Workshop Goals

A review…

- WASC/DOE FOL — background
- The analysis of the student/community profile and clarifying ESLRs (GLOs), Task 1
- Summarizing progress, Task 2
Workshop Goals

• Analyzing student work and engagement in learning based on identified critical academic needs (Home Groups), Task 3, procedure #1
• Analyzing the school program based on WASC/CDE criteria and synthesizing the information (Focus Groups), Task 3
• Revising the comprehensive schoolwide action plan (FOL/Single Plan for Student Achievement), Task 4
Refinements

1. **Stronger emphasis on an ongoing process of improvement**
2. **Emphasis on the Single Plan for Student Achievement/Focus on Learning plan as one plan — modified as a result of the self study**
3. Revision of criteria
4. **Simplification of tasks**
Accreditation Expectations

- High achievement of all students
- Multiple means of data analysis
- Program assessment
- Alignment of findings and action plan
- Integration of program and initiatives
- Ongoing improvement/accountability
- Total involvement/collaboration
Summary: Self-Study Process

**What?**
What is the ideal based upon...?
- Student schoolwide goals (ESLRs)
- WASC-DOE criteria
- Academic standards

**So What?**
What currently exists?
How effective is it?

**Now What?**
What and how will we modify?
What should be in the schoolwide action plan?
Ongoing…

✓ Data Analysis leads to action which in turn leads to more data analysis…
Focus on Learning

Basic Concepts Addressed:

How are the students achieving?

Is the school doing everything possible to support high achievement for all its students?
Parameters of Self-Study

Through the completion of the accreditation process the school will have accomplished:

1. Inclusive
2. Purposeful
Parameters of Self-Study (cont.)

3. Student Focused

4. Action-Oriented

5. Accountable

6. Strong Leadership and Support Systems
WASC/DOE Criteria Categories

A. Organization: Vision and Purpose, School Culture, Governance, Leadership and Staff, and Resources

B. Standards-based Student Learning: Curriculum

C. Standards-based Student Learning: Instruction

D. Standards-based Student Learning: Assessment and Accountability

E. Quality Support for Student Personal and Academic Growth
WASC/DOE Tasks

Task 1:
- Refine the student/community profile
- Identify 2 to 3 critical academic needs
- Clarify the schoolwide student goals (ESLRs)

Product:
- Chapter I: Profile Data and Findings
- Chapter II: Overall Summary from Analysis of Profile Data
WASC/DOE Tasks (cont.)

Task 2:
• Summarize progress since previous full self-study

Product:
• Chapter III: Summary of progress on the action plan that incorporated all critical areas of follow-up from the last full self-study
WASC/DOE Tasks (cont.)

Task 3:
- Analyze the quality of the school program in relation to the WASC/DOE criteria with emphasis on the identified critical academic needs
- Synthesize the information
- Determine strengths and growth needs
- Identify potential action

Product:

Chapter IV:
- Summary of findings for criteria in each category and supporting evidence of criteria
- List of strengths
- List of prioritized growth areas
WASC/DOE Tasks (cont.)

Task 4:
• Review the comprehensive schoolwide action plan
• Define schoolwide and subgroup growth targets
• Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan

Product:

Chapter V:
• Revised action plan
• Additional strategies within subject areas/ support programs
• Ongoing follow-up process
Self-Study Report Format

✓ Chapter I: Student/Community Profile and Supporting Data and Findings
✓ Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data
✓ Chapter III: Progress Report
✓ Chapter IV: Self-Study Findings
✓ Chapter V: Schoolwide Action Plan
✓ Appendix:
School Committees

Home Groups

Schoolwide Focus Groups

Leadership Team
Examining Educational Data

• How can we use data to drive inquiry and action at our school?

• How can we link our analysis of data to defining school improvement strategies?
## Data Evidence

<table>
<thead>
<tr>
<th>What is Outcome Data?</th>
<th>What is Demographic Data?</th>
<th>What is Process Data? (Home/Focus Group Work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Data</td>
<td>Enrollment</td>
<td>School Organization</td>
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<td>Completion Rates</td>
<td>Attendance</td>
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<td>Comparative Data</td>
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<td>Post-Enrollment Data</td>
<td>SES Status</td>
<td>Assessment</td>
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<tr>
<td>Supplemental Data</td>
<td>Staff</td>
<td>Resources</td>
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</tbody>
</table>
Sample Data

- Hawaii Standards Test
- Reading Tests
- AYP
- College SAT
- AP tests
- Graduation rate
Sample Questions

• How did the students perform since last year?
• What is the longitudinal growth pattern for this grade level?
• How do the school’s scores compare with the state’s scores?
• To what degree are students moving out of the 25th percentile?
Examine your own school profile or the profile excerpts that have been provided.

Discuss:

- What are the implications based on the analysis of the data?
- What are the 2 to 3 critical academic needs based on the data, the correlated ESLRs?
- What are the important questions raised by this analysis of student performance?
Product:

☑ Chapter I: Data and Findings: Provide interpreted findings, noting trends, irregular patterns or anomalies
  • Demographic data, including ESLRs
  • Disaggregated and interpreted student outcome data
  • Survey summaries, if any
☑ Chapter II: Overall summary from analysis of the data
☑ Appendix
Product:

- Chapter II: Overall summary from analysis of the data
  1. What are the implications of the data with respect to student performance?
  2. Select 2 to 3 critical academic needs based on the data, noting the correlated expected schoolwide learning results (schoolwide student goals)
  3. List important questions that have been raised by the analysis of the student performance, demographic and perception data (Used by home and focus groups)
Student/Community Profile

Product

Appendix: Additional data, such as the following:
- Trends Report
- NCLB Report
- Other additional performance data
- Master schedule
- Graduation requirements
- Budgetary information
Learning Results (GLOs)

An interdisciplinary statement about what all students should know, understand and be able to do by the time they graduate or complete the planned program

Characteristics:
- Global
- Interdisciplinary
- All students
- Assessable
Sample Schoolwide Student Goals

Note: Schoolwide Student Goals—another name for expected schoolwide learning results (ESLRs)

- Problem solver
- Collaborative worker
- Information manager
- Perceptive thinker
- Healthy individual
- Academically competent individual
- Creative individual
- Technologically literate individual

- Involved citizen
- Productive worker
- Quality producer
- Effective communicator
- Self-directed learner
- Life-long learner
- Culturally empowered person
- World citizen
“Every student will be an effective communicator”

Each student may demonstrate this by:

- Writing English clearly and proficiently
- Receiving information and constructing meaning through reading and listening skills
- Using nonverbal techniques to communicate accurately with others
- Using verbal language to communicate clearly when giving presentations to groups or talking with other individuals
- Exchanging information when working in a cooperative group
Self-Check Questions

The Progress Report

- Did the school address each section of the action plan?
- Did the school show how all critical areas of follow-up from the last full self-study were integrated into the action plan?
- Did the school meet its growth targets for improved student achievement?
- Does the report show how each section impacted student accomplishment of one or more of the general learner outcomes or ESLRs based on a standards-based curriculum and supporting program?
WASC/DOE Criteria Categories

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E. Quality Support for Student Personal and Academic Growth
### Self-Study Findings

<table>
<thead>
<tr>
<th>Criteria Findings</th>
<th>Supporting Evidence</th>
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Findings

Areas that Need Development and Growth

Areas to Celebrate and Maintain

Lead to...

Direct Alignment with Growth Areas
Strengths and Action Plans
Ask …

☑️ Do the findings respond to what is being asked by the criteria guide question(s)?

☑️ How did the evidence support …
  ❖ the findings?
  ❖ the strengths?
  ❖ the prioritized growth needs?

☑️ Has the school gained insight about the degree to which learning is being supported?
Observable Evidence

Includes analyzing results of:

- What the students are doing and producing
- Student interviews and observations
- Hard data and information
- Other interviews, observations, etc.
Student Work Samples

- Typical work
- Single-day snapshot technique
- Same performance tasks or assignments
- Case studies or monitoring selected students
- Progress over time
- Targeting assignments
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 ESLRs
Observation Strategies

- Roving Substitutes
- Triads
- Keeping a Teacher Journal
- Shadowing Students
Ground Rules for Observations

- Agreed upon time for the observation
- No name policy
- Stay for full class period
- No discussion of the lesson in a specific sense (confidentiality)
- Pre-meeting (advance knowledge)
The Learning Snapshot

What the students are doing

___ lecture  ___ using reading skills
___ video   ___ note taking
___ lab     ___ book task
___ group work  ___ technology

What skills are being used

___ reading  _____ speaking
___ writing  _____ computing

What ESLRs were observed

___ ESLR #1  ___ ESLR #2  ___ ESLR #3
Questions to answer about observing....

1) How can your school implement staff observations as a regular practice?
2) What ground rules will ensure a “safe” environment and obtain staff buy-in?
3) What kind of “cue sheet” will the school develop?
4) How will the observation results be used in the FOL process?
Interviewing Students

1) Individually, generate a few sample student questions
2) Find a partner and share these questions; reverse
3) Debrief
Tips on Interviewing

Examples of tips:

• Use open-ended questions
• Use language appropriate to the interviewee
• Listen
• Avoid asking biased questions
• Watch nonverbal behavior
• Other tips…
Schoolwide Focus Groups

Home Groups
Focus Groups

• What are characteristics of an effective focus group?
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
Directions for Focus Group Practice

1. Appoint a focus group leader, a recorder and a time keeper
2. Decide upon group norms (2–3) prior to discussion
3. Use the designated criteria. Review the guide questions and suggested evidence
4. Based on the work already done in the home groups, discuss the following question: What do we know about the impact that this part of the school’s program has on student learning?
5. Close the discussion by determining specific data/information each home group should examine before the next Schoolwide Focus Group meeting
How does the current school program impact student learning, especially for these critical academic needs, the related learning results and academic standards?
Self-Check Questions

Task 3—Analyzing Evidence

- Was the analysis of the school program done in relation to the accomplishment of the critical academic needs, the GLOs, academic standards, and the criteria concepts?
- Was the accuracy of the findings discussed?
- Did discussion occur about how the findings relate to supporting the learning needs of all students?
- Were responses provided for all the criteria guide questions with supporting evidence?
<table>
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Self-Study Report

- For each category of criteria prepare a brief summary that includes:
  - Findings and supporting evidence for each of the criteria guide questions
  - A list of strengths
  - A list of prioritized growth areas

- Pertinent evidence available for review by visiting committee throughout school; this includes samples of representative student work that have been analyzed
Findings

Areas to Celebrate and Maintain

Areas that Need Development and Growth

Lead to...

Direct Alignment with Growth Areas
Strengths and Action Plans
Findings Supported by Analyzed Evidence

- How can the Schoolwide Focus Groups function to ensure that the self-study findings are supported by analyzed evidence?
Refinement of Action Plan

• School Strategic Plan

• Annual Academic and Financial Plan
Suggested Components of Action Plan

• Statement of area for improvement, including growth targets
• Rationale for area based on self-study findings
• Link to one or more expected schoolwide learning results -- GLOs
• Ways of assessing progress, including student achievement of the critical academic needs, ESLRs and academic standards
• Means to monitor and report progress
• Who’s responsible and involved
• Specific steps, including professional development
• Timeline
• Resources
Self-Check Questions

- Is the action plan organized around growth areas?
- Do the action plan sections address the learning needs of all students as identified in the student/community profile?
Self-Check Questions

• Has the school integrated other initiatives to create one “umbrella” schoolwide action plan?
  ▪ Are resources dedicated to each growth target?
Self-Check Questions

- Has the action plan integrated the Visiting Committee suggestions?
- Is there a sound follow-up process that will be used to monitor the accomplishment of the action plan?
One Umbrella Plan

- WASC/DOE FOL: One School Plan
  - School Strategic Plan
  - Annual Academic and Financial Plan
  - Other initiatives
What do we need to do between now and September in order to complete the self-study process by November-December?
We Are Student-Centered