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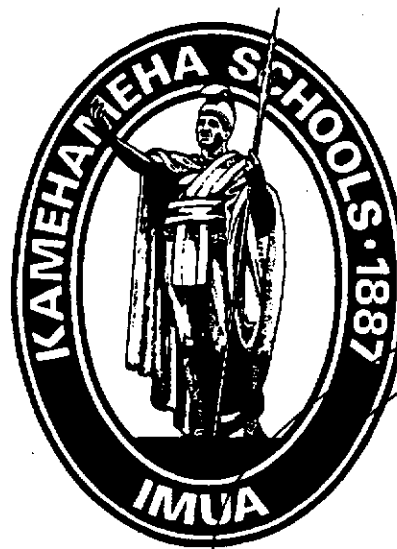
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FOCUS ON LEARNING

The Accreditation Process, 1995 Edition



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Report of the Visiting Committee
March 9 - 12, 1998

Confidential Internal Document

WASC Visiting Committee Report for Kamehameha Secondary School

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WASC Visiting Committee Report for Kamehameha Secondary School

INTRODUCTION

The visiting committee is deeply appreciative of the total courtesy, friendship, helpfulness, and support manifested by the administration, faculty, parents, support staff, and students of Kamehameha during the four day visit. Without exception, every person of the Kamehameha Secondary School family helped to make sure the visiting committee had what was needed to do its work.

We must give special recognition to our wordprocessing person, Petricia Tiffany, whose publishing skills, flexibility, and helpfulness enhanced the visiting committee's efforts. We must acknowledge, too, the work of the self-study chairs, Kathy Kukea and Bob Whiting, for leading the school in the development of its fine self-study. We thank the principal, Tony Ramos, for helping us to be where we needed to be, for getting the information we needed, and for making it easy for expediting visits with faculty and staff.

It was a professional joy to discuss educational concepts, programs, and developments with faculty and staff whose ability to serve the students is only matched by their commitment to the mission of the school and their love for the students.

All in all, it was a pleasure to be at Kamehameha Secondary School, a world class institution that serves some of the nicest, friendliest, most energetic, capable, and promising youth in the world.

WASC Visiting Committee Report for Kamehameha Secondary School

Chapter I: School/Community Profile

The Student/Community Profile section of the school's self-study report covered information about students including enrollment patterns, transience, attendance, drop-outs, ethnicity, English proficiency, gender and grade level mix, participation in student aid, special needs population, suspensions, expulsions and health issues. The profile noted the several surveys administered to students, parents, and teachers. The profile presented for analysis student achievement on standardized tests, the qualifications of faculty, professional development activities, student-teacher ratios by department, growth status and financial support. The school's self-study school/community profile is appended to this visiting committee report.

The Kamehameha Secondary School 9-12 program is one division of the Kamehameha Schools Bishop Estate (KSBE) which in fulfilling its mission of serving the Hawaiian people has provided education for children and youth of Hawaiian ancestry since 1887. The mission of the school was established by the will of Bernice Pauahi Bishop. That will set the goal of educating good and industrious men and women. The words of the will are inscribed around the Bernice Pauahi Bishop Memorial Chapel on the campus. KSBE maintains a policy of offering enrollment/admissions preference to students of Hawaiian or part-Hawaiian ancestry.

In 1994 the Board of Trustees rededicated KSBE resources to a set of fifteen organizational goals which included high quality educational programs, readiness enhancement, life-long learning, Hawaiian values, Protestant worship, morals and spiritual values for children, youth, and adults of Hawaiian ancestry. The goals also addressed resources, management, and communication. In the spring of 1995, the trustees approved GoForward, an educational initiative that would expand statewide preschool programs, create satellite elementary schools, expand secondary enrollment, continue the campus summer school program, and continue the post-secondary financial aid and counseling programs. It did, however, drop Hawaiian out-reach programs that operated in the public schools.

In 1997 the trustees adopted a strategic educational plan which aimed to: 1) increase access to KSBE programs for children and youth of Hawaiian ancestry; 2) enhance the readiness and skills of youth of Hawaiian ancestry to benefit optimally from their lifelong learning experiences in terms of mind, body, spirit, aesthetics and culture; 3) maintain high quality, cost-effective programs consistent with the mission of KSBE; and 4) support and serve KSBE, the Hawaiian community and the community at large.

The school serves 1800 students in grades 9-12. There are about 450 members of each class, divided almost equally between boys and girls. There is a competitive admissions process based on a combination of test scores, grades, observation/interviews, writing samples and recommendations. The school attempts to enroll qualified students in percentage to the number of Hawaiian young people living in each of the nine admissions districts throughout the state. However, the school is committed to serving indigent and orphaned children; fifteen percent of the enrollment slots are reserved for this population. Also, ten percent of the enrollment slots are reserved for students with special talents. About 500 students live on campus in dormitories. About 600 students commute to school each day on school buses, necessitating long rides to and from school. The school maintains a comprehensive food service program and a medical services department.

Since the 1995-96 school year, all children enrolled in the Elementary School are automatically admitted to the secondary program. The elementary admissions policy was changed from random selection to competitive admissions with the class that entered kindergarten in 1990. This higher achieving group will enter grade 9 in the fall of 2000.

The school offers a college preparatory program with a prescribed program plus a variety of electives and extra- and co-curricular activities. School and community expectations for Kamehameha students are high. The school's philosophy includes an emphasis on Christian heritage and values. The school also fosters pride and knowledge of Hawaiian heritage, its values and traditions. Students are expected to represent Hawaiian culture at its finest. Some students have had their elementary school education taught in the Hawaiian language. The school recognizes that these students will need additional assistance in English.

The school has an array of high quality publications that describe its purpose, programs, special features, and procedures. These publications include the annually updated Student Handbook, Catalog of Courses, and Teacher Handbook. The school published a School Portfolio (Curriculum Assessment Report) annually through 1996. This report includes departmental test results, the standardized testing program results, and information related to college preparation. The report has been broadened to include information on curriculum development and co-curricular activities. The school plans to disaggregate achievement data to assess relative progress of orphaned/indigent students and for students with special talents.

The Kamehameha Secondary School 9-12 program shares the Kapalama campus of 600 landscaped acres with an elementary school and a 7th-8th grade unit. Just outside the main gate is KSBE's Kalihi preschool which enrolls about 100 four-year olds. The beautiful hillside setting with magnificent views offers a splendid environment for learning. The campus has 70 major buildings and seven miles of roads. Among the featured school facilities are the Midkiff Learning Center, the Kekuhaupi'o athletic complex, the 'Akahi Dining Room, the Princess Bernice Pauahi Administration Building, and the Princess Ruth Ke'elikolani Performing Arts Center.

In addition to the Kamehameha Schools on the Kapalama campus, KSBE operates other elementary schools and services throughout the state of Hawai'i.

The school is a non-public school, financed and governed by the KSBE which has a five member appointed Board of Trustees. The school has a president who just reassumed responsibility for supervising the school's operations. There is also a vice president. The Kamehameha Secondary School is led by its principal whose administrative staff includes an assistant principal, a coordinator of curriculum and instruction, and two vice principals. The school leadership includes directors of boarding, athletics, Hawaiian studies, summer programs, and medical services. The school also has a dean of student activities and a coordinator of learning centers and special events. The school has fourteen department heads who provide leadership in subject areas and services.

By and large the KSBE governance has been hierarchical in nature; policy, program and often operational decisions flow from the Board of Trustees. For many months preceding the visiting committee's service at Kamehameha, the trustees were in a swirl of public controversy regarding budgets, expenditures, governance, relations with personnel, programs and oversight. The visiting committee endeavored to focus its professional attention on student learning and the professional climate within the school, intending to avoid the external political struggle among the trustees and other elements of the school and greater community. This was not to be, however, because the school's self-study and the visiting committee's evidence gathering revealed that the governance issues permeated the school's entire operations.

Kamehameha Secondary School's current student calendar contains 171 school days for students with school beginning August 20, 1997 and concluding on May 21, 1998. Students must take six classes each semester. The school operates a daily schedule with an eight 45-minute period day preceded by a ten minute homeroom and followed by 42-minute study help/activity period on Mondays, Tuesdays and Fridays. On Wednesdays and Thursdays, the initial homeroom/chapel period is 20-minutes; the study help/activity period is 27 minutes. Passing time between periods is seven minutes. Athletic practices begin at 3:45 p.m., fifteen minutes after the study help/activity period. With six classes required, students typically use one of the eight periods for lunch and another for such requirements as School Service, Christian Education and Group Guidance. For several years, at least since 1992, the school has given attention to this schedule, trying to ascertain if it best meets the teaching and learning needs of its faculty and students. Alternative schedules are currently under study.

The school's graduation requirements include four years of English, one year of speech, three years of mathematics, two years of science (three recommended), two years of language, one year (mandatory for boys, optional for girls) of JROTC, seven semesters of social science, one semester of health, one semester of performing arts, three semesters of physical education and one semester of visual arts. There are also graduation requirements in Christian education, guidance, keyboarding/word processing, aerobics, swimming proficiency, school service and special events.

The school's counseling program provides six grade level counselors, one college counselor, and three outreach counselors. In addition counseling interns and social work interns from the University of Hawai'i at Manoa assist the students and staff. The counselors' services include personal, academic and career counseling, teaching guidance classes, communicating with families and consulting with staff.

The school annually surveys students regarding their post Kamehameha Secondary School plans. In 1997 98% of the senior class indicated their plans to attend college, 78% of them to four-year colleges and 20% to two-year colleges. This was an increase over the 87% indicating college plans six years ago. During that period SAT scores, both verbal and math, maintained an upward trend.

WASC Visiting Committee Report for Kamehameha Secondary School

Chapter II: Progress Report

The school's previous WASC visiting committee report was presented on March 5, 1992. That report contained eight major commendations recognizing the school's movement to a college preparatory curriculum, improvement in math, verbal and writing skills, staff accessibility to parents, its ten year strategic plan, counseling services, use of testing measures, expanded summer offerings, teaching loads, and the provision of the learning center. The report also contained nine major recommendations which are noted below.

Following the visiting committee's report, on June 1, 1992, the school principal took issue with four of the major recommendations (#1, 2, 5 and 9) which expressed concern regarding the visiting committee's perception of lack of involvement of students, parents, faculty and staff in the decision making process. The school also took issue with recommendation #3 which expressed concern over the low percentage of students attending college and recommendation #4 which suggested the need to improve Hawaiian cultural programs on campus. The school researched the documentation of the visiting committee and maintained that the recommendations were based on inadequate knowledge, personal bias, and/or a misunderstanding of the school's mission.

This 1998 WASC visiting committee examined the 1992 major recommendations, the school's early response/rebuttal, the mid-term progress report on the major recommendations prepared in 1995, and the progress report prepared in 1998. The latter report (School Report, pp. 11-68) assessed progress on not only the major recommendations, but also on the criteria and departmental recommendations. Comments on progress related to the 1992 visiting committee major recommendations, which are listed in italics, follow.

1. *That the school administration provide greater and more formalized opportunities for student involvement in schoolwide matters.*

The school avers that students are involved through student government and the leadership class. The Associated Students of Kamehameha Schools have elected officers and homeroom representatives. Boarding students have representation on the Dormitory Residents Advisory Council. The 1992 rebuttal noted that student time for classes, study, activities and commuting is precious; involvement in schoolwide matters has purposefully been invoked only on specific issues such as dress codes where student interest is high. The 1995 progress report noted student involvement in school planning activities, the use of the school newspaper, the Social Studies Forum, and in Song Contest. The 1998 progress report cited the monthly meetings

held by the principal and other administrators and open student forums where students can ask questions and offer suggestions. The forums are held in the afternoon, are on the school planning calendar and are publicized in the daily bulletin and morning announcements. Students have given administrators input on such topics as zero tolerance policies and Song Contest schedules. Student focus groups have been formed to provide input on issues such as a modified bell schedule and year-round schooling. Next year the school plans to have a student group review school handbooks for possible revision.

2. *That the Board of Trustees and the President seek greater faculty and staff involvement in major schoolwide changes which may personally and professionally affect them.*

The 1995 progress report noted that KSBE is a hierarchical organization with decision-making and institutional planning primarily conducted at the trustee and chief executive levels with information provided to all KSBE staff members as appropriate. In 1993 and 1994 there were some efforts to inform staff of changes and to request staff input. Among these efforts were general staff meetings on the KSBE mission and plans, use of a consultant to meet with staff on class size and teacher load, meetings on compensation, and workshops regarding Hawaiian values. In addition, input from teachers on specific issues was requested. Personnel policies and practices were codified and disseminated.

The 1998 progress report noted that since the 1992 self-study three new trustees were installed: Richard Wong in January, 1993, Marion L. Lindsey in February, 1993 and Gerard Jervis in December, 1994. Continuing trustees are Henry H. Peters and Oswald K. Stender.

The 1998 progress report stated: "Over the last two years, changes have become more erratic and the rationale for such changes and the timelines for implementation have not been clearly communicated." The report detailed concerns over such issues as additional layers of decision making, barriers to staff members voicing concerns, late issuance of teachers' contracts, role of department heads in teacher evaluation, lack of faculty involvement in major planning, perceived micromanagement, and differences over interpretation of student achievement data. The reports do cite examples of faculty advisory boards' involvement in decision making, specifically in drafting of a field trip policy and in welcoming the new vice president. Some members of the faculty have been attempting to form a formal professional representation organization.

There was no evidence that progress on this recommendation has occurred.

3. *That the school administration and faculty seek to increase the number of graduates who attend colleges and universities, given the base of select students of exceptional ability who are accepted as students of the school.*

The 1998 Self-Study reported that 98% of the Class of 1997 intended to enroll in colleges and universities. The Alumni and Parent Advancement Center will collect information to this percentage during spring, 1998. The school cited its comprehensive college counseling program, upgraded graduation requirements, and its financial aid support as reasons for success.

4. *In a coordinated effort, that the Board of Trustees, school administration and faculty expand opportunities in the curricular and co-curricular programs that strengthen awareness of Hawaiian culture, language, and values to meet the stated goals and objectives of the school.*

Both the 1995 interim progress report and the 1998 progress report give ample evidence of responsiveness to this recommendation. The reports cite the restatement of the KSBE mission, the Education Strategic Plan, 1997-2005, the staff's professional development in Hawaiian values and culture, the inclusion of Hawaiian values in staff evaluation, the entire school Song Contest annual experience, the Founder's Day tradition, the expansion of Hawaiian language study, the emphasis on Hawaiian and Pacific literature, and value themes emphasized in dormitories. The Parent Committee noted that Hawaiian values are incorporated in 7th and 8th grade classrooms, but are not as visually evident in grades 9-12. The Parent Committee also expressed the desire for 9-12th grade teachers and coaches to model Hawaiian values more consistently.

5. *That the school administration support and encourage student and parent involvement that improves the cooperative responsibility for quality education.*

The 1995 progress report noted the establishment of the position of Parent Relations Coordinator, now part of the Alumni and Parents Advancement Center. The parent unit assists individual parents and parent support groups. The school's leadership team responded in the 1998 progress report noting the restructuring of the Association of Teachers and Parents (ATP) to provide better representation. The report stated that parent involvement has increased substantially over the last three years. Examples cited included ATP fund raising efforts, neighbor island parent meetings, parent volunteers serving in the Freshman Run and Sophomore Biathlon activities, parents serving as class parents supported by a parents' advisory committee, and assisting in Song Contest, dances, Senior Luau, student recognition program and athletics booster groups. The Student Committee generally affirmed these conditions but noted that some parents never get involved and parent involvement could be better. The Parent Committee stated that much work needs to be done by the school to encourage and enable parent involvement in appropriate decision making, attention to curriculum, and receiving progress reports. The Parent Committee also expressed its perceived ineffectiveness of the Alumni and Parents Advancement Center.

6. *That the school administration and faculty work toward greater implementation utilizing technology such as telecommunications and computerization.*

The school's leadership team detailed recent accomplishments including 350 computers installed in the Midkiff Learning Center, computer labs and classrooms, the automating of campus libraries, the television production studio which produces daily news and other programs, the equipping of all 9-12 classrooms with television monitors, training and support of teachers on use of computers, and distance learning from Midkiff to neighboring islands. Teachers have internet access but not from their classrooms. An upgrade in electrical power is needed and is projected soon. The Parent Committee recognized the implemented technology. The Parent Committee also urged more communication with parents about technology, providing parents with outreach classes regarding computers, and making facilities available to students and parents, resources permitting. The school has implemented its computerized management system and has streamlined the process for purchasing of instructional software since the last visiting committee was on campus.

7. *That within the existing budget and facilities, the school administration and faculty explore the possibility of incorporating creative and flexible approaches to scheduling and instruction to meet the schoolwide goals and objectives.*

The 1995 progress report stated: "We have postponed serious review of our bell schedule until Trustees finalize guidelines for student/teacher ratios and overall campus master planning." The 1998 progress report stated: "Serious review of the bell schedule has been postponed until trustees finalize guidelines for student/teacher ratios and overall campus master planning." The 1998 progress report cited several activities of teachers and administrators that examined scheduling options. About thirty teachers led by two department chairs studied scheduling alternatives in the summer of 1996 and during the following 1996-97 school year. Teachers and administrators attended workshops sponsored by the Hawai'i Association of Secondary School Administrators and the National Association of Secondary School Principals on teaching within longer class periods. Teachers have visited schools where alternative schedules have been successful. In 1993-94 and 1994-95 cross subject teams consisting of an English teacher, a social studies teacher, a math teacher and a science teacher with a common set of 80 students and common prep period were operated. A group of administrators and department heads are looking into an alternative school year. Additional staff study is planned.

8. *That all departments utilize strategies received in professional growth activities, such as ITIP, that foster instructional methodology promoting students as active participants in the learning process.*

The 1998 progress report affirmed that most secondary school teachers have received training in the Instructional Theory into Practice (ITIP) methodology. Teachers complete at least two ITIP observations of other teachers each school year. The 1995 progress report detailed many professional growth activities

including involvement of students in the learning process, easier deployment of the staff development budget, summer study grants, sabbatical leaves, summer curriculum development, use of consultants, technology, cooperative learning, and student portfolio development and use. The 1998 progress report noted that faculty members share expertise gained from conference attendance and from experience with colleagues.

9. *That the entire school community become conversant with the Strategic Plan in order to discuss it within the school as well as with other involved communities.*

The 1995 progress report stated that the Strategic Goals Review developed by the Kamehameha Secondary School in 1992 was sent on to the school's president. The president indicated that he presented the plan to the Board of Trustees and they did not act on the plan. Three years later, the trustees directed the development of a system-wide strategic plan by an Education Group Administrative Strategic Planning Committee. The plan, "Kamehameha Schools Education Strategic Plan 1997-2005," was approved by the trustees in 1997 and presented to all faculty members in October 1997. The school administration and faculty will be responsible for developing operational plans beginning spring, 1998.

The 1998 progress report also addressed each of the recommendations given to schoolwide and department committees. Some of the accomplishments listed are:

- All students take the College Board exams and are required to apply to at least one college. Conferences with mainland colleges have doubled since the last self-study; applications have increased by 30%.
- A four-day orientation for new teachers is held in August. The program includes units in Hawaiian culture.
- Alumni are surveyed five years after graduation to ascertain effectiveness of Kamehameha programs.
- Cooperative learning strategies increasingly are used.
- Teachers, students, and support staff have expanded their use of technology.
- The libraries have been automated and networked.
- Calculators and computers are available to and used by math students.
- There has been an increase of male students in leadership roles.
- All classified staff members are evaluated annually in writing.

Areas of continuing attention cited in the progress report are:

- Clarifying the role of parents in their children's education.
- Seeking additional ways for teachers, students and parents to feel they are involved in school planning and have channels for input.
- Articulating the study of Hawaiian language with University of Hawai'i programs.
- Maintaining the campus and facilities to an appropriate standard.
- Seeking greater faculty and staff involvement in major school changes.

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Chapter III: Self-Study Process

Accomplishment of the Five Key Outcomes of Self-Study

1. *The involvement and collaboration of school community members in the self-study*

Co-chairs for the self-study were appointed, the same two individuals who had co-chaired the school's 1992 self-study. The co-chairs along with the principal, assistant principal, focus group chairs, a KSBE program planner and support staff department heads comprised the leadership team for the self-study. A total of 181 staff members served on thirteen focus groups: two groups for Organization for Student Learning, criteria 1-4; two groups for Organization for Student Learning, criteria 5-7; four groups for Curriculum and Instruction; four groups for Student Personal and Academic Growth; and one group for Resource Management and Development. Focus groups contained a cross section of faculty members along with members of the clerical staff, Boarding Department, Financial Aid and Food Services.

During January and February, 1997, subject area departments prepared responses to the recommendations of the 1992 visiting committee. During the spring and fall of 1997, department meetings alternated with focus group meetings to take issues and questions back and forth, to gather and analyze collected data pertaining to student work.

In March, 1997, an in-service day was devoted to an overview of the Focus on Learning process. This included several hours of discussion on schoolwide learning expectations and the KSBE documents related to them. Training of focus group chairs took place on two afternoons in March, 1997. Four 90-minute focus group meetings were held after school in April and May, 1997 plus another three in September and October. An October 13, 1997 in-service day was used for wrapping up group work, discussions, drafting the *strengths* and *areas of growth*, and developing action plans. Focus group members spent considerable time outside of formal meetings reviewing and analyzing evidence.

In May, 1997, all grade 9-12 teachers responded to three surveys: The School Climate and Teacher Satisfaction surveys developed by the National Association of Secondary School Principals (NASSP) and the Kamehameha Teacher Survey developed by a group of faculty members.

In August, 1997, all students in grades 10-12 responded to three surveys: The School Climate and Student Satisfaction surveys developed by NASSP and the Kamehameha Student Survey developed by a group of students. A sixteen member student committee met four times to discuss recommendations from the 1992 visiting committee, review results of the student surveys and provide input for work being done by the focus groups in curriculum/instruction and student academic and personal growth.

In July, 1997, all parents of upcoming 10-12 graders were sent two surveys, the School Climate and Parent Satisfaction surveys developed by NASSP. The school received 535 responses out of a possible 1350, a 40% return rate. A twelve-member parent committee met five times to discuss recommendations from the 1992 visiting committee report, review results of the student and parent surveys, suggest changes in the current Goals for Students in the development of new schoolwide learning expectations, and provide input for the Parent and Community section of the self-study.

The compiling of WASC Student Portfolios was a major activity in examining and analyzing actual work accomplished by students. A ten percent sample of the student body, 45 members per class, 180 students in all, was included for in-depth study. Each selected student was shadowed by an assigned faculty member who conducted a 45-minute interview and observed the student at least three times in classes. In addition each student submitted samples of work from all current classes. The faculty members were provided with interview guidelines, an interview form, guidelines for observations, and an observation form. All teachers were given the list of 180 subject students. Teachers worked with the students in selecting samples of work to be included in the WASC portfolio. Teachers were asked to focus on communication and critical thinking skills in their selection of student work. This activity took place in March and April, 1997; by May, 1997, all the pieces for the WASC Student Portfolios were in place. These portfolios became a vital component of the evidence analyzed by the Curriculum and Instruction focus groups in their effort to determine "how students learn" and "how assessment is used." The secondary school's coordinator of curriculum and instruction made a thorough review of the WASC student interviews. She provided feedback, in summary form and in specific memos to departments and to individual teachers, regarding student responses on what they liked best about the school, what they would like changed, what learning has been most useful, how they have learned communication skills, how they have used technology, and what assignments helped them become better problem solvers and critical thinkers.

A trustee was asked to serve on the focus group addressing organization for student learning. The trustee declined to serve. By the nature of this school and the governance role of its trustees, participation by trustees in the self-study process is essential. The KSBE president and vice president were kept informed of the self-study process. The president addressed the faculty during an in-service day. Also, he assigned a staff member from the Program Evaluation and Planning Office to the

WASC leadership team. The KSBE president reviewed the action plans and offered some suggestions which were incorporated into the final document.

2. *The clarification of the school's purpose and the schoolwide learning expectations*

The school had invested considerable time and energy over the past seven years to clarify the school's purpose and the learning goals for students. The trustees had defined the KSBE mission, vision, and goals for the 1990s and beyond. A significant staff effort produced an "exit profile" of students during the 1990-92 period. A school-developed Strategic Goals Review was submitted to the trustees in 1992; however, the plan was never adopted. Within the last two years the trustees mandated a reformatting of the school's written curriculum and changed the standardized testing program. The manner of the changes and the staff time required caused the school to restrict the scope of its drafting of schoolwide learning expectations.

The school developed its draft of schoolwide learning expectations from numerous documents. These documents included the founder's will, the course catalog, the student handbook, admissions policies, the Kamehameha Secondary School Portfolio, publications such as Breaking Ranks, Changing an American Institution form NASSP and Goals 2000: Educate America Act. The schoolwide learning expectations focused on academic achievement including critical thinking and problem-solving skills in all academic areas and communication skills and skills in technology.

3. *The assessment of the actual student program and its impact on student learning with respect to the criteria.*

The school prepared its Secondary School Portfolio annually from 1981 to 1996. That report used and applied information from standardized tests and college preparatory indicators. The report also noted highlights of student accomplishment by department along with student co-curricular achievements. The school used the Comprehensive Testing Program II through the 1995-96 academic year to assess students' standing in reading and mathematics. In general, the students scored better than average in reading and far better than average in mathematics. The school shifted to the Stanford Achievement Test-9 full battery beginning with the 1996-97 academic year. The school uses departmental tests extensively to enable departments to examine achievement and consider methods of improvement. As part of the WASC process, the school made an in-depth study of the achievement, attitude, and performance of 180 students as described in #1 above. The responses to student, faculty, and parent surveys were used in assessment of the actual student program. The school examined college assessment test results. The school's curriculum guides and course summaries were examined. Teachers in English, speech, mathematics, and science departments have developed portfolio assessment systems.

4. *The development of a schoolwide action plan and correlated subject area/support program action steps to address identified growth needs*

As noted, one schoolwide focus group addressed resource management, and four focus groups functioned in each of the organization, curriculum and instruction and student academic and personal growth criteria areas. These thirteen focus groups worked independently to ensure the greatest possible breadth of planning. In the latter stages, the chairs met to synthesize their drafted strengths, areas for growth, and action plans. The synthesized products were recirculated to the separate groups for final review and input and then submitted to the leadership team. The leadership team considered all input, noted similarities, and prepared a final list that represented the high priority needs of the school. The action plans were revised and presented to the faculty during the December 5, 1997 in-service day. Focus groups reconvened to consider the merged report. Suggestions were given and some were incorporated into the final action plans.

The schoolwide action plans include improvement activities from each of the focus group areas. Each action plan is detailed with a statement of the objective, the rationale for the objective, the schoolwide learning expectations addressed, the means of evaluating progress, the means of reporting progress to stakeholders, and the resources needed to implement and carry out the action plan.

5. *The development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan.*

The detailed action plans list the specific steps to be followed. The plan provides a target date for the accomplishment of each step. The person (by position) responsible for each step is identified. The plans will be fleshed out and modified as conditions develop and as new resources may be acquired. The school identified priority tasks and developed action plans for them. The school also identified a few other growth areas for which full action plans were not detailed at this time.

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Chapter IV: Quality of the School's Program

A. ORGANIZATION FOR STUDENT LEARNING

A1 SCHOOL PURPOSE

- Has the school established a clear statement of purpose that reflects the beliefs and philosophy of the institution and research-based knowledge about teaching and learning?

The purpose of Kamehameha Schools is clearly set forth in the Will of Bernice Pauahi Bishop and the Mission Statement; both of these are widely published, posted, and endorsed by the various constituencies. The Mission Statement includes the directive to instill throughout the organization seven ancestral Hawaiian values including: "*Pono*" (to be moral and proper), "*Imi 'ike*" (to seek knowledge), "*Laulima*" (to work cooperatively), "*Lokomaika'i*" (to share), "*Na'au Pono*" (to possess a deep sense of justice), "*Malama*" (to care for each other), and "*Ha'aha'a*" (to be humble). While faculty have concern over the process through which these were added to the Mission Statement, they generally believe them to be sound guidelines. They regard them with some cynicism, however, in that they do not see these values represented in governance and decision making.

There are also current "Goals for Students", or principal student outcomes, in five major areas: personal and interpersonal skills, health skills, learner skills, cultural skills, and social skills. These are published in student handbooks and course catalogs.

The school's self-study includes a draft of "schoolwide learning expectations". The faculty's work on this major project was interrupted by a trustee-mandate to develop an extensive written curriculum and to make a complete change in the standardized testing program; these mandates were issued without consultation with the faculty with respect to desirability or benefit of these projects. The self-study leadership group then decided to pull from six existing Kamehameha documents and two national studies concepts to place in this draft. These SLEs, however, are incomplete and an Action Plan (A.1.a.) was written for completion of this work.

A2 GOVERNANCE

- Does the governing authority adopt policies which are consistent with the school purpose and drive the learning expectations for the school?
- Does the governing authority delegate implementation to the professional staff?
- Does the governing authority monitor results?

The self-study of governance was complicated by the lack of trustee involvement in the process; one trustee was invited to serve but declined.

The Kamehameha Schools Bishop Estate has consistently maintained, as it did in the 1995 Interim Report to WASC, that it is a hierarchical organization: "Decision making and institution-wide planning are primarily conducted at the top levels; as these duties are viewed to be the responsibilities of Trustees and Principal Executives. Thus, faculty and staff do not have a major role in the decision-making process."

In accord with this viewpoint, the trustees have articulated the school's mission, purpose, and learning expectations through the publication of several documents, including the 1994 Mission, Vision, and Organizational Goals. The Trustees have also directed that general and specific information relating to the administration of KSBE personnel programs, policies, and procedures for school leadership and staff be articulated in the KSBE Employee Handbook and the policies and procedures manuals.

In the assessment of governance in any private school it is understood that the private school has the right to determine its decision-making structure and who is to be involved in it. As steward for the school, however, the Board has the responsibility to exercise its governance and decision-making to promote the established mission and welfare of the school. Furthermore, if a school seeks accreditation by WASC, it has the obligation of demonstrating that its governance and decision-making promote student learning.

The self-study and supporting documentation provide ample evidence that, at the present time, the governance and decision-making is not serving much of the secondary school well. The trustees have managed the assets of the estate to provide unparalleled resources for Kamehameha Schools. Expectations of employees and students are clearly stated and monitored. On the other hand, a perverse application of top-down decision-making which has openly undervalued, if not scorned, the professional expertise, talent, and commitment of the non-administrative staff has produced an oppressive, intimidating, and fearful professional climate in this school. ↙

Part of the difficulty is that there is no clear articulation of the role of the Board, its relations to administration and faculty, or which leadership/management functions are delegated to the president. In such a vacuum, it was possible for trustee involvement in the school to become micromanagement, as it has been in recent

years. The self-study and related documentation provide many examples of top-down decisions made without adequate knowledge of the consequences of these decisions or their impact on the on-going responsibilities of faculty and their use of time. Some of these decisions are perceived to be unethical acts of interference. Some examples of trustee decisions that have negatively affected the school include:

- The mandate to use only those Hawaiian words in the Pukui-Elbert Dictionary.
- The Board's non-recognition of administration and staff planning efforts in the early 1990's.
- A suddenly-mandated curriculum project while the faculty was in the middle of the self-study work.
- A suddenly-mandated change in the school's standardized testing program without consultation with faculty.
- Appointment of an extra administrator as an additional management layer between the president and school administrators.
- Purchase of an expensive collection of Hawaiiana for the library without consulting the staff or other financial priorities after another trustee had judged the collection to be duplicative and not worth the investment.
- Trustee involvement in such minutia as T-shirt designs and communications between the school and constituents.

There are other Board decisions which have unnecessarily caused faculty to be fearful and feel unappreciated, even though these decisions are clearly the right of the Board to make. One such decision was to change multi-year faculty contracts to one-year contracts. Another was the decision to exclude faculty and staff from the 1997 Education Strategic Plan process which, although unintended, was a ringing message to faculty that they had no valuable vision, ideas, or expertise to contribute to the planning process. Yet another was the mandate to transfer the responsibility for evaluation of the performance of faculty from department heads in the same discipline to vice principals long removed from teaching.

Results of such dysfunctional governance and decision-making that are documentable include:

- Schoolwide confusion over roles and responsibilities of Board, administration, and faculty.
- Delayed, unwieldy response to issues and problems when they arise.

- A climate of fear and intimidation among the teaching, counseling, and support staff.
- Lack of encouragement, or positive feedback for teachers from higher levels of responsibility.
- Lack of ownership of faculty for decisions handed down to them without consultation and, sometimes without explanation.
- A general lack of trust at several levels, particularly between teachers and administrators at the vice principal level and higher. There is also palpable mistrust between some teachers with respect to whom might be favored by administration.
- Placement of mid-level administrators in an untenable position in having to enforce some top-down decisions they themselves do not understand and cannot justify.
- Loss of faculty respect for administrators perceived to be primarily concerned for control, direction, and supervision of faculty rather than nurture and support of the faculty.
- Cynicism in the student body over the examples of power struggles and injustice they perceive in spite of the best efforts of faculty to focus on students, teaching, learning, and support of students.

With respect to the three WASC criteria for governance listed at the top of this section, it is not possible to give an unreserved "yes" to any of the three. The Board does adopt some policies which are consistent with school purpose, but micromanagement and perceived lack of respect for faculty often diminish their value. The Board does not delegate implementation to the professional staff in too many instances. The Board does monitor results, but, again, use of such results is often counter-productive and focused on the attempt to find weakness rather than strength.

A3 LEADERSHIP

- Does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learning expectations?
- Does the school leadership empower the staff?
- Does the school leadership encourage commitment, participation and shared accountability for student learning?

To a certain extent the leadership of Kamehameha Secondary School is an unfortunate victim of the governance issues described in section A2. Top and mid-level administrators appear to have been placed in an untenable position in following some trustee mandates they are required to enforce without understanding or rationale. If clarity and good order can be brought to governance, the president and school administrators will still be challenged by the need to earn back the respect and trust of the faculty. In particular, the faculty do not feel empowered by leadership and administration. Faculty perceive leadership and administration to be more concerned with direction of faculty than support of faculty.

There have been decisions made by school leadership to focus the energy of the school on student achievement (see Kamehameha Secondary School Portfolio 1996). The 1990-93 strategic plan was not responded to by the trustees and replaced with one initiated by a trustee and administration. Curriculum guides were developed by teachers and more than 50% of teachers expressed satisfaction with support received by leadership. Teachers believe that they should have more opportunity to voice their concerns for goals, objectives and evaluative measures. Members of the faculty also believe that they should have a formal faculty organization with collaborative and advisory capacities. The greatest need is for greater inclusion. The action plans proposed would create better communication and greater input for all parts of the KSBE community.

A4 STAFF

- Are the school leadership and staff qualified and committed to the school's purpose?
- Are the school leadership and staff committed to ongoing professional development that will promote student learning?

The secondary school has recruited and maintained a highly qualified, dedicated, and conscientious staff.

Teacher evaluation is thorough and thought fair by teachers. Professional development is extensive and available, though done through a process perceived to be cumbersome and slow. Action plans call for the evaluation (as appropriate and identified by administration, faculty, and department heads) of department heads and administrators, and for the review of staff development policies with input from all members of the school community involved.

A5 SCHOOL ENVIRONMENT

- Is the school a safe, healthy, nurturing environment that reflects the school's purpose?

The 1998 self-study evaluation of the school environment focused on the development of a clearly defined code of student conduct to insure a safe and orderly learning environment. The entire school community, parents, students, teachers and school level leadership have been involved in cooperative efforts to support a safe and healthful environment.

As evidenced by the student survey (September, 1997) and the parent survey (August, 1997), the areas of safety, clear rules, teacher/student relationships and other factors related to a safe, healthful and nurturing environment were viewed most positively by the majority of students and parents. According to the results of the survey, parents and students alike believe the school fosters student achievement through high expectation for each student "to develop to the best of his or her ability skills needed to relate positively to self and others, maintain health, continue learning, enrich existence and participate in contemporary society for a rewarding and productive life." (Goals for students)

- Is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

The school environment has a clearly defined code of student conduct, and communication among school staff and between staff and school level leadership are characterized by mutual respect. Teachers are encouraged to utilize innovative approaches to enhance student learning. High expectations are fostered for each student with recognition of student successes. Action plans include a review of school rules for inconsistency of enforcement, especially in terms of attendance and "zero" tolerance policy.

The school administration is strongly committed to continuing professional development to utilize "innovative approaches" to enhance and improve student learning. Support of staff development, in-service training, continuing education and sabbatical leaves are high priorities for funding at the school

An action plan to review school rules for appropriateness, clarity and consistency in enforcement involving faculty, students and administration is outlined in the 1998 Self-Study.

A6 REPORTING STUDENT PROGRESS

- Does the school leadership and staff regularly review and report to the rest of the school community student progress toward accomplishing the school's purpose related to student learning?

Student progress is regularly monitored and reported through many avenues (report cards, progress reports, phone calls, conferences, teacher mentor program, and academic probation). Substantial student progress has been made with greater student participation in SAT testing and application to colleges. The action plan proposed would follow up on alumni during and after their college years to help further refine SLEs to serve KS students more effectively.

The school leadership and staff regularly review and report on student progress to the rest of the school community.

Evaluation of student progress on an individual, class and schoolwide basis to determine how well curricular expectations are being met is a major strength of the Kamehameha Secondary School program. The parent survey indicates an 80-88% (high) satisfaction rating on the "quality of reports to parents about student performance." Extensive reporting of student progress to students, their parents, and the school community is evidenced in numerous informal and formal reports and documents. Less clearly articulated than traditional measures of student achievement, such as grades based on curriculum mastery and scores on normative tests, is how student progress toward reaching specific schoolwide learning objectives is evaluated.

An action plan related to the development and administration of a comprehensive survey of the post-secondary achievement of graduates is designed to give feedback to the faculty and administration to identify areas for curricular and learning improvement.

A7 SCHOOL IMPROVEMENT PROCESS

- Does the school leadership facilitate school improvement as a process which (1) drives plans of action that embody quality learning for all students, (2) has school community commitment and involvement, and (3) effectively guides the work of the school?

A major shift in KSBE operation occurred in 1994-95 when GoFoward was adopted (placing emphasis on neighbor island feeder elementary-middle schools). When the trustees adopted a new strategic plan in October/November 1997 with no faculty input into its development and several early childhood education projects were canceled, concern was voiced about inclusion in the decision-making process. "Decisions about the important issues our educational institution faces are made for the faculty, students and parents rather than with them. Frequently, it is not clear who has made certain decisions or why they were made." (self-study, page 91) The most significant action plan (and the one around which the success of most of the

other action plans seems to hinge) would be A.7.k which stresses collaboration as a key to implementing the action plans.

- Does the leadership and instructional staff in cooperation with the rest of the school community demonstrate accountability through the monitoring of the schoolwide action plan implementation?

This is a very "hot" area with many faculty concerns being voiced. Dissatisfaction lingers about lack of Board response to the 1990-93 secondary school Strategic Plan Goals by trustees to adopt a GoForward Plan and a new strategic plan with "no involvement of faculty and staff." Although there are many opportunities for the parents, teachers, staff and students to dialogue and plan, the "top down" management style appears to obscure "who is making decisions or why they are made." Much of the school community feels that it can voice its opinions to the school leadership but that "micro-management" by the trustees limits the ability of the administrators to effectively, openly, and efficiently run the school.

Areas of Strength for Organization for Student Learning

- A clearly stated purpose, articulated in the Will and Mission Statement, is widely promulgated, understood, and respected.
- The statement of purpose is supplemented by a distinctive set of Hawaiian values and educational goals for students, both of which are researched based.
- The Board of Trustees has managed the assets of the Bishop Estate to provide almost unparalleled resources for the Kamehameha Schools.
- Expectations of students and employees are clearly stated and closely monitored.
- Professional staff development and staff evaluation indicate a high level of commitment to excellence.
- The personal and professional commitment of teachers to their students, teaching, and growth of themselves and their students is exemplary.
- A nurturing and effective environment for learning has been established by the teachers, counselors, residential and support staff.
- A highly qualified, dedicated teaching and counseling staff has done everything possible in the face of schoolwide controversy to provide the best possible educational experience and support for students.

- Assessment of student progress and the reporting of it to parents is comprehensive, effective, and responsive to the needs of students and their families.

Key Issues for Organization for Student Learning

- Dysfunctional governance and decision-making has weakened leadership, destroyed the professional morale of the faculty, severely damaged the professional climate for learning and teaching, and provided bad lessons for students with respect to behavior of adults, integrity, care for people, and justice. Of all the consequences described in Section A2, perhaps the most telling is the intention of the faculty, out of desperation, to consider forming a union.
- There is a documentable lack of congruence between several of the Hawaiian values espoused by the Board of Trustees in the Mission Statement and elements in governance and decision-making. The perhaps more readily documentable illustration of the lack of such congruence involve "*Pono*" (to be moral and proper), "*Laulima*" (to work cooperatively), "*Na`au Pono*" (to possess a deep sense of justice), and "*Malama*" (to care for each other).
- The absence of effective two-way communication between the governing body and the various constituencies has promoted the perception that the Board is out of touch with the secondary school and primarily focused on bottom-line financial outcomes, test scores, college matriculation, etc. rather than a concern for the people and programs of Kamehameha Secondary School.
- The Board's failure to delegate to a designated school leader the primary responsibility for leadership and management of the Schools, within major policy guidelines established by the Board, has created a perceived leadership vacuum and lack of management procedures responsive to the needs of the professional staff.
- A comprehensive survey of post secondary achievement is needed as a valuable tool in educational quality control and curriculum planning.
- The organization has been unable to develop and agree upon a planning process that would maximize the use of the professional knowledge and talent in the school and develop ownership on the part of those who will be asked to implement the plan.

Important Evidence about Student Learning from the Self-Study and the Visit that Supports these Strengths and Key Issues Include the Following:

- Will of Bernice Pauahi Bishop.
- KSBE Mission Statement.
- Course Catalogs.
- Administration Policies.
- Self-Study Report: Focus on Learning, 1998 - Kamehameha Secondary School.
- 1990-93 Strategic Planning documents.
- Education Strategic Plan, 1997-2005.
- WASC student, parent, and teacher survey results.
- Master's Report on the 108th Annual Report of the Trustees, Benjamin M. Matsubara, court appointed Master.
- KSBE Employee Handbook.
- Organizational Goals for the 1990s and Beyond.
- Master's Report, Colbert Matsumoto, November, 1997.
- Fact Finder's Report, Judge Patrick K.S.L. Yim.
- School Organizational chart.
- Kamehameha Secondary School Teacher Review Process.
- Student Handbook.
- Minutes of Na Kumu meetings and Na Kumu bulletins.
- Schedule A Teacher Contract.
- Information gathered from meetings with self-study focus groups, departments, parents, and administrators.
- Observation of classes.
- Breakfast conversations with residential staff.
- Informal conversations with students.

WASC Visiting Committee Report for Kamehameha Secondary School

Chapter IV: Quality of the School's Program

B. CURRICULUM AND INSTRUCTION

B1 WHAT STUDENTS LEARN

- Does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learning expectations?

The school's college preparatory focus is clear and evident in all its documentation, including its Catalog of Courses and Student Handbook which contain its mission and student goals. Ninety-eight percent of the 1997 graduates had indicated plans to further their education in post-secondary programs. Less than 2% stated that they were going directly to work or into the military.

In order to use the Focus On Learning process to further direct the school in its self-study, the faculty was provided with documents reflecting the beliefs of the Founder, Princess Pauahi Bishop, a number of audiences of the school's community, and current national education research. A school-developed draft of the schoolwide learning expectations which resulted from the study of these documents was presented to the faculty on March 20, 1997. This draft still needs to be refined in the light of the Kamehameha Schools Education Strategic Plan 1997-2005 mandated by the trustees and presented to the faculty in October, 1997. The goals found in curriculum guides and course outlines are in line with these schoolwide learning expectations. The faculty received approval from WASC to concentrate on critical thinking and communication skills as it went ahead with its self-study.

The school offers an extraordinary array of courses, programs, and activities which are in line with its mission and student goals. There is a range of college preparatory courses, including advanced placement courses. The school offers "lab" classes to help students who are struggling in certain areas.

Through required non-credit activities, the school addresses other key areas of student growth. All students are required to attend devotionals and Christian Education classes each year. They also attend guidance classes conducted by grade level counselors each year. In these classes students address topics such as relationships, drug abuse, interpretation of test results, as well as career decisions and college choices. Students are also required to become proficient at keyboarding/wordprocessing and swimming. Grade 11 and 12 students are required to maintain a physical fitness program with a PE instructor. Sophomores and juniors

are required to do school service. In addition, there are special events, such as the celebrated Song Contest in which all students participate.

Through activities like the Song Contest, the school continues to promote its mission to "preserve and perpetuate Hawaiian culture, tradition and values." A number of other requirements and activities to foster growth in and knowledge of the Hawaiian culture are listed in the self-study report. Among them are in-service workshops on Hawaiian values required for staff and teachers. The emphasis is on incorporating Hawaiian values into their lessons and expectations.

The curriculum is considered strong by the NASSP Satisfaction Surveys. Teachers, students, and parents see the curriculum as current, wide in breadth of topics, and creative. Teachers also feel empowered by the course summaries they have developed. There is much support for staff development which enables teachers to continually learn and grow and ultimately improve their curricula. Also, the Curriculum Project, in which teachers were asked to fully articulate their curricula according to a standard format, was completed last year. Here the objectives, methods and assessment strategies for all subjects in all the departments, Grades 9-12, are outlined.

Athletics

The Athletics Department provides what may be the largest offering of athletic opportunities in any school in the country. Students in grades 7-12 participate on 113 teams supervised by approximately 240 coaches. Although 90% of the coaches are non-faculty members, more than half are Kamehameha graduates, and all undergo annual training in the school's mission, sportsmanship, and discipline. The student/athletes develop their athletic skills within the concept of becoming well-rounded, contributing citizens. The athletic directors and coaches help students realize their responsibility to the traditions of the school and motivate them to strive to maintain expected behavior at a high level. The department leadership works well with support services including transportation, buildings and grounds, certified trainers, laundry and uniform service, and parent booster groups. The department makes the best of limited field space and resourcefully uses facilities off campus.

Business

The Business Department provides basic computer skills and applications for all students as well as specialized college preparatory courses as electives. Business teachers emphasize their curriculum in mathematical applications. Specialized courses offer students interested in the business world first hand experiences in economics, accounting, and business principles and management. Teachers use a variety of techniques to promote critical thinking skills and basic principles necessary for both the world of work and higher education. Teachers believe that

their work could be improved through a lessening of their course load from five to four classes per day in line with other departments.

Counseling

The department for grades nine through twelve consists of ten counselors, two of whom are full-time outreach counselors dealing with at-risk or special needs students. The department chairman also devotes half of his time to outreach responsibilities. Three others work as counselors for grades nine and ten, and three more serve as counselors for grades eleven and twelve. There is one college counselor to work with approximately 450 seniors. The counselors are supported by two full-time and one half-time secretaries.

The counselors communicate not only with students, but also with teachers, administrators, parents, college representatives and outside professionals. The outreach counselors are on call 24 hours a day for crisis intervention needs of students and families. Sometimes outreach counselors make neighbor island trips to confer with families of students.

In view of the extensive demands upon the counseling staff, who often put in late hours and weekend time, and the volume of correspondence and record keeping inherent in the operation of the department, requests have been placed for additional counselors and for increased secretarial assistance.

English

The English Department offers a variety of courses to meet the needs and interests of its students. The program includes Honors English for each grade level as well as supplementary courses to boost students' skills in reading and writing. The senior program includes an interesting variety of electives, some of which are Advanced Composition, Fiction Writing Workshop, Analytical Reading, Individualized Literature, the Literature of Competition and Sexism in Literature. Teachers and students select contemporary as well as canonical literature. There is a desire for the inclusion of more literature written by native Hawaiians and Pacific Islanders.

Teachers use a variety of teaching strategies to improve higher order thinking and effective communication. Some of these are "writing portfolios passed on from year to year with a final senior reflection activity, peer response and evaluation of work, student self-assessment of their work," literature circles, reading/writing workshops, reading logs, and open-ended essays. In response to administrative concerns, greater emphasis has recently been placed on the study of grammar, either directly or in context. It might be useful for the department to examine the efficacy of the common final.

Health and Human Relations

The Health and Human Relations Department focuses on the development of each student's emotional quotient through skill orientation in such areas as the dynamics and practice of communication, decision making, knowledge of physical and emotional health including human sexuality, consumer choices, nutrition and parenting. The course includes topics such as drugs, alcohol and AIDS, conflict resolution, consumer awareness, preparation for career choices, relationship training for the work force, and independent living. Hawaiian culture and values are incorporated into their courses. This department and the school should be commended for the breadth of the course offerings. The enthusiasm of the teachers in training students in essential skills is readily apparent.

JROTC

The JROTC program "prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens." Kamehameha boys are required to earn two credits of JROTC Leadership Training during their 9th and 10th grade years. Kamehameha girls may choose JROTC as an elective course. Advanced JROTC Leadership Training for students in grades 11 and 12 is available as an elective course for both boys and girls. There are numerous teams, clubs, and activities that are available to cadets in the JROTC program including the *Na Koa Club*, Drill Team, Rifle Team, *Ho'olaule'a*, Spring Camp, Field Day, and an Awards Parade.

A formal inspection of the Kamehameha JROTC program was conducted by the U.S. Army on March 5, 1998. The inspection was a formal evaluation to determine the effectiveness of the KSBE JROTC program. Curriculum, administration, training, logistics, and cadet performance were evaluated. A score of 984 out of a possible 1000 points was earned.

The program will receive a rating of Honor Unit with Distinction as a result of the evaluation. This is the highest rating that is awarded by the U.S. Army.

Languages

The Language Department offers four years of French, Japanese and Spanish and five years of Hawaiian. All teachers in the department convey an underlining appreciation for and value of all languages. Teachers exhibit a high level of collegiality and provide support for each other. The teacher align their language instruction with cultural activities. They use unique testing methods to assess total language acquisition. They are concerned about the ability of the department to continue offering the students a variety of languages in the wake of the popularity of the Hawaiian language among students.

In relation to the study of Hawaiian, there is a need to review the directive that permits the use of only those Hawaiian words found in the Pukui-Elbert Hawaiian-English dictionary.

The department is also concerned about the practices of scheduling students at upper levels into combined classes and scheduling teachers to teach five classes.

Learning Center/Library and Media

The Midkiff Learning Center is a world class resource center. A campus wide library network was installed between 1995-1997 which links Midkiff Learning Center, Unit 7-8, and Kamehameha Elementary School. Additional staff support is needed for maximum utilization and maintenance of the system.

The Midkiff Learning Center offers extended hours for student study. The current hours are 7:00 a.m. to 4:00 p.m. and 7:00 p.m. to 10:00 p.m. This is when the library is most heavily used and meets the needs of the students. The evening hours study time is especially of value to students. The library staff at one time provided late afternoon extended hours to give students more access to resources. However, few students used the library between 4:00 p.m. and 7:00 p.m.

Concerns were expressed regarding the need to involve professional staff in decision-making regarding the Learning Center, the possibility of relocating the TV studio to the Learning Center, the importance of a well-articulated K-12 library program on Oahu and the neighbor islands, and the need for instructional services staff to support the automated library systems on neighbor islands.

Mathematics

The Mathematics Department consists of 22 teachers offering 20 different courses at basic, regular and honors levels. Full-time faculty members each teach four sections, with no teacher having more than two preparations. Teachers provide a great deal of one-to-one help to students during other periods of the academic day. All students complete at least three years of mathematics study, with over 70% completing four years of study. Standardized test scores have steadily improved in recent years, and are substantially above national averages. The department exhibits impressive collegiality among its members.

Performing Arts

The Performing Arts Department is comprised of three general areas: dance, drama, and music. All students have opportunities to participate in a great variety of classes ranging from guitar lessons to televised programs and choral concerts. Students perform for a wide range of audiences including parents and friends, the

general community, other schools, special benefit functions, prisoners, and convalescents. The department practices collaboration among its own disciplines and integration with other academic classes such as math or English. Some classes require journal writing, which allows students to practice writing skills in the process of evaluating their own individual performances.

The teachers possess a dedication to the development of all students' individual talents as well as to the training and preparation for those who desire to continue their artistic study after high school. Most importantly, the department's main focus is to help each student develop an appreciation for the arts and an understanding that he/she can access this appreciation "regardless of talent, expertise, or training."

Physical Education

The program is designed to promote a lifestyle of fitness and health for students. Ninth and tenth graders are first introduced to the physiological study of the body and then participate in an aerobic program of their choice. After completing their year-long training, all students participate in a culminating event (a required run, swim, or biathlon), which involves full community support. A health promotion program assists students with weight problems, addressing a serious problem for many youth.

Juniors and seniors participate in a unique, individualized fitness program designed to promote independence and time management as well as an active lifestyle. In weekly conferences with an instructor, students plan their fitness objectives and report on their progress. Students then select and participate in a non-Kamehameha athletic community event as a graduation requirement. Five years after graduation, the PE department sends the student a letter with the fitness folder that contains his/her high school training and progress reports as a reminder of the importance of an on-going active fitness program.

Science

The science program, staff, facilities, and equipment at Kamehameha would be the envy of many colleges and universities. The teachers are highly qualified, enthusiastic, and many are involved in other aspects of life at Kamehameha outside of their departmental responsibilities. The extensive offerings of the Science Department itself are supplemented by the applied science offerings of the Technology Department.

Particular strengths identified by members of the department were:

- provisions for students of all ability levels.
- large proportion of students involved in upper levels of science (e.g. 16 sections of physics reach over 3/4 of the student body).

- vast majority of students take three laboratory courses, beyond the two required.
- use of technology in all science courses.
- two particularly unusual offerings represented by the Honor Science Research program (three sections) during the school year and the Summer Institute. The latter has two different thrusts: Hawaiian Medicines and RNA/DNA research.

A few concerns the department identified include:

- how to fit the very attractive electives in the schedule of students on top of the basic program in Biology, Chemistry, and Physics.
- the desire to include such applied science projects such as surveying and field studies on the extensive KSBE properties as part of classwork rather than as a purely voluntary weekend or summer activity.
- concern that the trustee-mandated minimum of ten (twelve at registration) students enroll to offer a class might unnecessarily eliminate an AP subject entirely.
- interest in exploring the NSF initiative in a full scope and sequence in science was terminated by the trustee-mandated curriculum writing last summer and fall.

Social Studies

The department offers a large number of electives such as psychology, sociology, and American law and offers Advanced Placement courses in psychology, U.S. history, economics, and European history. The Social Studies Department emphasizes reading, writing, listening, analyzing, problem solving and critical thinking through a wide offering of required and elective courses. Teachers employ numerous methodologies to effectively guide students towards an understanding of themselves, their country, their native culture and history, and other peoples, their history and institutions. Concerns of this department include the number of students who take summer courses at other schools that are not equivalent to the Kamehameha curriculum. Department members are also concerned about the recently mandated SAT-9 which does not match the department's scope and sequence.

Speech

The concepts of *malama* and *laulima* have been incorporated effectively into the speech program. Efforts to implement recommendations are evident despite the fact that the term "Hawaiian cultural practices" was not clearly defined by the previous visiting committee. The department has exerted great effort in making speech a course with practical applications by coordinating efforts with other departments.

The department has worked to incorporate speech skills in other programs by team teaching with teachers in the Social Studies Department, conducting workshops for Unit 7-8 teachers, creating and distributing basic speaking skills rubrics which are available to all teachers, and observing student presentations in other subject area classes. They are actively involved in coaching students for various speech competitions, where Kamehameha students have competed very successfully.

Technology

The Technology Department introduces students to practical and theoretical applications of science, math, and English. Courses offered in this department prepare students for engineering, architecture and computer-related fields in college. Teachers emphasize active, hands-on learning and problem solving skills and allow students to discover talents that they may not otherwise realize about themselves. This department is also concerned about class size and reducing course load from five to four classes per day in line with other departments.

Visual Arts

Visual arts is a critical part of a student's total education. The department has developed a well-rounded, comprehensive visual arts program which extends beyond traditional art history with inclusion of Hawaiian Art History. Collaboration with the social studies department in serving ninth and tenth grades provides an avenue for educating students who may not otherwise learn about visual arts. An Asian art unit has been developed, and if included in the curriculum, will afford students a more global perspective of the arts.

A permanent gallery and classroom facility was originally planned as part of the Haleakala Building. With the deletion of this area, art exhibition space was sought in the Midkiff Learning Center. Currently, the limited space at Midkiff is also threatened. The visual arts program is in need of permanent exhibition and classroom space. The department is concerned about class size and reducing course load from five to four classes per day in line with other departments.

B2 HOW STUDENTS LEARN

- Does the professional staff design and implement a variety of learning experiences which actively engage students at a high level of learning consistent with the school's purpose and expectations?

The WASC Kamehameha Teacher Survey indicates a nurturing, supportive culture between teachers and students. Teachers report that they "talk story" with their students. Whether mandatory or not, teachers spend time after class helping students with their studies. They also "provide counseling/guidance to students outside of class." Although probably not viewed as nurturing by the students, the

teachers also make calls home and write progress reports. A large percentage of teachers reported intentionally promoting self-esteem.

The Student Satisfaction Survey also indicates student satisfaction with their teachers. They said teachers help them with their school work and help them when they are in trouble. The WASC Student Survey shows students agree they have good communication with their teachers. In the School Climate Survey, the students said teachers are willing to make an extra effort to help them.

The WASC Kamehameha Teacher Survey also indicates that teachers use a variety of teaching strategies, including peer tutoring or group work, journal and reflective writing, and role-playing. They invite speakers into the classes, allow students to choose their own reading, and use materials from community agencies. Teachers also solicit evaluations and feedback on the course and materials and their teaching, and they modify the courses and their teaching according to that feedback.

Examination of curriculum summaries and WASC Student Portfolios in particular showed higher order thinking addressed in class discussions, small group work, mock job interviews, when simulating the creation of companies, and preparing for presentations. Students also use higher order thinking skills when applying what they learn in real life situations such as community service projects, science field studies, and public performances. All of these activities also addressed their communication skills.

Course summaries indicate "frequent and substantive attention" to the development of literacy and communication skills. Reading and writing are frequently a part of classroom instruction; however, listening, speaking, non-verbal and visual skills also receive attention in a variety of subjects. According to the Secondary School Portfolio, much has been done since the mid 1980's to raise students' verbal scores. This effort is referred to as "verbal skills across the curriculum."

Most Kamehameha Secondary School teachers have received basic training in the Instructional Theory into Practice (ITIP) methodology. In addition, teachers who attend national conferences bring back information to their colleagues. Some have shared projects and ideas with others. Speakers have brought information about alternative scheduling and quality school reform.

In order to prepare teachers for 90-minute periods, the Alternative Scheduling Committee has conducted in-service workshops addressing teaching strategies that encourage active learning by the students. They have addressed topics such as cooperative learning and hands-on learning. In addition, there is increased use of technology in the Midkiff Learning Center, the Student Production Center, the Business Department, and campus computer labs.

Several interdisciplinary team arrangements have been tried, and though they have been successful, they were not continued due to scheduling problems. One team, a grade 11 American Literature teacher and a U.S. History teacher, worked to align

their content with one another for four years. There are informal interdisciplinary collaborations. Some Hawaiian culture teachers have worked with an art teacher and health teacher.

B3 HOW ASSESSMENT IS USED

- Is teacher and student use of assessment frequent and integrated into the teaching/learning process?

The teachers keep their students informed about their progress through grades on homework, class work, quizzes, tests, research projects, oral and written presentations, and semester exams. Students sometimes evaluate themselves and peers and gain feedback by reviewing their portfolios. Teachers who teach the same course use a common final exam. Teachers keep students and their parents informed about their progress through regular progress reports and report cards. Most teachers make phone calls to parents whenever the need arises as indicated in the WASC Kamehameha Teacher Survey, and the Parent Satisfaction Survey. The Parent School Climate Survey showed that parents are satisfied with the reports.

The school uses standardized tests to measure growth as well as areas of need. Students who need to boost their skills enroll in "lab" courses. Those who show strength are directed to the PSAT Team, whose members work toward National Merit recognition, and to AP courses.

In addition, teachers use informal ways to assess how their students are doing. Through meeting and listening with individuals, teachers identify ways in which to help. Sometimes when a number of students are struggling, teachers go back to their plans and make adjustments. Teachers also might involve students in planning particular units of study. Teachers are willing to help and adjust to the needs of students.

In addition, teachers use informal ways to assess how their students are doing. Many teachers act as informal counselors, coaches, and club advisors to meet the needs of their students. Through meeting and listening with individuals, teachers identify ways in which to help students. Sometimes when a number of students are struggling, teachers go back to their plans and make adjustments. Some teachers involve students in planning particular units of study. Teachers' willingness to help and adjust to the needs of student is documented in the WASC Kamehameha Student and Teacher Surveys.

- Are the assessment results the basis for measurement of each student's progress toward the schoolwide learning expectations?

The self-study also showed the variety of assessment processes that are used to determine the degree to which the curriculum is effectively assisting students in achieving the student goals. The Secondary School Portfolios have been developed every year since 1981 and indicate students are achieving those stated goals. The

English, Speech, Math and Science Departments have also developed portfolios of student work. The WASC Student Portfolios also include assessment of written, oral, visual and video work.

Examination of research papers, projects, lab reports, and essay exams in the WASC Student Portfolios indicates that higher order thinking skills are being addressed. Those skills are evident in class discussions, small group work and mock job interviews. Teachers are also including current community and national events and issues in their curricula. Although examination of the curriculum summaries for grades 9-12 revealed that "critical thinking skills were regularly addressed," the focus groups did recognize a need to further define "critical thinking" and this is a goal in their action plan.

The school's concentration on communication skills is evident in the increase in students' verbal SAT scores. As mentioned earlier, there has been a focused effort since the mid 1980's for "verbal skills across the curriculum." The speech department has also since the last accreditation worked to incorporate speech skills in other department programs. This has included creating basic speaking skills rubrics and conducting workshops with Unit 7-8 teachers for their students. Videos of students' key speeches, which the student and teacher have critiqued, are included in portfolios. The speech teachers have also developed rubrics that are used across the grades.

- Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

The Kamehameha Secondary School Portfolio provides data and explanation of the evaluation process in place at the school. The English, Languages, Math, Science, Social Studies and Speech Departments have course-related tests addressing key objectives determined by teachers. Until recently, results of the Comprehensive Testing Program (CTP), of the Educational Records Bureau, which reports on verbal and quantitative achievement were included in the Portfolio. Last year this was replaced by the SAT-9. Included in the Portfolio are results of AP Exams, the Preliminary Scholastic Assessment Test (PSAT), and the Scholastic Assessment Test (SAT). Verbal and math subtest scores beginning with the class of 1981 are presented along with those of the current class. Information on the seniors' post high school plans is also included.

All of this data is used to inform the school of its strengths as well as where it needs to take action for improvement.

- Are the assessment results the basis for the allocation of resources?

Assessment information guides allocation of resources in staffing "lab", advanced placement classes, and specialty areas which address student talents and interests, such as Video Production and Ceramics.

Areas of Strength for Curriculum and Instruction

- The teachers are caring and committed. They keep themselves current with professional issues and concerns.
 - * They have developed course summaries for each course and keep them current.
 - * They use a variety of teaching strategies appropriate to their goals.
 - * They not only continually assess students to inform them of their progress, but are also available to assist.
 - * They work together on focus areas such as "verbal skills across the curriculum" for the good of their students.
- There is a clear understanding by all stakeholders of the college preparatory focus of the school. This is clearly evidenced in documents, such as the Student Handbook, in teacher prepared curriculum guides and course outlines, and in the assessment and evaluation systems in place at the school.
- Teachers of all subject areas work to improve reading, writing, speaking and listening skills.
- Many teachers assess student learning using portfolios and rubrics.
- The school is able to support a comprehensive testing program which informs their decisions about curriculum and resources. This data is reported in the Kamehameha Secondary School Portfolio.
- The school has the resources to run classes that meet the needs, talents, and interests of the students.
- Standardized test scores have steadily improved in recent years, and are substantially above national averages.

Key Issues for Curriculum and Instruction

There is a need to:

- complete the March, 1997 draft of Schoolwide Learning Expectations to make it more useful in planning instruction to further student learning.
- involve students in evaluating and improving the school's programs.
- develop an "early corrections" system that defines target proficiency levels and means for assessing these levels in reading, writing, and mathematics.
- involve faculty members in decisions relating to the allocation of personnel resources.

- have administration visit classrooms on a regular basis to demonstrate support for student learning.

Important Evidence about Student Learning from the Self-Study and the Visit that Supports these Strengths and Key Issues Include the Following:

- Progress Report in Self-Study.
- Chapter 4 - Self-Study Findings, B, Curriculum and Instruction in Self-Study.
- Chapter 5 - Schoolwide Action Plan in Self-Study.
- Department meetings.
- Focus group meetings.
- Course summaries.
- Curriculum guides.
- WASC Student Portfolio.
- Informal talks with teachers.
- Classroom observations.
- Student Handbook, 1997-98.
- Catalog of Courses, 1997-98.
- Kamehameha Secondary School Portfolio 1996.

Chapter IV: Quality of the School's Program

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1 STUDENT CONNECTEDNESS

- Are students connected to a system of support services, activities and opportunities at the school and within the community to meet the challenges of the curricular/co-curricular program in order to achieve the schoolwide learning expectations?

Areas of Strength for Student Personal and Academic Growth

The self-study, as well as conferences with faculty, students, and parents, and through observation, indicate that there is a wealth of evidence that documents an integrated network of support services for enhancing the personal and academic growth of the Kamehameha School students. Without elaboration, the report lists some of them: boarding, bus transportation, physical plant, financial aid, medical care, food services, learning centers, counseling, technology (including computer labs), performing arts and other services. The regular use of community resources in the curriculum, the quality and availability of the Midkiff Learning Center, and the students' perceptions of the counselors as approachable and very supportive, were also noted as contributing to the students' sense of connectedness with the school.

The monthly Student Forums, begun in 1996-97, are referred to several times as the primary opportunity for students to be in dialogue with the principal and other administrators. Student leaders and class representatives are invited to the Forum while other interested students may attend. However, the students state that too few of the students participate.

The school self-study then goes on to state that there is a high degree of participation in co-curricular and extra-curricular activities. It cites sports, clubs, student government, social events and drama as examples of activities that broaden the students' school experience beyond the classroom.

Hawaiian values, language and culture have become an increasingly more important and integral part of the students' lives at Kamehameha School. There is a strong commitment on the part of the trustees, administration and faculty to incorporate these values across all disciplines and programs. This emphasis provides an important connection of the students with their history and cultural roots.

It is further stated that there is strong rapport and respect between students and faculty beyond the classroom. As key evidence, the self-study cites a quotation from one of the students that movingly describes not only how she feels, but how most students at Kamehameha Secondary School typically feel. "What I like best about Kamehameha is the teachers. They are more than teachers. Often they go above and beyond the role of a teacher. They really care about the students' well-being. They're so willing to discuss all kinds of things to help us make the right choices. Their guidance and understanding are always positive." The student, parent and faculty surveys, as well as observation and information received through conferences, confirm these positive relationships, and the parents point to the extra effort, understanding and fairness extended to their children by the teachers.

Some of the other areas of strength supporting student connectedness are:

- an efficient bus service that provides on campus transportation as well as to all off campus activities.
- students assist in selecting menus in the dining room.
- the schools' Academic Recognition Program for students who have achieved one or more of the following: A 3.5 GPA, a .3 increase in their GPA, or perfect attendance for the last quarter.
- an athletic and physical education program that is rated superior nationally.
- a counseling staff that students and teachers consider to be approachable and very supportive.
- the inclusion of School Service (for one quarter each) in the 10th and 11th grades.
- a Student Leadership Training program.
- a volunteer faculty senior sponsor program to assist and guide seniors who are at risk or in need of extra support.
- structured study halls provided after school and at night.
- full time dorm residents who serve as advisors, maintain communication with teachers, write progress reports and counsel boarding students as appropriate.
- daily morning televised newscast that is operated by students.
- numerous clubs and activities are available for interested students.
- a campus infirmary with a full time doctor.

- all students receive financial aid through subsidized tuition rates, and for those who are in need, a significant program of financial aid assists 62% of the student body, distributing an aggregate amount of \$3,874,286 in the 1996-97 school year.
- the total staff involvement in the WASC Student Portfolio Study.
- a college financial aid program for graduates unique among high schools that in 1996-97 gave qualified students an aggregate amount of 5-6 million dollars.
- a dedicated, competent non-academic support staff throughout the school who are committed to the students.
- a physical plant of exceptional quality.

Key Issues for Support for Student Personal and Academic Growth

Student connectedness is directly related to feelings of belonging and being supported. Areas of strength noted above contribute greatly to these feelings among Kamehameha students. However, in other portions of the self-study, students indicated concerns that should be examined by the school.

These areas needing attention are:

- Examination of the need for more counselors to reduce the student/counselor ratio, to resolve student difficulty making timely appointments, and to meet the increased demand for more frequent personal and college counseling.
- Encouragement of faculty to provide opportunities for student input and then follow-up with the student later. In the student survey only 50% of the students felt teachers used their input. Teachers themselves have the opposite opinion.
- Consideration of the development of a program to improve, if necessary, the student's positive perceptions of Kamehameha School's academic program and their own performance, that may have been negatively affected by the current public controversies.
- Improvement of overall communication among the students, faculty and administration, allowing students to provide greater input, when appropriate, in decision making and the evaluation of teachers.
- Consideration of the development of additional support services for certain students with particular academic, social, and family problems that require more than the standard special help and support provided all students.

- Modification of the current approval process so that campus administrators are able to approve school-related communications in order to enhance efficiency of the operation.
- Examination of ways to integrate Service Learning, as well as community service activities, into the curriculum to provide opportunities for students to participate and learn in the community.

Overall, Kamehameha Secondary School should be complimented for the number and variety of ways that it addresses the issue of keeping students connected personally and academically with the school programs and personnel.

C2 PARENT/COMMUNITY INVOLVEMENT

- Does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

There is strong parental involvement in the numerous available opportunities and this involvement has been increasing over the past three years. The Association of Teachers and Parents (ATP) and the Neighbor Island Parent Associations are vehicles for parent involvement on advisory boards, supervision of school activities and support of athletic and performing arts events. A Parent Coordinator assists parents who wish to become involved. The Parent Satisfaction Survey confirms the ease and the extent to which parents can become involved in the education of their children. However, parents voice their concern that top down decision making inhibits the ATP in its efforts to achieve its goals. The Alumni and Parents Advancement Center, through its parent unit, assists in involving parents, but the parents suggest that it could be doing a better job.

The report discusses how parents are kept involved in their child's academic and social progress. Survey data indicates a high degree of parental satisfaction with the curriculum, innovative courses, and the student academic performance reports. At the fall Open House parents receive course summaries. Grade level and outreach counselors keep parents informed about student personal support and academic assessment opportunities, while they also use a variety of community resource persons, including parents, to share their knowledge and expertise with the students. Portfolios are available for parental review. When students are on academic probation, parents receive periodic grade check sheets, and the students must attend study hall. On-going communication includes phone calls and parent conferences with teachers, counselors, advisors, and/or administrators. Parents are also involved as class parents and on class parent steering committees and are the recipients of a variety of printed communications to keep them informed of school events and policies.

Some additional areas of strength are:

- The high level of pride in Kamehameha School among the parents and their appreciation for what it offers their children.
- The large number of parents who are active in a variety of school activities, through the Association of Teachers and Parents, and the Alumni and Parents Advancement Center.

Key Issues for Support for Student Personal and Academic Growth

There are several areas needing attention that are mentioned in this or earlier sections of the self-study and that have been confirmed through conferences and observation.

- Expand opportunities for parents to work collaboratively with faculty to support student learning.
- Establish parent advisory groups and increase the number of parent forums so that these stakeholders have meaningful input in decision making and curriculum development.
- Re-assess the Alumni and Parent Advancement Center's effectiveness.
- Develop means to address the fears among some parents (and students) that their input could end up in reprisals upon their child or themselves.

Important Evidence about Student Learning from the Self-Study and the Visit that Supports these Strengths and Key Issues Include the Following:

- Self-Study for Accreditation 1998, Kamehameha Secondary School.
- Student Handbook, 1997-98, Kamehameha School.
- Catalog of Courses, 1997-98.
- Kamehameha Secondary School Portfolio, 1996.
- Evidence gathered by the four focus groups assigned to prepare the Self-Study section on Support for Student Personal and Academic Growth.
- Position request proposal from the counseling department.
- Information gathered from meetings with Self-Study focus groups, departments, parents and students, and administrators.
- Observation of classes.
- Informal discussion with faculty and students.

WASC Visiting Committee Report for Kamehameha Secondary School

Chapter IV: Quality of the School's Program

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1 RESOURCES

- Are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose?

The school has an exceptional amount of funding for instructional resources. The school's Annual Budget Instructions and Guidelines provide for budget requests to be submitted by departments to administrators. Final approval is granted by the trustees. Appropriate leadership and staff were involved in establishing current resource allocations which are currently adequate for supplies and maintenance of on-going programs. Funding for equipment and projects must be requested as special funding through the administration to the trustees for approval.

The school has established guidelines for providing financial support to encourage continued professional growth of the faculty. Funding is provided for out-of-state conferences as well as local workshops and conferences.

The zero growth budget was cited as an area of concern. A zero growth budget prohibits staff from planning ahead and from including equipment needs. In view of increased enrollment and inflation, departments may have to forego some learning resource needs in order to operate within allocated amounts.

D2 RESOURCE PLANNING

- Do the governing authority and the school execute responsible resource planning for the future?

Long range planning began in 1990 and resulted in the Ten Year Plan completed in 1993. The trustees did not respond to this plan. A select group developed the Kamehameha Schools Strategic Education Plan: 1997-2005. The implementation of this plan will have greater possibilities for success when all the stakeholders, including faculty and staff, have been included in the planning.

Efforts are made to create public awareness of the school. Achievements and activities of students and staff are shared through various media. Services such as financial aid and boarding opportunities are also publicized.

Areas of Strength for Resource Management and Development

- There is tremendous collegial support across departments to consider total resource needs for all students.
- The school provides financial support for continued professional development of the faculty.
- The school recognized the need for long-range planning and developed such a plan.

Key issues for Resource Management and Planning

There is a need to:

- lodge responsibility and authority for administration of the operational budget with the school to expedite the process of meeting student needs.
- develop a budgeting plan that allows for increases to maintain programs and to provide additional qualified staff as needed.
- review/revise the Kamehameha Schools Strategic Education Plan: 1997-2005.
- develop a comprehensive plan for maintenance, renovations, and capital improvement to meet student needs, such as adequate electrical power for all classrooms, air conditioning, renovation and building of physical education and athletic facilities, and building additional classrooms to accommodate increased enrollment.

Important Evidence about Student Learning from the Self-Study and the Visit that Supports these Strengths and Key Issues Include the Following:

- Kamehameha Secondary School 1998 Self-Study Report.
- Student Handbook 1997-98.
- Catalog of Courses 1997-98.
- Kamehameha Secondary School Portfolio.
- Kamehameha Secondary School Budgets 1995-96, 1997-98.
- Kamehameha Secondary School Proposed Budget 1998-99.
- Evidence gathered by Focus Groups for Resource Management and Planning.
- Information from meetings with self-study focus group.
- Classroom observations.
- Departmental meetings.
- Informal discussions with faculty and students.

WASC Visiting Committee Report for Kamehameha Secondary School

Chapter IV: Quality of the School's Program

SYNTHESIS OF SCHOOLWIDE AREAS OF STRENGTH AND SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

GENERAL COMMENTS

The school is to be commended for understanding the pilot Focus on Learning process. The self-study process is a professional approach to school improvement. The important evidence that supports both the schoolwide areas of strength and the critical areas of improvement were listed previously in the chapter following each of the four schoolwide areas addressed by the focus groups.

SCHOOLWIDE AREAS OF STRENGTH

1. The highly qualified teaching and counseling staff whose care and commitment to the students of Kamehameha Schools promotes a positive learning environment.
2. The teaching staff for effecting student learning by professional efforts and good teaching practices.
3. The professionalism, positive rapport, and mutual respect steadfastly held among the students, faculty, and counselors while maintaining a quality program of learning during a time of externally imposed stress.
4. Student learning is enhanced by the extensive assistance given students and faculty by the instructional support services staff.
5. Supporting and promoting student learning and growth is the foremost goal of teachers and staff, including bus drivers, food preparers, dormitory advisors and other support staff members.
6. Students have opportunities to participate in a comprehensive program of co- and extra-curricular activities.

7. A comprehensive financial assistance program provides qualified students with tuition support at both the secondary and post-secondary levels
8. A comprehensive curriculum offers a broad variety of courses to meet the needs, interests and varying capabilities of students.
9. Kamehameha students are friendly, caring, achieving, and helpful.
10. Parents, students, faculty, and staff clearly love Kamehameha and possess a deservedly unquestionable pride in the school.
11. The wealth of resources enables the school to provide quality instructional and support services so that students can fulfill their potential.
12. The superior quality and scope of the expansive physical facilities that contribute to the learning process.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

The visiting committee agrees with the major growth areas identified by the school. This list 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.

1. There is a compelling need for a governance structure that can be truly responsive to the needs of an educational institution and its professional staff and which can concentrate on the learning of students as its principal focus. Some of the qualities presently missing in the current governance structure include, but are not limited to:
 - a clear definition, publication, and promulgation of the roles of the Board (typically major policy setting, financial stewardship and resources, advancement, institutional planning, and oversight of the head of the school), and the president and administration (typically delegated leadership and management of the school within major policy guidelines established by the Board).
 - a clear understanding and agreement upon the authority delegated to the president to lead and manage the school.
 - a schoolwide understanding and observance of the roles and relationships of the Board and president wherever these roles impact upon the school.
 - concentration on the support, encouragement, and growth of the professional staff as being of equal importance to direction and monitoring of the staff.

- a systematic, periodic evaluation of the performance of the Board and the president as it may affect the school.
2. The basic Hawaiian values stated in the Mission Statement need to be honored, internalized, and practiced by all those who are charged with responsibility for governance, leadership, management, administration, teaching, counseling, coaching, and student support. A reconciliation process is needed.
 3. The various constituencies all have a demonstrable commitment to sound strategic planning, but KSBE, as an organization, has been unable to develop an effective schoolwide planning process. An effective strategic planning process is one that will ensure that appropriate input of vision and ideas deserving of consideration, maximize the use of professional talent in the schools, and develop ownership on the part of those who will be asked to implement the plan. Action Plan A.7.k. represents a commendable approach to this planning issue, but successful completion of the action plan will require a different relationship between the Board and the Kamehameha Secondary School than now exists.
 4. The school and system leadership should analyze and improve its communications network to keep school community members, especially faculty, staff and administration, informed of school policies, program, and practices. This will enable them to have the knowledge needed to make their best possible contribution to the learning of students. The communication should be clear in message, timely in delivery, and open for two-way information exchange. Restraints on school community communications should be rare, possibly only for safety, confidentiality, or liability reasons.
 5. The school leadership and instructional staff should review and finalize its current list of schoolwide learning expectations. Exit skills or outcomes statements should be linked to each of the schoolwide learning expectations enabling teachers to provide student learning experiences that help them meet the expectations. Parent and student input to the process should be used as appropriate.

NOTE: It is the opinion of the visiting committee that development of an appropriate governance structure will require assistance from outside the school. There are organizations such as the National Association of Independent Schools (NAIS) with resources that can be helpful in redesign of governance. KSBE might want to consider developing a governance structure for the schools that is somewhat separate from the body needed to manage the assets, business affairs, and legal affairs of the Estate.

Chapter V: On-going School Improvement

- ***To What Extent is the Schoolwide Action Plan Adequate in Addressing the Critical Areas of the Self-Study?***

The schoolwide focus groups worked thoughtfully. They collected data. They examined evidence. They shadowed individual students through the students' program of classes. They discussed plans and set priorities.

Each of the four schoolwide focus groups identified areas of strength and growth. The entire faculty and staff were divided into thirteen schoolwide focus groups. These groups identified growth areas relating to almost every criterion in the Focus on Learning process. Eleven areas of growth were listed for Organization for Student Learning, six for Curriculum and Instruction, four for Support for Student Personal and Academic Growth, and two for Resource Management and Development.

Each of these action plans emanated from the work of the schoolwide focus groups. Each plan was detailed with a statement of objective, the rationale for the objective, the schoolwide learning expectations addressed, the means of evaluating progress toward the objective and achievement of it, the means of reporting to stakeholders, and the resources needed to implement and carry out the action plan. Each action plan included specific steps, a calendar for accomplishment, and the group and/or person (s) responsible.

The school's self-study also identified other growth areas for which action plans were not developed. These growth areas addressed the school's admission policy, the role of school trustees, and merit based scholarships for college-bound students.

The school's action plans are adequate providing the impediments to school improvement can be overcome.

- ***To What Extent Will the Action Plan Steps Within the Various Sections Enhance Student Learning?***

The need to develop and refine schoolwide learning expectations was given in the school's first action plan. This was supported by an action plan to help teachers guide students through activities that will build critical thinking and communications skills. Another action plan will develop and implement an "early correction" effort to help students in reading, writing, mathematics and work habits. The school plans to

expand its follow-up surveys of post-secondary achievement and use that data in program and instructional modifications.

The development of schoolwide learning expectations and channeling instruction toward them will provide a sound way of enhancing student learning. The high priority toward communication and critical thinking skills is appropriate. The entire faculty and staff can address them along with the other schoolwide learning expectations. Faculty can expand the schoolwide learning expectations with current exit skills and outcomes.

The school's self-study identified several areas of needed improvement in the governance/leadership/decision-making arena. While the visiting committee heard teachers, staff and students say that every effort is being made to keep the controversy away from classrooms, there are signs that the learning of students is in jeopardy unless success in the governance/leadership/decision-making areas is attained. This is the top priority for the school to immediately address in its thorough plans for improvement. These plans address communication with the Board of Trustees and administration, the policy making and implementation functions for the school, the appropriate involvement of the faculty and staff in planning, and definition of the channels of communication to promote efficiency of the school. The school program requires faculty and staff participation in the planning of curriculum and instruction. Through their involvement in planning, implementation of action plans will be more focused and effective. The involvement in planning was extended to parents and alumni advisory groups in other action plans. All these action plans have the promise of utilizing the expertise and interest of the faculty, staff, parents and alumni. In addition, the action plans propose a greater role for students in evaluating the education program.

The school has identified issues and prepared action plans for personnel issues of staff development, evaluation, and participation. The school has similarly developed action plans for examining resources and for making school plant improvements including air conditioning, additional electrical power, physical education and athletic facilities, and additional classrooms. The self-study also identified student needs, including a review of school rules and the integration of service learning. The school has made a strong commitment to the improvement process, addressing and implementing all its action plans.

- ***To What Extent is There Sufficient Commitment to the Action Plan, Schoolwide and Systemwide?***

Within the school there is a clear and extensive commitment to the plan. Within the greater KSBE system there is a commitment to planning, development of quality programs and services, and assessment and accountability. The schoolwide and systemwide elements must come together and work collaboratively for the education of Kamehameha Secondary School students. As parents, fathers and mothers, must work together in the raising of their children, the KSBE system and the school

personnel must work in harmony toward their common mission to the benefit of the students and their future.

- ***Existing Factors that Support School Improvement***

The expertise of the Kamehameha school administrative staff regarding program improvement is a tremendous strength of the school. The faculty and staff also have the outstanding ability and strong desire to follow through on implementation of the action plans. The school has a history of refining its quality programs. The school has all the resources necessary to support school improvement. There is a thorough commitment to the mission of the school and to the students.

- ***Impediments to School Improvement***

The major impediment is the lack of a systemwide consensus concerning who should be involved in the planning process and to what extent. Often, a sudden directive to faculty and staff has not taken into account their on-going responsibilities and the pressures on their time. The system's organizational practices often conflict with the school's perception of what is best for the learning program for students. The top-down directives from the system often appear to be at odds with the school's philosophy and values, sound management practice, and fair personnel administration.

- ***Soundness of Follow-up Process to Monitor Accomplishment of Schoolwide Action Plan***

The school has been bold, and if governance issues can be resolved, realistic in setting its target dates. The responsibility for monitoring is set with capable and committed faculty, staff, and administration. The school is poised to use its schoolwide focus groups, department staff, parents, students and KSBE resource staff. The school administration has a plan to merge the KSBE Education Strategic Plan, 1997-2005 with its WASC action plan. The process can work with KSBE endorsement and support for its administration, faculty and staff.