



Charter School Administrative Office  
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*CSAO Report to the BOE*

**DATE:** September 7, 2006  
**TO:** Board of Education, General Business Meeting  
**FROM:** Jim Shon, Executive Director, CSAO

- 1. The History of Charter School Annual Self-Evaluation Reports (See Attachment A)**
- 2. Preliminary Report on the Multi-Year Site Visits**

**The following individuals were recruited and participated in the multi-year site visits:**

**Review Team Members:** Sharlene Chun-Lum (Kamehameha Schools), Corinna Cornejo (Charter School Administrative Office (CSAO)), Reshela DuPuis (Office of Hawaiian Affairs), Donna Estomago (CSAO), Noelani Goodyear-Kaopua (Halau Ku Mana), Bob Grossmann (Independent Consultant), Randy Hirokawa (University of Hawaii at Hilo), Kate Jacobson (Innovations), Curtis Muraoka (West Hawaii Explorations Academy), Alapaki Nahale-A (Ka 'Umeke Ka'eo), Bob Roberts (CSAO), Malama Solstad (Halau Lokahi).

This team met and developed protocols for the site visits. See the attached the memo (Attachment B) that went to the schools and the questions the site review team used to guide discussions.

The following schools received site visits: Ka Waihona o ka Na'auao, Education Laboratory, Lanikai Elementary, Voyager, Kihei, Wai'alaie Elementary, Hakipu'u Learning Center, and Kanu o ka 'Aina.

The following are some general comments on the process and lessons learned:

1. Involving the site review team members in developing the protocols was important not only to incorporate their knowledge and perspectives, but also to validate the process for the schools under review.
2. The Board of Education (BOE) guidelines indicated that the site review teams include at least one member that had experience with a particular kind of school (i.e. conversion, Hawaiian culture focused, immersion, start-up, etc.). This worked well, for it assured that the review would be as knowledgeable as possible.
3. In general, the schools under review took the site review very seriously. In fact, even high performing schools felt somewhat nervous about the visit and perhaps saw this visit as more meaningful than the written annual self-evaluation reports. It is recommended that on-site visits with parents, teachers, administrators, and Local School Board (LSB) members be incorporated into a broader framework of school assessments. This is why the Western Association of Schools and Colleges review of schools is so valuable.
4. In some cases, it was extremely difficult to meet with all the stakeholders on the same day. In the future, it is recommended that the site review be scheduled over more than one day if necessary.

5. These reviews occurred before the new law requiring more openness for LSB meetings. In the future, it is recommended that review team members attend a regularly scheduled LSB meeting and follow this up with a separate discussion with LSB members.
6. Review team members were often impressed with the professionalism and dedication of school personnel that often does not come through the written reports. The following are a few of the comments from the team reports:
  - *The school administrator has exemplified strong commitment to the success of the school's mission, personally providing support from personal finances...This level of dedication has permeated into the growing core of returning qualified teachers...who believe passionately that their teaching is part of the crucial support needed by their students.*
  - *All stakeholder groups talked about the importance of the project-based approach to the school's educational framework. Students demonstrated fluency with the terminology and the process established for proposing, presenting, and evaluating student-driven projects. This was the best evidence that the school is being faithful to its charter, in terms of the educational program.*