

**Report of the
Quality Assurance Review Team
for
Seoul High School**

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United States

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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 the Commission on International and Trans-Regional Accreditation (CITA) 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 2006, NCA CASI, SACS CASI, and the research and development arm of the accrediting associations, the National Study of School Evaluation, unified to form AdvancED. Dedicated to advancing excellence in education, AdvancED provides accreditation, research, and professional services to 23,000 schools in 65 countries, serving 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 for Quality Schools. Schools demonstrate adherence to the seven AdvancED standards 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 recommendations to help the school improve. The team provides an oral exit report to the school and a written report detailing the team's recommendations. The school acts on the team's recommendations 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.
2. Assess the efficacy of the school's improvement process and methods for quality assurance.
3. Identify commendations and recommendations 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 recommendations for improvement.

Using the Report - Acting on the Recommendations. The school uses the report to guide its improvement efforts. The school is held accountable for addressing the recommendations identified in the report. The NCA CASI/SACS CASI State Office is available to assist schools in addressing the recommendations. Following the Quality Assurance Review Team visit, the school must submit a progress report detailing the actions and progress the school has made on the team's recommendations. The report is reviewed at the state and national level to ensure the school is addressing the recommendations.

Accreditation Recommendation. The Quality Assurance Review Team uses the findings from the onsite visit to make an accreditation recommendation that is reviewed at the state level and by the national 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 North Central Association Commission on Accreditation and School Improvement (NCA CASI), a division of AdvancED, visited the Seoul High School in APO, AP (U.S. Military), United States on 02/18/2009 - 02/20/2009.

During the visit, members of the Quality Assurance Review Team interviewed Robert E. Sennett, 2 members of the administrative team, 28 students, 25 parents, and 53 teachers. In addition, 18 school improvement leadership team members and 10 support staff 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:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- 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 recommendations.

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.

- **Varieties of programs reach beyond the bounds of the school to the community and enhance relationships and support for the school.**

Music groups perform in the community and in regional competitions; JROTC members serve as color guards and perform drills and flag ceremonies, and student clubs support garrison activities.

Community involvement enhances positive school relationships.

- **The initial components of a successful continuous improvement plan are emerging due to the efforts of the co-chairs and the school improvement leadership team (SILT).**

The process began last year with the data carousel and creation of the profile. It continues with the adoption of research-based interventions that may demonstrate growth with consistent implementation by all faculty.

System-wide school improvement results in higher student achievement.

- **Relationships and cooperative activities among all stakeholders consistently support the school and its students.**

All stakeholders with whom the team met indicated high levels of collaboration and cooperation in the use of facilities and support for the school, e.g., active PTO, School Advisory Council (SAC), and Installation Advisory Council (IAC), sharing of facilities with the community, school liaison officer, and summer counselor program.

Climate, culture, and achievement are enhanced by positive interactions among stakeholders.

Recommendations

In addition to the commendations, the Quality Assurance Review Team identified the following recommendations for improvement. The team focused its recommendations 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 making progress on each of the recommendations noted in this section. Following this review, the school will be asked to submit a progress report on these recommendations.

- **Document full and quality implementation of the interventions in the continuous improvement plan.**

The monitoring committees report incomplete staff commitment and implementation regarding the interventions. The team was unable to document consistent and effective use of the interventions.

Consistent and complete implementation of the interventions by all is required to accurately demonstrate improvement.

- **Establish a regular, consistent process to ensure that administration is actively involved in the improvement efforts and that support is provided to the school improvement leadership team in the implementation of the interventions.**

Teachers and students consistently report a lack of administrator involvement in the monitoring and implementation of the improvement efforts.

Direct leadership and support of school improvement activities ensure successful implementation.

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 recommendations made by the team. Include methods for monitoring progress toward the recommendations.
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 team's recommendations. The report will be reviewed at the state and national level to ensure that significant progress is being made toward the recommendations. 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.

Resources

AdvancED offers a range of resources to support your school as it acts on the findings in this report. The AdvancED Resource Network, available at www.advanc-ed.org/resourcenetwork, provides an online network of peer-to-peer practices, best practices, and resources and tools designed to help schools with their improvement efforts. Available any where, any time, the network can be queried for information on a variety of school improvement subjects. The AdvancED Research and Development division provides research, handbooks, and tools to assist schools with continuous improvement. In addition, your state office provides hands-on professional development and ongoing technical assistance. Contact your state office for more information on the range of resources available to you.

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 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 recommendations 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.

Standards for Accreditation

The primary requirement for accreditation is that the Seoul 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:

The mission statement was developed with input and comments from stakeholders. It is reviewed annually at the beginning of the school year and adjustments are made if appropriate. The mission states: "The Seoul American High School community provides positive educational experiences that prepare students to become responsible and productive citizens in a constantly changing global society."

An attractive, newly published poster reflects a shortened version of the mission: "Creating Global Citizens That Are Productive and Responsible—CPR." The poster visually supports the mission and is visible throughout the school. The mission is communicated to stakeholders via the website, email signatures, school planners, and posters (that also include the goals and interventions).

A detailed and complete profile of the school, its students, and the community has been developed. It is maintained and updated on a regular basis.

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

- The new CPR poster brings the mission to the forefront throughout the school.

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

- Utilize the new poster to expand stakeholder understanding of and commitment to the mission, e.g., discussions based on the poster at Parent Teacher Organization (PTO), SAC, student council, and faculty meetings.
- Encourage all faculty members to use the mission to guide the teaching and learning process in their classrooms.

Finding: Seoul 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:

All required Department of Defense Education Activity (DoDEA) regulations and guidelines are implemented for the management of the school and all federal laws, standards, and regulations are being followed. School policies and procedures are well documented in the Teacher Handbook and in the Student Handbook which is printed inside individual student agendas.

The Educator Performance Appraisal System is established and used for evaluation of all educators. Educators are encouraged to link professional growth plans to school improvement goals to enhance their instruction and student learning.

Teachers, parents, and students are provided with the opportunity to lead as evidenced by numerous leadership opportunities in several different areas of academic support. A few of the opportunities for teachers are the school Management Council, SILT, School Advisory Council, department chairs, various school committees, and numerous extra duty positions.

Parents participate in leadership opportunities through the SAC, Installation Advisory Council (IAC), Mentoring Program, and the Parent Teacher Organization (PTO). PTO has shown tremendous support for school activities and materials.

Some of the available leadership opportunities for students include student government, JROTC, athletic teams, and a wide variety of extra-curricular and co-curricular clubs.

Administration directly supports educator-proposed study trips for students and provides the necessary infrastructure for a wide variety of extra-curricular activities.

Outside of the “B-Technology” study groups offered by the educational technologist and training by the curriculum implementation facilitator, there is limited evidence that school leaders foster learning communities amongst educators.

Parents indicated that they do not always receive semester information regarding students who are in jeopardy of not meeting the 2.0 graduation standard.

Teachers, parents, and students indicated discipline standards and school-wide classroom rules are not uniformly applied from student to student or from classroom to classroom. Stakeholders do not understand the inconsistency of consequences for similar offenses.

Administrators and some teachers do not consistently respond in a timely manner to parent and student concerns or to grade inquiries. The required grading program, GradeSpeed, is used by parents and students but is not updated by all teachers in a timely manner to reflect accurate academic progress.

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

- Support for the performing arts has resulted in a tremendous boon for community relations and student involvement.

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

- Develop and implement an action plan to increase administrator involvement in the continuous school improvement (CSI) process to include informal classroom visits to review implementation of CSI interventions and monitoring results.
- Formulate and implement procedures to ensure that teachers and administrators respond quickly to parent and student concerns.
- Plan for opportunities to involve support staff directly in CSI interventions.
- Develop a school-wide plan to consistently apply school rules and consequences.

Finding: Seoul 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:

Most teachers and students are involved in learning that utilizes multiple forms of instruction based on curriculum standards. The development of curriculum and lessons based on content standards is evident through classroom observations of lessons that addressed specific standards along with the posting of standards in most classrooms and on the school website.

In addition, the use of assessment and data to inform instruction was varied among faculty. The curriculum implementation facilitators conduct professional development focusing on assessment for learning attended by some faculty.

The active involvement of students in the learning process was somewhat evident in the use of Cornell Notes for critical thinking and peer tutoring. The use of various instructional strategies is evident during observations of lessons; however, active involvement of students appeared inconsistent. The school has an emerging AVID program; the AVID site team encourages the implementation of AVID practices school-wide.

A challenging curriculum is provided for many students, especially for most Advanced Placement (AP) and honors classes. Additionally, fine arts and foreign language offerings demonstrate a commitment to equity and appreciation of diversity. Even with the increase in special needs students, the special education department provides a quality program. However, it appears that not all students are being served with challenging curriculum, especially students on the lower end of the achievement spectrum.

Instructional time during the block schedule is not consistently utilized maximally to support student learning. Teachers report vertical and horizontal curriculum alignment between and among all grade levels

is not a major focus.

The implementation of interventions to help students meet expectations was clearly shown through the use of student and teacher generated word walls displayed in most classrooms and the improvement in student vocabulary as witnessed by teachers and students and verified in assessment data. Additionally, graphic organizers are recognized by both teachers and students as a useful tool and have been integrated into the students' own problem-solving processes. In addition, activities such as the Renaissance program, after school tutoring, the student support team, and seminar all provide a means for student improvement and learning.

There are various and conflicting viewpoints concerning school climate. Students, teachers, and parents espoused both a positive school environment and one that requires repair. However, there is an overwhelming positive reflection of the faculty that was described as professional, caring, dedicated and respectful. Additionally, the student-to-student (S2S) program is described as a great program to help new students adjust to the campus.

A wide selection of materials in the media center and on the school website is available for student use. Instructional technology is available and utilized by students and staff. Computers are present in the media center. Laptops on a mobile cart can be checked out. There are three dedicated computer labs. In addition, technology is integrated into instruction and curriculum in many classes, e.g., language arts, science, and math classrooms. Teachers are supported through professional development and training in technology from the educational technologist. Sessions of "B-Technical," the technology professional development program, is attended by many faculty and covers various topics in the utilization of technology for learning and communication. Students have access to instructional and curricular resources on teacher websites.

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

- A variety of interventions are available to help students meet expectations, e.g., after school tutoring, S2S, mentoring, Student Support Team, Renaissance program, Adolescent Substance Abuse Counseling Service (ASACS).

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

- Implement procedures to ensure that paraprofessionals receive appropriate assignments and grade reports for their students.
- Increase frequency of informal classroom observations by administrators.
- Explore opportunities to increase use of AVID strategies in all classes.
- Examine curriculum and syllabi for Honors and AP courses to ensure they are appropriate, follow AP and DoDEA standards, and correlate to classroom instruction.
- Provide opportunities for horizontal communication among those teaching the same course(s).
- Enhance vertical communication between the high school and middle school.

Finding: Seoul 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:

The DoDEA system-wide assessment program is fully implemented. This comprehensive assessment system is based on clearly defined performance measures. Summative assessments using TerraNova, Nelson Denny, and Advanced Placement content exams are presented in the status report of the continuous school improvement plan.

A data carousel was used to review the system-wide assessments and an analysis of the data was used to identify the current continuous school improvement goals. The data are also used to identify at-risk students and appropriate interventions to help them succeed. There is verifiable growth in student performance on some of the assessments in the continuous school improvement plan.

Student grades are reviewed each marking period to identify students for the Renaissance program; students with high grades and those showing improvement are recognized. Trend data allowing teachers to compare assessment scores to comparable schools (within the district and DoDEA) are available.

All student records are secured and in compliance with DoDEA regulations. Inspectors annually ensure the records are accurately maintained and complete.

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

- Students and parents perceive GradeSpeed as a positive device to communicate individual student performance.

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

- Design the goal assessment plan to assess at grade 11, rather than at grade 12, to ensure valid and reliable results.
- Obtain and analyze comparison and trend data of student performance from comparable schools. Communicate the results to all stakeholders.
- Communicate the results of interventions from the status report to all stakeholders.
- Explore ways to get weekly grade information to all teachers and appropriate support staff as a tool to help students in seminar classes.
- Design and implement a plan for the staff to review system-wide assessments each year using such a mechanism as a data carousel.
- Communicate aggregated results such as TerraNova, SAT, and ACT to all stakeholders in such venues as newsletters and at school websites.
- Develop and implement a plan so teachers utilize some of the current intervention samples of student work as formative assessments.

Finding: Seoul 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:

A well qualified professional staff is assigned in support of expected learning goals for all students. Targeted professional development activities and mentoring are provided for new teachers.

Guidance counselors and a school psychologist provide college and career guidance as well as emotional support services. The school psychologist delivers student counseling services in collaboration with the Adolescent Substance Abuse Counselor Services (ASACS) provider. Both service providers are available to offer additional counselor support as needed during crisis situations. The information specialist provides adequate research training support for students and staff. Career planning services are delivered via the MyRoad.com program, incorporating career exploration classes focused on 11th and 12th grade students. Student Support Team (SST) members effectively identify and refer students with special needs to the Case Study Committee.

Appropriate staff development activities for interventions were employed during initial implementation year. Technology resources, including SMART Boards, computers, and media projectors are effectively utilized in the classroom environment. Security and crisis management plans are employed in accordance with DoDEA guidance. Fire and evacuation drills are practiced in support of applicable regulations.

Budget allocations are distributed through curricular departments and governed by school administrators through frequent meetings with the supply clerk. Curricular departments receive a fixed amount of funding, distributed to faculty within the department based on program needs. Community stakeholders participate via local chapter college sorority and fraternity organizations that provide scholarship funding and college entrance guidance. The garrison commander provides support for the school in a variety of ways.

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

- The educational technologist provides numerous technology related staff development trainings on “B” days via the “B-Technical” program.
- Students proactively seek additional funding for programs via numerous fundraising activities.

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

- Explore stakeholder volunteer assistance to work with the information specialist.
- Develop and implement a plan to ensure ninth grade students have equal opportunities to meet with a counselor.
- Explore additional professional development interventions for all staff focusing on collaboration and such programs as Looking at Student Work (LASW).
- Review the classroom distribution of computers to ensure equity.

Finding: Seoul 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:

Communication with stakeholders is accomplished in a variety of ways. Parents are invited to the school to participate in such activities as parent tech night (to see what technology is available) and course selection night (to explore scheduling and courses for their student); as well as the more traditional parent night and open house. SharePoint and GradeSpeed are available via Internet for parents, teachers, and students to communicate regarding grades, assignments, expectations, and goals for improvement. It was noted by parents and students that these two sites are not consistently updated by all teachers. Falcon Net (the intranet site) includes a myriad of school information including teacher websites, student and teacher blogs, extra-curricular and co-curricular information. Newsletters from the principal, a student newspaper, email, conferences, and report cards are also used to communicate with stakeholders.

Parents support the school through a strong volunteer program and a very active PTO. The PTO meets once a month and an average of 15 to 20 parents attend the meetings. Parents serve as classroom speakers and chaperones and assist with other projects as needed. School Advisory Council (SAC) and Installation Advisory Council (IAC) meet regularly in support of the educational programs.

Partnerships with community organizations enhance the educational programs for students, e.g., sharing facilities including tennis courts, football field, classrooms for university courses, scholarships sponsored by the spouse's club, mentoring and scholarships by garrison fraternities and sororities, and ASACS speakers. The school liaison officer actively supports and encourages these partnerships. The command supports the school and its programs in a variety of ways, e.g., traffic control, lighting enhancement, and the summer counselor program. Video production French, and Chinese classes are offered in partnership with the middle school to enhance programs for students at both schools. The music department provides musical entertainment to various sites on the base.

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

- Relationships and cooperative activities among all stakeholders consistently support the school and the students.
- The PTO is especially active and supportive at this high school.
- The school newspaper, WingSpan, published four times a year by students in the journalism class, is an exemplary student publication.

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

- Ensure that all parents are notified when a student's grades drop below 2.0.
- Establish procedures to ensure that grades are regularly posted on GradeSpeed and that SharePoint sites include current homework assignments, expectations, and other appropriate information.
- Develop formal channels to ensure that stakeholders can express their concerns to either teachers or administrators and that feedback is provided in a timely manner.

- Explore opportunities to fund the summer counselor program each year.

Finding: Seoul High School has earned the overall assessment level of "Highly Functional" 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:

The continuous school improvement (CSI) process is led by co-chairs who are new to the leadership role this school year. The school improvement leadership team includes 11 additional members, and all staff members are assigned to a CSI committee. An atmosphere of continuous improvement is articulated from the CSI leadership.

The continuous improvement goals were selected based on an analysis of system-wide assessments (TerraNova, Advanced Placement results, end of course tests). Research-based best practices were reviewed to identify the interventions. Goals are (1) all students will develop competent and appropriate use of specialized language and terminology throughout disciplines (vocabulary walls is the prime intervention) and (2) all students will increase critical and analytical thinking skills after reading text in content areas (graphic organizers is the prime intervention). An essence was developed for each goal and a detailed action plan is published for each.

Posters for CSI goals and interventions and AdvancED standards are displayed in all classrooms. Vocabulary walls promote a strong influence of reading and comprehension. Graphic organizers are used in many classrooms. A complete and well organized monitoring plan is in place. Staff members evaluate artifacts six times a year. Teachers report that not all teachers participate in implementation of the interventions.

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

- The SILT co-chairs pulled everything together and organized the faculty for the QAR visit.
- The artifact notebooks completely and thoroughly document the CSI process.

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

- Improve and refine formative assessments for the interventions.
- Explore ways to train and encourage support staff to use interventions with students.
- Utilize graphic organizers to promote higher level thinking, as well as organizational skills.
- Plan for follow-up professional development with all staff on the interventions, e.g., sharing examples of successful implementation, regular training on how to use interventions, and utilizing graphic organizers for higher level thinking skills.

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

Conclusion

The commendations and recommendations 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 recommendations 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 several recommendations 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 recommendations.

The Quality Assurance Review Team expresses appreciation to Robert E. Sennett, 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 accreditation with AdvancED.

Appendix

Quality Assurance Review Team Members

- Mr. Al Monetta, Chair (NCA CASI Michigan Office)
- Ms. Catherine Baird, Vice Chair
- Mr. Henry Barr, Team Member (Yokota High School)
- Mrs. Lonnae Calvin, Team Member (Osan High School)
- Mr. Lorenzo Brown, Team Member (Nile C Kinnick High School)
- Mr. Michael Johnson, Team Member (Pacific: Okinawa)

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.