

## Chapter I: INTRODUCTION

### A. The School Description, Student/Community Profile

Okkodo High School is one of the newer schools in the Guam Department of Education. Established in August of 2008, with a capacity for 1300 students, the school has now expanded to the capacity that can accommodate 2000 students. OHS occupies sixty-two acres of the island's most populated village, Dededo. The school has ninety-two classrooms with some of the rooms outfitted with science laboratories. Thirty-eight of the rooms are newly built. The school recently completed construction on a new wing that opened in August of this school year. The expansion includes the additional thirty -eight classrooms, a dining hall, and ten office spaces. The girl's locker room was expanded and an additional boy's locker room was constructed. The final part of the expansion includes a culinary arts classroom and laboratory that was constructed adjacent to the original facilities. The existing boys and girls locker rooms were expanded. The school also boasts outstanding sports facilities that include fields and courts for softball, baseball, soccer, football, basketball, volleyball and tennis. The track and field area was recently renovated to include a concession stand, restrooms, and updated rubberized surface for the track. Along with providing for the needs of the school's athletic program, the campus hosts sports competitions for other DOE schools and for notable community events such as the Special Olympics.

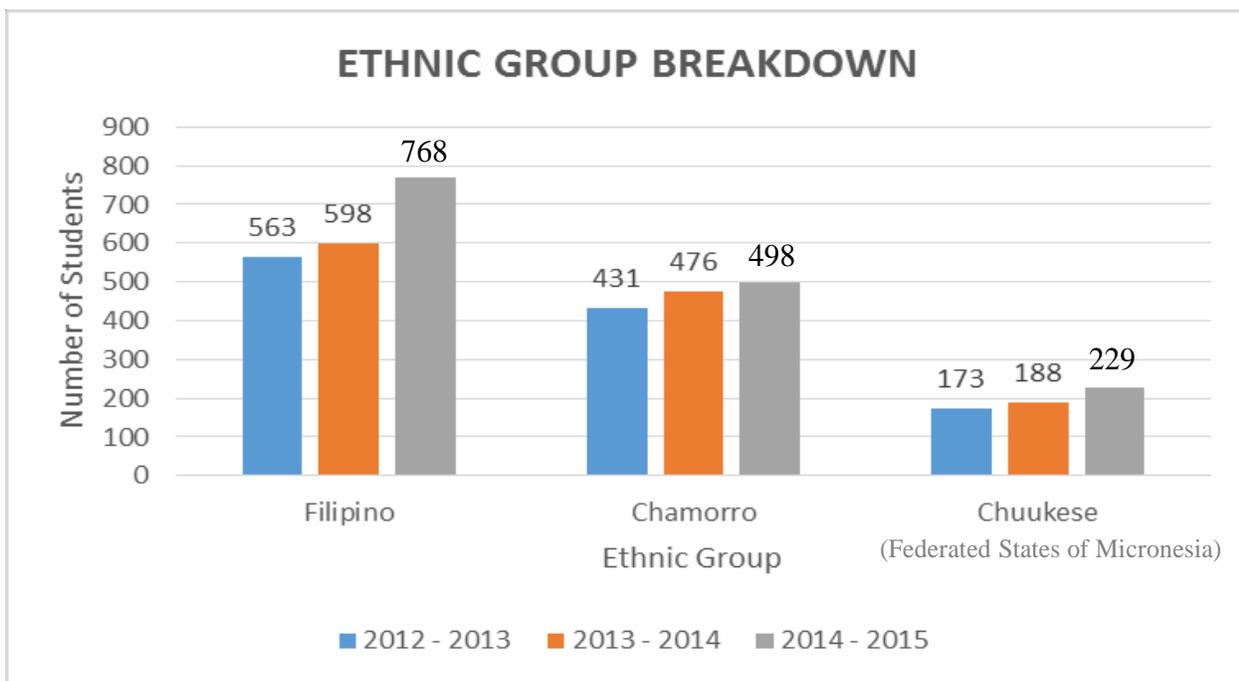
The island is the closest and most developed U.S. territory to Asia and other Micronesian islands. This makes Guam an attraction for immigrants. Okkodo High School's culturally diverse population reflects this. The attendance boundaries include several low-income areas, parts of Guam's industrial zone, and a few middle to high-income neighborhoods. Okkodo High School has a diverse student population consisting of the indigenous Chamorus, students from the Philippines and various islands of Micronesia. More than half of the students speak or hear a language other than English at home. Many come from middle to low income households. The attendance boundaries include several low-income areas, agricultural zones, and a few middle to high-income neighborhoods.

### B. Okkodo High School Student Demographic Data

In the last three years, enrollment trend has shown constant increase in the overall number of students attending Okkodo High School. The expansion has increased the student capacity by eight hundred. Previously, the school's capacity was 1,200 students. Now, the school can safely accommodate 2,000 students. This year the population only increased by approximately three-hundred students leaving the school without an overcrowding problem.

### Student Enrollment by Grade Level

Grade Level	SY 12--13	SY 13--14	SY 14--15
Grade 9	393	410	585
Grade 10	362	408	465
Grade 11	304	322	371
Grade 12	273	268	276
<b>Total Enrollment</b>	<b>1,332</b>	<b>1,408</b>	<b>1697</b>



It is reported that The three largest ethnic groups at Okkodo High School are Filipinos, Chamorus, and citizens from the Federated States of Micronesia (FSM). The island-states of Yap, Chuuk, Pohnpei, and Kosrae make up the FSM. Of these four states, Chuuk has the largest population. Though Okkodo High School has students from all four states, the Chuukese students make up the most from the FSM. The FSM, Palau, and the Marshall Islands currently participate in an agreement with the United States government that allows them to freely associate with US states and territories. Many of these citizens migrate to Guam because of the compact of free association.

## Enrollment by Category

Category	SY 12--13	SY 13--14	SY 14--15
Socioeconomically Disadvantaged	679	718	865
English Language Learners	381	469	500
Special Education	71	74	89

### Socioeconomic Background

Currently, more than half of the school population qualifies to have breakfast and lunch at no cost or at a reduced price. This large number qualifies the school to participate in Provision 2 of the National School Lunch Act. As a result, every student in the school, regardless of family income, is able to receive free meals. Okkodo will only have to collect and process school meal applications, record and track meal categories, and conduct verifications once every four years.

### English Language Learners

The number of students in the English as a Second Language program has increased. Again, the increase comes from transfer students and incoming freshmen. As noted earlier, over half of the school's population hears or speaks a language other than English at home. Along with students from the three dominant ethnic groups, Okkodo's population includes students from China, Korea, Japan and several other countries in the region.

### Special Education

The special education population has steadily increased over the past few years. The increase in the number comes from student transfers or those who enter as freshmen. The increase also coincides with an increase in the overall student population. Okkodo offers a variety of special education services such as speech/language; adaptive PE/Leisure; extended school; consultation; one to one; assistive technology; and behavioral plan to name a few..

## C. Okkodo High School Student Academic Performance Data

The Guam Department of Education measures student achievement through the Stanford Achievement Test, 10<sup>th</sup> Edition. The following tables show scale scores of Okkodo High School students in Language, Reading, and Mathematics over the last three years. There has been a consistent increase in student performance in Reading and Language for freshmen. Math performance has fluctuated. There was a decrease in math performance from SY 11-12 to SY 12-13. Performance increased from SY 12-13 compared to SY 13-14 The record indicates that there have been minimal changes in student performance for eleventh graders in all three areas, Reading, Language, and Math. Changes include a one or two point difference except for Math. In Math, there has been no change in performance in the last three years.

Meeting the national average seems to be a persistent challenge for all of Guam's high schools. The Guam Department of Education has decided to administer standards-based

assessments at the end of this school year to replace the SAT-10 as the territory-wide assessment instrument. Common Core States Standards (CCSS) assessment tools such as Partnership for Assessment of Readiness for College and Career (PARCC), ACT Aspire, or Smarter Balanced will eventually be used, as well.

## **D. Significant Changes or Developments Since The Last Visit**

### **Leadership**

Leadership of the school has changed since the last visit. The principal during the visit in school year 11-12 has since retired. One of the assistant principals, stepped in as acting principal for three quarters of the 12-13 school year. The superintendent periodically reassigns administrators based on district needs. As a result, the school lost an assistant principal. Last school year, a permanent principal was put in place and the assistant principal vacancy was filled. The current administrative team has been in place for two consecutive school years now.

### **Curriculum**

The school continues to implement its instructional program. The program consists of Thinking Maps (TM), Kuzmich's Big 8 Literacy Strategies, and Classroom Instruction That Works (CITW). CITW is a district mandate and "The Big 8" is highly encouraged by the district. To ensure the instructional program is implemented, teachers are required to reflect them in their Professional Teacher Evaluation Program (PTEP). Professional Development sessions offer opportunities for training and follow-up on the instructional program.

District-level training in Sheltered Instruction Observation Protocol (SIOP) was offered to two teachers and one administrator, who will in-turn train the rest of the faculty in implementing this instructional framework to help prepare all students, especially English learners, to be ready for college or the work force.

Okkodo High School currently has a ProStart program. The program is offered in conjunction with the Guam Community College. The students now have an opportunity to join this career-building program that teaches students both the art of cooking as well as how to manage a restaurant.

The district developed curriculum documents with the assistance of Cambium consultants. These documents include district-level curriculum maps, curriculum guides, and sample lesson plans for English Language Arts, Mathematics, Social Studies, and Science. Content teachers have been using the district-level documents to guide school-level curriculum maps and common formative assessments. All content areas regularly update their curriculum documents. Time in Professional Development and PLC meetings is allocated for this work.

To assist students with credit recovery, elective classes are being offered during lunch time. Teachers work with the counselors to ensure that students who are at risk of not graduating have an opportunity to attend classes during lunch to gain the credit that is needed. This is the school's intramural program.

Under the guidance of the Division of Curriculum and Instructional Improvement and the Department of Health and Human Services, Okkodo launched a program entitled, Safer Choices in the Health, PE, and Consumer Family Science classes. This program is designed to encourage positive youth development. It has been incorporated into the current H/PE/CFS curriculum.

This is the first year that a Freshman Academy is being fully implemented at Okkodo High School. The program is intended to offer transition support for incoming freshmen and to provide them with a foundation for success. The expansion to the school facilities allows the freshmen to be apart from the rest of the school population. Classrooms and a dining area are designated for freshmen only. The students are divided into teams to increase support and monitoring from teachers. A Freshman Advisory Program (FAP) was implemented in 2014, as a component of the Schoolwide Intervention System (SIS).

## **Chapter II -- Follow-up and Progress Report Development Process**

The leadership team, which consists of the principal, four assistant principals, and department chairmen, met weekly. Recommendations were made regarding school progress. The department chairmen brought the recommendations to their department teachers for endorsement. Based on teacher feedback, changes were made as needed. Various meetings were held throughout the school year to address one or more portions of the progress report. The school's leadership team met regularly to discuss these issues. Several faculty meetings were dedicated to reviewing and revising the Schoolwide Action Plan. Evidence of progress report discussions can be found in leadership meeting agendas.

Department meetings addressed critical areas of concern. Teachers met weekly in Professional Learning Communities (PLCs) to discuss the implementation of the school's instructional program which is a part of the school's action plan.

Faculty meetings were held monthly. School improvement was the focus of every meeting. Several meetings were dedicated to planning and implementing the Schoolwide Intervention System. Evidence of this can be found in faculty meeting agendas. Working documents were produced by the faculty, as well. Teachers and staff members were made aware of the school's profile and demographic changes. They provided feedback about the implications of a growing population. Discussions regarding teaching and learning for a multicultural population, based on student demographics, continue to take place.

Students, through their Student Body Association representatives, were given a draft of the progress report. Student representatives met with the focus groups during working sessions and provided input. They met with accreditation leaders, as well, to discuss the contents of the report. Interested parents were also given copies. Parent input and comments were included when preparing the final progress report. This progress report is available on the school's website, along with the full self-study and last year's progress report. Okkodo High School is required by the Guam Department of Education to submit this report to the Superintendent who reports the school's progress to the Guam Education Board

## Chapter III – SCHOOL PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP WITHIN THE ACTION PLAN

### A. Summary of School Progress:

Okkodo High School has made significant progress in addressing all of its Critical Area of Follow up through their Action Plans since the last WASC visit. Okkodo Leadership Team should be commended for annually organizing a review of the action plans and school-wide goals by the faculty. Administrative team should be commended for its vision, inspirational leadership and initiatives to raise student performance to grade level and beyond by using *Thinking Maps* and “The Big 8” which offer research-based approaches to increase reading, writing, and mathematics.

The comparison of students' performance data from first semester of this school year to data from last year shows a decrease in the number of students who scored below average or failed an ELA or math class. For the most part, Okkodo student achievement has improved. The implementation of the Schoolwide Instructional Program seemed to have contributed to this. Okkodo learning community should be commended for recognizing that student performance in their classes provides the leadership team and the faculty with a good indication about where the students are relative to their grade level expectations.

The district provides the school with a student information system, PowerSchool from Pearson Assessment and Information Group, to gather performance data and has offered more training for school personnel to access it. The district has increased its outreach to schools to improve student information sharing. Faculty meetings have included on-site training for more effective use of the system. This program provides pertinent information on student achievement that enables school officials to make the best curricular decisions possible to offer support in necessary growth areas for students.

**Recommendation #1 The collaboration with the district to acquire a system to gather and disseminate student performance data that can be utilized to guide school-wide and classroom specific curricular and instructional decisions that will improve performance of all student groups.**

The district acquired a student information system or PowerSchool from Pearson Assessment and Information Group. OHS faculty members received on-site training for effective use of the system. Training was offered to other stakeholders like parents and students. The system provides Progress Reports, Quarterly Report Cards, and Semester Marks. The same system provides Ready Results for administrators to review Item Analysis Reports and Individual Student Reports.

There have been changes on the district level that heavily impact the curriculum and instruction, which have been implemented simultaneously with the introduction of the new data system. GDOE's Office of Curriculum and Instructional Improvement developed Curriculum Alignment documents for all schools to use, assuring vertical alignment within

schools and other schools in the district. Perhaps this was accomplished in preparation for the transition to Common Core State Standards (CCSS) and for district improvement based on Language, Reading and Math results using the SAT 10.

Professional development was offered by the same GDOE office to align instructional practices to the onset of the CCSS. The schools lists “Thinking Maps” and “Kuzmichs Big 8 Literacy Strategies” as district initiatives to improve instruction and learning.

At the school level, the faculty developed a School-wide Intervention System with full implementation this school year. Students failing to meet identified grade level benchmarks and expected semester marks are placed in tutoring sessions for English Language Arts and Math. A Freshmen Academy has also been established at OHS for early intervention and getting students to engage in high school academics and activities. Initially, the school used the summative assessment of SAT 10 to provide data on growth targets, but has since changed to formative assessment results. Teachers in both the English Language Arts and Math Department agreed that summative assessment results were not an effective way to measure student performance and set growth targets. Therefore, growth targets are based on semester marks.

**Recommendation #2: A revision of the School Action Plan to more specifically identify growth targets in student learning, tasks to accomplish goals linked to a specific timeline, and means to assess improvement.**

The school immediately worked on this before the departure of the last Visiting Committee’s Chairperson and submitted a revised plan within a week after the last visit. The action plan calls for a comprehensive English Language Arts and Math system with structures in place to help students to learn to read and write. The second goal of the action plan is for the school to continue working toward meeting growth targets set by GDOE on state assessments.

As noted earlier there have been both district and school initiatives, which shows progress towards meeting this recommendation. Both district and school level initiatives will overlap into several recommendations by the Visiting Committee. In addition to professional development on “Thinking Maps” and “Kuzmich’s Big 8 Literacy Strategies” training was provided in “Classroom Instruction that Work” and “Edivation”.

Scores for each grade level were compiled and recorded as the percentage of students who scored below average or failed an ELA and/or a Math course. The growth targets indicate the percentage of students meeting the criteria decrease over a four year span beginning in SY ’13-14 and ending in SY ’16-’17. OHS expects the number will decrease for each grade level at 2% in both SY ’13-’14 and SY ’14-’15. Targets were not set for the succeeding years at this point in time pending early results. Initial results indicate the current interventions are working for the first year of implementation, except for English 10 and Applied Math. The school has compared last year’s data to this school year’s data at the end of the first semester. More students are passing their ELA and math courses at the acceptable level.

Teachers have several opportunities to review and analyze data in both PLCs and faculty meetings. The district has embedded eight additional PD half days in the school calendar. Based on the tables provided these dates are used for district PD or the school has an opportunity to work at school level towards meeting their goals.

The school's intervention plan has several steps the first of which is a math placement test. Regardless of ability freshmen are placed into a grade 9 ELA class. Students not passing either ELA and/or math at mid-term are placed in mandatory tutoring with monitoring at three week intervals. Students and parents are informed of the progress made to pass courses above 65%. No data was presented at the number of students who are passing the tutorial sessions and keeping passing marks.

**Recommendation #3: To develop a comprehensive, focused, long range professional development plan, involving the Staff Development Committee, that provides for staff collaboration and training in areas including utilization of data to improve instruction, instructional application of differentiated instruction, practices that promote higher order/critical thinking skills, and other school and district identified needs. In addition, the School and DOE need to work together to schedule more time for Professional Development during the year.**

There is overlap from the first two recommendations to the third recommendation. For the sake of redundancy, new information will be presented in this section. A Professional Development Committee takes the lead for PD at OHS. This group is responsible for attending district training and then facilitating similar training for the faculty. During training 'Edivation' provides teachers with demonstrations by exemplar teachers using the strategies. Core content teachers set performance goals for students and monitor results on a quarterly basis. Instructional practices are monitored by administrators conducting classroom observations using Observation 360, a tool developed by "Edivation".

Currently, there are 500 students or 29% who constitute the English as a Second Language Learner population. The majority of these students are transfer and incoming freshmen. There are more than 50% of the students who hear or speak a language other than English at home. The school reports the major ethnicities of students attending school as 768 Filipinos, 498 Chamorros and finally 229 Chuukese (this population of students include other islanders from the Federal State of Micronesia or Yap, Chuuk, Pohnpei and Kosrae). In addition, there are 89 SPED students or 5% of the student population, 48 of whom are on a consultation basis. There is a need to differentiate classroom instruction. Both the district and the school have collaborated to provide research based PD for differentiated instruction. In particular two teachers were trained on Sheltered Instruction Observation Protocol (SIOP) along with an administrator. At the time of this writing, SIOP training is being offered to the faculty on a monthly basis until the school year ends. The school reports that math and science teachers have received training from the district. STEM training will commence at the time of this writing. It is not clear if all teachers are expected to attend.

There are several programs to support students to become college and career ready. Students are participating in authentic career exploration in the Micro Computer Business Application class. There are joint ventures with the Guam Community College for culinary students and students planning to work in restaurant management.

This is the first year of a Freshmen Academy being established. A separate area of the school houses classrooms and a dining hall for freshmen. In December of 2014 an advisory was implemented to assist freshmen to be successful at high school. Students meet for forty minutes with an advisor, and get assistance from older student leaders who take on a mentor role. Counselors are available to answer any questions students pose. There is a decline every year of the report of freshmen continuing at OHS, part of a national trend. For example in SY '12-'13, 393 freshmen entered the school. The same cohort of students was at 408 the next school year and are at 371 this school year. This year's seniors began as a group of 362, followed the next year by 322 and finally at 276.

The school lists an impressive list of Co-Curricular Activities. Many of the activities are extensions of academic classes and serve to provide learning opportunities. Students have opportunities to demonstrate student learner outcomes, which in the long term are preparation for careers.

**Recommendation #4: To acquire resources that address the need of all students to have personal copies of key textbooks and the need for transportation for school programs such as night school, after school, sport events, and other extracurricular activities.**

The school reports that all subject areas have class sets of textbooks. This being the 21<sup>st</sup> Century in addition to teacher created materials from other sources to provide to students, students are allowed to use their personal devices to access internet resources. The school has gone to great lengths to expand the technology capacity, which will be noted later.

Students needing to complete credits have an opportunity to attend classes during lunch rather than participate in intramurals. Night School or *Eskuelan Puengi* is another opportunity for students to make up credits and finally there is Summer School. Over half of the students are eligible for free and reduced lunch so tuition and transportation is an issue during Night and Summer School. The school reports that grants through Title 5A have been submitted to assist with financial needs, however funds were not available. Undaunted by financial challenges, within the last three years these programs have assisted an average of 300 students per year or 23% of the student population.

**Recommendation #5: The school is to expand technology for instruction and learning, including the infrastructure of the school in order to enable teachers to use technology to increase student achievement.**

The school has attempted to keep with the needs of both students and staff members. The infrastructure of an entire wing was upgraded to enable Wi-Fi access. The remainder of the school uses broadband connection. Grants at the district level provided more

technology for teachers in STEM. Student organizations have contributed to the increasing needs for technology. OHS experiences the same budget shortfalls as other large schools in keeping up with technology needs. There are plans to continue upgrades as financial resources become available.

Promethean boards were district purchased for the library and six classrooms. PD was provided so teachers gifted with boards would be able to use them in instruction. The library is outfitted with five mobile labs that house thirty laptops and a router. Teachers have taken advantage of using the labs and also use them for individual PD on programs like "Edviation". "Edviation is a district initiative, which over time has not shown to be as effective. Various departments have provided teachers with times to do peer observations using agreed upon observation protocols.

Other stakeholder like the students and parents have benefitted by technology expansions. The school has a website which parents can access for PTA information and to view student progress reports. Parents can also access student attendance records, even though the system is designed to provide them with either a phone call or email for absences.

**Recommendation #6: The school will continue efforts to align curriculum vertically with feeder schools, and horizontally within the departments in the areas of common rubrics, formative assessments, and disaggregation of pre- and post-testing data.**

As noted earlier, the district has led the effort to train teachers on the CCSS. In addition, the Division of Curriculum and Instructional Improvement created curriculum maps for all grades to create vertical alignment. The district has purchased and provided training for teachers to use the Pearson data collection and distribution of assessment results. The maps promote pacing so students transferring within the system are taught the same curriculum. It also provides a structure for horizontal alignment for content area teachers in the secondary schools.

A cadre of teachers have been formed to meet on a regular basis to collaborate on curriculum issues. High school teachers have an opportunity to work with middle school teachers. The district is responsible for scheduling these meetings.

OHS has had opportunities to present their SAT-10 scores to various stakeholders. The administrator for curriculum provided that information to the faculty and staff at the beginning of the school year. A PTSA meeting was conducted for the parents to receive the same information. The GDOE has made a decision to transition to the Standards Based Assessment or SBA instead of continuing with the SAT 10 as the summative assessment for Reading, Language and Math. Students will take the ACT Aspire assessment as well. Several states have made the same decisions upon adopting the Common Core State Standards.

## **B. Priority and/or Additional Areas for Improvement:**

### **COMMENDATION**

Okkodo High School has made significant progress in addressing all of its Critical Area of Follow up through their Action Plans since the last WASC visit. Okkodo Leadership Team should be commended for annually organizing a review of the action plans and school-wide goals by the faculty. Administrative team should be commended for its vision, inspirational leadership and initiatives to raise student performance to grade level and beyond by using *Thinking Maps* and “The Big 8” which offer research-based approaches to increase reading, writing, and mathematics.

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### **RECOMMENDATION**

It is hoped that the Okkodo High School will continue to develop and update a Single Plan for Student Achievement that is based on data to guide its future progress. The school needs to continue its academic intervention programs. Okkodo High School needs to continue to explore ways to more effectively meet the needs of under-performing students and should be highly commended for taking the initiatives to establish the 9<sup>th</sup> Grade Academy.

The Leadership Team should continue to prioritize both academic and cultural activities and schedule them throughout the year to reflect students' voice and interests. It is hoped that the school will continue to develop and update a Single Plan for Student Achievement that is based on data to not only guide its future progress; but form the benchmark for the WASC Action Plan. The school needs to research ways to assess the effectiveness of its academic intervention programs and explore ways to more effectively meet the needs of all students.

It is the Visiting Committee's impression and understanding that the Leadership Team of Okkodo High School will organize its faculty and staff into Professional Learning Communities, in order to foster long-term changes in the school and its vision, both academically and culturally. In light of the Leadership Team's commitment to the transformation of Okkodo into Professional Learning Communities, the Visiting Committee, during its visit, found the need to recommend that the Leadership Team continues to increase the capacity of the staff to collect, disaggregate and analyze student performance data (including classroom data) in order to make informed decisions in the implementation of rigorous Common Core Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms. Therefore the Visiting Committee recommends that the following be given priority as the critical areas for ongoing improvement:

**Critical Areas for Ongoing Improvement:**

- 1. Continue to improve student academic achievement in core curricular areas to meet Schoolwide Learner Outcomes and Guam's Department of Education Common Core Standards growth targets, including schoolwide subgroups such as ELL, Sp.Ed. and socioeconomically disadvantaged students.**
- 2. Guam Department of Education should improve student, teacher and class access to current instructional technology and increase professional development opportunities for its use and accountability efforts to monitor effective implementation of new initiatives and programs.**
- 3. Increase all student proficiency on mathematics and English Language Arts to meet and/or exceed Guam Department of Education expectations and address possible test apathy among all grade levels and increase students' performance on all standardized tests**
- 4. The school Leadership Team should provide opportunity and/or forum for students' voice to be heard on an ongoing basis. An important stakeholder, students need to have forums for raising issues via their student leaders as well as through other venues. Students will have models of citizen participation by being active stakeholders in their own education at Okkodo High.**
- 5. Continue to increase the capacity of faculty and staff to collect, disaggregate, and analyze student performance data (including classroom data) in order to make informed decisions in the implementation of rigorous Common Core Standards-based curriculum, instruction, assessment and accountability strategies in the classrooms.**