

XAVIER HIGH SCHOOL
Visiting Committee Report

Western Association of Schools and Colleges

Focus On Learning

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Chapter I: Student/Community Profile

Xavier High School is a Catholic secondary school in the Jesuit tradition. It began in 1952 as a seminary for Micronesian men. In its second year it became a four-year academic high school for boys from Micronesia, thus becoming the first college-prep school in the Western Pacific. Enrollment has increased over the years, especially with the admission of girls in 1976. Xavier is located on the island of Weno in Chuuk State on facilities built by the Japanese government for a bombproof communications station. This building still houses offices, dining rooms, the chapel, computer and media rooms, a gym, and the maintenance department.

Chuuk (also known as Truk) is part of the Federated States of Micronesia (FSM), which is made up of thousands of islands in the Northern Pacific. Chuuk consists of 11 islands in the Chuuk Lagoon and 14 outlying atolls and low islands. Chuuk is the largest and most populous of the FSM's four states, with 53,000 people and a land area of 49 square miles. Air travel from home islands adds significantly to the expenses of most Xavier families.

At the end of World War II, the US became the administering authority of the Trust Territory of the Pacific Islands. The Trust Territory later separated into three sovereign nations: the FSM, composed of the states of Yap, Chuuk, Pohnpei, and Kosrae, the Republic of the Marshall Islands (RMI), and the Republic of Palau (ROP). American culture has had a strong influence. Xavier students and teachers speak English. American government aid enabled the construction of the boys' dorm, the newer classrooms, and the renovation of the older building.

The political and economic relationship between the US and the FSM, RMI, and ROP continues as stipulated in Compacts of Free Association which were established in the 1980s and 1990s. Both the FSM and RMI depend heavily on US aid, and the economic development strategies for each are focused primarily on achieving economic self-sufficiency by 2023, when yearly contributions will end and trust funds will be made available to the respective governments. The best potential for economic development lies in the tourist industry, but the government has been unable to address an array of problems that hinder development.

Chuuk is the poorest Micronesian island group in terms of per capita income and other measures; it has also gained notoriety for administrative incompetence and mismanagement of funds. The young men of Chuuk have a reputation for belligerence and drunken mayhem. Political analysts see Chuuk as a disaster zone. Its beautiful islands and lagoons, thriving business sector, and strong church community are laid to waste by a political culture greatly influenced by strong yet unreasonable family obligations. Electricity is off-and-on, and government services, such as health, sanitation, roads and education, are mediocre at best. Many of the most productive citizens emigrate. Despite the reputation of Chuuk, parents still send their children to Xavier because of its reputation of training students for college and for leadership in their island-nations.

Building community in a diverse population is an important part of the Xavier mission. Because of its boarding facilities, the school maintains a stable enrollment of about 150 students, about 90 of whom are male. Boys occupy dorms while girls live with sponsor families. Island-nation groups representing varied cultures and traditions are an important element in the makeup of the

student body. Xavier has been successful in maintaining ethnic diversity and a student body that reflects the population of Micronesia. Currently 24% of students come from Chuuk, 33% from Pohnpei, between 14 and 11% each from the Marshall Islands, Yap, and Palau, and the remaining 5% from Kosrae, Japan and India. The school tries to maintain a student body that is about two-thirds Catholic. The current student body is 68% Catholic and 30% other Christian. About 70% of students who enter in ninth grade graduate. Most of those who have withdrawn in the last five years are Chuukese who did not meet academic requirements.

Standardized test data shows most students scoring below US averages. From 2001-2005, when US averages were 507 (verbal) and 517 (math), Xavier averages were 373V and 404M. The yearly percentages of students who score above US averages have been low, ranging from 17% to 0% (verbal) and 13% to 0% (math). Average TOEFL scores have been about 537; a score of 500 is considered to indicate that a student will not need remedial English courses at selective US colleges. Among the 34 students (26 boys) in the class of 2005, 12 (10 boys) enrolled in four-year colleges and 17 (12 boys) in two-year colleges. Proportionally more boys entered four-year colleges (38% to 25%), and more girls entered two-year colleges (62.5% to 46%).

Xavier relies almost entirely on a volunteer faculty which is young, international, highly transient and mostly male. Two of the three administrators and eleven of the fifteen teachers have college degrees, including the Director, who has a doctoral degree in Leadership Administration, and one teacher who holds two Master's degrees. Nine faculty members come from the US and five from the FSM. The others are from Asia, Australia, and Fiji. Half the current faculty are volunteers with some connection with Jesuit colleges or high schools. The Jesuits assign at least five men to work at Xavier. The others are Xavier alumni volunteers, Australian and Japanese volunteers, and private volunteers. There has been more stability in the position of Director/Principal. In July 2004 Father Arthur Leger, S.J. was assigned to the position of Director/Principal for a four-year appointment that may be extended. Beginning this year, there is a separate position of Principal, which was assigned to Anne Traynor upon completion of her two-year commitment as a volunteer teacher.

Chapter II: Progress Report

Eleven major growth areas were identified. Some progress was made in the first four years, but most of the progress has taken place since 2004-05. The school hired an Assistant Director for Resource Management and Development and an Assistant Principal for Student Personal and Academic Growth. Both positions are now vacant. After two years during which the school's Director also served as Principal, a Principal was hired in 2005-06.

The school has completed four recommendations (4, 5, 9, 10) and made a good start on four (2, 3, 8, 11). Three (1, 6, 7) have seen limited progress. Additional student success measures are needed to assess progress toward each goal. Progress is summarized below:

1. High teacher turnover. Xavier continues to rely on a highly transient, mostly young and relatively inexperienced staff of short-term volunteers and Jesuit scholastics. The present financial resources do not allow for a long-term staff, even composed of teachers from the region, but the school is making efforts to recruit long-term staff. In 2004 it began written contracts including health insurance and airfare for teachers not affiliated with a volunteer organization. The school has identified the difficulties that the high turnover causes and sought ways to ameliorate them. Improved record keeping and development of curriculum guides has lessened the need for teachers to reinvent the wheel. Much work remains to be done in developing continuity in curriculum, instructional methods and assessment.

2. Curricular scopes and sequences for Social Studies, Religion, Japanese, and Computer. In 2004-05 data regarding the religion program was collected. The classes of 2005 and 2006 have surveyed alumni regarding the religion program. The religion curriculum is still in the process of development. In the second semester of 2004-05, a 1999 Xavier graduate was hired to coordinate the rewriting of the Social Studies curriculum. After two years with no Japanese teacher, a volunteer was assigned for 2005-06. In 2005 a Japanese Jesuit Scholastic did an inventory of the teaching materials on campus and rewrote the course outline for Japanese I. Curriculum guides were completed for the two computer courses: Typing and Computer.

3. Teacher supervision/evaluation plan. See the response to recommendation 8.

4. Course evaluations. A standard course evaluation form based on the ESLRs and WASC criteria has been in use since the end of 2004-05. The Principal reviews the results with each teacher. The evaluations have been a source of valuable information.

5. Put oral traditions in writing. The school developed a handbook in 2004-05 and published it for 2005-06. It includes clear descriptions of responsibilities, requirements, policies and procedures for students and staff. In 2004-05 six computers in the main building were networked to facilitate sharing of information. The Principal collects instructional materials.

6. Definition of ESLRs (how good is good enough?), with schoolwide implementation. In May of 2005 juniors in the English Skills class wrote narratives defining achievement of the ESLRs. The class of 2007 took over the project this year, rewriting the ESLR narratives in

December 2005. A nine-student group revised them. The 2005-06 handbook specifies the minimum standards for academics and conduct. The course competencies developed by teachers specify the minimum academic standards for each course.

7. Systematic methods of assessing learning. Because curricula have recently been revised in most subject areas, systematic assessment methods have not yet been completed. During the planning session for 2005-06, teachers were encouraged to provide students with clear explanation of assessment. The use of writing rubrics was modeled and encouraged. In the fall of 2005, departments began developing course competencies for each year of a subject. More work is needed and planned to address this recommendation. Teachers will analyze assessments, collect samples of student work to use as benchmarks, and collaborate to develop rubrics.

8. Long-range professional development plan. To match the duration of most teachers' work at the school, a two-year staff development program has been devised. The program has three components. (1) The Principal designs monthly sessions on staff development topics, which may be suggested by teachers. (2) Teachers assigned in groups of three conduct peer observations concentrating on particular teaching methods and hold follow-up discussions. (3) The Principal observes each teacher once in the last month of each semester and holds follow-up discussions with the groups and/or individuals. The Principal asks teachers for comments and suggestions about all three components of the program.

9. Articulate and clarify action plans. The action plans were revised.

10. Review and revise faculty and student handbooks. Revision of the faculty and student handbook took place in 2004-05. It was reviewed by teachers, students and the Board. It was put into use in 2005-06.

11. A more responsive governance model. This recommendation had not been addressed in the previous six years. Members of the former board described the board as reactive, serving as a rubber stamp to the director's recommendations. In 2005, Father Arthur began leading the board through a period of formation. He introduced the board members to appropriate literature and encouraging the board to adhere more closely to the by-laws and to concentrate on setting policy and determining directions for the school. The board now meets at least twice a year, to discuss the ends to be achieved by the school, means to those ends, the board-administration relationship, and the process of governance.

Besides the areas discussed above, changes that have taken place since the last accreditation visit (especially in the last two years) include improvements in campus cleanliness and maintenance, financial management, worship practices, academic policies and practices, and training of the cooking staff.

Chapter III: Self-Study Process

Xavier High School faced a number of impediments in conducting the self-study process: physical distance from parents, language and cultural differences, access to training, and staff turnover. The Self-Study Coordinator left the school after 2004-05. She was the staff member with the most knowledge of the self-study process. The new Director attended a FOL workshop on Guam in August 2005. He appointed the new Principal as Self-Study Coordinator.

Expected schoolwide learning results. (Rephrased slightly for brevity.)

1. Conscientious. Students have exhibited appropriate mastery of the basic tools of learning. They have the skills, knowledge, and attitude to further explore ideas and issues. Graduates . . . are prepared to pursue postsecondary education. Xavier graduates understand the importance of academic integrity. [Descriptors cover communication; awareness of historical and current issues; logical and critical thinking; scientific investigation; technology; co-curricular areas (student government, athletics, arts); qualification for college admission.]

2. Conscientious. Students have begun to learn how to make moral judgments informed by Christian doctrines and traditions and have developed confidence in their ability to make right decisions. They are accustomed to the habit of reflection and strive to understand the meaning and consequences of their actions. [Descriptors cover discernment and initiative; openness to new experiences; self-knowledge and self-acceptance; self-discipline; personal spirituality.]

3. Compassionate. Students have learned to respond to others in greatest need by . . . serving their family, local community, the Church, and their country. Xavier graduates walk with others of diverse cultural and ethnic backgrounds . . . in friendship and in empathy. . . . [Descriptors cover putting oneself in another's place; a spirit of Micronesian unity; understanding the demands of community building; critiquing laws and modeling the policy-making process; and leadership.]

Comments on the school's self-study process with respect to the five parameters of the self-study.

1. The involvement and collaboration of school community members in the self-study. Staff members and students were involved from the start. At the start of 2005-06, many teachers were new to the school and needed to be introduced to the ESLRs and the self-study process. Much of the writing was done by the Principal. She and the Director wrote Chapter 4 in December and January, using work that was begun by administrators who had left the school. Student involvement was strong, especially among juniors and seniors who as part of academic projects conducted surveys and wrote ESLR narratives. Classified staff had limited involvement; many of them are not native English speakers. Board involvement consisted chiefly of a review in January 2006 that led to revision. Some recent alumni were surveyed by students. Parents were not directly involved. Physical distance and language barriers presented impediments. However, the Leadership Team visits the other five island nations to meet parents.

2. The clarification of the school's purpose and the expected schoolwide learning results. The ESLRs have evolved from a Jesuit document adopted in 1982. Xavier's first self-study in 1994 developed a Statement of Philosophy, and the second self-study formulated ESLRs. In 2004-05 a joint student-teacher committee revised the ESLRs. Their revisions were reviewed by the administration and approved by the board. The ESLRs were mailed to parents for suggestions, but there were no responses. Since May 2005 the school has been involved in a process of further definition and alignment of the ESLRs.

3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLRs. Criteria focus groups were not used. Data collection came mainly from three sources: committee reports of the Study Habits and Respect committees; observations and meetings that were part of the new staff development program; and surveys and writing conducted largely by students as part of class projects. Systematic, data-based self-analysis based on measurable outcomes is still in its early stages at Xavier. However, with the self-study process of the last two years, the school has taken important steps toward a sustainable process of assessment and school improvement. One of the greatest challenges is achieving continuity and growth in a school with such a high rate of turnover in staff and leadership. Positive steps include the new staff development program; the development of course evaluations, course competencies and ESLR narratives; initial work with rubrics; and analysis of data from entrance exams. Although the analysis of evidence must become more thorough and systematic, the conclusions which the report reached are astute.

4. The development of a schoolwide action plan that integrates subject area, program, and support plans to address identified growth needs. The action plan was developed primarily by the Director in response to the Self-Study, with revision, especially of item 3, by the Board. Work has been done to align the action plan with the Board's Resource Development Plan. The action plan has four parts:

1. Ensure students understand the relation of ESLRs, standards and student performance.
2. Align curriculum with US standards and other Pacific curricula.
3. Continue to develop a responsive form of governance.
4. Recruit, form and retain qualified teachers and administrators.

Some of the plans may require outside expertise. The visiting committee suggested ways to clarify and streamline the action plan but finds on the whole that the plan appropriately identifies growth needs.

5. The development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan. The new Director and Principal have taken steps to improve the involvement of some stakeholders and the school improvement process. In conversations with the Board chairman and the Regional Superior of the Jesuits, the visiting committee observed commitment to the action plan and awareness of the need for closer monitoring than that which occurred after the previous visit. Sustained monitoring is especially necessary to maintain accountability in a school with such a transient staff.

Chapter IV: Quality of the School's Program

Part A: Summary of the analysis of what currently exists and its impact on student learning

A. ORGANIZATION FOR STUDENT LEARNING

What currently exists.

During the 2004-05 school year, a committee of five students and twelve faculty members significantly revised the school's ESLRs. Administrators, directors and the school community approved the current ESLRs as based on the Jesuit values of competence, conscientiousness and compassion. The ESLRs also take into consideration Xavier's pan-Micronesian identity. The mission statement was revised to read as follows: "The mission of Xavier High School is to educate students to be competent, conscientious, and compassionate leaders whose lives are guided by the Christian call of service." While the school intends to review and assess the ESLRs every three years, staff turnover presents challenges to efforts in aligning curriculum, instruction, and school-wide decision making with the ESLRs.

The school's ambitious goal to stand as a model for other schools in the region is significant, for most regional schools have neither standardized exams nor any uniform method for assessing student achievement. Xavier has taken the initiative to collate and graph existing exam data by state, nation and school.

Prior to the visit, students and teachers took part in meetings, essays, research papers and narratives focused on understanding of the ESLRs. The school acknowledges that it is in the early stages of achieving full alignment of the ESLRs with school-wide decision making. Student course evaluations are one method used to gauge effectiveness of ESLR implementation in the various subject areas. Methods of disseminating the revised ESLRs and mission statement include the school website, regional newspapers, and hardcopy mailings to families.

A2. Governance criterion

To what extent does the governing authority (a) adopt policies which are consistent with the school purpose and support the achievement of the ESLRs for the school? (b) delegate implementation of these policies to the professional staff? (c) monitor results?

The current Director consulted with the former Chairman of the Board of Directors during the transition in leadership. Previously, the effectiveness of the Board had been limited by scarcity of committed members, inconsistent perceptions of its function, inefficient use of meeting time, and a role described in the Self-Study as a "rubber stamp." The Board had been spending too much time and energy on budget and staffing concerns. These concerns were validated during the meeting with the visiting committee.

The Director's efforts to revitalize the Board included using John Carver's book *Boards That Make a Difference*. Action Plan item 4 aims to develop a more responsive board that will have a

greater impact on the success of the ESLRs through closer consultation with the stakeholders. The Board Chairman expressed to the visiting committee the commitment of the Board to the Action Plan. The Chairman and the Director meet once a month, and the Board is seeking to benefit from increased stability and clearer definition of its role. The Regional Superior of the Jesuits is working with the Chairman to enhance Board relations with the Jesuits. The Director has strengthened his communication with the Board and has been instrumental in bringing Xavier's needs to the attention of Board members.

The Chairman, a Xavier alumnus, promotes Xavier High School as the only private school that unites all of Micronesia. He acknowledges the prominence of Xavier alumni serving as government officials and encourages the establishment of Xavier alumni organizations for each region in the FSM. He confirmed to the visiting committee that he has been seeking national and state government assistance to help provide tuition, textbooks and special rates for electrical power. Both the Director and Chairman agree that long-term plans for increased revenues and consistency in staffing are vital to the growth of the school.

A3. School Leadership criterion

To what extent does the school leadership (a) make decisions to facilitate actions that focus the energies of the school on student achievement of the ESLRs? (b) empower the staff? (c) encourage commitment, participation and shared accountability for student learning?

Weekly meeting agendas, organized into categories set by the "6 Cs" (Catholic, cash and cleanliness, competence, conscientiousness, compassion) provide a template for discussion and decision-making determined by ESLRs. The Leadership Team of four upper administrators provides considerable leeway for teachers to be creative in forging their own methods of meeting ESLR objectives. This participation demonstrates another way in which teachers have direct involvement in school leadership; however, the issue of maintaining consistency is complicated by the transient nature of the administrative and teaching staffs.

In 2004 the new Director reorganized the leadership team based on the 2000 visiting committee report. He hired an Assistant Director for Resource Management and Development and an Assistant Principal for Student Personal and Academic Growth, both of whom contributed to ensuring that the visiting committee's recommendations be adequately addressed. For 2005-06 he appointed to the position of Principal a teaching volunteer who had fulfilled her two-year commitment; previously the Director had also served as Principal. The expanded leadership team has made valuable changes. The Assistant Director position is now vacant.

School leadership empowers the faculty and encourages their professional and personal growth through appointment to various roles as moderators (coaching, advising, leading retreats, etc.). However, the additional hours and energy required may prove taxing, again in consideration of the largely transient and volunteer nature of staff positions.

Over the last two years the school has made progress in collaboration, supervision and monitoring of curriculum. The appointment of a Principal and the establishment of a three-part

collaborative staff development process are important steps in assisting a transient, inexperienced staff. Access to professional development from outside sources is limited. The visiting committee discussed with the staff options that included internet sources, distance learning opportunities and professional journals. Further alignment and coordination within the various subject areas of the curriculum continues as an area of growth as well.

While the present administration is to be commended for seeking feasible opportunities for professional growth, the crucial importance of ensuring stability in administrative positions remains a constant challenge.

A4. Staff criterion

To what extent are the school leadership and staff (a) qualified for their assigned responsibilities? (b) committed to the school's purpose? (c) engaged in ongoing professional development that promotes student learning?

The Director has a doctorate from Gonzaga University in Leadership Administration and has served as Principal for more than fourteen years in both Chuuk and Fiji. The Principal has been at Xavier for more than two years and has a B.S. in Science Education. The Dean of Students previously served as Vice Principal in another FSM junior high school. All administrators teach at least one course. As mentioned, continuity in school leadership to ensure stability and realization of projects remains a challenge.

Fifteen teaching staff members have Bachelor's degrees and thirteen teach in their areas of expertise. Upon receiving a request from Xavier for teaching staff, Jesuit Volunteers International (JVI) and the Japan International Cooperation Agency (JICA) determine selection and assignment of volunteers. In addition, St. Aloysius College, an Australian high school, provides volunteers for one-year terms. Recently the school has increased the number of Micronesian teachers and administrators; currently, three island groups are represented in the teaching staff. The Director is from Fiji, and the Dean of Students is from Chuuk.

Xavier High School deserves commendation for its dedicated volunteer staff and the prevailing spirit of unity and school pride among its students. The visiting committee observed their enthusiasm in the classroom and after-school activities. Serving as role models of the three C's, teachers devote non-teaching hours to moderating student activities as advisors, events coordinators and other extra duties. These volunteers extend themselves wholeheartedly in exchange for room and board on campus plus a \$60 monthly stipend. They are largely motivated by the goal to fulfill the school's ideals and provide a meaningful experience for their students. However, the recurring issue of a highly transient staff poses a primary concern that affects decision making and effectiveness in school operation.

Teachers' class loads and co-curricular responsibilities were reduced for the current school year to allow faculty more time for staff development and personal use. Faculty members cited occasional, informal conversations as means of gaining support in their work. To avoid to assist newly arrived teachers. Personal communication between new and departing teachers is usually

limited to practical living concerns rather than curriculum and instruction. The number of volunteers fluctuates yearly; this year's total of nineteen is higher than usual.

Opportunities for direct professional development from outside sources remain limited, but to address this situation, Xavier has designed a two-year Staff Development Plan comprised of monthly sessions, peer observation and principal observation. This program undergoes review at the end of each semester, when the Principal opens discussion on those three components. However, the visiting committee noted a need for increased teacher supervision by the administration and more professional development. Some teachers said they would appreciate more voice in the content or type of professional development that they receive.

There is a need to develop a strategy to hire qualified teachers and provide assistance for staff members without professional credentials. The visiting committee learned that little incentive exists for Micronesian public school teachers to consider a career at Xavier. Public school teachers have higher pay and a smaller workload; moreover, they are reluctant to meet the high expectations of Xavier's programs.

Xavier's classified (support) staff performs a large range of significant and vital tasks daily. Their diligence in assuring the maintenance of school safety, security and health is admirable. They feel a high degree of appreciation of the administration and faculty. They did express a desire to be included in annual staff retreats. Providing students the resources and means to achieve the ESLRs requires not only dedicated staff members, but additional assistance through professional development opportunities as well.

A5. School Environment criterion

To what extent (a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose? (b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Xavier students expressed great pride in the school and their successful efforts in fostering unity among the various distinct island groups comprising the student body. A campus Respect Committee further encourages students to reflect upon ways to propagate compassion among their peers. Assigned chores and peer supervisory duties ensure a clean campus and a sense of ownership while enhancing school pride.

In the last two years, the school has taken several steps to improve campus sanitation, including supervision of the Maintenance and Repair Department, adjusting student work schedules and replacing the females' toilet facility. Assisted by support from a Japan Jaycees group, Xavier has provided a more hygienic restroom featuring an environmentally safe composting system in place of the aging and precarious *benjo*-style latrine facility. A plan is in place to upgrade the kitchen facilities to maintain sanitation standards. In addition, increased attention has been focused on providing more nutritionally balanced meals.

Student health and safety benefit from campus security and monitoring of male students' bedtime

and regulating their off-campus weekend privileges. Hiring an experienced school medic and acquiring medical supplies have enhanced student well-being. Female students under the supervision of the Girls' Moderator are provided informal counseling, parental communication and frequent meetings. The campus has a separate lounge restricted for female student use. Girls voiced their concern regarding inequitable after-hours access to learning resources such as computers and the library.

In Chuuk, government regulation of safety is lax by the standards to which American educators are accustomed. Xavier has not established a clearly defined standard operational procedure for fire, a breach in campus security, or other emergencies. There was a dorm fire in 2005, but fortunately, no one was hurt. An emergency evacuation plan is not in place. Separate meetings with faculty, classified staff and Micronesian-Pacific Islander teachers confirmed that campus security and fire safety issues are areas of concern. Students do not carry individual insurance coverage. Further liability areas are the present arrangements for sponsor families and daily transport of female students. Girls riding the school's flatbed truck reported being stoned occasionally. At the time of the visit, Xavier was expecting the arrival of two donated buses which should improve transportation. There is a procedure for attendance, but the visiting committee observed a need for greater regularity and rigor.

Ample opportunities for students' spiritual growth extend beyond the religion classes to include daily Masses, school-wide liturgical services, mandatory weekly reflection periods, class Prayer Days and retreats. Daily Masses are well attended by students, faculty, classified staff, and administration. Throughout the day, the visiting committee noted that students maintain conscientious application of Jesuit values. The SBA (Student Body Association) serves as a representative voice of the students in presenting proposals and concerns to the Director. During a scheduled meeting with a member of the visiting committee member, they expressed pride in their efforts and initiatives in contributing to the quality of student life at Xavier High School.

A6. Reporting Student Progress criterion

To what extent does the school leadership and staff (a) regularly assess student progress toward accomplishing the ESLRs? (b) report student progress to the rest of the school community?

Physical distance and language barriers are obstacles to communication with parents about student performance. Report cards inform parents of grades; written comments go only to students. The visiting committee discussed with school leadership and staff options such as mid-quarter reports for parents. Students receive letter grades indicating academic performance; numerical grades evaluating student effort; and numerical profile grades assessing student growth in expressing values. Assessment of the two non-academic ESLRs (conscientiousness and compassion) is reported by numerical ratings in several categories. Action Plan items 1 and 2 appropriately address the need to develop more consistent assessment methods.

Communication with parents via phone, e-mail, quarterly newsletters, and personal letters remains vital for Xavier, where the majority of students either board or live with sponsor families. The visiting committee sought clarification on the degree of effectiveness that Xavier

has met in contacting parents through these methods. The Director and other administrators make visits to meet with parents on other islands in addition to scheduled meetings with parents on Chuuk.

Standardized test-taking strategies are introduced to students in their junior and senior test preparation classes. The school is considering earlier exposure to standardized exams. Although the entire senior and junior classes may not take the ACT or SAT Reasoning Test, all will undergo the College of Micronesia entrance exam that serves as a benchmark for the region.

A7. School Improvement Process criterion

To what extent does the school leadership (a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students? (b) have school community support and involvement? (c) effectively guide the work of the school? (d) provide for accountability through monitoring of the schoolwide action plan?

The Board of Directors, Director and Principal intend to develop a system for assessing action plans on a consistent, timely basis, and reporting their progress to all stakeholders. They have the support of the staff, families and community leaders. The anticipated deadline for the development of a schoolwide strategic action plan is July 2006.

Xavier now has four Micronesians on its teaching staff, a marked improvement that complies with the effort noted in the Self-Study. The visiting committee learned from students, faculty, administration and classified staff alike agree that this staffing change is beneficial in assisting students to adjust and feel more comfortable in school. The school's two-year staff development program has been implemented, and its component of peer observation in particular has had a positive effect on teachers' professional growth.

Faculty leadership in extracurricular activities for students is pervasive in the Xavier community. Teachers demonstrate an openness to their students and are available for private consultation throughout the day. Students participate in the evaluation of teachers through written course evaluations. The SBA demonstrated confidence in their ability to directly affect student life through their leadership, and openly expressed their appreciation for Father Leger in negotiating with them on student-driven requests for activities. Likewise, parents and sponsor families spoke highly of the faculty and demonstrated a vested interest in the accreditation process, as shown in the standing-room only crowd that attended the welcoming program for the visiting committee.

Areas of Strength for Organization category:

1. The volunteer staff is enthusiastic, dedicated, unselfish and generous in the performance of additional duties besides their administrative and teaching assignments.
2. The long-standing support, resources and spiritual guidance of Jesuits continue to provide means to accomplishing the Xavier High School mission.
3. The Board is committed to maintaining the school's values and mission in meeting the challenges that the school currently faces.

4. The strong leadership team effectively directs the work of the school in support of the school's mission.
5. Observations by peers and the Principal provide teachers broader input on suggestions for improvement.
6. The school leadership and faculty collaborate on review of its ESLRs.
7. Schoolwide efforts to foster a spirit of genuine unity among diverse island groups are clearly evident in students' behavior and adherence to the Jesuit charism.
8. Student leaders collaborate in decision-making about extracurricular activities.
9. The support staff is dedicated to ensuring maintenance and cleanliness of the campus to provide a safe learning environment.

Areas for Growth for Organization category:

1. The governing authorities should develop a long-range resource development plan to increase funding for scholarships and capital improvements in order to continue Xavier's mission.
2. The governing authorities should explore the feasibility of increased opportunities for professional development and growth in order to address the issue of retention of qualified teachers.
3. The governing authorities should continue to encourage and support the recruitment and training of Micronesian teachers to address cultural learning styles and reduce faculty turnover.
4. School leadership should develop a plan to determine needs in campus safety, health, and sanitation in order to maintain student well-being.
5. School leadership should investigate ways to provide greater equity to girls, who have less access to academic resources and school services because they do not live on campus.
6. School leadership should actively pursue direct training of staff in the FOL process.

Evidence:

Self-Study.

Meetings with:

- Leadership Team.
- Chairman of the Board.
- Regional Superior of the Jesuits.
- Parents and sponsor family members.
- Student Body Association.
- Selected students.
- Girls' Moderator and girls' representatives.
- Island nation representatives.
- Support staff.

Observations of classes.

Interviews with students, staff and parents.

Student work.

Survey results.

School documents.

School website.

XHS budget.
2003 Third Year Report.
2003 On-Site Review Committee Report.

B. CURRICULUM AND INSTRUCTION

What currently exists.

B1. What Students Learn criterion

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the ESLRs through successful completion of any course of study offered?

The Xavier curriculum is designed to be college preparatory. Students are primarily engaged in traditional learning experiences at a level of learning that is consistent with the school's purpose and ESLRs. The classes observed by the visiting committee emphasized lecture and teacher-led discussion. There is some evidence of making cultural connections to content, and implementing cooperative learning strategies, student-led presentations, and student-led discussions. Students actively engaged in the learning process were observed in some classes.

Revisions have been made in the Religion and Language curriculum. The Social Studies curriculum is progressing toward achieving a balance between World History and Micronesian History. Literature and other classes include structured writing and speaking. Students interpret texts and support their perspectives with textual evidence. Examination of student work indicated a need for more consistency on the part of teachers in providing quality, detailed response.

There is some evidence of students using manipulatives in math and science classes. Students have access to calculators. There is a need to update the science laboratory resources. There were projects in the folder of student work that demonstrated creativity and higher-level thinking.

B2. How Students Learn criterion

Some teachers use the internet for student research and lesson planning. At present there are six computers in the Computer Lab. Internet access is through a very slow dial-up line. The Computer class engages students in keyboarding and word processing assignments using Microsoft 97. Since all female students reside off campus, their access to computers is limited. Girls have priority use of computers during the two study periods.

In 2004-05 Xavier implemented student evaluations for all courses. The results are used to assess students' perceptions of their progress toward achieving the ESLRs and the effectiveness of instructional methods. Students monitor their own progress toward the ESLRs by conducting self-evaluations in their courses.

In several classes the various learning styles are addressed through performance-based activities. The Senior Survey Project provides a venue for island nations to work collaboratively. Students interview alumni via e-mail to research a topic relating to a moral or ethical issue. The culminating activity requires the class to plan, organize, and execute an off-island retreat. This

activity develops their leadership and management skills. One effective example of collaborative learning and performance-based assessment is the Chuukese class, in which students design a scale model of traditional Chuukese houses.

The Study Habits Survey conducted in 2004 was the impetus for an additional 1.5-hour afternoon study period. Effective 2005-06 all freshmen and sophomores participate in study skills classes. At this time there is no quantitative evidence that demonstrates an increase in student achievement. The visiting committee witnessed compelling evidence that students learn to maximize their time effectively and efficiently as a result of limited textbooks, unstable electric power, responsibility for cleaning and maintaining the campus grounds, curfew for male students, and limited resources in sponsors' households for female students. The added responsibility is a powerful tool to achieve the non-academic ESLRs of Conscientiousness and Compassion.

Xavier has a history of teacher transience. To establish continuity from year to year there is a need for the development of a coordinated and sequential 9-12 program, with an integrated skills curriculum that focuses on reading and writing. The committee also recommends that the leadership initiate a collaborative planning design to include assessment and supervision of curriculum. The school leadership has initiated a three-prong, two-year, in-house professional development program to address the limited access to teacher professional development.

B3. How Assessment Is Used criterion

To what extent (a) is teacher and student use of assessment frequent and integrated into the teaching/learning process? are the assessment results the basis for (b) measurement of each student's progress toward the ESLRs? (c) regular evaluation and improvement of curriculum and instruction? (d) the allocation of resources?

The Xavier leadership has effectively developed a procedure to administer the entrance exam throughout six island nations. Many seniors and juniors take the ACT or SAT Reasoning Test, and all students take the College of Micronesia entrance exam. Average TOEFL scores have been about 537; a score of 500 is considered to indicate that a student will not need remedial English courses at selective US colleges.

For the past five years, SAT average scores have consistently been below the US average. As a result of low SAT scores, the College Counseling class has begun devoting half of the instructional time to test-taking skills.

Seniors can take an interest inventory through the ACT exam. Students are able to see career opportunities that correlate to their interests and aptitude. A military recruiter from Guam administers the military entrance exam, Armed Services Vocational Aptitude Battery (ASVAB).

Teachers assess understanding through objective tests, essays, and performance-based assessment. Some courses use rubrics. Course evaluations by students takes place midway through each semester. The visiting team observed an emphasis in most classes on student retention of factual information. Exhibits of student work revealed some examples of well-

designed assignments that promote critical thinking and creativity.

At the end of each quarter, advisors meet with assigned students to share their grades and profiles. Students may be asked to articulate in writing their progress toward their goals. To track students over time, advisors retain their academic records from each school year as well as previous written goals.

Teachers are in the process of revising course curricula to match the course competencies they have established. At the end of each semester, teachers review the course evaluation forms. The ESLRs were revised in the Fall of 2005. The school is in the process of determining whether results from assessments currently used in each course can be used to evaluate student progress toward the ESLRs.

Observation of teacher feedback on tests, essays, and research papers shows minimal evidence of quality response to student work. Progress has been made in implementing rubrics. However, there is a need to review the effectiveness of assessment instruments.

Areas of Strength for Curriculum and Instruction category:

1. The volunteer staff is versatile, resourceful and dedicated.
2. The school has made progress in determining course competencies in each subject area and revising curriculum guides to ensure student achievement of the ESLRs.
3. The school has made progress in integrating Micronesian and Pacific cultures into the curriculum.
4. The community service project promotes student learning, civic responsibility and the development of compassion.

Areas for Growth for Curriculum and Instruction category:

1. The school leadership and faculty should collaborate in the development, assessment, and supervision of a coordinated and sequential 9-12 program, with an integrated skills curriculum that focuses on mathematics, reading, and writing.
2. The school leadership should assist and supervise the faculty in developing a greater variety of teaching methods that promote active involvement of students in the learning process.
3. The school leadership and faculty should continue to develop assessment instruments that are aligned with the curriculum and the ESLRs and to analyze student outcome data to make decisions about curriculum, instruction, and resources.
4. The governing authorities and school leadership should develop a comprehensive, long-range plan for recruitment, training, and retention of staff in order to address the problems caused by dependence on short-term volunteers.
5. The governing authorities, school leadership and staff should develop a long-range plan for acquiring and maintaining technology and integrating it into the learning process.
6. The school leadership and faculty should assess procedures for communicating curriculum to ensure continuity and assist in the transition that the faculty turnover requires.
7. The school leadership should consider expanding programs in the arts.

Evidence:

Self-Study.

Meetings with:

- Leadership Team.

- Regional Superior of the Jesuits.

- Selected students.

- Girls' Moderator and girls' representatives.

- Island nation representatives.

- Support staff.

Observations of classes.

Interviews with students, staff and parents.

Student work.

Survey results.

School documents.

School website.

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

What currently exists.

C1. Student Connectedness criterion

To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the ESLRs?

Xavier High School strives to educate the whole person and to provide programs and services that help students feel connected to the campus and the Chuuk community. A theme that resonates among all the stakeholders is that Xavier represents the celebration of Micronesian unity and diversity.

Curricular and co-curricular activities provide students with opportunities to feel connected to a system of support in the school and within the community. School activities include student government, interscholastic sports, and social activities. Students are connected to the community through their participation in mandatory community service projects. The level of student involvement in curricular and co-curricular activities is generally high.

Each class level elects a teacher to advise the class. Every student is assigned to a teacher who serves as advisor. Students feel comfortable seeking academic advice from their subject area teachers. For personal concerns they tend to look to classmates and Pacific Island teachers. An infirmary located on campus treats minor emergencies and is accessible to students throughout the school day. The visiting committee determined that students' academic and personal counseling needs are being met. Ideally, a professional counselor would provide quality services. However, given the limited resources, the services provided are satisfactory and commendable.

Student leaders play important roles in daily operations of the school. Assemblies, study hall monitoring, and supervision of the dorm and daily campus work are entrusted to student leaders. The Student Senate organizes and executes campus activities. Students develop communication and public speaking skills as they engage in the decision-making process. In 2004-05 the Leadership Institute was established with the objective of training students to be leaders who effect positive change. One class per month is dedicated to exploring topics that include mental health, leadership skills, and the democratic process. Each year four to six students are selected to participate in the Close-Up and Junior Statesmen programs.

Campus-wide activities include Cultural Day, Xavier Day, New Student Entertainment, and the island-wide track and field competition. Over half the students participate in organized sports. The Chuuk State Interscholastic Sports Commission provides a venue for Xavier students to compete against the other schools on island.

The College Counseling class provides students with support for continuing education. Students focus on standardized test preparation and activities to assist them in the transition to college.

Alumni faculty said that Xavier provided them with the academic preparation, discipline, leadership training, and time management skills needed for higher education. Seniors said they feel confident that they possess the academic, personal, and social skills they will need in college. The college counselor is doing a good job; the visiting committee discussed with the staff the importance of an effective transition process to aid her successor.

Students participate in many activities in the school and larger communities that promote spiritual growth. Masses, student-led prayers, and retreats promote introspection and reflection. These activities provide a system of support for achieving competence and conscientiousness.

Students expressed a desire for expanded student activities. The visiting committee encouraged the staff to assess the demand for and feasibility of expanded opportunities in music, dance, art, debate, drama, and student publications.

C2. Parent/Community Involvement criterion

To what extent does school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Xavier invites alumni, parents, and community member to attend the annual Xavier Day, biannual Cultural Day, and the graduation. Visiting leaders from throughout the region speak to the student body.

All female students are sponsored by local families and become their surrogate family. Xavier stays in communication with the host families throughout their stay at Xavier. All males reside in the campus dormitory. Local families offer to host the males during weekends and holidays. Several teachers have also been hosted by local families. These opportunities provide off-island students and teachers with memorable cultural experiences.

The Xavier leadership team faces many challenges in effectively communicating with parents from the six island nations. Cultural, linguistic, and geographical barriers are impediments to the traditional parent-school relations such as the Parent Teacher Student Association (PTSA). The leadership team has traveled to five island nations to meet with parents to discuss concerns and report student progress. The Team meets with parents in Chuuk informally and formally. A comprehensive website was developed in 2004-05 and updated in 2005-06. The website disseminates information about school needs and communicate with families across the region. The school actively participates in local functions (funerals), an important sign of respect in the Chuukese culture.

Areas of Strength for Support category:

1. Local sponsor families provide a home for female students.
2. The school has taken measures to establish equity for male and female students.
3. The staff volunteer to meet the students' needs for support services.
4. The school has implemented a study skills course for all freshmen.

5. A well-designed website helps disseminate information to families from the outer islands.
6. The school leadership has taken the initiative to travel to other islands to communicate with parents.

Areas for Growth for Support category:

1. The school leadership and faculty should assess the need for a wider range of co-curricular student activities, possibly to include student publications.
2. The school leadership should increase student access to professional counseling and mental health services.

Evidence:

Self-Study.

Meetings with:

Leadership Team.

Regional Superior of the Jesuits.

Parents and sponsor family members.

Student Body Association.

Selected students.

Girls' Moderator and girls' representatives.

Island nation representatives.

Support staff.

Interviews with students, staff and parents.

Survey results.

School documents.

School website.

D. RESOURCE MANAGEMENT AND DEVELOPMENT

What currently exists.

D1. Resources criterion

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the ESLRs?

Xavier High School has exerted commendable effort in working toward the goals of its mission despite limited material and financial resources. The compassion of the local community and Xavier's high regard throughout Micronesia notwithstanding, the school depends on volunteerism and individual sacrifice to maintain itself at an operational level. The exigency of addressing resource challenges, such as electricity expenses, water shortages, and the replacement and maintenance of an aging facility, poses an ongoing challenge for the school.

Fundraising efforts have provided for basic operational needs; however, textbooks, lab materials, classroom equipment, computer access and staff salaries remain limited. The ten terminals in the computer lab are limited to Windows 97 and Microsoft Word. The faculty pointed out that the climate and other natural elements necessitate more intensive efforts toward upkeep of copy machines, paper stock and other support items. The irregular electrical supply imposes many inconveniences (for instance, barring the purchase of washing machines for the dorm). Exacerbating the situation is the lack of capable repair resources in Chuuk.

The faculty undergoes constant renewal; most volunteers leave after one or two years. Students and school leadership expressed a desire to have more Micronesians on the teaching staff; however, attracting and retaining qualified teachers will require some form of adequate compensation. The departure of the Assistant Director for Resource Management during the 2005-06 school year resulted in some unfulfilled development plans and proposals.

In light of these challenges, Xavier's accomplishments in attaining and adhering to its ESLRs indicate remarkable resilience and adaptation among all stakeholders. The dedicated staff and enthusiastic students remain a vital asset to its program. Throughout Micronesia, high regard for Xavier has remained a crucial factor in recruitment of students.

D2. Resource Planning criterion

To what extent do the governing authority and the school execute responsible resource planning for the future?

The visiting committee was fortunate to have several meetings with the Director, the Chairman of the Board, and the Jesuit Regional Superior. Xavier faces an ongoing dilemma of prioritizing expenses to maintain and operate the physical plant, provide for learning materials, furnish classroom equipment, and compensate the staff. The visiting committee confirmed the commitment of the Jesuits and other sources to supply volunteers every year. The school is in no

danger of running out of teachers; growth is bound to be impeded as long as the rate of turnover remains high. While the school derives financial resources from the Jesuits, implementation of an organized capital campaign to provide for long-term funding will augment existing fundraising efforts. The school has not yet found a replacement to fill the important position of Assistant Director for Resource Management.

The Board plays a pivotal role in ensuring the realization of development projects. In collaboration with the Director, the Board has offered to seek expertise and a broader network of assistance toward ensuring the continuation of the school's mission. Its concern for budget and staffing needs indicates the appropriate sense of direction; however, a more formal articulation of its long-range plan will be instrumental toward this goal. The Chairman expressed dedication to assisting Xavier and has sought discounted electricity rates through the local and FSM governments. Similarly, the Director has reviewed proposals for installing alternate means of electricity, including solar and wind power. The Regional Superior suggested that the Jesuits may be able to provide assistance in fundraising.

The visiting committee discussed the possibility of increasing tuition and/or enrollment in order to increase revenue. However, at the close of last school year, approximately 20% of tuition payments were not received. Collection on delinquent accounts was facilitated largely by the Director's personally contacting the affected families and students. Last year's seniors raised funds to assist two classmates whose financial situation threatened their graduation from Xavier. The school has invested in a new accounting system that has resulted in more efficient record-keeping and provided data to address tuition retrieval in a timely manner.

Financial assistance for Xavier students is anticipated from future returns on an endowment managed by the Jesuits in New York. The recent creation of a scholarship fund derived from an endowment from Georgetown Preparatory School in Washington, D.C., targets a minimum of ten recipient students each year.

Areas of Strength for Resource category:

1. The entire school manages to sustain operations and efforts toward student attainment of ESLRs despite limited material resources.
2. The Jesuits and other organizations are committed to supplying volunteers to meet critical personnel needs.
3. The Board and Director are in accord to investigate options for increased and broader-based funding for the school.
4. The school holds a respected position among the many Micronesian communities it serves.
5. Sponsor families provide homes for girls from outer islands.

Areas for Growth for Resource category:

1. The Board and school leadership should develop a long-range resource development plan to increase funding for scholarships and capital improvements.
2. Board members should assess the Board's role in recruiting assistance and resources from the

- community outside Xavier in order to support a long-range resource development plan.
3. School leadership should assess the feasibility of increased professional development opportunities.
 4. The governing authorities should investigate a plan to encourage and support the recruitment, training and retention of qualified teachers in order to address short-term faculty issues.
 5. The governing authorities should assess the feasibility of implementing a standard operation procedure for an emergency evacuation plan in order to ensure student safety.
 6. The Board and Director should fill the important position of Assistant Director for Resource Management and Development.
 7. The governing authorities, school leadership and staff should develop a long-range plan for acquiring and maintaining technology and integrating it into the learning process.

Evidence:

Self-Study.

Meetings with:

Leadership Team.

Chairman of the Board.

Regional Superior of the Jesuits.

Parents and sponsor family members.

Student Body Association.

Selected students.

Girls' Moderator and girls' representatives.

Island nation representatives.

Support staff.

Observations of classes.

Interviews with students, staff and parents.

Survey results.

School documents.

School website.

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

Schoolwide Areas of Strength:

1. Schoolwide efforts to foster a spirit of genuine unity among diverse island groups are clearly evident in students' behavior and adherence to the Jesuit charism.
2. The long-standing support, resources and spiritual guidance of Jesuits continue to provide means to accomplishing the Xavier High School mission.
3. The volunteer staff is versatile, resourceful and dedicated.
4. The school holds a respected position among the many Micronesian communities that it services and sponsor families serve to further the success of Xavier's mission.
5. The strong leadership team effectively directs the work of the school in support of its mission.
6. The entire school manages to sustain operations and efforts toward student attainment of ESLRs despite limited material resources.
7. The support of local families, who provide a home for female students.

Schoolwide Critical Areas for Follow-up:

1. The governing authorities and school leadership should develop a comprehensive, long-range plan for recruitment, training and retention of staff in order to address the problems caused by the dependence on short-term volunteers.
2. The governing authority and Director should work to develop a responsive form of governance.
3. The governing authorities, school leadership and staff should develop a long-range plan for acquiring and maintaining technology and integrating it into the learning process.
4. The school leadership and faculty should collaborate in the development, assessment, and supervision of a coordinated and sequential 9-12 program, with an integrated skills curriculum that focuses on mathematics, reading, and writing.
5. The school leadership should assist and supervise the faculty in developing a greater variety of teaching methods that promote active involvement of students in the learning process.
6. The governing authorities, school leadership and staff should develop a long-range plan for acquiring and maintaining technology and integrating it into the learning process.

Chapter V: Ongoing School Improvement

Summary of the schoolwide action plan.

The action plan was developed primarily by the Director in response to the Self-Study, with revision, especially of item 3, by the Board. Work has been done to align the action plan with the Board's Resource Development Plan. The action plan has four items:

1. Ensure students understand the relation of ESLRs, standards and student performance.
2. Align curriculum with US standards and other Pacific curricula.
3. Continue to develop a responsive form of governance.
4. Recruit, form and retain qualified teachers and administrators.

Item 1 calls for the continued definition of standards, communication with students, the development of means of assessment, and a process to ensure ongoing schoolwide alignment. Item 2 involves study of American standards and Pacific curricula, a process to educate new teachers, and annual review. Item 3 calls for a board retreat, meetings with appropriate stakeholders, and the reinstatement of a leadership institute. Item 4 involves researching effects, surveying alumni, increasing the endowment, and devising a staff development program.

Comments on school improvement issues.

The most critical item of the plan is the fourth: staff recruitment, development and retention. In order for it to take place, the third item, a responsive form of governance, may be necessary. The first two items, involving understanding of and alignment with ESLRs, are more immediately feasible. With so many teachers who stay for only two years, and with so many of them lacking teaching experience, much of the existing (and quite commendable) two-year staff development plan will be spent orienting and educating the teachers instead of helping the school to grow.

The plan will enhance student learning. It would benefit from clearer growth targets, but they depend partly on means of assessment (recommendations 6 and 7 in the 2000 visiting committee Report), which Xavier is still in the process of developing.

The plan may require outside expertise, especially in items 2, 3 and 4. Items 1 and 2 involve development of standards, which indirectly affect items 3 and 4. Some of the work the school has done so far in developing standards has been done by students. Student involvement is laudable, but the school must broaden its means of definition and rely more on the expertise of the faculty. Perhaps the most essential requirement for the success of item 4 is mentioned not under the tasks but in the rationale: the hiring of a full-time fundraiser. The visiting committee held extensive discussions with the Chairman of the Board, the Regional Superior and the Director regarding alternatives for fundraising.

The visiting committee suggested ways to clarify and streamline the action plan but finds on the whole that the plan appropriately identifies priority areas for growth. Perhaps the greatest impediment is the very need that section 4 addresses: the transience of the staff. Even the plan to

monitor the accomplishment of the action plan depends partly on retention, especially of school leaders. Creativity and energy on the part of the Board, the administration and the Jesuits will be necessary. The visiting committee discussed alternatives, including tolerance for short-term practical and philosophical compromises which might be necessary to achieve long-term goals.

The Director and Regional Superior agreed with the visiting committee on the need for closer monitoring and accountability than took place with the 2000 action plan. The visiting committee pointed out some shortcomings in the self-study process and suggested that the school leadership assertively seek out direct training in the FOL process. During the self-study process of the last year and a half, no teacher received direct training, and the faculty member who had the most indirect training left the school before the process was complete.

The action plan has potential to benefit Xavier greatly, but the effort must begin promptly and be sustained throughout the duration of the plan, regardless of any changes of leadership and staff. The visiting committee observed strong commitment to the plan in particular and school growth in general among the current leaders, teachers and other stakeholders. Fruitful discussions took place involving the Chairman of the Board, the Regional Superior, and the Director in which philosophical differences were resolved. Before departing for Guam, the Regional Superior assured the visiting committee of the ongoing commitment of the Jesuits. His words were "We're in it for the long haul."

Xavier High School has great economic importance to Chuuk and is a much-needed unifying force in Micronesia. Built around a bombproof World War II building that remains the center of the campus, located at a scenic vista atop a beautiful hill, it is a sturdy, enduring beacon to a community spread across more than four million square miles of ocean. Xavier's impressive history of stability amidst transience gives the visiting committee confidence that the goals are attainable.