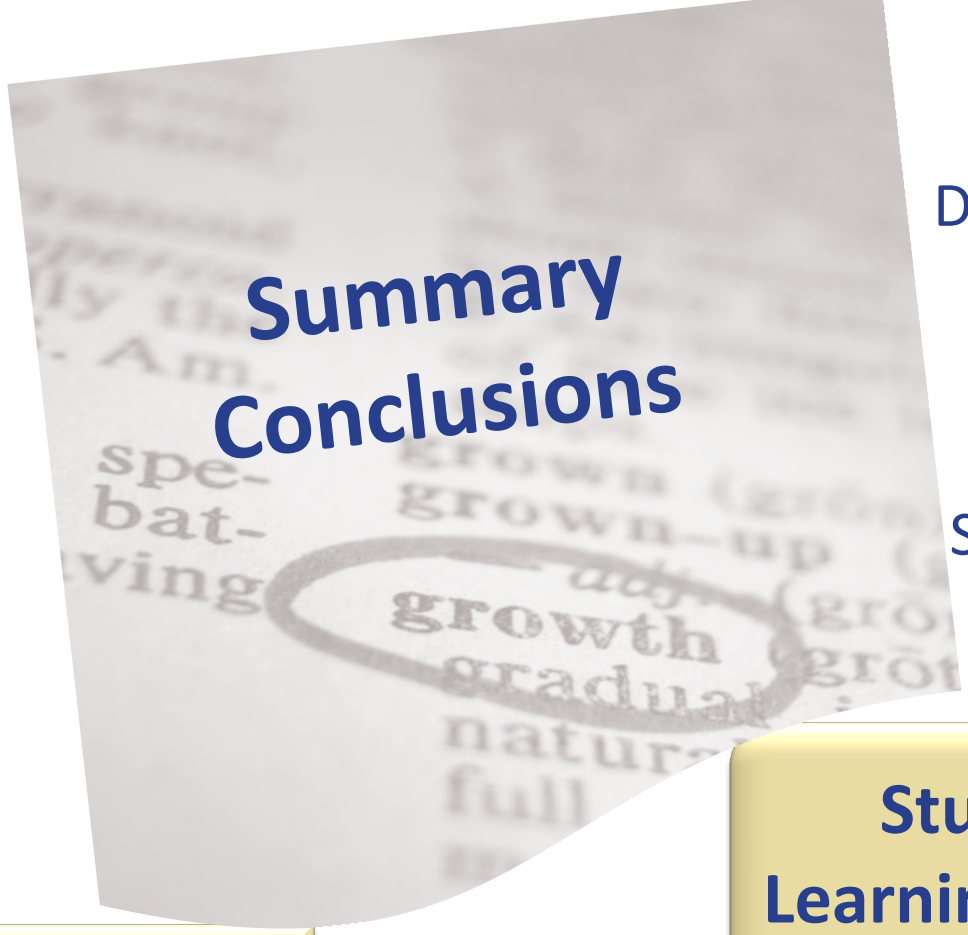
Overall campus impression – conducive to learning

Student portfolios and work samples – teacher or student reelection

How does the current school program impact student learning….

- Student Learning Needs?
- General Learner Outcomes?
- Academic Standards?

Progress Report



Documents

Criteria

Student Work

Student Learning Needs

Professional Knowledge

Students Working

Interviews and Surveys

General Learner Outcomes

Profile Data

Self-Check Questions

- ✓ Do the findings of progress address the identified critical areas for follow-up that have been integrated into the Academic Plan?
- ✓ Does the evidence support progress?
- ✓ Have staff gained insight about the degree to which learning is being supported and provided analyzed student achievement data?
- ✓ Does the current Academic Plan reflect the progress to date and next steps?

Where is the school now?
Where's it going?
Does it have a good roadmap?

Schedule and Size of Visiting Team

Mid-Cycle – 1 day (2 members)

Mid-Cycle– 2-2 ½ days (2 -5 members)

Visiting Committee Chair Process

Review ACS WASC/HIDOE criteria

Study previous self-study/visiting committee reports and action plans

Obtain as much evidence ahead of time along with the school's report

Use critical areas for follow-up and the school's action plan as areas of focus for visit

Work with principal/self-study coordinator to set visit schedule

Communicate all information to VC members

Submit expenses to ACS WASC office for reimbursement

Schedule

Include: (Time allocated for these and other areas will vary with the school and the 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 visits
- Meeting with students
- Further review of additional documentation
- Visiting team works toward synthesis of findings and completion of report
- Exit meeting with site leadership

Sample Areas for VC Discussion/Exploration*

Challenges? Past? Present? Future?

As work progressed, what was the easiest to accomplish? Why? Lessons learned?

Involvement of all stakeholders?

Addressing student achievement as an overall school focus – targeted actions.

Professional development and its impact on student learning.

Regular communication and sharing – culture.

* Areas are dependent on school's critical areas for follow-up and action plan.

Sample Areas for VC Discussion/Exploration*

Use of formative assessment to adjust instruction? Examples. How representative?

Use of data (trends, patterns, anomalies); multiple sources.

Link between assessments and what actually occurs daily in instruction.

Thorough understanding of standard-based environment – meeting General Learner Outcomes and addressing Common Core Standards.

* Areas are dependent on school's critical areas for follow-up and action plan.

VC: Tips on Interviewing

Phrase open-ended questions.

Listen.

Use language appropriate for the interviewee.

Watch nonverbal behavior.

Avoid biased questions.

Other tips…

Visiting Committee Report Format

I. Introduction

- General comments about school and its setting; analysis of student achievement data
- Significant changes/developments that have affected school since last visit
- Impact these changes and developments have had on the school or specific curricular programs
- Comments on school's process for follow-up, including a description of the committee overseeing action plan progress and visit preparation
- Description on process used to prepare the progress report

Visiting Committee Report Format

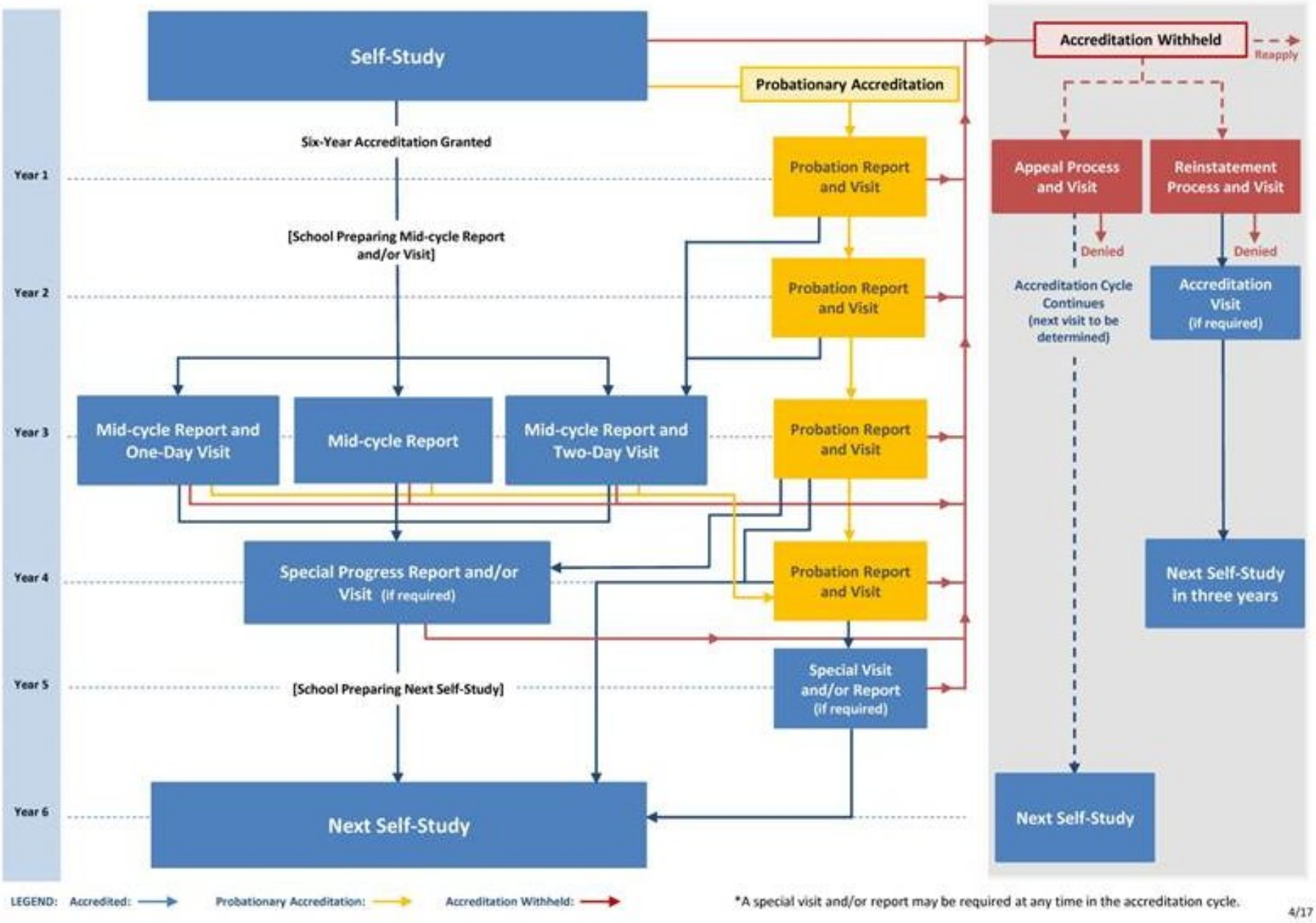
II. School's Progress on Critical Areas for Follow-up

- Analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section
- Evidence supporting the progress and impact on student achievement
- Progress on critical areas for follow-up not included in the action plan, including supporting evidence

III. Recommendations/Commendations

A. Commendations: Comments on significant progress in responding to the critical areas for follow-up and in carrying out the action plan

B. Recommendations: Comments on critical areas for follow-up/action plan sections not yet completely addressed and Identification of new areas of concerns, if applicable.



ACS WASC Accreditation Status Timeline

Accreditation Status Options: **Mid-Cycle** (1 or 2 days)

Normally, reaffirms the accreditation cycle of quality

However, if sufficient progress has not been made, the Commission may request one or both of these additional actions

- -a follow-up progress report and visit
- -a follow-up report, including a revised action plan
- -other conditions

VC explains rationale for recommendation on one-page justification statement that is signed by all members.

Post-Visit Information: VC Chairperson

Document Upload: a copy of Visiting Committee Report to ACS WASC and a copy to school

Document Upload: the accreditation status recommendation and a copy of the justification statement and Visiting Committee Report to ACS WASC

Informs school personnel that ACS WASC will send an official letter regarding the accreditation status granted

Road to the Action Plan

ACSWASC © 2013

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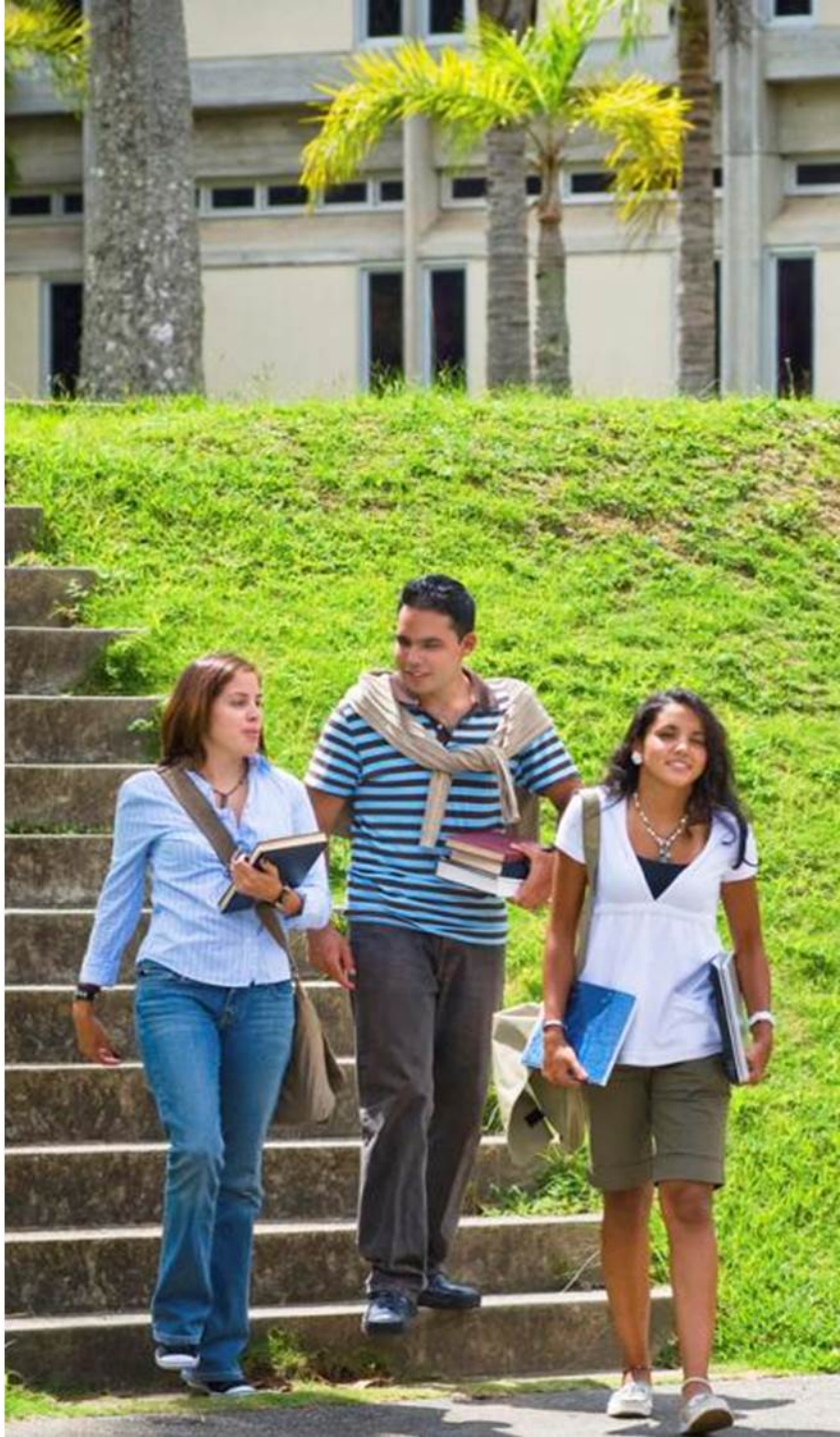
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