



Kamehameha
Schools®

MID-CYCLE VISIT

VISITING COMMITTEE REPORT

HAWAII ASSOCIATION OF INDEPENDENT SCHOOLS AND
ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

Kamehameha Schools Maui Campus
275 'A'apueo Pkwy
Pukalani, HI 96768

Date of Original Self-Study Visit: March 11-14, 2018
Date of Mid-Cycle Visit: October 7, 2021

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I. Introduction Student/Community Profile Data

In their progress report the school describes what drives programmatic decisions at the school:

Established in 1996, Kamehameha Schools Maui (KSM) is one of three K-12 campuses in the Kamehameha Schools Educational System. KSM enrolls over 1,000 K-12 students on a well-equipped, 180-acre campus located in Pukalani. Grounded in its Hawaiian and Christian values and committed to the revitalization and perpetuation of Hawaiian culture, the school offers a comprehensive college preparatory curriculum which includes the study of Hawaiian culture and language, as well as character education and religious instruction. KSM is an impressive learning community with a well-defined vision and the physical, financial, and human resources necessary to realize an ambitious agenda of continuous improvement and student success. After 26 years here in the malu of Haleakalā, KSM has emerged as a bona fide institution in her own right—with her own unique character, her own unique ‘ano, her own unique identity.

Ku‘upau: Our Identity and Values

Ku‘upau is at once a statement of who we are and a vision for who we will become. Pukui defines ku‘upau as using all of one’s might and strength; exerting oneself; to go to the limit; to release all checks and inhibitions. Arriving at this identity was not at all arbitrary. It required us to examine everything from our mo‘okūauhau, our genealogy, to our mo‘owaiwai, our values—the things that make us rich. At KSM, we embody Ku‘upau through exhibiting our campus values:

‘Imi Na‘auao, Kūlia Pono, Kuleana, and Pilina

The value of ‘Imi Na‘auao is inspired by the knowledge and wisdom-seeking of our kūpuna. Maui icons like David Malo and Samuel Kamakau, whose scholarship and writing continues to inspire today, sets an example for our own thirst for knowledge.

Kūlia Pono and Kuleana strive to do that which is right, correct and just. By orienting ourselves as people with a deep appreciation for kuleana to our ‘āina, our kūpuna and our lāhui, we strengthen our sense of responsibility and courage.

Finally, Pilina is the fostering of meaningful relationships, particularly to our community and to the ‘āina. By remaining rooted in our interconnectedness, our actions and words serve the collective good.

This is our foundation that makes us who we are. This is how we are unique. Our challenge from today onward is to remain steeped in these values so that we are willing to go to the limit for ourselves, for each other, and for our lāhui.

They state their mission and vision as follows:

Mission

Kamehameha Schools' mission is to fulfill Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.

Vision

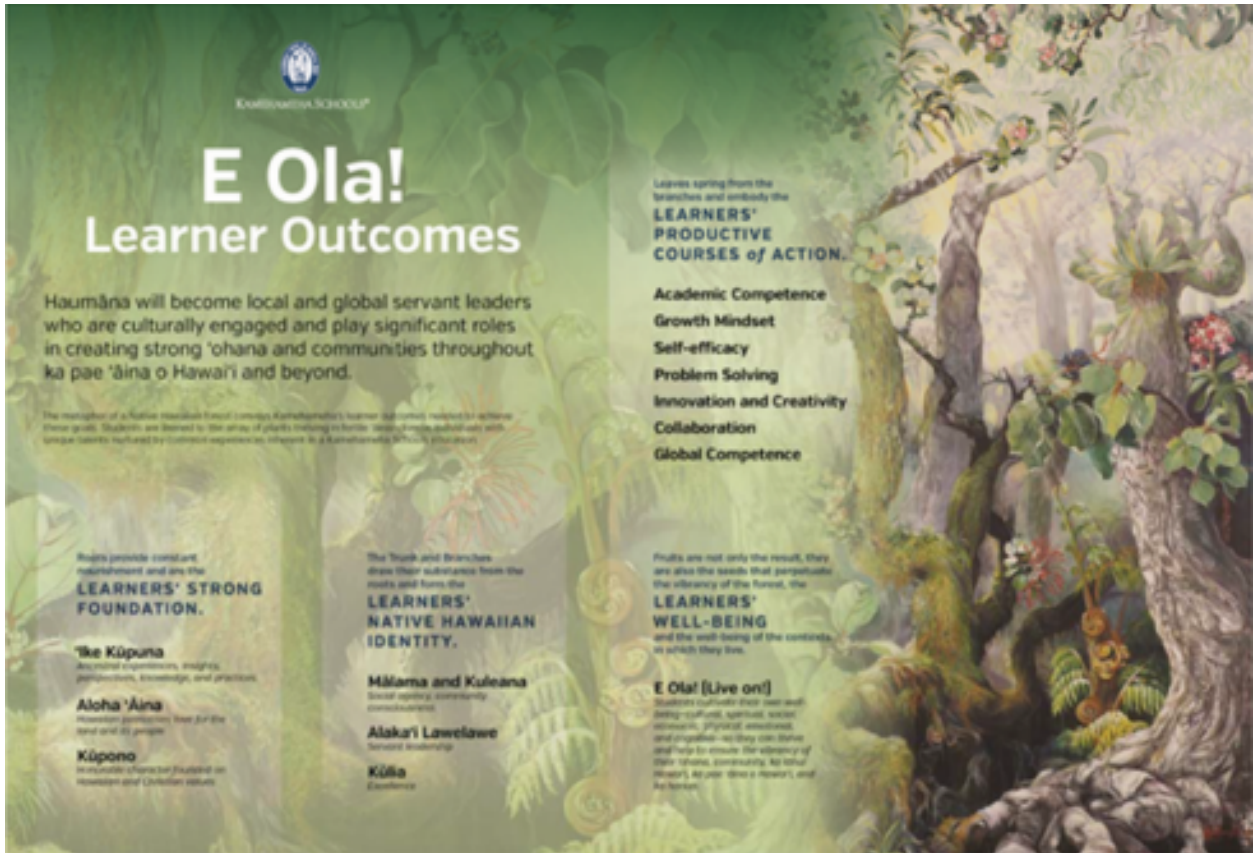
Within a generation of 25 years, we see a thriving Lāhui where our learners achieve post-secondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.

Schoolwide Student Goals and Learning Outcomes

E Ola! Learner Outcomes at Kamehameha Schools

Kamehameha Schools is committed to provide a world-class, Hawaiian culture-based education (HCBE) that not only engages students and 'ohana in a culturally-rich, personalized journey, but also encompasses academic competence, growth-mindset, self-efficacy, creativity, inventiveness, good character, Hawaiian identity, Christian values, and 21st century skills that will enable learners to thrive and become leaders for their local and global communities.

To help explain long-term learner outcomes that are important to KS educators, we use a metaphor of a Hawaiian native forest. In such a forest, our students are like the strong koa trees— diverse individuals with unique talents nurtured by common features and expectations of the KS educational experience. At KSM our current Strategy Map, that spans the next five years, guides our decisions revolving around E Ola! Learner Outcomes.



E Ola! includes these foundations: (1) 'Ike Kūpuna (ancestral experiences, insights, perspectives, knowledge, and practices); (2) Aloha 'Āina (Hawaiian patriotism; love for the land and its people); (3) Kūpono (honorable character founded on Hawaiian and Christian values); these aspects of identity: (4) Mālama and Kuleana (social agency, community consciousness); (5) Alaka'i Lawelawe (servant leadership); (6) Kūlia (excellence); and these courses of action: (7) Academic Competence; (8) Growth Mindset; (9) Self Efficacy; (10) Problem Solving; (11) Innovation and Creativity; (12) Collaboration; and (13) Global Competence.

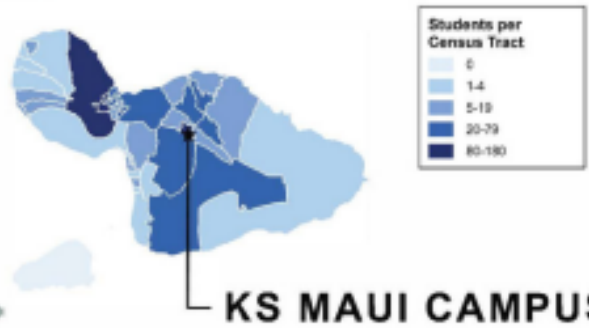
Student Demographics

The school supplied meaningful data on student, staff and faculty demographics:

Our students come from diverse backgrounds and communities around the island.

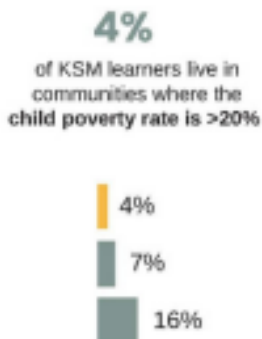
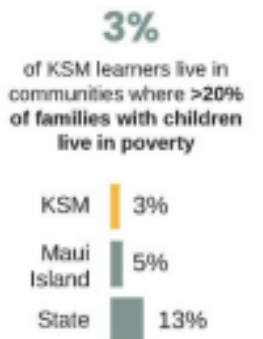
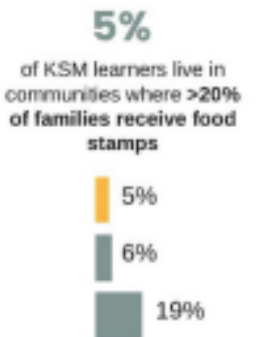
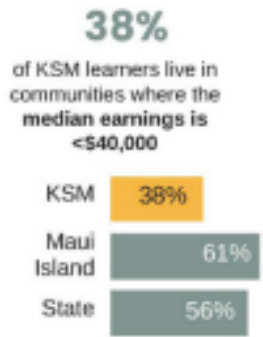
WHO OUR LEARNERS ARE MAUI

KSM learners come from across the island of Maui, representing diverse communities, both urban and rural. The coloring of the map represents the number of learners from each community--the deeper the color, the greater the number of learners that originated from that community.



Community Characteristics*

The charts below highlight the characteristics of socioeconomically disadvantaged communities, comparing the proportion of KSM learners living in these areas to the Maui island and state proportions. A deeper understanding of these communities gives us insight into our learners' socioeconomic background and needs. As shown in this series of graphs, KSM learners tend to come from communities that mirror that of Maui island and generally are better off socioeconomically, compared with the state population.



KSM Learners Characteristics

These community characteristics are further reflected in KSM learners' socioeconomic background.



*All community-level data are drawn from the U.S. Census Bureau's American Community Survey (2015-2019).

The diversity of our graduates is evidenced below. Their interests and pathways indicate that they are well on their way to achieve postsecondary educational success, enabling good life and career choices.

The timeline maps out incremental increases at the Upper Division. By 2025, grades 6th-8th would increase by 36 students. By 2026, the Upper Division will increase by approximately 80 students. These increases will bring the enrollment to maximum capacity of 1188 as capped by water and transportation department limits.

Māhele Lalo (Lower Division)	Enrollment SY 2021-22	Enrollment actual #s
Kindergarten	40: 20 boys; 20 girls	40: 20 boys; 20 girls
Grade 1	40: 20 boys; 20 girls	40: 20 boys; 20 girls
Grade 2	40: 20 boys; 20 girls	40: 20 boys; 20 girls
Grade 3	48: 24 boys; 24 girls	48: 24 boys; 24 girls
Grade 4	48: 24 boys; 24 girls	48: 24 boys; 24 girls
Grade 5	48: 24 boys; 24 girls	49: 24 boys, 25 girls
Māhele Luna (Upper Division)	Enrollment SY 2021-22	Enrollment actual #s
Grade 6	120: 56 boys; 56 girls	110: 55 male, 55 female
Grade 7	116: 56 boys; 56 girls	109: 55 male, 54 female
Grade 8	112: 56 boys; 56 girls	107: 55 male, 52 female
Grade 9	128: 64 boys; 64 girls	133: 66 male, 67 female
Grade 10	128: 64 boys; 64 girls	132: 63 male, 69 female
Grade 11	128: 64 boys; 64 girls	131: 60 male, 71 female
Grade 12	124: 62 boys; 62 girls	117: 58 male, 59 female

Teacher Demographics

70% of our teachers have earned advanced degrees and 20% are board certified.

Data for KS Maui as of July 30, 2021	Lower Division	Upper Division	KS Maui
Total number of teachers (Schedule A)	21	66*	87
Number of "interim" positions SY 21-22	0	0	0
Number of teachers with bachelor's degrees	7	20	27
Number of teachers with master's degrees	14	46	60
Number of teachers who are board certified	2	16	18

*one teacher on loan for Hālau 'O Kapikohānaiāmālama

II. Ongoing Improvement

Describe the school’s process and procedures for addressing the Notable Strengths and Significant Opportunities, Challenges and Needs of the school. Include discussion of which stakeholders have been part of this process and how.

As described by the school, “our theory of change, Ku‘upau and our campus values form the nucleus of our transformational journey” of ongoing school improvement. Future planning and actions to address opportunities, challenges, and needs are achieved through E Ola! The focus on Hawaiian Culture-Based Education (HCBE) inspires the school community to be innovative and responsive to the needs of the future ‘ōiwi leaders. Within the school community, a sense of responsibility and courage serves to ensure that programs, learning environments, and professional-personal growth models align with the pathways that are forged in future planning to meet the expectations of the goals and outcomes embedded in the KSM Strategy Map.

The future planning document is aligned with the KSM Strategy Map. The three focus areas in the strategy map--educators, curricula, and graduates--address the significant opportunities, and needs previously defined during the last self-study visit in 2018.

Via the KSM Strategy Map, teachers ensure that the HCBE lives in instruction, curriculum, and assessment through E Ola! Programs, learning environments, and professional-personal growth models must be student and family centered, grounded in identity and culture, personalized through increased choices and opportunities, and guided by strong relationships and supportive structures. The goal is for students to possess the mindset, skills, and abilities to reach personal heights and aspirations.

While stakeholder participation is not specifically addressed in this section, the focus areas and indicators in the E Ola! Framework, suggest a broad base of participation of stakeholders, either on a representative level, or when appropriate larger configurations of specific stakeholders, such as faculty.

- Describe the implementation and monitoring of the future planning document , including which stakeholders are involved in what aspects of the work. - Mark
 - Include how annual progress reports, as well as the mid-cycle visit report, have been prepared and whether they were presented to the governing board.

As mentioned above the future planning document is tied closely to the Strategic Plan and broken into three key areas: E Ola! Educators, E Ola Curricula!, and E Ola! Graduates.

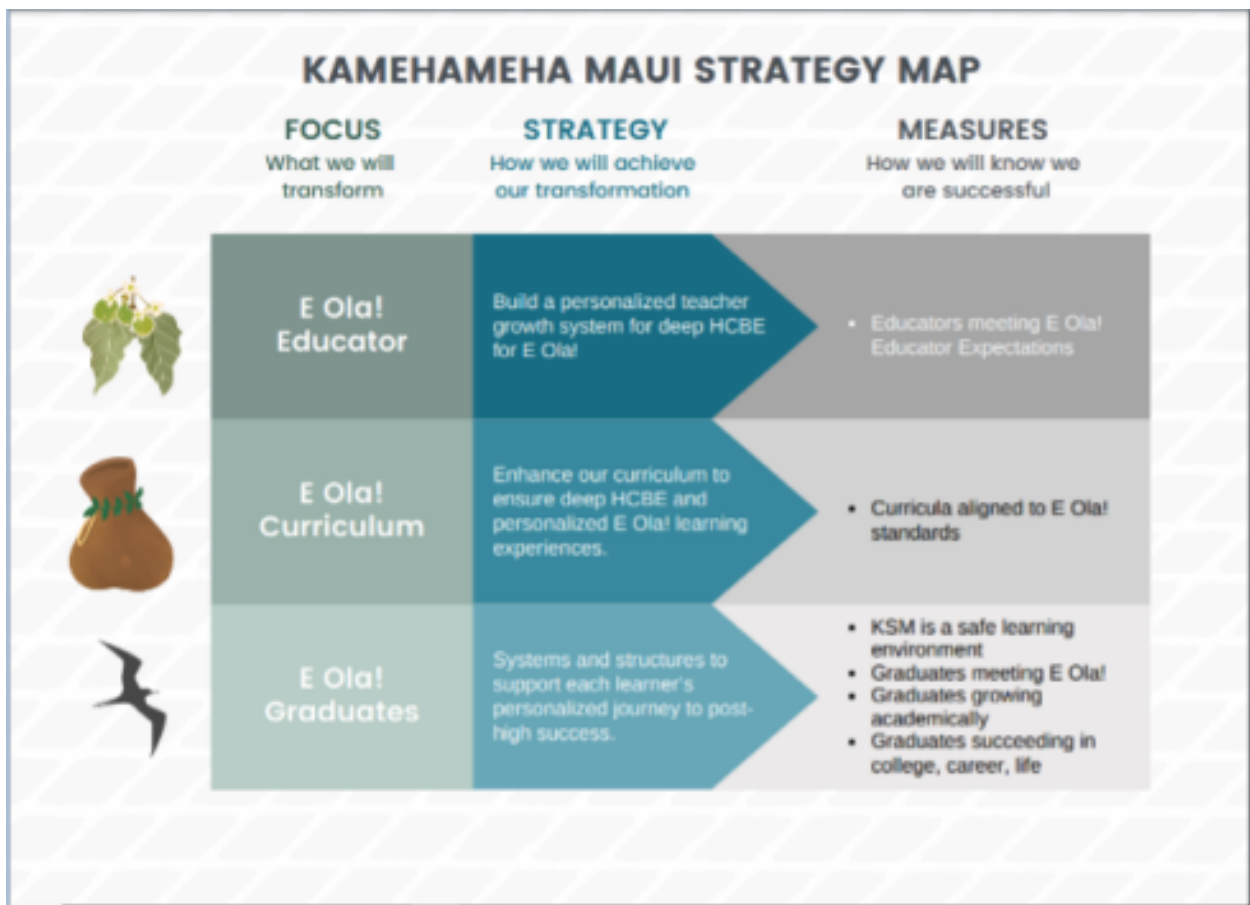
In E Ola! Educators, teachers are expected to be strong in their own identity and knowledgeable in 'ike Hawai'i, Learn to teach Hawaiian Culture-Based Education, and be accountable to teach to the E Ola! Standards.

In E Ola Curricula, teachers are expected to adopt the E Ola! Standards, map curriculum to them and use assessment data to revise and renew their curriculum.

In E Ola! Graduates, graduates must develop the mindset of E Ola!, the campus must adapt to support reaching that mindset. This includes distinct pathways, more personalized choices and more support and guidance.

A significant portion of the school's energy in organizing, hiring and reshaping has been driven by the need to put in the resources and the time to accomplish the adoption of the E Ola! framework.

The governing board is informed yearly on the progress and has been updated on the planning for E Ola! Initiatives and their alignment with the strategic map.



The Mid-Cycle report has both detailed action plans that have been implemented to make progress on the future planning document. There has been reorganization of positions including lower school called Māhele Lalo for grades K-5 and an upper division called Māhele Luna for grades 6-12.

To create broader student support, the school created a Student Support Division (K-12) to support students with multi-tiered systems of support (MTSS) as well as guidance of career and college expectations. The school counselors now report to the Dean of Student Support Services; school

counselors are now called Dean of Students in the Upper Division. This has included additional counselors - one for each grade level including grade 13 to follow students after they graduate.

Documentation and interviews indicated that there was wide participation across the school in the writing of the report and the initiatives were communicated across all constituencies throughout the school.

III. Significant Developments and Changes

- Describe any significant developments or changes at the school site. These may include but are not limited to (and should be reflected by the school's own Mid-Cycle Report)
 - Program additions
 - Significant staffing changes that have major impact
 - Capital campaigns
 - School policy changes
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Significant Developments/Changes - He Wā Hou School Redesign

Since the last school visit in 2018, there have been significant changes in governance and structure. He Wā Hou School Redesign documents the structural changes needed to support personalized HCBE student-centered E Ola! Learner Outcomes. KSM has started campus structural changes, and Ku'upau serves as the grounding vision of the campus's unique character, 'ano, and identity.

Significant changes involved restructuring the school from elementary, middle, and high school divisions to a lower division called Māhele Lalo for grades K-5 and an upper division called Māhele Luna for grades 6-12. Ka Māhele Lalo is led by a Lower Division Head, two Assistant Principals, and a Dean of Learning. Ka Māhele Luna is led by an Upper Division Head, an Assistant Upper Division Head, four Assistant Principals, a Dean of Learning, and an Athletic Director.

Staffing and organizational structures were also adjusted. A Dean of Student Support Services was added to oversee all school counselors strengthening the social, developmental, and emotional support provided to all students. The role of the Summer School Coordinator was elevated to a Head of Summer and Extended Learning. With this change, the summer program Hālau 'O Kapikohānaiāmālama expanded its services through year-round programming that includes distance learning, career and technical education, and project-based HCBE experiences. A Student Support Division (K-12) was created to support students with multi-tiered systems of supports (MTSS) as well as career and college guidance. The school counselors now report to the Dean of Student Support Services and are called Deans of Students in the Upper Division. Finally, the addition of a campus communication liaison rounds off the organization restructuring. The liaison coordinates efforts to communicate important strategic messages, informational announcements and protocols, and campus actions and updates for our KSM 'ohana. This new position is key to managing change - addressing several of the visiting committee's significant opportunities, challenges, and needs.

The changes to both school and staff organization structures have built the capacity for KSM to design

and implement the culturally-grounded, educationally sound practices outlined in He Wā Hou.

There is greater emphasis on purpose and relevance of student projects that are connected to local and global issues. Increased agency among students and teachers to master deep knowledge is also being realized. Distance learning and innovative design courses continue to grow and transform to meet the challenges of a changing world. Students also have increased opportunities to take college and dual credit courses as well as advanced placement classes.

The pandemic has slowed the ability for KSM to know fully how He Wā Hou will impact stakeholders. Beyond time, regular communication, trust, and relationship-building can help to create understanding and buy-in for the changes.

Significant Developments/Changes - Response to COVID

He Wā Hou was designed and began initial implementation before the pandemic. In March 2020, the pandemic created opportunities for KSM to explore personalized pathways and increase choices for students while balancing health and safety.

Teachers shifted teaching and assessment paradigms. Faculty and staff made rapid adjustments to support students and families with challenges ranging from internet connectivity issues, academic difficulties, personalized assessment, social isolation, and family struggles. Ku'upau values and mindset remained foundational despite the many quick changes. In SY 2020-21, health and safety protocols, learning options, and distance learning were implemented, and adjustments made as needed depending on the context of COVID in the community.

With direction from Enterprise Safety & Student Well-Being, the campus managed safety protocols and guidelines, wellness checks (including testing and vaccinations), and contact tracing. The KSM staff shared their mana'ō with a compelling video with a culturally relevant approach to safety, [Lāhui Kapu: Safety First](#). At the start of the school year, students were given the option to select their choice of learning: distance or in-person learning. For those students who opted for in person learning, the school offered hybrid scheduling and co-horting. Schedules remained “fluid” due to the changing COVID-19 numbers.

The school's COVID Response Team (CRT) communicated with weekly updates summarizing case counts and providing updates on safety protocols. These protocols speak to KSM's commitment to improve communication between the school and its stakeholders.

The health and safety challenges presented by the pandemic, along with KSM's offering of both distance and in-person learning forced the school to reimagine how it could offer a highly personalized educational experience with increased choices, flexibility, and support to help learners discover their personal potential to become local and global servant leaders while rooting these experiences in their Native Hawaiian identities. To deliver developmentally appropriate educational content, KSM chose Canvas as its learning platform for the Upper Division and Seesaw as its Lower Division classroom platform.

To align with its Strategic Map goal of being a *World Class School*, KSM partnered with Arizona State University to offer online science, math, English, and social studies classes to fulfill their grade-level

requirements. For Lower Division students, the Lau Liko program was taught by KS teachers, from across the state, to tri-campus students who elected for 100% distance learning.

For students who opted for in-person learning, a hybrid schedule was adopted and often adapted due to the continuing pandemic and unstable risk conditions during the school year. Synchronous Zoom and asynchronous lessons provided the foundation of learning for students. Office hours and wellness check ins were added to support students. The campus was able to shift support to more personalized, in-person learning when the health of our community improved.

To measure the community climate during COVID-19, KSM gathered mana'o from stakeholders through several methods, including quarterly Pulse Surveys. In SY 2020-21, it found that despite the raging pandemic it found overwhelmingly high levels of satisfaction among students and families.

The results of the Pulse Surveys were shared with all stakeholders. Highlights from some of the surveys include: 97% of KSM's teachers reported feeling completely confident or moderately confident in designing distance learning experiences for students; about 84% reported feeling completely confident or moderately confident in motivating students to learn online; 98% of grades 3-5 haumāna report feeling connected or very connected to their kumu; 87% of grades 6-12 haumāna feel comfortable or moderately comfortable with increased face-to-face learning on campus; 89% of 'ohana agree or strongly agree that the school keeps them updated with regular communications; 86% agree or strongly agree that their child's kumu provides opportunities to connect with them for additional support; and 89% of you feel safe at school/work.

During the pandemic, many of the KSM 'ohana were severely impacted by the economic downturn. The school supported families by providing prepared meals. E Pū Pa'akai Kākou, the school's 'ohana meal program, started in September 2020. Within a two-month period, KSM served up more than 1,800 'ohana meals; each meal contained enough food to feed a family of four. The school purchased most of the ingredients from Maui farmers many that were dealing with a drastic drop in sales due to the pandemic.

KSM also provided several free COVID-19 testing opportunities for staff, students, and families. Free voluntary surveillance COVID-19 testing for our students, faculty, and staff was initiated in January 2021, and held two COVID-19 vaccination clinics for faculty, staff and students in June and July 2021.

The school redesign offered stronger support for staff, students, and their families, which was aided by the institution's financial strengthen an cascading leadership

Significant Developments/Changes - Gender Identity and Inclusion

As society moves away from a strict two gender paradigm, student well-being and safety remains a priority at KSM. Respecting the rights, and ensuring the safety of transgender students has become a priority at KS Maui. The school engaged with experts to provide guidance on best practices and more conversation, training, and support continues.

KSM embraces the concept of Aloha for All. The school does not believe students should be withheld from pursuing their passions because of their gender. After communicating this to its stakeholders KSM provided opportunities for conversations and feedback from parents and students. Informational

resources from the National Association of Independent Schools, the Hawai'i State Department of Education, and national experts on child development and transgender youth were also shared with stakeholders.

KS has since adopted a policy on Transgender Students supported by its Christian values. To better support all of its students, KSM provided opportunities like training from Gender Spectrum to families to create safe, non-confrontational spaces. These gender inclusive trainings sought to improve our school's overall climate. Ultimately, these trainings, along with the spirit of Aloha for All will keep all students safe on campus.

Significant Developments/Changes - Challenge Success

Between 2018-19, both divisions committed to Challenge Success. The Challenge Success activities gave KSM's adult stakeholders an opportunity to relate to the challenges adolescents face in a changing world. The goal was to examine what steps the school might take to ensure emotional and social wellness. In person sessions and surveys for parents and students gave insight into the pressures students face beyond academics, such as: as athletics, sleep, grading practices, and the advisory program.

KSM reported the following highlights as a result Challenge Success and restructuring:

- 1) implemented a later start time for school so that our students would be able to get more sleep
- 2) initiated K-12 "no homework weekends" that gave students and families time to connect
- 3) emphasized student choice and voice on project based and/or interdisciplinary units
- 4) revamped master schedules focusing on a climate of care that included advisory time and support time
- 5) refreshed grading and movement toward agreements on the conceptualization of standards based grading
- 6) provided parents with information on student well-being

Significant Developments/Changes - Employee Advisory Group (EAG)

Another significant development since the last visit was the creation of the Employee Advisory Group (EAG). The EAG serves "to bring together multiple employee voices to identify issues and provide focused input to leadership on communications, equality, efficiency, and services that affect the work environment". The group does not address issues related to wages, hours, benefits, or terms of employment and working conditions nor does it make policies or rules. The desired outcome is to build trust and pilina throughout campus by increased staff involvement and greater employee engagement.

Staff can apply to be a member of the EAG, and participants are randomly selected from the applicant pool after being grouped by broad job categories. Any member of the EAG must meet certain job performance criteria and not hold any supervisory roles. They receive training in order to participate and membership is rotated annually.

The EAG was formalized in SY 2019-20, who made four proposals. The first proposal was for EAG members to receive school-issued laptops, which was approved and implemented. Other proposals centered around communications: adequate Operations communications beyond daily department briefings, KS' stance on Thirty Meter Telescope, and the preservation of teacher preparation time.

Recommendations were made to appropriate leaders and resulted in the first proposal and recommendations being accepted while the other remaining two "needed more time" and "needed more information" respectively. The process provided opportunities for more communication, transparency and understanding. Guests were invited to monthly meetings to share mana'o or to provide on these proposals.

The EAG has bridged a gap in communications between staff and leadership, as reported by representatives from the EAG team during visit meetings. While the team acknowledges there is still a ways to go in terms of impact, they feel the structure is an important tool to build trust, morale, and agency campus-wide. Prior to the implementation of the EAG, teachers in the visit meeting reported feelings of dissatisfaction with no venue to safely express their concerns. They also report that the EAG has given a venue to express concerns, create productive solutions, and learn more about the varied perspectives that inform the decision-making process. The sentiment was overwhelmingly hopeful, and there is a strong desire for EAG to be continued and strengthened as a powerful and meaningful part of KSM's path forward.

Note: List and discuss each significant development separately [A., B., C., etc.]

IV. Report on Future Planning Document Progress and Significant Opportunities, Challenges and Needs

1. Review and improve current communication practices to ensure that all school communications related to the school's strategic goals, programs, protocols, and actions are specific to and address all KSM stakeholders. (SS p. 102-103, 133, 142; SS Summary; I - Committees)

Clear strategies have been Implemented at each level from the CEO to the Po'o Kula to the stakeholders below them to provide clarity around implementation goals, specifically regarding the Strategic Plan 2025 and the E Ola! Initiatives. Clarifying and refining the strategy map and creating processes to improve communication are indicated. There is clearly an effort to make sure all stakeholders are informed of decision-making, timelines specific expectations and outcomes.

Survey data indicate 68% of faculty/staff feel that the school keeps them updated on changes and next steps, and although a slightly smaller percentage (61%) and feel that "Leaders visibly model behavior they've asked of us", these data show that overall the school has mostly positive feelings about progress in communicating programmatic work.

The development of clearer lines in the organizational chart (aligning student support services, consolidating upper and lower divisions) should help communication with the campus. The addition of the EAG provides a feedback mechanism for faculty and staff to support school wide decisions and communicating the climate on campus.

The addition of a communication liaison creates a focal point to insure that important strategic messages, informational announcements and protocols, and campus actions and updates for our KSM 'ohana are carried through the system. As mentioned earlier, this new position is key to managing change - addressing several of the visiting committee's significant opportunities, challenges, and needs.

In the documentation and campus visit it became evident that all constituencies on campus felt informed of the plans for the Ku'upau initiative. There were indications that this has improved faculty morale and a more inclusive faculty and staff experience. Kumu have been discovering who they are in terms of Ku'upau values. This was in part due to the goals being clearly communicated to staff.

There is recognition that communication still can be improved within this effort. It is not that *more* communication is needed, but there should be efforts to look at ways to make the outreach more effective by creating engagement with the broader campus community. This was particularly notable with both students and parents. The school might consider how to look at what purpose communication serves and how it can become more of a two-way process.

Ultimately the school is gathering information regularly, but at times stakeholders are unclear on what happens after that and if there are any impacts. Clearer and more engaging communication will help create more clarity.

2. Examine a variety of qualitative and quantitative data, inclusive of teacher-generated data, through a consistent process that informs decision-making at all levels – from the classroom to school initiatives. (SS p. 149 - 159; I)

KSM used feedback data from the last accreditation visit to establish a Standards Based Curriculum Process. While this process resulted in the formation of Divisional Liaison Teams, vision statements, reading rubrics, and a K-12 reading staircase, it is unclear what effect these had on student outcomes or how the data affected these outcomes.

In 2015-16, created and piloted performance tasks and rubrics to measure student performance. The following year, teachers created pre and post assessments to look for student growth. KSM indicated these assessments *will* be used to make educational decisions, but it did not state the decisions that were made or how the data contributed to these decisions.

KSM adopted the NWEA Measures of Academic Progress (MAP) test, as its standardized test to measure student performance and growth. The test is now given three times a year. The indicates that teacher PLCs use this data to inform instructional groupings, and that the data from the spring test shows the arc of student growth, but no data is included to show the effectiveness of instruction based on MAP results.

Based on alumni survey data from Kūhanauna, its Strategic Plan 2020, KSM has implemented Naviance to boost student college and career readiness. The school is still waiting for its Upper Division classes to matriculate in order to evaluate the effectiveness of Naviance. It has also raised its MAP testing standards, but it is unclear what the new standards are, or how the testing data has informed instruction. The school has also hired a new Post-High School Counseling TAP, but has indicated it is still waiting for data to determine the effectiveness of this hire.

KSM indicates that a variety of data is used to inform reading instruction, the high school schedule, and to form PLCs at the elementary level, but the data used to make these decisions is not provided. Data is central to the professional conversations on the campus, but specific data is not provided. A tri-campus effort has been made to pilot a Data Portfolio to allow for instant access to data. What data is included in the Portfolio is unclear.

The school indicates there is room for improvement in its data literacy and use. It states data related goals, such as: using data to differentiate instruction and form PLCs, and adjusting master schedules, however, the data used to drive these goals is not stated. After the campus visit, it became evident that KSM holds an abundance of data, but is still exploring which data will synergistically work with its E Ola! initiative. During the campus visit, faculty and administrations voiced they are working to use data to drive the implementation of E Ola!, and that they are moving toward a qualitative data model

as it aligns more closely with the HCBE goals of the school. However, the staff admitted that a portion of the collected data has not supported E Ola! and HCBE. While more work should be done to collect relevant data, the faculty and administration indicated, during the campus visit, that an ongoing conversation around culturally relevant data collection will continue.

To ensure its stakeholders are striving for innovation and managing risk, KSM has indicated that it: provides consistent messaging emphasizing innovation, plans for programs using a growth mindset approach, and celebrates early wins of innovation.

An example of KSM's emphasis on innovation is its Papa Ho'okela pilot program. Students are taught the knowledge and skills to sail a Hawaiian voyaging canoe, with the final exam being a sail on Mo'okiha, Maui's voyaging canoe. This pilot program embraces HCBE while offering students a non-traditional learning experience.

KSM has indicated it would benefit from a process, template, formulas, or algorithms that could assist in learning about the impact of how money is spent in relation to cost per learner. The school currently utilizes staff assessment practices, student achievement outcomes, and other measures of student output from each class that could help to answer these questions from an educational and HR standpoint. KSM indicates it has this data but has not yet used it to analyze spending.

To guide its decision making and the success of its E Ola! Learner Outcomes, KSM needs to measure both academic and non-academic learning such as 'ike kūpuna, mālama and kuleana, growth mindset and self-efficacy. During the school visit, the faculty indicated that, Atlast, the curriculum mapping software being used is able to integrate E Ola! standards into its standards map. The school knows it needs to measure these initiatives' success but it is unclear what quantitative data strategies it will apply to collect said data. Yet, the integration of E Ola! standards into its curricular maps will help the school ground its curriculum mapping efforts in HCBE values. KSM indicated non-academic outcomes may be more difficult to track and measure in quantitative terms and assessments will need to be varied. A focus on qualitative data may be easier when evaluating non-academic initiatives.

Over the last twenty years, KSM's Strategic Plan guided the school to become a Kula Hawai'i, or Hawaiian school. This change was partially successful because some stakeholders did not want to shift from the school's college preparatory roots. These two contrasts have been mitigated in SP2040 and SP2020, as the school is now working to use HCBE as the mechanism for which it becomes a world class educational institution. During the school visit, students voiced support and appreciation for this transition, but indicated that HCBE could be more fully integrated into curriculum.

Another instance of change at KSM is the work of the SBCP. KSM relied on the work of the SBCP process to build an aligned K-12 reading comprehension staircase. This was possible because the school took on the challenge of moving its systems towards a standards based system.

By moving toward a growth mindset, and away from a compliance mindset, KSM now employs a teacher-centered approach where educators collaborate with administrators to form goals. The school

implemented software programs to align with its goals, but only two programs were used and some teachers were frustrated by this process. It is unclear which programs were used.

Looking ahead, KSM indicates that it needs to effectively manage the change process to ensure that its staff is informed, committed, and self-motivated to the transformational nature of our educational system and practices. To do this the school believes its leaders need to continue to grow in their capacity around instructional leadership, respond appropriately to innovative ideas and have capacity for those who fail while moving forward, and build teacher capacity and voice within its systems.

KSM believes it needs to continue to improve its use of and response to individual student data, rather than generalized data, to inform its decision making processes. To support this goal, its educators are receiving professional development in PLCs, RTI, and differentiated instruction.

The school knows it must continue to work to understand and respond to the changing landscape of education and the 21st Century learning needs, which is indicated in its SP2020 and Educational Group Tactical Plan through its goal of WCHCBE education. KSM will utilize university admissions information, employer surveys that define the skills that they are looking for, cultural-based education, and surveys of how well its programs meet those expectations.

3. Manage, communicate, and inspire an understanding of the impact of change through educating stakeholders about the nature of change, with the intended outcome of creating an optimal learning environment for students and adults. (SS School's Summary; I).

KSM utilized a collaborative and intentional process to gather, synthesize, and share back what would become Ku'upau - the foundation of KSM's unique institutional identity. The Ku'upau mindset then became the guide for subsequent change initiatives. Beginning with this collaborative, values-based approach supported change management by capitalizing on the strong sense of both commitment to the Pauahi legacy and a culturally-grounded campus with strong relationships amongst KSM stakeholders.

The process of creating Ku'upau included all campus personnel, from education to operations. Staff voice and values were synthesized and summarized via visual graphics, written expressions, and informative videos that were shared with the entire school community. This multimedia campaign informed stakeholders of what changes were desired, how they would get there, and the foundational strength of identity that would be the mindset needed to create the change, which included a commitment to the vision and professional and personal relationships specific to the KSM campus, that would create "a truly innovative, research and design, student-centered school for aspiring 'ōiwi leaders" in alignment with the vision for E Ola! Graduates.

The newly created position of the communications liaison allows for regular communication outward. One regular venue is a monthly newsletter, which includes an interweaving of the Ku'upau values with mo'olelo and 'ike kupuna. Social media is also regularly updated.

KSM has also created timelines for growth through personalized paths for all students. Using their research and design model, opportunities will be built in to evaluate their current academic structures

and research what future structures might look like to meet the needs and expectations of all students.

In terms of managing and communicating change, several important structures have been put into place to address this area, including Ku'upau, He Wā Hou, the addition of a communication liaison, and the creation of the EAG. Although the pandemic slowed the progress and impact of some of these initiatives, KSM persisted in taking the steps needed to move forward. Staff report feeling supported through the changes that have occurred since the full visit. This has reached the student experience, as students participating in the visit report an increase in curriculum related to HCBE and E Ola Learner Outcomes.

There is more opportunity for growth in terms of inspiring an “understanding of the impact of change.” While there is regular communication around major changes, there is not always understanding or engagement from all stakeholders. Essentially, communication is effectively moving one way, towards stakeholders, but higher levels of understanding and engagement is desired by both parents and students. Parents mentioned receiving newsletters and multimedia regarding what is happening on campus, and mentioned wanting ideas for how to apply and connect to those resources at home. Students mentioned seeing and hearing about changes but not truly knowing what those meant for them or their learning experience. Parents and students also mention a desire for varied ways to engage and express their concerns and needs to people who can affect change with response in a reasonable amount of time. Both students and parents in the visit felt that venues for addressing their concerns can be confusing, frustrating, or ineffectual. A common theme was being unsure of who to go to for what and feeling that questions or concerns are addressed in a timely manner. Staff, parents, and students frequently mentioned a desire for different ways to gather their input that are more aligned to the values of HCBE and Ku'upau - including talk story, pilina-building, and he alo a he alo (face-to-face) methods of communication - when restrictions due to the pandemic allow for this.

While KSM has an abundance of data around numerous indicators, there was an expressed desire for more strategic, refined, or comprehensive looks at data to inform how stakeholders are responding to change. Access to appropriate data and more opportunities for meaning-making and action planning are also desired.

4. Develop and implement a consistent, clear, and coherent teacher evaluation process that transitions from compliance to growth to support teachers in reaching their professional learning goals and facilitates teacher-capacity in decision-making through meaningful, reflective professional learning. (SS pp. 50-53, 100-102; I)

Along the pathway toward a deeper understanding of E Ola! Educators, it has been acknowledged that the majority of kumu are practicing Hawaiian culture-based education to varying degrees, with significant variations across classrooms. At the same time, it must be recognized that every kumu may be at a different place in understanding what HCBE can and should be. As such the vision in this area focuses on three key actions: 1) Kumu must be strong in their own identity; 2) Kumu must then be able to teach HCBE in an innovative space; and 3) Kumu must be accountable to teach HCBE.

There is a 5-year timeline to attain the vision for all educators. Teacher engagement pathways will design an integrated system of professional development, performance management, and compensation and rewards to support kumu in meeting HCBE expectations. Kumu will be provided personalized support where teachers have voice and choice on their own growth and professional pathways in learning to teach in the 21st century.

As such, the following framework for teacher evaluation appears to be emerging. Goals for the teachers include 100% engaged participation in Ola Loa, 100% teaching in an innovative learning environment, and commitment to the Teacher Engagement Pathways (TEP). The Teacher Engagement Pathways were launched in 2021. All teachers were introduced to the Danielson Framework of Teaching and used several systems to assess their growth in areas of choice.

In the committee meetings, teachers and other members of the professional community shared that they are currently in the process of facilitating goal setting. At the point, the estimation that a range of needs exists among the faculty, mirroring the idea that much diversity prevails. Supervisors are acknowledging the need to engage teachers in the process and adjust to individual needs. Additionally, they are also cognizant of the need to consider what accountability may look like over the course of any developmental process.

At the same time, there is an emerging recognition that this initiative presents an opportunity to address dimensions of professional learning and growth, including domains of teacher efficacy, effective teaching, and self-advocacy for all teachers.

Both teachers and supervisors acknowledge that the developmental growth process does take time, however, they are committed to the goal of having teachers to monitor and assess their own development in HCBE through reflection on their Teacher Evaluation Pathways and efforts to transform their teaching.

Elements of the transition and transformation process will continue to be supported by professional learning opportunities, including social emotional learning (SEL), along with opportunities to explore integration of key learning concepts into school practices and learning environments.

At this point in the mid-cycle of a full accreditation term, there is a general recognition that all teachers may be in different places in their journey to embrace effective teaching within the framework of E Ola! Educators. There is evidence of a range of different supports with a professional framework, some of which are personalized to accommodate different needs and areas of learning. As such, the progress of teachers should continue to be an area of focus over the remainder of the current term of accreditation, and perhaps, into the next self-study.

At the same time there are two key considerations for the school community to consider. First, as the Danielson Framework suggests, teacher growth is not only about having teachers achieve key goals. The E Ola framework and the strategic plan includes two other areas--Graduates and Curriculum--both of which may be key variables that support the growth of any body of committed educators.

Second, sometimes the focus on graduates prompts a focus on summative outcomes; however, in the framework of teacher professional learning and development, as also supported by the Danielson framework, it is also prudent to consider that teacher growth and development occurs as a corollary of student learning and achievement that also spans a course of time. As such, student learning outcomes might also serve as an indicator of teacher professional growth and their commitment to be fully committed to the goals of learning of all.

Finally, the major refinements outlined in this section indicate that this KSM Strategy Map will be utilized to plan, monitor, and refine the significant opportunities, challenges, and needs (SOCNs). As such, it is anticipated that this process will be used during the years prior to the next full self study to assess progress and enact refinements in order to ensure effective implementation of the framework as described at this mid-point of action and implementation. The success of such large-scale, transformation change is related to the ongoing reflection and refinements that may occur throughout the journey.

Summary:

There has been significant work done to address the original recommendations, even with the additional challenge of the pandemic. Both in the documentation and in the interviews it is clear that there are attempts to create cleaner lines of authority and communication, more responsive student services, clear and consistent attempts to clarify expectations for faculty in their alignment with E Ola!. More importantly, thought has been put into communicating these changes and creating a more cohesive understanding organizationally of the work that embodies Ku'upau.

One aspect of the report that could be stronger was more evidence/data on progress made in the initiatives. As stated earlier in the document the school has collected a significant amount of data, and more attention to making meaning from this and sharing it with constituencies would provide clearer impact the work has had to date. For example there are data that shows teachers have started to design lessons that address E Ola! and that could be followed up by how the school is using those numbers to refine their approach to supporting teachers to all embrace this work. The interviews the committee conducted revealed some of these issues are known and being acted on and the school can more broadly share these successes, challenges, needs and opportunities more fully to show progress to the whole community.

V. Additional Comments

- Provide additional comments, if any.

