

## 8 responses



Accepting responses

Summary

Question

Individual

### Who has responded?

#### Email

msoshiro@ethompson.org

nakakura@whea.net

john\_thatcher@hawaii.rr.com

knoa@halaukumana.org

amanda.langston@kamalaniacademy.org

david.adams@alakaiokauai.org

shirakami@haaspcs.net

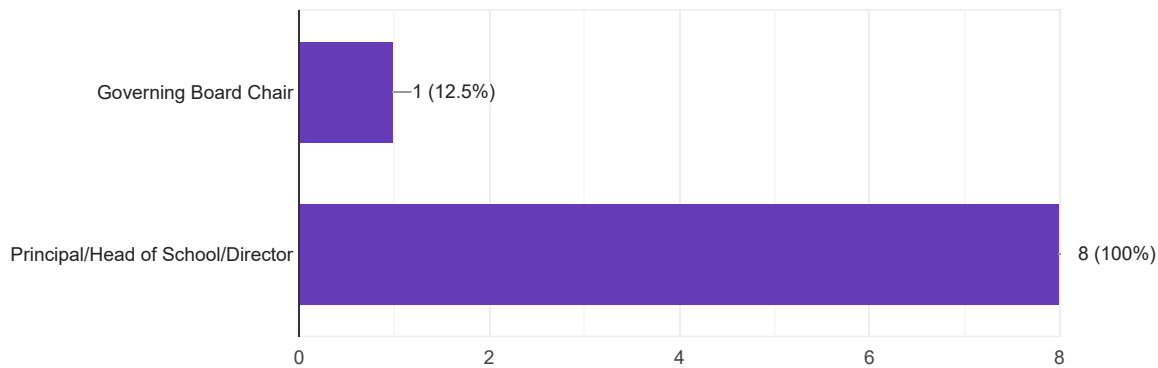
bcp@seeqs.org

Questions Responses 8

- HAASPCS
- Connections PCS
- SEEQS
- Hālau Kā Māna
- Kamalani Academy
- Alaka'i O Kaua'i Charter School
- West Hawaii Explorations Academy
- MYRON B THOMPSON ACADEMY

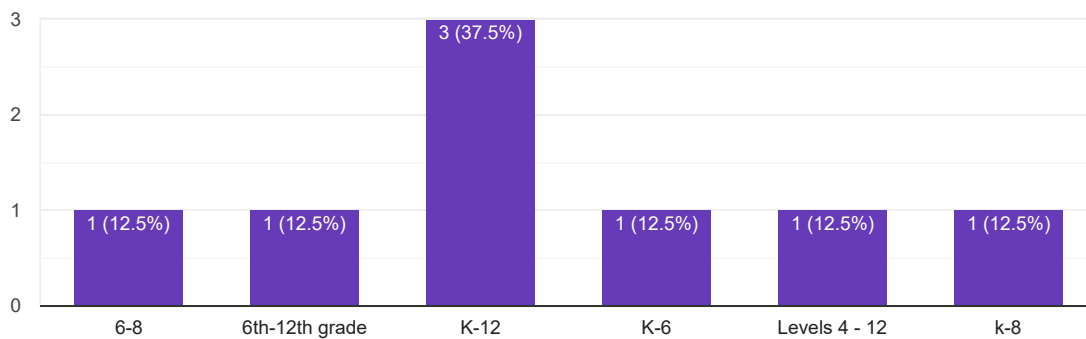
### Position of person submitting survey

8 responses

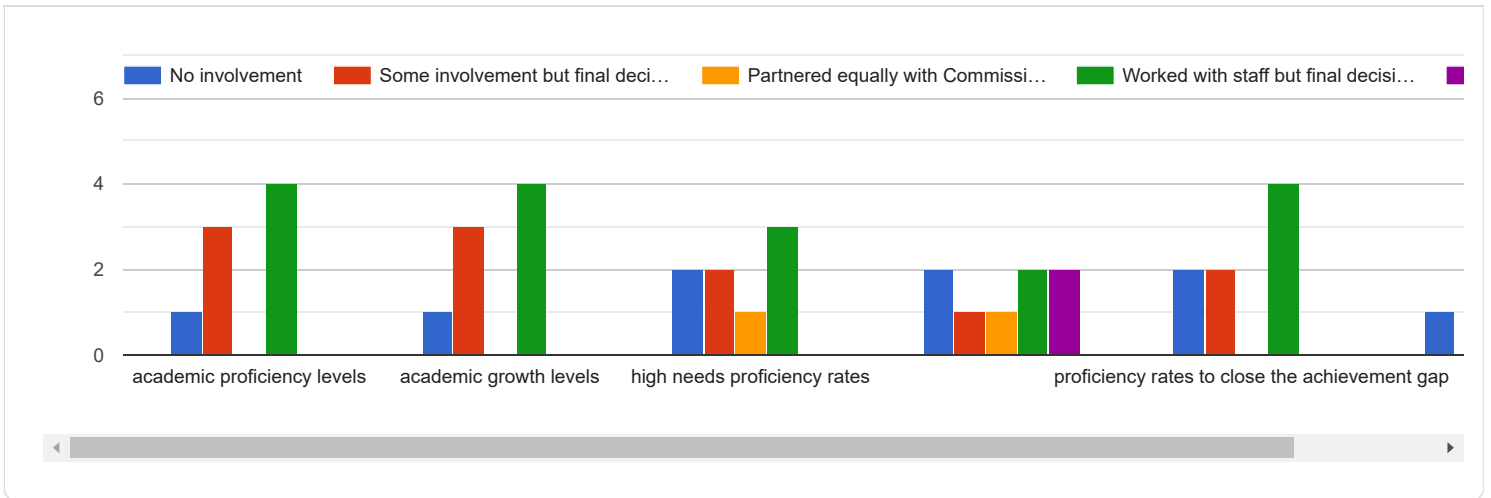


### Grade Levels served (include Pre-K if applicable)

8 responses

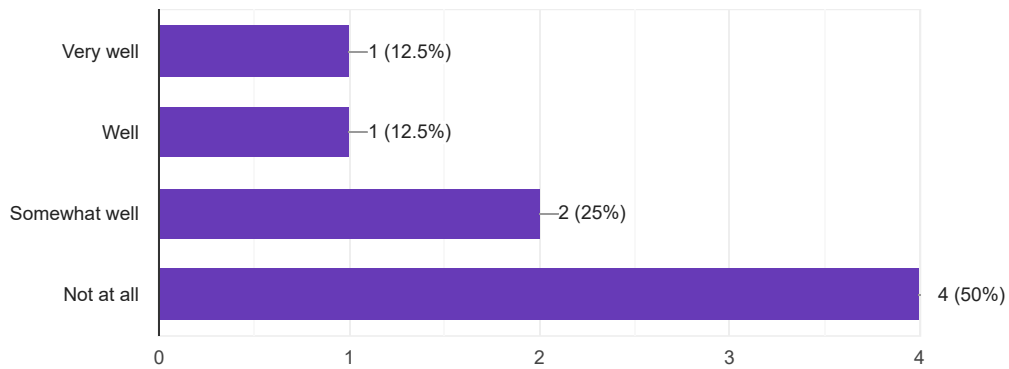


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How well did the current APF serve the needs of your school?

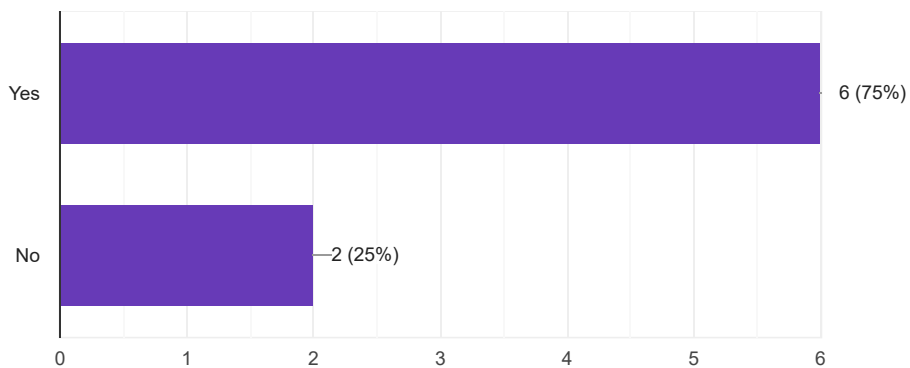
8 responses



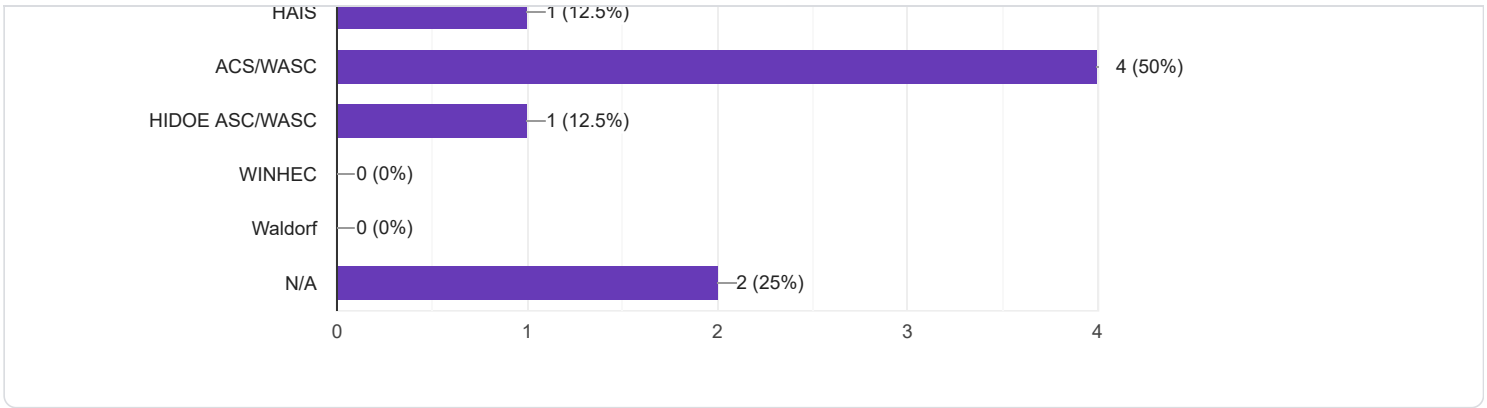
Accreditation

Is your school accredited?

8 responses



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What is your current accreditation term/status?

8 responses

We were expecting a WASC accreditation visit this Spring because our current accreditation expired on June 2020. We have been granted an extension to January 2021 with a site visit scheduled for Fall. This may change depending on the Covid 19 numbers

N/A

accredited through 2021

Extended to SY20/21

n/a

Charter School-third year

A 6 year accreditation with a 1 day midterm revisit.

6 years with mid term visit (which was cancelled this year because of COVID)

If your school is not accredited, what if any, are the barriers (ex. cost, small staff size) that you face in gaining accredited status?

4 responses

N/The accreditation could act as part of the framework with the goals and recommendation set. The goals of the WASC report should replace the targets.

value for cost

NA

cost, small staff

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Doesn't fit for us but probably does for other schools. Why can't their be individualized contracts?

Would love alignment! Quality accreditation inherently meets criteria for high level academic performance. Schools who are accredited should not have to meet a separate set of performance standards.

Directly supports self study data, strengths, weakness

Accreditation takes a lot of work and time. Right now not sure if its on the top of our list of things to do.

It is essential

I feel it should be an additional criterion that secondary schools should be required to complete. It should have substantial weight compared to VAM and Strive HI Scores.

Accreditation should be closely aligned to serve as supporting evidence in areas that cannot be captured in detail by the AQF

### Mission Aligned Initiatives

How do you use your mission to drive student achievement/success?

8 responses

Our mission is to educate, enrich, and inspire the whole student to thrive by understanding the past, navigating the present and preparing for the future. The key words are "whole student" and "thrive".

As the foundation for building effective school leadership. Effective leadership creates and fosters the mission. With effective leadership, we can focus our resources and human capital to reach strategic goals and objectives.

Our mission and vision drive everything we do at SEEQS. We backwards design from our end goal of developing "stewards of planet earth and healthy effective citizens of the world." This impacts how we design and develop content courses, our social-emotional learning program, our community-building, and our assessment practices.

Aligning Scope and Sequence

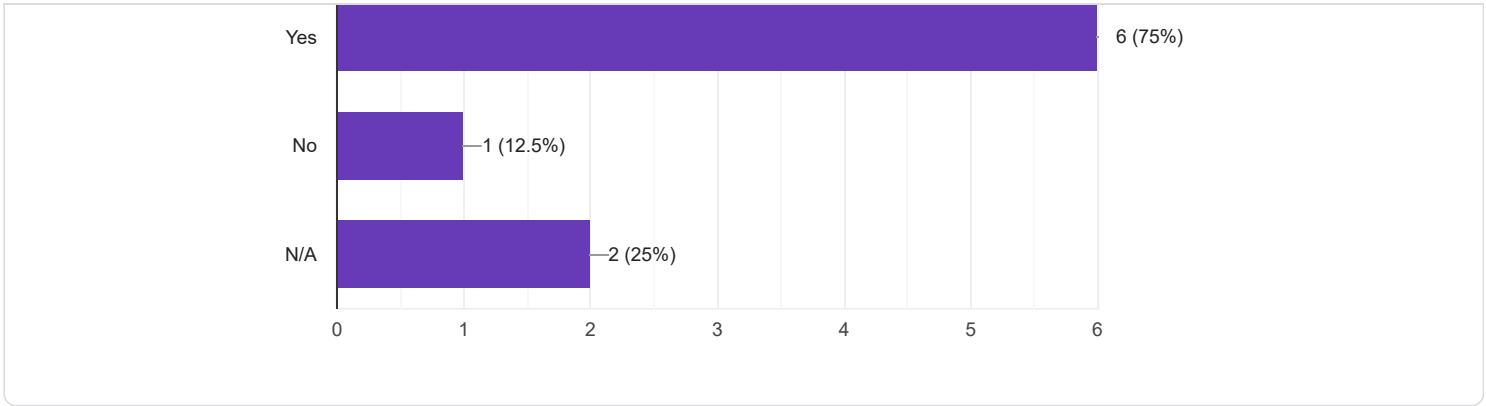
currently we do not

Just completed Statagic Planning session with our Board of Directors

Our PBL is designed around our school mission. It's embodied in their projects.



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What is and how do you measure student progress toward the (stated or not stated) vision of the graduate?

7 responses

Community Service and Senior Projects are required credits that help guide our students to success in any community. These are critical along with academic progress to ensure the student is successful after high school. Of course, college readiness plays a big role for many of our graduates.

Students shall develop their abilities to become responsible members of a family, work group, or local/global community within the framework of democracy. Students demonstrate mastery through demonstrations of content mastery (i.e. exhibitions, project presentations, summative assessments). The focus is on fully informing and preparing students for their future, particularly in fostering careers that sustain the economy of Hawaii Island.

Vision: SEEQS graduates will be stewards of planet earth and healthy, effective citizens of the world. We measure this by students developing proficiency in our Sustainability SKills: Communicating Powerfully, Managing Effectively, Thinking Systemically, Reasoning Analytically, and Collaborating Productively. They build portfolios to show their proficiency in these skills throughout their time at SEEQS, and defend these portfolios as capstone learning experiences (currently at the end of 8th grade, in the future at the end of 10th and 12th grades as well).

course curriculum and student career and workforce

We are still working on our mission, vision, motto.

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PTP post graduation plans, senior project.

Through our vision for a graduate (Essential Term 1).

through public project exhibitions and the portfolio defense process

Data driven results from community partners and post high opportunities

We attempt to work with the next school where the student will go.

We follow the PTP that the DOE requires for graduation. We also evaluate our high school students on their "soft skills" or life skills. We teach them time management skills and problem solving which are all valued skills needed to be successful after they graduate.

When students are able to transfer their learned content knowledge and skills into new knowledge and action based projects and services, we are able to see the necessary "bridge" students have created to move to independent post graduate education, work or military service with ease and confidence.

### What Makes Your School Unique

What makes your school unique?

8 responses

Surfing, Skateboarding, Required credits for Community Service and Senior Projects. Hawaiian Studies Graduation track. Workplace Readiness for children with mild to medium disabilities. Aloha in education. Sense of belonging. Connections and relationships between members of the school,

Vision: To establish and sustain a community, business, and learning 'ohana (family). Within this framework, inquiry and project-based curricula will stress independent thinking, development of the individual's mind and talents, cooperative learning, sense of self within the neighborhood and the world-wide community with particular attention to the precious and unique environment of Hawaii, both as an island ecology and a place where ethnic diversity is the norm.

heavy focus on community-building and -maintaining, focus on understanding complex sustainability-related issues, disciplinary and interdisciplinary learning, heavy focus on real-world projects

PBI bridging cultural focus with STEM

We are arts integrated as well as culturally relevant

Project Based Learning Model



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Community service credits, kindness awards, participation in community events.

through the HOPE survey

standards-based grading; public exhibitions; portfolio defenses; student engagement; parent engagement; impact on community

PBI specific surveys, SBAC, STAR, senior project

surveys

We are working on measures as part of our Strategic Plan.

We assess our students using evidence folders and quarterly portfolios where they have to demonstrate what they've learned rather than final exams/tests. We also assess our students on their achievement of the GLO and Soft Skills. This is done through our integrative hands-on program rather than individual classes.

Excellence in academic performance. Understanding of Equity and how to live with a conscious pursuit of thing and actions that promote that.

How do you celebrate your uniqueness?

8 responses

Assemblies, school awards, positive notes. kindness cards, reconizing others.

schoolwide pride

Public project exhibitions, social media, portfolio defenses, sharing our model in professional settings

Building relationships with Community Partnerships, Political Advocacy, Organizations, Agencies and other Institutions

days of sharing

We celebrate with our learning community.

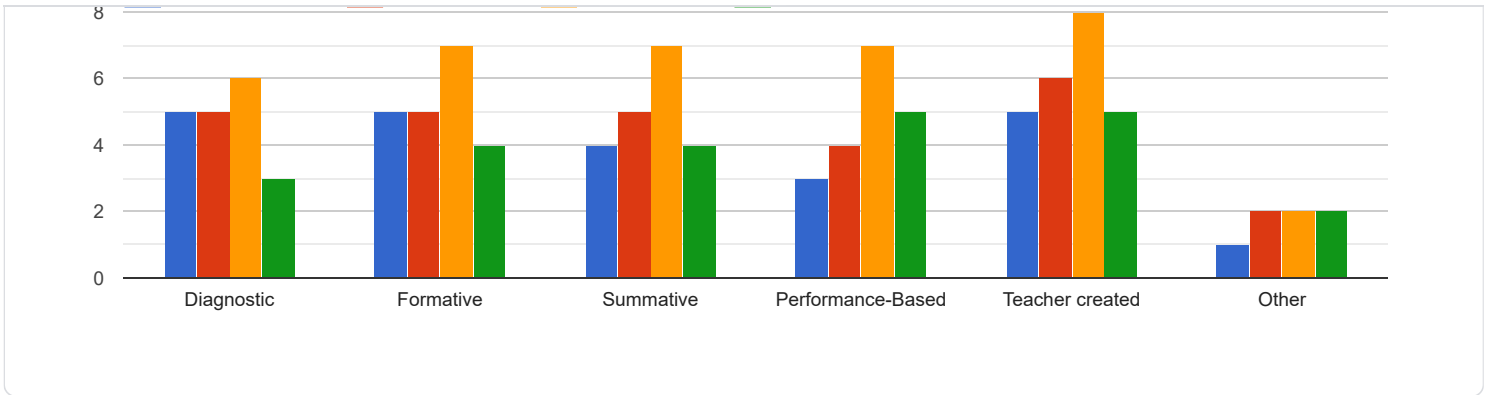
Through student evidence folder parent presentations and parent curriculum shares.

We don't always openly celebrate our uniqueness but our students recognize it immediately and often quietly accept that accomplishment to do even better and more.

Additional Measures



Questions Responses 8



### How would you like to see these assessments included in the Framework for Academic Quality?

8 responses

There should be less pressure on the formal assessment as indicators of school success because N size drastically impact the scores and targets. We also allow narratives of what is being achieved instead of just the numbers

through a process we design

performance based assessments should be allowed to count

Uncertain

Not sure at this time

Not sure at this point.

Are these the State assessments or the schools?

I don't know if it is necessary to formally identify these assessments if it is already a major part of how we do school.

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We would like to see more school focus on the academic framework, which would be similar to a WASC accreditation Report. Schools should be able to set goals for their targets and should be able to reflect on what went well and what needs improvement. Instead of it being punitive, we should focus on expanding educational opportunities for student success.p

SGP and MGP

We would prefer to eliminated the Framework for Academic Quality and replace it with our accreditation.

PBI

School level measures

Not sure at this point.

Continue to allow schools to determine their VAM's.

Measurements for innovation and creativity.

### Other

#### Academic Proficiency, including the Hawaiian Language

6 responses

N/A

school created narrative

Dual Credit

Satisfaction Surveys

The authentic scores such as the Evidence Folder scores.

International data in academic proficiency. Not only national or local

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citizenship

school created narrative

SBAC

We are currently using Iready diagnostic data. I think if all the charter schools were using the same platform when it comes to growth data it would be more useful.

Not sure

Longitudinal Evidence Folder scores, possibly student grades.

### College and Career Readiness

5 responses

post high school surveys

school created narrative

SAT, ACT

Not applicable

The students PTP scores and Career tech class grades.

### Community Readiness

6 responses

post high school surveys and allowing more flexible reporting such as community service hours

school created narrative

Internships

We are developing a survey

Satisfaction Surveys

The students Helping Hands or Community Involvement scores.

Questions Responses 8

exclude special programs like Workplace Readiness for moderate to severe disabled students. Consider N size and how one student can drastically impact a graduation rate year to year

school created narrative

Not applicable

The current method.

### Early College Access/Dual Enrollment: High School

6 responses

Data already available with Running Start numbers

school created narrative

Yes both

n/a

Not applicable

The current method.

### Achievement Gap

5 responses

Using NWEA data

school created narrative

Align the academic core courses

Cross curriculum

Allow schools to design this. Stive HI data isn't always accurate.

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The tripod/panorama surveys do not actually show school reports. Students in middle and high school only take the survey once with one teacher. Instead there should be more general school level questions.

school created narrative

Financial support

we are using our own survey

Satisfaction Surveys

Allow schools to design their own School Climate Survey. The Tripod/Panorama aren't applicable to our school.

### Other

3 responses

All this data is great to have. The LDS and the Arch Data are important indicators for students success. Putting this into targets based on increasing x% each year isn't realistic because it is based on the school and the students.

The college going rate measure needs to be fixed because currently it does not factor those going off island unless the individual school tracks them. Also not all students want/need to attend college, which should be a factor.

These are all covered in the Accreditation process. Use that!

I feel we are still trying to get our bearings on what is good information for the school and what areas we are lacking.