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

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HIDOE Strategic Plan 2011–2018

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

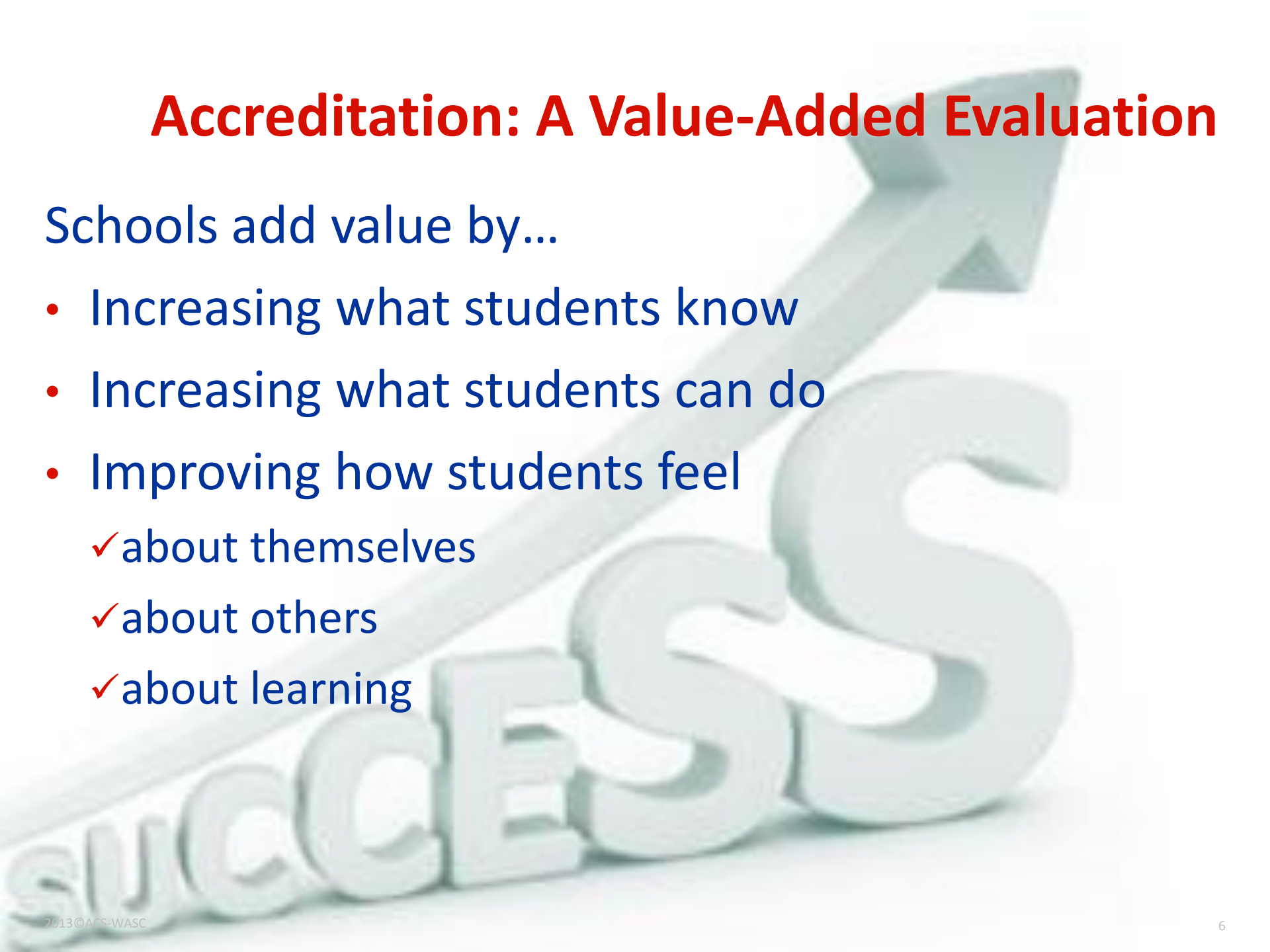
- Aligns to Strategic Plan 2011-2018
- Supports one ongoing school improvement process
- Aligns to Academic/Financial Plan
- Aligns, systematizes and standardizes protocols and current practices to the WASC Focus on Learning accreditation process
- Streamlines planning and reporting

How are the students achieving?
Is the school doing everything possible to support high achievement for all its students?

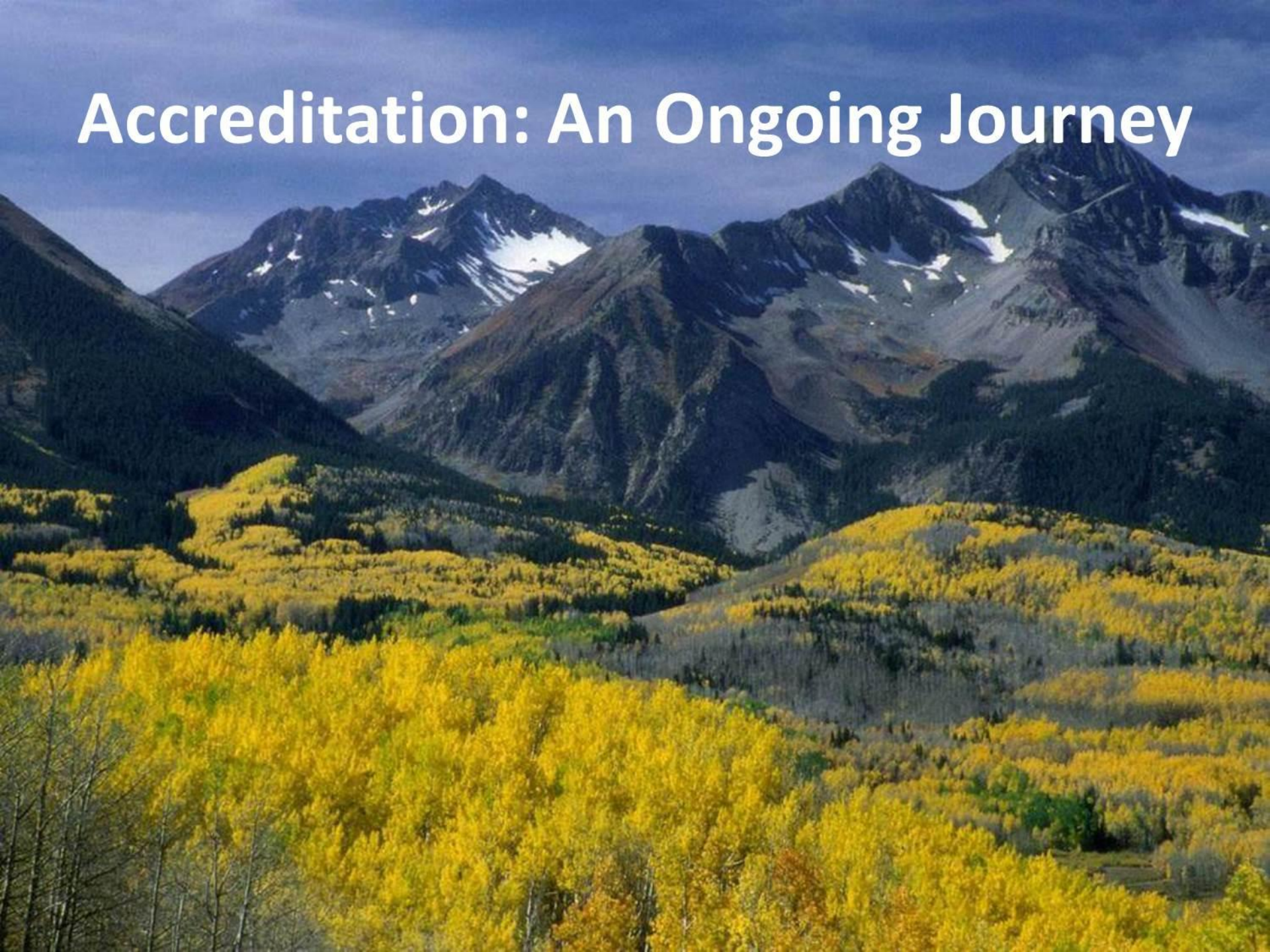
Accreditation: A Value-Added Evaluation

Schools add value by…

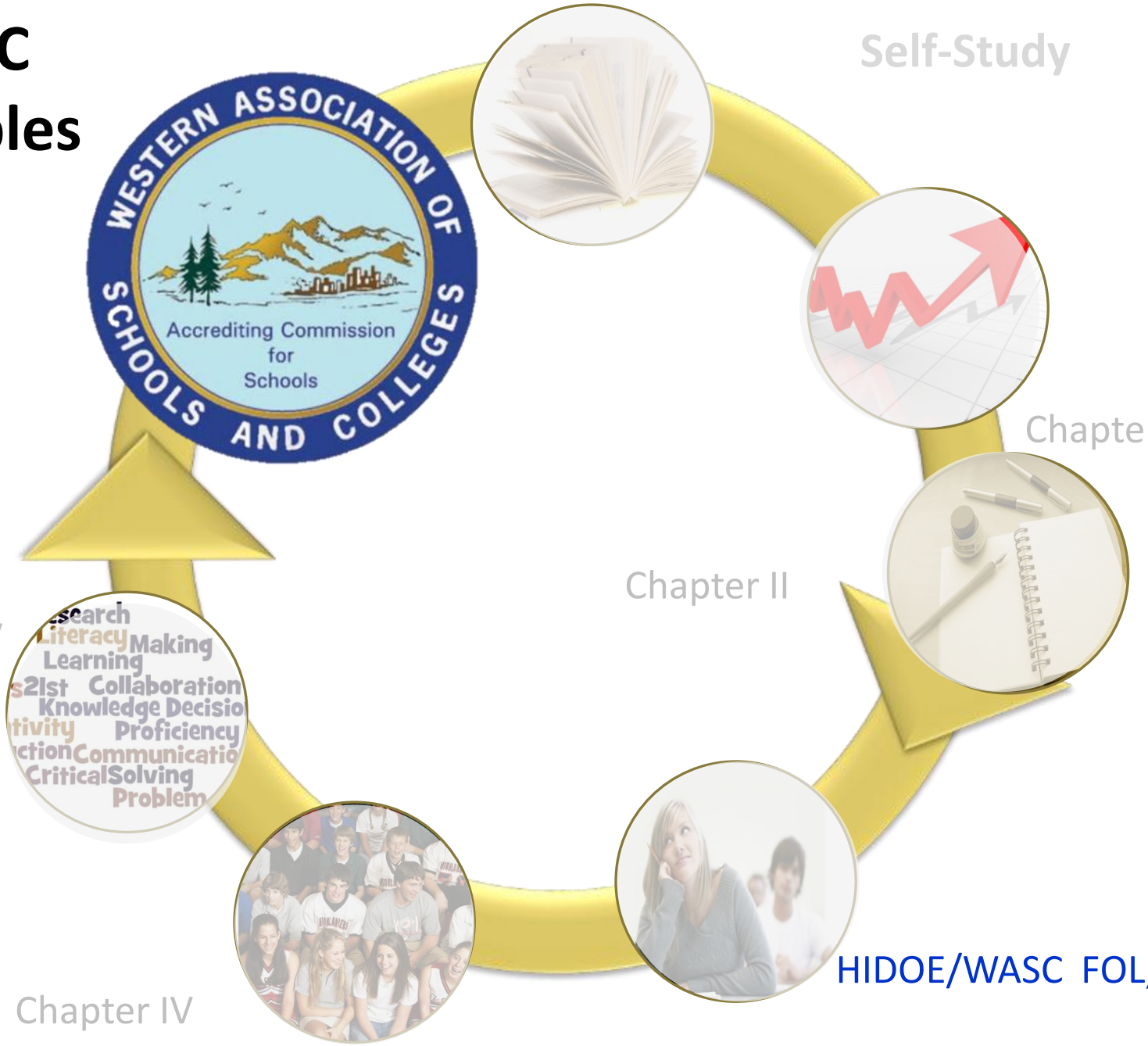
- Increasing what students know
- Increasing what students can do
- Improving how students feel
  - ✓about themselves
  - ✓about others
  - ✓about learning



Accreditation: An Ongoing Journey

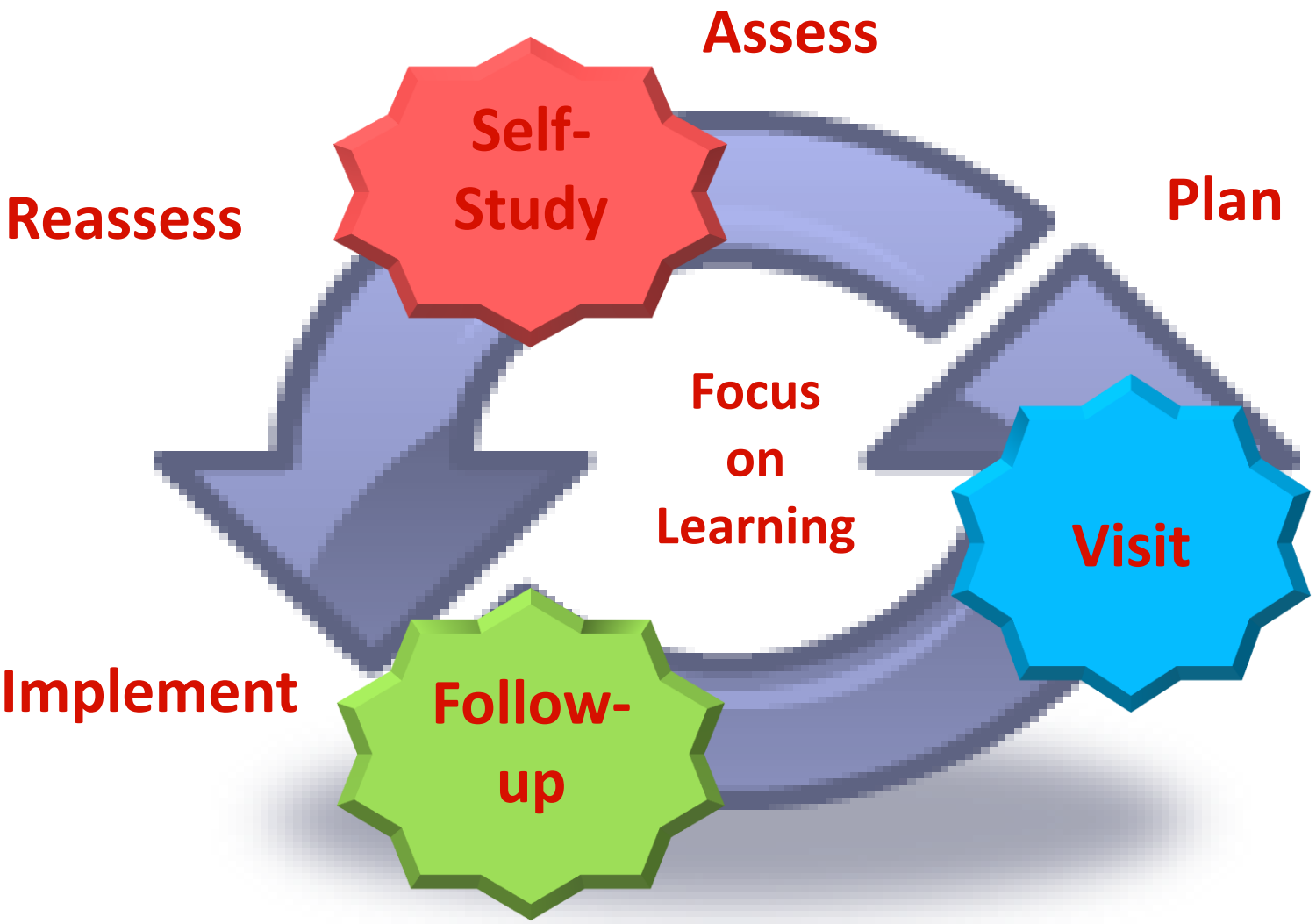


WASC Principles



HIDOE/WASC FOL, p. 2

WASC FOL Six Year Accreditation Cycle of Quality



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 it 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

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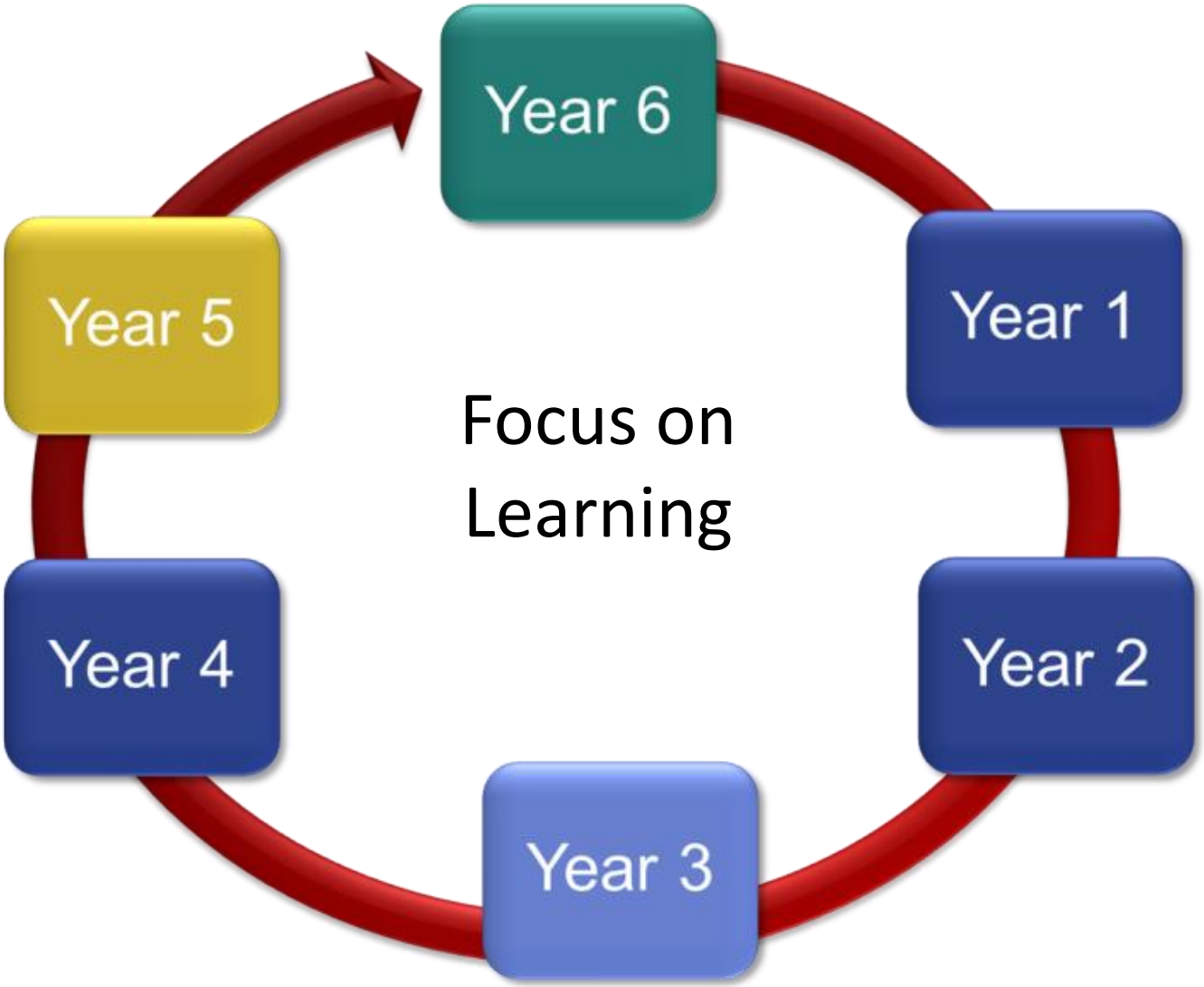
WASC 6-Year Accreditation Cycle



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?

HIDOE/WASC Tasks

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

HIDOE/WASC Tasks

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

HIDOE/WASC Tasks

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

WASC Accrediting Commission for Schools

ACS WASC accredits K-12 schools and non-degree granting postsecondary institutions

Welcome | FAQ | Directory of Schools | Calendar of Events/Training Schedule | Contact Us

- About WASC Accreditation
- Getting Started with Accreditation
- School Materials/Templates
  - Public California
  - Public Hawaii
  - Public Pacific Islands
  - Private
  - International
  - Postsecondary Schools
  - Supplementary Program
- School Improvement & Action Plan
- Serving on a Visiting Committee
- Visiting Committee Materials/Templates
- Affiliations
- Accreditation-Plus

Volunteer Login

Accreditation Plus Login

Accrediting Commission for Schools
Western Association of Schools and Colleges

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is one of six regional accrediting associations in the United States. The Accrediting ols, WASC, extends its services to over 4,500 public, independent, church- ary pre-K–12 and adult schools, works with 16 associations in joint ses, and collaborates with other educational organizations.

editati n process fost cellence in elementary, secondary, and adult agin ASC accreditation recognizes schools that meet f q ccordance with established, research-based WASC criteria.

ding **Senior Colleges and Universities** click here.
ding **Junior Colleges** click here.

Recent WASC News | **WASC Overview Video** | **Training Webinars**

- **New ACS WASC Executive Director: Dr. Fred Van Leuven,** f mer S n a nez Valley Union High School District superintendent, has b en nam d as he new executive director of the Accrediting Commiss on for Schools. He succeeds former Executive Director David Brown who s rved as ACS WASC executive director since June 2003. Dr. Va eu e will assum the position in January.
- **2 3 2014 WASC Words**: Read our latest WASC newsletter to learn the latest news about the WASC organization.
- UC Riverside Extension Accreditation Class, ***Data-Driven Self-Analysis of Student Performance,*** October 12 and 19, 2013. Click here for more information.

WWW.ACSWASC.ORG

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

HIDOE/WASC Self-Study Report Format

Preface

Task 1: Chapter I: Student/Community Profile

Task 2: Chapter II: Progress Report

Task 3: Chapter III: Summary of Data and Progress

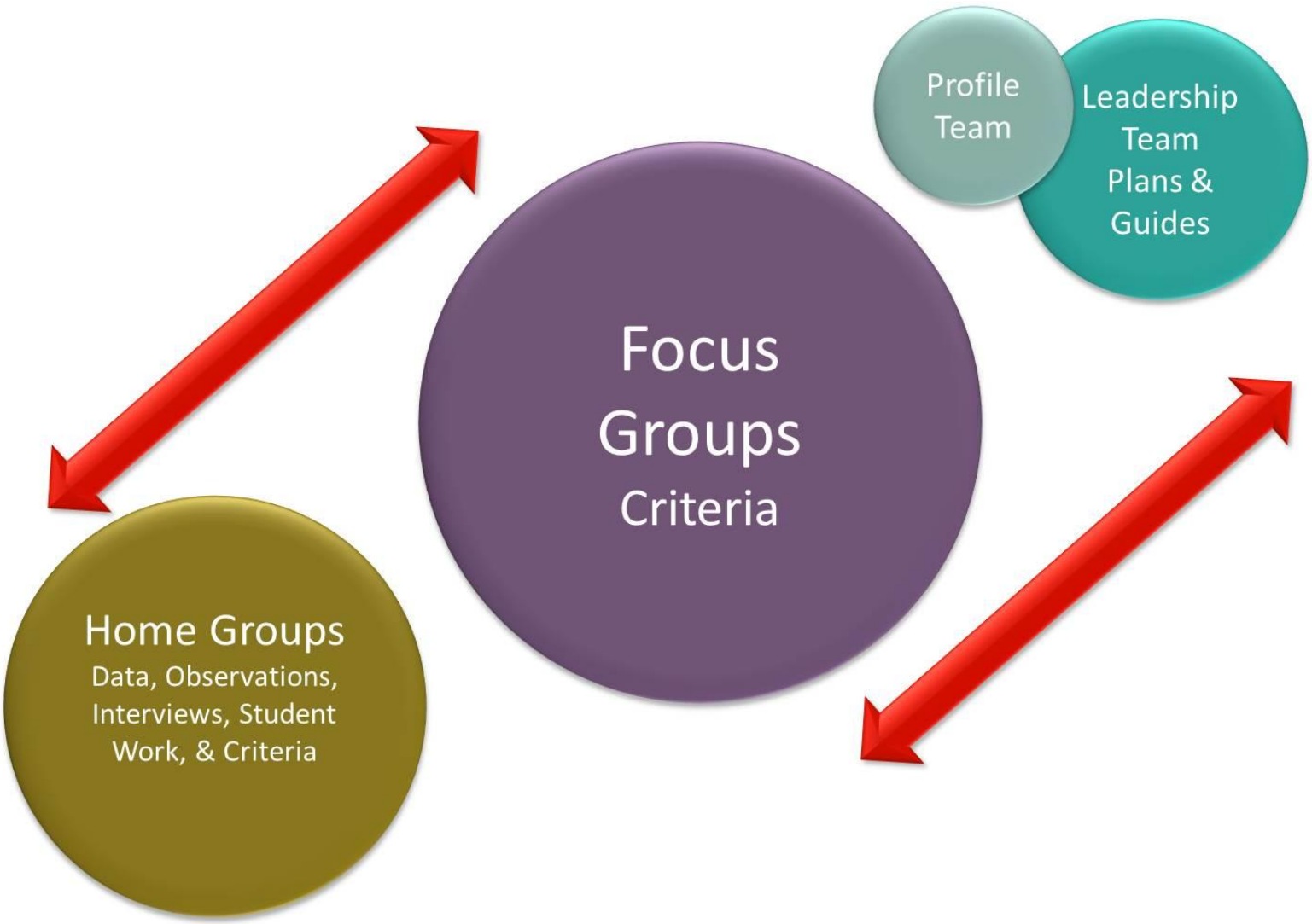
Task 4: Chapter IV: Self-Study Findings

Task 5: Chapter V: Academic and Financial Plan

Appendix

HIDOE/WASC FOL pp. 15-16

Organization



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)

Gather information based on indicators and prompts

Timeline

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 *Indicat*ors and *Prompts*

Respond to *Indicators* and *Prompts for Chapter IV*

Timeline

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

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?

HIDOE/WASC FOL, p. 19

Self-Check Questions *(cont.)*

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?

HIDOE/WASC FOL, p. 19

Self-Study

WASC Principles

Chapter I

Chapter II

Chapter III

Chapter IV

Directions

HIDOE/WASC FOL, pp. 33-34

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Chapter I: Student/Community Profile

School Information/Programs
Data and Findings
General Learner Outcomes
Appendices

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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

Outcome Data Chapters I & III	Demographic and Perception Data Chapters I & III	Process Data Chapter IV
▪ Achievement Data ▪ Completion Rates ▪ Comparative Data ▪ Supplemental Data	▪ Enrollment ▪ Attendance ▪ Language Proficiency ▪ Staff ▪ Co-Curricular Activities ▪ Finances ▪ Surveys/Interviews	▪ School Purpose ▪ Governance ▪ Leadership & Staff ▪ Resources ▪ Curriculum ▪ Instruction ▪ Assessment ▪ School Culture ▪ Student Support

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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			
2006-07	2007-08	2008-09	2009-10
42	46	57	60
8.5%	9.1%	11.3%	12%

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

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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

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

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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

Student Services

A Practice: Determine Findings

HSA Math												
Year	Grade 3 % students				Grade 4 % students				Grade 5 % students			
Proficiency**	E	M	A	WB	E	M	A	WB	E	M	A	WB
2007-08	22	29	37	12	25	25	37	13	29	24	15	32
2008-09	22	25	41	13	23	26	26	26	14	26	24	36
2009-10	36	32	20	13	25	15	28	32	17	22	21	40

** E = Exceeds M = Meets A = Approaches WB = Well Below

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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

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:
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?

HIDOE/WASC FOL, p. 19

Self-Study
WASC Principles
Accrediting Commission for Schools
Chapter I
Chapter II
Chapter III
Chapter IV

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.**

Chapter II: Self-Check Questions

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?

WASC
Principles
Self-Study
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Accrediting Commission for Schools
Chapter I
Chapter II
Chapter III
Chapter IV

Directions

HIDOE/WASC FOL, pp.41-42

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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

WASC Principles

Self-Study

Chapter I

Chapter II

Chapter III

Chapter IV

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Directions

HIDOE/WASC FOL, pp. 43-45

Chapter IV

Process

Professional knowledge
Data
Observations
Surveys/interviews
Student work
Documents

Product

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

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?

Task 4: Initial Procedures #1 and #2

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 data, information, and evidence do we need?

What currently exists?

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?

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C1: Instruction: Student Engagement

Indicators and Prompts

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?

Task 4, Procedure #2 Focus Groups

WASC Criteria-Indicators:

What are the criteria concepts?	What evidence is needed for analysis?

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.

Student Work

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

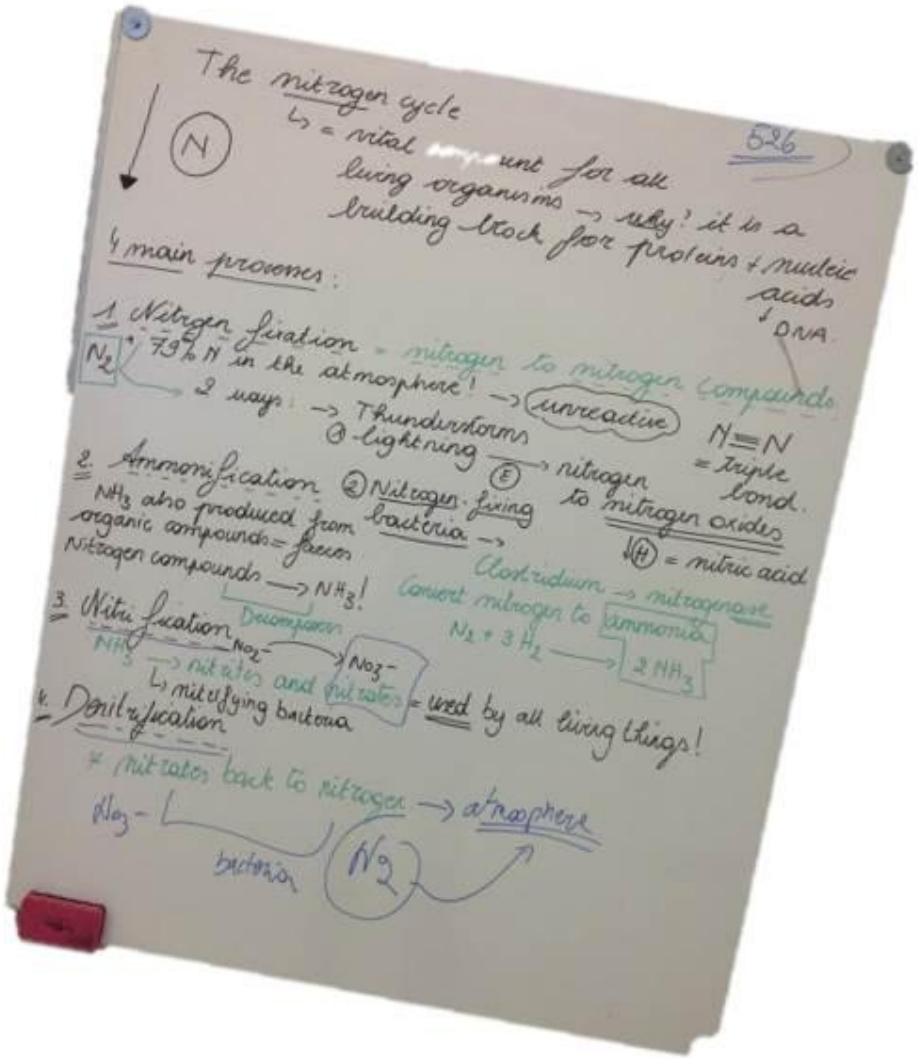
Blythe, Allen, and Powell, *Looking Together at Student Work: A Companion Guide to Assessing Student Learning. New York, Teachers College Press, 2007.*

Nature

Quality

Frequency

Growth over time



Student Work:
Probing Questions

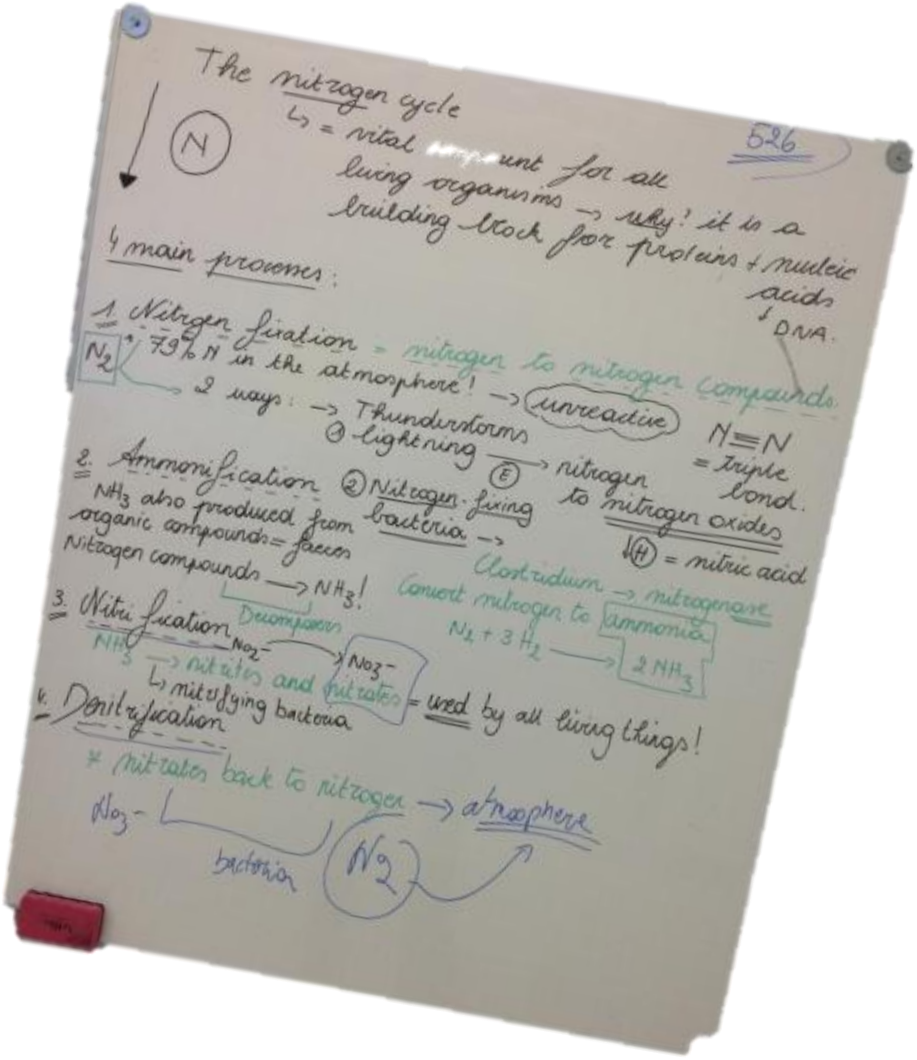
What did you notice as you examined this work?

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…?



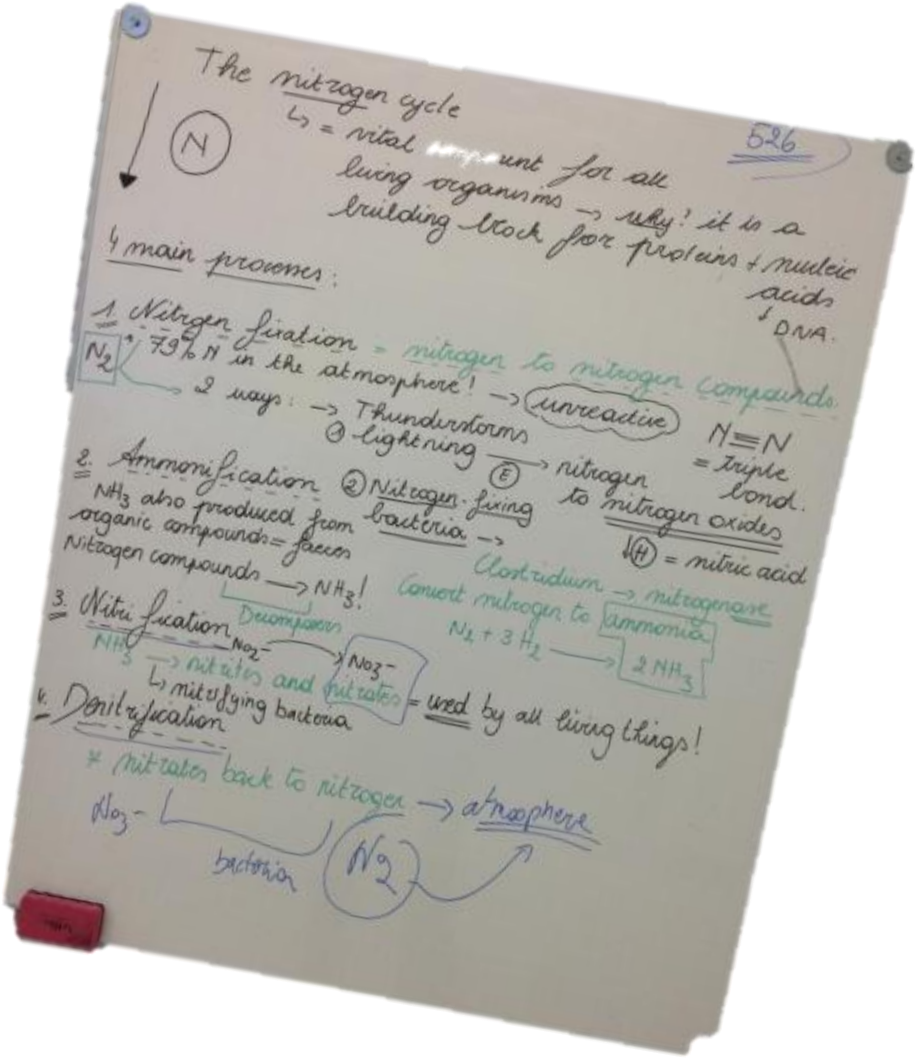
Student Work: Resources

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

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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

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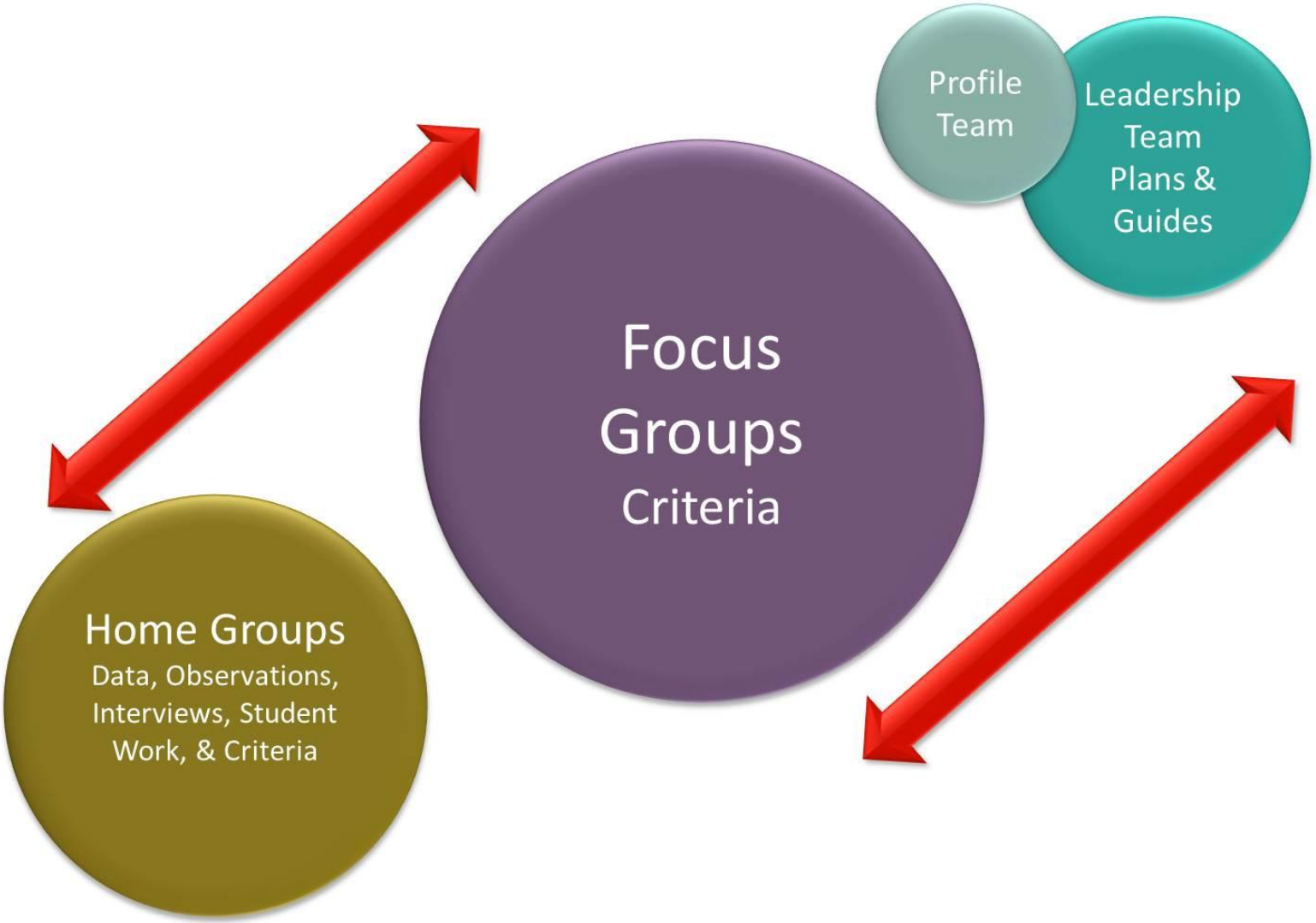
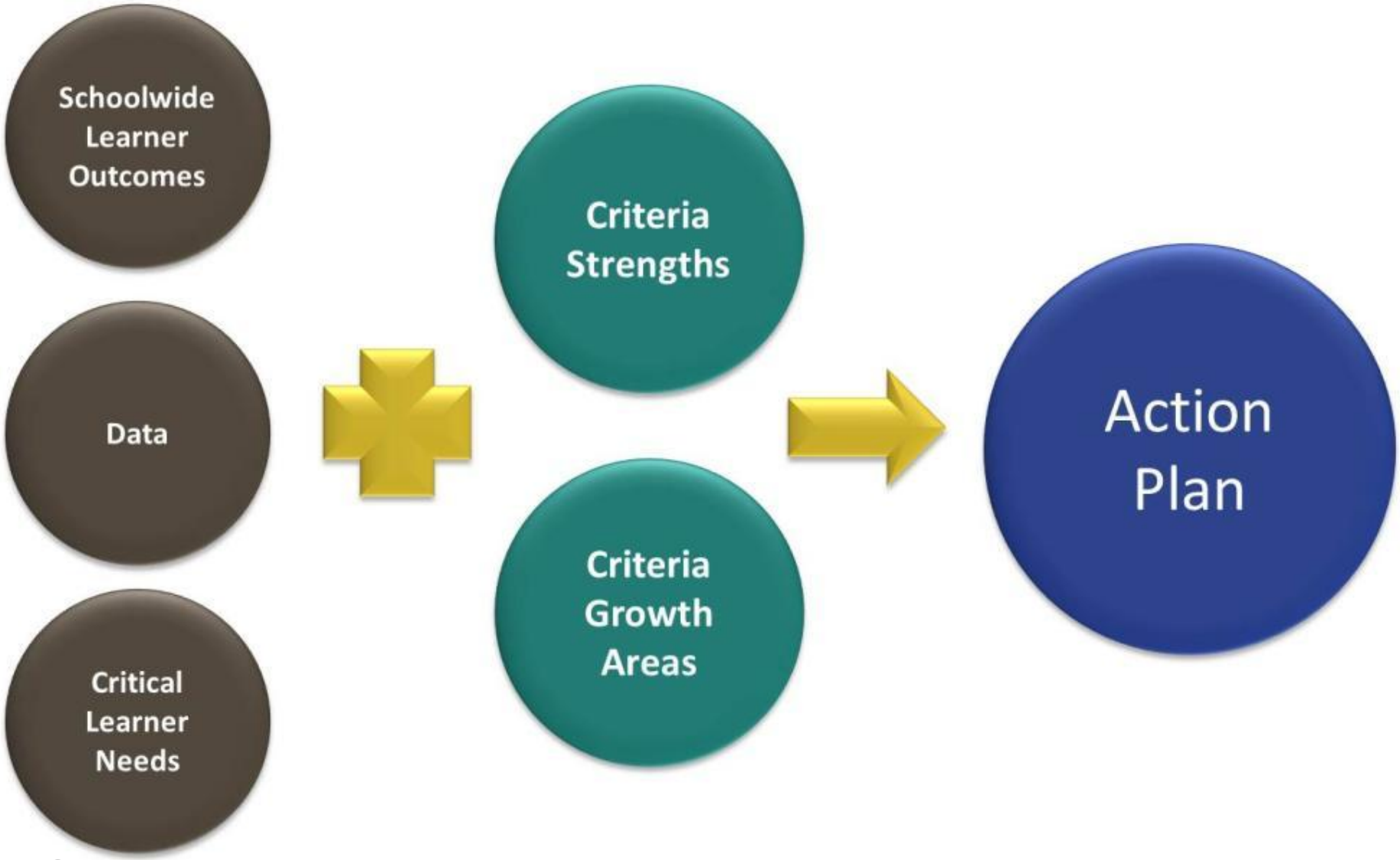
Task 4: Program Analysis = Chapter IV



Road to the 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

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W We

A Are

S Student

C 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

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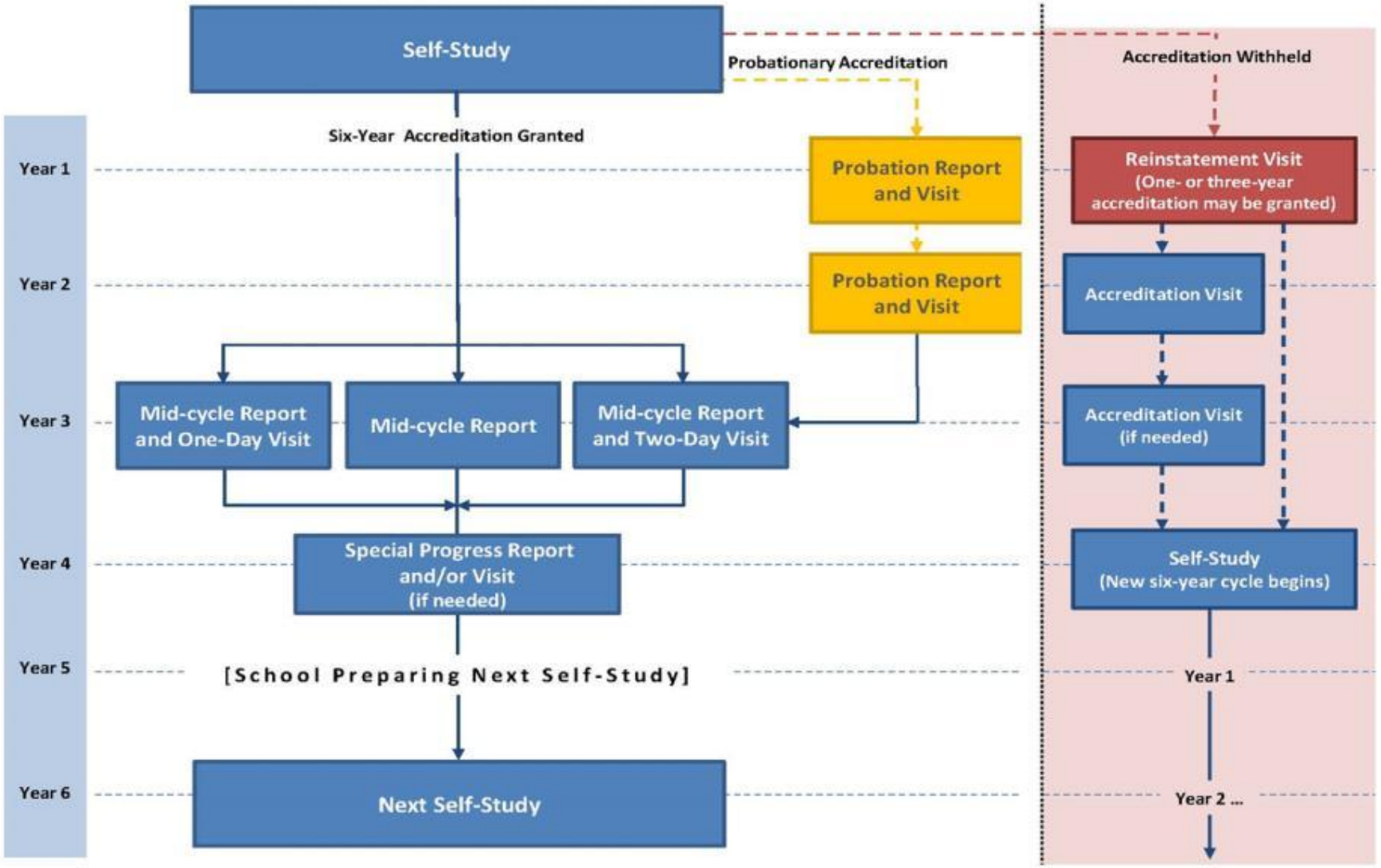
Accreditation Status Timeline



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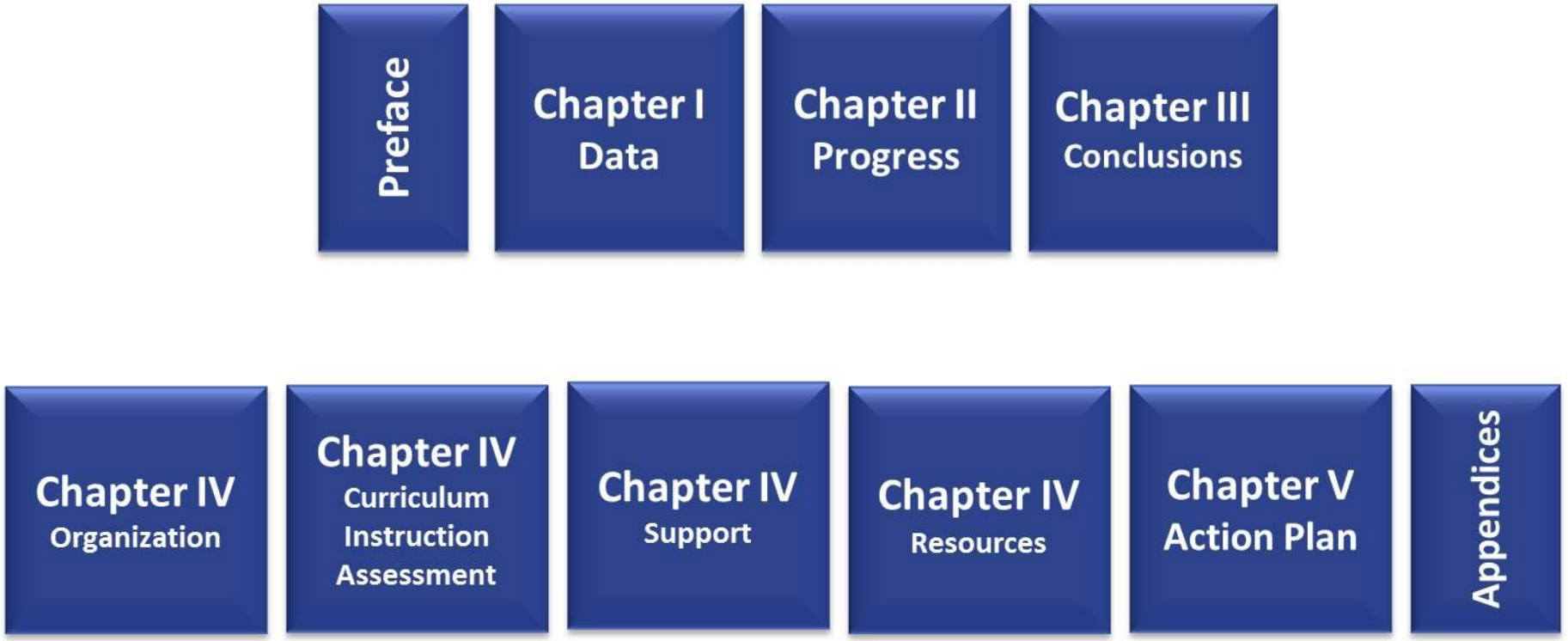
WASC School Self-Study