

Hawaii Association of Independent Schools
Western Association of Schools and Colleges

**Accreditation of
KAMEHAMEHA SCHOOLS MAUI**

Report of the Visiting Committee

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I. Introduction: The School Profile

KAMEHAMEHA SCHOOLS MAUI CAMPUS PROFILE

THE SCHOOLS' FOUNDING

The extraordinary vision of Bernice Pauahi Bishop, Great-Granddaughter of Kamehameha I, led her to create the Kamehameha Schools through her last will and testament in 1883. The establishment of Kamehameha Schools would serve as a response to the diminishing social and economic plight of the Native Hawaiians in the 1880's. Since that time, the Kamehameha Schools' mission has been to fulfill the Founder's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.

In 1883, Bishop Estate encompassed 375,500 acres of land in Hawai'i. Through wise investments and stewardship, her lands and other assets are now valued at more than \$10.6 billion. The revenue generated by these assets fund all of the educational programs of Kamehameha Schools, ranging from 31 early childhood sites, three K-12 campuses, and a variety of extension and outreach initiatives. KS Trust spending includes: \$199 million (60%) to campus based programs, \$88 million (26%) to community education and scholarships, \$45 million (14%) to major repairs, capital, IT projects and other operational costs – totaling a trust annual expenditure of \$342 million (includes \$10 million in debt financing and other).

The institution was originally founded in 1887 on the island of O'ahu as Kamehameha Schools for Boys, and six years later Kamehameha Schools for Girls was established. In 1960, the two schools merged to become a co-ed campus, with a boarding program, which today houses 550 students from all parts of the state. For 124 years, the Kamehameha Schools O'ahu campus has fulfilled Bishop's vision by graduating over 24,000 students.

In 1996, Kamehameha Schools Board of Trustees responded to requests forwarded by the Hawaiian community to increase the reach of Kamehameha Schools and extend educational opportunities to more Native Hawaiian children and families by announcing a decision to build new K-6 Kamehameha Schools on the islands of Hawai'i and Maui. For the first time in its history, a permanent Kamehameha Schools presence would be established beyond the island of O'ahu. This new beginning meant that students on Maui and Hawai'i would receive a Kamehameha Schools education without having to live apart from family. Previously, all students not residing on O'ahu attended Kamehameha Schools as boarders from as early as the 7th grade.

THE MAUI CAMPUS

On August 22, 1996, Kamehameha Schools Maui (KSM) opened in temporary facilities in three residential houses in Pukalani with 80 students in grades K-3. Three years later, in August 1999, the permanent facility opened in Pukalani with 152 students in grades K-6. In July 2000, the Board of Trustees decided to expand KSM to include a Middle school (opened in 2002) and a

high school (opened in 2003) with an additional 80 acres added to the original 100 acreage to accommodate the expansion of the school.

Today, KSM serves a total of 1068 students — 264 in the elementary school, 324 in the middle school, and 480 students in the high school. The students come from all points of Maui with daily bus service from Lahaina, Kīhei, Wailuku, and Kahului.

Staffing has also grown rapidly at KS Maui from 18 in 1996, to 35 in 2001, to 250 full time faculty/staff this current school year. 70% of the 114 full-time instructional staff have advanced degrees and 25% are National Board Certified Teachers (NBCT). Furthermore, 42% have eleven or more years of teaching experience and another 38% have twenty or more years of teaching experience. Staff turnover has remained between 4% to 8% within a four year period. KSM faculty and staff engage in many K-12 staff and professional development activities together.

Just as the student population and faculty development have grown rapidly since 1999, so has the Kamehameha Schools Maui educational program. In December 2002, an initial three-year term of accreditation was granted by HAIS/WASC for grades K-9 (the extent of the program at that time). Since that time, Kamehameha Schools Maui has added the rest of the high school grades, fully staffed all programs, and integrated itself into the Upcountry Maui community. In 2006 and then again in 2012 Kamehameha Schools Maui was granted a six-year term of accreditation by WASC/HAIS.

For the last several years, Kamehameha Schools Maui has worked to extend the reach to Native Hawaiians who are not enrolled at KSM. Initiatives have included summer programs, after-school programs, adult workshops and community service. In 2016, a new position, Summer School Director, Ke Alaka‘i o ka Hālau ‘o Kapikohānaiāmālama (The Life Source that Feeds and Nourishes), was created and filled to plan and promote the addition a summer school program for both KSM and non-KSM students. This summer, high schools students will be able to request for early college courses at University of Hawai‘i-Maui Campus (UH-MC) which will allow students to opportunity to earn both college and high school credits simultaneously.

In 2014, Kamehameha Schools, with input from teachers, students, parents, administrators, and community partners, finalized Vision 2040, a 25-year (one generation) strategic plan that will help all Native Hawaiian learners realize success in postsecondary education, career, and leadership pursuits. The organization is presently embarking on the first of a series of five-year plans. The 2015-2020 series include setting a strong foundation and measures for all Native Hawaiian students (KS and non-KS learners). Education Pathway Milestone (EPM) Targets include;

1. Ready for Kindergarten,
2. Reading at grade level or higher in Grade 3,
3. Academically prepared in Grade 8,

4. Graduating from High School on time and prepared for the next step,
5. Completing postsecondary education/training, and
6. Demonstrating local and global servant leadership and cultural engagement.

In the Fall of 2015, Kamehameha Schools Maui (KSM) ‘ohana were stunned by the passing of their beloved Po‘o Kula (Head of School) Lee Ann DeLima. This left KSM with an interim Po‘o Kula for the next two years. In 2017, Bishop Estate Board of Trustees appointed Dr. Scott Parker as the new Head of School. In his first year, Dr. Parker has been working tirelessly to bring teachers, students, parents, administrators, and community voices to the table as they address the Educational Pathway Milestone Targets. KSM is more than a school – as the mission to “improve the capability and well-being of people of Hawaiian ancestry” illustrates.

II. Comments on the Self-Study Process

The school’s process began immediately after the 2015 Mid-Cycle Visit. It was intentionally inclusive and mission-focused. Training was provided for staff to become familiar with the new HAIS Self-Study protocol, and to prepare them for the in-depth three year Self-Study.

The Self-Study Coordinator masterfully led the process. She met with the Steering Committee monthly to review the process, provide any updates, answer questions regarding chapter assignments, and to aid in data collection. The Self-Study assignments were organized by Sections and Chapters. Three Section Chairs were chosen to oversee the five sections of the Self-Study; fourteen Chapter Chairs collaborated to select their respective team members. The committee structure was intentionally designed to include faculty and staff with knowledge of chapter standards and indicators, as well as those who were less informed. The outcome was positive in that those who were serving on committees out of their area of expertise expressed how much they learned about the inner workings of the school. This led them to feel a greater appreciation and understanding of the roles of their peers. Numerous meetings and staff work days were devoted to including the entire faculty and staff in the process; they were frequently asked to contribute by reviewing and responding to draft findings. Documentation of these meetings was recorded in an “Accreditation Minutes” folder in the Google Drive. As a means of educating and involving students in the process, members of the student body were involved in creating, producing and directing an exceptional video that explains the purpose of accreditation.

Prior to submitting the Self-Study to HAIS, the committee completed three drafts. The first two drafts were reviewed by groups of editors, which included outside editors as well as members of the Steering Committee, Chapter Teams, and Principals. During the Pre-Visit, the Visiting Co-Chairs requested that the Steering Committee make a concerted effort to shorten the report to 3-4 pages per chapter. While that was not possible in all cases, the Chapter Chairs did reduce each chapter.

Compelling student artwork beautifully introduced sections and chapters of the Self-Study. KSM's final report outlines the way for navigating future improvements and upholding founder Princess Bernice Pauahi Bishop's vision to "improve the capability and well-being of people of Hawaiian ancestry."

Rate the school on how effectively they collaborated during the self-study process:

X Highly effective

- Effective
- Somewhat effective
- Ineffective

Rationale: The school clearly demonstrated that the process was intentionally inclusive. Three years were dedicated to the Self-Study and mixed teams of administrators, faculty, and staff worked collaboratively to carefully review and analyze HAIS standards and indicators to identify the school's strengths and areas for future growth.

III. Assessment of the Progress Report

Major Recommendations:

- 1. That the administration, faculty, and staff commit to utilizing the transition to Standards-based Kula Hawai'i as a means of promoting academic rigor.**

The school has developed a process to review K-12 curriculum using the Standards-Based Change Process and has created teacher leadership teams to lead the process. With the support of Standards-Based Change Process, KSM first focused on reading comprehension across all grade levels, including professional development for faculty in standards alignment, the creation of learning goals and targets, as well as developing performance tasks and rubrics. With the implementation of one K-12 curriculum process and the creation of Liaison Teams, teachers are able to collaborate with Curriculum Coordinators and the administration in curriculum review, development, and implementation. During the review, a group of leaders and faculty across the KS system looked closely at the non-cognitive outcomes and combined them with the academic competencies to create one framework. The revisions led to the creation of the E Ola! Learner Outcomes. The E Ola! Learner Outcomes and the cultural expectations of the working exit outcomes were combined and a more comprehensive set of outcomes were created to address the needs of the whole-child. With this work accomplished the school will now focus on aligning curriculum work to instructional practices such as personalized learning and Hawaiian-culture based education.

- 2. That the administration:**

- a. Further communicate and clarify their strategic vision and plan while providing appropriate, sustained professional development for each of the KS and KSM**

initiatives such as the Working Exit Outcomes Framework, Tri-campus Standards-Based Kula Hawai'i, Indiana Standards and Ka Pi'ina, SLIP and MAP testing.

- b. Monitor and be sensitive to the stress level and amount of teacher time associated with the implementation of these initiatives.**

The Kūhanauna KS strategic plan was finalized and specifies vision and outcomes for the organization as well as for each campus. All three campuses and KS preschools have targets set for each student and spells out the specific student outcomes necessary to attain Educational Performance Milestones. A curriculum blueprint outlining “tightly held” and “loosely held” components provide both consistency and autonomy among schools. The Nā Kula framework allows each campus to move forward with loosely held components while the schools continue to collaborate on the “tightly held” aspects of the curriculum. Now, instead of a select group of teachers participating in KSM’s current Curriculum Renewal Process, all teachers are responsible for the alignment of performance tasks and assessments.

To assist teachers in these efforts more campus level professional development opportunities on school scheduling, design thinking, and research and development models have been introduced. Teachers have opportunities to research a particular strategy of their choice and then pilot new learning strategies with their students.

The school makes a concerted effort to have all teachers involved in E Ola! curriculum development, which helps to develop a more collaborative effort and a common understanding of school expectations and outcomes. The school believes that shared professional development workshops and conversations about the impact of E Ola helps the teachers to see how the consistency of their efforts supports other school improvements, lessens the stress, and improves overall communication.

3. That the administration and faculty further develop school guidelines and appropriate practices related to assessing and supporting students with learning differences that will enable the entire spectrum of KSM students to maximize their learning potential.

KSM has focused on differentiated teaching strategies in its K-12 curriculum renewal process. Performance tasks and rubrics are now used to assess competencies and to inform instruction. KSM has provided teachers professional development opportunities, including school visits, to learn more about teaching practices, differentiation of instruction, and the learning environments that support varied instructional practices to address the needs of all students. In addition, each division has received professional development in the use of intervention strategies and models and the value of a team approach to assess student needs. A newly-formed Mālama Ola division provides medical and outreach counseling for all KS campuses. This division assists campuses in the identification of students with health, social, and emotional needs. A Student Support Coordinator position will be added in the 2018-2019 school year. The Coordinator will be tasked with developing and

coordinating a support system that will address the social, emotional, spiritual, and academic needs of students, including academic remediation or advancement.

IV. Assessment of School’s Performance for each Self-Study Section

Section I: Institutional Core Values, Purpose, and Aspirations (Chapter 1)

Chapter 1: Mission

Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees that defines its core values and purpose. The mission statement expresses the school’s institutional purpose, distinctive qualities, and vision of education and it informs all major planning and decision-making.

Context Statement/Rationale:

The Kamehameha Schools mission — “to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry” — strives to honor the Will of its foundress Princess Bernice Pauahi Bishop. The mission permeates all aspects of the school and distinguishes KS from all other schools in Hawai‘i and around the world. Since 2013, the Trustees and administration began a strategic plan and adoption of its Tri-Campus Tactical Plan carrying the mission forward to 2040. The educational vision is to become a world-class, Hawaiian culture-based education system focused on providing students a strong cultural foundation; shaping students’ Hawaiian identity; providing an academic, innovative program that helps students develop the skills and dispositions necessary to interact in a global environment; and ensuring student well-being in all developmental domains. Strategic planning is an ongoing process of growth and development that involves all constituents from trustees to school personnel to students to families to the greater community. According to a recent school survey, a high percentage of faculty/staff (95%) and students (88%) feel teaching practices and program are aligned with the school’s mission and values.

Strengths:

- **The KS mission — “to create educational opportunities in perpetuity” — honors the Will of Princess Bernice Pauahi Bishop and is embraced by all constituencies. The mission is lived daily, permeates the climate and community, and inspires the commitment of the entire community to improve “the capability and well-being of people of Hawaiian ancestry.” A deep understanding of the KS mission, critical to the well-being of generations yet to come, provides the resolve to plan strategically. (SS pp. 16-18; I; O - Classroom)**

- ‘Ōlelo Kahua (instruction of Hawaiian language) for all faculty, staff, and haumāna (students) provides the foundation for a Hawaiian Culture-Based education that teaches Hawaiian cultural values, fosters Hawaiian ways of thinking and doing, and gives life to the mission of KS. (SS pp. 16-19; I; O - ES Classroom)

Opportunities, challenges, and needs faced by the school:

- Alignment of the Tactical Plan and E Ola! Learner Outcomes across all three campuses in order to achieve the KS mission. (SS p. 21; I)

Guiding questions for further institutional self-reflection: None

How effective is the school in meeting Standard 1:

X Highly effective

- Effective
- Somewhat effective
- Ineffective

Strengths and Challenges for Section 1: Institutional Core Value, Purpose, and Aspirations:

Strengths:

- **The KS mission — “to create educational opportunities in perpetuity” — honors the Will of Princess Bernice Pauahi Bishop and is embraced by all constituencies. The mission is lived daily, permeates the climate and community, and inspires the commitment of the entire community to improve “the capability and well-being of people of Hawaiian ancestry.” A deep understanding of the KS mission, critical to the well-being of generations yet to come, provides the resolve to plan strategically. (SS pp. 16-18; I; O - Classroom)**

Challenges: (none)

Section II: Teaching and Learning (Chapters 2-7)

Chapter 2: Educational Program

Standard 2: Guided by the mission, the school clearly defines its curricular and co-curricular programs and provides coherent documentation of them. The programs are regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.

Context Statement/Rationale:

In 2016, KSM adopted the comprehensive E Ola! Learner Outcomes. It encompasses four main components to help build learners' strong foundation, native Hawaiian identity, productive courses of action, and well-being. E Ola! strives to develop the whole child (mind, body, soul, and spirit) while maximizing capacity, performance, and achievement by adopting discipline-specific standards of excellence and contextualizing the educational framework in cultural principles.

As more and more colleges are using less traditional measures of academic success in their admissions process, KSM joined the Mastery Transcript Consortium (MTC), a group of independent schools looking into alternative forms of assessment, crediting, and transcript generation.

KSM considers the greatest strength of its overall educational program is that it operates as a K-12 school and not separate divisions working independently of one another. Therefore, they are able to provide high-quality, continuous educational experiences for K-12 Native Hawaiian students. Students' MAP assessment results help drive instruction and determine curriculum needs. The SPN survey results show that students perceive the curriculum as being effective in terms of rigor, relevance, relationships, and leadership. Co-curricular offerings at KSM cover a wide range of subject areas, interests, and skill levels. Each of these programs help educate the "whole" child.

The four main curricular/co-curricular needs are:

- E Ola! Learner Outcomes rubrics and teacher support to properly address Hawaiian culture-based criteria.
- A determination if the high school career academies will continue as graduation credit requirements.
- Increased accountability for teachers who are charged with designing and implementing curricular and co-curricular initiatives.
- Plans for collecting and analyzing data to help determine goals.

Strengths:

- **KSM's renewed commitment to a K-12 school model that allows for collaboration across divisions with efforts to provide continuous learning experiences. (SS Summary and Conclusions p. 2; I)**
- **The revision of WEO resulting in alignment of E Ola! Learner Outcomes and the four main components forming the foundation for Hawaiian culture-based education. (SS p. 27; SS Synopsis of Chapters p. 2)**
- The addition of a Post High/College Counselor and Director of Alumni Relations and a person dedicated to the Internship Career Program. (SS p. 28; SS Synopsis of Chapters p. 2; I)

Opportunities, challenges, and needs faced by the school:

- Develop tools, align, and prioritize E Ola! and other initiatives in a cohesive framework that integrates KSM program goals and tri-campus goals. (SS p. 32; I; D - SPN Staff Survey)
- The need to review and align the teacher performance management system to program initiative to ensure greater teacher accountability. (SS p. 32; D - SPN data; I)

Guiding questions for further institutional self-reflection:

- How can KS Maui continue to evaluate the effectiveness of the various initiatives and programs in relationship to student outcomes while acknowledging the needs and wants of the teachers?
- How can KS Maui function in ways that are aligned with tri-campus goals while continuing to meet the needs of their unique populations?

How effective is the school in meeting Standard 2:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

Chapter 3: The Student Learning Experience

Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of—each student.

Context Statement/Rationale:

KSM believes that students learn best through Hawaiian cultural principles and Hawaiian cultural identity. Christian Education Program is required at all levels. Beginning in elementary school and continuing through high school, dedicated time for learning the Hawaiian language is included in the curriculum. Many days are calendared yearly for off-island culture-based activities.

Student engagement is a key element of Danielson’s Framework for Teaching (FFT), which is the campus’ tool to evaluate teachers’ instructional practice. Students are engaged in their learning when they are “intellectually active in learning important and challenging content,” and not doing “busy work.”

KSM provides ample resources to students to innovate and utilize technology, including an area for student performances, state-of-the-art tools to create maker-spaces, and a variety of materials available for use by the students. The access to these resources allow for authentic engagement,

creative final products, thematic unit deliverables, and transformative educational opportunities. They also provide ample opportunities for students to engage in a variety of learning activities.

KSM takes a K-12 approach to helping students understand their strengths. When data indicated a need to focus on relationships both between students and between student and teacher, KSM made changes to include more opportunities to focus on relationship-building.

Strengths:

- There is intentional Hawaiian cultural education for staff and students occurring at all levels of the organization. (SS p. 36; I; O - Classrooms)
- **KSM strives to create an environment of positive student-teacher relationships and a high degree of student engagement. (SS p. 42; I; D - SPN Survey Results; O)**

Opportunities, challenges, and needs faced by the school:

- Utilize consistent and concise processes to collect, reflect, and use data to inform practices. (SS p. 43; I; D - SPN Survey Results)
- SPN Survey data indicate gaps in areas that include, but are not limited to, greater student support, effectiveness of student data and applying what students learn. (SS pp. 42-43; D - SPN Survey Results)

Guiding questions for further institutional self-reflection: (Optional)

- Which aspects of the student learning experience are most central to who the school is?
- Of the data that you collect on student performance and/or perceptions, what seems to best inform your practice?
- How do you balance the data you get from perception surveys and more quantitative assessments such as MAP?

How effective is the school in meeting Standard 3:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

Chapter 4: Faculty and Pedagogy

Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.

Context Statement/Rationale:

KSM supports professionalism through a variety of opportunities that include National Board certification, supporting higher education, and providing a wide number of professional development opportunities over the course of the year. A large majority of teachers feel that professional development helps them better fulfill the vision and mission of the school. Professional development is responsive to the needs at each of the levels of the school. In particular, and in alignment with the strategic plan for 2020, the school provided extensive Hawaiian language instruction for all faculty to more fully allow them to use Hawaiian language and culture in their classes and in their instructional planning. About half of the teachers feel that the current evaluation system supports improvement in their teaching. There are four key leadership teams that make important program decisions. The Danielson framework is used for giving teachers criteria on effective teaching and learning and is an important component of teacher evaluation. Time is committed for meetings within and across disciplines to support the important work in curriculum design, cross-grade articulation, and alignment. If a teacher is not teaching in their core discipline, there are many ways by which they receive support to improve their expertise. Additionally, there is support for teachers in their use and understanding of the Hawaiian culture and language during their onboarding.

Strengths:

- **A wide range of professional development opportunities, including a strong emphasis in Hawaiian language and culture. (SS p 46; I)**
- Teachers are engaged in SBCP, analyzing MAP data and performance tasks to improve their teaching with valued support from curriculum coordinators. (SS pp. 46, 51; I; O - Classroom)
- A high percentage of student satisfaction with teachers caring about them. (SS p. 53; I; O - Classrooms)

Opportunities, challenges, and needs faced by the school:

- The school recognizes the need to expand K - 12 opportunities for collaboration with a focus on student learning. (SS p.53; I)
- **Develop and implement a consistent, clear, and coherent teacher evaluation process that changes / transitions from compliance to growth to support teachers in reaching their professional learning goals. (SS pp. 100-102, I)**
- **Aligning and prioritizing E Ola! Learner Outcomes and other initiatives in a cohesive framework that integrates KSM program goals and tri-campus goals to allow multiple initiatives to be consolidated to reduce the perception of too many initiatives. (SS p. 46; I; D - SPN Survey Results)**
- Hiring process is tedious and lengthy. (SS p. 47; I)

Guiding questions for further institutional self-reflection:

- In what ways will you continue to examine, strengthen, and align the intersection of student

learning, teacher evaluation and the intentional professional development of teachers?

- As the school works towards more differentiated, personalized experiences, how will tolerance of failure and stronger formal and informal collaboration help?

How effective is the school in meeting Standard 4:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

Chapter 5: Climate and Community

Standard 5: The school maintains a healthy climate that mirrors the mission. That climate is sustained through highly effective communication and supports the learning and personal growth of each student. It reflects a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.

Context Statement/Rationale:

The school climate is one that is supportive and inclusive of the students, parents, faculty, administration, and the community. Surveys are conducted bi-yearly to measure and assist in ensuring a positive and productive learning environment that involves kupuna and alumni, as well as interactions among student divisions and leaders. The PTSO allows for parent involvement, fundraisers, field trips, and special events offered at the school to raise money for club and sport activities. Communication is shared through various outlets including the website, print, orientations, parent nights, weekly and monthly team meetings and collaborative work, relevant professional development, policy/handbook review, newsletters, electronic mail and periodicals. The overall impression of the campus is very positive. However, only 50% of SPN whole staff survey results show that there is “strong communication between school administration and staff.”

School-wide priorities are set to personalize learning to meet multiple intelligences and individual learning styles in balance with Hawaiian culture-based education. Educating the “whole” child through academic, social, emotional, and spiritual guidance continues to be the focus as KSM develops their plans for reaching long-term goals. Communication between trustees, administration, faculty, and staff continues to be a challenge, especially in regards to initiatives and implementation of tactical plans.

Strengths:

- Regular assessment of the school climate and the use of data to shape and incite action plans. (SS p. 56; I; D - SPN Survey)
- Students engaged in learning opportunities throughout Maui and encouraged to be future leaders. (SS p. 64-67; I; O)

- Parents, kupuna, and alumni are involved in the school community. (SS pp. 59-61; I)
- **Rich in cultural events and traditions to provide students and staff meaningful experiences to connect to Hawaiian heritage. (SS Synopsis p. 4; I; O - Classroom)**

Opportunities, challenges, and needs faced by the school:

- Interventions are needed to support diverse learners in high school. (I; D-SPN Survey 2018)
- **“Dig deeper” to understand why survey data indicates a need to strengthen staff morale and make connections to school community. (I; D - SPN Survey 2018 pp. 75, 85)**

Guiding questions for further institutional self-reflection:

- How can KSM continue to support differentiated instruction in the classroom?
- How can KSM improve communication regarding implementation of initiatives so that teachers feel that they are successfully working toward school goals and not overwhelmed?

How effective is the school in meeting Standard 5:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

Chapter 6: Residential Life NOT APPLICABLE

Standard 6: The residential life program of the school is designed and structured to reflect the school’s mission, to complement other programs, and to ensure a safe environment that fosters student personal and social growth.

Context Statement/Rationale:

Strengths: (List or explanation)

Opportunities, challenges, and needs faced by the school: (List or explanation)

Guiding questions for further institutional self-reflection: (Optional)

How effective is the school in meeting Standard 6:

- Highly effective
- Effective
- Somewhat effective
- Ineffective

Chapter 7: Preschool NOT APPLICABLE

Standard 7: The preschool offers a high quality, developmentally appropriate program that fosters both independence and socialization in a stimulating, safe, and caring environment. The

social, emotional, physical, and cognitive development of children is supported by a qualified, nurturing staff of early childhood educators.

Context Statement/Rationale:

Strengths: (List or explanation)

Opportunities, challenges, and needs faced by the school: (List or explanation)

Guiding questions for further institutional self-reflection: (Optional)

How effective is the school in meeting Standard 7:

- Highly effective
- Effective
 - Somewhat effective
 - Ineffective

Strengths and Challenges for Section II: Teaching and Learning

Strengths:

- **KSM’s renewed commitment to a K-12 school model that allows for collaboration across divisions with efforts to provide continuous learning experiences. (SS Summary and Conclusions p. 2; I)**
- **The revision of WEO resulting in alignment of E Ola! Learner Outcomes and the four main components forming the foundation for Hawaiian culture-based education. (SS p. 27; SS Synopsis of Chapters p. 2)**
- **KSM strives to create an environment of positive student-teacher relationships and a high degree of student engagement. (SS p. 42; I; D - SPN Survey Results; O)**
- **A wide range of professional development opportunities including a strong emphasis in Hawaiian language and culture. (SS p 46; I)**
- **Rich in cultural events and traditions to provide students and staff meaningful experiences to connect to Hawaiian heritage. (SS Synopsis p. 4; I; O - Classroom)**

Challenges:

- **Develop and implement a consistent, clear, and coherent teacher evaluation process that changes / transitions from compliance to growth to support teachers in reaching their professional learning goals. (SS pp. 100-102, I)**
- **Aligning and prioritizing E Ola! Learner Outcomes and other initiatives in a cohesive framework that integrates KSM program goals and tri-campus goals to allow multiple initiatives to be consolidated to reduce the perception of too many initiatives. (SS p. 46; I; D - SPN Survey Results)**
- **“Dig deeper” to understand why survey data indicates a need to strengthen staff morale and make connections to school community. (I; D - SPN Survey 2018 pp. 75, 85)**

Section III: Financial Sustainability (Chapters 8-10)

Chapter 8: Admissions and Enrollment

Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity in accordance with the school’s mission. The admission process identifies students and families who are well matched to the school’s program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.

Context Statement/Rationale:

Admissions to all Kamehameha Schools campuses (Maui, Hawai‘i, and O‘ahu) is centralized with appropriate reviews and financial audits to minimize any breaches in the admissions process. The admissions process is clearly explained on the school website and written materials. The admissions policy is tied directly to the Will of foundress Bernice Pauahi Bishop to “devote a portion of each year’s income to the support and education of orphans, and others in indigent circumstances, giving preference to Hawaiians of pure or part aboriginal blood.” Since adopting the Admissions Policy in 2003, more than 25% of the student population are admitted under orphan and or/indigent status. KSM’s current enrollment is 1,068 students in grades K-12; the school has no plans to extend enrollment capacity. The acceptance rate from approximately 500 applicants is an average 24%. Students accepted to KSM must show potential to meet academic, physical, and cultural expectations. Gender ratio is targeted at 50% males and 50% females. 2.1% of the student body receives learning accommodations; 13% in grades 6-12 are deemed “gifted and talented” in non-academic (e.g., athletics, the arts). 75% of the student population receives full or partial financial assistance based on a needs-blind admissions policy. Moreover, enrollment is based on a statewide geographic representation of school-aged Hawaiian children.

Strengths:

- Centralized admissions policies and processes that are the direct outcome of honoring the Will of Princess Bernice Pauahi Bishop and the KS mission. (SS pp. 73-75; I)
- **Need-based financial support funded through an unrestricted endowment that benefits 75% of KS families who qualify and supports the education of 25% of the student body who are orphaned or indigent. (SS pp. 75-76; I)**
- Consistent and sufficient pool of applicants with high rate of enrollment after acceptance and low attrition. (SS p. 71; I)
- Adoption of the new TADS system for admission addresses a need for an updated database system. (SS pp. 75-77; I)

Opportunities, challenges, and needs faced by the school:

- Adoption of new TADS system for admission should be evaluated for best fit and lessons learned once the school year is completed. (SS pp. 75-77; I)

Guiding questions for further institutional self-reflection: None

How effective is the school in meeting Standard 8:

Highly effective

Effective

Somewhat effective

Ineffective

Chapter 9: Finance

Standard 9: The school has an operating budget sufficient to carry out the school's mission with designated sources of funds to support the school program, plant, operations, and personnel. The school's finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.

Context Statement/Rationale:

KS, unlike other independent schools, is funded by a large trust. The school has an operating budget sufficient to carry out the school's mission, with designated sources of funds to support the school program, plan, operations, and personnel. KS has a centralized Financial Planning and Analysis Department that identifies a "cost per learner that shows that they are within 5% of other peer schools when accounting for costs other schools do not pay for include transportation, books, etc." KS analyzes cost data from similar schools through data gleaned from NAIS and HAIS. Tuition has not increased at the rate of other independent schools as KS is not comparable to other independent schools due to the high percentage of KS students on financial aid.

Until recently, financial investment and endowment spending policies were the responsibility of the Executive Vice President and underwent regular review every 5 years. Currently, any changes in investment policies must be approved by the Board of Trustees, whose responsibility is to ensure the long-term sustainability of the institution. Payroll, purchasing, accounting and student billing are centralized and located off campus with oversight by the Controller's Division, which ensures adequate segregation of duties. The school has an annual audit or review, and an audit in the fiscal year that ends immediately before the year during which the school is to be visited by an accreditation team. Annual audits and IRS Form 990s are prepared on a consolidated basis for the entire KS organization.

Strengths:

- **Sizeable endowment allows for consistent budgeting from year to year. (SS pp. 80, 83)**
- To ensure future sustainability, KS keeps trust spending within prescribed limits. (SS pp. 81, 83)
- KS in the process of developing advancement office to address financial needs to support programs that the trust spending does not fully cover. (SS p. 83; I)

Opportunities, challenges, and needs faced by the school:

- **Communicating the need to supplement the budget to ensure that KSM has the resources to achieve the goals of the 2020 and 2040 Strategic Plan. (SS p. 83; I)**
- Goals of the 2020 (5 year Strategic Plan) call for increased financial resources as well as strategic partnerships within the school community. (SS p. 83; I)

Guiding questions for further institutional self-reflection: None

How effective is the school in meeting Standard 9:

Highly effective

Effective

Somewhat effective

Ineffective

Chapter 10: Advancement

Standard 10: Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.

Context Statement/Rationale:

KSM and Pauahi Foundation (PF) have united to develop the Advancement Office to build and assess giving among trustees, parents, faculty, staff, alumni, and other potential support. KS as a whole plans to develop an Advisory Committee “whose sole purpose may include establishing and expanding external philanthropic relationships and securing private resources.” Currently, PF utilizes multiple resources including Blackbaud’s Raiser’s Edge donor database, Wealth Engine research software, and Crescendo Interactive as marketing efforts to build donor relationships. KSM and PF continue to build relationships and engage alumni through various activities. However, KS recognizes the long-term need to fundraise to address projected increases in costs per learner. KS is reflective on the “strategies for communicating philanthropic need,” given KS’ large endowment, and the development to broaden engagement with alumni and high level contributors.

Strengths:

- Development of the Advancement Office to prepare Advancement Officers in identifying, cultivating, and stewarding potential support by increasing focus on partnerships. (SS p. 86; I)
- **Hiring of a Director of Advancement, Development Manager, Alumni Relations Director, and Database Specialist to identify, research, cultivate, and solicit donors. (SS p. 86; I)**
- KS and Pauahi Foundation maintain regular contact with alumni and continue to engage and build relationships with parents, alumni, faculty, staff and other stakeholders through various activities (SS. p 88-89; I; D - School Calendar)

Opportunities, challenges, and needs faced by the school:

- Educating constituencies on the role of fundraising and its importance given the school's large endowment (SS p. 90; I)

Guiding questions for further institutional self-reflection:

- How can KS effectively communicate to the larger community the need for fundraising and advancement?

How effective is the school in meeting Standard 10:

- Highly effective
- X Effective**
- Somewhat effective
- Ineffective

**Strengths and Challenges for Section III: Financial Sustainability
(Boldface Notable Strengths and Significant Challenges from each section)**

Strengths:

- **Need-based financial support funded through an unrestricted endowment that benefits 75% of KS families who qualify and supports the education of 25% of the student body who are orphaned or indigent. (SS pp. 75-76)**
- **Sizeable endowment allows for consistent budgeting from year to year. (SS pp. 80; 83)**
- **Hiring of a director of Advancement, development manager, alumni relations director, and database specialist to identify, research, cultivate, and solicit donors. (SS p. 86; I)**

Challenges:

- **Communicating the need to supplement the budget to ensure that KSM has the resources to achieve the goals of the 2020 and 2040 Strategic Plan. (SS p. 83;I)**

Section IV: Operations (Chapters 11-13)

Chapter 11: Human Resources

Standard 11: The school maintains positive working conditions, fair and consistent personnel policies—including hiring and evaluation practices—and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.

Context Statement/Rationale:

The SP2020 journey has had a significant impact on the KSM campus, and along with leadership and organizational changes, the school remains committed to ensure a thriving learning community for its students. The school faculty is well-qualified and experienced, and turnover remains low. At KSM there are multiple benefits that effectively attract, retain, develop and support employees. KSM investment to professional development are viewed as generous, and allows for continued professional development opportunities for staff. The compensation and benefits programs are designed to attract, develop and retain a well-qualified, engaged workforce with the desired knowledge, skills and abilities to achieve the organization’s mission, vision and values. The current performance evaluation system for Schedule Staff has had limited success in reaching the goal of promoting positive change and growth. Inconsistencies in the delivery and administration of the evaluation process have been noted. Further refinement is needed in the area of evaluation to create a sense of meaning and commitment for teaching staff.

In 2015-2016, recruitment for KSM shifted to a centralized model of Human Resources. Centralized functions were meant to improve and ensure efficiency, standardization, and additional value. In 2017, KS policies and procedures were issued and available on the intranet. A new Code of Conduct was created to help transform the Vision 2040. Compliance reporting and investigation process have changed creating new norms for the environment. Staffing changes have focused on the K-12 system, and reassignments in service providers have met with mixed success. Director of Curriculum and Director of Campus Strategic Initiatives positions were added to KSM with the intention to add flexibility and resources to innovate and pilot multiple initiatives.

A new summer program was launched in 2016, to add services to over 1,100 students and serve as a Hawaiian culture-based education professional development for kumu to innovate and prototype their ideas.

Strengths:

- Positions in athletics, activities, and programs are designed to emphasize a K-12 focus and alignment. (SS pp. 97-98; I)
- **The teaching staff has a highly competitive compensation and benefits package that ranks amongst the best in independent schools. (SS pp. 92-97; I)**

- Kamehameha Schools Code of Conduct integrates the schools' values with the policies and procedures, providing a brief yet comprehensive overview designed to enable and accelerate Vision 2040. (SS pg. 95; D - KS Code of Conduct)

Opportunities, challenges, and needs faced by the school:

- Centralized HR Department led to concern about timeliness of processes for hiring, increased administrative work loads, and need for clarity of information for employees. (SS p. 97; I)
- **A consistent, clear and coherent teacher evaluation process that shifts from compliance to growth to support teachers in reaching their goals. (SS pp. 100-102; I; D - SPN)**
- Leadership training and development would more fully support emerging needs for next level leaders to support the mission of the school from within. (SS p.99; I)
- **Operations and Maintenance staff wages cannot compete with outside industries, and KS loses qualified staff to other more high paying jobs. (SS p. 108; I)**

Guiding questions for further institutional self-reflection: None

How effective is the school in meeting Standard 11:

- Highly effective
- Effective
- Somewhat effective**
- Ineffective

Chapter 12: Facilities: Buildings and Grounds

Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.

Context Statement/Rationale:

The KSM campus is a source of pride, located in the Pukalani community and overlooking central Maui and the West Maui mountains, with Haleakala as the backdrop. Beyond a beautifully maintained landscape aesthetic, the physical plant includes well-maintained buildings and infrastructure. There are established systems in place, and both financial and human resources to support the continued maintenance of the buildings and grounds. There are also master plans to further develop the campus. The campus has taken steps to address environmental sustainability efforts to reduce their footprint. KSM has identified the need to address concerns regarding location, safety, sporting venues, parking facilities, and the use of KSM facilities by other organizations. Further changes in facilities will be dependent upon budgeting priorities in the years

to come.

Strengths:

- **Beautifully maintained campus and facilities with funding and personnel to maintain both. (SS p. 106, O)**
- Ability to utilize space to meet needs of KSM constituents and also service the greater Maui community. (SS p. 106; I; D - Facilities Binder, Evidence Question #1)
- Master planning in place for future capital improvements. (SS p.107; D - Facilities Binder)
- Operations staff maintain safe and healthy learning environment. (SS p. 107; O; I)

Opportunities, challenges, and needs faced by the school:

- Desire for more athletic facilities to accommodate variety of sporting events. (SS p.106; D - Facilities Binder, Evidence Question #2)
- Safety concerns around the location of HR and Admissions offices and their proximity to the elementary school. (SS p. 107; D - Facilities Binder, Evidence Question #2; I)
- Plant Maintenance vacancies challenging to fill due to competing industries offering higher wages. (SS p. 108; I)

Guiding questions for further institutional self-reflection: (Optional)

- How might an updated campus Master Plan facilitate prioritizing facility needs, requests and clarity in decision making for all constituencies?

How effective is the school in meeting Standard 12:

Highly effective

Effective

Somewhat effective

Ineffective

Chapter 13: Health, Safety, and Wellness

Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at school events. The health, safety, and wellness of members of the school community are supported by compliance with all relevant legal and regulatory requirements. The school takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.

Context Statement/Rationale:

KS takes the safety, health and wellness of both the staff and the students very seriously. The school strives to maintain a culture of safety in which everyone understands that safety is a shared responsibility. At a tri-campus level, there are uniform health, safety, and wellness policies and

procedures that meet and often exceed all federal, state and local laws and guidelines. Furthermore the creation of the Malama Ola division, which addresses student and employee health at all three campuses, has strengthened the priority of health, safety, and wellness.

Individual campuses meet regularly to review and revise policies as needed, and KSM has created a new position, the Education Safety and Risk Specialist, to directly support teaching staff, students, operations staff, and security/safety professionals. KSM also has two committees, which collectively ensure safety across all aspects of the campus. Overall, the KSM campus has effective policies, procedures and training concerning student and employee misconduct, highly-trained staff to secure the physical well-being of the campus and people, and comprehensive Emergency Operations Procedures (EOP).

KSM is taking steps to enhance both the physical and mental health of their students. Through healthy food options, intentional curriculum around making good choices, and a targeted attention to students' mental health, the campus is investing in the whole child through the care of their physical and social-emotional well-being.

Strengths:

- **Clearly articulated policies and procedures that are comprehensive and compliant. (SS p. 112-113; D - Guidelines for Kamehameha Schools Maui Flip Chart; D – “Our Kuleana” Training Modules; I;O)**
- Establishment of individual staff positions, committees, divisions, teams, curriculum, and resources to support health, safety, and security of everyone on campus. (SS p. 112 – 117; I; O)
- Intentional care and attention to the physical and mental health of students and staff. (SS p. 112-113, 117; O; I)

Opportunities, challenges, and needs faced by the school:

- Continued improvements in creating a culture of safety, care for the whole child, and shared responsibility. (SS p. 117; I)
- **Continued efforts to monitor and respond to needs in student mental health. (SS p. 117; I)**

Guiding questions for further institutional self-reflection:

- How are substitutes “trained” to handle Safety and Emergency situations?

How effective is the school in meeting Standard 13:

Highly effective

Effective

Somewhat effective

Ineffective

Strengths and Challenges for Section IV: Operations

Strengths:

- **The teaching staff has a highly competitive compensation and benefits package that ranks amongst the best in independent schools. (SS pp. 92-97)**
- **Beautifully maintained campus and facilities with funding and personnel to maintain both. (SS p. 106, O)**
- **Clearly articulated policies and procedures that are comprehensive and compliant. (SS p. 112-113; D - Guidelines for Kamehameha Schools Maui Flip Chart; D – “Our Kuleana” Training Modules, I, O)**

Challenges:

- **A consistent, clear and coherent teacher evaluation process that shifts from compliance to growth to support teachers in reaching their goals. (SS pp. 100-102; I)**
- **Operations and Maintenance staff wages cannot compete with outside industries and KS loses qualified staff to other more high paying jobs. (SS p. 108; I)**
- **Continued efforts to monitor and respond to needs in student mental health. (SS p. 117; I)**

Section V: Institutional Stewardship and Leadership (Chapters 14-15)

Chapter 14: Governance

Standard 14: The school has an active, engaged, and committed governing board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The board also holds fiduciary responsibility for the institution, and it strategically plans for the school’s future.

Context Statement/Rationale:

KS has an active, engaged, and committed Board of Trustees who provide the strategic direction, fiduciary responsibility, and focus necessary to fulfill and sustain the vision, mission, and core values of KS in accordance with the will of Bernice Pauahi Bishop. It is responsible for the hiring, evaluation, and support of the CEO, who is responsible for the leadership and management of KSM operations.

The Hawaii Probate Court has authority over the Trustee selection process and terms of service to ensure that KS is governed lawfully, in accordance with the Will and Codicils of Bernice Pauahi Bishop. The position of the Board Chair rotates annually. KS board is not a self-perpetuating board.

KS policies and procedures were revised and approved in 2016 and pursuant to the recently approved revisions to the Governance Policy, the trustees have adopted “Operations Procedures” that direct the actions of the board. The school has a tiered-management system in place that checks and balances the programs and the operations of the institute. The Board consults with the CEO to ensure that management development, compensation, and succession plans are in place for executive management positions. The CEO keeps the Board of Trustees informed about KS campuses by providing quarterly and annual reports. In addition to these quarterly reports, Trustees visit the schools 1-2 times a year. The reports and visits help the Trustees determine the extent to which KS campuses are performing the KS mission in accordance with the Will of Ke Ali’i Pauahi.

At the time the Self-Study was written, the organizational structure included an Executive Vice President for Education that reported to the CEO and was responsible for leading KS’s educational programs. However, just days before the scheduled HAIS visit, Dr. Scott reported that the position of EVP had been eliminated and, moving forward, all four Heads will report directly to the CEO. It is believed that this flattening of the organizational structure will give the CEO an opportunity to learn more about the educational program and give the Heads an opportunity to glean a greater understanding of the corporate structure.

Strengths:

- CEO keeps Board of Trustees informed about KS campuses on the islands of Hawai‘i, Maui and O‘ahu by providing Quarterly and Annual Reports. (SS p. 122; I)
- **Board’s effectiveness can be measured by the financial strength of the organization, the growth of the endowment, the strengthening and enrichment of educational outreach through the development of the 2020 Strategic Plan and the 2040 Vision. (SS pp. 130, 136; I; O)**

Opportunities, challenges, and needs faced by the school:

- **Review and improve current communication practices to ensure 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)**
- Provide further clarification and distinction between the authority of the Board of Trustees and the role of the CEO, and of those who must administer the day-to-day operations of the school (SS p. 132-133; I)

Guiding questions for further institutional self-reflection:

- How will the Board assess the impact of the removal of the EVP position?
- What data matters most to the board?

How effective is the school in meeting Standard 14:

X Highly effective

- Effective
- Somewhat effective
- Ineffective

Chapter 15: Administration

Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.

Context Statement/Rationale:

KSM has a group of administrators who are guided by and support the school's mission and vision on a regular basis. The administrative team represents a wide range of experience and perspectives, which strengthens their collaboration and decision-making. There is an agreed-upon culture of collaboration and consultation so that the different layers of administrative roles have multiple ways by which they share and develop plans at their level of authority. One of the strengths of this team are the many ways they meet and share with organizational groupings like Ka'ipono and Ka'ia'o to make decisions around direction of the campus, or instructional effectiveness. Professional growth is encouraged and valued, and there is evidence to support the growth of administrative teams and how they are managed. Leadership development from within the organization is a focus area that has been crafted to enable more opportunities for organizational members to move from aspiration to implementation.

Resources are identified and supported through a variety of structures including departmental budgets, principal initiatives, and methods to allow requests for additional funding. Additionally, all decision-making has articulated plans of action and shared responsibilities when appropriate with clear identification of final decision-makers.

Strengths:

- **A strong, committed, collaborative, and diverse administrative team whose educational beliefs align with the school's mission and vision. (SS p. 136; I; O)**
- Clear organizational structures and lines of authority for decision making and program implementation. (SS p.137; I)
- Multiple ways that resources are made available to support school goals. (SS p. 140-141; I)

Opportunities, challenges, and needs faced by the school:

- **Aligning and prioritizing E Ola! Learner Outcomes and other initiatives in a cohesive framework that integrates KSM program goals and tri-campus goals to allow multiple initiatives to be consolidated to reduce the perception of too many initiatives. (SS p. 142; I; D - SPN Survey Results)**
- Continued development of leadership opportunities and training to support the ongoing transitions and changes that are part of a large school. (SS pp. 138, 144; I)
- **Manage, communicate, and inspire an understanding of the impact of change through educating stakeholders about the nature of change, with intended outcome of creating an optimal learning environment for students and adults. (SS Summary; I).**

Guiding questions for further institutional self-reflection:

- Are the multiple methods used for evaluation and professional growth aligned with initiatives like E Ola! to support staff improvement and organizational alignment?

How effective is the school in meeting Standard 15:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

Strengths and Challenges for Section V: Institutional Stewardship and Leadership

Strengths:

- **The Board's effectiveness can be measured by the financial strength of the organization, the growth of the endowment, the strengthening and enrichment of educational outreach through the development of the 2020 Strategic Plan and the 2040 Vision. (SS pp. 130, 136; I; O)**
- **A strong, committed, collaborative, and diverse administrative team whose educational beliefs aligns with the school's mission and vision. (SS p. 136; I; O)**

Challenges:

- **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)**
- **Aligning and prioritizing E Ola! Learner Outcomes and other initiatives in a cohesive framework that integrates KSM program goals and tri-campus goals to allow multiple initiatives to be consolidated to reduce the perception of too many initiatives. (SS p. 142; I; D - SPN Survey Results)**

- **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 Summary; I)**

Section VI: Institutional Improvement and Sustainability (Chapter 16)

Chapter 16: Self-Assessment, Decision-Making, and Change

Standard 16: The school regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. This data is employed in evaluating the school’s educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement in a manner that marshals sufficient resources and garners the community support necessary for successful implementation.

Context Statement/Rationale:

The use of relevant data to inform decision-making is practiced systemwide at all levels and in areas of school operations. While tri-campus initiatives have focused on improving student learning informed by data analysis, some school leaders are concerned about the proliferation of quantitative data and perception data that may not be used effectively, or the need to use individual student data in order to determine timely classroom interventions. Decision-makers, of whom include a well-qualified and experienced faculty, receive professional development on how to interpret and use data to inform practice.

Balancing innovation and risk is exemplified in learning that integrates Hawaiian cultural values. KSM leadership has been inspired by the CEO’s call to action for KSM to demonstrate that Hawaiian culturally-based education “should drive our ability to get students to college and develop well-rounded, future leaders.” (SS, p. 153). There is momentum with new leadership and commitment from the KSM community to use quantitative and qualitative data (in academic and non-academic learning) to ensure the best quality learning for each child.

Strengths:

- An established infrastructure by way of distributed leadership and processes for a variety of data analysis to manage KSM’s change process. (SS pp. 149-151; I)
- Evidence of several significant educational initiatives underway based on data analysis and program planning (Standards-Based Curriculum Process, Northwest Evaluation Association Measures of Academic Progress, the implementation of Naviance). (SS p. 149-151; I)
- **A mindset and attitude among leadership open to innovation and risk. (SS p. 153; I)**

Opportunities, challenges, and needs faced by the school:

- **Aligning and prioritizing E Ola! Learner Outcomes and other initiatives in a cohesive framework that integrates KSM program goals and tri-campus goals to allow multiple initiatives to be consolidated to reduce the perception of too many initiatives. (SS pp. 153, 156; I; D - SPN Survey Results)**
- Responsiveness to the changing landscape of education in addressing 21st century learning needs, which includes attention to the subset of individual student data in relation to generalized data. (SS pp.158-159; I)
- Balancing innovation and risk in the context of Hawaiian culture-based education. (SS p. 153, O, I)
- **Building teacher capacity in decision-making processes through meaningful, reflective professional learning. (SS pp. 50-53; I)**

Guiding questions for further institutional self-reflection:

- How can KSM assess effective professional development?

How effective is the school in meeting Standard 16:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

Strengths and Challenges for Section VI: Institutional Improvement and Sustainability

Strengths:

- **A mindset and attitude among leadership open to innovation and risk. (SS p. 153; I)**

Challenges:

- **Aligning and prioritizing E Ola! Learner Outcomes and other initiatives in a cohesive framework that integrates KSM program goals and tri-campus goals to allow multiple initiatives to be consolidated to reduce the perception of too many initiatives. (SS p. 153, 156; I; D - SPN Survey Results)**
- **Building teacher capacity in decision-making processes through meaningful, reflective professional learning. (SS pp. 50-53; I)**

V. Identification and Listing of the Major Recommendations.

Notable Strengths:

- **The KS mission — “to create educational opportunities in perpetuity” — honors the Will of Princess Bernice Pauahi Bishop and is embraced by all constituencies. The mission is lived daily, permeates the climate and community, and inspires the commitment of the entire community to improve “the capability and well-being of**

people of Hawaiian ancestry.” A deep understanding of the KS mission, as critical to the well-being of generations yet to come, provides the resolve to plan strategically. (SS p. 16-21; I; O).

- Though a school community over 1,000 students and 250 faculty/staff, KSM is a strong, cohesive one-school community with leadership, faculty, and staff personally and professionally committed to the mission and vision of the school. (Student Profile p. 2; I).
- The school’s commitment to a K-12 Hawaiian culturally-based college, career, and community preparatory program strives to develop students who will be local and global servant leaders. (Self-Study Findings and Conclusions, p.1; I; SS pp. 17, 21, 52; D - Papa ‘EHA)
- The financial strength of the organization, the growth of the endowment, and the strengthening and enrichment of educational outreach through the development of the 2020 Strategic Plan and the 2040 Vision enable a high quality implementation of the KS mission. (SS pp. 130, 136; I; O)

Significant Opportunities, Challenges, and Needs:

- 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)
- 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)
- 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).
- 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)

VI. Summary Listing of the 16 Chapter Ratings

Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees that defines its core values and purpose. The mission statement expresses the school's institutional purpose, distinctive qualities, and vision of education and it informs all major planning and decision-making.

X Highly effective

- Effective
- Somewhat effective
- Ineffective

Standard 2: Guided by the mission, the school clearly defines its curricular and co-curricular programs and provides coherent documentation of them. The program is regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.

Highly effective

X Effective

- Somewhat effective
- Ineffective

Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of—each student.

Highly effective

X Effective

- Somewhat effective
- Ineffective

Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.

Highly effective

X Effective

- Somewhat effective
- Ineffective

Standard 5: The school maintains a healthy climate that mirrors the mission. That climate is sustained through highly effective communication and supports the learning and personal

growth of each student. It reflects a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

NOT APPLICABLE TO KSM. Standard 6: The residential life program of the school is designed and structured to reflect the school's mission, to complement other programs, and to ensure a safe environment that fosters student personal and social growth.

- Highly effective
- Effective
- Somewhat effective
- Ineffective

NOT APPLICABLE TO KSM. Standard 7: The preschool offers a high quality, developmentally appropriate program that fosters both independence and socialization in a stimulating, safe, and caring environment. The social, emotional, physical, and cognitive development of children is supported by a qualified, nurturing staff of early childhood educators.

- Highly effective
- Effective
- Somewhat effective
- Ineffective

Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity in accordance with the school's mission. The admission process identifies students and families who are well matched to the school's program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

Standard 9: The school has an operating budget sufficient to carry out the school's mission with designated sources of funds to support the school program, plant, operations, and personnel. The school's finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.

- Highly effective**
- Effective

- Somewhat effective
- Ineffective

Standard 10: Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.

- Highly effective
- X Effective**
- Somewhat effective
- Ineffective

Standard 11: The school maintains positive working conditions, fair and consistent personnel policies—including hiring and evaluation practices—and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.

- Highly effective
- Effective
- X Somewhat effective**
- Ineffective

Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.

- X Highly effective**
- Effective
- Somewhat effective
- Ineffective

Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at school events. The health, safety, and wellness of members of the school community are supported by compliance with all relevant legal and regulatory requirements. The school takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.

- X Highly effective**
- Effective
- Somewhat effective
- Ineffective

Standard 14: The school has an active, engaged, and committed governing board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The board also holds fiduciary responsibility for the institution, and it strategically plans for the school’s future.

X Highly effective

- Effective
- Somewhat effective
- Ineffective

Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.

Highly effective

X Effective

- Somewhat effective
- Ineffective

Standard 16: The School regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. The data is employed in evaluating the school’s educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement a manner that marshals sufficient resources and garners the community support.

Highly effective

X Effective

- Somewhat effective
- Ineffective

VII. Summary listing of any Baseline Requirements to which the school’s response was “No”

The school is currently working on a schoolwide curriculum document. There was evidence of ongoing work.
