

**SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
HAWAII DEPARTMENT OF EDUCATION**

**FOR**

**<SCHOOL NAME>**

**<Address>**

**<City, Hawaii ZIP>**

**< School District>**

**<Dates of Visit>**

**Visiting Committee Members**

<Name, Chairperson>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

<Name>  
<Title, School or Institution>

## Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school
  - School's analysis of student achievement data
  - Other pertinent data
- ➔ *Note: The entire profile does not need to be included.*
- Comment on significant findings revealed by the profile and/or pertinent items that were not included in the profile.
  - Attach the school's No Child Left Behind (NCLB) School Report and Trend Report
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A major challenge of \_\_\_\_\_ High School has been the changing student population to include the many characteristics that compose the culturally diverse student population. Special population students include Emergency Immigrant, Limited English Proficient (LEP), Migrant, Chapter 1, Chapter 2, and GATE. Other factors to consider are gang affiliations, single parent families, pregnant/teen parents, substance abuse, dysfunctional families, at-risk (academically and behaviorally), and foreign exchange populations.

The norm referenced tests administered to the students indicate the continuing need to stress reading comprehension and mathematics across the curriculum. The school is transitioning from a norm-reference standardized test approach to a stronger multiple approach of student assessment and school accountability. Senior projects are now a requirement for graduation. Developing some means of aggregating the information about student performance that is revealed in Senior Projects might be as useful to the school and the community as it would be for the "visitor."

Overall the Parent Survey revealed that more than half of the respondents consider the school to be doing an effective or very effective job in helping students meet the expected schoolwide learning results (ESLRs). Parents feel that the school maintains a safe and orderly place for students to learn and the staff expects students to produce quality work that reflects their best efforts. Areas of greatest need are better communication with parents and providing students with a better understanding of their civic responsibilities.

The Student Survey revealed that 58% of all students gave the school an "effective" or "very effective" rating. The highest rated areas were "writing" and "opportunities to work collaboratively with other students"; the lowest rated areas were "communication regarding your progress," "developing knowledge or appreciation of our diverse culture," "relating positively with our diverse population," "understanding of your civic responsibility," and "instruction regarding current health issues."

The teachers are properly credentialed for their current assignments. Professional development is determined by Board priorities, staff surveys, and committees; however, it is important to note the staff is proactive in attending conferences, workshops, and seminars. More teachers are working toward credentialing in language development to assist them with the increasingly ethnic diverse student population.

It was unclear how some of the data elements in the Student/Community Profile such as the transient rate, the graduation rate, and suspension information were determined.

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## Chapter II: Progress Report (2 pages)

Since the last self-study:

- **Comment on the school's major changes and follow-up process.**
  - **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**
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The school's recommendations have been integrated into the school's annual plan. The school reports activities that it sees as leading to accomplishing recommendations; however no student success measures have been indicated or required.

Since the last accreditation, the school has made great strides in opening the lines of communication and decision making. Two years ago a new principal was assigned to the school. The current administration's open door policy greatly contributed to "creating a more trusting environment and open working relationship." The school is also in the process of designing an educational program in which all students can achieve at a high level.

Previous major recommendations from the WASC Visiting Committee have, in large measure, been addressed. Five major recommendations dealt with instructional delivery including professional development, budget, facilities/class size, and articulation with feeder and post-secondary schools. Below are summary comments regarding the issues addressed in these majors.

- Monies have been used to fund professional development activities with schoolwide emphasis, including integrating writing, reading, and technology across the curriculum. Some activities were short-term; others have been longer term (i.e., writing workshops for English, science, social studies, special education, foreign language, and home economics teachers). Other professional topics are selected based upon Board priorities and staff surveys and committees. While numerous, these activities seem to have been somewhat disconnected as staff now gauge that most learning is primarily textbook centered.
- Fourteen teachers now hold either the Language Development Specialist (LDS) or Cross-Cultural Language and Academic Development (CLAD) credential and four hold the Bilingual-Bicultural (BCC) certificate. Six other teachers are currently engaged in training programs leading to the CLAD certificate.
- Cooperative learning, computer technology, and group work is used in all departments at various levels of sophistication.
- Six computer labs (social science, science, compensatory education, college prep, business, and bilingual) are available; additional computers are available in some classrooms. The library media center has been remodeled to accommodate technology. A multi-media presentation center, electronic public catalog and reference materials, and closed-circuit television are incorporated in the program. Student produced multimedia presentations are becoming more frequent.

- The budgeting process was reviewed annually and was changed for the 1997-98 school year. Consensus among department chairpersons is that the new process should occur every year as departments needs change.
- No formal improvement process to address organizational, curricular, and personal development has been developed or implemented. However, a number of activities have been accomplished which lead in this direction.
- Physical facilities and class size issues have been addressed within the constraints of school budget.
- Articulation with feeder and post-secondary schools has been largely department-based.

Similarly, recommendations to schoolwide and department committees have been addressed. Among the most celebrated changes:

- Instituting a ninth grade student success program two years ago that now includes all freshmen and is seen by parents, staff, and students as extremely successful (staff continues to seek ways to more objectively measure the program's success)
- Conducting technology summer workshops
- Requiring multicultural and traditional core literature in English classes
- Integrating technology into math, English, and bilingual classes through compensatory education and bilingual computer labs
- Initiating integrated curriculum within some departments
- Eliminating all basic tracked courses
- Providing sheltered instruction across the curriculum
- Initiating more writing assignments and a pilot tutorial writing program which allows teachers to help students revise papers
- Implementing new math curriculum into Algebra 1 and 2 and Geometry
- Initiating the use of new computer software and graphing calculators in mathematics
- Providing all students with activity-based instruction in science
- Expanding video library and computer accessibility in social studies.

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### Chapter III: Self-Study Process (1-2 pages)

- Include a copy of the school's expected schoolwide learning results.

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[Not included in this sample.]

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- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
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The school used the self-study process to foster schoolwide collaboration and to refocus energy and resources on a common purpose: What students are doing and what students are learning. As is typical in major change processes, there was a period of “confusion and frustration” which eventually led to the accomplishment of each key outcome in the *Focus on Learning* self-study report. There is no question that the school’s self-study was conducted with the intention of presenting an accurate reflection of the school’s program for students. The open and honest manner in which the self-study was pursued by the school is illustrated with the sharing of recently-available information regarding first semester poor performance results with respect to grade distributions and dialogue centered upon teacher standards and the evaluation of student performance.

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**1. Inclusiveness: The involvement and collaboration of school community members.**

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All persons involved with learning activities were included. The Leadership Team, composed of two administrators, the co-self-study coordinators, and the Focus Group leaders, provided direction and guidance to the self-study process. Much organizational work was done by school community groups, all of whom were represented in each Schoolwide Focus Group. The Parent and Student Groups met to draft and review the student, parent, and community survey and interview questions and representatives participated in the Focus Groups.

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**2. Purposefulness: The clarification of the school’s mission/purpose and the schoolwide learner outcomes, i.e., the General Learner Outcomes.**

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In carrying out the self-study process, the school maintained a clear focus on trying to achieve a better understanding about the impact of the school’s programs and services on students. Development of the school’s statement of expected schoolwide learning results was specifically undertaken in conjunction with the *Focus on Learning* process. The process used by the school insured that staff, parents and members of the community had the opportunity to participate in developing these expectations. Nevertheless, because of the short time between their development and the school’s involvement in the comparison to the criteria, the potential relationship between these guiding expected schoolwide learning results and the specific expectations of instruction in each discipline and the services provided by each of the school’s programs has not been fully explored. However, because of the importance that the leadership has attached to this *Focus on Learning* process, the school’s expected learning results will become integral to the school’s improvement efforts.

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3. **Student-focused efforts: The gathering and analysis of data about students and student achievement and the impact of the program and operations on student learning.**
  4. **Action-oriented: The assessment of the entire school's program and its impact on student learning in relation to the General Learner Outcomes and Hawaii Content and Performance Standards (HCPS) that result in the development/ refinement of a School Strategic Plan/annual Academic and Financial Plans.**
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While the extent of specific knowledge and the depth of understanding of reform documents such as the SCANS Report and curriculum references varies among stakeholders, the self-study process has been employed as one effective vehicle for broadening that knowledge and understanding so that specific practices at the school can be compared to the standards promoted by these guides. All Focus Group summaries represent all School Community Groups' analysis of the school's current status in relation to the curricular references, the learning results and the criteria. Each person was responsible for classroom observations, student interviews, and collecting and relating evidence to curricular frameworks, expected schoolwide learning results, and the WASC criteria.

The assembled evidence attested to the broad array of strategies currently being employed to assess student learning; examples of evidence ran the gamut from traditional standardized test results, samples of teacher-developed tests, specific samples of student work collected from all departments to videotapes of student projects. However, the Visiting Committee found that it was unclear what standards the school used to judge the quality of student work and how representative of student performance were the assembled samples. Although these factors make it difficult to generalize about student performance or about the impact of the school's programs on student performance on the basis of much of the evidence examined by the school during the course of the self-study, the samples do provide an excellent starting place for developing a more systematic approach to assessment built around authentic evidence of student performance and including standards that might be constructed around such performances.

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5. **Accountability: The implementation of an assessment and accountability system for evaluating school progress towards the General Learner Outcomes and HCPS within the School Strategic Plan/annual Academic and Financial Plans.**
  6. **Strong leadership and support systems: The support of school leaders in facilitating the accreditation process by advocating, nurturing, and sustaining a vision and a culture of learning.**
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The sections for the Schoolwide Action Plan were developed by the Leadership Team as they considered the growth areas of the Focus Groups and identified central themes. The school community groups identified specific actions that will be taken within departments to ensure accomplishment of the schoolwide action plan sections. A follow-up process to monitor the implementation and accomplishment of the schoolwide action plan has been established, with a reorganized School Site Council serving as the central facilitating body. Membership in this council will include a melding of the present WASC Leadership Team (See Chapter V, Visiting Committee Report)

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## Chapter IV: Quality of the School's Program

### Part A: What Currently Exists (10 pages)

**Note:** *The narrative summary for each category can be written as one narrative addressing all the criteria or organized by each criterion.*

Based on the self-study and visiting committee findings, for each category:

- A. Organization: Vision and Mission (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
  - E. Quality Student Support for Student Personal and Academic Growth
1. Summarize an analysis of what currently exists and its impact on student learning.
  2. Highlight areas of strength (*if any*).
  3. Highlight the key issues (*if any*).
  4. List the important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

#### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

- A1.** To what extent has the school established a clear statement of vision and mission (purpose) based on student needs and current educational research?

To what extent is the vision and mission (purpose) further defined by General Learner Outcomes, Hawaii Content and Performance Standards, and the DOE Strategic Plan, supported by the governing board and the state and complex area administrations?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Vision – General Learner Outcomes – Profile:** The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, student/community profile data, and a belief that all students can learn.

**Development/Refinement of Vision/General Learner Outcomes:** The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and General Learner Outcomes are effective.

**Understanding of Vision and General Learner Outcomes:** Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the General Learner Outcomes.

**Regular Review and Revision:** The school is implementing an effective process for regular review/revision of the school purpose and the General Learner Outcomes based on student needs; global, national, and local needs; and community conditions.

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[Narrative not included in hard-copy sample.]

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**A2.** To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Regular Parent Involvement:** The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English-speaking parents.

**Use of Community Resources:** The school uses community resources to support students, such as professional services, business partnerships, and speakers.

**Parent/Community and Student Achievement:** The school ensures that the parents and school community understand student achievement of the academic standards/General Learner Outcomes through the curricular/co-curricular program.

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[Narrative not included in hard-copy sample.]

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**A3.** To what extent is the school a safe, clean, healthy, and orderly place that nurtures learning and has a culture that is characterized by trust, caring, professionalism, high expectations for all students, and a focus on continuous school improvement?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Safe, Clean, and Orderly Environment:** The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

**High Expectations/Concern for Students:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Atmosphere of Trust, Respect, and Professionalism:** The school has an atmosphere of trust, respect, and professionalism.

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[Narrative not included in hard-copy sample.]

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**A4.** To what extent does the governing authority have policies and procedures that are aligned with the school's purpose and support the achievement of the General Learner Outcomes and Hawaii Content and Performance Standards?

To what extent does the governing authority delegate implementation of these policies and procedures to the professional staff?

To what extent does the governing authority approve and monitor the three-year School Strategic Plan and the Academic and Financial Plans?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Governing Board:** There is clarity of the policies and procedures regarding the selection, composition, and specific duties of the governing authority.

**Relationship of Governance to Vision and General Learner Outcomes:** The governing authority's policies are directly connected to the school's vision and purpose and General Learner Outcomes.

**Understanding Role of Governing Board:** The school community understands the governing authority's role, including how parents can be involved.

**Governing Authority's Involvement in Review/Refinement:** The governing authority is involved in the regular review and refinement of the school's vision and purpose and General Learner Outcomes.

**Professional Staff and Governing Authority:** There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff.

**Governing Authority's Evaluation/Monitoring Procedures:** There is clarity of the evaluation and monitoring procedures carried out by the governing authority, including review of student performance, overall school operations, and fiscal health of the school.

**Complaint and Conflict Resolution Procedures:** The established governing authority/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

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[Narrative not included in hard-copy sample.]

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**A5.** To what extent does the school leadership (a) empower the staff and (b) encourage commitment, participation and shared accountability for student learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Defined Responsibilities, Practices, etc.:** The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Existing Structures:** The school has existing structures for internal communication, planning and resolving differences.

**Involvement of Staff:** The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

**Review of Existing Processes:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

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[Narrative not included in hard-copy sample.]

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- A6.** To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the Hawaii Content and Performance Standards and General Learner Outcomes, based upon student achievement data?

To what extent does the school leadership and staff annually monitor and refine the School Strategic Plan and the Academic and Financial Plan based on the analysis of data to ensure alignment with student needs?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Broad-Based and Collaborative:** The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

**School Plan Correlated to Student Learning:** The school's Academic Financial Plan and School Strategic Plan is correlated to the analysis of student achievement of the critical academic needs, General Learner Outcomes, and academic standards.

**Correlation between All Resources, General Learner Outcomes, and Plan:** There is correlation between allocation of time/fiscal/personnel/material resources, General Learner Outcomes, and the schoolwide action plan.

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[Narrative not included in hard-copy sample.]

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- A7.** To what extent does a qualified staff facilitate achievement of the academic standards and the General Learner Outcomes through a system of preparation, induction, and ongoing professional development?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Employment Policies/Practices:** The school has clear employment policies/practices related to qualification/statutory requirements of staff.

**Qualifications of Staff:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**Maximum Use of Staff Expertise:** The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

**Defining and Understanding Practices/Relationships:** The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

**Staff Actions/Accountability to Support Learning:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, and group presentations.

**Evaluation of Existing Processes:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

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[Narrative not included in hard-copy sample.]

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- A8.** To what extent are the leadership and staff involved in ongoing research on data-based correlated professional development that focuses on identified student learning needs?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Support of Professional Development:** The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the General Learner Outcomes.

**Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**Measurable Effect of Professional Development:** There are effective operating processes that determine the measurable effect of professional development on student performance.

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[Narrative not included in hard-copy sample.]

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- A9.** To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in the School Strategic Plan and annual Academic and Financial Plan in accordance with the legal intent of the program(s) to support students in accomplishing the Hawaii Content and Performance Standards, the General Learner Outcomes?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Allocation Decisions:** There is a relationship between the decisions about resource allocations, the school's vision and purpose, and student achievement of the General Learner Outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**Practices:** There are processes operating in relationship to DOE practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more DOE-based than school-based.)

**Facilities:** The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

**Instructional Materials and Equipment:** The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Well-Qualified Staff:** Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

**Long-Range Planning:** The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the General Learner Outcomes are effective and are regularly evaluated.

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[Narrative not included in hard-copy sample.]

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**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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**Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

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[Narrative not included in hard-copy sample.]

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**CATEGORY B. STANDARD-BASED STUDENT LEARNING: CURRICULUM**

**B1.** To what extent do all students have access to a rigorous, relevant, and coherent standards-based curriculum that supports student achievement of the Hawaii Content and Performance Standards (HCPS) and the General Learner Outcomes through successful completion of any courses of study offered?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Educational Research and Thinking:** The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**Academic Standards for Each Area:** The school has defined academic standards for each subject area, course, and/or program.

**Congruence:** There is congruence between the actual concepts and skills taught, and the academic standards and the General Learner Outcomes.

**Student Work-Engagement in Learning:** The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the General Learner Outcomes.

**Accessibility of All Students to Curriculum:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

**Integration Among Disciplines:** There is integration among disciplines at the school.

**Curricular Development, Evaluation, and Revisions:** The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

**Policies-Rigorous, Relevant, Coherent Curriculum:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Articulation and Follow-up Studies:** The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

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[Narrative not included in hard-copy sample.]

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**B2.** To what extent do all students have equal access to the school's entire program and assistance with a personalized education plan to prepare for the pursuit of academic, individual and school-to-career goals?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Variety of Programs — Full Range of Choices:** All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**Student-Parent-Staff Collaboration:** Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

**Monitoring/Changing Student Plans:** The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

**Post High School Transitions:** The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

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[Narrative not included in hard-copy sample.]

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**B3.** To what extent are students meeting all the requirements of graduation upon completion of the high school program?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Real World Applications-Curriculum:** All students have access to real-world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**Meeting Graduation Requirements:** The school implements academic support programs to ensure students are meeting all requirements.

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[Narrative not included in hard-copy sample.]

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**Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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**Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

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[Narrative not included in hard-copy sample.]

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**CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

**C1.** To what extent are all students involved in challenging learning experiences to achieve the Hawaii Content and Performance Standards and the General Learner Outcomes?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Results of Student Observations and Examining Work:** The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the General Learner Outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

**Student Understanding of Performance Levels:** The students know beforehand the standards/expected performance levels for each area of study.

**Differentiation of Instruction:** The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

**Student Perceptions:** The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

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[Narrative not included in hard-copy sample.]

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- C2.** To what extent do all teachers use a variety of standards-based strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help students achieve proficiency on the Hawaii Content and Performance Standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Knowledge:** Teachers are current in the instructional content taught and research-based instructional methodology.

**Teachers as Coaches:** Teachers work as coaches to facilitate learning for all students.

**Additional Examination of Student Work: Field #1:** Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

**Additional Examination of Student Work: Field #2:** Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

**Additional Examination of Student Work: Field #3:** Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the General Learner Outcomes.

**Additional Examination of Student Work: Field #4:** Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities, and resources which link students to the real world.

**Real World Experiences:** Opportunities for shadowing, apprenticeship, community projects, and other real-world experiences and applications are available to all students.

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A strong effort is being made to meet the needs of the majority of the diverse student population. There is a sizeable population of mostly ESL students who feel disconnected from the school. The school recognizes the need to solicit more input from students, parents, and the community in order to design courses, curriculum, and instructional experiences with greater relevancy to the students.

Most teachers provide students with goals and objectives; however, few teachers actively involved students in the process of establishing these goals and standards. Some students are ambivalent about school, seeing only limited connections between the classes, the school's expectations for them, and life outside of school. Performance standards are defined by the teachers and the academic course levels.

Many teachers still see themselves as content area experts who encourage their students to learn as much as they can, and some still see themselves as experts who present their knowledge through lectures and presentations and expect the students to learn what has been covered. However, teachers have begun to review and revise their courses to make them more effective and more closely aligned with the schoolwide learning results. While many teachers still refer to textbooks and course outlines to prepare and sequence class sessions, reinforce students' learning, and serve as a basis for judging students' effort and achievement, an increasing number are frequently trying innovative methods encountered through research and professional development activities. Science, social studies, and English programs are examining redesigns to offer integrated courses that will provide students with more challenging approaches.

Although several teachers feel that there is considerable room to grow, the majority of departments indicate that teachers are beginning to see themselves as guides or facilitators who use teaching strategies requiring the active involvement of students. There is a growing awareness and utilization of student learning styles in planning and implementing instructional practices. Teachers change approaches, activities, and assignments when they are given ideas through staff development programs, workshop presentations, or textbook instructional guides.

Many students are experiencing approaches that involve inquiry, creating new knowledge by formulating and solving problems, teamwork, reflecting on and communicating about their work, and revising work in progress. Students are involved in collaborative activities and in learning that reflects real, meaningful tasks and products. These students are encouraged and given opportunities to apply their knowledge in other classes and in situations outside of school. They participate in school and community activities, competitions and exhibitions that involve real-world applications of skills and knowledge. They also participate in course work or classes which integrate academic and vocational content. However, these approaches are concentrated in the more academically rigorous classes. In many other classes, students are just expected to do the work assigned. The structure of learning experiences comes primarily from the teachers, reinforcing recall and comprehension. Although some enrichment activities require higher order thinking and inquiry, the majority of student work relies on passive and rote learning with a focus on a teacher-or textbook-defined correct responses.

Teachers occasionally use primary source documents, community resources, and field experiences to enhance student learning. The library is an outstanding resource for teachers and students. Students have the opportunity to join a wide assortment of special interest activities and clubs or enroll in work/study, or other technical preparation programs that provide field experiences and connections to the world outside the school.

A few teachers creatively incorporate technology into student learning. The Visiting Committee found availability of technology at the school through the five computer labs, in the library and in some curricular areas. Computer labs are fully booked, the multimedia is over-subscribed, computers in the library are accessible and used throughout the school day. However, staff and students seem to agree that the integration of technology as a key instructional tool does not exist throughout the instructional program.

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**Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.**

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**Areas of Strength for Standards-Based Student Learning: Instruction Category (if any)** that need to be addressed to ensure quality education for all students

- A genuine commitment to address the learning needs of the diverse student population
- An increased awareness by many staff of the variety of student learning styles
- Increased schoolwide dialogue about instructional practices as a result of professional development activities
- In-depth schoolwide discussion about critical issues of learning results and correlated program standards of rigor, differentiated expectations for various groups, and integration of higher level thinking
- The risk takers who have piloted the use of innovative instructional strategies that address greater performance based assessments

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**Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.**

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**Key Issues for Standards-Based Student Learning: Instruction (if any)** that need to be addressed to ensure quality education for all students:

- The development, implementation, and monitoring of a focused staff development program sustained over time that enhances active, challenging learning experiences for students
- The increased involvement of all students in challenging learning experiences that involve problem-solving, collaborative work, meaningful application of knowledge and skills
- The investigation of creative strategies for making technology more accessible to all students to enhance the curriculum
- The incorporation of student input into lesson designs and performance standards

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**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

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**Important evidence about Standards-Based Student Learning: Instruction from the self-study and the visit that supports these strengths and key issues include the following:**

- Student work that provided insight regarding the use of higher order thinking skills, active learning, collaborative learning, application of knowledge to real world problems, technology, and activities that use both individual and group assignments
- Summary comments by staff that explain analysis of representative student work
- Self-study and additional written comments from faculty that reflect changes

they have made in course content, materials, and strategies to adapt to changing student needs

- Student projects that demonstrate progress toward attaining the school's learning results
  - Observing instruction
  - Schoolwide Focus Group dialogue
  - Dialogue with students and staff, individual and stakeholder meetings
  - Extended dialogue with Leadership Team
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#### CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

- D1.** To what extent does the school use professionally acceptable assessment processes to collect, disaggregate, analyze and report student performance data to the students, parents and other shareholders in the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

**Professionally Acceptable Assessment Process:** The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community.

**Basis for Determination of Performance Levels:** The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**Appropriate Assessment Strategies:** Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Demonstration of Student Achievement:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the General Learner Outcomes, including those with special needs.

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[Narrative not included in hard-copy sample.]

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- D2.** To what extent do teachers apply a variety of formative and summative assessments, including student self-assessments, to evaluate student learning?

To what extent do students and teachers use these findings to differentiate the teaching/learning process for the enhancement of the educational progress of every student?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

**Curriculum Embedded Assessments:** The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

**Student Feedback:** Student feedback is an important part of monitoring student progress over time based on the academic standards and the General Learner Outcomes.

**Modification of the Teaching/Learning Process:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

**Monitoring of Student Growth:** The school has an effective system to monitor all students' progress toward meeting the academic standards and General Learner Outcomes.

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[Narrative not included in hard-copy sample.]

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**D3.** To what extent does the school with the support of the state, complex area and community have an assessment and monitoring system to determine student progress toward achievement of the Hawaii Content and Performance Standards and General Learner Outcomes?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

**Assessment and Monitoring Process:** The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, and parents.

**Reporting Student Progress:** There are effective processes to keep district, board, and parents informed about student progress toward achieving the academic standards and the General Learner Outcomes.

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[Narrative not included in hard-copy sample.]

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**D4.** To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction and the allocation and usage of resources?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

**Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, **professional** development activities, and resource allocations, demonstrating a results-driven continuous process.

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[Narrative not included in hard-copy sample.]

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**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

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[Narrative not included in hard-copy sample.]

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**CATEGORY E. QUALITY STUDENT SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**E1.** To what extent do all students receive appropriate support along with a personalized education plan to help ensure academic success?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

**Adequate Personalized Support:** The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

**Direct Connections:** The school has direct connections between academic standards and General Learner Outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

**Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

**Support Services and Learning:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the English language, gifted and talented, special education, and other programs.

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[Narrative not included in hard-copy sample.]

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**E2.** To what extent do students have access to a system of personal support services, curricular and co-curricular activities and opportunities at the school and within the community to learn to respect self and others, and to develop civic responsibility?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

**Equal Access to Curriculum and Support:** All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

**Curricular and Co-Curricular Activities:** School leadership and staff link curricular and co-curricular activities to the academic standards and General Learner Outcomes.

**Student Involvement in Curricular/Co-Curricular Activities:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Student Perceptions:** The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

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[Narrative not included in hard-copy sample.]

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**Areas of strength for Quality Student Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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**Key issues for Quality Student Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.**

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[Narrative not included in hard-copy sample.]

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**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

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[Narrative not included in hard-copy sample.]

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## **Part B: Schoolwide Strengths and Critical Areas for Follow-up (2 pages)**

- Briefly comment about the previously identified strengths and critical areas for follow-up.
  - Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*
  - Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
    - ✓ Areas already identified by the school in the action plan sections
    - ✓ Areas to be strengthened within the already identified areas
    - ✓ Additional areas identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the School Strategic Plan and forthcoming Academic and Financial Plan.*
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## **Comments**

The school is to be commended for the enthusiastic participation of the staff and other school community members in a self-study process that has resulted in a comprehensive and honest appraisal of the school's program. As a result of this self-study the staff members feel that they have a much stronger focus on instruction, learning and assessment.

The important evidence that supports both the schoolwide areas of strength and the critical areas for follow-up include: the school's extensive self-study; conferences with members of all Schoolwide Focus Groups, subject area/support groups; observation of classrooms and support areas (library, computer labs, resource rooms, work experience office, ASB office, counseling, quad/open areas, admissions/attendance, Career Center); examination of student work samples; interviews with students and parents; and extended discussions with the Leadership Team.

### **Schoolwide Areas of Strength**

1. The instructional staff's genuine commitment to address the learning needs of the diverse student population.
2. The instructional staff's involvement in extensive schoolwide discussion about 1) current educational thinking, 2) critical issues dealing with schoolwide learning results, and curricular standards of rigor, 3) differentiated expectations for various groups, and 4) integration of higher level thinking into learning activities.
3. The instructional staff's willingness to learn more about and utilize performance-based assessment methods correlated to the schoolwide learning expectations.
4. The school community's commitment to work together in order to improve the instructional program so all students can fulfill their potential.
5. The school staff's involvement in decision making about the present and future programs and direction of the school.
6. The school's active work/study program as a model for the future expansion of the school to career movement.

The Visiting Committee agrees with the major growth areas identified by the school. The subsequent lists of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen these areas already identified in the action plan sections, and 3) additional areas identified by the Visiting Committee.

### **Schoolwide Critical Areas for Follow-up**

1. The school community members further refine the sections and the monitoring process of the schoolwide action plan.
2. The leadership, instructional staff, and other school community members continue the development of student performance assessment strategies that measure the effects of the school's programs and services on the accomplishment of ESLRs. These should incorporate clearly articulated benchmarks and curricular standards for student performance that are linked to ESLRs. This would provide staff, students, and other school community members with needed information about student progress over the course of each student's high school career.
3. The instructional and support staff thoroughly analyze student performance among students of limited English proficiency and other students that are perceived as disconnected from the instructional program, and adjust instructional content, delivery, and assessment to better serve these students.

4. The leadership and instructional staff coordinate a focused staff development program that is sustained over time. The focus should concentrate on the following areas:
    - active, challenging learning experiences for students that involve them in problem-solving, collaborative work, meaningful application of knowledge and skills.
    - performance-based assessment methods and models.
    - cross-curricular and career path models and strategies.
  5. The instructional staff integrate greater cross-curricular lessons to assist students in connecting high school course work, real world post-secondary options, academic performance and the learning expectation of all students as life-long learners.
  6. The school community actively pursue creative strategies for making technology more accessible to all students to enhance their learning.
  7. The school leadership and staff develop and implement plans to actively engage parents and the community in understanding the ESLRs and in developing community partnerships that support the implementation of stronger school to career linkage for the high school students.
  8. The staff and students work to strengthen student and family use of support services to engage the full range of students and support high expectations for all students.
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### Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the School Strategic Plan and forthcoming Academic and Financial Plan.
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[Narrative not included in the sample.]

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- Comment on the following school improvement issues:
    - ✓ Adequacy of the School Strategic Plan and forthcoming Academic and Financial Plan in addressing the identified critical areas for follow-up
    - ✓ Do the plans address the critical areas for follow-up?
    - ✓ Will the plans enhance student learning and achievement of the GLOs and HCPS?
    - ✓ Are the School Strategic Plan and forthcoming Academic and Financial Plan feasible within existing resources (facilities, time, money, personnel)?
    - ✓ Is there sufficient commitment to the plans, schoolwide and system wide?
  - Existing factors that will support school improvement.
  - Impediments to improvement that the school will need to overcome.
  - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the School Strategic Plan and forthcoming Academic and Financial Plan
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The Visiting Committee finds that the action plans proposed by \_\_\_\_\_ High School are appropriately directed toward improvement of the school's performance with respect to the concepts contained in the criteria categories. The general themes of the action plan correlate to the growth areas identified by the Schoolwide Focus Groups. These are greater linkage of the ESLRs to the actual instructional program; further delineation of measurable performance-based assessment strategies based upon developed benchmarks linked to the ESLRs and curricular standards; a more rigorous, sequential, coherent curriculum and cross-curricular

paths that lead to a broad range of real-world options for every student; staff development to assist teachers in involving students in challenging, learning experiences, including technology; stronger involvement of parents and community with learning; strengthening; more specific support and program modifications for the “disconnected student.”

To assist the school with these concerns the Leadership Team and the Visiting Committee had many discussions: How was the school planning to implement identified changes, know progress was being made, and coordinate actions across departments, work groups, programs, and funding sources? Consensus was reached that while the important ideas were contained within the self-study and initial action plan, the most important step for the school to take was to re-examine these action plans seeking unity, clarity, and purpose in their statement and organization. These discussions resulted in greater specificity and clarity on detailed steps for areas identified as top priority within the next year. More work needs to be done on the other areas and as time expands for all action plan sections.

The Visiting Committee concurs with the action plans developed by \_\_\_\_\_ High School. They represent a validation of the general direction of the change agenda being promoted at the school. The Visiting Committee is confident that pursuing this agenda is likely to lead to higher assessment of the school’s performance, based on the defined quality accomplishments of the ESLRs, curricular standards and the criteria concepts described in the *Focus on Learning* accreditation process. There is a high degree of enthusiasm, support and professional commitment by the leadership, the majority of staff and other school community members to implement these action steps.

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