

# Measuring What Matters: Analytics to Support Networked Improvement Communities and Place-Based Education

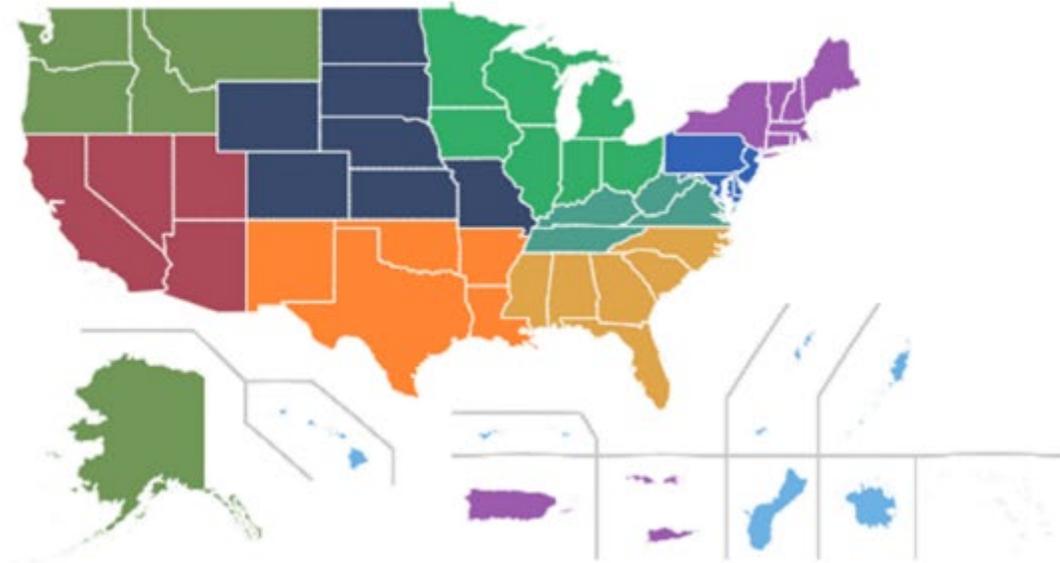
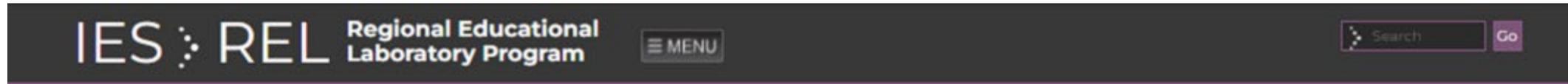
Ben Cronkright

REL Pacific

Kanoe Ahuna

Kanuikapono Public Charter School

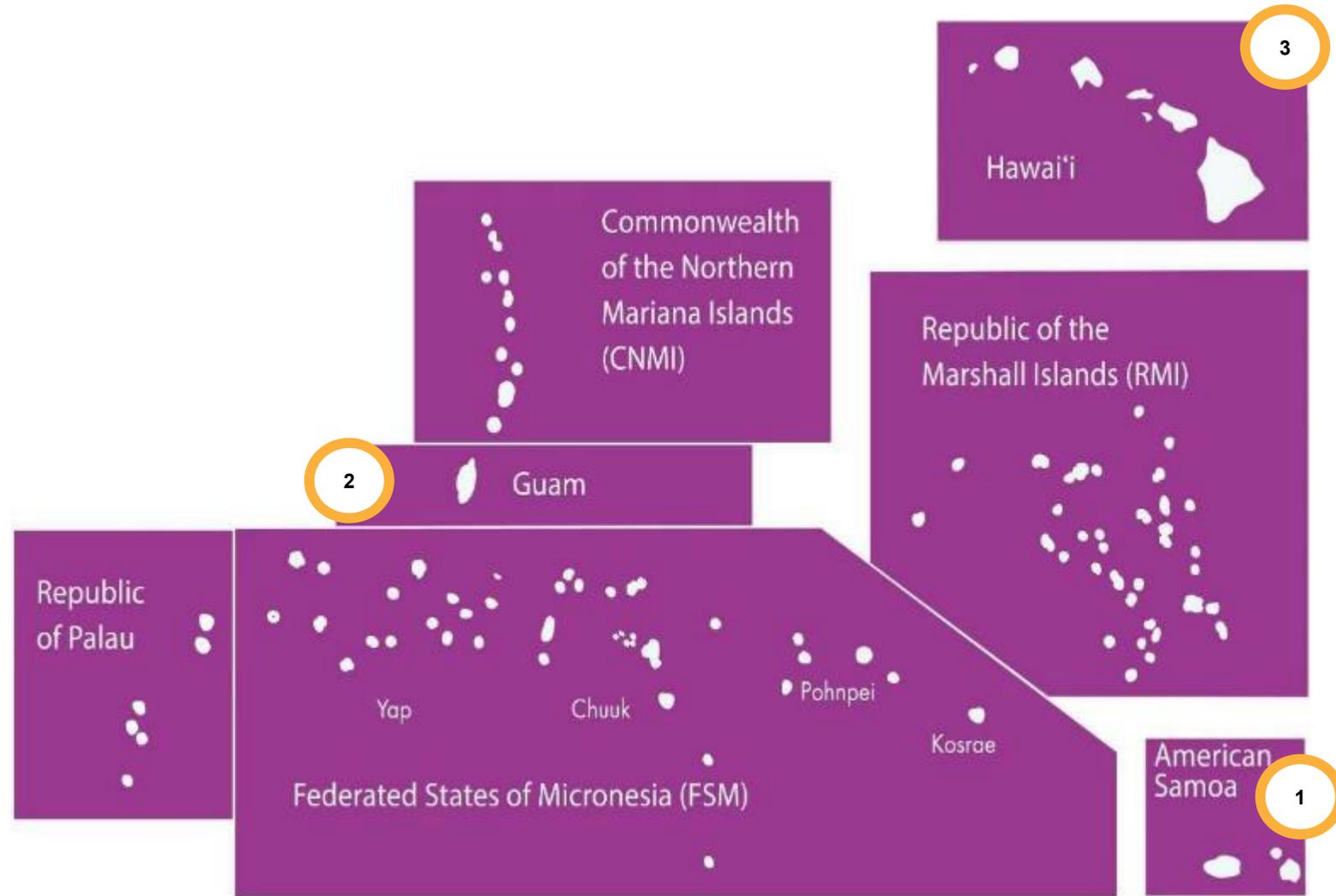
# Overview of the REL Program



**The Regional Educational Laboratory (REL) Program**

The ten RELs partner with educators and policymakers nationwide. REL work is change-oriented, supporting meaningful local, regional, or state decisions about education policies, programs, and practices designed to improve learner outcomes. [Learn more about the REL Program.](#)

# REL Pacific



# Today's Presenters



Ben Cronkright  
Co-lead, Hui for All  
Partnership Project



Kanoe Ahuna  
Principal  
Kanuikapono Public Charter School

# Session Objectives

- Learn about the work of the Hui (Partnership) for All to Benefit from Hawaiian Education, a partnership of charter schools studying best practices for implementing place-based and ‘āina-based learning.
- Learn about a performance assessment practice being used in a place-based, ‘āina-based education program to measure student learning outcomes.
- Learn about establishing a measurement infrastructure to help NICs (and other researcher–practitioner partnerships) function as a scientific professional learning community, and receive practical, evidence-based strategies and considerations for developing this infrastructure.

# Hui for All to Benefit from Hawaiian Education

# Overview of the Hui's Goals Membership and Activities

- The hui is **organized within a larger critical action-research project** coordinated by Kamehameha Schools with additional support from industry partners including Envision Learning Partners and the Stanford Center for Assessment, Learning, and Equity (SCALE).
- Through a networked improvement community (NIC), the hui members have set an aim to **create and implement meaningful assessment systems that empower students** by building values and skills to prepare them for their **kuleana to self and communities**.
- An overarching goal of **positively affecting school performance and accountability policy** for Hawai'i schools.

# An Emerging Networked Improvement Community (NIC)



**KAMAILE**  
A C A D E M Y



**KANUIKAPONO**  
PUBLIC CHARTER SCHOOL

s e e  s

*'A'ohe pau ka 'ike I ka halau ho'okahi*  
*All knowledge is not learned in one school*

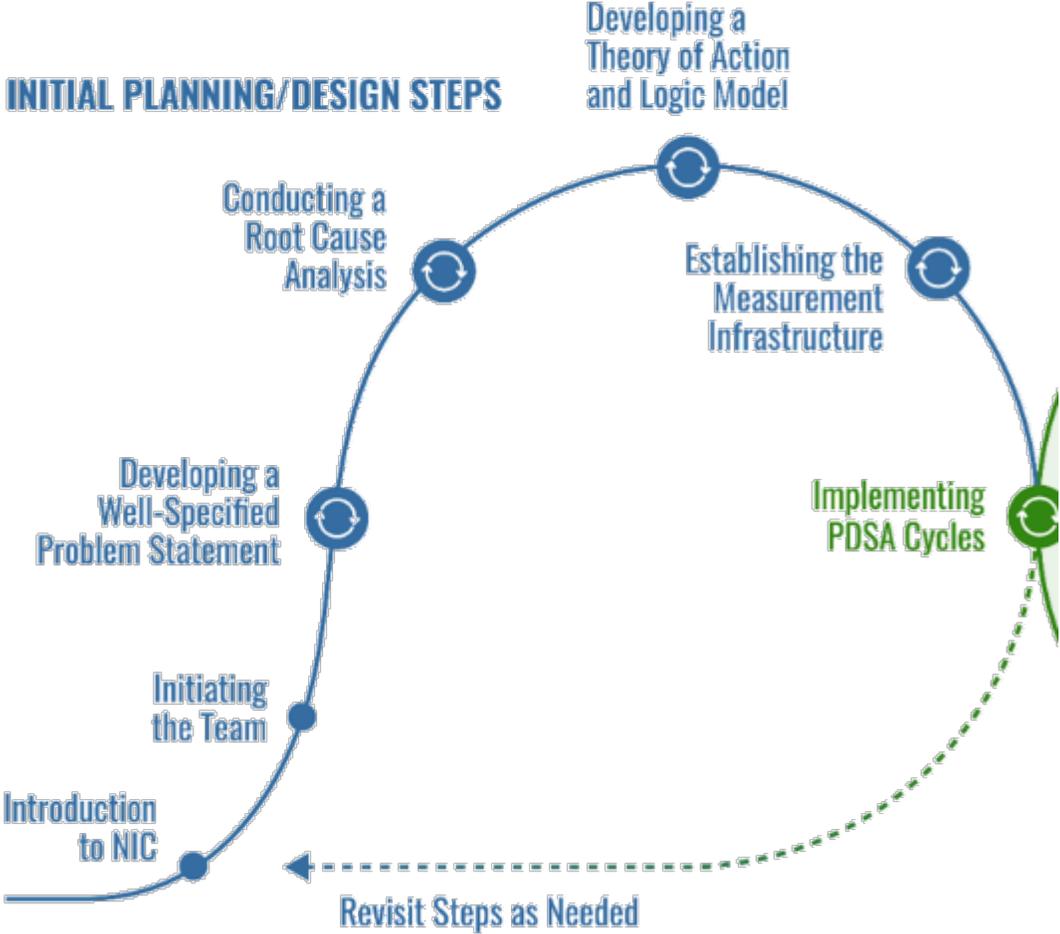
*- Mary Kawena Pukui (# 203)*

# Hui: Current Focus and Progress (2022 through Spring 2023)

Explore and understand the needs of Hawai'i-Focused Charter School educators, students, and families.

Identify and optimize existing high-quality practices for 'āina-based, place-based, and project-based learning and assessment.

Develop a Theory of Action.



# Overview of Hawaiian-Focused Charter Schools



# KANUIKAPONO

PUBLIC CHARTER SCHOOL

Our school nurtures 21<sup>st</sup>-century skilled lifelong learners ready to embrace Hawaiian culture and the world of their ancestors with aloha and respect for self, family, community and the environment.

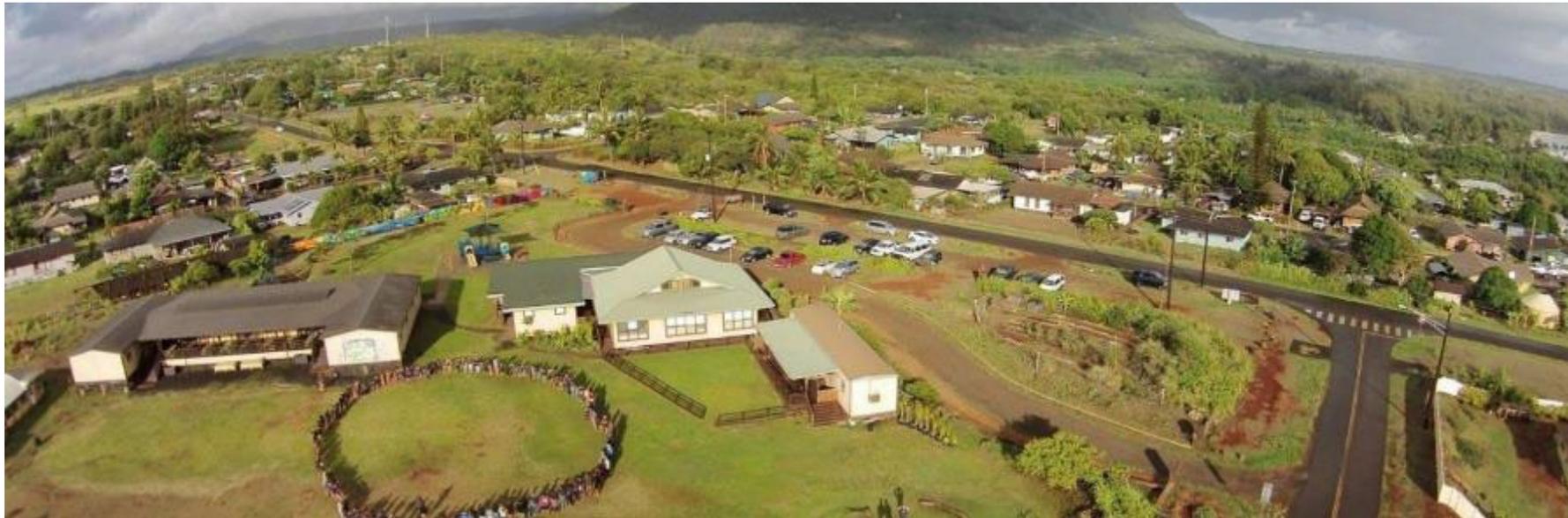
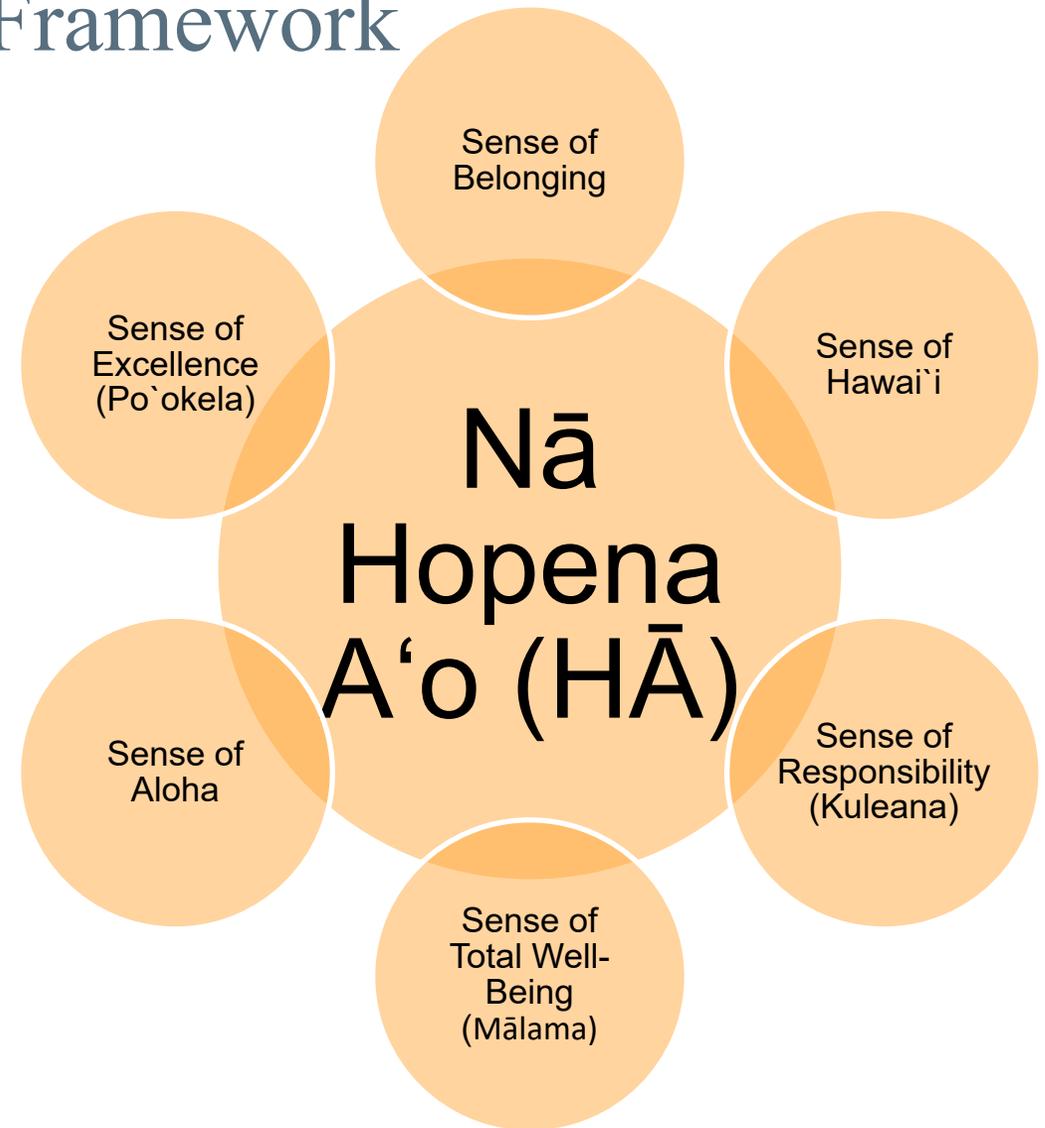


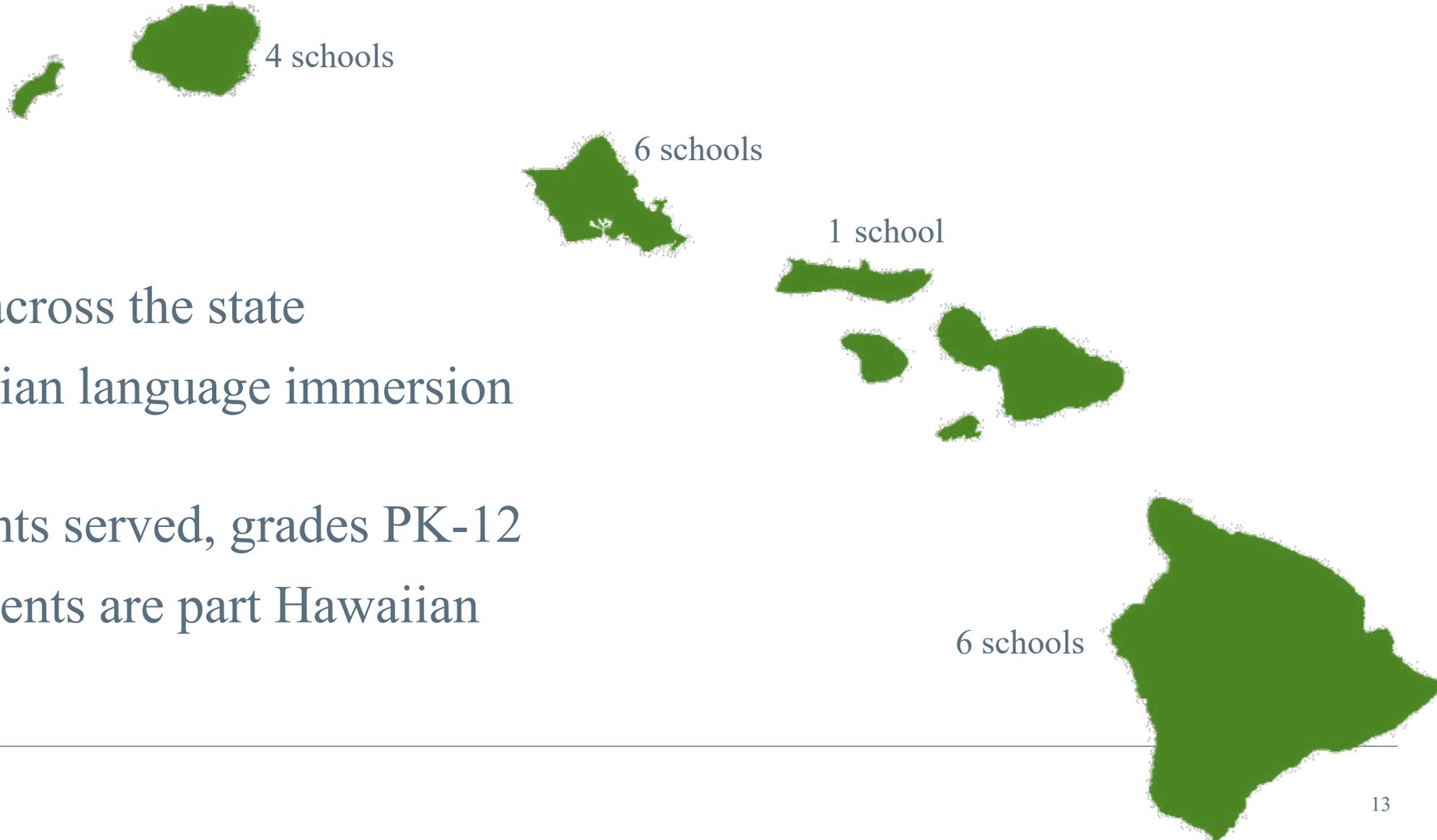
Photo courtesy of KanuiKapono PCS

# Connections with Hawai‘i’s HĀ Framework

- Nā Hopena A‘o Hawai‘i is a Department of Education policy.
- Framework to develop in employees and students the skills, behaviors, and dispositions that are reminiscent of Hawai‘i’s unique context.
- Honors the qualities and values of the Indigenous language and culture of Hawai‘i.



# Hawaiian-Focused Charter Schools



- 17 schools across the state
- 6 are Hawaiian language immersion schools
- 4,700 students served, grades PK-12
- 81% of students are part Hawaiian

# Hawaiian-Focused Charter Schools (HFCs)

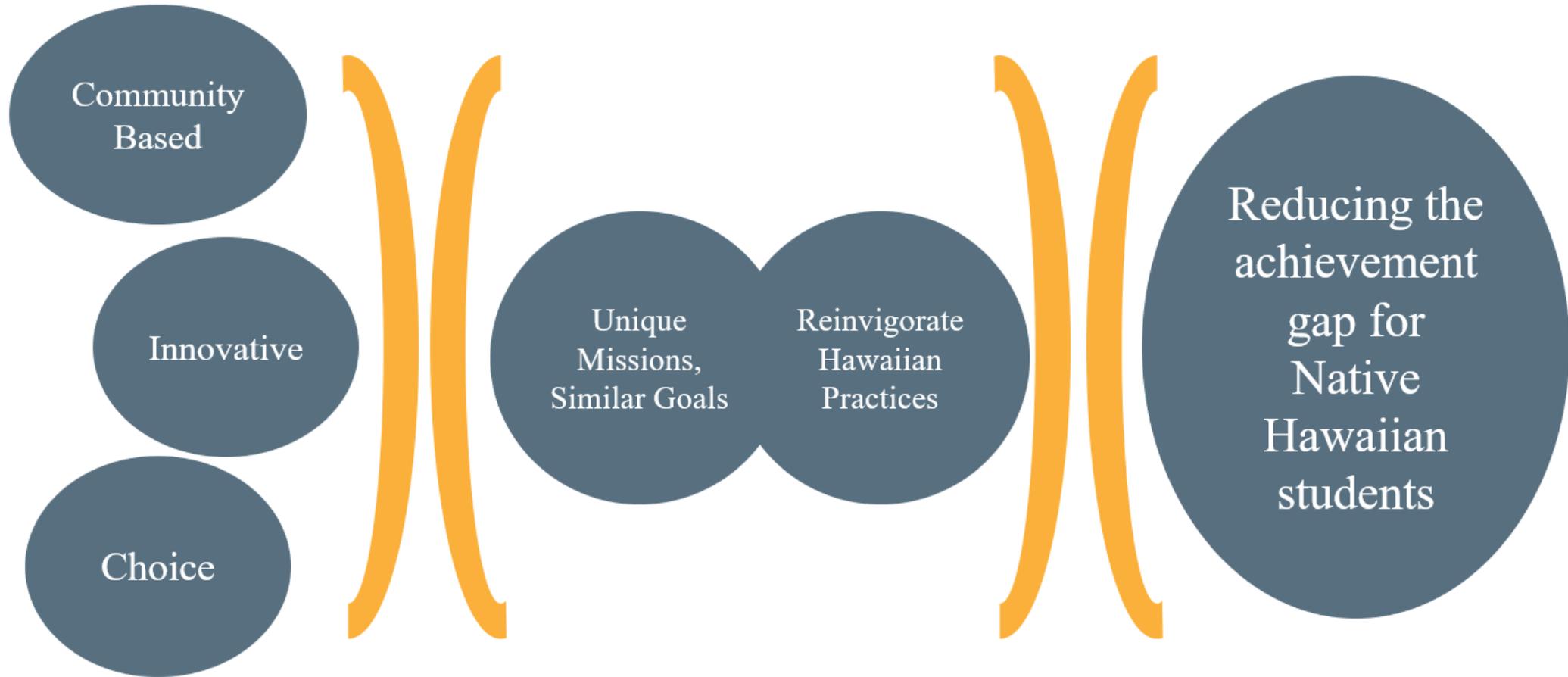
## Curriculum emphasizes:

- Hawaiian language
- place/land-based
- self-determination
- advocacy
- spiritual/genealogical connections
- protocol
- ceremony
- navigation and canoe culture

“...the work of educators reclaiming public K-12 education as a form of Hawaiian self-determination and sovereign practice.”

(Goodyear-Ka'ōpua, 2013)

# HFCS: Cultivating Native Hawaiian Identity

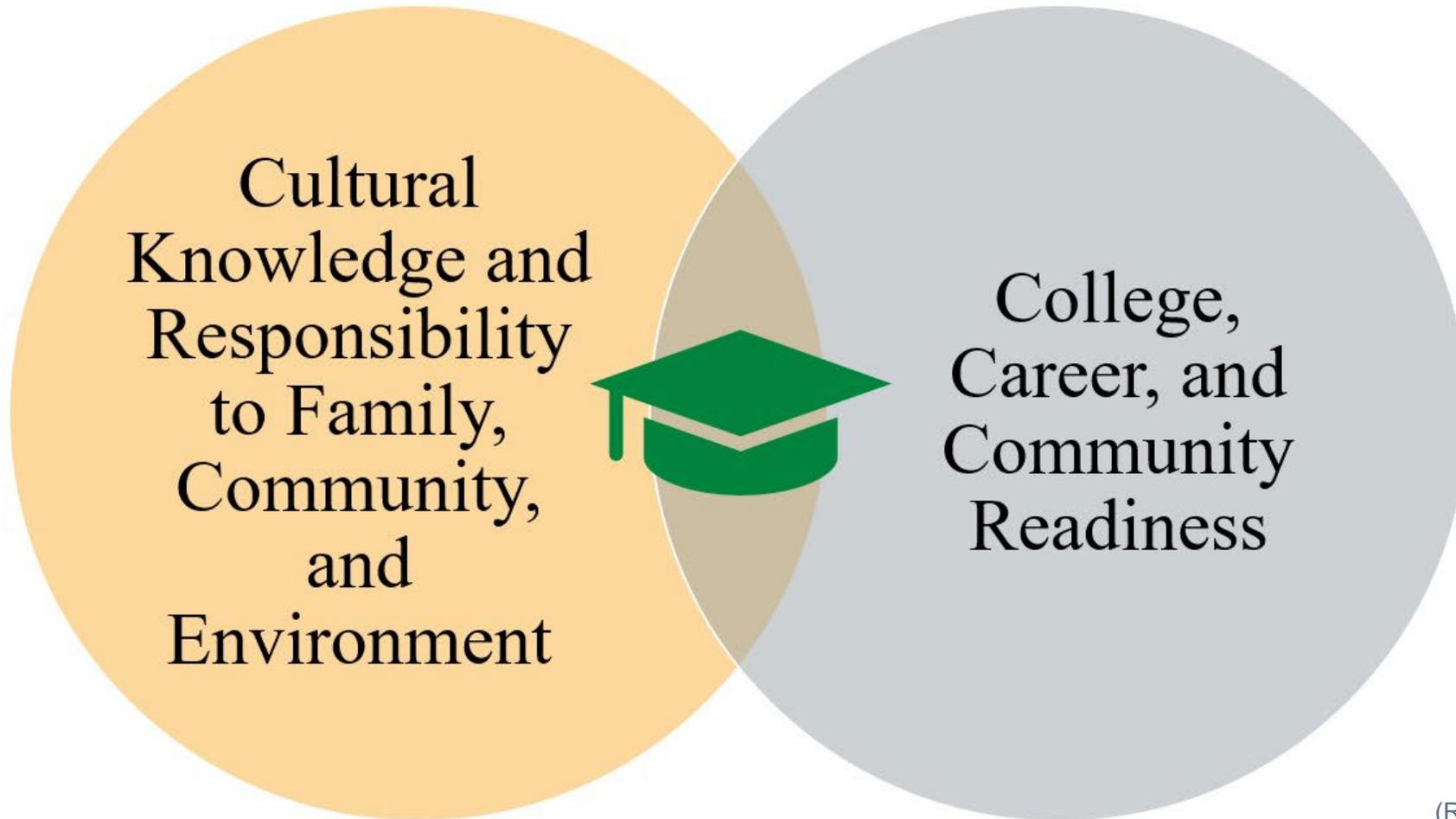


(Rogers et al., 2019)

# Ka 'Umeke Kā'eo School video: *See For Yourself*



# HFCS: Vision of the Graduate



(Rogers et al., 2019)

“In working toward educational sovereignty and excellence, our communities determine culturally relevant assessments rather than solely rely on fixed standardized measures.”

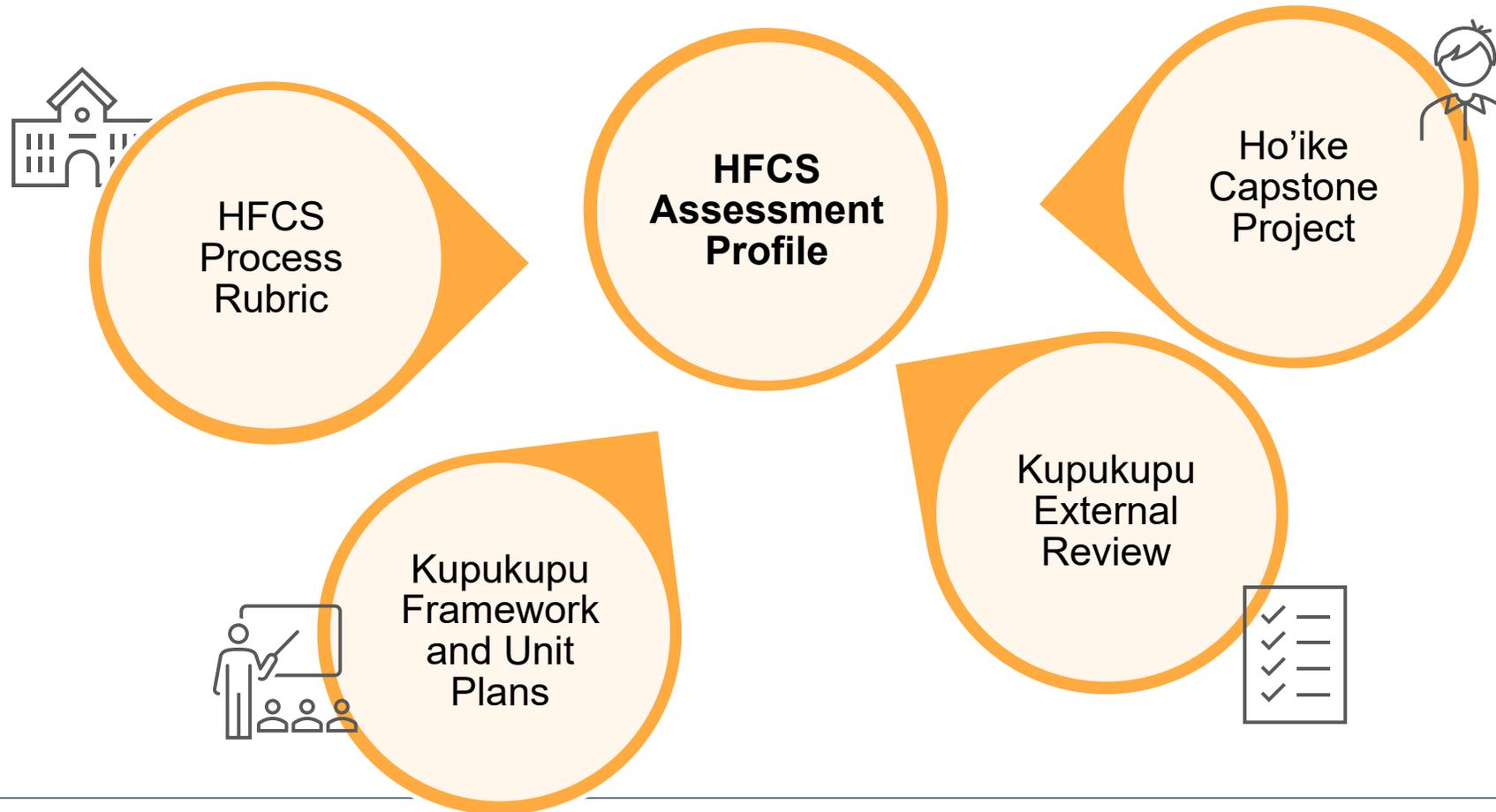
(Rogers et al., 2019)



HŌKŪLE'A IMAGE © POLYNESIAN VOYAGING SOCIETY  
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# Overview of Hawaiian-Focused Charter Schools Culturally Relevant Assessment Tools

# Hawaiian-focused Charter Schools (HFCS): Culturally Relevant Assessment Tools



# HFCS Process Rubric

## What is the purpose?

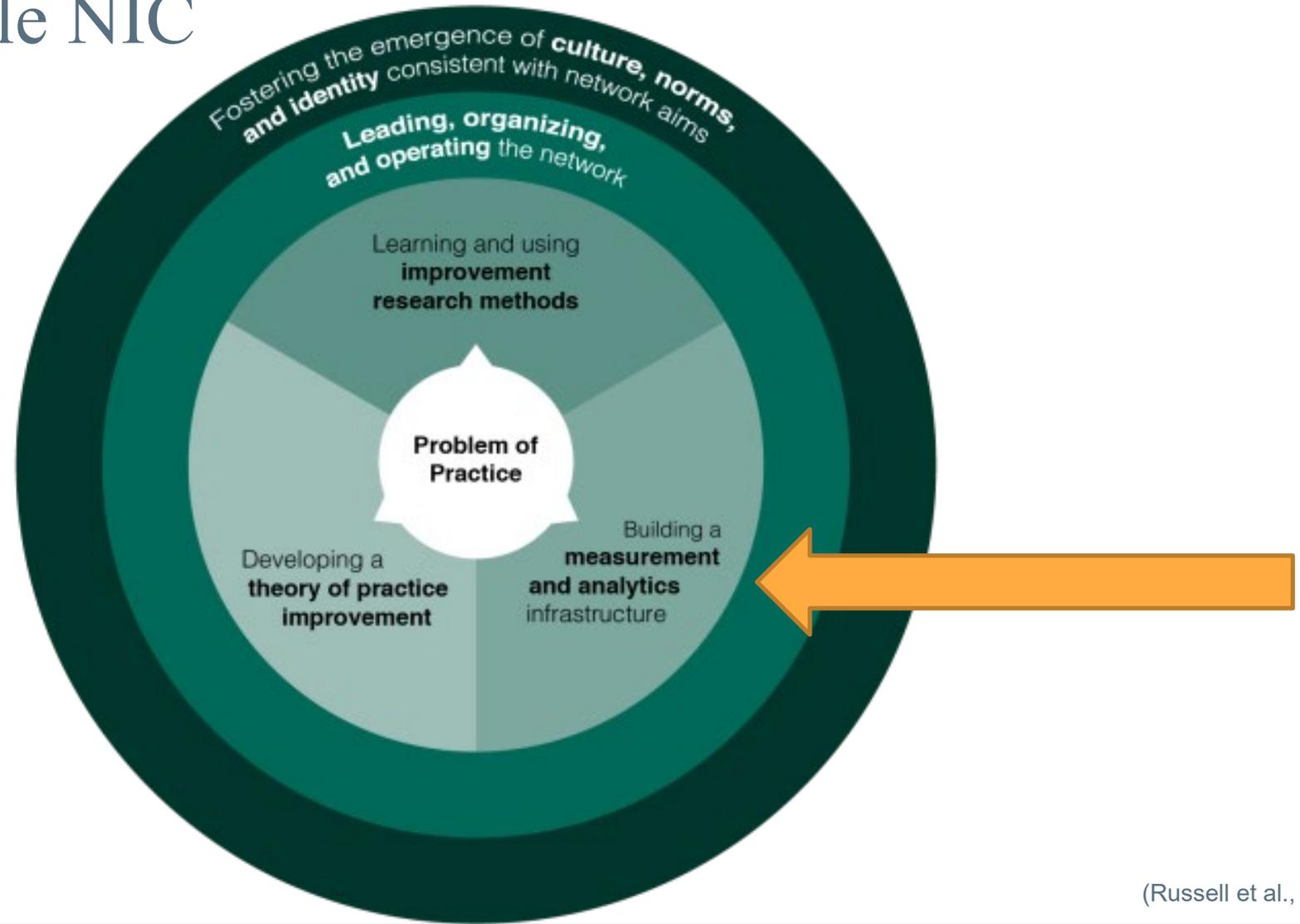
- Collectively report school-wide processes for cultural, community, college, career readiness.
- Criteria outline conditions for culture-based learning and development to thrive.
- Goal: meet pa`ahana (implementing) criteria.

## How do I use this?

- Collaborate with administrators, teacher leaders, and/or parents to self assess cultural, community, career processes at a school.
- Utilize results to develop a collaborative plan for a school processes to meet pa`ahana criteria.

# Developing Practical Measurement to Support Networked Improvement Communities

# Establishing a Viable NIC



(Russell et al., 2017)

# Discussion

- Whether you've been in a school team, or NIC, or RPP, how have you monitored and measured your team's progress toward your goals?
- What are some examples from your context of measures that can support improvement?

Think privately about this for one minute:

- In your head or on a piece of notepaper, generate a list.



# Discussion

What are some examples from your context of measures that can support improvement?



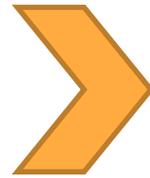
Share in the chat!

# Three Key Improvement Questions for NICs to Consider

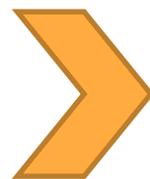
**What specifically are we trying to accomplish?**

**What change practice might we introduce and why?**

**How will we know that changes are leading to improvements?**



**Theory of Improvement**



**Measurement and Disciplined Inquiry**

(Langley et al., 2009)

# Measurement for a NIC's Continuous Improvement Efforts Differs From Typical School Accountability Measures

Measurement for  
School  
Accountability

Focuses on outcomes or results (often from standardized tests), and often does not provide information about *how* outcomes were achieved.

Measurement for  
Continuous  
Improvement  
Efforts

Focuses on a relatively small set of changes, strategies, and practices that groups may implement, study, and refine.

# Measurement for a NIC's Continuous Improvement Efforts

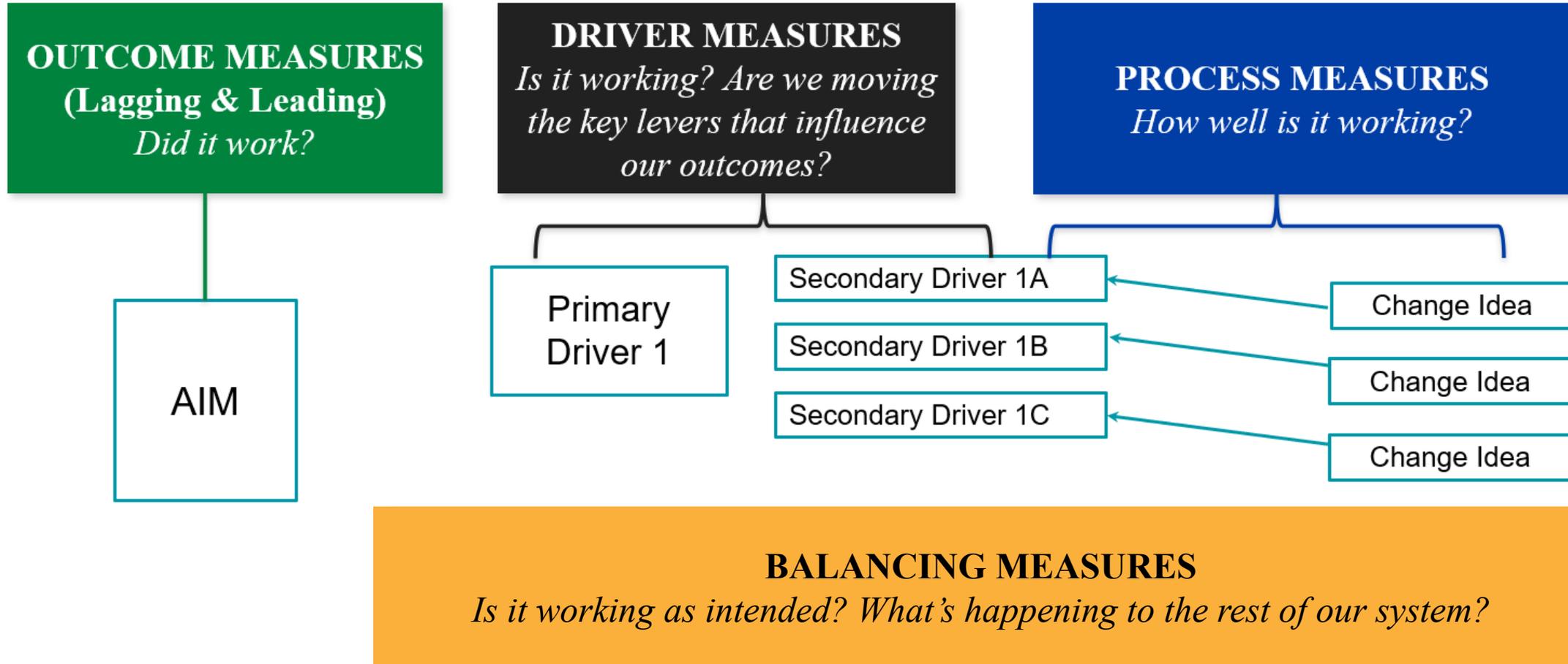
Linked to clear, concise, high-impact attainable improvement goals.

Positioned in classroom environments and serve as levers for change and improvement.

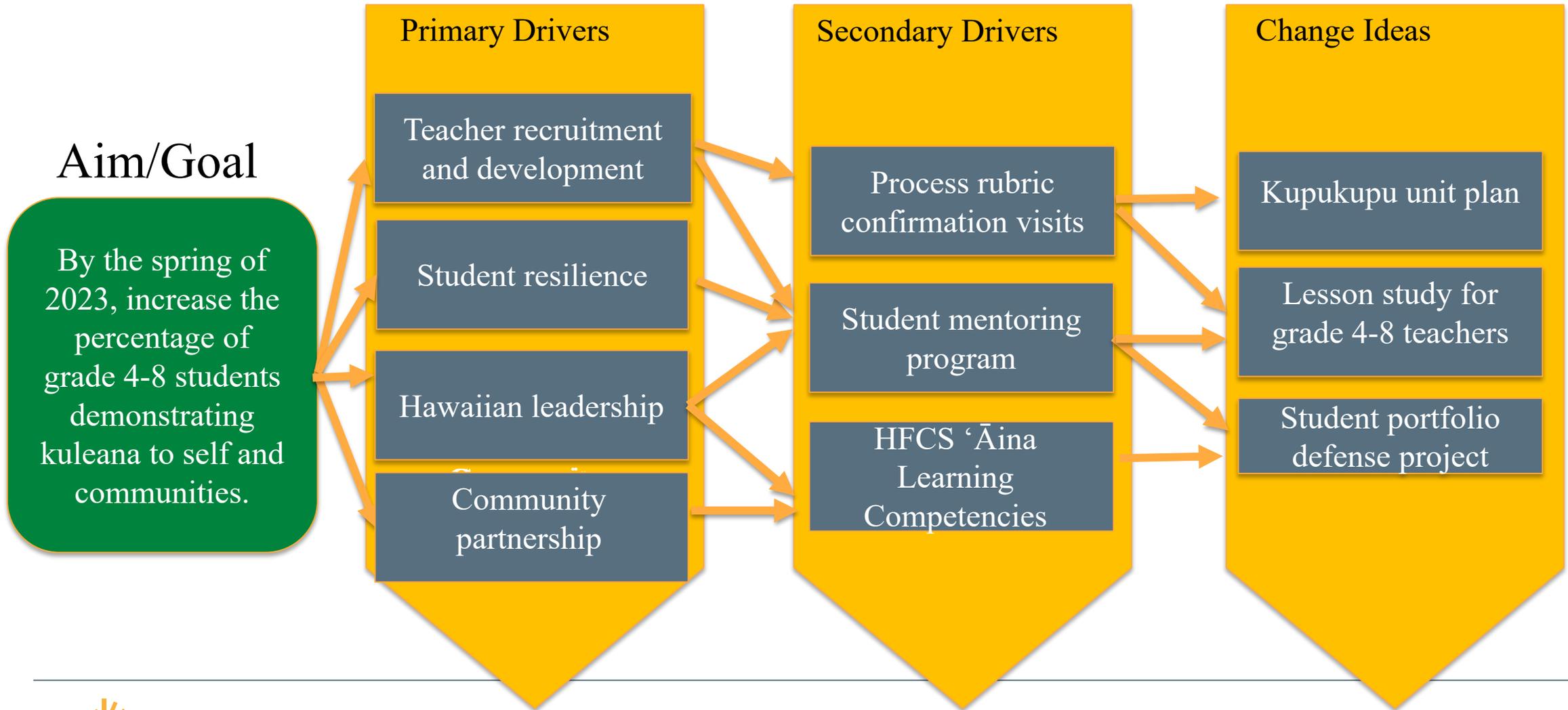
Embedded in the daily workflow.  
Must produce accessible data in a timely manner and that is relatively easy to interpret.

Provide data that can be examined by the NIC to monitor and evaluate progress toward goals and improve outcomes.

# Measurements of Improvement for NICs to Consider



# Example Driver Diagram to Support the Hui



# Developing the Change Practice

## **Aim:**

*See driver diagram*

By the spring of 2023, increase the percentage of grade 4-8 students demonstrating kuleana to self and communities.

## **Description of the Change Practice:**

Optimizing the *Student Portfolio Defense Project* in grade 4-8 classrooms.

After reviewing the evidence from research and practice, the school team develops a plan for implementing the *Student Portfolio Defense Project* in grade 4-8 classrooms.

**Will this change practice really make a difference?**

# Avoid the Tendency to Rely Solely on *Outcome* Measures



## **Aim:**

*See driver diagram*

By the spring of 2023, increase the percentage of grade 4-8 students demonstrating kuleana to self and communities.

**Change Practice: Optimizing the *Student Portfolio Defense Project* in grade 4-8 classrooms.**

## **Outcome Measure**

### **DID IT WORK?**

**Leading measure:**  
Grade-level common assessments

**Lagging measure:**  
state Tripod engagement survey results

# Strive to Develop Practical *Driver, Process, and Balance* Measures

**Change Practice:** Optimizing the *Student Portfolio Defense Project* in grade 4-8 classrooms.

<b>Aim:</b> <i>See driver diagram</i>	<b>Driver Measure:</b> <i>Is it working?</i>	<b>Process Measure:</b> <i>How is it working</i>	<b>Balance Measure:</b> <i>Is it working as intended?</i>	<b>Outcome Measure:</b> <i>Did it work?</i>
By the spring of 2023, increase the percentage of grade 4-8 students demonstrating kuleana to self and communities.	<b>Driver: Student Resilience</b>  <b>Measure:</b> Weekly exit tickets to learn more about students' sense of responsibility.	<b>Fidelity checks</b>  <b>Measures:</b> Weekly lesson plans, classroom observations, notes from student conferences.	<b>Checking the system for unintended consequences</b>  <b>Measures:</b> Student attendance	<b>Leading measure:</b> Grade-level common assessments  <b>Lagging measure:</b> state Tripod engagement survey results

# Where and How to Start?

Identifying and adopting practical measures for your improvement journey.

## **Consider:**

- The instruments should be aligned to a working theory of improvement (Driver Diagram).
- For each element to be measured (for example, student resilience or engagement), the chosen measures should be short and easy for practitioners to complete.
- The instruments should be easily embedded in normal school practice and provide data that are quick and easily interpreted.

(Walston & Conley, 2022)

Thank you!

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