

VISITING COMMITTEE REPORT

**ACS WASC/HAWAII STATE DEPARTMENT OF EDUCATION
FOCUS ON LEARNING**



Kealakehe Intermediate School

74-5062 Onipa'a Street
Kailua-Kona, Hawai'i 96740
April 11 - 14, 2016

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CHAPTER I: STUDENT/COMMUNITY PROFILE

The leeward side of the Island of Hawaii in the Kailua-Kona area is reported to have an ideal climate with cooling mountain breezes. This ideal climate has attributed to the influx of new residents from the mainland and many Pacific Islands who have doubled the community's population during the past twenty-five years. The Kona area ranks as the second largest metropolitan region on the island and is recognized as the West Hawaii hub for commerce accommodating major companies and the new West Hawaii Civic Center (2011), a governmental facility.

Appreciating the name "Kealakehe" given several schools, it is said the Hawaiian translation embodies the "path of the wind". Situated on the leeward side of the "Big Island" of Hawaii, Kealakehe Intermediate School (KIS) opened its doors in 1986 and serves an area encompassing 800 square miles. Described as a "rural public school", Kealakehe Intermediate School educates the students of the Kailua-Kona area comprised of both North and South Kona. The school itself is a part of the North Kona Complex in the West Hawaii School District and serves nearly 700 sixth, seventh and eighth grade students. Predominately, Kealakehe Intermediate School students enter from Kealakehe, Kahakai and Holualoa Elementary schools and move into Kealakehe High School upon leaving Kealakehe Intermediate School.

Over the past ten years, Kealakehe Intermediate School has increasingly received a higher number of low-income students from the seven Section-8 housing complexes within the community, one of which includes a transition shelter. The school reports the number of economically disadvantaged students enrolled in school mirrors the rise in the community's low-income population.

As a comprehensive intermediate school, Kealakehe offers students a full array of core and elective courses within each grade level that meet both federal and state requirements, provide for personal choice, and initiate college and career readiness. Beyond the academic preparation toward college readiness, some career opportunities exist involving AVID, electives (Woodshop, Robotics, Family & Consumer Science [food service, banking, budgets], Performing Arts), guest speakers, field trips, student research, and many after-school programs. There is a strong sense of community offered all students through numerous community efforts and partnerships that bring activities to the campus as well as captivating students through plentiful experiences off-campus. Three Foreign Language electives are available to students and include Japanese, Spanish and Russian. Presently, no Honors or Advanced Placement classes are offered, however accelerated courses include accelerated seventh grade, Pre-Algebra, and eighth grade Algebra 1 earning high school credit.

The most recent 2010 U.S. Census, American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and Hawaii's HSC boundary areas together illustrate the North Kona Complex, community profile below. The staff notes, these figures indicate 3% of the state's population reside within approximately one-fifth of the Island of Hawaii, the Kailua-Kona area. The majority of the remaining areas replicate similar state percentage data with minor differences showing more home ownership, a smaller number of residents not completing high school, and more adults experiencing 'some' college. The median age is 41.5 years with 17.5% ranging within the ages of 5-19 years.



2010 Population Demographics for Kealakehe Intermediate School Community

| Category | Community | State |
|---------------------------------|-----------------|------------------|
| Total Population | 42,511 | 1,360,301 |
| Age 5-19 | 17.5% | 18.4% |
| Median Age | 41.5 | 38.6 |
| Number of family households | 10,394 | 313,907 |
| Average household size | 2.65 | 3.0 |
| Average family size | 3.0 | 3.58 |
| Median household income | \$66,079 | \$66,420 |
| College graduates | 28.0% | 29.4% |
| Some college education | 33.1% | 31.4% |
| High school graduates | 31.5% | 29.0% |
| Less than high school graduates | 7.1% | 10.2% |
| Housing owned | 59.5% | 57.1% |
| Housing rented | 40.5% | 42.9% |

Source: Kealakehe Intermediate 2016 School Self-Study Report & US Census 2010, American Community Survey 2014

The School's enrollment is defined by ethnicity below; no community ethnic data was made available. The school report indicates that from 1986 when the school first opened until 2006 enrollment continued to climb; over a thousand students attended from 2002-2005 (Appendix A). In 2006, a number of factors are credited for the decrease in enrollment including the redrawing of the district boundaries and a weaker economy compelling families to relocate in order to find employment. Using the state enrollment collection dates for consistency, the chart below verifies a 15% decline occurred from 2010-11 to 2013-14 followed by a small rise of 8% (2014-15), and ultimately falling slightly for 2015-16 (3%).

Just as important is the ethnic shift that has also occurred over the same timeframe. The staff recognizes there has been an influx of Micronesians. Currently, 78% of the student body is composed of four ethnicities, Native Hawaiian 37.4%, White alone 15.1%, Micronesian 13% and Filipino 12.6%. Referring to the school's population as a "rainbow of cultures", the school realizes the following ethnic changes over six years: Micronesian (+473%), Native Hawaiian (+10%), Filipino (-2.3%) and Black alone (-1%). The staff celebrates the full range of cultures beyond the four more prominent populations and notes 8.3% of the enrollment is composed of students from "Black, Chamorro, Native American, other Asian and other Pacific Islanders, Portuguese, Samoan and Tongan students as well as ethnic mixes." The increased Micronesian population (Marshall Islanders) has not required increased services/supports related to acquiring English or behavioral incidents, yet, their academic proficiency rates are low in the areas of ELA, math, and science. The school may benefit from identifying and understanding more specifically the challenges of Micronesian students and families.

Student Ethnicity and Total Enrollment Count by School Year

| Ethnicity | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|-----------------|---------|---------|---------|---------|---------|---------|
| White alone | 16.8% | 17.6% | 16.9% | 16.1% | 16.0% | 15.1% |
| Filipino | 14.9% | 15.0% | 15.6% | 14.9% | 12.8% | 12.6% |
| Japanese | 4.2% | 4.9% | 4.1% | 3.5% | 3.7% | 3.4% |
| Native Hawaiian | 34.0% | 34.7% | 37.3% | 35.0% | 37.4% | 37.4% |
| Hispanic | 6.8% | 6.8% | 6.3% | 8.1% | 6.9% | 6.6% |
| Black alone | 1.4% | 1.2% | 0.7% | 0.6% | 0.6% | 0.4% |
| Micronesian | 2.3% | 9.0% | 7.7% | 10.4% | 12.8% | 13.2% |
| Samoan | 0.8% | 1.6% | 2.5% | 2.0% | 1.5% | 0.5% |
| Chinese | 1.5% | 1.7% | 0.8% | 1.2% | 1.2% | 1.5% |
| Korean | 0.4% | 0.5% | 0.7% | 1.2% | 1.2% | 1.0% |



| | | | | | | |
|------------------|-----|-----|-----|-----|-----|-----|
| Enrollment count | 771 | 759 | 714 | 657 | 709 | 694 |
|------------------|-----|-----|-----|-----|-----|-----|

Source: Kealakehe Intermediate School 2016 Self-Study Report & LDS and SSIR Note: Percentages may not add to 100 due to rounding and low response totals

Related to the enrollment decline and shifting ethnic populations, Kealakehe expresses a challenge in addressing the transiency of the community. “During the winter vacation months, many students arrive and enroll for six to eight weeks while their families are on vacation.” These unexpected and short-term enrollments stretch the school’s capacity to serve all students and impacts student services, class size, and teacher frustration levels as staff pursues effectively serving incoming students. It is reported transient rates have been as high as eighteen percent (18%); multi-years of data was not available to validate trends. Kealakehe would be served well to understand its transiency rates.

Over the past six years, Kealakehe has accessed a variety of state and federal funds that are attached to mandated compliance processes and spending. Included are: Title I, Title III, AVID and STEM. All schools in the Hawaii Department of Education (HIDOE) also align with and follow district mandates. Recently, the state has realigned its State Strategic Plan, is transitioning to the Common Core State Standards (CCSS) set by the federal government, has identified six General Learner Outcomes (GLOs), requires all schools to participate in the state assessments, and compels each school to complete and revise the school Academic and Financial Plan (AcFin) annually.

Other providers as well as several state and federally funded programs support the school. These include:

- **Migrant Education** (US Department of Education) provides funding for accessing high quality education and programs ensuring migratory children are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards as they move among various states.
- **Response to Intervention** (Department of Education and Department of Health); provides for a series of systematic supports for at-risk students to bolster skills while continuing to access the general program before being assessed for Special Education eligibility.
- **ACT** (HIDOE) administers the ACT Explore to determine college and career readiness.
- **AVID** (Complex funded) supports underachieving students in reaching their potential and preparing for college readiness and success in a global society.
- **STEM** (*promoting student learning through science, technology, engineering, and math*) offers related programs of Lego Robotics and VEX IQ & MATE submarine which represent the tenets of STEM. Through investigating different paths for science instruction, the school will be offering a STEM class in 2016-17 to its eighth graders.
- **Race to the Top** (*HIDOE received federal funding*) provided funds for transitioning to and implementing CCSS and SBA. The schools of Hawaii have benefited from this funding over a six-year period.
- **Title I** - (US Department of Education) provides funds used toward restructuring improvements (2014-15), hiring part-time teachers (PTT) for tutoring, and acquiring Para-Pro Teachers (PPT) who work one-on-one with students to support increasing technology skills. Over the past two years Title I has supported professional development in areas such as Victoria Bernhardt trainings on CSI and CNA, areas of literary, Differentiated Instructions, and RtI to list a few. Since the school has been identified as a Tipping School, additional funds are anticipated for the 2016-17 year.
- **Title III** – (US Department of Education - *English Language Acquisition, Language Enhancement and Academic Achievement Act of the NCLB*) offers monies covering many



aspects of ELL programs which the State of Hawaii has accepted over the past several years.

Beyond these opportunities, the school welcomes community partners and encourages service agencies and others to access the campus in order to hold meetings and classes. Kealakehe Intermediate School lists a plethora of parent/community organizations, community foundations, and school/business partnerships that serve as resources to support students and school staff. The following examples of community foundations and business partnerships exemplify the efforts toward expanding the educational experiences for students. The federal, state, and/or grant/foundation programs and organizations are listed elsewhere within this chapter. Community professional services utilized by the school community are provided through both the Hawaii Department of Education and Department of Health and include the professional services of Ceeds of Peace, Comedian Frank Delima (Goal Setting) and the Mobile Crisis Line as well as community service agencies such as: Hospice (Grief Group), Child and Family Services Youth Group (Why Try), West Hawaii Mediation Center (Peer Mediation), Three Ring Ranch (animal conservatory youth volunteer program), Youth with a Mission (Tutoring and Mentor support during the afterschool program), Hope Street Group (DOE and HSTA-Platform for Teacher Feedback), Kona Village Foundation/Ka Laemano (Makahiki Day), Kaiser Permanente (MLK-School Beautification Project), Friends of the Future (Support with Na Kahumoku Program), etc. State and county government agencies provide support through programs such as: Hawaii County Police School Resource Officer Program (SRO) and Drug Awareness and Resistance Education (DARE), and the Mayor's Office (Anti-bullying program - Augie T presentation). Business partnerships have also supported Kealakehe Intermediate School and include: KTA (Kokua I Na Kula), Target (Red Card for Education), Domino's (Incentive Program) and Walmart (donation of school supplies). The school feels fortunate to also have a variety of guest speakers and performers many whom are Hawaiians, local residents, and/or are invested in sustaining the Hawaiian culture; these include Early Music Hawaii, TV personalities, alumni, politicians, local organizations, and the Kona Choral Society to reference a few.

Kealakehe Intermediate School was opened in the fall of 1986 and participated in the first, full-HIDOE/WASC accrediting process in 1990. Over the twenty-six years, the school reports receiving full six-year terms and recognizes some terms have required Mid-term Revisits. The accrediting history illustrates the school has remained fully accredited. The most recent 2010 full-visit resulted in receiving a Six-Year Accreditation Status with a Mid-cycle Progress Report and One-Day Visit. The one-day visit occurred in 2013. Following the 2013 mid-cycle visit, it was recommended a 2014 one-day visit be completed. With the completion of this 2016 full HIDOE/WASC visit, the six-year accrediting cycle will be renewed.

In the fall of 2015, staff reviewed the school's core values, beliefs, and school's processes that resulted in articulating a new, clearly defined Mission and endorsing the past Vision as essential foundations for all future decisions. The Mission (listed in Chapter III) reflects a strong middle school commitment towards "building a personal bridge from elementary to high school, and beyond" with each student while supporting the development of essential academic, social, and community skills needed to live a successful and productive life. The Mission is summarized as, **"We Help Build Bridges"**.

The Vision (Chapter III) sustains the educational goal of unrelenting vigilance focused on building and maintaining relevant curriculum, effective instructional practices, reliable assessments and authentic data to inform change, and an environment that is inclusive, positive



and focused on the “full range of learners”. Briefly stated, the Vision is, “***Relationships are the heart of all learning***”.

The HIDOE requires each school to align with the six, statewide General Learner Outcomes (GLO). Kealakehe Intermediate School views these as over-arching goals that encompass standards-based learning through Common Core State Standards (CCSS). Below, the school has selected to combine GLO #4 & #5 and to add a 7th GLO, Effective and Ethical User of Technology. Kealakehe offers the school's link with the GLOs in the following examples:

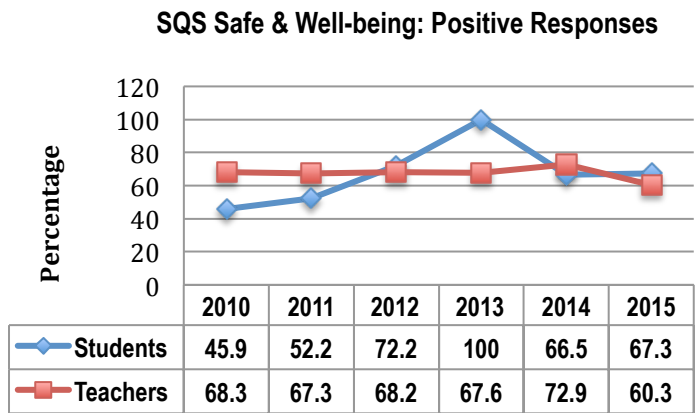
1. **Self-directed Learner** (The ability to be responsible for one's own learning) – Quarterly through Advisory, students are asked to write, self-monitor, and evaluate progress for personal goals. Also, self-directed skills are learned through student aide positions, pockets of instructional opportunities where students design and apply their own learning and AVID.
2. **Community Contributor** (The understanding that it is essential for human beings to work together) – Team building, small community problem solving, and creating family affection are taught and practiced through a variety of venues which include Advisory, ‘Ohana, Na Kahumoku, Uplink, Kona Choral Society, enrichment classes, STEM, and many after-school activities.
3. **Complex Thinker** (The ability to demonstrate critical thinking and problem solving) – Students explore the Habits of the Mind skills through Advisory and staff reports complex thinking is ‘woven’ into every classroom.
4. **Quality Producer** (The ability to recognize and produce quality performance and quality products) and 5. **Effective Communicator** (The ability to communicate effectively) – Examples include a variety of student presentation in class and AVID's use of Tutorials, Socratic Seminar and philosophical Chairs.
6. **Effective and Ethical User of Technology** (The ability to use a variety of technologies effectively and ethically) – Taught and applied during student technology use, students sign into site/complex/HIDOE policies that hold them accountable for ethical use at all times; all use can be reviewed at any time for compliance. The school and its coursework offer an array of technological experiences students may access.

Under the No Child Left Behind Act (NCLB), Kealakehe Intermediate School was designated in the 2003-04 year as a “restructuring” school; as such, the school was required to use outside providers for guidance. During the next ten years, site staff worked with both America's Choice and Bilinsky, Inc. The “restructuring” status ceased with the advent of Strive HI (2013-14) that awarded the school a “Continuous Improvement” status after earning 241/400 points possible. Kealakehe Intermediate School has been in “Continuous Improvement” the past three years, despite the 2014-15 attainment of 99/400 points ranking the school at 58th among middle schools (Appendix B).

Kealakehe Intermediate School is a complete school facility providing ample classroom equipment/furnishings, textbooks, technology, and materials for instructing the students in attendance. Available for use are 57 classrooms, a cafeteria/auditorium that exceeds state size standards, band and chorus rooms, Physical Education locker rooms, playing fields and courts, a woodshop and Home Economics lab. The facility recently received a full renovation (state-mandated) that included windows, paint, flooring and more. The Summer Art Program students created and completed cultural murals throughout the campus giving ownership to the students by generating a positive and motivational spirit. The D Building has been fully air-conditioned and eight years ago, a new administrative/library building was constructed. Through the School Quality Survey, both students and staff indicate they are safe and satisfied with their well being



on campus. The facilities continue to pass all inspections. Staff reports that students look forward to attending as “a positive community member and learner on a daily basis.” Community members and organizations are welcomed on campus and many groups facilitate after-school programs and opportunities for students.



Source: Trend Reports 2010 to 2015

The Kealakehe licensed/credentialed staff includes a principal, two Vice Principals, forty-nine teachers, the Student Service Coordinator and one Counselor. Other staff assisting with the full operations of the school includes the Registrar, Librarian and five Office Assistants. Additional classified staff include one technical support person, a School Administrative Service Assistant (SASA), the health aide, nine Special Education Educational Assistants (EA’s), the Cafeteria Manager overseeing nine full or part time cafeteria staff, a full time head custodian supervising six full or part time custodians, two full-time School Security Attendants, and one full time School Resource Officer provided through the County of Hawaii Police Department. Extensive data on classified staff was not made available.

In discussing the licensed staff, the self-study report describes the teachers as ‘veteran’ based upon their longevity with KIS and having served for five or more years. Consulting the data below, 69% of the staff (2010-11) had been at KIS five or more years as compared to the current 61%; the school attributes this decline to a number of retirements. The data conveys a teaching average of 14.2 years over the past six-years. The number of teachers having completed advanced Degrees has fallen 25% moving from 17 (2010-11) to 13 (2015-16); this is possibly correlated with retirements or the increased number of emergency hires. The processes for ranking teachers as Highly Effective or Effective is reported as evolving as at one time fully credentialed, probationary teachers were not included which created an appearance that portions of the staff were ineffective; currently another approach for identifying Highly Qualified is being pursued.

Although not addressed within the report, the number of licensed teachers has declined over a five-year period and conversely there is a larger portion of teachers employed as “emergency hires”. Using the State of Hawaii’s listing of NCLB Highly Qualified teachers in core classes, it may be important to understand why a decline in these numbers occurred.



Teaching Staff Employment Data 2011-2016

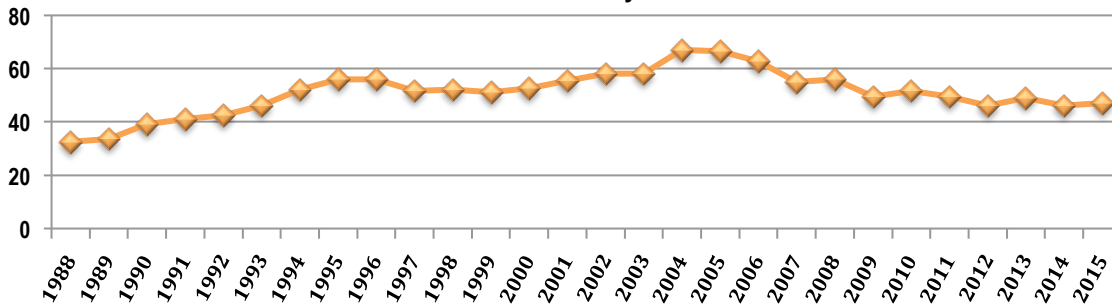
| Teachers | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|-----------------------------------------------------------|---------|---------|----------|----------|----------|---------|
| Total # Teachers | 49.5 | 47 | 48.5 | 46 | 47 | 49 |
| Number & % Licensed | 47/94.0 | 45/93.8 | 44/89.7% | 41/89.1% | 38/80.8% | * |
| Number # & % Emergency Hires | 3/6.0 | 3/6.3 | 5/10.2 | 5/10.9 | 9/19.1% | * |
| Core classes taught by teachers meeting NCLB Requirements | 93% | 99% | 96% | 92% | 84% | n/a |
| Average Years of Experience | 13.8 | 13.7 | 14.2 | 15.2 | 13.8 | 14.4 |
| 5 or more years at Kealakehe | 34 | 33 | 34 | 32 | 28 | 30 |
| Number with advanced Degrees | 17 | 17 | 16 | 13 | 13 | 13 |
| Number rated highly effective or effective (EES) | NA | NA | NA | 41 | 41 | 41 |

Source: Kealakehe Intermediate School 2016 Self-Study Report & SSIR

* Information not available

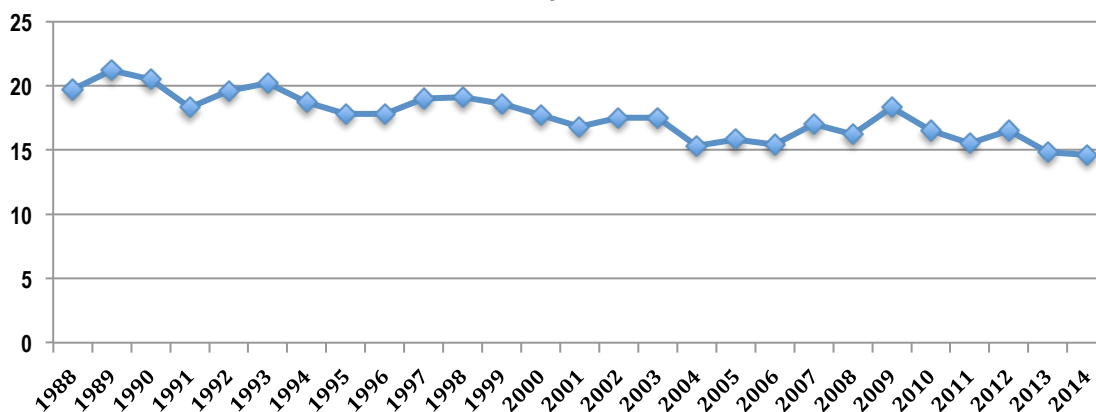
As the student enrollment began to decline, the number of staff was reduced proportionately moving from a high of 67 (2004) to an average of approximately 48 teachers over the past five years. During the same period, the student to teacher ratio has been somewhat consistently low. Over the years from fall 2010 through spring 2014, class size averages ranged from approximately 16:1 to just over 14:1 respectively.

Fulltime Teachers by Numbers



Source: National Center for Education Statistics, U.S. Department of Education

Student/Teacher Ratios by Year - # Students:Teacher



Source: National Center for Education Statistics, U.S. Department of Education



Kealakehe Intermediate School receives funding through the State of Hawaii's General Fund. Over the past six years the School Salaried Payroll has declined from \$4,277,140 (2009-2010) to \$3,990,581 (2014-15) which may reflect the replacement of retired teachers with newer staff receiving a lower salary. Allocations of other funds that exclude salaried payroll have increased slightly from \$509,568 (2009-10) to \$521,973 (2014-15). The state applies a weighted student formula (WSF) to provide sites serving specific student demographics with appropriate financial support. Kealakehe receives funding beyond the monies from general funds, state grants, and federal appropriations discussed earlier in this chapter. These include:

- **Pilia Pa'a** (*Join together, support*) is a grant-based program focused on professional development and improving teacher success. Mini-sabbaticals and substitutes are among the practices offered to allow teachers to pursue time for collaboration and expand their skills through research-based strategies.
- **Kona Choral Society**, a non-profit organization, provides quality after-school music education in the vocal arts to anyone interested.
- **Hokupa'a** (*Polaris, North Star-guide*) is another community-based program, aimed to assist the at-risk student in school. The program empowers young people and supports the school toward improving personal, educational, and economic outcomes for youth.
- **Na Kahumoku** (*keepers of the island*) is a grant-based program funded by *Friends of the Future*. The emphasis is a community partnership that develops future ecosystem-sustaining leaders.
- **Ho'ohui Program** (Hawaii Community Foundation) *Coming together for a brighter future* - is designed to reach selected at-risk students based on three student factors: *academics, attendance, and behavior*. Non-DOE coaches are paired with at-risk students toward increasing their school engagement and reducing suspensions and truancies. Students access field trips, reward celebrations and opportunities to work in project-based learning activities. Mentors monitor their students weekly.
- **UPLINK** (funded by Department of Human Services and Community Foundation) is a grant for after-school programs that offer tutoring, homework help, fitness, cooking, and sewing; the program serves 27% of the school's population.
- **Kona Village Foundation/Ka Laemano - Makahiki Day** (a non-profit organization) offers presentations to promote and increase appreciation of Medieval, Renaissance, and Baroque early music in Hawaii and to explore historical performance practices.

Enrollment by ethnicities was discussed earlier in this chapter. Enrollment has been problematic, not only due to the declining numbers, but also there exists a high, short-term transiency rate that creates an influx of students who relocate during their parents' vacations; data indicates the student turnover rate is near 30% annually. When enrollment is evaluated by gender, predominately each grade and in every year, boys out numbered girls and sometimes by as much as 20% more. On only two occasions (highlighted), girls out numbered boys.

Enrollment by Gender

| Grade Level | Gender | 2011-12 (n=756) | | 2012-13 (n=705) | | 2013-14 (n=643) | | 2014-15 (n=727) | |
|-------------|--------|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|
| Grade 6 | Female | 127 | 53% | 104 | 45% | 93 | 46% | 131 | 47% |
| | Male | 114 | 47% | 126 | 55% | 108 | 54% | 150 | 53% |
| Grade 7 | Female | 114 | 45% | 108 | 50% | 89 | 40% | 107 | 48% |
| | Male | 141 | 55% | 109 | 50% | 132 | 60% | 115 | 52% |
| Grade 8 | Female | 124 | 48% | 114 | 44% | 115 | 52% | 91 | 41% |
| | Male | 138 | 52% | 144 | 56% | 106 | 48% | 133 | 59% |

Source: Kealakehe Intermediate School 2016 Self-Study Report & LDS

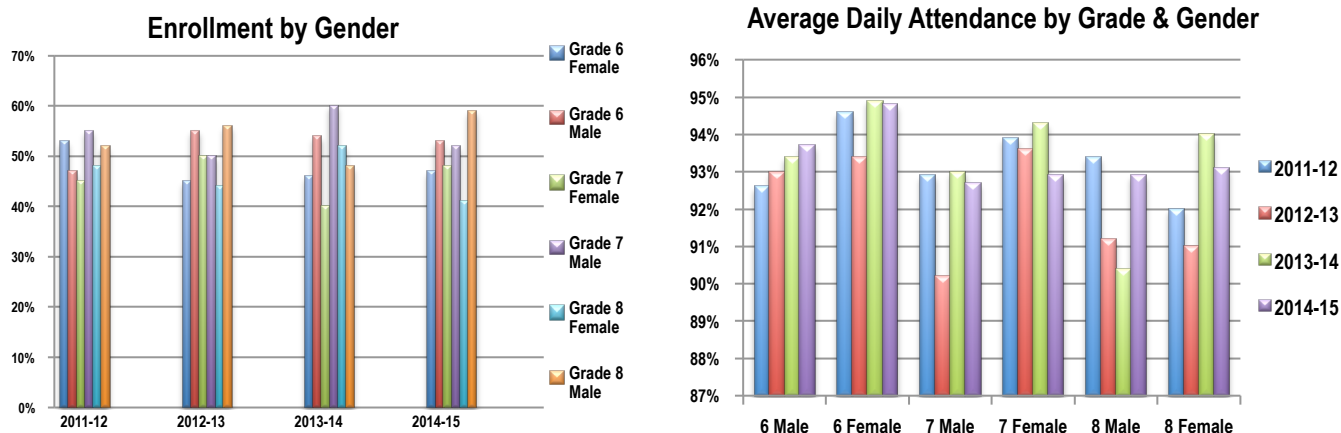


Kealakehe Intermediate School's absent rate continues to fall below the 95% target set by the state. Pockets of rates near the 95% target exist with most seen in the sixth-grade female population. The male population hovers between 90% and 93% attendance, with 93.7% as their highest rate (2013-14). Overall, sixth graders exhibit a slightly higher attendance performance.

Student Average Daily Attendance by Grade and Gender

| Year | 6 Grade | 6 Male | 6 Female | 7 Grade | 7 Male | 7 Female | 8 Grade | 8 Male | 8 Female |
|---------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
| 2011-12 | 93.7% | 92.6% | 94.6% | 93.4% | 92.9% | 93.9% | 92.7% | 93.4% | 92.0% |
| 2012-13 | 93.2% | 93.0% | 93.4% | 92.0% | 90.2% | 93.6% | 91.1% | 91.2% | 91.0% |
| 2013-14 | 94.1% | 93.4% | 94.9% | 93.5% | 93.0% | 94.3% | 92.3% | 90.4% | 94.0% |
| 2014-15 | 94.2% | 93.7% | 94.8% | 92.8% | 92.7% | 92.9% | 93% | 92.9% | 93.1% |

Source: Kealakehe Intermediate School 2016 Self-Study Report & LDS



Source: Kealakehe Intermediate School 2016 Self-Study Report & LDS

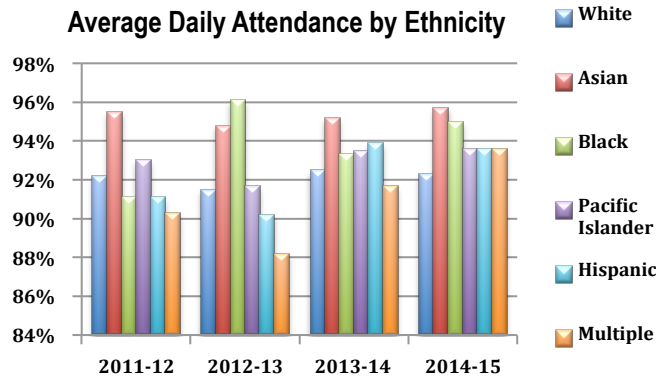
Over the most recent four-year period, data illustrates the Asian subgroup attendance typically meets the 95% state expectation. Although not consistent, both the Pacific Islander and Black groups average a 94% attendance rate over these years. The subgroups of White, Hispanic and Multiple show consistently low attendance; the two lowest rates by year are Multiple 88.2% and Hispanic 90.2% in 2012-13. Considering yearly schoolwide averages, 2012-13 attendance was the lowest at 92% and 2014-15 the highest, 94%.

Student Average Daily Attendance by Ethnicity

| Year | White | Asian | Black | Pacific Islander | Hispanic | Multiple |
|-----------|-------|-------|-------|------------------|----------|----------|
| 2011-12 | 92.2% | 95.5% | 91.1% | 93.0% | 91.1% | 90.3% |
| 2012-13 | 91.5% | 94.8% | 96.1% | 91.7% | 90.2% | 88.2% |
| 2013-14 | 92.5% | 95.2% | 93.3% | 93.5% | 93.9% | 91.7% |
| 2014-15 | 92.3% | 95.7% | 95.0% | 93.6% | 93.6% | 93.6% |
| 4-Yr. Ave | 92% | 95% | 94% | 94% | 92% | 91% |

Source: Kealakehe Intermediate School 2016 Self-Study Report & LDS





Source: Kealakehe Intermediate School 2016 Self-Study Report & LDS

The chart below logs enrollment data for subgroups recognized beyond ethnicity or gender. Each of these groupings expresses a need for unique educational considerations and supports and will be discussed further in this chapter.

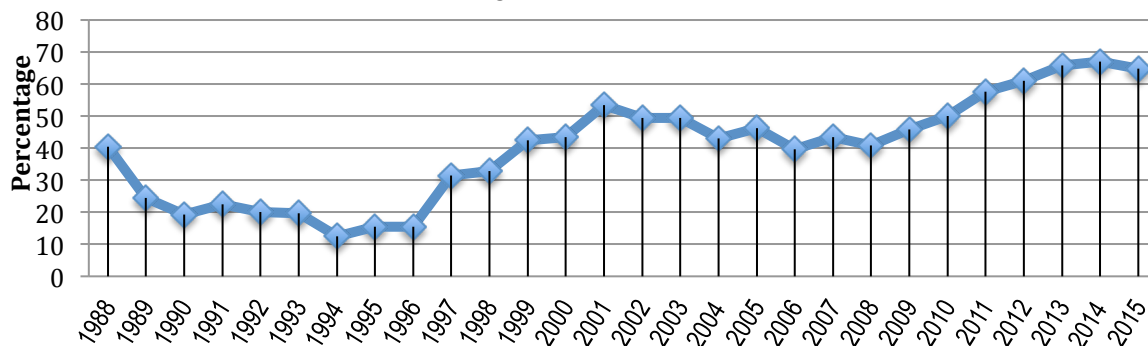
Enrollment by Subgroups

| Student Enrollment | Total | SPED # | SPED % | ELL # | ELL % | Free/Reduced Meals # | Free/Reduced Meals % |
|--------------------|-------|--------|--------|-------|-------|----------------------|----------------------|
| 2010-11 | 771 | 82 | 10.6% | 123 | 16.0% | 444 | 57.6% |
| 2011-12 | 759 | 77 | 10.1% | 118 | 15.5% | 463 | 61.0% |
| 2012-13 | 714 | 82 | 11.4% | 92 | 12.8% | 470 | 65.8% |
| 2013-14 | 657 | 65 | 9.8% | 90 | 13.6% | 440 | 66.9% |
| 2014-15 | 709 | 71 | 10.1% | 65 | 9.1% | 460 | 64.8% |
| 2015-16 | 694 | 63 | 9.0% | 58 | 8.3% | 415 | 59.8% |

Source: Kealakehe Intermediate School 2016 Self-Study Report

Kealakehe Intermediate School has always served populations of students who qualifying for special supports based on financial need, socioeconomic status (SES). The chart below depicts the ebb and flow of SES over twenty-eight years. The past six years have seen a 10% decline in enrollment, yet the SES numbers have risen from 50% (2010) to 64.8% (2015), a 12.5% increase, and dropped 7.7% in 2016 (59.8%) resulting in a 3.8% increase beyond the 2010-11 level. The staff attributes the rise to families seeking employment elsewhere due to the economic downturn and/or the result of higher-income families moving their children to local private school.

Percentage of Socioeconomic Status

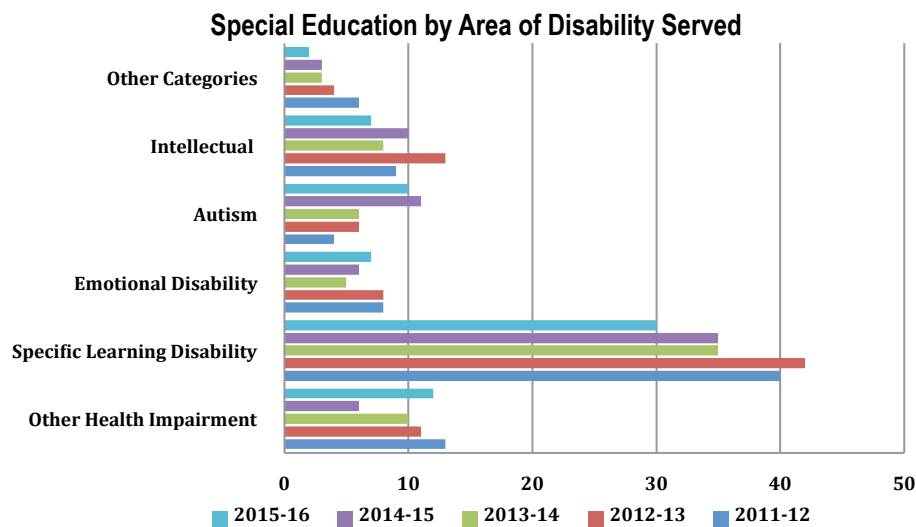


Source: National Center for Education Statistics, U.S. Department of Education

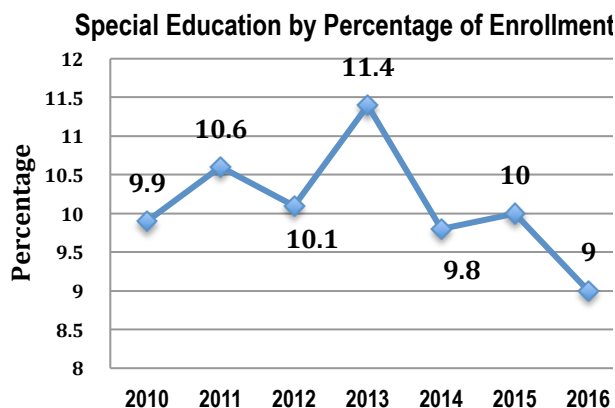


The schoolwide identification and enrollment of Special Education students appears to fluctuate slightly over the years. The school provides a full range of services for six disabling categories. Noting the colors carefully below, 2014-15 (turquoise) is the top band for each category followed sequentially by past years. Thus, two categories have seen declines in the numbers served: Other (-66%) and Specific Learning Disability (-25%). The Emotional Disability remains stable, Other Health Impaired saw a four-year reduction (-54%) only to increase +50% in 2015-16, and despite highs the Intellectual group numbers are nearly the same. Not unexpected, the only area to rise yearly is that of Autism Spectrum Disorder growing 60% in six years.

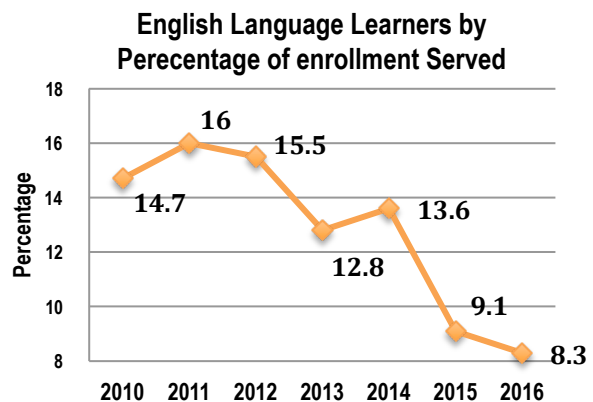
Staff suggests the current lower number of students qualified for Special Education services may be attributed to the IDEA reclassification guidelines along with the school's implementation of the Response to Intervention (RtI) program in 2013-14 for all at-risk students to access. The self-study notes, the data illustrates a reduction of 16 students (1.6%) over the six-year period.



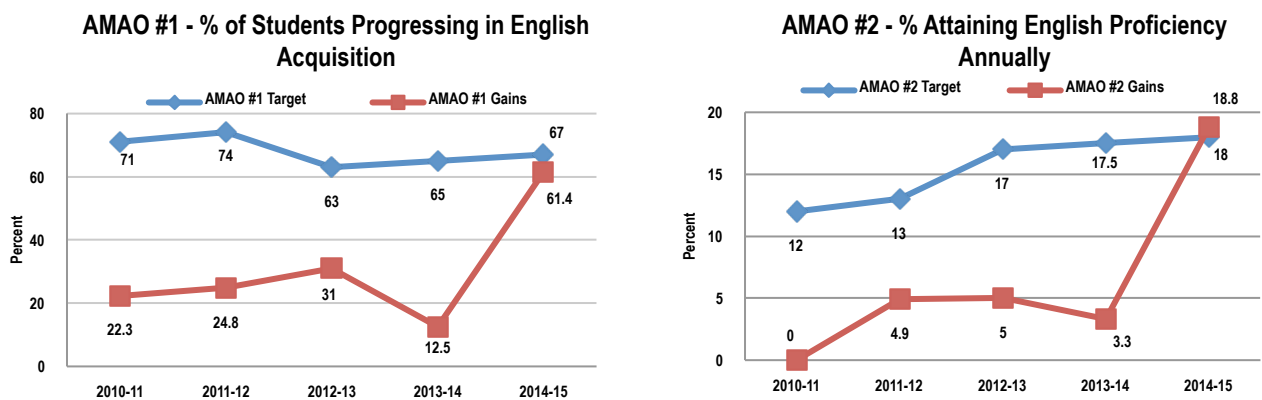
Source: Kealakehe Intermediate School 2016 Self-Study Report



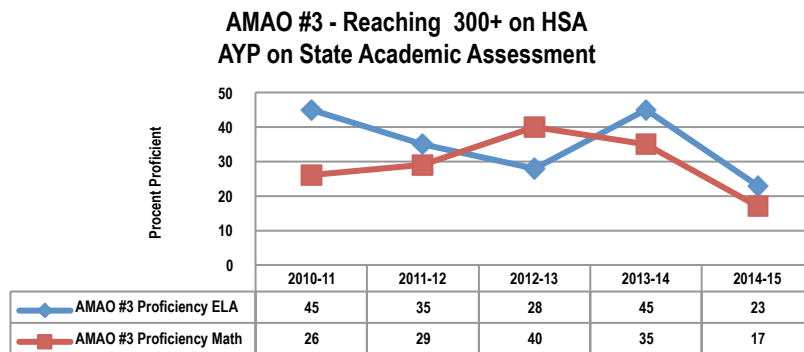
Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report



The ELL numbers listed on the enrollment table above indicates a -53% decrease in the number of students served over a six-year period; the line-graph (orange) illustrates the ELL population as it relates to the full student body. Data supports ethnic enrollment shifts have increased the Micronesian population (Marshall Islanders); however, staff has indicated this population has not required increased services/supports related to acquiring English. The decline in ELL numbers is the result of students passing the WIDA, however the staff indicated that students are still having difficulty with reading comprehension. Below, three line-graphs express the ELL program's capacity to achieve the annual AYP, AMAO targets. Within AMAO #1 and #2, AYP was not met for four of five years as seen in the substantial gaps between student achievement and the set targets. Resulting from a highly effective support program, significant changes occurred in 2014-15 as performances closely met or exceeded the targets; unfortunately, the program was not retained the following year. The AMAO #3 graph charts the percentages of ELL students achieving a score of 300 or greater on the HSA; AYP targets were not attained in any of the five years listed.



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, WIDA



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, WIDA

The school also monitors children of migrant workers through state and complex processes that seamlessly transition students into proper school placements. All school supports are available to migrant students as well as supports through computer-based interventions as needed.

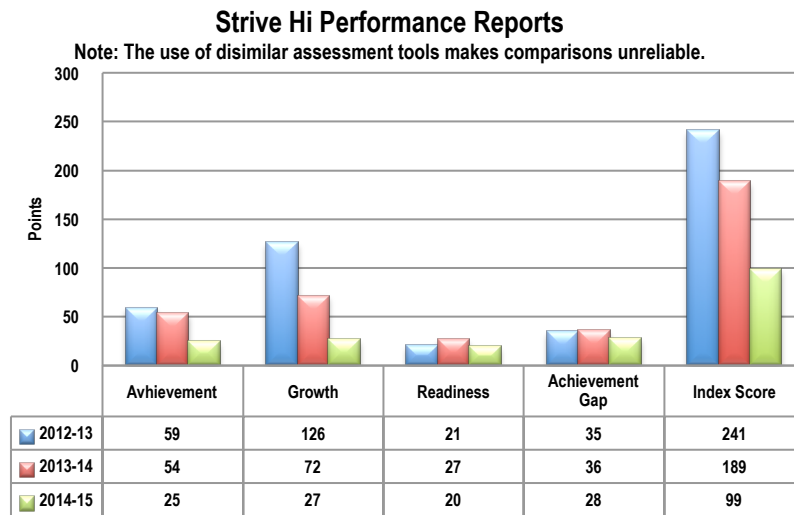
The Kealakehe Intermediate School student performance data made available to the Visiting Committee was acceptable; however, it lacked multiple data points. As noted, Kealakehe



moved from the Restructuring School Status to Continuous Improvement Status with the application of the new Strive HI formula. At this juncture, it is noted that due to a combination of assessment changes over recent years, it is impossible at this time to deduce specific learning trends through the multiple assessment tools used that are not closely aligned. On the other hand, when compared to other complex area middle schools, KIS has a significant drop on the 2015-16 SBA. The assessment non-alignment results from the changing federal direction and a somewhat recent Strategic Plan revision and implementation achieved by the district and HIDOE. The HIDOE Hawaii State Assessment (HSA) was last administered in 2013 and then gave way to the Bridge Assessment (2014) designed to support a transition to CCSS followed by the 2015 implementation of the Smarter Balanced Assessment (SBA). The federal NCLB/AYP assessment that resulted in yearly academic growth validations ended in the Spring 2012. Science has and will continue to administer the HSA.

On the other hand, past data derived from the same measurement tools since the last 2010 HIDOE/WASC, do assist in the understanding of Kealakehe's progress during portions of the past six years. From 2010-12, Kealakehe was unable to meet the NCLB/AYP criterion targets over the final three years of the program. Using the criterion targets, the school met almost all targets, yet not enough to meet AYP: 25/27 (2010), 21/26 (2011), and 21/27 (2012).

Three years of complete Strive HI data can be found within Appendix C. Note the chart below illustrates the formulated-results in terms of points earned by KIS. Also realize the 2013 test was the last HSA, the 2014 was a Bridge Assessment designed for CCSS transitioning, and the 2015 exam was the first SBA. Thus, there is no relationship among the results. With the onset of Strive HI, Kealakehe was elevated to 'Continuous Improvement Status' from 'Restructuring School Status'. The Strive HI formula assigned the initial Index Score of 241/400 (2012-13), followed by 189/400 (2013-14) and most recently a 99/400 Index Score (2014-15).

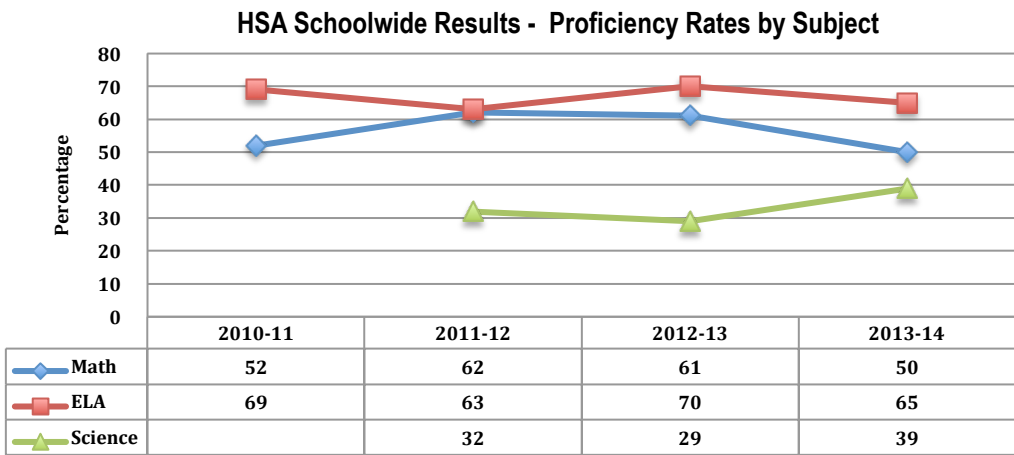


Source: ARCH Report

The self-study report offered no analytical discussion regarding the many HSA data charts included within the report; therefore, it is unclear what events or educational changes might have stimulated higher or lower test performances over the past years. It was clarified that students were permitted to take the HSA exam up to three times yearly. Thus, reducing the reliability of results for both individual students and the schoolwide or subgroup representation.

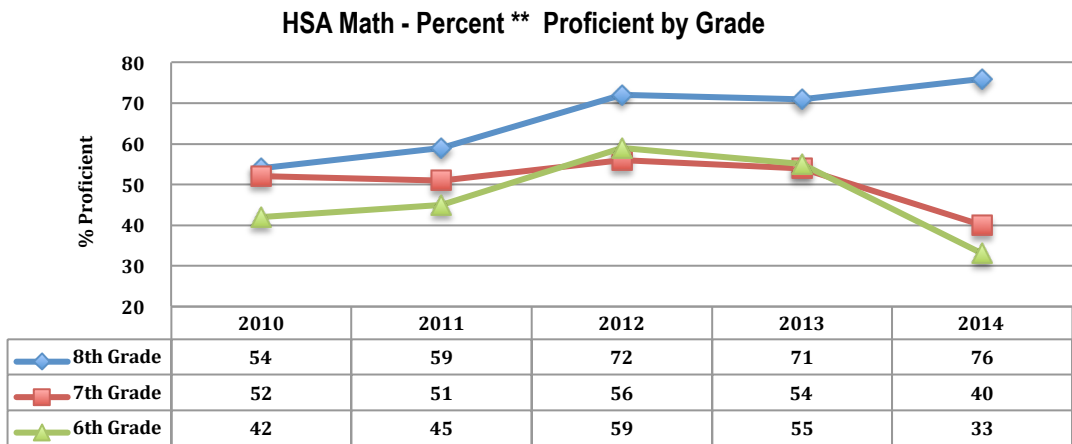


Note the 2013-14 testing was the HSA Bridge modified to support transitioning to CCSS. Since the last full HIDOE/WASC visit, the number of students demonstrating proficiency and above grew in math and remained somewhat stable in ELA; both areas dipped in 2013-14 which may be the affect of the Bridge test change. Science continues to use the HSA for assessments.



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, ARCH Report, and SSIR

Using four years of the non-revised HSA Math below (2010-2013), reaching proficiency improved at all grade levels: eighth graders increased from 54% to 71% only to show an additional 6% increase in 2014 (Bridge); again, students were permitted to take the test multiple times. It is not understood why proficiency rates dropped significantly on the 2014 testing for both sixth (55% to 33%) and seventh (54% to 40%) grade.



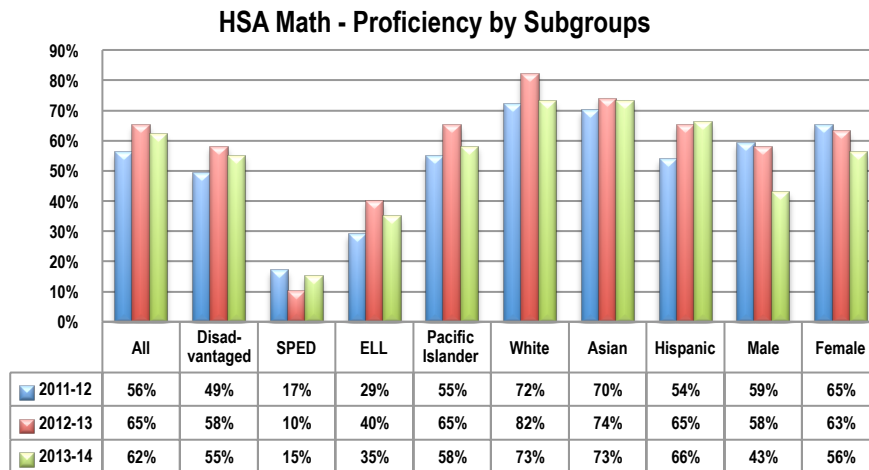
Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, ARCH Report, and SSIR

** Note vertical axis numbering

Data disaggregated by subgroups was included within the report, yet, without discussion. Note, the subgroups should be considered as three groups: categorical, gender, and ethnic; although not perfect, separating the groupings would reduce the number of student overlap among multiple labels. The subgroup results indicate performance gaps among the groups with Asian and White scoring consistently higher than all ethnic groups and Special Education and ELL students performing the lowest. Also, the percentage of proficient Females always exceeds that

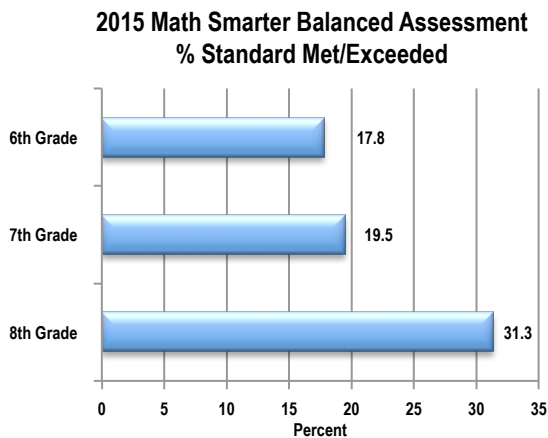


of the Males. It would be important to recognize why the 2012-13 testing consistently produced the highest levels of proficiency across almost every group.

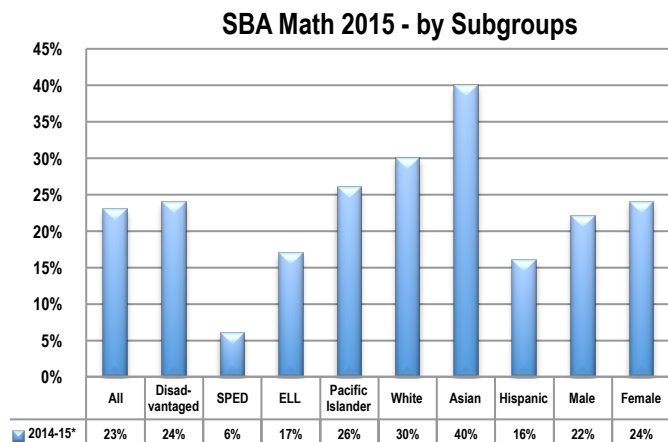


Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, Strive HI

Continuing with math results, the initial scores for the SBA 2014-15 follow; students are allowed a single opportunity to take this exam. As a new measure, no reliable comparisons exist. However, as with the HSA, eighth graders perform better than the lower grades and subgroup performances maintain similar performance highs, lows and gaps as illustrated above except the Hispanic achievement appears somewhat lower in relationship to other group ethnic performances.



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, Strive HI



It is important to compare the SBA math results across the three Complex middle/intermediate schools to determine any common patterns that may be derived from the initial testing of the SBA. Appendix D illustrates eight years of testing result comparisons, including the 2014-15 SBA results. Over the first seven years, each school showed continue improvement in the area of math and Kealakehe maintained the highest rate over several of these years. All schools experienced declines on the new SBA assessment. Konawaena proficiency moved from 45% to 32% (-17%), Waikoloa dropped from 58% to 39% (-19%) and Kealakehe declined form 50% to



21% (-29%). Evidence indicates stronger performances in math by Kealakehe students in the past; it would be important to understand which concepts and applications have not been attained.

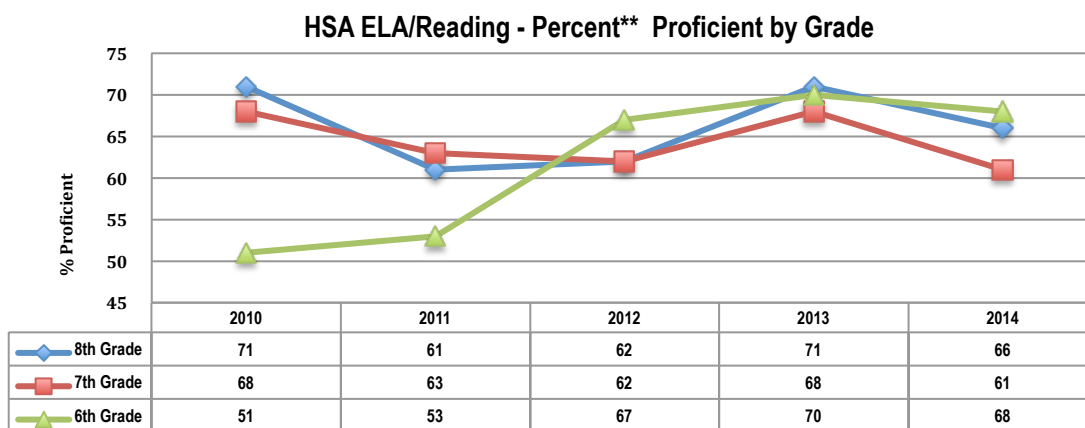
Listed in the CNA 2016-17 and not fully discussed, the STAR math assessment aids in identifying at-risk students to provide learning supports and increase student achievement. The student progress indicated within the three grade levels illustrates a decline of math skills collectively over a three-year period. While math is a relative strength for the Kealakehe students, the STAR results do not support this. It would be important for staff to dig deeper to better understand this performance gap.

KIS STAR Longitudinal Data - Math

| Kealakehe Intermediate School - Growth | | | | | | | |
|----------------------------------------|--------------------------------------|---------------------------------------------------------|-------------------|----------------------------------|------------------------------------|------------------------------------|----------------------------------|
| Grade | School Year Aug 1 - Sep 30 (Fall) | Percent of Students by District Benchmark Category | Total Students | <div><div></div></div> 40+ PR | <div><div></div></div> 25-39 PR | <div><div></div></div> 10-24 PR | <div><div></div></div> 1-9 PR |
| Grade 6 | 2015 - 2016 Grade 6 | <div><div></div><div></div><div></div><div></div></div> | 204 | 49% 100 | 16% 32 | 20% 41 | 15% 31 |
| | 2014 - 2015 Grade 5 | <div><div></div><div></div><div></div><div></div></div> | 191 | 64% 122 | 10% 20 | 13% 25 | 13% 24 |
| | 2013 - 2014 Grade 4 | <div><div></div><div></div><div></div><div></div></div> | 174 | 54% 94 | 15% 26 | 18% 31 | 13% 23 |
| Grade 7 | 2015 - 2016 Grade 7 | <div><div></div><div></div><div></div><div></div></div> | 255 | 44% 113 | 18% 46 | 19% 49 | 18% 47 |
| | 2014 - 2015 Grade 6 | <div><div></div><div></div><div></div><div></div></div> | 226 | 54% 122 | 15% 34 | 14% 32 | 17% 38 |
| | 2013 - 2014 Grade 5 | <div><div></div><div></div><div></div><div></div></div> | 213 | 59% 126 | 16% 34 | 13% 27 | 12% 26 |
| Grade 8 | 2015 - 2016 Grade 8 | <div><div></div><div></div><div></div><div></div></div> | 195 | 43% 84 | 14% 27 | 25% 48 | 18% 36 |
| | 2014 - 2015 Grade 7 | <div><div></div><div></div><div></div><div></div></div> | 179 | 44% 78 | 18% 32 | 25% 44 | 14% 25 |
| | 2013 - 2014 Grade 6 | <div><div></div><div></div><div></div><div></div></div> | 161 | 53% 86 | 20% 32 | 12% 20 | 14% 23 |

Source: Kealakehe Intermediate School Self-Study Report Comprehensive Needs Assessment SY 2016-17

From 2010 to 2013, sixth-grade ELA/Reading proficiency levels significantly improved by 37%. During the same period, achievement levels declined for seventh and eighth grade only to return to a similar high in the 2013. 2014 is the Bridge exam transition.



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, ARCH Report, and SSIR

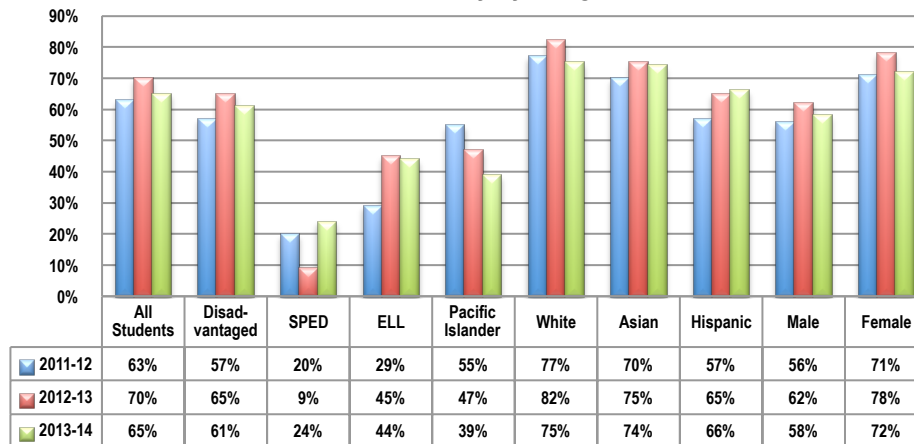
** Note vertical axis numbering

Again, the subgroups should be considered as three groups: categorical, gender, and ethnic for the purpose of reducing student representation overlaps. When evaluated by subgroups, the groups showing the highest levels of proficient or above achievement in ELA/Reading are



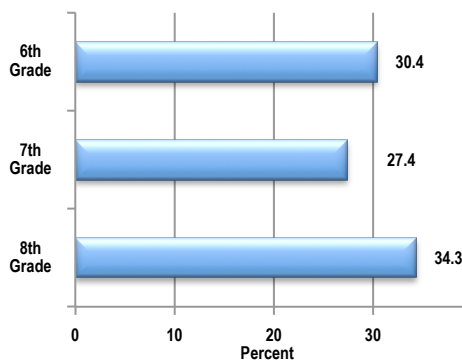
Whites, Female and Asian. Females did appreciably better than their Male counterparts each of the three years. Those with the fewest proficient numbers are Pacific Islander (ethnicity) and the categorical ELL and Special Education. As with the math results, almost every group, except Pacific Islander and Special Education, performed the best during the 2012-13 testing. The 2015 CCSS Smarter Balance Assessment results follow. Grade-level performances were closely matched ranging within a 7% span. Appraising the initial grade-level performances solely from a visual standpoint, the subgroup bar-graph mirrors the achievement proportions exhibited on the previous HSA ELA/Reading subgroup graph. Is it possible, the Male group underperformed on this new test?

HSA ELA - Proficiency by Subgroups

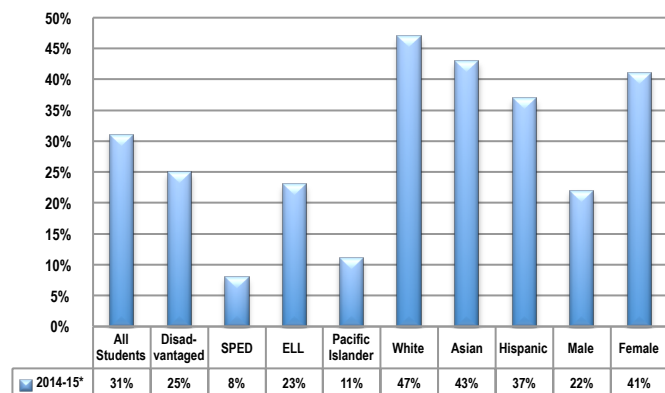


Source: Adapted from Kealahke Intermediate School 2016 Self-Study Report & LDS, Strive HI

**2015 ELA/L Smarter Balance
Assessment Standard Met/Exceeded**



SBA ELA/L 2015 - by Subgroups



Source: Adapted from Kealahke Intermediate School 2016 Self-Study Report & LDS, Trend Report, Strive HI, ARCH/Accountability Resource Center Hawaii

Again, comparing the new SBA ELA results among Complex middle/intermediate schools, Appendix E illustrates eight years of testing results including a 2014-15 SBA result comparison. It is to be noted that over seven years (2008-2014), the student ELA proficiency rates across schools have been somewhat comparable ranging near the 65% range. The results of the SBA (2015) indicate all schools dipped significantly: Konawaena dipped -20%, Waikoloa dropped -



25% and Kealakehe's decline was the greatest with a -35% drop. It would be important to dig deeper into understanding the ELA content areas needing intensive attention.

Aligned with the STAR math results, student STAR ELA achievement appears to decrease over the assessment timeframe as well. The CNA offered several reasons regarding poor reading skills including 70% of ELL are below grade level, students 'entering' KIS are below grade level, and "Many student reading levels fall below grade levels while at KIS." The CNA does recognize the area of reading as a challenge since improvement has not been seen and has an influence on other standardized test results. The school needs to reexamine the effectiveness of its curriculum and instructional strategies that support improved student reading and comprehension skills.

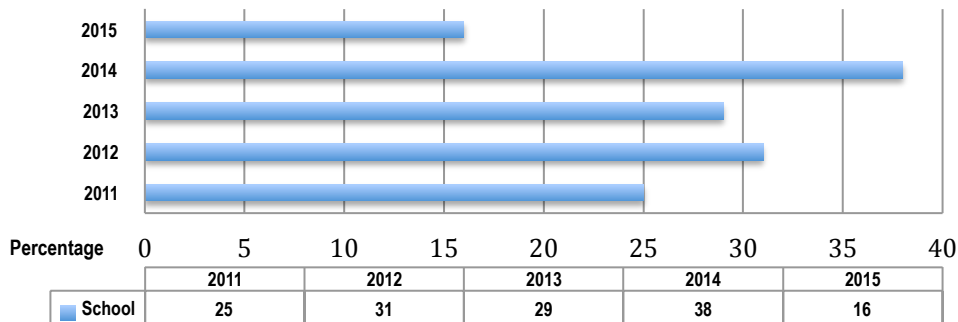
KIS STAR Longitudinal Data - Reading

| Kealakehe Intermediate School - Growth | | | | | | | |
|----------------------------------------|--------------------------------------|-------------------------------------------------------|-------------------|-----------|-----------|-----------|-----------|
| Grade | School Year Aug 1 - Sep 30 (Fall) | Percent of Students by District Benchmark Category | Total Students | 40+ PR | 25-39 PR | 10-24 PR | 1-9 PR |
| Grade 6 | 2015 - 2016 Grade 6 | | 203 | 36% 73 | 14% 29 | 24% 49 | 26% 52 |
| | 2014 - 2015 Grade 5 | | 189 | 35% 67 | 21% 40 | 23% 43 | 21% 39 |
| | 2013 - 2014 Grade 4 | | 172 | 46% 79 | 13% 22 | 20% 34 | 22% 37 |
| Grade 7 | 2015 - 2016 Grade 7 | | 255 | 31% 78 | 14% 36 | 28% 71 | 27% 70 |
| | 2014 - 2015 Grade 6 | | 228 | 28% 63 | 18% 42 | 27% 62 | 27% 61 |
| | 2013 - 2014 Grade 5 | | 218 | 39% 84 | 22% 47 | 18% 39 | 22% 48 |
| Grade 8 | 2015 - 2016 Grade 8 | | 195 | 27% 52 | 16% 31 | 25% 48 | 33% 64 |
| | 2014 - 2015 Grade 7 | | 176 | 24% 43 | 17% 30 | 28% 50 | 30% 53 |
| | 2013 - 2014 Grade 6 | | 162 | 35% 56 | 22% 35 | 20% 33 | 23% 38 |

Source: Kealakehe Intermediate School Self-Study Report Comprehensive Needs Assessment SY 2016-17

The eighth-grade science assessment continues to implement the HSA Science test. It is concerning that proficiency levels over all remain low in this area and the most recent 2015 results indicate a -58% decline in achievement; only 16% proficiency. Given the low performances, it is not unusual to find subgroup scores similar in their results. The White group has consistently scored higher over all others and the 2013-14 Asian results were exceptionally high. All subgroup results declined significantly with the 2014 testing. It would be very appropriate for Data Teams to dig deeper, identify and reinforce weak content and instructional strategies, and redesign all science and related offerings.

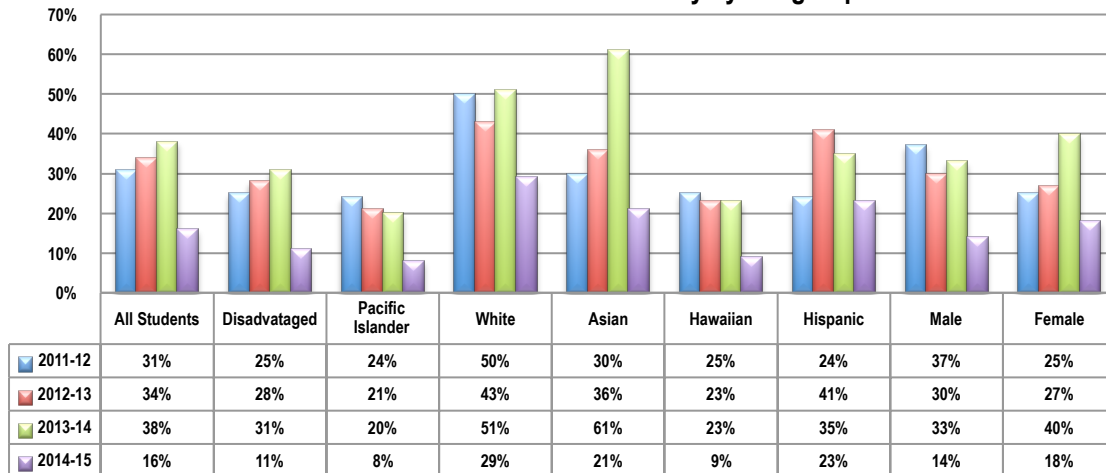
HSA Science - 8th Grade, % Meeting Standards



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & Trends Report 2010-11 to 2014-15



HSA 8th Grade Science - Proficiency by Subgroups



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & LDS, Strive HI

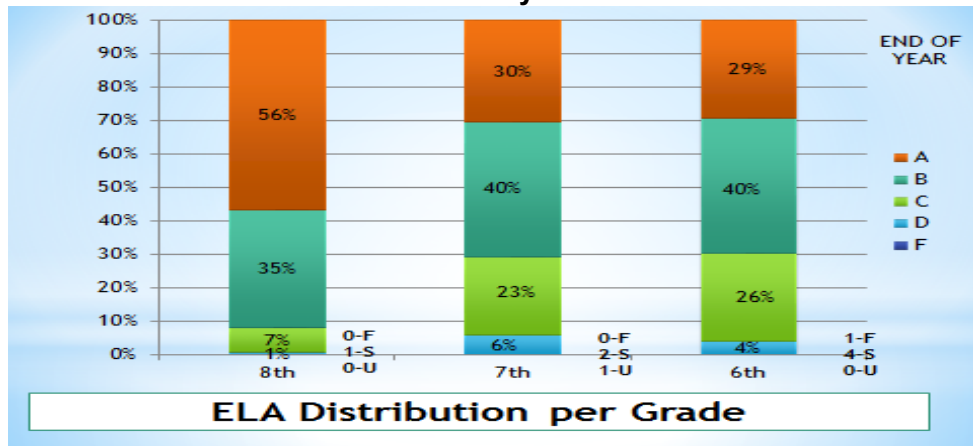
Given the previous data, how have students fared with report card grades? Below a single reporting year illustrates the grades earned in ELA and Math course work. By grade-levels, ELA issued A and B grades to 91% of the 8th graders, 70% of the 7th graders, and 69% of the 6th graders. Looking closely nearer the bottom of the frame, a total of D and F grades were assigned as 1% to 8th, 6% to 7th, and 5% to 6th graders. A greater number of D grades were assigned to 6th and 7th graders.

Student grades for Math coursework were less positive given the following A and B math grade distributions: eighth 67%, seventh 60%, and sixth 54%. The rate of earning Ds and Fs is also a bit higher with eighth receiving 10%, seventh earning 7%, and sixth getting 12%. Far more C grades were distributed in math as a total of 84% of the students across all grades received Cs.

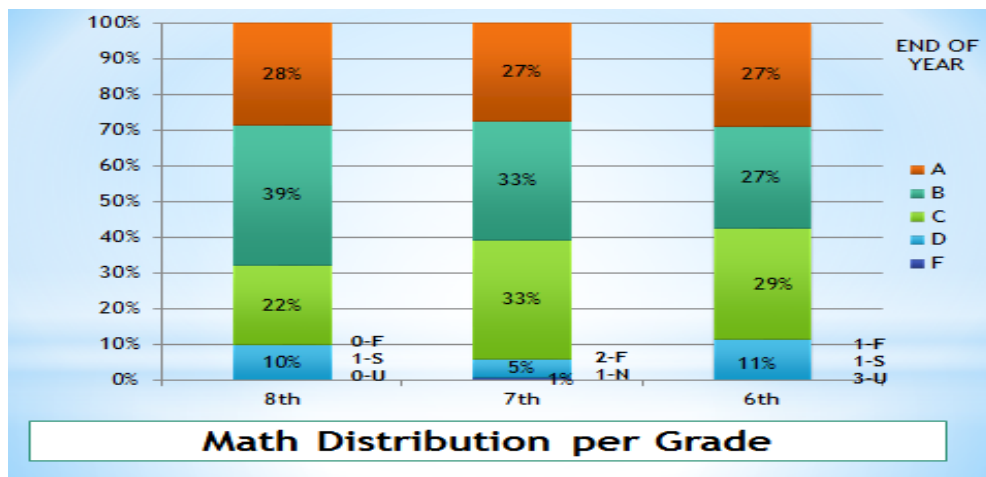
The self-study analysis of report card grades notes a 'disconnect' between a perceived higher ability to earn grades and a poor student performance in meeting proficiency on the 2015 SBA; the school recognizes a need to align grading formulas/practices across departments and throughout grade-levels. Compared to the letter grades assigned below, ELA grade-level, proficiency rates are eighth 34%, seventh 27%, and sixth 30% and Math rates are eighth 31%, seventh 20%, and sixth 18%. It would be important to track all D, F, and Inc. grades and evaluate these by categorical program groups, student ethnicity, gender, and subject area to ensure all students are receiving the support needed to successfully achieve.



ELA and Math Marks by Grade Level 2015



Source: Kealakehe Intermediate School 2016 Self-Study Report & Bilinsky, Inc. 2014-15



Source: Kealakehe Intermediate School 2016 Self-Study Report & Bilinsky, Inc. 2014-15

The State of Hawaii Department of Education gathers a variety of individual school data that aids the state in addressing educational needs and change. The Trend Report: Educational and Fiscal Accountability is among these data documents. The Trends Report data includes enrollment, academic achievement, safety and well being (attendance, behavior, student/teacher survey, etc.), civic responsibility, and fiscal accountability. The 2010-2015 Trend Report data has been accessed and used through out the Kealakehe Intermediate School Self-Study Report and within this Visiting Committee report.

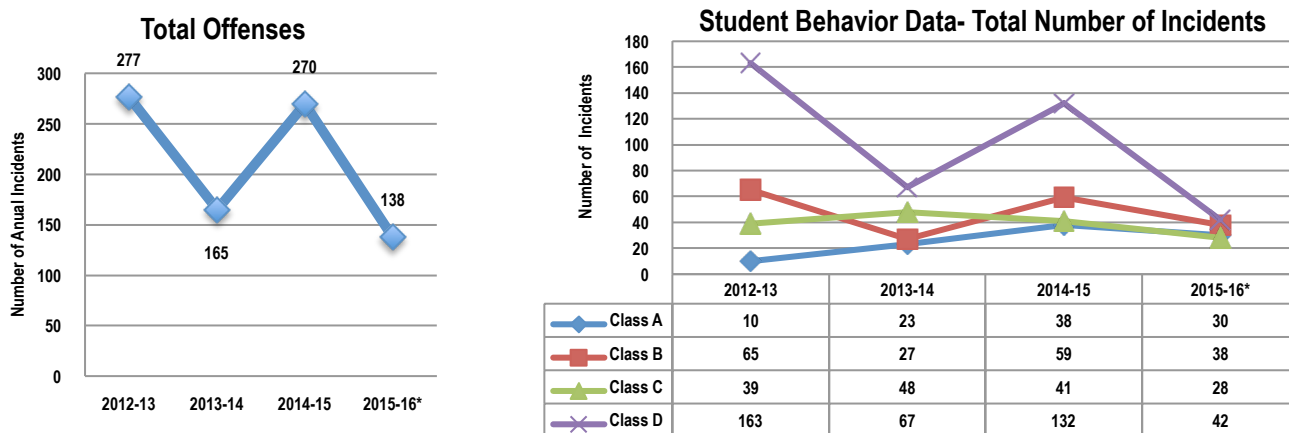
Kealakehe Intermediate School shares the belief of “*Be Respectful, Be Responsible and Be a Problem-Solver.*” However, student behavior is not exemplary. School counselors have developed a Peer Mentor program to assist in defusing situations between individuals and among groups. Having been trained, the Peer Mentors openly discuss tension-creating issues between students with the goal of peaceful conflict resolution. However, it must mentioned that the students credit both the belief statement reminders and the Peer Mentoring for reducing the



number of behavioral issues this year.

Compiled by Hawaii's *electronic Comprehensive Systems of Student Support* (eCSSS), the following student behavioral-related data ranges from severe incidents (Class A) to events such as tardies, disruptions, etc., (Class D). Referring to the state's discipline code, Chapter 19, all offenses are categorized within the four classes; Appendix F lists the incidents by categories for the years illustrated within these charts.

Total offenses have spiked during the four-years covered here; it would be important to understand what occurred during 2013-14 that indicates fewer infractions. The self-study report recognizes Class A offenses average about 13% of all infractions and have increased more than three-fold. Class B and C offenses comprise approximately 42% of the four-year incidents and annually vary only 2.6% over the four years. Class D, the least severe category, has ranged from 30.4% (2016) to 58.8% (2013) as a part of the whole when compared annually.



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & ECSSS, LDS
 *2015-16 reporting approximately 50% of school year

Disaggregated behavioral data by gender over the same period indicates Males predominately instigate more infractions. Referencing a four-year average, Males initiate: 66% more Class A, 77% more Class B, 70% more Class C, and 53% of Class D. Interestingly, males and females almost equally share in the Class D events. Advisory time addressing content and relationships has been improved in an effort to reduce the number of Class D incidents, but staff indicates that quantifying the actual success of these efforts has not been actualized. There is a belief, however, that teachers have merely stopped enforcing many of the Class D offences. The staff anticipates the 2015-16 year will have an equally high infraction rate and believes the higher annual rates coincide with high enrollment years; the enrollment for 2013-14 has approximately 55+ fewer students.

Student Behavioral Data Incidents - By Gender

Number of Incidents (All reported incidents)

| | Total Offenses | Class A Female | Class A Male | Class B Female | Class B Male | Class C Female | Class C Male | Class D Female | Class D Male |
|----------|----------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| 2012-13 | 277 | 5 | 5 | 9 | 56 | 3 | 36 | 50 | 113 |
| 2013-14 | 165 | 8 | 15 | 2 | 24 | 12 | 36 | 6 | 61 |
| 2014-15 | 270 | 9 | 29 | 8 | 51 | 16 | 25 | 52 | 80 |
| 2015-16* | 138 | 3 | 27 | 3 | 35 | 5 | 23 | 21 | 21 |

Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & ECSSS, LDS
 *2015-16 reporting approximately 50% of school year



Additional disaggregated behavioral data can be found in Appendix G. Since the subgroups have overlapping populations they must be distinguished from one another by using categorical, gender and ethnicity as the three over-arching subgroupings. The highest offenders for all four incident classes are: Socioeconomic Status (SES), Native Hawaiians, and males. Beyond this, the categorical ELL subgroup ranks second in each incident class. In considering ethnic subgroups, Micronesians and Whites have similar numbers of Class B infractions, Micronesians are second in Class C breaches, and Whites have the second most violation in Class D.

The self-study report includes two charts on suspension. One offers three years of data charting suspensions by Class Incidents. Three hundred suspensions occurred from 2013 through 2015. Related to the above information is a second chart on suspensions, Appendix H. Unfortunately, the suspension groups identified have been combined making different groups from those above and thus, limiting the analysis. As an example, above SES and Native Hawaiians commit the highest numbers of class infractions over all; yet, neither of these groups is included within the suspension data. Lacking the two highest offenders, offers misleading suspension information. On the other hand, a suspension comparison by gender can be accomplished. Over a four-year period an average of 73% male and 27% female have received suspensions.

Several other discipline areas have low participation rates. According to the incident charts, Appendix F, the following was reported for a two-years period (2014 & 2015): ten tardies, seven truancies, and forty-two class cuts. Promotion rates have teetered between predominately 99% to 100% over the past four years; thus, the retention rate is well below the state standard of 5%.

The state School Quality Survey has evolved over recent years and therefore, does not reliably align when considering multiple years of data. Kealakehe Intermediate School has compiled the following information addressing four areas. The staff discussion points out all ratings fall below the state average, albeit three are only a percentage point lower. Staff concludes parents believe their children are safe at school and are satisfied with the campus well being. It is believed the staff's dissatisfaction is founded upon the newly implemented Educator Evaluation System along with the lack of continuous administrative leadership over the years.

Perception Data School Year 2014-2015

| | Safety | Well Being | Satisfaction | Involvement Engagement |
|-----------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Teachers | 60.1% (School) 76.6% (State) | 64.5% (School) 74.8% (State) | 41.0% (School) 60.9% (State) | 60.5% (School) 70.9% (State) |
| Parents | 67.8% (School) 77.0% (State) | 84.6% (School) 85.6% (State) | 71.8% (School) 75.6% (State) | 70.8% (School) 74.2% (State) |
| Students | 67.1% (School) 71.1% (State) | 67.5% (School) 68.3% (State) | 72.9% (School) 76.2% (State) | 57.0% 59.3% (State) |

Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & SSIR



The 2013-14 implementation of the Educator Effectiveness System (EES) incorporated the administration of the Tripods survey to gauge student perceptions. The process requires teachers to administer the survey to a single class they teach. Student responses fall into three ratings: favorable, unfavorable or neutral. Only the 'favorable' results are reported with an overall composite score and in each of seven categories referred to as the seven Cs. It is to be noted the 2013-14 survey was administered twice (school + teacher), the following year it was dis-engaged from Strive Hi and ultimately was tied to the Individual Personal Development Plan (IPDP). From the composite data below, staff believes student's feel they are challenged and receive the necessary supports to succeed. Conversely, concerns exist regarding classroom control and respect and limited opportunities are provided for students and teachers to discuss and support individual learning.

Tripod Survey Student Perception Data

| | Care | Challenge | Control | Clarify | Captivate | Confer | Consolidate | Overall |
|----------------|------|-----------|---------|---------|-----------|--------|-------------|---------|
| 2013-14 | 65% | 72% | 53% | 68% | 62% | 51% | 63% | 62% |
| 2014-15 | 61% | 68% | 49% | 62% | 57% | 51% | 61% | 58% |
| 2015-16 | 66% | 72% | 53% | 66% | 64% | 52% | 64% | 62% |

Source: Kealakehe Intermediate School 2016 Self-Study Report & The Tripod Project and Cambridge Education LLC

Discussed earlier in this chapter is the Bernhardt CSI process which included a student and parent survey. Since few parents (10) participated, staff has focused on the student and teacher responses and finds these parallel the SQS reactions. Areas of strength include student's perceptions that they are treated fairly, receive quality teaching, and are supported. Strengths indicated by teachers include the belief students can learn and are loved. Challenges also exist, as students would like better food, more engagement in learning, access to the full school during lunch and a longer recess. Teacher proposed the following improvements: increased parent participation, heighten staff morale, changes in the perception of the school and access to more relevant professional development.

What are possible pertinent items that were not included that need to be explored with the school?

Several areas of important data were not included within the school's self-study report. Data, when collected, analyzed, and aligned with other educational concerns, may prove influential in the identification of effective processes and systems required for improved student learning. Chapter I of this report indicates when data was presented, yet, lacked the necessary in-depth analysis and discussion. Several additional areas were not presented, these include:

- Classified staff members by ethnicity, length of service, etc.
- Common course assessments (formative curriculum-embedded assessment)
- ACT results
- Expulsion rates
- Student participation co and extra curricular activities
- GLO related data indicating mastery and/or student achievement of each
- Honors, AP, G&T, Homeless
- Migrant Education



In chapter III of the 2016 Kealakehe Intermediate School Self-study Report, three student-learning needs were identified and each aligns with at least one of the GLOs.

1. *Increase the level of rigor, relevance and student engagement in each classroom, maximize student directed goal setting and reflection through Advisory period.*
 - GLO # 1, Self-directed learner
2. *Increase the reading comprehension (Lexile) of all students. (Achieve3000, I-ready E20/20, hire additional reading teacher)*
 - GLO #1 Self-directed learner and GLO #3 Complex Thinker
3. *Embrace a safe learning zone. (Three schoolwide expectations **Be Respectful, Be Responsible and Be a Problem-Solver**)*
 - GLO #2 Community Contributor

Based on the data gather and presented within the school report along with the 2016-17 Comprehensive Needs Assessment, the Kealakehe Intermediate School staff generated the following critical needs to be addressed over the upcoming years:

1. *Implementation of Data Teams with fidelity. Many departments and teachers use the Data Team process well to improve teaching practice or to improve student achievement. There is a need to continue to develop the process schoolwide.*
2. *Sharpen the focus of the ILT process to improve teaching practice, which should lead to improved student achievement.*
3. *Improve student achievement and student growth in reading.*
4. *Address the gap between the ELL students and the balance of the school.*
5. *Address the lack of an Academic Review Team (ART). Even though it is one of the priority strategies, Kealakehe has not developed an ART process.*
6. *Provide Professional Development that will improve student achievement by increasing teacher effectiveness.*
7. *Develop a long range Professional Development plan that is aligned to the Academic and Financial Plan and the Comprehensive Needs Assessment.*



CHAPTER II: PROGRESS REPORT

- **What appear to be the school's major changes and follow-up process since the last accreditation self-study?**

Since the 2010 full HIDOE/WASC visit, the following have occurred reflecting significant change:

- Five principals have lead the school over the past six years with two years as the longest period; the current principal was appointed to the position December 15, 2015.
- Demographic shifts indicate an increase in the Micronesian population resulting in major increases in SES levels, needs for academic support, and behavioral issues.
- In the spring 2010 and categorized as “a school in restructuring”, the schools spent the next four years (2014) under the directions of outside providers.
- With the initiation of Strive HI, Kealakehe Intermediate School shifted into and is currently listed in the “Continuous Improvement” band.
- The school has undergone the challenges of declining enrollment causing an adverse impact on staffing and the loss of some co- and extra- curricular activities.
- A transient population exists created by “snowbird” families relocating and enrolling children for only short periods; during 2014, there was over a 30% turnover in the enrollment.
- Moving from America’s Choice consultants, the school contracted with Bilinsky, Inc. (2014-2016) and received support toward the implementation of schoolwide Data Teams.
- Dr. Victoria Bernhardt has been under contract to assist in establishing Comprehensive School Improvement (CSI) and it is reported to have given teachers a strong voice in defining the school’s direction especially as this relates to the Title I Comprehensive Needs Assessment (CNA).
- In 2013, Argumentative Writing was adopted schoolwide focusing on Smarter Balanced Assessment Consortium Rubrics; however, it has not become a common schoolwide application for all written work.
- As with all public schools in Hawaii, state assessments have experienced several revisions, moving from the HSA to the Bridge and initiating the CCSS SBAC (2015). Thus reliable comparisons of student academic achievement have been limited over the six years. School to school comparisons are available for each of the tests, however.

- **To what extent has the school accomplished each of the critical areas for follow-up, including the impact on student learning? (These should have been accomplished through its schoolwide action plan.)**

Section A. The 2010 HIDOE/WASC Visiting Committee identified nine Critical Areas for Follow Up. Kealakehe Intermediate School participated in a 2013 Mid-Cycle Review during which the Visiting Committee added five recommendations; during this visit, four of the nine 2010 Critical Areas for Follow Up were judged as having made appropriate progress and were removed from the list. The 2013 Visiting Committee also recommended a 2014 re-visit that ultimately did not add any additional recommendations. Beginning with the nine original Critical Areas for Follow Up, the following narrative notes the work accomplished for each recommendation:

CA # 1. All teachers need to demonstrate a commitment to supporting and implementing KIS initiatives that include:

- Workshop model of instruction
- Development of curriculum maps based on Common Core State Standards



- Constructed response
- Common Assessments
- Use of a schoolwide rubric

The 2013 Visiting Committee response indicated evidence of progress by developing curriculum maps based on Common Core State Standards, constructed response, and common assessments. Within this goal, the Visiting Committee specified addressing the use of schoolwide rubrics, validating the effectiveness of the new workshop instructional model (America's Choice support) through successful student learning demonstrations and student achievement, and to move beyond math and science areas to integrate all content areas.

Kealakehe Intermediate School staff reports complications stifled the ability to continue to use a formal model of the workshop due to time constraints and mandates that imposed many inconsistencies within the implementation. The constraints stemmed from the state directive ACT 167/52, CCSS, and HSTA, all affecting student instructional minutes, student in-school hours, and the required implementation of revised standards through CCSS.

However, on the heels of the previous support, the implementation of the Bernhard CSI process has brought the staff together, opened communications, empowered staff to help guide the school, and developed a new collaborative school culture. During a similar time (2012-13), Bilinsky, Inc. was contracted to support the school staff and address training the Instructional Leadership Team (ILT), integrate standards into curriculum maps (CSS), initiate Data Team processes, and guide staff in developing common formative assessments (CFA). Specifically working with the ELA Department, Bilinsky, Inc. facilitated opportunities toward implementing the new SpringBoard curriculum with improved CCSS alignment and set an expectation that all ELA members would be current with either curriculum maps or pacing guides by the spring of 2016.

CA # 2 The external provider should be more available on a daily basis and provide appropriate training to teachers so that they assume the coaching process.

The 2013 Visiting Committee indicated progress on this goal had been demonstrated at the time of their visit. Since, the Mid-cycle Revisit, much work has been supported through the contracted Bilinsky Inc. as discussed above. It is reported this firm increased consultation availability for both teachers and administrators and provided services more frequently along with adding on-site coaching. Over the course of the 2014-15 year, all content teachers were trained on the Data Team process and more recently the remaining staff (including elective staff) has participated. During the present year Bilinsky Inc. has offered a contact time-schedule and professional development topics. Over the past six years professional development opportunities have included:

- Math- Curriculum alignment, CFA, *GoMath!*
- CCSS literacy standards-SE, DH
- ILT- Curriculum mapping process,
- All departments-Student Learning Objectives (SLOs),
- Full Staff- Argumentative Writing
- All core classes-Data collection
- Science-EXPLORE data and instructional practices
- Elective- CCSS overview, 5-step data collection



- ELA- HSA data, Data Teams, data for instructional planning, CCSS literacy standards, Achieve3000, Close Reading
- Social Studies-Achieve3000, Close Reading, working with ELL students, scaffolding strategies
- Special Education- Achieve3000, CCSS literacy standards, scaffolding strategies
- ELL- Achieve3000, scaffolding for writing and Close Reading

CA 3 # The administration needs to assure that all outside providers deliver more succinct staff development that duplicate the workshop model currently used by KIS teachers

Again, the 2013 Visiting Committee validated good progress was demonstrated; goals #1 and #2 provide a variety of evidence through the school's work with three contracted providers who have offered considerable professional development, consultation, and coaching toward the implementation of specific curricular and instructional change.

CA # 4 The existing GLO, Writing and Constructed response rubrics all need to be consistently used by all staff and monitored on an ongoing basis by the administration

Acknowledged as still needing to be addressed by the 2013 Visiting Committee, Kealakehe Intermediate School staff recognizes insignificant progress has occurred for this goal. The explanation offered lies within the absence of continuous and effective leadership as the school has experienced five principals in six years. Since mid-December 2015, reinforcing the use of GLO rubrics schoolwide has been initiated.

Intended to become a schoolwide application, Argumentative Writing was initiated in 2013 and relied upon the Smarter Balanced Consortium Rubric. The full staff received a day of training. The Argumentative Writing focus shifted to supporting ELL, Special Education, and Social Studies instruction. Current reports indicate various staff continue to use the rubric, but it has not become a common schoolwide application for all written work.

CA # 5 KIS needs to re-examine the composition and goal of Teaming, which should include dialogue to support individual student needs, and interdisciplinary instruction that ties different curricula, enhancing the experience for all students.

Again, the 2013 Visiting Committee expressed a need for the school to address this goal as little work in this area had occurred. The following were specifically offered to direct the staff's progress:

1. Input adequate time during the week for meeting in teams. A new schedule was implemented for the 2015-16 year which reflects adjustments that provide twelve-minute Advisory periods four days weekly and a Friday Advisory for twenty-seven minutes. Also, ending each day, staff is provided forty-five minutes of additional prep time. In addition, grade-level, interdisciplinary teams are arranged by prep periods; teams can access three weekly prep-periods consisting of two seventy-five minute preps and one, forty-one minute prep.
2. Utilize data to drive improvement and monitor student learning and achievement. Over the past six years, a variety of work and professional development on training Data Teams, incorporating data into instructional planning and using a 5-step data collection process has been offered. Staff is aware that much more needs to be accomplished. The administration



is targeting the use of data to drive instructional decisions and to increase the time to coach, support, and monitor Data Teams and processes more consistently.

3. Input adequate time for teams to utilize formative and summative assessment data to improve student learning and achievement. During the 2013-14 year, some teachers, including math, began to develop common formative assessments (CFA); yet, the implementation of common formative assessments at that time was intermittent. More training followed the next two years focusing on the development of CFAs, training new teachers and/or departments and coaching staff toward complete proficiency in the process. During the 2015 year, core staff utilized twenty-one hours of professional development toward developing CFAs based on standards, data collection and analysis, planning instruction focused on students' needs and monitoring student progress along the way. To date some course-alike teachers use CFAs, however, schoolwide CFA are limited.

Non-standardized summative assessments are teacher-created and based on the unique composition and teachings of each course; some common summative assessment exists within similar grade courses (i.e. ELA and/or math by grade levels). Staff reports other summative assessments exist and are based on well-established criterion such as benchmark assessments, SBA, and other standardized tools.

4. Develop integrated projects as an application of learning. Some teachers use multiple methods by which to assess student achievement that includes projects, performance tasks and collaborative activities. However, teachers indicate that predominately the assessments are unique to each teacher's course and need. Pockets of common assessments derived from PLC collaboration also exist.

CA # 6 KIS needs to continue professional development in:

- Differentiated instruction,
- SIOP (Sheltered Instruction Observation Protocol),
- ELL professional development,
- Workshop model of instruction

In 2013 the Visiting Committee encouraged the staff to begin to address goal #6, as little or no progress was evident. The following provides insight as to what has been accomplished to date:

- Differentiated instruction – During the fall 2015, a day of Complex inservice was held to initiate the topic of Differentiated Instruction as a support for the ELL population. All complex teachers attended. The self-study report indicates with the arrival of the new principal, further training on Differential Instruction has been postponed.
- SIOP (Sheltered Instruction Observation Protocol) - No work in the area of SIOP has occurred during the past six years. It is reported the State of Hawaii is hoping to fill a position that will oversee this area.
- ELL professional development – More recently, professional development has focused on effective learning strategies for students transitioning to English. These include Differentiated Instructions (2015-16) for all teachers and Guided Language Acquisition Design (GLAD) for twenty teachers, 44% of the staff (2013-16). Staff recognizes there is a need to increase the number of staff trained in GLAD and has identified a goal of 100% staff GLAD authorized in the near future.
- Workshop model of instruction - Previously discussed, the formal application of this



strategy is no longer possible given the current and future schedules and time constraints.

CA # 7 KIS needs to continue to pursue professional training and development from current outside provider on interpretation, utilization of data, to drive instruction, and monitor student learning

2013 Visiting Committee Response:

1. Needs to integrate in all content areas, not only Math and Science
2. Clarify the purpose and steps of the ILT implementation process
3. Needs to utilize data process in their teams.
4. Needs to utilize Achieve3000 data and program to monitor student learning and Lexile growth

Over the past six years, several outside providers have guided and trained staff in areas of curriculum, instruction, Data Teams, ILT, and other essential foci. The Data Team process has been fully rolled out to include all staff with the final training of elective teachers this year (2015-16). Yet, it is reported much needs to be achieved within the Data Team work to ensure implementation becomes a systemic and comprehensive approach and application schoolwide.

Training ILTs began as early as 2012-13 year and continues to groom new and changing members as trainers, coaches, and presenters. The goal is to mold ILT members into effective guides for the staff. To date, members have trained on topics such as CCSS, curriculum mapping, Data Teams, RtI, CPL and CSI among other curricular and instructional areas; future work is being defined.

Related to improved reading, the Student Services Coordinator monitors and reports to Advisory teachers the student Lexile standings for struggling readers; a review checklist and flowchart have been developed recently and are in the initial stages of use by teachers. Should minimal progress be determined, students are referred to the Student Focus Team (SFT) for further support consideration. ELA, Social Studies, ELL, and Special Education Department staff have been trained in Achieve3000. Reported as too new “to see the impact of these interventions”, the pullout reading supports, Tracks J and Z, continue to serve lower skilled reading and ELL students. Future plans project students within the SES subgroup will receive additional reading support through the extended time offered by new Advisory periods (2016-17).

CA # 8 The advisory program needs to be defined, specific in nature, and schoolwide in its delivery and content

The 2013 Visiting Committee recognized the school’s efforts toward initiating Advisory classes during the 2013-14 year. The school reports Advisory time is used for “team building, grade checks and to provide assistance to students who are struggling.” Although the Advisory time consisted of about 12 minutes four days weekly and a single 27 minute period on Thursdays, the 2016-17 bell-schedule will provide for increased time by allowing 30 minutes of Advisory four days along with a 64 minute block on Thursday. Currently, two teachers are developing the curriculum and/or supports that will accommodate these increased timeframes. The staff reports the future expanded time with students will provide for in-depth programs and address schoolwide initiatives such as GLOs and “character traits”.

CA # 9 KIS needs to continue to focus their efforts to 100% participation in the timely use of Teacher-ease to communicate to all appropriate stakeholders.



TeacherEase is a web-based, gradebook communication software that allows teachers to simplify grading and keep parents and students informed. All teachers do not use TeacherEase consistently as some record grades weekly while other record grade quarterly; thus, staff has not achieved a 100% timely participation. Both parents and students have shared concerns regarding the absence of current reports on educational progress. With the advent of HIDOE's move to a new student-information system, the effectiveness is dependent upon timely teacher updates.

SECTION B: During the 2013 Mid-cycle Visit, the Visiting Committee added Critical Area recommendations to be pursued from 2013 to 2016. The school has offered an update on the progress made toward achieving each of the following:

CA # 1 Administration and instructional staff need to develop and implement a comprehensive, standards-based curriculum in all content areas, which will result in significant changes in teaching practices, and must include multiple resources of assessment data incorporating the schoolwide outcomes. GT and high achieving students need expanded learning opportunities.

The development and implementation of a comprehensive, standards-based curriculum is in its early stages with much more work to be done. However, the state's adoption of both SpringBoard for ELA and GoMath! have aligned both departments with the CCSS content standards and offer both remedial and accelerated skill instruction and practice. Although the Social Studies Department has been encouraged to implement the literacy standards, only emerging efforts to align with the CCSS standards are evident. With the onset of Next Generation Science Standards (NGSS), the Science Department has begun incorporating NGSS skills into the current HCPS3 and will align with the new standards beginning next year.

As discussed above, advanced opportunities existed within the two texts used in math and ELA classes. A STEM class is projected for the upcoming year. The school reports there is a lack of Gifted and Talented programs and supports for accelerated, high achieving students.

CA # 2 There is a need for a multi-year comprehensive written professional development plan. This plan should include expected outcomes, some measures on the impact of activities on classroom instruction as well as ways to sustain and maintain professional development

Over the past three years, a single-year Professional Development Plan was generated (2014-15). Currently, no multi-year plan exists; however, a tentative plan has been generated recently (under the supervision of the new principal) which conforms to the revised 2016-17 bell-schedule. Presently the priority training areas are GLAD and ILT. Staff requests that professional development topics be offered that align with meeting their unique needs and recognizes reading skills for all non-proficient students (including ELL) be pursued.

CA # 3 The administration and instructional staff need to re-visit the middle school philosophy, the middle level policy and develop a plan for implementation.

The self-study report refers to the progress made through the grade-level interdisciplinary teams and the common prep periods used to support student success as partially addressing the middle philosophy. Also, discussed is the Advisory class that has provided some time toward supporting students personally and will be expanded in the 2016-17 year to include a formal curriculum and other student-centered instruction. The staff contends the Advisory Program's focus is to nurture the whole child.



CA # 4 The school needs to revisit the 2010 and current accreditation visit to meet the expectations of the Focus on Learning Process. During this past year, the changes in principals have affected the participation and documentation of the accreditation process and report.

Due to continued leadership changes following the Mid-cycle Visit and the addition of this goal, the staff is aware little has been accomplished on this goal. However, there is a belief that the Bernhardt CSI has influenced an understanding of the Focus on Learning (FOL) processes and with the advent of the current principal there are plans to embed FOL processes into the development of future schoolwide systems. The Academic and Financial Plan does reflect the HIDOE/WASC FOL tenets.

CA # 5 The school is encouraged to review the decision making process in the areas of curricula, personnel allocation, goals and practices of the ILT, teaming, schoolwide guidance advisory program, student support and teachers.

This multi-faceted goal may be dependent on the school's leadership model to successfully address each of the matters included above. Over the past three years, continued leadership changes have occurred. The school reports the Bernhardt processes have aided the staff in becoming more engaged and invested in defining the direction of several schoolwide changes. To date, these have included a focus on the ILT, professional development topics, schoolwide learning needs for students and other areas related to in-depth instruction, student supports and improved reading skills. Staff does team in a variety of ways through the use of team-alike prep-periods, after-school PLCs, and faculty meetings from which student-guidance, Advisory and support programs have been developed and revised.

CA # 6 Teachers are encouraged to show more commitment to assume leadership roles.

The Bernhardt process that has motivated staff to become involved and empowered towards affecting schoolwide change validates progress in this area. Also, teachers have been allowed to share experiences as seen in the rotation of staff through department head positions, ILT member shifts, the development of the Advisory Program structure which included input from diverse cross-section of teachers and the independent work of Common Planning Teams.

SECTION C: The 2013 Visiting Committee also reiterated the school staff must continue to improve in five of the 2010 goals listed in this chapter's Section A. Each has been fully discussed above and includes the following Critical Areas for Follow Up:

- 2010 Critical Area # 1
- 2010 Critical Area # 4
- 2010 Critical Area # 5 modified
- 2010 Critical Area # 6
- 2010 Critical Area # 7

SECTION D: And finally, the 2013 Visiting Committee members dropped four of the 2010 Critical Areas for Follow Up because significant progress had been accomplished. Although the school chose to re-address these, those deemed "complete" include:

- 2010 Critical Area # 2
- 2010 Critical Area # 3
- 2010 Critical Area # 8



- 2010 Critical Area # 9

Summary

Overall, the 2010 and 2013 Visiting Committee members offered a total of fifteen Critical Areas for Follow Up for the school to address by 2016. Of the nine initial 2010 recommendations, four were deemed satisfied by the 2013 Mid-Cycle Visiting Committee based on the staff's ability to validate continued progress in each areas. Nevertheless, the 2013 Visiting Committee defined six additional recommendations for the school to pursue in a three-year timeframe and recommended a One-year Revisit, One-day Visit. The 2014 one-day visit made no additional recommendations.

It is to be remembered that many significant changes have occurred over this six-year period that included implementing several HDOE initiatives, rolling out CCSS through curricular and instructional changes, and implementing the computerized SBAC. Significant site changes included experiencing five principals over six years and changes in the community and school demographics. On the other hand, after six years, it would be expected far more significant growth would have been accomplished on the nine, original 2010 Critical Areas for Follow Up. Given the added responsibility of six supplementary recommendations in 2013, the school's progress seems to have decelerated. Although there has been progress, it does not at this time demonstrate a strong impact on learning and improved achievement for all students.



CHAPTER III: SELF-STUDY PROCESS

Since Kealakehe Intermediate School's first accreditation in 1990, the school has remained fully accredited. Over these years, much has changed within the accreditation process. A staff reports the continued shifting of school leadership resulted in not initiating of the WASC process, thus, no representatives participated with the HIDOE/WASC training opportunities offered beginning in the fall 2014. Over the course of the 2014-15 year, principals changed once more. In the fall of 2015, the most recently appointed principal resigned due to unforeseen circumstances. In mid-December, the current principal was on board. Staff began a coordinated, formal series of processes in early-January to conduct the self-analysis and write the school's self-study report.

The principal oversaw the full process. Staff was assigned to focus groups that were composed of a mixture of teachers from across the curriculum and throughout the grades. It is to be noted parents, community members, and students were not a part of the focus groups. Over the next two months the groups evaluated Kealakehe Intermediate School aligned with and supported by student learning data some of which was gathered by the school Data Teams. The electronic self-study report that included the 2015-16 AcFin was emailed to the HIDOE/WASC Chair on the due date of March 4, 2016 with the hard copy following the next week.

Once complete, the staff began organizing for the on-site visit. The principal and Coordinated Council (CC) revised the AcFin shortly after sending the report and made the revised 2016-17 AcFin available to all Visiting Committee members. Both the principal and HIDOE/WASC Chair worked closely to accomplish schedules and other considerations necessary for the on-site visit.

Kealakehe Intermediate School teachers and school staff implemented the tenets of the Victoria Bernhardt Continuous School Improvement (CSI) process to pursue the responsibilities of the self-study procedures. The staff reports, "The process incorporates strategies to examine, analyze and address the degree to which the school is meeting the Focus on Learning (FOL) criteria."

As a part of the accreditation preparation, the staff implemented Bernhardt processes to review, revise or develop the school's Mission and Vision Statements and to reconfirm and commit to the State of Hawaii's General Learning Outcomes and Academic and Financial Plan. Applying the Bernhardt Model, the school's Vision was reconfirmed first (2.20.15) and a new Mission was then developed (spring 2015). In doing so, the entire school staff considered the current community demographics, student performance and achievement data and competencies students must acquire to live in an ever-changing world. It was noted parent and community members were not participants in these processes. As an end result, the staff finds they have been able to create a Vision and Mission that addresses the whole child and is based upon research while sustaining a strong focus on academics.



School Vision

“Relationships are the heart of all learning”

Curriculum would be standards based, incorporate GLOs and address the full range of learners through teacher collaboration that designs instruction, articulates expectations and aligns to curricular standards

Teachers would collaborate to design instruction aligned to standards that utilize a variety of instructional strategies targeted to individual needs.

Teachers would use multiple forms of formative and summative assessments. Teachers would use the data collected through the assessments to inform instruction

We would have an environment where all stakeholders would have consistent expectations, build positive relationships, would have a voice and contribute to continuous school improvement.

School Mission

*The mission of Kealakehe Intermediate School is
to guide all students across their bridge to success by providing
them with the support and skills
they will need to live in an ever-changing world.*

“We help Build Bridges”

Through the self-study process, staff evaluated the school's accomplishments in the state's six priority strategies, the Honokaa-Kealakehe-Kohala-Konawaena Complex initiatives and school initiatives. The six priority strategies averaged scores of 2; no data evidence or discussion was provided in the other two areas. As the GLOs were examined, it was established the global competencies all students would need to attain were present in the GLOs.

General Learning Outcomes

1. Self-directed Learner (The ability to be responsible for one's own learning)
2. Community Contributor (The understanding that it is essential for human beings to work together)
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving)
4. Quality Producer (The ability to recognize and produce quality performance and quality products)
5. Effective Communicator (The ability to communicate effectively)
6. Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)



Some parent and community members participated with the HIDOE/WASC FOL process through different venues related to the self-study review and report writing. All parents were offered a voice through the School Quality Survey; yet, only 81 (18%) participated. Parents were also afforded an opportunity to complete the “**School Perception Short Response Bernhardt Survey 2015**” and only ten parents participated. Through SCC, two parents, three community and one student members were kept abreast of the committee findings by reviewing the Comprehensive Needs Assessment (CNA) results and contributing to the development of the 2016-17 Academic and Financial Plan.

Purposefulness *The clarification of the school’s vision/mission and the GLOs*

The self-study process and the lack of substantial parent and community involvement confirmed the school needs to do more toward engaging parents with the school, involving them as valued members of the educational community and supporting their integration into the school’s vision, mission, General Learner Outcomes and the Academic and Financial Plan. The self-study report indicates, “The school’s vision has been a prominent part of our school’s history in the past and needs to continue to be a part of all school communication to students, parents and the community.” School staff has a desire to ensure the Mission, Vision and GLOs are communicated so that students, parents, and the community understand these values and the school’s commitment to educating the students of the Kealakehe Intermediate School community.

Inclusiveness *The involvement & collaboration of all school/community stakeholders to support student achievement*

Kealakehe Intermediate School believes in maintaining a rich school and community environment and culture, which can only be fostered through strong partnerships and connections with students, families, and the community. School staff recognizes the transiency of its community, demographic changes, and potential increase in the English Learner population. Presently, parent and community members may stay informed about the school as members of the SCC and Community Forums, and/or through weekly school newsletters (ended January 2016), articles published in the West Hawaii Today, access to the Kealakehe Intermediate School website, Open House, several parent/community nights, student performances, Ho’ohui projects, May Day celebrations, music concerts, the Na Kahumoku program, and several other venues.

Although the community has opportunities to be involved with the school, staff realized there are many aspects needing significant improvement. Referring to the Bernhardt survey and SQS, there is a lack of both community engagement and effective school-to-parent and parent-to-school communications. School staff recognizes low attendance in many of the informational evenings and meetings, including those reaching out to the ELL populations; the school no longer accesses the support of a Parent/ Community Liaison (PCNC). Staff recognizes community outreach and reciprocal cultural understanding must be achieved if new families are to value the school and if teachers are to effectively educate all students.

Student focused: *analysis of the data about students and achievement*

Much educational disruption has occurred over the past six years. This is not limited to multiple principals, it also includes federal and state changes to accountability systems, curriculum, site and complex processes, etc. Many new initiatives have been introduced. Strive HI illustrates KIS student achievement as declining over a three year period; points have declined in each of the four performance areas and the Index Score has dropped significantly. Schoolwide student



performances appear to be somewhat consistent from 2010 through 2013 in ELA and math; Science scores are overall low, averaging no higher than 39% proficient. Performance gaps among subgroups are concerns for the staff as is high levels of behavioral infractions, low attendance rates and a disparity between report card grades and proficiency levels on standardized assessments.

Evaluation: *entire school program & impact on student learning, GLOs, standards, HIDOE/WASC Criteria.*

Evaluation data appears to be limited to anecdotal information and some walk-through observational data. KIS is in the early stages of implementation, systematic data collection, analysis and evaluation of its programs and their impact on student learning, the GLOs and adopted standards. The SCC and administration continue to collect, analyze and monitor student learning progress through a variety of results ranging from the classroom and report card grades, through staff, parent and student surveys and across standardized assessments unique to the school's educational plan and offered through the State of Hawaii.

Leadership: *facilitation of the WASC process improvements and advocates, nurtures, and sustains the vision and the culture of learning.*

Despite the fact that the school has been under the leadership of many principals over the past six years and enrollment has declined affecting staff and course offerings, progress was indicated in a majority of the HDOE/WASC Critical areas for Follow Up. Also, under the services of several educational contractors, the staff reports acquiring and implementing a variety of effective education procedures. Student academic performances during the initial years indicated some improvement and/or were maintained at an adequate proficiency level in most cases. During this time, staff and leadership stepped forward and are credited for continuing the course, sustaining the culture and instilling a sense of optimism for the future.

Conversely, student learning results and achievement have declined over the past two years. The school reports a disconnection with families and community members who need to be informed, student attendance and school engagement is lacking, and teachers expressed morale is low.



CHAPTER IV: CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

- A1. The school has a clearly stated vision and mission (purpose) based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Guided by the State Strategic Plan and supported by tri-level leadership (state, complex area, school), the school's purpose is defined further by academic standards, General Learner Outcomes (GLOs), and the school's Academic and Financial Plan.**

In Spring 2015, working with Victoria Bernhardt and the Continuous School Improvement (CSI) process, the school adopted a vision and mission that reflects the school's needs. The Vision is "Relationships are the heart of all learning." The Mission is "The mission of Kealakehe Intermediate School is to guide all students across their bridge to success by providing them with the support and skills they will need to live in an ever-changing world." As part of the process, community data, student performance data and global competencies were reviewed. This process appears to have united the faculty around how are you serving students and what to do to improve teaching and learning.

The Victoria Bernhardt CSI process included the participation of faculty, staff, and representatives of the school community in the activity to develop the vision and mission. Some parents on the SCC and two students also participated in this process.

The faculty and staff of KIS are aware and understand the school's vision, mission, GLOs, and AcFin. In addition, representatives from the school community were involved in the development of the vision and mission; it is unclear how effective the sharing of it is to the rest of the school community. The discontinuation of the school newsletter as a communication tool may need to be reevaluated for those who do not have internet access. The school is moving to web-based communication systems such as their web page and TeacherEase, a student grade reporting system that will be replaced by a new DOE reporting system. The Academic and Financial Plan was developed based on the CSI findings. The continuation of sharing the GLO's during the morning message seen during Advisory will help to consistently reinforce them schoolwide. Positive Behavioral Support is implemented through Advisory with agreements to three personal standards: Respectful, Responsible, Problem Solver.

With the use of the Continuous School Improvement process, the school now has an effective process to implement for the regular review/revision of the school vision, mission, General Learner Outcomes, and the Academic and Financial Plan based on student needs and global trends. One hopes that this process will be revisited each year to ensure that these items remain relevant to the school as time passes.

- A2. The school's program and operations are in alignment with the a) the Hawaii Board of Education's policies and b) the Hawaii Department of Education rules, regulations, and procedures. The Board of Education delegates implementation and monitoring of these policies to the Hawaii Department of Education. Tri-level leadership (state, complex area, school) provides oversight and support for the successful implementation of the school's Academic and Financial Plan.**

After completing the Victoria Bernhardt CSI process, the school has an understanding of the implementation of the 6 + 1 Priority Strategies and the role of the governing authority. In addition



to completing the CSI process, the school fully implemented SpringBoard and GoMath! curricula. More effort is needed to include all stakeholders in the communication of these strategies including the status of each strategy. The school needs to improve how it communicates these strategies to its parents during parent and community nights and through the school website.

The faculty and staff understand the relationship between the governing authority's decisions, expectations, and initiatives that guide the work of the school. More effort is needed to include all stakeholders when communicating how the priority strategies guide the work of the school.

The faculty and staff understand the compliance issue to the governing authority's (DOE/BOE) regulations. With the CSI process, the school regained its focus on student development and achievement.

A3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the General Learner Outcomes and academic standards. The school leadership and staff annually monitor and refine the Academic and Financial Plan based on the analysis of data to ensure alignment with student needs

Using the CSI process, a broad-based, collaborative process involved all school-level stakeholders. While some parents on the SCC and two students were involved, the school acknowledges they need to do more to include parents and community.

The Academic and Financial Plan was developed based on the Comprehensive Needs Assessment that focused on the needs of the students. The targets of the Academic and Financial Plan are derived from student achievement data such as STAR, SBA, and Achieve3000.

The allocation of time/fiscal/personnel/material resources is specified in the Academic and Financial plan. The allocation for 2015-2016 SY included two full-time teachers and two PPTs to support English Language Learners, one Rtl teacher, and purchase of online software to support struggling learners.

The School Community Council reviews and monitors the Academic and Financial Plan and is given the opportunity to provide input and feedback. SCC meetings have been infrequent, possibly due to changes in administration.

A4. A qualified staff facilitates the achievement of the General Learner Outcomes, academic standards, and the successful implementation of the Academic and Financial Plan through a system of preparation, induction, and ongoing professional development.

The school follows the hiring guidelines provided by the DOE. Utilizing the hiring list provided by the DOE, applicants are identified in categories based on their qualifications. Interviews with the applicants determine their appropriateness to the school. As with most schools following the implementation of EES and due to the cultural barrier of the student clientele, KIS continues to struggle to hire highly qualified teachers and utilizes Teach for America (TFA) to meet their needs, especially in Special Education.

Each year the administration sets the master schedule based on a survey completed by teachers indicating their preference for a teaching line. In addition, teacher assignments are shifted to



ensure more positions are staffed by HQT.

At the beginning of the school year, the administration reviews the opening day packet provided by the DOE that contains all the DOE policies and procedures that define responsibilities and expectations, operational practices, and decision-making processes to the faculty.

The school uses Lotus Notes email for internal communication. For additional communication and sharing surveys and forms among PLC members, teachers were trained and are beginning to use Google Docs. It is unclear on the processes to resolve differences.

Although walkthroughs have been infrequent and have not resulted in improving or changing instruction or classroom environment, teachers have participated in peer observations to improve instruction. The Instructional Leadership Team performs walkthroughs at least once a year. The effectiveness of these strategies should be part of the Continuous School Improvement process.

The Instructional Leadership Team, CC departments, and teams regularly meet to review student data and develop strategies to improve student achievement. Ultimately, subsequent rounds of the Continuous School Improvement process should indicate the effectiveness of the strategies implemented.

A5. Leadership and staff are involved in ongoing research and professional development that focuses on identified student and teacher learning needs.

The school has provided to teachers professional development in CNA, CSI Process, GLAD, AVID, 5-step Data Team process, and RtI. In addition, the school used its fiscal resources to bring in outside resources such as Bilinsky Group Inc. and Victoria Bernhardt to support teachers when initiating new processes. All of these initiatives may be found in the Ac/Fin plan. The school modified its bell-schedule to provide professional development time for PLCs in order for teachers to work on their Individual Professional Development Plans (IPDP). With the adoption of a new bell-schedule for 2016-17 and the elimination of Common Planning, the school needs to seek out other procedures in order to find time for teachers to work on these initiatives.

The administration implements the Effective Educator System (EES) as directed by the state of Hawaii. As part of the process, the administration and district personnel, Complex Area Support Team (CAST) and Title I team, performs walk-throughs to observe the effectiveness of implementing the state's priority strategies.

There is anecdotal evidence of the effectiveness of the professional development in the school climate and the workings of teams. Walkthroughs performed by CAST and Title I teams indicate positive impact of professional development. It is very early for the school to quantitatively measure the impact of some of its professional development/programs. KIS will benefit from developing a focused, long-range professional development plan with metrics that measure the effect of the school initiatives.

A6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the General Learner Outcomes and academic standards.

The school receives funds based on the weighted student formula. These funds support the



necessary school level positions determined by the CNA process. In addition, Title I funds provide support for additional professional development and student support to improve literacy skills. Title III funds are available for GLAD trainings.

The principal allocates the weighted student formula funds based on the academic and financial plan. How the funds are allocated is open for review by the teaching staff. Other stakeholders such as the School Community Council and peer review group complete additional reviews.

The school is safe, functional, and has well-maintained facilities. There are an adequate number of classrooms to meet the needs of its student population. The facilities and electrical system have been upgraded; HIDOE procedures for repair and maintenance are in place. Safety plans/procedures required by HIDOE and the state is in place: Fire inspection, HIOSH, Department of Health inspections of cafeteria, School Food Services Inspections.

The purchase of instructional materials and equipment is based on the Academic and Financial Plan and the Comprehensive Needs Assessment. Evidence of the effectiveness of the items purchased needs to be examined. It is unclear if the application of technology has improved student learning. With the purchase of additional laptop carts, students have increased access to web-based programs and access to Google Docs and Google Classroom. The growth rate of students accessing Google Classroom is limited to the growth rate of the teachers.

The school has provided professional development opportunities for its teachers in order to support them. There are resources available to hire and provide professional development for staff for all programs. The CNA provides the direction to allocate resources to support students' needs. For example, a new teaching line to support reading was created that support CSSS Tier two students and ELL students. With the continuance of the Continuous School Improvement process and Comprehensive Needs Assessment, the development of the Academic and Financial Plan should reflect the needs of the students. Effectiveness of long-range planning is a growth area.

Category A: Organization: Areas of Strength

- School uses the Comprehensive Needs Assessment process to provide direction of the school, its professional development, and financial plan.
- Professional development with Victoria Bernhardt and the Continuous School Improvement model led to the development of a school focus with appropriate action steps.
- The school has revised the mission and revisited and confirmed the vision.
- The school campus is safe, clean, and well maintained.
- The school has provided professional development to support a range of school improvement initiatives.
- The school is in the process of implementing structures, such as ART, ILT, and the Coordinating Council, to more fully involve the faculty in schoolwide decisions to improve student learning.
- The school has a caring and committed faculty and staff working for the benefit of all students.

Category A: Organization: Areas of Growth

- Determine the effectiveness of the various professional development initiatives: AVID, GLAD, Data Team, Continuous School Improvement.



- Determine process for decision-making and sharing information with all stakeholders. For example, Academic and Financial Plan with SCC, parents, community, etc.
- Develop a multi-year professional development plan that addresses complex area foci, as well as the needs of the staff.
- Systematize and fully implement clear school improvement initiatives.
- Implement GLOs across the curricula and develop metrics to ensure student mastery.

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

- | | |
|-------------------------------------------------------|----------------------------------|
| • Academic & Financial Plan | • School/classroom observations |
| • Comprehensive Needs Assessment | • Focus and small group meetings |
| • Vision and Mission | • HIDOE and school websites |
| • A variety of Professional Development Opportunities | |

Chapter IV: CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the General Learner Outcomes, academic standards, and priorities identified in the Academic and Financial Plan.

KIS uses current researched-based programs that are aligned with national and HIDOE standards to inform the curriculum in English, mathematics, science and social studies. SpringBoard and GoMath! (HIDOE adopted curricula), Achieve3000, iReady and Rtl, for example, are programs that address the Common Core State Standards III, Next Generation Science Standards, Hawaii Content and Performance Standards, or Common Core Standards for Literacy. The school is attempting an historical inventory of its curriculum, data, and meeting minutes on Google Drive, initiated in the 2015-16 school year, but recognizes it needs to fine tune its use to meet its needs. The school utilizes the Doug Reeves model of the Data Team process and the Targeted Leadership Consulting model of Instructional Leadership Teams. The official school curriculum in English and mathematics supports middle-aged school students and vertical alignment from elementary to high school.

The school's use of the 5-Step Data Team process, AVID, Advisory and Rtl, for example, can be effective tools to ensure the acquisition of academic standards and General Learner Outcomes. KIS recognizes, however, the actual implementation of these tools requires additional work. The 5-Step Data process is implemented at the "Applying" level and currently is not adequately utilized to improve instruction for all learners. The school will continue work on improving the implementation of AVID by increasing the use of AVID strategies and best practices, such as Cornell notes and organization binders, and expand the AVID elective for sixth grade students in the 2016-17 school year. The faculty strongly feels the Advisory Program has contributed to an improved, positive school culture by teaching students responsibility and citizenship, resulting in more consistent expectations for students, fewer behavior referrals and the reinforcement of General Learner Outcomes. Implementation of Rtl is in the process of improvement. The school reports this process has gradually changed teacher mindsets but realizes it needs to work on targeted researched-based interventions and on documentation of classroom level efforts. With



the increasing number of students with reading improvement needs, KIS has asked the faculty to improve student support through cross content literacy agreements. The 2016-17 Academic and Financial Plan (approved by HIDOE) will require all teachers to develop and teach literacy standards-based lessons based on the Common Core Literacy Standards. Electives are in the process of applying literacy standards to classes. KIS will benefit by identifying a pool of best practices supporting the Common Core Literacy Standards, communicating them to teachers, monitoring and analyzing them frequently to determine their effectiveness.

Although teachers have regularly scheduled team meetings to address school improvement, the school recognizes that communications among programs and within departments sometimes is inconsistent, resulting in a lack of expectations across content areas. Some teams appear to be operating efficiently and some less efficiently. The professional staff is concerned about inadequate time during the school day to continue the progress made this year. The faculty voted for a 2016-17 bell-schedule that removes some teacher meeting time and extends Advisory meeting time because teachers expressed a need for more student contact time in Advisory. The Advisory period will also support the school's efforts to improve student reading.

KIS is working on aligning the content and skills it teaches students with the academic standards and the General Learner Outcomes through department and program curriculum maps and the use of common formative assessments. The school has been using SpringBoard and GoMath! for two years but has found the assessments are not effective for differentiating student needs, and teachers must provide additional material to assist more needy students. While the school has formally adopted standards and is working on developing curriculum and programs based on them, the implementation has been uneven. Needed professional development, limited technology to support Springboard and GoMath! and the frequent turnover in the principal position have significantly challenged the implementation process. KIS has rated itself Applying, a two in a four-part HIDOE rating system, in implementing Common Core State Standards, which is a HIDOE expectation.

Data Team members have reviewed and analyzed student achievement and diagnostic data to improve student learning and engagement. Teachers are encouraged to use formative and benchmarks assessments, and departments and grade levels have analyzed formative assessment data to improve student academic progress on academic standards and General Learner Outcomes. Yet adequate training and time to analyze data and implement best practices is a major concern for teachers. In a December 2015 survey the majority of teachers state they do not have time or adequate training to interpret and utilize student data. The school's analysis of student work samples appears to focus on the determination of criteria and student eligibility for Rtl, Ho'ohui, ELL and Special Education inclusion or resource placement. As previously stated in a WASC report growth area, KIS recognizes the need to extend this review and analysis effort to the larger student population. Focused item analysis of the curriculum continues to be in its early stages of implementation. KIS will benefit from systematically using formative student assessment data to modify its curriculum, and inform and adjust instruction in all classes. The school acknowledges that targeted professional development on the use of standards in planning curriculum is a growth area.

KIS has used Victoria Bernhardt's Continuous School Improvement process as its primary tool of self-examination. The CSI process, along with its revisited vision and new mission, has given the faculty a renewed sense of mission. Through the examination of demographics, attendance,



incident report patterns and standardized test data trends, the school has identified its critical needs, largely through Title 1 data, and has implemented a variety of programs to address student needs. WIDA, STAR and the Special Education Qualifying Tests provide student data for appropriate placement in programs. Other programs such as Migrant Education, Rtl, ELL support, Ho'ohui, Check and Connect, AVID and Hoku Pa'a facilitate student access and support to successfully completing the curriculum. The school has identified the need to implement some of these programs with greater fidelity than it is currently doing.

The school reports a host of teacher collaboration activities such as cross-curricular discussions, common instructional approaches, sharing lesson plans and curriculum maps as opportunities for curriculum integration among disciplines. Examples of this collaboration include seventh grade science and social studies departments coordinating curriculum on the Natural History of Hawaii, social studies and English on the assassination of Abraham Lincoln and science and math on graphing and measurement.

KIS's curriculum review and evaluation processes involve the whole school, departments and Data Teams that review and analyze student classroom performances, assessments and standardized tests results. Departments use the 5-Step Data process to align curriculum that is based on HIDOE and national standards. The Continuous School Improvement process involves departments, programs and PLC groups that raise areas of concern and suggestions for improvements to the leadership team and faculty. These efforts have resulted in the school creating Z-ELA classes for students not receiving other program services and J-section ELA classes to service ELL students.

While these review and evaluation efforts are important, though limited in scope, and have resulted in some changes that address student-learning needs, the school has continuing challenges in its efforts of analyzing, developing and implementing a standards-based curriculum and support programs for all students. KIS has identified inconsistencies in GLAD and AVID instructional strategies, grading expectations, a homework policy and the effective use of TeacherEase, for example. Available teacher time during the workday to improve these issues continues to be a challenge and therefore requires the school to prioritize its needs. The school's instructional staff is actively involved in the review and evaluation process but will benefit from improving its implementation. KIS has identified the next steps in the review and evaluation process to include identifying deficits and modifying instruction to address student needs, and to bridge the gap between males and females and disadvantaged groups from non-disadvantaged groups.

Though in early stages of implementation, the school has used the Continuous School Improvement framework and other tools to review its curriculum and alignment with the school vision, mission, General Learner Outcomes and the development of the yearly Academic and Financial Plan. The CSI process has invigorated the larger faculty and assisted in it refocusing its energies on improving services for all students. More work is required for these alignment efforts to be effective. KIS will benefit from increasing the involvement of parent and community representatives in this process.

As a member of the Kona Complex, KIS has participated in meetings to share targeted need areas for improving student achievement and successful instructional practices. Kona Complex personnel and KIS teachers visit classrooms to observe teacher instruction and gather classroom data on teacher practice and the classroom environment. This data is intended to be quantified



and shared with the school staff through PLC teams, which determine next steps. The infrequency of these observations suggests the practice has not been effective in assisting most KIS teachers with improving instructional practices or classroom environments. KIS participates in articulation meetings with Kealakehe High School and its feeder elementary school though the impact of these meetings is unclear. In the past KIS has sent its eighth grade students to an annual high school visit to tour the campus and register and hosts incoming elementary school students for orientation and a campus tour. The school recognizes the need to increase articulation with the high school with a more structured and focused agenda. KIS will benefit from focusing its articulation meetings with both the high school and its feeder schools on academic and curriculum alignment, as well as individual student needs.

B2. All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

KIS offers a range of opportunities to students to make appropriate choices about their future. Programs like AVID, Advisory and EXPLORE focus on developing skills and providing exposure and information to students that will encourage informed decisions about their future. In school year 2016-17 AVID will expand to all students and emphasize building strategies and skills that support career and college readiness. Advisory, meeting Monday through Friday, provides broadcasts on life and career skills, goal setting and responsibility. The 2016-17 program and structure will focus on team building, relationships, character education and anti-bullying, in addition to academic preparedness. EXPLORE, though not administered this school year, also focuses on career and college interests for eighth graders. Core classes and the elective program provide opportunities for all students to explore their interests through research, guest speakers and field trips, as well as age appropriate technical training through the elective program. The school will benefit from developing metrics to better understand the impact of these services and programs on students and include them in the Continuous School Improvement process.

The school does not have a formal personal learning plan (PLP) program in place. KIS reports HIDOE requires a PLP for high schools, not intermediate schools, but the school has indirectly addressed the issue and will expand its efforts in the future. In addition to ongoing school processes like progress reports and IEPs, the school initiated Individual Student Academic Goal Setting through the Advisory Program in 2015-16. KIS sees this initiative as a possible early step in developing schoolwide PLP process. AVID teachers help students develop goals and monitor student growth, and the school has team binders for each student containing academic and behavioral data. These folders are passed to the next grade level. While these folders contain student information that assist teachers to know their new students, this initiative can easily be adapted and built into a PLP system as one component. The school has discussed increasing parental involvement by implementing annual parent/student/teacher conferences and requiring parents to review and sign student quarterly goal setting through Advisory. KIS will benefit from developing procedures to improve parent collaboration to review and monitor student progress and to participate in the development of an intermediate school student PLP.

Transition programs from elementary school to middle school and on to high school are in place. KIS teachers collaborate with fifth grade teachers by reviewing student academic, behavioral and achievement data and providing registration assistance and a new parent orientation for incoming sixth graders families. Orientation includes a campus tour and information on elective choices. The first day of school is reserved exclusively for incoming sixth graders to provide a comfortable



transition. Transition services for eighth grade students moving to high school is organized around registration assistance with KIS teacher recommendations for special high school programs. KIS eighth teachers escort students to Kealakehe High School in the spring for an orientation and tour. Special Education and ELL teachers and counselors meet with parents and their high school counterparts to address student transition needs. KIS will benefit from developing metrics to evaluate and measure the effectiveness of its current transition efforts, as well as to improve transition services in the future.

B3. Upon completion of elementary, middle, or high school program, students have met the standards with proficiency for that grade span or all the requirements of graduation.

KIS has provided students with opportunities for real-world applications of their educational interests through the Common Core State Standards, the school curriculum, instructional strategies and course offerings. Though in early stages of implementation, their current standards-based curriculum alignment efforts provide students with educational experiences necessary in the real-world. The school has adopted Common Core standards-based curricula in English with SpringBoard and in math with GoMath!, and elective classes in the process of aligning their curricula with the Common Core Literacy Standards. Students participate in debate, interview panels, discussion and the use of technology to complete many assignments. Special Education students participate in the Common Core curriculum, and PLCs meet quarterly to discuss real-world applications within the curriculum. Elective classes in Ukulele, chorus, media, as well as school service, provide students with opportunities to access their interests. The after-school Robotics Class offers students competition with students from other schools. The school has identified 15 AVID activities and lessons that are real-world based and provide students opportunities to explore career and college interests. The majority of students queried indicated they currently use Cornell Notes and will continue to do so in high school even if not required to do so. Ho'ohui and Na Kahumoku work with outside agencies beyond the "four-walls" on a regular basis.

A recent highlight of the school's efforts to provide real-world applications to student interests occurred December 2015 in the HOUR OF CODE. Kealakehe Intermediate School along with schools across the nation participated in hands-on, real-life activities using technology or manipulatives. The success of the initiative has resulted in the decision to continue and expand this event in the future. KIS recognizes it can increase opportunities for all students to access real-world educational experiences by offering more virtual and actual field trips.

A team of administrators and teachers were trained in RtI and then developed the school RtI program and professional development that walked all faculty through a review of schoolwide reading data and action plans for all learners. This initiative of student support has strengthened classroom instruction, and the school has implemented J English classes providing students with more intensive language supports and Z English classes for students well below grade level in reading. An RtI teacher provides pullout-tutoring services to students in number sense, decomposing and modeling word problems, as well as computer-based interventions targeted to individual student needs. KIS reports RtI gradually has changed teacher mindsets but recognizes it needs to work on targeted research based interventions and document efforts at the classroom level. The program is at the Applying level of implementation based on HIDOE's four levels: Establishing, Applying, Integrating and Systematizing.



Students have access to several support programs and initiatives aimed at keeping them in school and on track for promotion.

- The school guidance and counseling program services at-risk students and those needing academic, emotional and social support.
- Ho'ohui accepts students in the sixth grade and tracks them for three years, but also accepts students in the seventh and eight grades, and provides community academic support with coaches who track students progress.
- Na Kahumoku is offered after school as an elective.
- Uplink provides after-school tutoring and enrichment with classes in sewing, cooking and sports.
- Check & Connect, a program for sixth grade students. Teachers meet with students to provide academic and organizational supports. The focus of the initiative is to create a system that supports student educational success and develops relationships of trust and confidentiality.

According to the Kealakehe Self-Study Report for school year 2014-2015, the school's retention rate was 0% in 2012-13, 2013-14 and 2014-15.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- The school has embraced the Continuous School Improvement (CSI) process as an organizing tool informing decisions, including its Academic and Financial Plan.
- The school revisited its vision and developed a new mission statement based on a needs assessment.
- The faculty and staff as a whole have expressed a renewed sense of mission with the use of the CSI process and its new mission statement.
- The school has implemented various programs to support students meeting academic requirements and their emotional well being.
- Though in its early stages of development, the school has implemented the 5-Step Data process, improving school-level and individual teacher decision-making about student learning.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- The continued development and implementation of a comprehensive standards-based curriculum in all content areas that will result in significant changes in teaching practices. This effort must ensure and monitor congruence among the standards, actual concepts and skills taught and student engagement.
- The continued development and implementation of a comprehensive professional development plan to adopt and implement school initiatives with fidelity and result in improved student learning and achievement. This effort must include a process to review the efficacy of teaching strategies, implementation efforts and programs with opportunities to modify them based on student needs.
- Key community, parent and student stakeholders must be a part of the school improvement process and demonstrate ownership, participation and involvement.
- Adequate training and time required to effectively use student data, including formative assessments, to modify instruction and to improve student learning and achievement.

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



- 2016-17 Academic and Financial Plan
- 2015-16 Academic and Financial Plan
- Comprehensive Needs Assessment 2016-17
- Comprehensive Needs Assessment 2015-16
- Common Core curriculum in SpringBoard and GoMath!
- Advisory Program curriculum
- Minutes of meetings
- Common Formative Assessments
- Curriculum Maps
- Classroom observations
- Interviews with individual teachers, staff and students
- Meetings with teachers, parents, and students
- ILT Walkthrough Data

Chapter IV: CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To achieve the academic standards and the General Learner Outcomes, all students are involved in challenging learning experiences.

KIS evaluates the degree of student involvement in their own learning through classroom observations and the examination of student work. Teachers use this information to modify instruction, particularly for academically challenged students, and to address the academic standards and the General Learner Outcomes. Standards are often written in age appropriate language and shared with students prior to units of study. GLOs are posted in classrooms and often written on assignment sheets distributed to students. The observation and examination of student work occurs daily.

Outside of the classroom, student surveys have informed the school of what students think and feel about classroom curriculum and instructional rigor. Seventy-nine percent of the students indicated they thought instruction is rigorous. On the same survey, however, 41% of the faculty indicated the instruction is rigorous. KIS attributes the student perception of learning the academic standards and the GLOs to several initiatives: (1) the adoption of HIDOE GoMath! and SpringBoard curriculum used for mathematics and ELA, (2) previously used programs of Singapore Math and Investigations Math, and (3) accelerated math classes for seventh and eighth grade students. For students challenged in reading several pathways exist: Z and J classes, general education aligned with standards, core class inclusion, Study Skills, academic tutorial support, and teacher teams facilitating student placement. Data Teams also examine student work and monitor benchmark assessments, though the school recognizes this initiative needs more work. Advisory has had a positive influence when teachers assist students in setting personal goals and monitoring progress on them.

Teachers, individually and collectively by departments, have identified a range of research-based instructional strategies to engage students in challenging learning experiences and to match student skill-levels and learning needs. In the fall of 2015, all professional staff was trained on differentiated instruction in a full-day workshop. Teachers recognize the full implementation of these new instructional strategies requires repetition and time to master them but is committed to doing so.

Currently, KIS has embraced several common, schoolwide instructional practices across content areas and grade levels. Teachers use a variety of these strategies to support student achievement, but the school understands more work needs to be done to implement in all classrooms. Pockets of teachers apply Depth of Knowledge (DOK) levels designed to



accommodate students with appropriate scaffolding, levels of questioning, instructional materials, and rigorous lessons. Other teachers draw from strategies such as cooperative grouping, paired work, alternate activities, check-ins, exit passes, re-teaching, re-organizing, AVID and GLAD strategies, higher level questioning, technology and real-world applications.

The school professional staff recognizes that schoolwide implementation of research-based differentiation strategies is necessary to effectively support challenged learners, as well as high achievers. The school recognizes student learning must connect more tightly with the community, such as job fairs, college visits, field trips and My Career Hawaii. KIS will benefit from creating and implementing a multi-year professional development plan that identifies and prioritizes instructional strategies to improve student learning.

KIS identified student achievement as its highest priority and believes providing rigorous courses aligned with standards and GLOs that are implemented with fidelity will improve student achievement. At the same time, KIS teachers determine how to motivate students to reach academic goals and create systems for grading based on their instructional alignment to academic standards. Lessons are embedded in standards that are “posted, printed, projected or provided orally to the students.” Core subject teachers report that they work with Data Teams, identify a targeted standard, create common assessments, review student data and modify instruction if necessary. These practices and alignment efforts are not adequately documented across departments and schoolwide practices have not been consistently implemented. Additionally, there is some evidence that, despite training, writing across the content areas is not occurring meaningfully.

HIDOE’s annual 2015 School Quality Survey (SQS), Tripod Survey and Bernhardt surveys have informed teachers on student perceptions about learning experiences and the overall school climate, which have been discussed at faculty, SCC, PLC and WASC meetings. For example, 89% of seventh and eighth grade students, 18% of parents and 81.2% of teachers responded. As a category, “satisfaction” rated highest with 72.9%, indicating student approval of preparation for post-secondary school/jobs, an adequate education experience, their teachers were qualified, the learning facilities are suitable and students appreciate KIS on the whole. Fifty-seven percent (57%) of students responded positively about Involvement/Engagement; the lowest scores requiring KIS to further understand this survey’s results. In two WASC focus group meetings with 60-plus students, students overwhelmingly indicated they have at least two teachers on campus they feel comfortable talking to about personal problems or conflicts on campus. This information invites the school to explore opportunities to further student involvement and engagement on campus.

In the fall of 2014, 755 students took the Tripod Survey and again in fall of 2015 another 706 students responded. The overall favorable Challenge (“I insist upon rigor – understanding, not just memorization – and your best effort”) scores increased from 68% in 2014 to 72% in 2015. The greatest weakness was Control (“Our class is orderly, on task and respectful, with learning as our first priority”) improving from 49% to 53% and Confer (“You must talk with me to help me understand your ideas and support your learning”) rising from 51% to 52%. The most improved area was Captivate (“I make lessons intellectually relevant and stimulating because they are important”) rising by seven percentage points.

Although these two instruments have somewhat different purposes, the results have some



commonalities. Students believe they are being well educated by capable teachers to ensure they are prepared for post-secondary opportunities. On the other hand, the surveys' results suggest students believe there is a concern about accessing teachers, classroom control, negative student behaviors, not having a voice in school and inadequate self-directed learning. KIS has used this information in its Comprehensive Needs Assessment and Continuous School Improvement plans.

C2. All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Teachers use a variety of strategies to support students' access and application of acquiring knowledge and communicating understanding. Teachers assist students with tools and opportunities to research, discover, and create knowledge. Teachers involve students in opportunities that demonstrate thinking, reasoning, and problem solving in groups and individual activities, projects, discussions, and inquiries. Some student work demonstrates the integration and utilization of technology to achieve the academic standards and the General Learner Outcomes. Student work demonstrates the use of materials and resources beyond the textbook, including library/multimedia/online resources and services that connect students to the real-world. Opportunities for shadowing, apprenticeship, community projects, and other real-world experiences and applications are available to all students.

KIS continues to work on aligning curriculum to the CCSS. Since the introduction of these standards, the school has worked at unpacking standards and updating curriculum and curricular maps/pacing guides to align with the standards; these are emerging. Math and English transitioned during the 2014-15 year. The school has adopted the mandated HDOE approved curriculum in GoMath! and SpringBoard instructional materials. The Science Department has started incorporating Next Generation skills into current HCPS III Standards and will begin transitioning to the Next Generation Science Standards (NGSS) during 2016-17. Social studies use HCPS III as their guide and delivers these via the 3Cs Framework: College, Career and Civic Life. Both social studies and science have been trained in CCSS cross curricular reading and writing standards, though not uniformly applied by all teachers or schoolwide. Elective teachers are asked to implement CCSS Literacy Standards "on a regular basis", collaborate in the 5-Step Data process within their department, and have been trained in reading and writing standards to augment their instruction. Although teachers have made significant efforts at aligning these standards to their curriculum, it is clear to the WASC team that implementation is irregular and occurs in some subject areas but not others, in some grade levels but not others.

KIS and the North Kona Complex staff have made efforts in providing professional development to keep staff abreast of research-based instructional technology, including the integrated use of multimedia. Several electives focus solely on the application of technology and most other teachers implement technology to deliver instruction. Teachers have access to classroom document cameras, projectors, a personal school computer, shared laptop carts and computer labs, and there are a few classrooms with SmartBoards. Over the past six years, teachers have participated in a wide array of professional development learning opportunities that are relevant, effective, and research-based. These include AVID, GLAD, RtI, Google Drive, Google Apps for Education, Curriculum Mapping, DOK, CCSS, Learning Targets, Bernhardt CSI, 5 Step Data Team process, Common Formative Assessments, Cycle of Professional Learning (ILT), ELL, Differentiated Instruction, Achieve3000, Study Island, SpringBoard, GoMath!, and others.



Walkthrough observations have become sporadic most recently, but evidence exists that teachers employ a variety of instructional strategies to include PowerPoint, GLAD, small group instruction, and cooperative learning. The school has expressed the need to increase the number of multi-media exposure and hands-on lessons that will benefit students in college and career readiness. Teachers also understand that professional development is necessary to effectively incorporate these strategies into their curricula.

Kealakehe teachers employ a variety of strategies to engage student and facilitate learning that include: visual aids, manipulatives, small group instruction, and differentiated assignments and assessments, but there is no uniform application. A few teachers present lessons through a variety of modalities (visual, auditory, tactile, kinesthetic), model using a variety of learning styles, address skill gaps through small learning groups and learning centers, provide structured choices, and allow students to direct their assignment based on skill levels. Some teachers create learning opportunities that rely on questioning strategies, inquiry learning, critical thinking, and problem solving to fulfill assignments. Though teachers use an assortment of strategies, both students and teachers have expressed that discipline and behavioral issues have sometimes impeded effective instruction. As instructional practices become more engaging for students, discipline issues will diminish and the level of respect will increase.

Over the past several years, more teachers have utilized AVID instructional strategies outside the AVID class. A 20% of teachers are trained in AVID strategies. In addition to AVID strategies, about 40% of the teachers received GLAD professional development (2014-15). The online literacy programs, Achieve3000 and MobyMax, will address student needs at their Lexile level in reading and writing instruction. Imagine Learning English is used for non-English Proficient students for differentiated instruction. The teaching staff has identified a need to be accomplished in the areas of differentiated instruction for both low and high achievers.

To further facilitate learning for students, numerous Kealakehe teachers utilize a number of strategies to reach diverse populations. An ELL team assists in language acquisition and development of its ELL students through GLAD strategies, as well as providing in-class supports (paraprofessionals) in general education settings. For those with greater ELL needs, Kealakehe Intermediate School provides special instructional classes including the J English to learn basic reading/writing/speaking English skills. Most Learning Disabled students are mainstreamed into inclusion classes (LRE), with the additional support of an Educational Assistant (EA). Other special needs students may take resource and/or study skills courses and some participate a majority of their school day in a self-contained classroom. High-achieving students may access accelerated math (7th and 8th). Eighth grade students have the options of Algebra and/or Project-Based Independent Study.

To assist students with tools and opportunities to research, discover, and create knowledge, Kealakehe teachers utilize a variety of instructional strategies. Within the teaching teams, students have opportunities to use prior knowledge, integrate technology, and complete research-based projects. At-risk students access several community-based projects through Ho'ohui and all students may access the experiences offered through the after-school Kona Choral Society and Na Kahumoku. To utilize technology, mobile carts and labs are used for research and some students also create PowerPoint presentations (AVID strategies). Other opportunities are found within elective courses, Robotics, Office/Library aides, guest speakers, and cross-age tutoring with the local elementary students. Students also demonstrate thinking, reasoning, and problem solving



in groups and individual activities, projects, discussions, and inquiries. Student council members are encouraged to participate in SCC meetings to provide input regarding school activities and allocation of budget by working alongside administrators, teachers, parents and community members. Furthermore, AVID class activities ensure students collaborate with one another through Socratic Seminars and/or Philosophical Chairs.

Pockets of strong computer integration as key instructional strategies and real-world student learning exist. The Media class, for example, develops morning broadcasts three days a week requiring students to write, film, edit, produce, and star in the productions. Other teachers incorporate Google Classroom into their instruction by integrating student interactions, collaboration, research, instruction, and assignments. Some teachers utilize technology to have students create PowerPoint presentations. Although KIS has significantly increased its acquisition of technology such as mobile computer labs, projectors, smart televisions and digital document cameras, students report using technology once every 10 to 14 days. Teachers have recognized a need to better understand how to incorporate technology into their curriculum and instruction. The school will benefit from developing a long-range technology plan focusing on incorporating technology into standards-based curriculum and instruction and providing professional development to teachers to support the implementation.

Real-world learning is clearly offered to students through the Media class that incorporates self-directed projects reliant on oral and written communications skills combined with various technologies. Other elective classes include Robotics, Arts and Tarts, sports, dance, theater, and several after-school programs engage students directly with life-learning experiences through community work, field trips, and projects like land/plant management. Instruction focusing on real-world learning includes cross-age work with elementary students in reading and editing stories, career guest speakers, and the use of Google Drive for peer editing, video news pieces, YouTube pre-recorded programs, GPS/GIS mapping units, multi-meters, and iPad, laptop and desktop computers to collect and organize data. Several project-based opportunities exist through math and science such as architectural modeling, Science Fair projects, history school projects, and career education. Na Kahumoku, Ho'ohui, and Pilia Pa'a all rely on real-world activities

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Use of curricular maps that align to CCSS to support student academic achievement.
- Use of strategies (AVID, GLAD) to reach students in multiple classes and at varying levels.
- Teachers participate in professional development to learn research-based strategies, align with CCSS, and initiate Data Team processes.
- Real-world/hands-on experiences provide students opportunities outside of the classroom and beyond the textbook through elective courses, after-school programs, field trips, community work, and maintaining the campus gardens.
- Inclusion classes allow for greater general education access for Special Education and ELL students.
- Community, business and parent partnerships expand the learning opportunities for students through funding, field trips, projects, community service, etc.



Category C. Instruction: List Areas of Growth

- Translate the GLOs into measurable identifiable student outcomes, incorporate these across the curriculum and throughout the grades, gather data in regards to student achievement, and apply the resulting information to enhance student learning.
- All staff increase the use of data to identify and drive effective instructional practices and student learning decisions for the school.
- Involve more community, student, and parent input in schoolwide decision-making processes to improve student learning.
- Math, English, and Science Departments substantially improve the number of students who attain math, reading and science proficiency on standardized tests (SBA, STAR, HSA).
- Develop and implement a multi-year, written professional development plan that is based on student achievement, GLOs, and CCSS standards and meets the needs of staff.
- Complete and fill the many skill gaps presented by students in all core content.
- Coordinate, structure, and systematize common instructional strategies, methods for presenting lessons, and assessments of student learning schoolwide.

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

- | | |
|------------------------------------------------------|-----------------------------------------------|
| • Classroom Observations | • Comprehensive Needs Assessment Report |
| • Student interviews | • Meeting with individual students and groups |
| • Student, parent, teacher, and community interviews | • Student Work Examples |
| • Teacher, Parent, and student surveys | • State and site proficiency results |
| • Meetings with Focus Groups and others | |

CHAPTER IV: CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. The school leadership and instructional staff use professionally acceptable assessment processes to collect, disaggregate, analyze, and report student performance data to stakeholders of the school community.

The school uses a universal screener, STAR, to identify and address individual student needs in reading. Students in certain populations, such as ELL and Special Education, receive additional language acquisition support in targeted classes. Students who are not part of the specifically targeted groups, but who are significantly below grade level, also receive differentiated instruction based on the assessment results. The school uses the fall scores as a baseline and regularly retests students to see progress over time.

Teachers create assessments aligned to their individual instruction and the GLOs. In some cases, teachers use self-made rubrics to evaluate the progress of their students and develop their own grading systems to measure student performance.

Mid-quarter progress reports are used to notify parents and students regarding the completion of



assignments and grades. Some teachers update TeacherEase, the electronic gradebook so that parents and students have access to current assessment data at any time. There are also other teachers who require exit passes to check for student understanding. To assess best practices, teacher participation in the ILT process includes peer observations and teacher self-reflection.

Teachers are using multiple assessments to evaluate individual student's academic abilities and attempt to use this information to place students into appropriate groupings depending on the academic goal.

Many teachers profess that they are not trained to effectively analyze data and cannot use the available data to plan their lessons. They also do not feel that they have the necessary time to commit to this process. Teachers also feel that they need additional data training in order to optimally support individual student needs and academic achievement.

D2. Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching process and support the educational progress of every student.

Teachers use both formative and summative assessments, and in some classrooms, teachers use this information to guide and improve teaching. Most formative and summative assessments are not yet common to either grade-level or subject area. Teachers' individual assessments are aligned with the curriculum standards for each content area. Student work is analyzed and given feedback in a timely manner so that students have the ability to monitor their progress. Some teachers use Common Core State Standards in developing their formative and summative assessments. In some cases, Data Teams assess and discuss data to adjust instructional programs.

Teachers monitor and assess student achievement in a variety of ways. Projects, portfolios, teacher created assessments and state testing such as SBA and HSA, give students the opportunity to demonstrate their learning and show that they can produce quality work and the achievement of standards and GLO's.

The school uses state-mandated curriculum and assessments in ELA and math and feels that these are effective because they come from the mandated curriculum. Student progress is examined regularly and students with particular needs are placed in appropriate classes to support their learning. The school also employs several programs offering appropriate strategies to support student growth, such as AVID and the school's Advisory Program.

Teachers provide rubrics or scoring guides which help students self-assess their learning and work. These are adapted from state common core standards and revised when appropriate. Rubrics, in most cases, are neither common nor sufficiently detailed to help students assess their work appropriately. In the school's Advisory Program students are given their testing scores and asked to write their own academic goals quarterly. Students also use the standards and GLO's as a framework to create their academic projects and align their work to the standards. Students also use peer-to-peer feedback to increase collaboration and discussion on the GLO's. Students also provide feedback to their teachers to improve the overall academic product through the use of exit passes and teachers' checking for understanding. Student-teacher conferences and surveys have also been useful means of feedback.



The school uses STAR testing, and in some cases the Data Team process, to seek patterns and areas of concern for individual students. Unfortunately, school surveys have shown that a majority of teachers feel that they do not have the time or the appropriate training to interpret and utilize the data. State test results are reported only once per year and do not give teachers timely information about their current students. CFA's and CSA's are used to modify individual teacher instruction in some classrooms, but not all teachers are implementing the CFA and CSA.

Teachers plan instruction based on standards and monitor and assess their students' progress with teacher-made tests, observations and CFA's. The teachers have the ability to publish the scores on TeacherEase, but not all teachers input the scores immediately. Some parents and students do not use the system to monitor the scores, but others are frustrated that not all teachers input grades before the end of the quarter.

D3. The school, with the support of the complex area and school community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the General Learner Outcomes.

All students are tested with the STAR screener, and they track their own progress and set goals for the future in the Advisory Program. Teachers have access to STAR data for all of their students; however, teachers need further professional development to fully utilize the data. KIS is using the ILT process and has instituted a SMARTe goal which emphasizes increasing cognitive engagement through higher-level discussions. Teachers seem to be frustrated that though they are observed and visited by many outsiders, the feedback does not always reach the teacher level and, therefore, they are unable to gain insight from these observations.

Parents and other stakeholders receive numerous communications from KIS which describe and explain the Common Core Standards, HCPS III, and GLO's. The school is unsure of the effectiveness of providing this information and, without a detailed survey, they have no way to determine depth of knowledge or the effectiveness of the process of dissemination. The school continues to provide information to parents and other stakeholders through teacher contacts and internet resources including the school website and TeacherEase, the State of Hawaii Trend Report and individual student achievement data is provided to each family on a yearly basis

D4. The assessment of student achievement in relation to the academic standards and the General Learner Outcomes guides the school's program, regular evaluation and improvement, and the allocation and usage of resources.

The school analyzed the current SBA and STAR test results for each individual student, concluding there is a need to emphasize instruction to the ELL, Special Education and low SES populations with greater effectiveness especially in the area of reading. The school's leadership team has set the focus on improving cognitive engagement with best instructional practices. Several teachers have received additional training in instructional strategies that promote literacy, language acquisition and developing standards-based engaging units in the core curriculum.

The school has invested greatly in programs targeted to those assessed to be behind in their educational growth while still targeting the needs of Common Core instruction. Teachers continue to deliver well-developed lessons supported by the use of the universal screener, teacher-made assessments, their own classroom observations and feedback from students and parents.



The school recognizes the strength in continual assessment of student progress and the development of appropriate responsiveness to attain the standards. The school has identified programs and strategies that will help support student needs. The school should continue to monitor the effectiveness of these programs and strategies.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- The school has adopted a universal screener and is using that assessment to target students who have additional educational needs.
- The school is adapting to the Common Core and beginning to change instruction to fully complete that process.
- The school has invested in specific programs to assist targeted students.
- Teachers are using a wide variety of methods to assess their students.
- Students are actively engaged in assessing their own progress and setting academic goals for the future.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- The Data Teams process needs to be further developed and all teachers need to be a part of the process.
- CFA needs to be used to drive instructional practices across grade levels.
- Teachers require additional support and training in analyzing data and using the results to further educational goals and their own teaching practices.
- Teacher collaboration on CFA's, CSA's and project-based learning would provide meaningful data and a level playing field for assessing students.
- The discrepancies between high grade-point averages to the low standardized test scores suggest a lack of rigor in teacher-developed assessments and common grading practices.
- Targeted programs need to be evaluated and tailored to the student populations they will service and a determination made that each is the best possible approach to a specific learning deficit.
- Develop parent friendly handouts and modify communication processes to encourage more parental involvement in the education process. For example, TeacherEase needs to be consistently used by all teachers to communicate student progress to all stakeholders.

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

- | | |
|--------------------------------------|-------------------------------------------------------|
| • RtI Classes | • Teacher created formative and summative assessments |
| • WIDA Access Placement Test Results | • HSA/SBA scores |
| • Achieve3000 Lexile Scores | • STAR Reading and Math scores |
| • Exit Passes | • AVID Cornell Notes |
| • Individual TeacherEase grade books | |
| • Advisory Portfolios | |



CHAPTER IV: CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. The school leadership employs a wide range of strategies to encourage parental and community engagement, especially with the teaching/learning process.

The school utilizes electronic programs to communicate with parents, such as the School Connect System which monitors student absences and TeacherEase which is used as a tool to notify parents and students about current grades. There was clear feedback from teachers, students, and parents that not all teachers use TeacherEase with greater fidelity. Overall, all stakeholders felt that this tool is a valuable addition to KIS. In the near future, TeacherEase will be replaced by the state's mandated Infinite Campus program that serves the same function. The school has updated their school website to include weekly updates and school events. Aside from electronic programs, the school also has an Open House, ELL Parent Night, and various student performances. Other avenues of parent communication need to be explored by the school.

The school continues to benefit from a wide variety of community resources that support students through in-school and after-school programs, presentations, and guest speakers. As programs reach the end of their funding cycles, it is important that students continue to have access to valuable programs.

Despite favorable responses on the Bernhardt parent survey regarding school curricula, the school notes a need for more parent involvement. The school currently has regular parent updates through report cards, progress reports, online grading system, and website. The Ho'ohui program for targeted students is a valuable resource for the school, parents, and students. With greater parent communication, the school should be able to increase parent involvement in improving student achievement.

E2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains focus on continuous school improvement.

The school has established policies and regulations that foster a safe, clean, and orderly environment that nurtures learning. The school implements a schoolwide behavioral program (Be respectful. Be responsible. Be a Problem-Solver.), as well as a no-tolerance policy for bullying. The school also has a school safety plan and School Resource Officer. Safety drills are practiced with frequency and an annual safety inspection ensures updated school facilities and records. To promote internet safety, a digital device user policy is in place with adult monitoring of all internet and computer use. The school's new Advisory Program, designed by teachers, promotes both the school's behavioral program and General Learner Outcomes with beginning success. The Advisory Program will be expanded in the next school year and the Advisory Committee needs to ensure there is sufficient planning for continued success.

The school developed 3 rules (Be Respectful. Be Responsible. Be a Problem-Solver.) with a matrix illustrating rules across all environments to ensure clear expectations of behavior for all students. The school also provided training to improve on classroom management and schoolwide Tier I interventions. The school is continuing its efforts in developing and sustaining RtI and Advisory.

The school adopted Common Core aligned curricula (SpringBoard and GoMath!) to maintain high expectations for students. The school also provides a process to individualize learning through monthly RtI committee peer reviews and intervention plans. Differentiation is possible through supplementary curricular materials and personnel. Enrichment is also available through advanced



programs, such as Pre-Algebra and Algebra. Students are encouraged to adhere to high expectations by setting personal SMART goals that are monitored through the Advisory Program.

The school has fostered a culture of trust and respect among the school community through the Advisory Program and schoolwide expectations. The School Resource Officer (SRO), Safety Committee, and security personnel illustrate professionalism in creating a safe environment. The school promotes respect for cultural diversity through its May Day program, talent show, and student performances, both athletic and artistic arts. Through the use of Google Drive and Google Classroom, teachers and students are able to collaborate with their peers in the digital world.

E3. All students receive appropriate support along with a personal learning plan (as appropriate to the needs of the child) to help ensure academic success.

The school provides academic assistance through several programs. There are various supports available to students, both in-school and after school, to increase student success. The school utilizes a schoolwide positive behavior system, as well as counseling to support students. The school's Comprehensive Student Support System (CSSS) involves the Student Services Coordinator (SSC) with any Requests for Assistance (RFA), in collaboration with the Student Focus Team, other school personnel, specialists, community agencies, and School-Based Behavioral Health personnel if needed.

The school has developed an Rtl behavioral flowchart that outlines the process for student behavioral supports and is continuing to develop its processes. The efforts are in the initial stages and the administration needs to monitor these continued efforts. The school is maintaining a structured roll out of these processes to ensure teacher and student acceptance.

The school utilizes a Peer Review process that includes all of the stakeholders involved with each student to monitor, assess, and coordinate services that foster student growth and development.

E4. Students have access to a system of personalized supports, activities, and opportunities at the school and within in the community.

The school utilizes a variety of support services that have a direct relationship to student involvement in learning within and outside the classroom. The Student Support Services includes an academic and behavioral Rtl process that provides appropriate supports for the student based on their needs. The School-Based Behavioral Health (SBBH) services provide academic and emotional health supports, while the counselor provides academic, social, and emotional support to ensure the well being of students. Special needs services are provided through inclusion and resource classroom settings. The school also provides English Language Learner supports for students with limited English proficiency. The school monitors children of migrant workers and supports them through computer-based interventions as needed.

The school provides schoolwide reading and math intervention programs, as well as Rtl supports for all students. The school has adopted the inclusion model for Special Education students with support staff and differentiated materials that ensure equity of access to the core curriculum. The school offers options for a variety of classes, including Pre-Algebra, Algebra, beginning and advanced classes in music, a STEM Science elective, and numerous after-school programs.

The school provides a variety of co-curricular activities that are tied to academic standards and the General Learner Outcomes. UPLINK provides fun activities for students (hip hop, sewing, arts, robotics, track and field, and basketball) while also incorporating homework help and supports the General Learner Outcomes. UPLINK also helps students with credit recovery during the summer



months. A Robotics elective that incorporates Science, Technology, Engineering, and Math (STEM) is offered to interested students.

Many students are involved in ukulele, choral, music, robotics, sewing, and other activities. While students are appreciative of the new offerings in the curriculum, they would like to see additional electives offered for every grade level. Students have expressed the need for additional elective programs because they have had the same choices throughout middle school.

The school has implemented a variety of surveys to gain insight into student perceptions about the school and its curriculum. KIS has actively used assessments to improve curricular offerings and well being, but further data should be gathered in an on-going process to involve students in their learning.

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Strength**

- The school has benefited from a wide range of community resources, including partnerships, programs, and guest speakers that support students.
- The school has adopted the 3 Rules (Be Respectful. Be Responsible. Be a Problem-Solver.) that are implemented schoolwide and seems to have a positive impact on student behavior and school culture.
- The school has developed a Rtl behavioral flow chart that outlines the process for supporting students with behavioral needs.
- The school provides a variety of fun activities for middle-school students that incorporate academic standards and General Learner Outcomes.
- TeacherEase has allowed increased communication between teachers, parents, and students.

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

- Increase parent involvement in their child's education and the school community.
- Evaluate student involvement in curricular/co-curricular activities and use of student support services to measure the effectiveness of the programs on student learning.
- Develop a formalized process that includes student input on the effectiveness of support services.
- Develop guidelines for the use of TeacherEase or its replacement program, Infinite Campus, and monitor the implementation to ensure timely communication among parents, students, and faculty.

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

- | | |
|---------------------------------------------------------------------------|---------------------------------------------------------------------|
| • 2015-16 Academic and Financial Plan | • State and County Government Agencies |
| • 2016-17 Academic and Financial Plan | • Business Partnerships |
| • Comprehensive Needs Assessment 2015-16 | • Guest Speakers |
| • Comprehensive Needs Assessment 2016-17 | • Advisory Program broadcasts |
| • Website | • Rtl flowchart |
| • KIS Links | • Co-Curricular Activities |
| • School Connect System | • Interviews with individual teachers, staff, parents, and students |
| • TeacherEase program | • Meetings with teachers, parents, and student |
| • Department of Health programs | |
| • Community Services | |
| • Victoria Bernhardt Continuous School Improvement (CSI) survey responses | |



B. Schoolwide strengths and critical areas for follow up.

- (Briefly comment about the previous identified schoolwide strengths and critical areas for follow up.)

The 2010 Visiting Committee identified areas of both strengths and improvement. The eight strengths at that time commended the following areas: Complex and principal leadership, PLC work, GLOs defined by guiding rubrics, schoolwide writing practices, AVID implementation, and nurturing a safe, consistent educational environment enhancing academic and personal growth for all students. As illustrated below, the 2016 Visiting Committee celebrates far more accomplishments. The Staff remains committed to 'ohana while teaching toward academic achievement in a nurturing environment, PLCs continue and AVID has flourished. On the other hand, the use of common writing practices has not been perpetuated and five principals have served the school, diminishing leadership consistency.

In 2010, the Visiting Committee recommended a total of nine Critical Areas for Follow Up. The 2013 mid-cycle re-visit was troublesome and resulted in the Visiting Committee adding six recommendations and a visit in 2014. The 2014 re-visit confirmed a two-year status and made no additional recommendations. Over all, a total of fifteen recommendations were to be reviewed in 2016. Looking beyond the noteworthy obstacles over the six-year timeframe, the school indicated progress ranging from emerging to satisfactory on nine of the fifteen recommendations. Six recommendations disclosed minimal to no attention. The six not sufficiently addressed include: developing a multi-year professional development plan, developing and implementing standards-based curriculum (including changes to Instruction, designing assessments, driving educational change, and expanding Gifted and Talented opportunities), re-visiting the middle school philosophy, implementing writing and constructed response schoolwide, and pursuing the training and implementation of several professional development recommendations. The Staff has chosen to embed into the 2016-17 AcFin several of the 2010/2013 concepts not attained sufficiently.

SCHOOLWIDE AREAS OF STRENGTH (LIST NUMERICALLY):

1. The school has embraced the Continuous School Improvement process as an organizing tool that empowered the staff to make informed decisions and to provide direction of the school, its professional development, and financial plan.
2. The faculty and staff as a whole have a renewed sense of mission with the use of the CSI process and its new mission statement.
3. Real-world/hands-on experiences provide students opportunities outside of the classroom and beyond the textbook through elective courses, field trips, community work, and maintaining the campus gardens.
4. Inclusion classes allow for greater general education access for Special Education and ELL students.
5. From the CSI process, faculty involvement in schoolwide decisions led to the emergence and growth of ART, ILT and Coordinating Council.
6. The school has a caring and committed faculty and staff working for the benefit of all students. Community partnerships have provided real-world opportunities for students.
7. Though in early stages of development, the school has implemented the 5-Step Data process, focusing school level and individual teacher decision-making about improving student learning.



8. Through Advisory, students are moving towards college and career readiness through the assessment of their progress and the setting of academic goals for the future.
9. The Hawaiian values of 'Ohana are made clear to all by the respectful interactions of the KIS students, faculty and staff.
10. The students of KIS have clearly adopted and model the 3 B's: Be respectful, Be responsible, Be a problem solver.
11. KIS students participate in co-curricular activities, such as athletics, chorus, ukulele, robotics, art, cooking and gardening, that promote engagement in learning.
12. KIS campus is warm, welcoming, well maintained and clean. The student-painted murals enhance the positive learning experience for the entire school community.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW UP (LIST NUMERICALLY):

1. The administration and staff, through a collaborative process, develop, implement and monitor a focused staff development multi-year plan that provides teachers with the tools and strategies to provide students relevant, challenging learning experiences that emphasize rigor and engages students in active learning.
2. The administration and staff, through a collaborative process, develop authentic community relations and communications that empower and facilitate effective parent engagement through greater outreach and reciprocal understanding of cultures.
3. For the staff to effectively implement data analysis for the assessment of student learning, the administration will provide a quality data analysis system. This system should improve instruction and monitor staff's demonstration of proficiency on an ongoing basis. The elements of a quality data analysis system includes:
 - Common Formative and Summative Assessments
 - Common Instructional Practices
 - Common Rubrics for standardized grading
4. The administration and staff, through a collaborative process, develop, implement, and monitor a rigorous curriculum with challenging instructional practices aligned with the state standards, Science standards, CCSS, and GLOs to increase student learning. The elements of the documented curriculum include:
 - Curriculum Maps and Pacing Guides
 - Common Formative Assessments used to inform and modify instruction
 - Common Summative Assessments
 - Common Project-based Learning
5. The faculty, guided by the Administration and supported by all departments and grade levels across the curriculum, will substantially increase Reading/English proficiency to improve standardized test scores (SBA, ACT, NAEP, etc.) and to improve student success for College and Career Readiness.

At this juncture, it should be noted that the Kealakehe Intermediate School Self-Study Report initially submitted the 2015-16 AcFin. Closely following this submission, the principal offered the approved 2016-17 AcFin. The new plan incorporated the school's newly identified Critical Needs and referenced past 2010/2013 WASC recommendations with the intent of achieving these as



well. The 2016-17 AcFin strategies and enabling activities have many commonalities with the 2016 Critical Areas for Follow Up and both are supportive of similar student learning needs; there are many overlapping concepts as illustrated below:

Critical Area of Follow Up #1: Multi-year Professional Development Plan

AcFin strategies:

Goal 1 Student Success, Strategy 1: CCSS - Enabling Activity #3 and Additional Strategies - Enabling Activity #1 - 4.

Goal 1 Student Success, Strategy 2: CSSS - Enabling Activity #3 and 9

Goal 2 Staff Success, Strategy 4: EES - Enabling Activity #1 and Strategy 5: Induction & Mentoring - Enabling Activities #1 and 4

Optional Goal, Strategy 3: Enabling Activities #1 – 3

Critical Area of Follow Up #2: Community Relations and Communications

AcFin strategies:

Goal 1 Student Success, Strategy 2: CSSS - Enabling Activity #10

Optional Goal, Strategy 3: Enabling Activities #1 - 3

Additional Strategy, Goal 3 Hoku Pa'a: Enabling Activity #1 – 3

Critical Area of Follow Up #3: Data Teams

AcFin strategies:

Goal 1 Student Success, Strategy 2: CSSS - Enabling Activity #1, 2, and 6

Goal 1 Student Success, Strategy 3: Formative Instruction/Data Team Process - Enabling Activity #1 and 2

Critical Area of Follow Up #4: develop, implement, and monitor a rigorous curriculum with challenging instructional practices aligned with the state standards, Science standards, CCSS, and GLOs to increase student learning through the use of schoolwide, common practices

AcFin strategies:

Goal 1 Student Success, Strategy 1: CCSS - Enabling Activity #1 – 3, Strategy #2: CSSS - Enabling Activity #6, Strategy 3: Enabling Activities 3 and Additional Strategy #1 and 4

Critical Area of Follow Up #5: Substantially improve Reading/English as measured by standardized and reliable, non-standardized tools and College and Career Readiness skills

AcFin strategies:

Goal 1 Student Success, Strategy 1: CCSS - Enabling Activity #1 – 3

Goal 1 Student Success, Strategy 2: CSSS - Enabling Activities #1 – 6

The Visiting Committee identified the 2016 Critical Areas for Follow Up following the 2016-17 AcFin update. It is recommended the 2016-17 AcFin be revised to ensure there is a clear focus on and commitment to the 2016 Critical Areas for Follow Up along with providing particular attention to all educational aspects specified within each area of these recommendations.

Presently the AcFin has professional development interwoven throughout the document. One example within the revision process is to develop a clearly stated professional development plan designed to meet the proficiency levels of new, seasoned and advanced teachers as this relates to implementing effective curricular and instructional practices that extend increased student learning schoolwide; the plan is to include methods for analyzing and validating the effectiveness of all practices, training new hires and monitoring staffs' demonstration of proficiency on a regular basis.



Chapter V: Ongoing School Improvement

The Current 2016-17 AcFin aligns with the Hawaii Department of Education's strategic plan, three main goals and six priority strategies. In doing so, Kealakehe Intermediate School has identified a number of desired student learning outcomes that were derived from the school's 2015-16 CNA and the student learning needs and critical needs described in the 2016 self-study report. All together there are approximately twelve identified areas for improvement. Several of these have been recently initiated and may be considered emerging with continued attention. These include: cultivating ART, increasing the Rtl support sequences, refining ILT processes, maintaining CSI frameworks, and strengthening a "safe learning zone" (Be Respectful, Be Responsible and Be a Problem-Solver). The staff also identified areas necessitating more intensive efforts: improved literacy/reading skills, increased levels of rigor, relevance and student engagement in each classroom, narrowing the achievement gap for ELL, increased teacher effectiveness through professional development and creating a long-range plan, increased parent communications and implementing Data Teams with Fidelity. Each of these has been incorporated into the current AcFin to some degree.

Given the formatting of the AcFin, it is believed much of the Critical Areas for Follow Up content does exist throughout the plan, but none of the Critical Areas for Follow Up issues for improvement are presented as a primary focus at this point. Since some of the Critical Areas for Follow Up convey multiple components, it would be advantageous to organize and address the Critical Areas for Follow Up within the AcFin as comprehensive units if possible.

If carried out as currently written, the 2016-17 AcFin should contribute to enhancing student learning in many ways: improved standards-based CCSS and literacy lessons, universal screening, quarterly review of data, Rtl plan, Advisory Program and Parent/Community communications. The Visiting Committee finds the plan is based on the results of a comprehensive needs assessment and is predominately "user friendly"; yet, several "Optional" goals and strategies were confusing in their relationship to the plan as a whole. Each area of the plan cites funding sources, and sometimes specific amounts, which draw from feasible sources including WSF, Title I & III, Rtl, Local School Donations, 21 hours, various focus priorities, grants, and Hoku Pa'a among other sources. However, this plan does not fully integrate the 2016 Critical Areas for Follow Up.

Based upon the faculty involvement and acceptance of the Bernhardt CSI and CNA processes, a strong commitment to carry out the AcFin plan, schoolwide and system-wide, exists. Moving forward will rely upon consistent and effective leadership. Following many principal changes, the Visiting Committee believes consistent administrative leadership, effective teams of leaders (ILT, ART, Coordinating Council, etc.), and a committed staff do exist and can improve student learning by accomplishing the plan. Many schoolwide systems need to be created to streamline and perpetuate the work that needs to be accomplished. The Visiting Committee believes these essential schoolwide areas must be accomplished to fully realize AcFin progress: creating 'common', schoolwide applications in instruction, curriculum, all assessment practices, and data; improving the area of data analysis; implementing common assessments and schoolwide rubrics; and, facilitating greater parent and community engagement through shared cultural familiarity. Monitoring the AcFin progress carefully and communicating progress often will be key to continued progress.



Adding to this commitment, other structures are in place, or are emerging, that will support school improvement. These include PLCs, staff collaboration time, access to professional development, Data Teams, ILT, ART, etc. Other existing factors that will support school improvement at Kealakehe Intermediate School include: a staff commitment to student learning, a highly qualified staff, a strong collegial campus environment, and funds that may perpetuate accomplishing the AcFin, if allocated prudently. The Visiting Committee recognizes a certain resiliency, great pride and an appreciation of 'Ohana exists among all staff and students; all share pride in being Kealakehe Hawks!

Although multiple factors exist that may impede the school's improvement process, the greatest may lie in the ability to retain a cohesive leadership team who can perpetuate the vision, mission and educational direction, the capacity to affect the student learning of non-proficient, under-performing students, and an ability to create consistency in the implementation of structures and systems across grade-levels and throughout departments. Staff concerns may also impede progress as this relates to a resistance to change practices (i.e. technology use, TeacherEase, etc.), difficulty with venturing into uncharted territory, and the overwhelming number of state and federal initiatives; to date little schoolwide progress has been accomplished toward a full transition to CCSS beyond ELA and Math Departments.

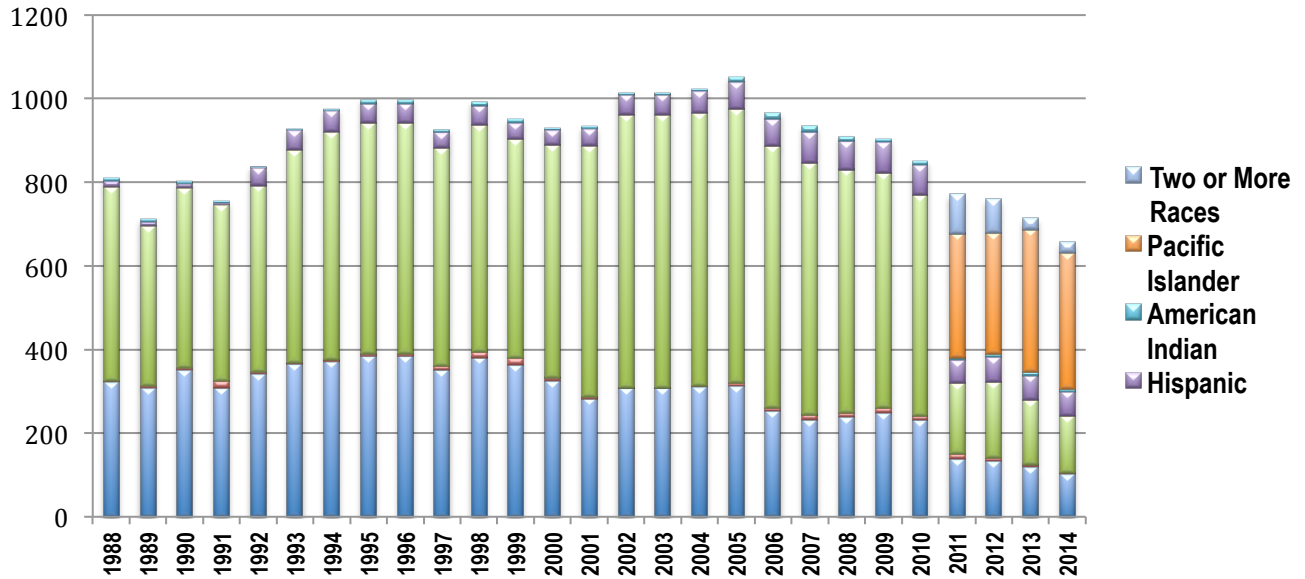
As the school moves forward over the upcoming years, it will be required to establish new systems and practices. The Visiting Committee believes the administration and teams of leaders have the capacity, ability and commitment to overcome these obstacles and lead the school forward. Overall the staff is hard working, strong, and eager to participate with the school leaders in the continued development of their educational environment. The effectiveness of existing programs along with new projects, plans and systems will need continuous monitoring, analysis and validations to guide all educational change by ensuring the most effective methods are in place to increase student learning and attain student success. It is hoped KIS's many strengths and tenacity will support and create on-going student success while building and instituting durable systems and pathways for effective student learning.

It has been the privilege and pleasure of this Visiting Committee to spend time with Kealakehe Intermediate School staff, students, parents, and community. The KIS educational community welcomed us openly and we have thoroughly enjoyed working with them throughout our visit.



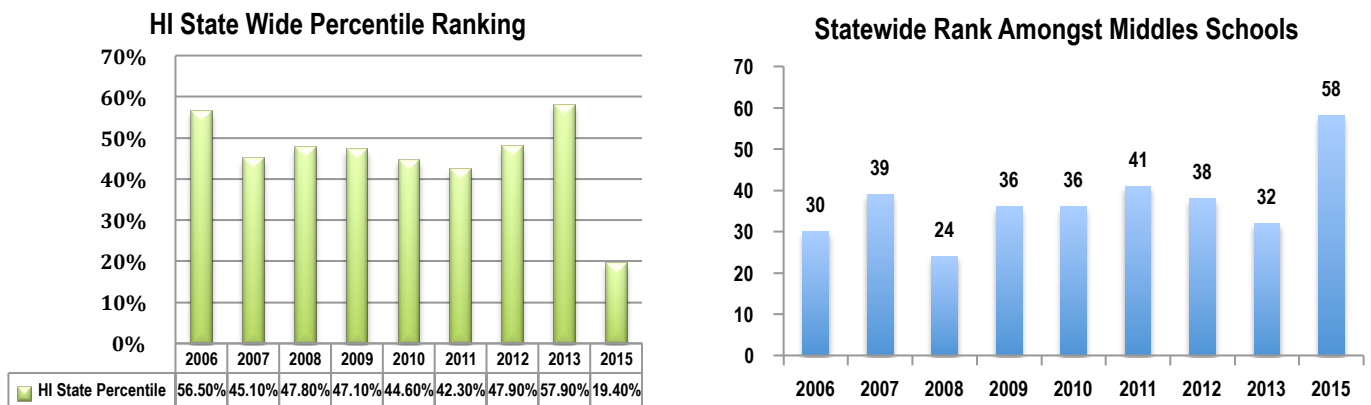
Appendix

A. Kealakehe Enrollment by Student Numbers



Source: National Center for Education Statistics, U.S. Department of Education

B. Kealakehe Intermediate School Statewide Rankings



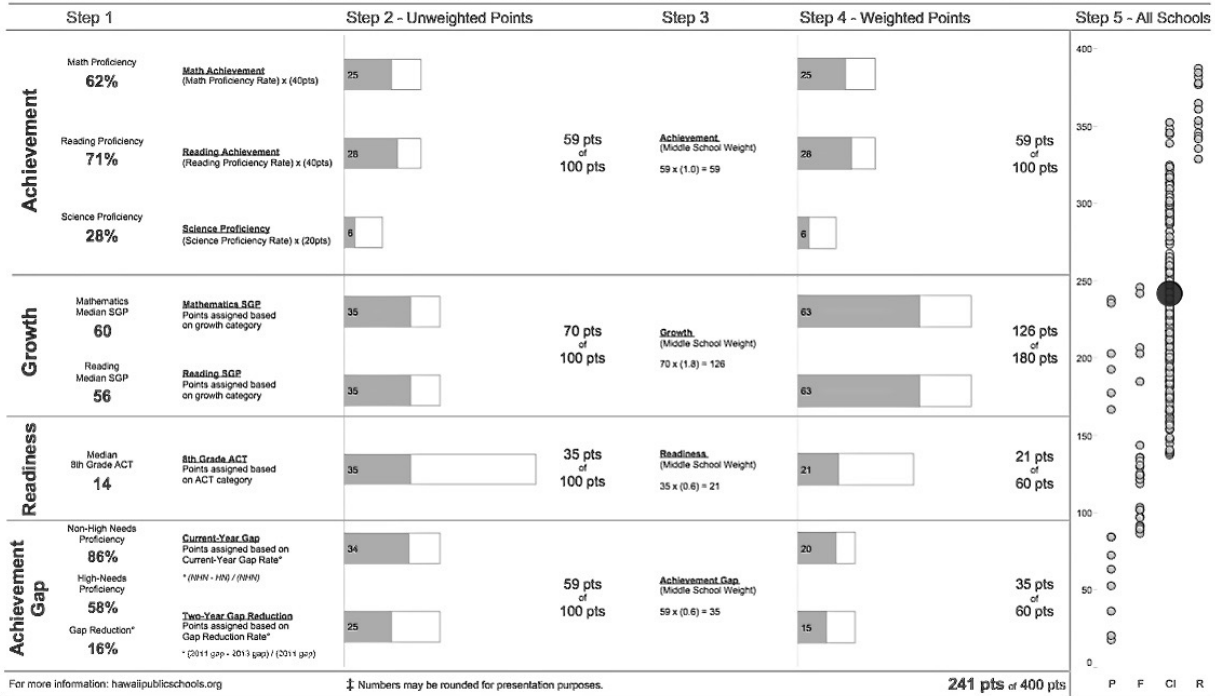
Source: Hawaii Department of Education, rankings



C. Strive-Hi 2012-13

Kealakehe Intermediate Strive HI 2012-13 Step: Continuous Improvement Index Score: 241

Automatic Classification: **None**



C. Strive-Hi 2013-14

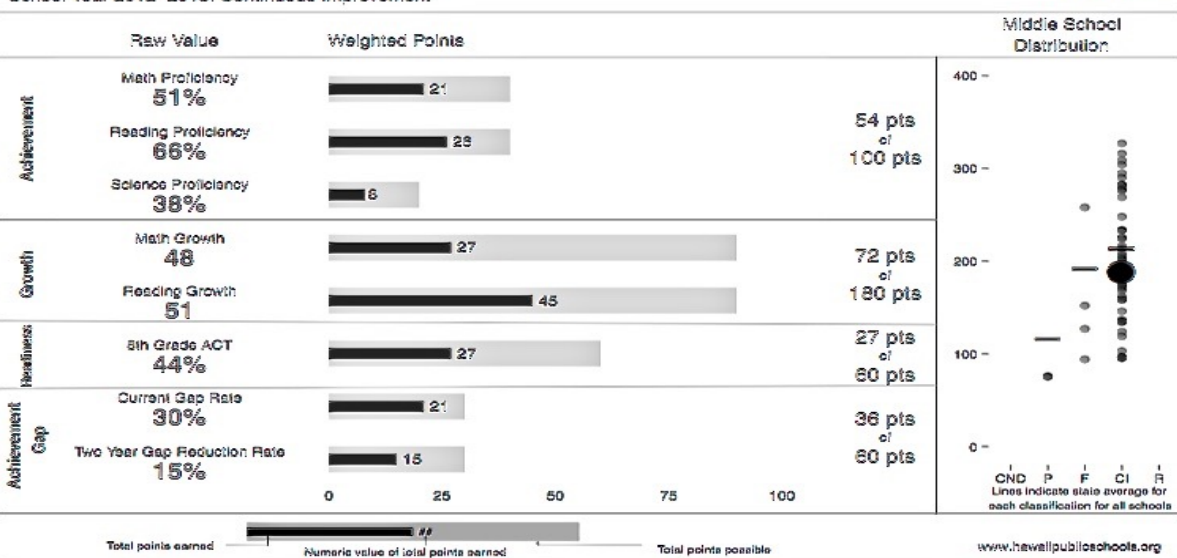
Hawaii Public Schools School Year 2013–2014 Strive HI School Performance Report

Kealakehe Intermediate

189 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: **None**



C. Strive-Hi 2014-15

Hawaii Public Schools School Year 2014–2015 Strive HI School Performance Report

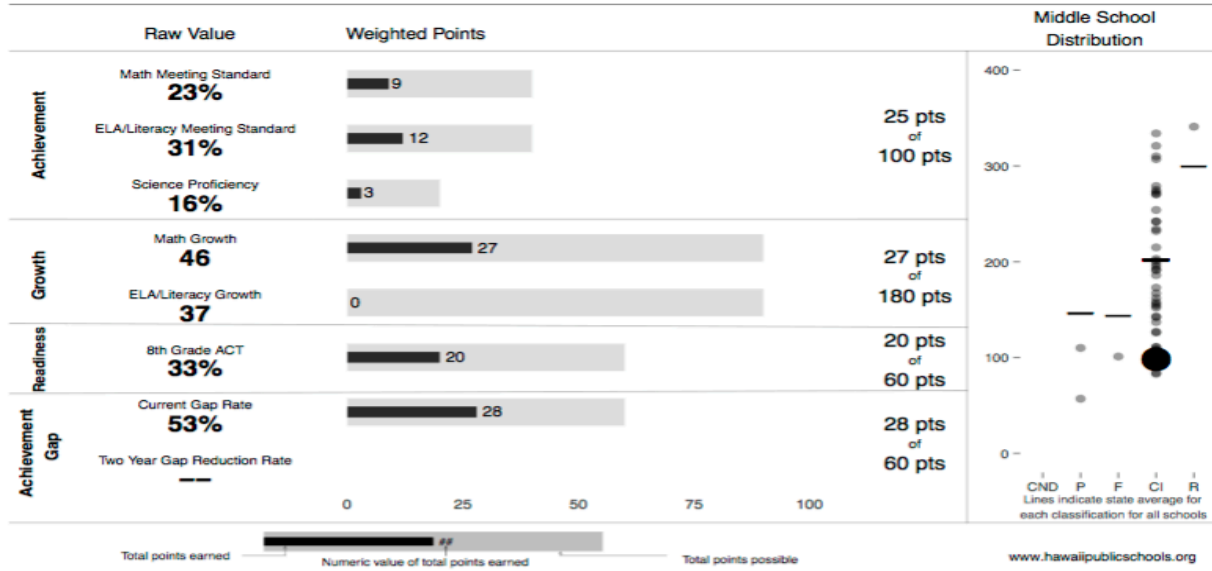
Kealakehe Intermediate

School Year 2014–2015: Continuous Improvement

School Year 2013–2014: Continuous Improvement

99 points of 400 points

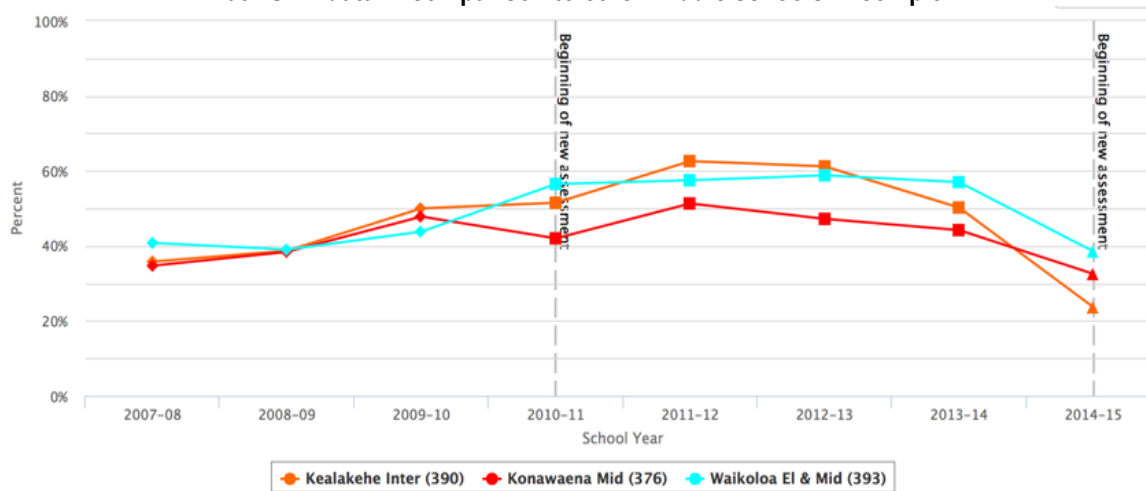
Trigger: None



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Tuesday, September 22, 2015

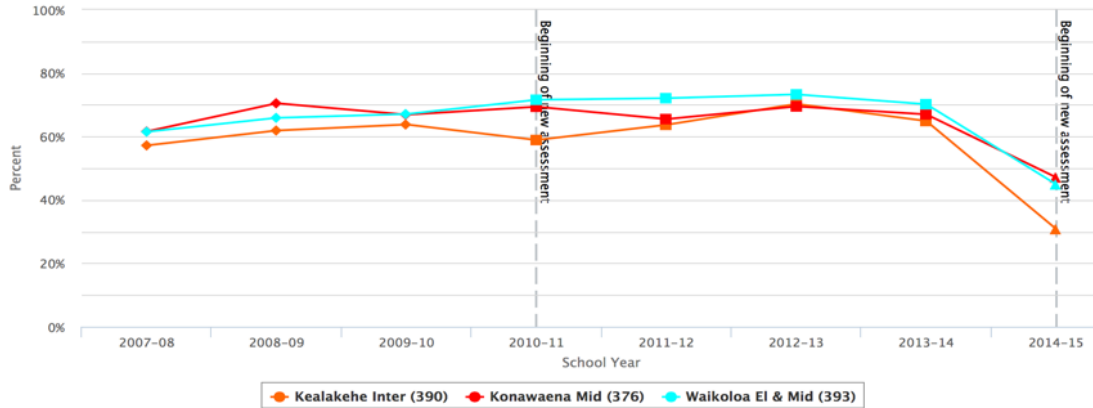
D. Math SBA data in comparison to other middle schools in complex



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report



E. ELA SBA data in comparison to other middle schools in complex



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report

F. Total Number of Verified Offenses: for Years 2014, 2015, 2016

| Offense | Number of Incidents | 20 | 40 | 60 | 80 | 100 |
|---------------------------------|---------------------|----|----|----|----|------|
| A. Assault | -----6 | | | | | 2014 |
| | -----4 | | | | | 2015 |
| | -----1 | | | | | 2016 |
| A. Burglary | -----1 | | | | | 2014 |
| | 0 | | | | | 2015 |
| | 0 | | | | | 2016 |
| A. Dangerous Instruments | -----2 | | | | | 2014 |
| | -----1 | | | | | 2015 |
| | 0 | | | | | 2016 |
| A. Dangerous Weapons | -----1 | | | | | 2014 |
| | -----1 | | | | | 2015 |
| | 0 | | | | | 2016 |
| A. Drug Paraphernalia | -----3 | | | | | 2014 |
| | -----3 | | | | | 2015 |
| | -----1 | | | | | 2016 |
| A. Fighting | -----9 | | | | | 2014 |
| | -----21 | | | | | 2015 |
| | -----15 | | | | | 2016 |
| A. Firearms | -----1 | | | | | 2014 |
| | 0 | | | | | 2015 |
| | 0 | | | | | 2016 |
| A. Illicit Drugs | -----5 | | | | | 2014 |
| | -----11 | | | | | 2015 |
| | -----1 | | | | | 2016 |
| A. Intoxicating Substance Use | -----2 | | | | | 2014 |
| | -----2 | | | | | 2015 |
| | 0 | | | | | 2016 |
| A. Property Damage or Vandalism | 0 | | | | | 2014 |
| | -----4 | | | | | 2015 |
| | -----4 | | | | | 2016 |
| A. Sexual Offense | -----3 | | | | | 2014 |
| | -----3 | | | | | 2015 |
| | -----2 | | | | | 2016 |
| A. Terroristic Threatening | -----3 | | | | | 2014 |
| | -----7 | | | | | 2015 |
| | 0 | | | | | 2016 |
| B. Bullying | -----2 | | | | | 2014 |
| | -----15 | | | | | 2015 |
| | -----1 | | | | | 2016 |
| B. Cyber bullying | 0 | | | | | 2014 |
| | -----3 | | | | | 2015 |
| | 0 | | | | | 2016 |



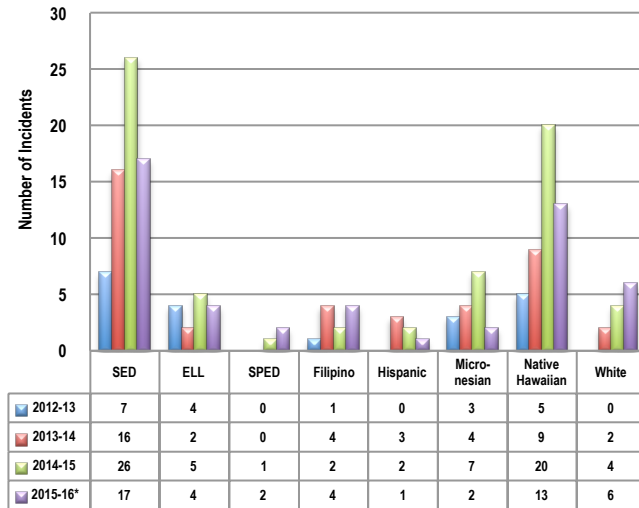
| Offense | Number of Incidents | 20 | 40 | 60 | 80 | 100 |
|-----------------------------------------|---------------------|---------|-------|----|----|------|
| B. Disorderly Conduct | -----14 | -----25 | | | | 2014 |
| | -----19 | | ---44 | | | 2015 |
| | -----12 | | | | | 2016 |
| B. False Alarm | -1 | | | | | 2014 |
| | 0 | | | | | 2015 |
| | 0 | | | | | 2016 |
| B. Harassment | -----15 | | | | | 2014 |
| | -----32 | | | | | 2015 |
| | -----10 | | | | | 2016 |
| B. Inappropriate Use of Internet | -1 | | | | | 2014 |
| | 0 | | | | | 2015 |
| | 0 | | | | | 2016 |
| B. Theft | -----7 | | | | | 2014 |
| | ---4 | | | | | 2015 |
| | -1 | | | | | 2016 |

| | | | | | | |
|-------------------------------------------|---------|--|--|--|--|------|
| C. Abusive Language | -----14 | | | | | 2014 |
| | -----19 | | | | | 2015 |
| | -----9 | | | | | 2016 |
| C. Class Cutting | -----26 | | | | | 2014 |
| | -----16 | | | | | 2015 |
| | -1 | | | | | 2016 |
| C. Insubordination | -----44 | | | | | 2014 |
| | -----88 | | | | | 2015 |
| | -21 | | | | | 2016 |
| C. Laser Pen/Pointer | -2 | | | | | 2014 |
| | -1 | | | | | 2015 |
| | | | | | | 2016 |
| C. Leaving Campus w/o Consent | 0 | | | | | 2014 |
| | -----11 | | | | | 2015 |
| | | | | | | 2016 |
| C. Smoking | -----5 | | | | | 2014 |
| | | | | | | 2015 |
| | | | | | | 2016 |
| C. Truancy | -----6 | | | | | 2014 |
| | -----7 | | | | | 2015 |
| | | | | | | 2016 |
| D. Contraband | -----8 | | | | | 2014 |
| | -----44 | | | | | 2015 |
| | -----7 | | | | | 2016 |
| D. Disrespect/Non-compliance | -----12 | | | | | 2014 |
| | -----68 | | | | | 2015 |
| | -----11 | | | | | 2016 |
| D. Disruption | -----32 | | | | | 2014 |
| | -----69 | | | | | 2015 |
| | -----4 | | | | | 2016 |
| D. Dress Code Violation | -----14 | | | | | 2014 |
| | -----6 | | | | | 2015 |
| | | | | | | 2016 |
| D. Inappropriate Language | -----22 | | | | | 2014 |
| | -----18 | | | | | 2015 |
| | | | | | | 2016 |
| D. Lying and Cheating | -1 | | | | | 2014 |
| | -----10 | | | | | 2015 |
| | | | | | | 2016 |
| D. Physical Contact | -----27 | | | | | 2014 |
| | -----16 | | | | | 2015 |
| | -1 | | | | | 2016 |
| D. Property Misuse | -----7 | | | | | 2014 |
| | -1 | | | | | 2015 |
| | | | | | | 2016 |
| D. Tardy | -----4 | | | | | 2014 |
| | -----6 | | | | | 2015 |
| | | | | | | 2016 |
| D. Violation of Other School Rules | -----5 | | | | | 2014 |
| | -----15 | | | | | 2015 |
| | -1 | | | | | 2016 |

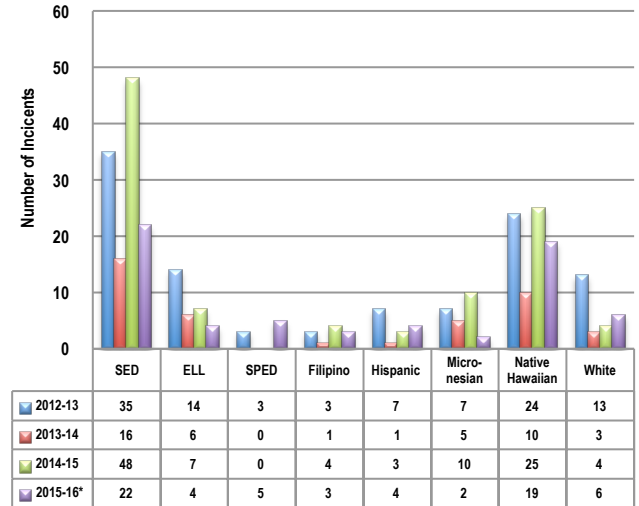


G. Student Behavioral Data Incidents

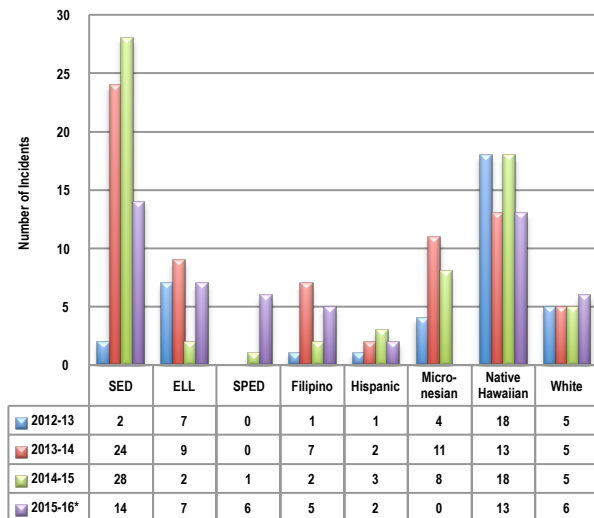
Class A Incidents



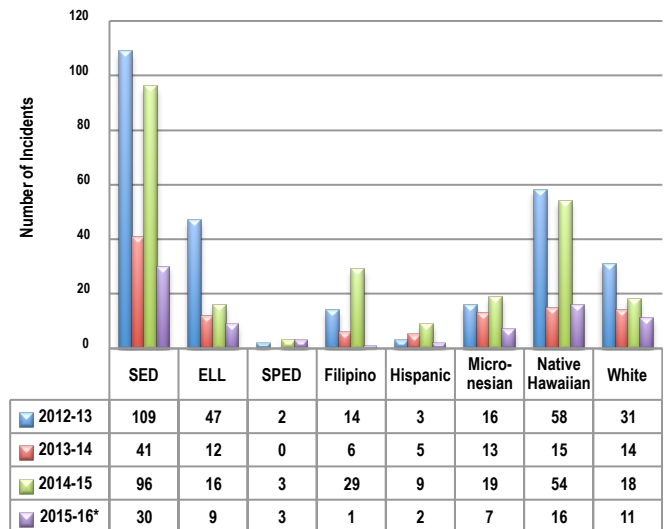
Class B Incidents



Class C Incidents



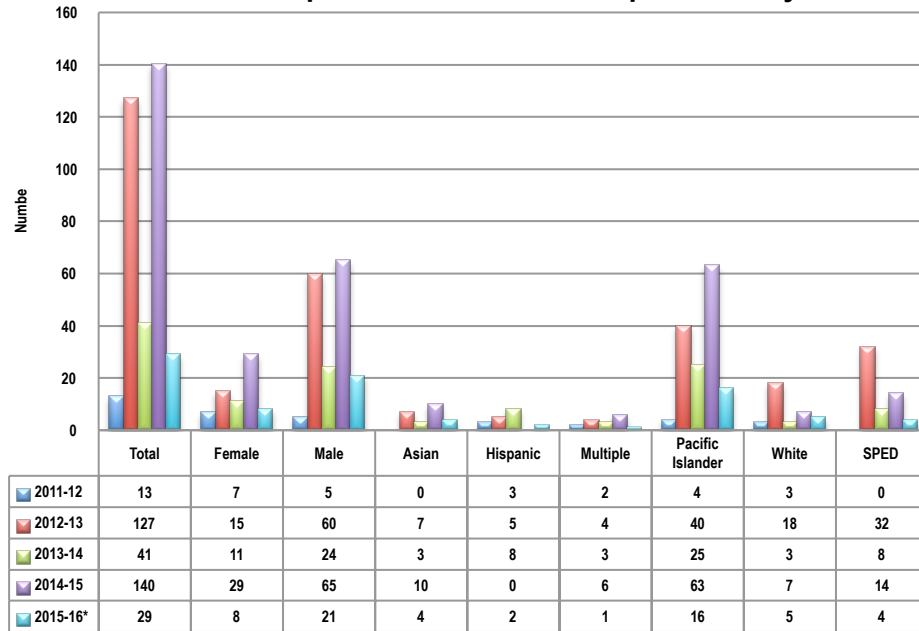
Class D Incidents



Source: Adapted from Kealakehe Intermediate School 2016 Self-Study Report & ECSSS, LDS
 *2015-16 reporting approximately 50% of school year



H. Student Behavioral Data Suspensions - Student suspensions by Gender and Race



Source: Adapted from Kealahke Intermediate School 2016 Self-Study Report & ECSSS, LDS
 *2015-16 reporting approximately 50% of school year

