HIDOE/ACS WASC MID-CYCLE VISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

PEARL CITY HIGH SCHOOL

**2100 Ho`okieki`e Street
Pearl City, HI 96782**

March 28 to March 31, 2022

<u>Visiting Committee Members</u>

Gordon Miyamoto, Chairperson
Educational Specialist, Office of Student Support Services, Hawaii Department of Education

Paloma Almanza, Member
Principal, Mokapu Elementary School

Dr. Susan Gonsalves, Member
Academy Director, Aiea High School

I. Introduction

Include the following:
- **Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data. Include the major implications of the data, the identified student learner needs, and the identified school needs.**
- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.**
- **Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the Academic Plan and the preparation of the progress report.**

Pearl City High School (PCHS) is a school of 1600 located in Pearl City on the island of O`ahu, serving grades 9-12. The primary feeder school is Highlands Intermediate School, which receives its students from eight area elementary schools: Kanoelani, Lehua, Manana, Momilani, Palisades, Pearl City, Pearl City Highlands, and Waiau. PCHS serves the Pearl City community, a population of approximately 51,078 people with a median household income of $77,316, exceeding the state median of $66,420.

Ethnically, the school hosts a diverse student population with the major ethnicities being Filipino (29.6%), Japanese (19.1%), and Native Hawaiian (19.0%). Low SES students make up approximately 30%, SPED students 12% and ELL students 4% to 5% of the student population.

Over the last three years, the teaching faculty has been composed of approximately 100 teachers. For 2020-2021, 95% are licensed with 88% meeting ESSA requirements.

PCHS is divided into three smaller learning communities, the Academies of Culinary Arts, Health Sciences & Leadership (CAHSL), International Business and Design (IBAD), and Technology & Design (TnD). Each academy offers students a choice of Programs of Study, with students cohorting in the majority of their core content classes. Students select the academy of their choice before their freshman year, with the opportunity to transfer to another academy in their sophomore year. Since their move to wall-to-wall academies in 2018-2019, PCHS has continued to develop their academy framework with progress being made in refining their programs, processes, and procedures to best meet the needs of all their students.

Students are offered a broad range of Programs of Study through the Academies, along with an expanding Career and Technical Education (CTE) Program. Advanced Placement (AP) and Early College classes provide students with the chance to earn college credits while still in high school. An emphasis is placed on the school's providing SPED students with opportunities to learn in an inclusive environment through expanding and providing support for SPED students in inclusion classes and Project Based Learning.

Student Performance
Since 2017-2018, average daily attendance has been generally high, hovering just under the state standard of 95%. In 2020-2021, average daily attendance surpassed the state standard. Chronic

absenteeism decreased for all subgroups except the Black, Native Hawaiian and Pacific Islander, with Hawaiians and Pacific Islanders having the highest rates of chronic absenteeism.

Beginning in SY 2017-2018, PCHS collected and compiled both school-wide and academy-disaggregated data on (1) ACT Scores, (2) Graduation Rate, (3) Smarter Balanced Assessment (SBA) Math Scores, (4) SBA ELA Scores, (5) Biology End of Course Exam scores, (6) Average Daily Attendance, and (7) the number of suspensions. In 2021-2022, Panorama SEL Sense of Belonging data was added to the data set. Each academy set SMART goals based on the above data set.

Over the last three years, data showed the following:
- ACT scores, by percent composite scores of 21 or greater, improved every year from 28.3% in 2017-2018 to 38.22% in 2019-2020. During this period, PCHS scores were higher than state mean scores and increased at a greater rate than the state mean scores. PCHS's scores in 2020-2021 dipped slightly but were still 8.3% higher than 2017-2018 baseline scores. All three academies showed a significant increase in the number of students scoring 21 or higher on the ACT assessment from 2017-2018 to 2020-2021.
- School-wide, Smarter Balanced ELA scores decreased from 72.90% meeting or exceeding proficiency in 2017-2018 to 66.40% in 2020-2021.
- School-wide, Smarter Balanced Mathematics scores decreased from 45.80% meeting or exceeding proficiency in 2017-2018 to 34.20% in 2020-21.
- School-wide, Biology EOC proficiency rates decreased from 38% in 2018-2019 to 31.70% in 2020-21.
- The achievement gap between Non-High Needs and High Needs students remains high, and while results show that the achievement gap decreased in some assessments, this can be attributed to the decrease in proficiency of Non-High Needs students rather than an increase in proficiency of High Needs students.
- From 2017-2018 to 2019-2020, the 9th grade retention rate increased from 8.2% to 9.5%. During the COVID 2020-2021 school year, the 9th Grade Retention Rate increased to 15.7%.
- During the same time period, the 4-Year dropout rate decreased from 10.3% to 7.9% and the on-time graduation rate increased from 87.5% to 89.8%.
- Data was reported for the Panorama SEL survey from Fall 2020, Spring 2021 and Fall 2021, all during the Pandemic induced school-closure and hybrid learning periods. Student SEL responses indicated that they rated themselves highest in self management (70%) and lowest in a sense of belonging (42%).
- Enrollment in Early College Courses has increased since the 2017-2018 School Year. Beginning in 2019-2020, a greater emphasis was placed on offering courses that were aligned with each academy's Program of Study. Meeting the minimum enrollment requirement to offer these courses has been a challenge.

Based on the data, Identified Student Learner Needs, as detailed in the PCHS Academic Plan, were to (1) Close the achievement gap in Math and ELA/Literacy, (2) Increase Science Proficiency, (3) Increase Math Proficiency, (4) Increase ELA/Literacy Proficiency, and (5)

Increase the percentage of English Learning Students on-track to English language proficiency. Assessing trends in meeting those needs is challenging due to the major impact of the COVID-19 pandemic on student learning outcomes, which was the most significant change that impacted the school.

In addition, PCHC articulated the following as areas of focus to address identified school needs:
- Continue the development of PCHS's academy framework
- Strengthen the implementation of classroom and instructional strategies with fidelity through ongoing professional development and collaborative peer support
- Inform classroom instruction based on data using the Data Driven Instructional Cycle (DDIC) to drive facilitate data-driven, team-based decision making
- Provide students with greater opportunity to engage in high-quality Project Based Learning (PBL)
- Increase the capacity for PCHS to improve students' sense of belonging

Significant Changes

Since the original Accreditation visit in 2019, the most significant changes that PCHS has had to deal with were related to the COVID-19 pandemic. Due to the mandated closure of in-person school, the pandemic necessitated altering the delivery of instruction beginning in the fourth quarter of the 2019-2020 school year. Teachers provided students with enrichment activities either virtually or through weekly hardcopy enrichment packets. 2020-2021 began with the virtual instruction model for the majority of students. In second and third quarters, a hybrid model was implemented where struggling learners were allowed to attend classes in-person on designated track days. In the fourth quarter the hybrid model was implemented for all students, with accommodations made for identified struggling learners who needed to attend in-person instruction more frequently.

PCHS provided chromebooks and hotspots to families who either lacked internet access or devices to connect to virtual classrooms. Approximately 475 laptops and 40 mifi devices were loaned to students during the 2020-2021 school year. Online resources were also provided to support student learning during the 2020-2021 school year, such as Edmentum (Courseware and Exact Path) and PearDeck. This greater reliance on technology required faculty to quickly acquire the necessary skills to effectively deliver instruction online.

In addition, to the effects of the pandemic, multiple changes have impacted the educational program at PCHS since the last WASC accreditation visit in February 2019:
- Academies:
  Since PCHS's initial visitation, greater emphasis has been placed on developing the Academy model, which are smaller learning communities grouping both students and staff to provide more effective and efficient student support and learning. This increased focus on Academies has led to greater engagement for most students to their Programs of Study and is demonstrated by the strategic placement of administrative staff to provide more focused leadership, communication, and coordination.

- School Personnel:

  Since the 2019 visitation, changes were made to the allocation and assignment of school personnel. A Vice Principal (VP) of Instructional Support was added to the administrative team in the 2021-2022 school year to augment three Academy Principals (in VP positions) and the VP of Student Support. The addition of a VP of Instructional Support was part of the restructuring of PCHS's Academic Review Team (ART), composed of non-classroom resource teachers and school administrators. Three resource teacher positions (one technology coordinator, one curriculum coordinator, one librarian) were eliminated and their duties reassigned to the remaining ART members. Currently, the ART consists of the Testing Coordinator, Director of Academies, CTE Coordinator, Curriculum Coordinator, Student Activities Coordinator, and School Administrators. The non-classroom resource teachers are supervised by the VP of Instructional Support. An Educational Assistant (EA) is being added to assist ART members in their duties and responsibilities beginning in the 2022-2023 school year. To further support the academies, an EA position was allocated to each academy. Beginning in the 2021-22 school year, the EAs support the Academy Principals, teachers, and counselors in academy-assigned duties and responsibilities. This restructuring will allow PCHS to place a greater emphasis on effective instruction and increased student learning, providing VPs to be more than disciplinarians to develop into instructional leaders.

- Budgeting:

  To support the implementation of school-wide academies, each academy was given a budget of $10,000 beginning in 2019-2020. In 2020-2021, CTE monies for academy Programs of Study were incorporated into academy budgets. Funding was used to finance academy-wide initiatives and program improvements. This increased financial support provides the resources for expanded educational opportunities for students.

- CTE Programs of Study:

  The Hawaii State Department of Education (HIDOE) Office of Curriculum and Instruction Design introduced 12 new Career and Technical Education (CTE) pathways and 43 related programs of study for high schools. Four year programs of study were created with revised courses and standards, adding a year to the original two to three year course sequences. Incoming freshmen will choose their program of study prior to entering the 9th grade beginning in the 2023-2024 school year. Currently incoming freshmen choose an academy prior to entering the 9th grade and choose a program of study for their sophomore year during registration in the 9th grade. PCHS will transition to the revised curriculum in 2022-2023 with full implementation in 2023-2024. The increased CTE offerings will provide students with a greater range of educational options.

- Senior Capstone Course:

  Beginning with the Class of 2022, all PCHS seniors were to enroll in a Senior Capstone Course. In the course, seniors investigate a self-selected topic and complete a capstone project related to their chosen Program of Study. Due to the impact of the COVID-19 pandemic, this requirement was postponed. Only those seniors pursuing either CTE or STEM Honors recognition were required to enroll in a capstone course. Furthermore, due to the revision of the CTE Programs of Study, the capstone course will be replaced with a Work Based Learning (WBL) course. This requirement for seniors will be incorporated

when PCHS implements the revised CTE curriculum in 2023-2024. Both the Capstone Course and WBL courses provide students with greater preparedness to enter college or the workforce.

- Computer Science Courses:

  As part of its computer science curriculum, three new computer science courses were offered to PCHS students. These are global courses open to all students. In 2020-2021, a Computer Science A/B course was offered. Additionally, Web Page Design and AP Computer Science Principles courses were also offered. These three newly created courses, along with a cyber security Program of Study, address the state legislative mandate of Act 51 (HB 2607), enacted in 2018, which requires public high schools to offer at least one computer science course during each school year.

Impact on School and/or Specific Curricular Programs

The COVID-19 pandemic forced PCHS to reinvent their practices, from public health protocols to addressing technological challenges to supporting families to how instruction was delivered, all having an immense impact on student outcomes. In response to the two years of the pandemic and in-person school-closure, the school employed a combination of virtual, hybrid, and in-person learning. It was necessary for PCHS to be flexible in order to respond effectively to changing conditions and requirements of the HIDOE and state government. Students also needed to be able to make major adjustments to their learning.

The school closed to in-person learning beginning the fourth quarter of the 2019-2020 school year and the virtual/hybrid instruction during 2020-2021 significantly impacted Pearl City High School students. The challenges of teaching during a pandemic were evident as they affected student outcomes:

- Proficiency rates on state-wide assessments (SBA, Biology EOC) decreased across the board, highlighting the learning loss that occurred during the pandemic.
- The achievement gap between Non-High Needs and High Needs remains high. There has been no significant decrease in PCHS's achievement gap and the gap increased in ELA when compared to the baseline year of 2017-18. This may be attributed to how the pandemic and changes in modes of learning affect high need students more negatively than non-high needs students.
- While results show that the achievement gap decreased in some assessments, they can be attributed to a decrease in proficiency of non-high needs students as opposed to gains made by high needs students.
- The 9th grade retention rate increased from 8.2% in 2017-2018 to 15.70% in 2020-2021. It was difficult to teach those students who entered a new learning environment who had never physically been in school. They entered without having the opportunity to easily form relationships with either school staff or other students.
- Student favorable responses for Sense of Belonging in the Fall 2021 administration of the SEL survey decreased to 42%, indicating the lack of connection students felt not being on campus, interacting with school staff and each other.
- Other data measures (AP Scores, CTE Honors, CTE Certifications, Early College

Enrollment) show that although there was no substantial decrease in performance, there was no growth either.

Since the SBA was not administered in 2019-2020 and 2020-2021 was a virtual/hybrid school year, it is difficult to determine trends from the PCHS SBA data. When looking at the disaggregated Non-High Needs and the High Needs proficiency scores trend data, proficiency rates decreased for both groups since 2017-18. However, it can be noted that proficiency rates did increase from 2017-2018 to 2018-2019, before the pandemic. The SBA was not administered in 2019-2020 and 2021-2022 saw significant decreases for both ELA and Math, indicating that the pandemic induced in-person school closure had profound effects on student academic achievement.

Despite the challenges due to the pandemic in 2019-2020 and 2020-2021, PCHS did show growth in in some areas, demonstrating the commitment of staff to support their students in facing difficult challenges:
- ACT scores improved from 28.3% in 2017-2018 to 38.22% in 2019-2020, with all three academies reporting that they experienced an increase of the number of students scoring 21 or higher, indicating that more students are academically prepared for college.
- On-Time Graduation Rates continued to improve in 2019-2020 and 2020-2021. The percentage of on-time graduates increased from 87.5% in 2017-2018 to 89.5% in 2020-2021.

Stakeholder Engagement
Pearl City High School's Academic Plan was written for the 2019-2020 school year following the last WASC accreditation visit. The Academic Plan was created in part as a response to the Critical Areas for Follow-up of the 2019 WASC visiting team report. All six critical areas were addressed in the Academic plan and enabling activities provided the means by which the school took action toward achieving the objectives and goals of the plan. Academic Plans in subsequent years (2020-2021, 2021-2022) reflect an iterative process that builds upon the progress made from the previous year.

PCHS's Academic Plan is aligned with the Pearl City-Waipahu Complex Area three-year Academic Plan and is updated annually. The Academic Plan identifies those stakeholders responsible for implementation and monitoring. The enabling activities describe what is to be accomplished and by whom. The accountable leads monitor the enabling activities for each desired outcome through monitoring and assessing relevant data.

Revisions to the academic plan are initiated by the Academic Review Team (ART) with further review occurring with the School Leadership Team, which includes the ART and Academy Lead Teachers and Counselors. The Academy Leads then share the revisions with their respective academies to garner further input and feedback. Non-certificated staff, students, and community members are involved in this process through the School Community Council (SCC), where the plan is shared for input and approval prior to submitting it to the Complex Area Superintendent.

Each academy's Advisory Board, which is composed of community members, parents, students, and PCHS staff, also provides input and feedback in their quarterly Advisory Board meetings on school-wide and academy-specific initiatives.

Stakeholders have multiple opportunities to provide input and feedback to the development of the Academic Plan, as well as participate in data analysis and monitoring progress.

Preparation and development of the mid-cycle progress report followed the process used when revising the school academic plan.

II. Progress on Implementation of the Academic Plan

- **Based on the school's summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up are aligned and evident in the revised Academic Plan.**
- **Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the Academic Plan to strengthen continuous improvement initiatives. (Include relevant evidence to support the findings.)**
- **Explain why any critical areas for follow-up have not yet been completely addressed, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**

Note: **If any critical areas for follow-up were not included in the school's Academic Plan, indicate what actions have been taken to address these issue(s), include supporting evidence and impact on student learning.**

Alignment of Student Learner Needs, Identified School Needs, and Critical Areas for Follow-Up
PCHS identified their School-Wide Student Learner Needs as the following:
1. Close the achievement gap in Math and ELA/Literacy,
2. Increase Science Proficiency,
3. Increase Math Proficiency,
4. Increase ELA/Literacy Proficiency, and
5. Increase the percentage of English Learning Students on-track to English language proficiency.

PCHC articulated the following as areas of focus to address identified school needs:
- Continue the development of PCHS's academy framework
- Strengthen the implementation of classroom and instructional strategies with fidelity through ongoing professional development and collaborative peer support
- Inform classroom instruction based on data using the Data Driven Instructional Cycle (DDIC) to drive facilitate data-driven, team-based decision making
- Provide students with greater opportunity to engage in high-quality Project Based Learning (PBL)
- Increase the capacity for PCHS to improve students' sense of belonging

Further, the 2019 WASC Visiting Committee identified six Schoolwide Critical Areas for Follow

Up:
1. The leadership team along with the DDIC coordinator continue to implement the school's plan regarding the DDIC process as a space for teachers to create success criteria, align assessments, examine student work and collaborate around effective instructional strategies. Consider creating a system for teachers to practice and measure effectiveness of new instructional strategies.
2. Administrative team, CTE Coordinator, Academy Coach and Academy Leads with the collaboration of all stakeholders are to continue the full implementation of College and Career Academies by identifying and retaining industry expert teachers, providing appropriate training, allocating of appropriate funds for facilities adjustments and adopting key indicators for success.
3. Continue to train and support teachers with PBL, to help grow and develop teacher efficacy in the design of more authentic cross-curricular projects, which will eventually lead to more critical thinking and problem solving, ultimately having a positive impact on student learning.
4. Create and implement additional marketing strategies with all stakeholders to ensure that the school's Vision, Mission, Graduate Profile and Brand are clearly communicated and embraced by all stakeholders
5. The VC recognizes a need to adjust teaching practice from traditional to facilitators of student learning. All teaching staff explore teaching practices aligned to project based learning, increasing student engagement, incorporating critical thinking, and providing opportunity for problem solving.
6. Continue to define and implement a clear and consistent system to support the needs of all students farthest from proficiency and reluctant learners in order to close the achievement gap.

The Identified Student Learner Needs and Schoolwide Critical Areas for Follow Up were both incorporated into the annual Academic Plans through the enabling activities, beginning with the 2019-2020 plan. Critical Area 4, which did not receive a dedicated enabling activity in the Academic Plans, was embedded in the enabling activities in the Plan, providing context and vision to all school improvement activities.

While still a work in progress, each subsequent year's Academic Plan (2020-2021, 2021-2022) built on the progress achieved by the previous year's plan and reflected a refining of the enabling activities to attain further growth in an iterative process that acknowledged the progress and gains made while continuing to pursue further school improvement.

Progress on addressing the identified Student Learner Needs were reflected in the Enabling Activities of the Academic Plans in alignment with the WASC Critical Areas for Follow Up (numbers in parentheses after each enabling activity):

1. Close the achievement gap in Math and ELA/Literacy:
   - Improve instructional strategies within the classroom as documented through the Data Driven Instructional Cycle (DDIC). (1, 5)
   - Continue to support the implementation of PBL and measure the quality of

projects. (3)
- Continue to build and reform the academy experiences. (2)
- Continue to expand and provide support for SPED students in inclusion classes. (1, 6)
- Provide teacher professional development in Literacy for all content areas. (5)

2. Increase Science Proficiency
- Improve instructional strategies within the classroom as documented through the Data Driven Instructional Cycle (DDIC). (1, 5)
- Continue to support the implementation of PBL and measure the quality of projects. (3)
- Continue to build and reform the academy experiences. (2)
- Continue to expand and provide support for SPED students in inclusion classes. (1, 6)
- Provide teacher professional development in Literacy for all content areas. (5)

3. Increase Math Proficiency
- Improve instructional strategies within the classroom as documented through the Data Driven Instructional Cycle (DDIC). (1, 5)
- Continue to support the implementation of PBL and measure the quality of projects. (3)
- Continue to build and reform the academy experiences. (2)
- Continue to expand and provide support for SPED students in inclusion classes. (1, 6)
- Provide teacher professional development in Literacy for all content areas. (5)

4. Increase ELA/Literacy Proficiency
- Improve instructional strategies within the classroom as documented through the Data Driven Instructional Cycle (DDIC). (1, 5)
- Continue to support the implementation of PBL and measure the quality of projects. (3)
- Continue to build and reform the academy experiences. (2)
- Continue to expand and provide support for SPED students in inclusion classes. (1, 6)
- Provide teacher professional development in Literacy for all content areas. (5)

5. Increase the percentage of English Learning Students on-track to English language proficiency.
- Improve instructional strategies within the classroom as documented through the Data Driven Instructional Cycle (DDIC). (1, 5)
- Continue to support the implementation of PBL and measure the quality of projects. (3)
- Continue to build and reform the academy experiences. (2)
- Create, implement and monitor a 3 year EL Plan (6)

Progress on Student Learner Needs and Identified School Needs in the Academic Plan
PCHS has made significant progress on addressing their identified Student Learner Needs and Identified School Needs via their Academic Plan to strengthen continuous improvement initiatives.

The current Academic Plan for School Year 2021-2022 lists five enabling activities. They are listed below, along with observed progress made and their student impact:

1. Improve instructional strategies within the classroom as documented through the Data Driven Instructional Cycle (DDIC). (1, 5)
   ● Multiple trainings provided to enhance student engagement.
   ● Math and ELA Focus Groups drafted Student Success Criteria to address Schoolwide Learner Needs.
   ● Focus Groups consisting of a member from each academic department revised the Student Success Criteria and created a 3-year implementation plan to address Schoolwide Learner Needs.

   Teachers were able to adapt and implement instructional strategies to increase student engagement and learning.

2. Continue to support the implementation of PBL and measure the quality of projects. (3)
   ● General and SPED core and elective teachers, counselors, and administrators received PBL Works training.
   ● Teachers received support from members of the school resource team, complex PBL resource teacher, and through academy planning time.
   ● Students engaged in projects planned by individual teachers or collaborative teacher teams.

   Students completed projects in virtual, hybrid and in-person settings.

3. Continue to build and reform the academy experiences. (2)
   ● National Career Academy Coalition's (NCAC) National Standards of Practice were used for planning and progress monitoring.
   ● Preparation started for the NCAC Review scheduled for SY 2021-2022.
   ● Academies established SMART goals for graduation rate and academic achievement.

   Students were exposed to greater Work Based Learning and Early College opportunities, and an improved Student Support Process was instituted through electronic Engagement Logs.

4. Continue to expand and provide support for SPED students in inclusion classes. (1, 6)
   ● SPED teachers were assigned non-instructional service periods to monitor and observe students under their care coordination.
   ● Additional SPED inclusion sections were created for ELA 11 and MHH/PID courses.
   ● SPED Coordinator provided Professional Development and consultation to

general education teachers.

Greater support for Grade 11 SPED students was provided through newly created inclusion sections.

5. Create, Implement, and Monitor a 3-year EL Plan. (5)
   - EL Support Team was organized in October 2019 consisting of content area teachers.
   - Assigned the EL Coordinator position to a Highly Qualified EL Teacher.
   - Held Open House Virtual Meeting for EL parents and families in January 2021.
   - Offered an English Credit Recovery Course designed for EL students during Summer 2021.

   EL instructional practices were strengthened in general academy settings. Seven EL students earned credit through the Summer course.

In addition, classroom observations demonstrated the progress that PCHS has made in strengthening instructional practices, where teachers provided engaging, well facilitated learning experiences as opposed to more didactic direct instruction observed during the 2019 WASC Accreditation visit.

PCHS is on track in their progress toward addressing all critical areas for follow-up. While they are a work in progress, and while the challenges of the pandemic school closure impeded their progress, they continue to move forward to addressing all critical areas for follow-up, providing for student learner needs, and working toward meeting identified school needs.

III. Schoolwide Areas of Strength and Critical Areas for Follow-up

- **List the schoolwide areas of strength identified during the current progress visit. (See the HIDOE/ACS WASC schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**
- **List the critical areas for follow-up that have not yet been completely addressed, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**
- **List any additional new growth areas for continuous improvement identified during the current progress visit, if applicable. (See the HIDOE/ACS WASC Focus on Learning schoolwide criteria of the HIDOE/ACS WASC Focus on Learning manual.)**
- **Include a copy of the address link for the school's most recent Academic Plan.**

Areas of Strength
- Administration provides vision, leadership and encouragement, creating a positive work culture for staff and a safe learning environment for students.
- Administration, faculty and staff maintain positive relationships which provide mutual support, encourage collaboration, and strengthen instructional practice.
- Staff has a positive attitude and approaches challenges with an open, forward looking, problem solving, innovative orientation. They display flexibility and a willingness to adapt their practice to their environment, such as adjusting their instruction whether

virtual, hybrid, or in-person.
- Faculty have strengthened their teaching to move from traditional direct instruction to become more effective facilitators of student learning. The school is moving from teacher-centered classrooms to student-centered classroom environments, focusing on meeting the diverse interests, needs and proficiency levels of its students.
- Infrastructure is in place, including Academies and DDIC teams, to ensure that every student's progress is monitored and their needs addressed. Staff appear to be enthusiastic about the progress being made in both areas. DDIC Teams are provided ample time for planning and collaborating.
- Students are positive, respectful, and engaged. They are willing to share both their positive attitudes toward the school and voice their ideas and concerns in a constructive manner.

Critical Areas for Follow-Up
- Continue to increase the capacity to support student success for all students through the school's Academy structure. Continue to develop Academy policies, practices, and processes to address the diverse needs of students.
- Expand the capacity of the Academies to identify and retain industry expert teachers, provide appropriate training, allocate appropriate funds for facilities adjustments and adopt key indicators for success.
- Intentionally create opportunities for student voice to be considered in designing programs and practices.
- Continue to develop and refine data team functioning and the DDIC process. Provide sufficient support for the developing DDIC teams through dedicated planning time, relevant professional development, and supportive coaching.
- Continue to increase the staff's ability to incorporate PBL. Develop protocol to encourage collaboration, propose and review projects, and establish success indicators.
- Continue to use a data-based approach to address issues of equity and access for high-needs students in order to close the achievement gap.

Areas of Growth for School Improvement
- Consider developing a data system that documents student data centrally and longitudinally to enhance student support efforts.
- Continue adaptations and adjustments to mitigate the learning loss, behavioral challenges, and social-emotional consequences of the last two years of pandemic shutdown, hybrid learning, and returning to school in-person.

Link to Pearl City High School's 2021-2022 Academic Plan: Hawaii DOE | Pearl City High