ACS WASC Training for Hawaii Public Schools Hosting a Visit in the 2020-21 School Year
Phase II
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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 major student learner needs

Task 4: Summarizing identified major 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)
Reflection and Sharing...

How is the self-study progressing at your school?

What are the areas that you would like to address today?
What is Accreditation?

**IS**
- Self-reflection
- Self-evaluation
- Student focused
- Schoolwide collaboration

**IS NOT**
- Inspection
- A Report
- Teacher focused
- Individual or Small Group Work only
How well are students learning and achieving?
HIDOE Strategic Plan 2017-2020
Three-Year Academic Plan
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
WASC/HIDOE Guiding Principles

- Total involvement and collaboration of all stakeholders
- Culture that supports the well-being of all students
- Accomplishment of its vision, mission, and schoolwide learner outcomes
- High achievement of all students related to academic standards and schoolwide learner outcomes
- Use of multiple ways to analyze data
- Evaluation of program effectiveness
- Alignment of prioritized findings to a schoolwide action plan focusing on student achievement
- Ongoing improvement responsibility
Where is the school now?
Where’s it going?
Does it have a good roadmap?
Accreditation Cycle of Quality

1. Assess
2. Self-Study
3. Visit
4. Focus on Learning
5. Implement
6. Reassess

Follow-up
Accreditation 6-Year Cycle

Focus on Learning
The Self-Study
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?**
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)

Gather information based on indicators and prompts
HIDOE/ACS WASC Preface

Include the following:

• **Background**

• **School Design**

• **Student Voice and Teacher Collaboration**

• **Current Self-Study Process**

• [See Preface directions FOL]
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

HIDOE/WASC FOL, pp. 33-34
Chapter I: Progress Report

• **Significant Developments:** Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

• **Ongoing Follow-up Process:** Describe the process for developing, implementing, and monitoring the Academic Plan, including the involvement of the stakeholders.

  Comment on how the student/community profile and the implementation of the Academic Plan, including the ACS WASC mid-cycle (third year) report, have been reviewed and discussed annually by all stakeholders.

• **Progress on the Implementation of the Academic Plan — Progress, Evidence, Impact on Student Learning:** The purpose of this section is to analyze progress on the prioritized school needs/identified major student learner needs in the Academic Plan since the last visit and to determine the impact on student learning.

  • Explain how the identified major student learner needs have been addressed in the Academic Plan.
  
  • Provide a summary of progress and impact on student learning of the Academic Plan’s identified school needs/identified major student learner needs referencing the critical areas for follow-up. Cite relevant supporting evidence.
  
  • Explain how the cited relevant supporting evidence led to your conclusions on progress and impact on student learning.

• **Critical Areas for Follow-up not currently in the Academic Plan:** If any critical areas for follow-up were not included in the school’s Academic Plan, indicate what actions have been taken to address the issues.
## Chapter I: Progress Report (bullet 3)

<table>
<thead>
<tr>
<th>Progress: Each Action Plan section noting integrated critical areas for follow-up * (mark with asterisk)</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Researched available and initiated professional development for all teachers around reading strategies</td>
<td>Meeting records, professional development schedule, classroom walkthroughs</td>
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<tr>
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</tbody>
</table>
Chapter I: Self-Check Questions
Talk Time
Work Time
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
Student/Community Profile Tells Your Story

Who are our students?

Who compose our significant student populations?

What about different programs/paths/grade levels/special services?
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
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 Achievement Data

Determine 2-3 findings. Any questions raised?

Percent Students Scoring Proficient on Mandated State Tests

- Language
- Mathematics
- Science
- Social Studies

- 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**
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.
Student/Community Profile Tells Your Story

SUMMARY

Implications of the data
Identify 2-3 preliminary major student learner needs

Important questions to be discussed by Focus Groups

2017 ACS WASC/CDE Manual p. 47
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.
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)
[Sample of Implications, Major Preliminary Student Learner Needs, and Questions to be asked during Task 3]
Reflection and Review:

• 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 II: Self-Check Questions
Talk Time
Work Time
HIDOE/ACS WASC Tasks

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.
“Learn to embrace evaluation. Make it your passion!”
ACS WASC/HIDOE Criteria

Organization

Curriculum

Instruction

Assessment

Support
Focus Groups
Criteria

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

Profile Team

Leadership Team Plans & Guides
Task 3: Program Analysis – Chapter III

Process

- Home Groups
- Leadership Team
- Focus Groups

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

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

ACSWASC © 2013
Directions

HIDOE/ACS WASC FOL 2019, pp. 43-45
Overview of Key Chapter III tasks

1. Forming focus groups
2. Selecting focus group chairs
3. Initial orientation of focus groups
4. Understanding indicators and prompts
5. Collecting evidence
6. Summarizing findings and evidence
Task 3: Initial Procedures

Focus Groups

• Review and discuss all 5 categories of criteria
• Concentrate on assigned criteria and indicators
• Review and discuss all criteria, indicators, and prompts
• Identify what evidence, data, and information are needed to determine what currently exists and whether it is effective

What data, information, and evidence are needed to determine what currently exists and its effectiveness?
How might we go about the work?

1. Understanding criteria, indicators, prompts
2. Collecting data and evidence
3. Considering Student Learner Needs
4. Findings assessing effectiveness, areas of strength and areas for growth
What does this indicator mean?

- **Curriculum Planning Process**
- **B1.5. Indicator**: The school’s curriculum review, evaluation, and planning processes that engage key stakeholders are effective and ensure student learner needs are met through a rigorous, relevant and coherent curriculum that includes mapping/pacing in all content areas.

- **B1.5. Prompt**: Evaluate the effectiveness of the curriculum review, evaluation, and planning processes that ensure student learner needs are met through a rigorous, relevant and coherent curriculum that includes mapping/pacing in all content areas.
How about this indicator?

- Teachers as Facilitators of Learning Through a Variety of Learning Approaches
- **C2.2. Indicator**: Teachers ensure that students are highly engaged in learning by delivering instruction in a variety of ways, designing student-centered processes and activities, and serving as facilitators of learning.
- **C2.2. Prompt**: Evaluate the degree to which students are highly engaged in learning through the use of a variety of institutional practices, student-centered activities and teachers as facilitators of learning.
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

NOTE: Category A and Category E—one prompt for all indicators per criterion. Categories B, C, and D—prompt for each indicator within a criterion.
Prompt for All Criteria and Indicators in Categories A & E

• Prompt:

*Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators, including supporting evidence.*
Prioritize and list the strengths and areas of growth for the criteria and indicators in Category C.

Category C: Instruction: Areas of Strength

Category C: Instruction: Areas of Growth

• List preliminary student learner needs (for all students and subgroups) from Chapter II (student/community profile).

• List any additional identified student learner needs that resulted from the Focus Group analyses.

• In order to have a greater impact on identified student learner needs, equity and excellence, use the strengths and growth areas above to
  • Analyze what areas within the Academic Plan need to be addressed
  • Identify important next steps within the Academic Plan
How might we go about the work?
Criteria concepts?
How will we know? Evidence?
Student Learner Needs?
Assessing effectiveness?
Observable Evidence Requires Analyzing Results of

- Examining student work
- Student observations
- Looking at 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.”


Nature
Quality
Frequency
Growth over time
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
Supporting Evidence: Observing Students Engaged in Learning and Student Work
Classroom/Campus Snapshot

Find your ways to capture the data.
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 student learner needs were observed?

___ reading   ____ critical thinking
___ writing   ____ computing

What General Learner Outcomes were observed?

___ Citizen   ___ Life/Career   ___ Leadership
Documents

Student work
Handbooks
Meeting Notes
Curriculum Statements
Notices/Newsletters
School/District Website
ACS WASC/HIDOE Focus on Learning

WRITING ANALYTICAL FINDINGS
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...
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!
Schoolwide Focus Groups

What are their characteristics?

What are their responsibilities?
Task 3: Focus Group Meeting Agenda Flow

How Focus Groups Work:

1. Review criterion, indicators, and prompts.
2. Determine which prompts to address
3. Go to Home groups if necessary to collect and analyze data and develop findings
4. Return to Focus Groups and report out
5. Record findings [very important]
6. After responding to all prompts, develop draft narrative using the “Four Horsemen” process
SAMPLE FORMATS FOR CHAPTER III
Self-Check Questions
Next Steps?
We Are Student Centered