

**Report of the
Quality Assurance Review Team
for
Osan High School
Unit 2037
APO, AP (U.S. Military), United States 96278-2039**

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North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Quality Assurance Review Report

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About AdvancED and NCA CASI/SACS CASI

Background. Founded in 1895, the North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) accredit public and private schools and districts in 30 states, the Navajo Nation, Latin America, and the Department of Defense Schools worldwide.

In April 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE) came together to form one strong unified organization dedicated to education quality. That unified organization, known as AdvancED, creates the world's largest education community, representing 27,000 public and private schools and districts across the United States and in 65 countries worldwide and educating 15 million students.

NCA CASI and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI and SACS CASI have defined shared, research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help schools continuously improve.

The Accreditation Process. To earn and maintain accreditation from NCA CASI or SACS CASI, schools must:

1) Meet the AdvancED Standards and Policies for Quality Schools. Schools demonstrate adherence to the AdvancED standards and policies which describe the quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness.

2) Engage in continuous improvement. Schools implement a continuous improvement process that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results).

3) Demonstrate quality assurance through internal and external review. Schools engage in a planned process of ongoing internal review and self-assessment. In addition, schools host an external Quality Assurance Review Team once every five years. The team evaluates the school's adherence to the AdvancED quality standards, assesses the efficacy of the school's improvement process and methods for quality assurance, and provides commendations and required actions to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's required actions. The school acts on the team's required actions and submits a progress report following the review.

NCA CASI and SACS CASI accreditation engages the entire school community in a continuous process of self-evaluation and improvement. The overall aim is to help schools be the best they can be on behalf of the students they serve.

Introduction to the Quality Assurance Review

Purpose. The purpose of the Quality Assurance Review is to:

1. Evaluate the school's adherence to the AdvancED quality standards and policies.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and required actions to improve the school.
4. Make an accreditation recommendation for review by the national AdvancED Accreditation Commission.

A key aim of the Quality Assurance Review is to verify that the school is operating with institutional integrity - that it is fulfilling its vision and mission for its students.

School Preparation. To prepare for the Quality Assurance Review, the school community engages in an in-depth self assessment of each of the seven AdvancED standards. The school identifies and describes the evidence that demonstrates that it is meeting each standard. Through this internal review, the school examines how its systems and processes contribute to student performance and school effectiveness.

Summary of Team Activities. The Quality Assurance Review Team is led by an AdvancED certified team chair and comprised of professionals from outside the school. The team reviews the findings of the school's internal self-assessment, conducts interviews with representative groups of stakeholders, reviews student performance data and other documentation provided by the school, and observes practices and daily operations. The team engages in professional deliberations to reach consensus on the school's adherence to the standards for accreditation. The team provides an oral exit report and prepares a written Quality Assurance Review Team Report designed to help the school improve.

The Quality Assurance Review Team Report. Following the visit, the review team completes the Quality Assurance Review report. After review by a nationally-trained reader, the report is submitted to the school. The report contains commendations and required actions for improvement.

Using the Report - Responding to the Required Actions. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the required actions identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the required actions. At prescribed intervals, the school must submit a progress report detailing the actions and progress the school has made on the team's required actions. The report is reviewed at the state and national level to ensure the school is addressing the required actions.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed by the AdvancED Accreditation Commission. Accreditation is granted by the AdvancED Accreditation Commission and communicated to the school following action from the commission.

Summary of Findings

A Quality Assurance Review Team representing the NCA CASI Department of Defense (NCA-CASI-DODEA), a division of AdvancED, visited the Osan High School in APO, AP (U.S. Military), United States on 04/30/2012 - 05/03/2012.

During the visit, members of the Quality Assurance Review Team interviewed 11 members of the administrative team, 25 students, 5 parents, and 45 teachers. In addition, Registrar, Attendance Secretary, Supply Clerk, Transportation Head and Media Specialist were interviewed. The team also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the team examined the school's systems and processes in relation to the seven AdvancED standards:

1. Vision and Purpose
2. Governance and Leadership
3. Teaching and Learning
4. Documenting and Using Results
5. Resource and Support Systems
6. Stakeholder Communications and Relationships
7. Commitment to Continuous Improvement

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Review Team used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also for how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Review Team identified the following commendations and required actions.

Commendations

The Quality Assurance Review Team commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the team believes are most deserving of being highlighted.

Commendation 1

Commendation Statement:

The administration provides excellent leadership and support for all components of the school organization.

Evidence:

The team saw multiple examples and heard from all stakeholder groups during interviews that the administration has created an atmosphere with an open door policy, has changed the focus of the school to teaching each individual student, and teaching students, not subjects, and has promoted collaborative decision-making at all levels. Stakeholders believe the Principal has made the difference in this school.

Rationale:

When a school has an administrative team who is respected by all stakeholders and who promotes inclusiveness and collaboration, the school can move forward together focused as a team and can reach new levels of excellence.

Commendation 2

Commendation Statement:

The school has established multiple and effective methods of communication with stakeholders and fosters collaboration with the school community.

Evidence:

Through documentation review and interviews, the team saw multiple examples of the communication tools used by the school to keep all stakeholders informed. Communication is accomplished through Principal newsletters, a daily bulletin, progress reports and report cards each term, parent-teacher conferences, teacher emails, surveys, CSI Committee meetings, School Advisory Council (SAC) meetings, Parent-Teacher-Student Organization (PTSO) meetings, SharePoint, GradeSpeed, handbooks, and the school website.

Rationale:

The extensive communication through multiple and effective means fosters a school and community partnership that is well-informed, supportive, and involved in the school's programs and CSI efforts which results in increased parent involvement and student learning.

Commendation 3

Commendation Statement:

The school has created a safe and secure, caring and nurturing environment which promotes a positive culture and enhances student learning.

Evidence:

The team saw and heard from many sources that the students feel safe and secure in this school. The school has all the necessary crisis management policies and procedures in place along with a flip chart which is an effective source of procedural information for staff that is readily available and easy to use in any crisis. The school has created a sense of family where everyone feels welcome, nurtured, and valued.

Rationale:

Because of the location of the school near the DMZ and because of the weekly exercises that the base conducts, it is important for the school to be prepared and ready for any emergency. Also, when students and teachers feel safe and secure, effective teaching and learning can more readily take place.

Commendation 4

Commendation Statement:

The school has a dynamic and effective Continuous School Improvement (CSI) plan that is responsive to data in a timely manner, is the foundation of decision-making in the school, and promotes increased student learning.

Evidence:

Based on document review and interviews, the team saw evidence that this school has an effective CSI plan that is being used and supported by all stakeholders, is responsive to the data analysis conducted by the staff, and has made timely and effective changes in the plan when warranted. The school has seen success with its CSI efforts in meeting all the DoDEA CSP goals for the first time.

Rationale:

When a school has a CSI plan that is dynamic and responsive to student needs and growth and is supported by all stakeholders, the school can move to new levels of excellence and see the positive benefits of its school improvement efforts.

Required Actions

In addition to the commendations, the Quality Assurance Review Team identified the following required actions for improvement. The team focused its required actions on those areas that, if addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

Required Action 1

Required Action:

Create and implement a plan to increase parent involvement.

Evidence:

The team heard many times during interviews that parents are not as involved at this school as stakeholders would like. The school is supported by two different bases that are miles apart and military families are very transient; therefore, it is difficult to build an active and sustainable parent involvement. The school has tried to accommodate the separation by having meetings at Camp Humphreys, but the school has not seen sustained results. Also, when the parent feedback was solicited last year with the Customer Satisfaction Survey, the response was very low.

Rationale:

In spite of the conditions that exist at this school which affect the amount of parent involvement, the school needs to continue to find ways to increase parent involvement. With increased parent support, the school can better promote active participation and inclusion in the decision-making process and the school's CSI efforts. Parents are key to any sustainable efforts.

Required Action 2

Required Action:

Formalize and expand the school's formative assessment system for monitoring individual student progress in the classroom to ensure consistency of practice across grade levels and departments.

Evidence:

The team heard and read multiple examples of the faculty using summative assessments to monitor school-wide student performance and judge their CSI efforts. The team also saw and heard examples of teachers using

formative assessments in the classroom on an informal basis and noted that collaboration does exist; but, the process was inconsistent across grade levels and departments and was not focused on individual student performance.

Rationale:

By formalizing and expanding the existing process of looking at individual student progress through continuous formative assessments, teachers will be better able to monitor individual student progress consistently across grades levels and departments which will provide teachers with valuable information that will affect curriculum and instruction and will help ensure that students are learning school-wide.

Required Action 3**Required Action:**

Create and implement a plan to increase professional development opportunities that focus on expanding the use of existing technology.

Evidence:

During observations, the team saw many examples of teachers using technology including SmartBoards in the classrooms. During interviews, teachers stated that while the technology was placed in the classroom, training on the use was limited, and teachers were helping each other to effectively use the technology. Also, the team saw evidence of the school having a plethora of data that is supplied by DoDEA, the administration, and the guidance counselors; however, these data on individual student progress are not available to the classroom teacher in an electronic format at their computer station for easy access and analysis.

Rationale:

By providing more training on the use of SmartBoards in the classroom, teachers can better use the capabilities of the SmartBoards to impact student learning. Also, by having student performance data specific to the teachers' individual classes readily available and accessible, teachers can better understand student needs and can differentiate instruction to meet those needs with increased student learning being the result.

Review of AdvancED Standards for Quality Schools: The team reviewed the school's adherence to each of the AdvancED standards. The findings from this review are provided in the next section of this report.

Next Steps

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school's efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward addressing the required actions. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the required actions. Lack of progress can result in a

change in accreditation status.

6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Celebrating Accreditation

Following the visit, the Quality Assurance Review Team submits an accreditation recommendation to AdvancED for state review and for action at the national level by the AdvancED Accreditation Commission, which confers accreditation and communicates it to the school. Upon receiving its accreditation, the school should celebrate its achievement with the school community. The NCA-CASI-DODEA accreditation seals are available at www.advanc-ed.org/communicationskit for accredited schools and districts to post on their website and to use in school communications. Flags, door decals, diploma seals, and lapel pins are also available and can be ordered from the website to help you share your accomplishment with your community.

Summary

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

Review of AdvancED Standards for Quality Schools

The primary requirement for accreditation is that the Osan High School demonstrates that it meets the seven standards for accreditation. The findings of the Quality Assurance Review Team regarding the standards for accreditation are summarized on the following pages.

Standard 1: Vision and Purpose

Standard: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Osan American High School is a facility on the Osan Air Force Base in Songtan, Korea, and enrolls approximately 320 students in grades 9-12 from several nearby locations including Camp Humphreys, as well as children living within the Osan area. Army as well as Air Force students attend the school with Army students outnumbering Air Force children; and, an even larger number of students are children of contract workers who live off base. Interviews with military command personnel, DoDEA school district officials, and the school's administration indicated that a major plan is being implemented to consolidate several schools in the area and erect new facilities at the Camp Humphreys location, effectively cutting this school's enrollment in half by 2016. This proposed reorganization will result not only in a reduction of student numbers, but also in staff positions which will reduce the scope of the school's curriculum.

Following the AdvancED visit five years ago, a new Principal was hired and charged with establishing a cooperative, collegial climate within the school population. During interviews with teachers, those teachers who had been working in the building the longest during this time period emphasized the positive changes that had occurred in communication and support as a result of this hire. Comments from the teachers, students, support staff, and parent interviews supported the group consensus that the Principal maintains a personalized, open door approach, and fully supports the staff and students; and, as a result, the Principal was the main motivation for the staff to re-examine past vision statements and to begin the process of creating a new vision statement that shifted the vision to reflect the new focus on the success of each individual student.

The process of revision was initiated through the Continuous School Improvement Leadership Team (C-SILT), a committee composed primarily of department heads. An initial step was to take the DoDEA system-wide mission statement and to expand the statement to more specifically address identified concerns within the school. Through collaboration with the departments and various school committees, a new vision statement was written and submitted to stakeholders for additional input or suggestions. The statement was adopted in the 2009-10 school year.

Although the school has a Parent-Teacher-Student Organization (PTSO) where approximately half of the school's parents are members, only a small number are able to consistently commit to the responsibilities of leadership. Interviews with PTSO leadership indicated that in addition to the problem of transiency among parents, not uncommon in the DoDEA system, the additional problem of widely-separated bases interferes with consistent attendance and participation for many of the members. Based on interviews, the

team heard evidence that because of this fact, participation by stakeholders was limited in the development of the revised vision statement.

Although the new vision was essentially established without significant input from parents or students, all groups during interviews were able to articulate the statement's basic concepts, particularly the emphases on partnerships, global concepts, and responsible citizenship. The team saw examples of continued collaboration which began during the development process; and, the school has continued with activities requiring group analysis of multiple sources of data in order to establish annual goals and to evaluate the success of the interventions adopted through the data analysis process. The vision statement is examined at the beginning of each school year by the school's staff. Some minor revisions were made in August of 2011.

One element of the school's revised vision statement is: "Students, families, staff, and community work in close partnership." Interviews with groups of stakeholders provided examples of a variety of partnerships being established which emphasized the relationships that exist between students, teachers, parents, the military command, and the administration. Additionally, a cross-cultural alliance has been formed with nearby Korean schools which illustrates a cultural partnership and contributes to the global component of the school's vision. These examples illustrate the school's emphasis on open communication that helps build strong relationships. The senior class president summed it all up by saying, "This school has a family atmosphere."

A second element is: "Teachers emphasize commitment, responsibility, and high level skills necessary to empower students to succeed in a global society." During interviews, several parents described how the use of the GradeSpeed, the online vehicle for reporting daily student progress and other information, has helped establish personal responsibility in their high school-aged children through self-guidance and motivation to reach their own academic goals. Parents and students highlighted the availability of a comprehensive Advanced Placement (AP) curriculum within the school which emphasizes high level skills. Students also described the course offerings available through DoDEA's Virtual School that greatly broadens the variety of elective and advanced classes. One student, a recent winner of a National Merit Scholarship and accepted for admission to M.I.T. in the fall, is currently taking four virtual classes, all contributing toward her chosen career path in Mathematics and Computer Science.

The teachers model the commitment concept. Many of the teachers were observed staying late after school to help students who sought their assistance. Students commented that this practice is the norm and not just something associated with the QAR visit. The support staff agreed during their interview; and, one of the members said, "These teachers are here for the kids." The person went on to reinforce his comments by saying the staff also receives a high level of administrative support, not only regarding staff concerns, but throughout the complete school program.

The final element is: "Students display good character and are actively engaged in continuous learning." During interviews, students reported on the large number of leadership opportunities available to them, not only within the comprehensive athletic programs for boys and girls, but also in organizations such as Junior Reserve Officer Training Corps, National Honor Society, Student Council, Student-To-Student (S2S), class officers, and other clubs and activities.

During classroom visits, teachers presented examples of using the vision statement elements in designing their lesson plans and focusing on differentiating instructional methods in order to provide learning channels for everyone. One example was a Biology teacher showing how he allows students to choose one of three modalities in completing assignments. Other examples were observed in classrooms throughout the school where the focus is on the essence of the vision statement which is "To teach each student, not

every student." The team observed many displays of student work in the building reflecting the school's vision.

Parents indicated during interviews that parents were well-satisfied with the amount of communication they receive from the school. The Principal's weekly newsletter keeps them informed regarding school improvement and significant events and happenings in the coming week. The use of GradeSpeed and SharePoint software programs provides them detailed information about their children's progress. Also, the Parent-Student Handbook is a comprehensive resource for obtaining information and resolving questions about school policies and procedures. The school's website also features the school's vision and mission as do other communication tools utilized.

Based on document review and interviews, the school staff and administration use available data to consistently identify emerging student needs and provide direction for future development within the framework of the school's vision statement. This creates a dynamic profile which is used as the basis for all decision-making and program modifications.

Strengths - The team noted the following successful practices deserving of recognition:

- All stakeholder groups were able to accurately describe the essence of the school's vision statement.
- The school provides effective communication to parents and students about programs, school improvement efforts, and student performance.
- The application of goal-determined interventions throughout the school is consistent and effective.
- All stakeholder groups respect and appreciate the leadership and support of the school's administration.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Identify and implement procedures to more effectively involve parents in sustained Continuous School Improvement (CSI) activities.

Finding: Osan High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 2: Governance and Leadership

Standard: The school provides governance and leadership that promote student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

This school is part of the Department of Defense Education Activity (DoDEA) which operates schools on military installations around the world. DoDEA is responsible for establishing most of the rules, regulations, policies, and procedures that are followed by the school. DoDEA also ensures that schools are in compliance with all the applicable laws and regulations. In addition, along with the Union, DoDEA has created an evaluation process that monitors the professional growth of the school staff.

Based on document review, the school has established a hierarchy of committees to address all CSI

activities within the school's program. The primary steering committee is the Continuous School Improvement Leadership Team (C-SILT) composed of the Principal, Assistant Principal, chairpersons of the various CSI subcommittees, the Union representative, three parent stakeholders, three student representatives, and a Military representative. While C-SILT has parent and student representatives on the committee, the team saw little evidence of those representatives being active and involved.

Several of the CSI subcommittee chairpersons are also department chairpersons. CSI subcommittee areas include data, assessments, the school's mission, and goals established through the analysis of student data. C-SILT refers identified topics and concerns to the appropriate subcommittee for consideration and recommendations; and, then they refer the issues to the relevant departments for further study and resolution. According to C-SILT members as well as other staff members during interviews, the initiation of this committee hierarchy, coupled with the process for referrals to and among appropriate groups, has established much better collaboration than existed prior to the arrival of the present administration five years ago.

Committees rely on the analysis of group data from the summative TerraNova assessment to help guide decision-making within the school improvement processes and to establish annual goals. Artifacts show that the student groups have achieved the DoDEA goals across all grade levels and subjects, but at the same time, little individual student data were evident as being used as part of the decision-making process. Some individual data may be assembled for a particular situation, such as a referral of a student to the Student Support Team (SST) for help in addressing an individual problem, but the team did not see extensive and consistent attention to individual assessment data across grade levels and departments. Also, although teachers analyze a variety of data from other assessments such as the Scholastic Reading Inventory (SRI), Scholastic Aptitude Test (SAT), and formative assessments associated with their subject area, the team did not see a formalized plan for assimilating and analyzing data from the formative classroom level.

A comment which was heard in each interview session from all stakeholder groups regarded the open door policy that is a foundation of the present administration. Parents said that any concerns they have can be registered at any time, and solutions are addressed quickly. A recent example of a community-wide concern being addressed quickly by the administration involved traffic and safety issues around the school at lunch time. Similar perspectives regarding the openness of the administration were stated by students, support staff, and teachers. Students reported that whenever they have an issue, students can always talk to their teachers or to the administration and get help. Also, this open door policy was mentioned consistently as being characteristic of the teaching staff as well. DoDEA has a policy that only allows for a Customer Satisfaction Survey to be administered every other year to solicit feedback and perceptions from stakeholders regarding the school and its operation. According to survey results last year, the response from parents was very low.

A portion of the school's vision addresses the emphasis on establishing partnerships, and the ones currently in place were described in interviews as being very positive by the various stakeholder groups. Among the partnerships cited were the Parent-Teacher-Student Organization (PTSO), Jr. ROTC, partner schools in the Korean community, and community service activities. Many leadership opportunities are provided within these partnerships for teachers, students, and parents. The school also offers a variety of curricular and extracurricular activities such as National Honor Society, a wide-range of varsity and junior varsity sports for young men and women, AFROTC Color Guard and Drill Teams, Drama, Environmental Club, Model United Nations, Chess Club, and Yearbook to name a few.

Strengths - The team noted the following successful practices deserving of recognition:

- Effective collaboration exists among teaching staff members for the improvement of individualized

instruction, cross-curricular lesson planning, and vertical articulation of curriculum.

- The school's administration provides excellent leadership and support for all components of the school organization.
- The school has established effective partnership programs inside and outside the school.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Design and implement a formal plan to measure individual student progress from formative classroom assessments to provide consistency across grade levels and departments and to apply the information to evaluate school improvement.
- Design and implement a plan to more effectively involve parent and student stakeholders in providing input to the CSI process.

Finding: Osan High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 3: Teaching and Learning

Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Based on artifact review, interviews, and observations, this school is a place where meaningful teaching and learning is practiced on a daily basis. Teachers have implemented a curriculum based on the DoDEA curriculum standards and have aligned the curriculum with the standards. Students have clearly defined expectations of learning which are outlined in the Parent-Student Handbook and are provided to all parents and students at the Fall orientation meeting. Teachers use research-based best practices when instructing students, and these practices are reflected in the school's belief as stated by the Principal, "We focus on each student, not every student."

Through interviews, artifacts, and observations, the team saw evidence that teachers are using research-based instructional strategies and best practices, and that students are actively involved in the learning process. The team observed teachers using a variety of instructional methods such as lecture, lab, questioning techniques, reading aloud from text, cooperative learning, group and individual projects, warm-up activities, round table discussions, and Socratic seminar. During an observation in one class, the teacher was using white boards to reinforce Korean vocabulary. In another classroom, a teacher used a round table discussion to help students derive meaning from a piece of literature. Teachers are given professional training in various instructional interventions in order to help students meet DODEA expectations for learning. Also, the team observed teachers using technology to present instructional material. For example, in one science classroom, a teacher used lab equipment to teach and reinforce optics, and in a math classroom, the teacher and students were graphing parabolas using a SmartBoard. Teachers stated that most teachers have been provided a SmartBoard and some training, either in-house from other teachers or through the Educational Technologist (ET). The teachers stated that they need more training in the effective use of the Smartboard.

Student interviews and artifacts showed that opportunities exist for students to explore new and different approaches to learning. The school has an active Junior Sciences and Humanities Symposium (JSHS) program, and students can participate in the Model United Nations program. In one student interview, a student described how she collaborated with her Honors teacher to plan a Socratic seminar to help students learn the material.

Based on interviews and document review, teachers are using data derived from formative and summative school-wide assessments and are using these results to make curricular and instructional choices. Training for teachers has been provided by the DSO this year in the use of data to measure student achievement. In Language Arts, the formative assessment is a book report assigned once a month, which provides the teacher with valuable feedback on student achievement in writing, grammar, and spelling. Also, in Language Arts, teachers use the Terra Nova Language subtest results to ensure students are properly placed. The team saw evidence that some teachers are implementing scoring rubrics in the classroom that students can use to improve their performance. Writing samples are graded with the writing rubric, and students are informed of their score and suggestions are made to help improve their writing skills. Artifacts are shared in faculty meetings and within departments to improve student learning through the CSI interventions. While the faculty is informally using formative data in the classroom, the team did not see evidence of a formal plan that reflected consistent use of individual student data across grade levels and departments.

The school has chosen the intervention of using a Word Wall to focus on vocabulary along with the Terra Nova 3rd Edition Reading subtest as a summative assessment for CSI Goal One. The school has adopted the classroom writing rubric as the intervention along with the Terra Nova 3rd Edition Language subtest as a summative assessment for CSI Goal Two. Based on artifact review, the school has seen success this year with assessment scores improving and the students meeting DoDEA's Community Strategic Plan (CSP) goal for the first time.

The team saw evidence that the faculty has worked hard to offer a rigorous curriculum through innovative scheduling. A strong commitment exists to equity and an appreciation of diversity as evidenced by the age and grade-appropriate courses offered. The school provides a curriculum where all students are challenged at their own ability levels, and teachers provide differentiated instruction. Student interviews provided evidence that teachers actively work with students along with traditional counseling services to help each student select those courses best suited for their unique interests. Due to the "small school" nature of this school, all AP courses cannot be staffed each year and are offered in alternating years, such as AP Physics and AP Chemistry. During interviews, parents and students expressed a desire for the school to offer more elective classes. While the school offers online courses through the DoDEA Virtual School, some parents did not feel this program was beneficial for every student.

An ongoing effort to align and articulate curriculum exists between and among grade levels. During the C-SILT interviews, the team heard evidence that teachers in various departments were offering courses that best suit students as they progress from one grade level to the next. Honors class teachers regularly confer with their AP Language Arts counterparts to ensure proper scope and sequence. Also, a close collaboration is evident within departments and across the curriculum to help struggling students succeed. Student tutors are available through National Honor Society during the Seminar period to help individual students. Schedules are designed to extract the greatest amount of instructional time in the school day while minimizing interruptions to student learning. The school has a split lunch period to allow for the maximum number of students to eat lunch without disrupting classes.

Based on observations and interviews, the administration has made great efforts along with faculty to create a warm, safe, and caring environment which is highly conducive to student learning. The school

principal has inaugurated an open door policy to address issues that impact school climate. In SY 2011-12 the Customer Satisfaction Survey was provided to parents, teachers, and students. Only 28 parents representing 9% of the parents and 35 students representing 11% of the students participated. The limited survey results showed 43% of the parents and 71% of the students gave an overall grade of A/B to this school.

The media center has done a good job of providing various media, both print and electronic, to students and teachers, as well as providing information services which are used to augment classroom information capabilities. During an interview, the media center technician said her aim was to make the media center more user-friendly by organizing the fiction by genre and by weeding out older books. The book collection went from an overall average date of 1995 in September of 2011 to today's collection with a fiction overall average date of 2002 and a non-fiction overall average date of 2004. Funds have been allocated to label books and update technology in order to better serve the informational needs of the school. The media center technician stated that the media center also supports the Read 180 program by labeling books by Lexile levels. Recently, computers were purchased and older computers from the COW (Computers on Wheels) were deployed to create a mini-computer lab in the media center. The media technician does collaborative lessons with teachers on a regular basis. One Language Arts class was observed using online data sources to complete a biography. Also, the history, science, and health departments use the media center to conduct research-based lessons.

Strengths - The team noted the following successful practices deserving of recognition:

- Teachers are actively using data derived from formative and summative school-wide assessments and are using these results to make curricular and instructional choices.
- This school is a place where meaningful teaching and learning is practiced on a daily basis, and teachers are committed to the students.
- Teachers effectively use a variety of instructional strategies.
- A strong commitment to equity and an appreciation of diversity exists, as evidenced by the age and grade-appropriate courses offered.
- The administration and faculty have made great efforts to create a warm, safe, and caring environment which is highly conducive to student learning.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Create and implement a plan to fully incorporate the use of existing technology in classrooms.
- Investigate the opportunities to provide additional elective classes within budgetary constraints.
- Formalize the school's formative assessment system for monitoring individual student progress in the classroom to ensure consistency of practice across grade levels and departments.

Finding: Osan High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 4: Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Based on interviews, artifact review, and observations, this school uses data to help assess student progress and monitor school effectiveness. The school has created performance measures based on DoDEA's system-wide assessment framework that reflects DoDEA's mission, "To provide an exemplary education that inspires and prepares all students for success in a dynamic, global environment" as well as the school's vision which is "...where teachers emphasize high level skills necessary to empower students to succeed in a global society..." The DoDEA curriculum is a standards-based curriculum that defines concepts and skills that are to be taught in each subject at each grade level. Those concepts and skills are systematically assessed and monitored on a continual basis. DoDEA's mission also mandates that multiple assessments be used to allow for the effective monitoring, analyzing, and using data to inform the teachers about student performance which impacts their lessons and instruction.

This school used data to choose their student performance goals, uses school-wide formative and summative assessments that are appropriate for the age levels of the students, and uses data to monitor student progress and school effectiveness. As was stated by the Principal and echoed by the teachers, "We teach kids, not subjects." Also, as an example of DoDEA's focus on data and data analysis, this year the district hired a data specialist who has been providing training for the school staff to understand and use data.

Based on artifact review and interviews, the school has developed and uses both formative and summative assessments to monitor student progress and to judge their school improvement efforts. These assessments directly support the school's vision. As was stated in the Continuous School Improvement Leadership Team (C-SILT) in-briefing Powerpoint and verified by the team, the school uses formative assessments school-wide and in the classrooms. As a school, teachers review formative assessment CSI results by using a "Looking at Student Work" (LASW) activity on a quarterly basis during staff meetings where student writing samples are analyzed and compared after being submitted to CSI chairs and are evaluated for their effectiveness. Also, the faculty reviews student academic and athletic eligibility D and F lists on a weekly basis to see what students need more help with their classes. The faculty looks at the Scholastic Reading Inventory (SRI) which is given to ninth graders in the fall and spring to compare Lexile growth and to place students in appropriate classes such as Honors and Read 180.

In the classrooms, teachers use an informal system of formative and summative assessments such as pre- and post-testing, constructive feedback using classroom rubrics, labs, projects, unit tests, and semester finals to monitor individual student progress. As was stated in teacher interviews, teachers feel that because this is a small school, the faculty really knows the students and their skill levels well. Students who are struggling can get additional help from teachers during the Seminar period and after school. The team saw limited evidence of the school's formative assessment system for monitoring individual student progress in the classroom being practiced across grade levels and departments. Also, students have access to support programs such as Algebra I and Geometry labs, Read 180, English as a Second Language (ESL) as well as support for special needs students and from the Student Support Team (SST). During interviews, students and parents indicated teachers were very willing to stay after school to help students, and they

appreciated their dedication.

The list of school-wide summative assessments used by the school includes the Terra Nova 3rd Edition Multiple Assessment Reading subtest given in March in grades 9-11, the Nelson Denny Vocabulary Assessment given in May in grade 12, and the Scholastic Reading Inventory (SRI) given in May in grades 9-11, all of which are used as indicators of success for the school's reading comprehension goal. For the school's second goal for writing skills focusing on writing original analysis of text, the assessments are the Terra Nova 3rd Edition Multiple Assessment of Language subtest given in March in grades 9-11, the local Writing Prompt given in May in grades 9 and 10, and the Scholastic Aptitude Test (SAT) Writing subtest given in May in grades 11 and 12. Other summative assessments given as a school are the end-of-course assessments in U.S. History and foreign languages given in May, the AP exams given in May in grade 12, and the PSAT given in the Fall in grades 10 and 11.

DoDEA has a Community Strategic Plan (CSP) goal that reflects achieving highest student achievement which is measured by 75% of all students in grade 3-11 achieving at the standard level or higher reflecting the top two quartiles; and, 7% or less of all students in grades 3-11 performing at the "below standard" level which is the bottom quartile. Based on the data review and interviews, the school has strived to meet the challenge and has achieved success. The students have shown statistically significant achievement as last year the school had 100% of the grade levels in the top two quarters in every subject area and 5% or less of the students in the bottom quarter in every subject area. This accomplishment represented the school achieving the DoDEA CSP goal for the first time. Another example of the school achieving at the highest level was this year one senior student was named a National Merit Scholarship Finalist.

Based on document review, the school maintains a complete and up-to-date profile that features school demographic data, student performance data categorized by the percent of grades in each subject, assessment data disaggregated by grade, gender, ethnicity, subtests and skills, Objective Performance Index (OPI) on the Terra Nova (estimating the number of items that would have been answered correctly if 100 such items had been tested), and in comparison with other schools in the DoDEA Korea District. The profile also included the results of the last DoDEA Customer Satisfaction Survey which showed that 43% of the parents and 71% of the students giving the school a grade of A or B; however, the number of parent respondents was very small. The profile is reviewed and updated on a regular basis. Even though the school possesses and uses a plethora of data and the data supports the vision, the team did not see evidence of a public display of data in the school to show stakeholders how the school is achieving their vision and meeting their CSI goals overall. Also, while the teachers have access to student assessment data through the guidance counselors, the team did not see evidence of the classroom teachers having computer access to individual student assessment data in the classrooms.

Based on interviews and presentations, the school uses data to impact school improvement. One example cited during the C-SILT in-briefing was originally the intervention for the reading comprehension goal was a modified Fryer Model, but after a one-year review of the data, the school decided the intervention was not robust enough to have an impact and changed the intervention to vocabulary word walls. Teachers noted that the word walls have been successful and have been internalized by the teachers and students. As a result of student success over the past two years, the faculty conducted a new data carousel recently and chose a new goal for 2012-2014 that focuses on critical reading skills used to synthesize and evaluate informational texts. The new intervention has not been determined.

For the second goal that focuses on writing skills, the school originally selected the Six Traits of Writing as their intervention, but again, based on a one-year review of data, the school determined that intervention was not working. The faculty then chose to use a school-wide writing rubric that measured the organization of writing along with other areas determined by subject matter. Based on the review of data

this year, the school has decided to add editing to the rubric next year to help students and staff further focus on an additional writing skill.

Based on artifact review and interviews, the school uses a variety of reports to communicate the results of individual student progress and the effectiveness of the improvement efforts. Student progress reports are sent home during the fifth week of each quarter, and report cards are sent home at the end of each quarter. Parent and teacher conferences are held at the beginning of the year and during the third quarter, and other conferences can be teacher or parent initiated. Parents and students have access to their grades and student information through GradeSpeed portals and Share Point site on the extranet. The results of the school improvement efforts are communicated to the stakeholders through the school's website, weekly newsletters called the Cougar Update, School Advisory Committee (SAC) meetings, the Commander's weekly meetings with the Principals, the open house where parents are provided a CSI packet of information and results, and parents and students being engaged in the process when they come to the school. The district publishes an annual school report card that shows the trend and comparison data for this school with all the schools in the DoDEA Korean district. Based on interviews and surveys, parents and students wholeheartedly agreed that the school does an excellent job of communicating with both groups in a variety of ways to inform them about student progress and school effectiveness.

Based on document review and interviews, student records are kept in a central location with the registrar. The school utilizes a safe and secure record-keeping system and back-up systems, and the school has policies in place to guide the security of data and authorized users in compliance with DoDEA regulations. Based on observations and interviews, both administrators actively observe classroom performance, work with teachers to establish goals for improvement when warranted, and hold annual conferences with teachers, counselors, para-professionals as well as clerical and support staff.

Strengths - The team noted the following successful practices deserving of recognition:

- The school utilizes a school-wide formative and summative assessment system that reflects the school's vision and is based on the DoDEA mission mandate of using multiple assessments.
- The school met and exceeded DoDEA's CSP goals last year.
- The school uses a variety of methods to communicate effectively with stakeholders the results of student progress and the school's effectiveness.
- The school utilizes a comprehensive academic support system that focuses on each student and ensures all students have the opportunity to be successful.
- The school has an extensive profile that is utilized and is regularly reviewed and updated.
- Based on the review of data, the school has made timely and effective changes in their school improvement plan.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Formalize the school's formative assessment system for monitoring individual student progress in the classroom to ensure consistency of practice across grade levels and departments.
- Upgrade and expand the classroom teachers' electronic access to individual student data and information.
- Create and display data in a central location that reflects on and highlights the progress of achieving the school's vision and school improvement efforts.

Finding: Osan High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 5: Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Based on observations, interviews, and artifact review, the school has the resources and services necessary to support teaching and learning and to ensure achievement for all students. Using processes established by the school and DoDEA, highly qualified staff members, the majority of which hold graduate degrees, are hired to fulfill roles and responsibilities according to their qualifications. The principal assigns personnel to their responsibilities based on their qualifications and student program requirements. The current student to teacher ratio is 10:1 which affords smaller class sizes, thus increasing the direct contact between students and teachers which reflects the school's vision.

According to information provided during interviews and artifact review, professional development is not as readily available to staff as it traditionally was in the past because of budget constraints. A lack of available time for professional development due to scheduling constraints was also mentioned. The team did see examples of professional development being provided as C-SILT held school-wide professional development for CSI strategy implementation when the committee first determined which strategies were to be implemented for each goal. Artifact review showed that when new faculty members come on board, the new staff does have access to training, Power Point presentations, documents, and CSI records. Also, teachers and faculty did state they do receive support from Instructional Support Services (ISS) personnel at the district office when they request assistance, and the support staff members all stated they do receive specific training in their job areas and support from the DSO and area office when needed. Teachers stated when the school purchased new Smart Boards for the classroom teachers, no specific professional development training was provided for all staff for this technology, and those who were interested in receiving training sought out those who were familiar with the equipment for assistance.

Based on interviews, the school is well funded through government procurement, and the funds support the vision of the school. Teachers have access to a dedicated supply room that contains multiple items for teacher use on a daily basis. The supply clerk works in tandem with both the Principal and the Assistant Principal to maintain a prioritized list of teacher requests for additional supplies and equipment beyond the normal basic classroom materials. When interviewed, the supply clerk stated, "My job is to make sure teachers have what they need in their classrooms so they can do their jobs." Classrooms have in-focus technology with SmartBoards to facilitate student involvement in the learning process. Budgetary and resource oversight is monitored by the supply clerk and school administration. Audits are held regularly as required by DoDEA, and the school has received excellent ratings for being in full compliance with governmental regulations.

During interviews, neither students nor teachers had any complaints about a lack of funding for curricular programs. The PTSO representative did mention concern regarding how much students have to work to raise funds for extra-curricular activities and events. The parent stated that the PTSO has to raise funds to provide entrance fees for these events so that all students who want to participate will be able to have these opportunities.

The team observed that the school has written emergency procedure plans posted in every room

throughout the campus. Additionally, the school implements DoDEA required safety inspections to include an Emergency Standard Operating Procedure, Anti-Terrorism Plan, and a Crisis Management Plan. The Crisis Management plan incorporates base agencies as well, and is ready for action should situations arise. The school has received excellent ratings for their safety plans and procedures as evidenced in the artifact review. The faculty handbook has information regarding these issues with specific roles identified as part of their annual training, and the school has developed a flip chart that provides quick access to emergency procedures for each defined event.

The team noted the school roof is being replaced due to normal wear. The Principal reported several recent incidents where the pipes have broken and flooded specific areas; however, no damage was visible because of the quick response by base department of public works, and no instructional time was lost which demonstrates how effective measures are in place to handle maintenance emergencies when they arise. The supply clerk makes sure inspections are current, conducts emergency fire drills, follows a building maintenance plan, and ensures that the school complies with local and national rules and regulations.

Based on observations, the school is a safe learning environment where children want to come to learn. Students reiterated this sentiment during the student interviews. Students stated they feel safe and were aware of the many safety procedures in place. Students also felt pride in their school and were happy to be in this environment. Student interviews revealed that students are happy with their teachers. The students feel their teachers care about them and know that the teachers want them to be successful. Students repeatedly stated that the school feels like family to them. Student artwork is prominently displayed throughout the buildings.

Based on observations and interviews, this school has a wide range of resources that provide needed support for students attending this school. The school has two guidance counselors (one full-time and one half-time), an onsite Adolescent Substance Abuse Counselor (ASACS), and a Military and Family Life Consultant (MFLC) counselor. Student interviews revealed students are aware of the availability of guidance counselors, can identify which counselors service which specific grade levels, and knew their guidance counselors could explain and assist them with understanding their standardized test scores. The students indicated their guidance counselors play an active role in assisting them with course selection and class scheduling. Ninth grade students stated they were not clear on the responsibilities of the guidance counselor beyond scheduling classes. Students also stated that in addition to guidance counseling services, the school has access to a psychologist to support students as needed. The school shares a nurse with the middle school next door.

As a result of observations, interviews, and artifact reviews, special needs students receive support in multiple ways. Students are initially referred to the Student Support Team (SST) which provides the teacher with ideas for appropriate classroom accommodations. If these interventions and strategies do not have a significant impact on student performance, the student is then referred to the Case Study Committee (CSC) which evaluates the student; and, if special needs are identified, an IEP is created and support services begin. Modified education plans (504s) are also employed by this school.

Strengths - The team noted the following successful practices deserving of recognition:

- School is staffed with highly qualified certified teachers and support personnel.
- School has the fiscal resources to support school-wide curricular needs.
- School places high emphasis on student safety and security.
- School has positive measures in place to provide support to students in academic areas.
- The school effectively uses flip charts that provide quick access to emergency procedures for each

defined event.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Create and implement a plan to incorporate more opportunities for professional development regarding CSI interventions and strategies and to increase and broaden the use of technology (Smart Boards) for teachers.
- Create and implement a plan to inform incoming students what services are available to them through the guidance office.

Finding: Osan High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 6: Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Based on artifact review, interviews, and observations, the school has established multiple methods of communication with stakeholders that keep stakeholders informed and fosters collaboration with the school community. The school's communication supports the school's vision of each student being successful. Communication is accomplished through Principal newsletters, a daily bulletin, progress reports and report cards each term, parent-teacher conferences, teacher emails, surveys, CSI Committee meetings, School Advisory Council (SAC) meetings, Parent-Teacher-Student Organization (PTSO) meetings, SharePoint, GradeSpeed (the School's student Management System (SMS)), handbooks, and the school website.

Parent and teacher conferences are scheduled twice a year where parents can come to the school to discuss their student's academic progress and expectations for student learning. Progress reports are issued the 5th week of each quarter, and grade cards are mailed home at the end of each quarter. During parent interviews, parents expressed that they felt they know how well their students are performing academically, that Grade Speed was heavily used by parents and students, and that the school uses an abundance of direct communication to keep them informed. Parents were aware of the school's vision, mission, and goals, and they knew how well the school was functioning with their improvement efforts.

Based on interviews and artifacts, the school has military volunteers available, including parents and servicemen; however, the base is very active with weekly exercises that take the servicemen away from the base. In spite of the difficulty in scheduling volunteers, the school has had success using volunteers in the past. This list includes having at least one military serviceman serving as an assistant on every school sport team; having servicemen tutoring and mentoring during school when possible; having the military involved in the last career day; and parents helping in the school as teachers make requests on an individual basis for parent volunteers who help with classroom activities, field trips, and other events.

The school has a PTSO who meets monthly. Because students at this school also come from Camp Humphrey, the PTSO meetings are held every other month at Camp Humphrey. The school has 50% of the

families enrolled as members, but only the core group of officers is active, again because of the military members being away on monthly exercises and part of the parents living in another community. During parent interviews, a PTSO officer stated that the group has tried various ideas to increase parent involvement but have achieved limited success. The group does raise and distribute money in support of student groups and activities. Past fund-raising activities were golf tournaments, car washes, food booths, an ice cream social, and holiday gift-wrapping. As one parent stated, "Parents are supportive of this school when they can be."

Based on artifacts, the school seeks stakeholder input through the use of interest surveys from parents, students, and teachers. DoDEA allows for the Customer satisfaction Survey to be given every other year. The data gathered from recent surveys were analyzed and showed that stakeholders favor the way the school communicates, acknowledges the students' academic achievement, and supports the overall effectiveness of the school; however, these data were based on a very small percentage of responses. Also, the Advisory Council of Dependents Education (ACDE) and Pacific Theater Education Council (PTEC) visit schools periodically to interview stakeholders and solicit their feedback.

Based on artifacts and interviews, teachers communicate with each other on a regular basis. Opportunities exist to meet and discuss during quarterly CSILT meeting, monthly departmental meetings, monthly Student Support Team (SST) meetings, and monthly staff meetings where topics are discussed, data and curriculum are analyzed, information is disseminated, and decisions are made. General observations and interviews with teachers demonstrate that a true collegial atmosphere exists at this school where all stakeholders feel comfortable expressing their ideas and suggestions and student success is the main focus.

The School Advisory Council (SAC) is another avenue for communication. The council consists of teachers, parents, students, the Principal, and the military command representative. As was stated in the parent handbook, "SAC acts as an advisory body to the Principal and provides input on school-related issues." The last item discussed and resolved was an issue of pedestrian safety. Parents expressed that the school possesses a familial atmosphere where parents feel comfortable sharing concerns and knowing the concerns will be addressed by the administration, SAC, or the PTSO.

Based on observations, the school maintains a website that contains the school's vision and mission, the school policies, the curriculum overviews, as well as newsletters, announcements, calendar of events, and photos of events taking place in the school. Based on interviews and document review, every Friday the Principal emails the Cougar Update which highlights issues and provides pertinent information. During interviews, students expressed that GradeSpeed and SharePoint are used extensively by them to monitor their progress and garner information. School-wide assessment results are discussed with students; and, the results are sent to parents in a timely manner with a letter explaining the scoring process. Also, some national assessment results are provided online. As was stated in the self-assessment and verified by the team, all of these communication methods have increased stakeholder involvement and participation in student learning.

Strengths - The team noted the following successful practices deserving of recognition:

- The school has established multiple and effective methods of communication with stakeholders and fosters collaboration with the school community.
- Parents and students overwhelmingly support the school's communication and feel they are well-informed about the school, the vision and mission statements, and student progress.
- The school has created a collegial and open environment with multiple opportunities to meet where all stakeholders feel comfortable expressing their ideas and suggestions and decisions are made with stakeholder input.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Develop and implement a plan to increase active parent participation in school activities along with increasing survey responses.

Finding: Osan High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Standard 7: Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Description - The team noted how the school met the intent of the standard based on the preponderance of evidence:

Based on interviews, documents, and observations, this school does engage in a CSI process. The school displays and uses a vision and purpose, maintains a profile, has created and uses a CSI plan, and uses assessment data as a basis for all decision-making regarding school improvement and effectiveness. The vision statement of this school is "to strive for a community where students, families, staff, and community work in close partnership; teachers emphasize commitment, responsibility, and high level skills necessary to empower students to succeed in a global society; and, students display good character and are actively engaged in continuous learning."

Goal 1 states that by June 2012, all students will increase performance on targeted comprehension skills using instructional interventions implemented in all curricular areas as measured by the TerraNova 3rd Edition Reading subtest and other system-wide and school based assessments. The targeted comprehension skills are to analyze content area vocabulary in order to deepen understanding of the text.

Goal 2 states that by June 2012, all students will increase performance on targeted writing skills using instructional interventions implemented in all curricular areas as measured by the TerraNova 3rd Edition Language Arts subtest and other system-wide and school based assessments. The targeted writing skills are to write original analysis of text or process that demonstrates understanding in a clear, concise and logical manner. Both goals are aligned with the vision and support students acquiring a high level of skills needed to be successful in a global society.

During interviews, CSI leaders reported that the two current goals developed in the 2007 – 2008 school year were the result of a data carousel activity which included teachers, parents, and community members. After the first year of implementation of their intervention, the school analyzed their collection of data and determined their original intervention strategies were not as successful as the students did not show growth and had regressed in some instances. As a result of this monitoring effort, the decision was made to change the intervention. The stakeholders worked together to find appropriate research-based strategies which could be easily implemented by all faculty members across all curricular areas. The new strategy for Goal 1 was to generate Word Walls in all classrooms and incorporate subject specific vocabulary terms as part of regular classroom instruction. The new strategy for Goal 2 was to develop a writing rubric to be used in every classroom as part of regular classroom instruction. Once these strategies were determined, professional development and teacher training was provided to all faculty members.

Artifacts provided and observations show how each teacher uses the strategies in their respective classrooms. Recent data collection shows significant growth patterns are occurring as a result of the implementation of the revised intervention strategies.

The school has compiled an extensive profile and has monitored student performance and adjusted their CSI interventions and strategies according to the data obtained over the course of the past five school years. Based on observation, interviews, and artifact review, the school has fully embraced their vision by engaging all stakeholders in the intervention process to prepare students for success in a global society. As one parent stated, "How can we not know what the CSI plan is in our school. The plan is literally posted everywhere."

According to interviews and artifacts, the faculty is provided on-site professional development opportunities to support and improve the intervention implementation process. Allotting time for teachers to work together and develop the scoring rubrics has been an essential component toward true and full implementation of the interventions. The implementation of the CSI strategies is evident throughout the campus. Student writing samples are prominently displayed in individual classrooms and on hallway bulletin boards. Every classroom, regardless of subject area, has subject specific vocabulary word walls clearly posted.

During interviews, upperclassmen were able to clearly state the goals and had a more thorough understanding of the CSI process. Several of these students have attended the school for at least two years and were able to share information regarding the strategies that have been utilized to obtain the improvement goals. The younger students were not as vocal regarding the school improvement plan. Students expressed that their teachers were good instructors, and the teachers really cared about them and wanted them to be successful. All students, teachers, and parents who were interviewed felt confident about the purpose of the school and expectations for student learning.

A recurring theme expressed by all stakeholders during interviews was that stakeholders are very pleased with the open door policy practiced by school administration. One parent stated, "The Principal has an open door policy, and I appreciate the fact that he is very quick to respond to parental concerns." A student stated, "I like it that my Principal is approachable, I know I can talk to him and he will take the time to listen to what I have to say." Another parent said, "Everyone feels welcome in this school." This sentiment was reiterated by other parents as well.

During interviews, every group expressed how difficult the task is to increase parent participation in CSI, PTSO and SAC, attributing this difficulty to the two distinct areas serviced by this school. Half of the population is from Camp Humphreys, and the other half is from the Osan community. A small group of active parents is involved and supports the school, but the transiency of the military families and distance between the bases makes the task more difficult. As one parent explained, "It is difficult to get a high level of commitment from parents because of the distance between Camp Humphreys and Osan. It is hard to find a time and location that meets the needs of both communities, and you never know who will show up."

Strengths - The team noted the following successful practices deserving of recognition:

- A clearly-defined school improvement plan has been formulated to achieve the goals set forth by the school stakeholders.
- The school has identified needs of the students through ongoing assessment data and maintains communication of these results with stakeholders.
- The stakeholders show strong support for the school leadership team in the development and implementation of the school improvement plan.

- The school has compiled an extensive profile and has monitored student performance and adjusted their CSI interventions based on data.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

- Research and establish ways to increase the numbers of parent and community members participating in the CSI process.

Finding: Osan High School has earned the overall assessment level of "Operational" and has met this standard for accreditation.

Conclusion

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to using the findings to continuously improve. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the team's required actions.

The Quality Assurance Review Team expresses appreciation to the School Administration, members of the professional staff, students, parents and other community representatives for their hospitality throughout the visit. The team wishes the school and its students much success in the quest for excellence through NCA-CASI-DODEA accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Mr. Philip L. Metcalf, Chair/Lead Evaluator
- Dr. Robert Krisko, Vice Chair (RMK Services)
- Ms. Shelly Kennedy, Team Member (Casey Elementary School)
- Mr. Paul L. Sidoff, Team Member (Seoul American High School)

AdvancED Standards for Quality Schools

The AdvancED Standards for Quality Schools are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance and organizational effectiveness. As schools reach higher levels of implementation of the standards, they will have a greater capacity to support ever-increasing student performance and organizational effectiveness. Each of the seven standards listed below has corresponding indicators and impact statements which can be accessed at www.advanc-ed.org.

Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resource and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communications and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.