

School: Farrington High School
 School Year: 2017-18
 Strive HI Step: Continuous Improvement

Comprehensive Needs Assessment (SW 1)

I. Where are we now?

Demographics

Governor Wallace Rider Farrington High School is a four-year comprehensive public high school serving grades 9-12 accredited through 2017. This year Farrington celebrates 80 years of excellence and service to the many students and families who donned the maroon and white. Farrington consistently has had one of the largest student body and staff populations of any high school in Hawai'i. The community is made up immigrant, lower socio-economic, and middle-class families with diverse ethnic backgrounds. The general area is clearly urban and reflects the socio-economic challenges of an urban area with diverse populations. The neighborhood, which is both industrial and residential, includes five federal housing projects and numerous community agencies. Based on the 2010 U.S. Census and American Community Survey (ACS), the median household income is \$64,206, slightly lower than the state average of \$66,420. Although the educational attainment level indicators are below the state averages, they reflect an increase since the 2000 census. More Farrington High School students are graduating, going to college, and graduating from college, validating the school's efforts to achieve the state's goal that all high schools ensure students are college and career ready.

Community Educational Attainment Level

	Less than HS Graduate	High School Graduate	Some College	College Graduate
Farrington Community 2000	31.3%	33.9%	22.6%	12.3%
Farrington Community 2010	23.6%	36.2%	25.9%	14.3%
State of Hawaii 2010	10.2%	29%	31.4%	29.4%

(School Status and Improvement Report (SSIR), 2015)

Student Profile

Student profile data indicate a downward trend in overall enrollment. Students qualifying for free and reduced lunch and English Language Learner populations are showing declines as well. The Special Education numbers remain relatively stable at just under 10%. The top four ethnic groups have remained constant with the exception of the students from Micronesia whose numbers have grown over the years.

Top Four Ethnicities

	2010-11	2011-12	2012-13	2013-14	2014-15
Filipino	59.7%	60.3%	61.6%	61.4%	61.0%
Micronesian	0.4%	3.6%	5.9%	8.4%	10.2%
Samoan	10.6%	10.2%	9.7%	10.4%	9.9%
Native Hawaiian	9.6%	9.6%	9.2%	8.9%	8.8%

(SSIR, 2013-2015)

Enrollment Data

	2011-12	2012-13	2013-14	2014-15
Fall Enrollment	2483	2437	2374	2417
	2267	2224	2172	2199
	91.3%	91.3%	91.5%	90.9%
	1604	1627	1456	1458
	64.6%	66.8%	61.3%	60.3%
	247	242	231	239
	9.9%	9.9%	9.7%	9.8%
	369	325	321	270
	14.9%	13.3%	13.5%	11.1%

(SSIR, 2013-2015)

The overall attendance rate has remained relatively stable around 91%. According to the 2015 *School Quality Student Survey* (SQS), a majority of the students (73.4%) indicated they are satisfied with the education they are receiving. Many, 74.5%, feel their classes are preparing them for future education and work and 73.6% feel overall this is a good school. However, only 56.9% responded positively when asked if they liked coming to school.

Attendance Rate and Absences

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
Ave Daily Attendance %	90.1%	89.2%	90.1%	91.4%	90.9%
Ave Daily Absences in days	17.8	19.4	17.7	15.5	16.1

(SSIR, 2013-2015)

Discipline data indicate that suspensions are on a downward trend. In 2011, there were 209 suspensions and 92% of students not suspended. Last year, 93% or 2201 students did not receive any suspensions, 7.37% or 175 students received at least one referral, with 55 receiving repeated referrals. The number of Chapter 19 infractions for insubordination, disorderly conduct and fighting reached an all time high in 2014-15, but saw significant drop in numbers last year. In addition, last year class cutting beat out fighting for third highest number of offenses.

Top Four Chapter 19 Violations

	2012-13	2013-14	2014-15	2015-16
C: Insubordination	65	139	151	105
B: Disorderly Conduct	26	62	77	58
A: Fighting	18	48	48	21
C: Class Cutting	30	27	39	29
Totals:	231	394	491	213

(ecsss)

Suspensions

	2010-11	2011-12	2012-13	2013-14	2014-15
Class A	144	132	110	123	124
Class B	54	54	62	29	50
Class C	106	46	31	11	13
Class D	2	2	2	1	3
Suspended	209 (8%)	174 (7%)	151 (6%)	127 (5%)	142 (6%)
Non-Suspended	2312	2309	2286	2247	2275

(SSIR, 2011-2015)

Faculty and Staff

The large faculty has been relatively stable with 71% of teachers with five or more years at the school. An overwhelming majority (97.7%) of teachers is fully licensed and 47 hold advanced degrees. (SSIR, 2015) According to this year's Principal's Highly Qualified Teacher report, 91% of teachers meet federal guidelines of highly qualified status, a slight drop from the year before. Recent retirements, leaves, and a statewide teacher shortage have contributed to this decline as the school has had to hire long term subs in core areas. This year 18 positions needed to be filled by the start of school. The district provides mentors to support new teachers and department chairs help with the day to day operations and informal coaching as needed. The school funds the following coordinator positions: Assessment, *Advancement Via Individual Determination* (AVID) program, Career Technical Education/Academy, Curriculum/Title I, ELL, Special Education Re-evaluation, Special Education Transition, two Student Services Coordinators.

Students are supported with eight grade level counselors, one college counselor and an outreach counselor. In addition to the counselors, the school supports two Social Workers and a Public Health Nurse. There is one Student Activities Coordinator, one Athletic Director, and five Vice Principals, two of which are temporarily assigned and receiving their training on the job. The principal is a graduate of Farrington High School and is currently in his seventh year.

Certified Teaching Staff

Year	Total #	Licensed	Ave Years Experience	5+ years at school	HQT	Advanced Degrees
2010-11	146	97.3%	14.8	72%	88%	39%
2011-12	140	99.3%	13.8	69%	90%	39.3%
2012-13	135	99.3%	15.4	72%	94%	39.2%
2013-14	134	97.8%	15.5	75%	94%	38%
2014-15	132	97.7%	15.6	71%	92%	35.6%

(SSIR, 2012 and HQT reports)

According to the 2015 School Quality Survey, 74% of students are satisfied with the quality of teaching most of their teachers provide at school and 86.2% feel their teachers give them help on class work when they need it. The Tripod Survey component of the EES gives students a voice in evaluating their teachers. Responses are centered on the Tripod 7Cs: Care, Challenge, Control, Clarify, Captivate, Confer, and Consolidate. Overall, the school scored at or above the complex and state in the 7Cs and is showing some slight increases.

School Tripod Survey Results

	Care	Challenge	Control	Clarify	Captivate	Confer	Consolidate
2012 (pilot)	58%	65%	53%	64%	60%	46%	61%
2013-14 Spring	60%	71%	62%	68%	63%	53%	65%
2014-15 Fall	60%	71%	62%	68%	61%	51%	64%
2015-16 Fall	61%	71%	62%	69%	63%	55%	66%

(Tripod Survey School Report)

Upon further examination of questions on Care, Challenge and Control, on the 2015 fall survey, revealed the following positive responses for:

- My teacher in this class makes me feel that s/he really cares about me. (76% +2% from 2014)*
- My teacher wants us to use of thinking skills, not just memorize things. (75% same as 2014)*
- My teacher asks students to explain more about the answers they give. (67% +4% from 2014)*
- Our class stays busy and doesn't waste time. (57% same as 2014)*
- Student behavior in this class is under control. (59% -1% from 2014)*

Data from the teacher responses on the 2015 SQS indicate that many teachers enjoy working at Farrington, however many feel they are not provided with the resources to do their jobs well or feel respected and valued.

School Quality Survey-Teacher Perception data

Teacher Results-Well-Being	% of positive response 2015	% of positive response 2016
1. My school provides me with the support I need to do my job well.	55.1%	54.1%
2. My school has clear rules for staff behavior.	56.7%	67.3%
Teacher Results-Satisfaction	% of positive response 2015	% of positive response 2016
1. I enjoy working at my school.	80.5%	79.6%
2. I am satisfied with the quality of resources the DOE provides to teachers and students for learning.	33.0%	32.6%
3. I am satisfied with the professional development opportunities the DOE provides me.	50.9%	47.4%
4. I am satisfied with the respect and value my school gives to my role.	56.4%	50.5%
Teacher results-Involvement/Engagement	% of positive response 2015	% of positive response 2016
1. If I have concerns, my leadership responds in a timely manner.	59.0%	51.6%
2. I am proud of the events, meetings, or programs my school provides.	66.7%	64.3%
3. I feel I am an integral, vital part of the educational community in which I work.	61.2%	68.3%

(SQS, 2015, 2016)

Student Learning

According to the Strive HI Performance data, Farrington High School has shown improvement within the Continuous Improvement status from 184/400 points in 2012-2013 to 208/400 points in 2014-2015. Last year no points were issued for each of the categories and focus shifted to college and careers and growth based on the new Every Student Succeeds Act (ESSA). Although over all proficiency on state tests has gone down, growth and readiness as

well as gap reduction have all shown significant gains. Growth in Reading is the third highest in the state.

Strive HI Points

Category	Points Achieved in Each Category by Year (In 2015-17, state did not use the point system as part of the transition to ESSA)		
	2012-13	2013-14	2014-15
Achievement	47/100	43/100	34/100
Growth	30/60	30/60	51/60
Readiness	93/200	97/200	97/200
Achievement Gap	14/40	12/40	26/40
Total	184/400	182/400	208/400

Achievement

Achievement	2012-13	2013-14	2014-15	2015-16	2015-16 STATE AVE (High Sch)
Math Proficiency	50%	43%	27%	25%	31%
Reading Proficiency	60%	54%	52%	52%	56%
Science Proficiency	13%	22%	13%	26%	33%

Growth

Growth	2012-13	2013-14	2014-15	2015-16
Math	50 pts	61 pts	60 pts	56 pts
Reading	0 pts	45 pts	74 pts	66 pts

Readiness

Readiness	2012-13	2013-14	2014-15	2015-16	2015-16 STATE Ave
11th Grade ACT	16%	18%	25%	21%	39%
Graduation Rate	70%	75%	71%	77%	82%
College Going Rate	55%	56%	58%	57%	62%

Achievement Gap

Achievement Gap	2012-13	2013-14	2014-15	2015-16	2015-16 STATE Ave
Combined Ave Math/ELA Literacy Gap	32%	38%	n/a	n/a	n/a
Math Gap Rate	n/a	n/a	38%	28%	53%
ELA/Literacy Gr Rate	n/a	n/a	34%	26%	42%

(Strive Hi School Performance Reports)

Hawai'i State Assessment (HSA), Smarter Balanced Assessment (SBA) and Science End of Course Exam (EOC)

In the spring of 2015, the new Smarter Balanced Assessment replaced the HSA. Due to the new format of the test, scores across the state have dipped. Compared to the 22 high schools on Oahu, Farrington placed 12th for math and 14th for reading/literacy. Although there are significant gaps between the ELL and special education subgroup compared to all students, the

scores are showing an improvement in reading. The disadvantaged, disabled, ELL, Pacific Islander, and Native Hawaiian populations are lagging behind all students in all categories. Females are out scoring males in all categories except for the Biology End Of Course Exam.

% of Students meeting Proficiency on State Tests 2012-2016

School Year	HSA			SBA	SBA
	2012	2013	2014	2015	2016
READING All Students	63%	61%	55%	52%	52%
MATH All Students	55%	51%	43%	27%	25%
BIOLOGY EOC All Students	5%	13%	23%	16%	26%

(Strive HI Reports)

2015-16 Proficiency by Sub Group

Subgroup	READING	MATH	BIOLOGY
All Students	52.3%	25.3%	25.5%
Disadvantaged	50.0%	23.9%	19.3%
Disabled (SPED)	3.5%	n/a	n/a
Limited English (ELL)	5.0%	n/a	n/a
Male	41.2%	20.7%	27.0%
Female	62.0%	29.3%	23.8%
Recently Exited ELL	3.8%	n/a	6.3%
Asian	62.6%	32.3%	32.0%
Pacific Islander	22.5%	9.3%	4.3%
Native Hawaiian	34.2%	n/a	17.3%

(<http://adc.hidoe.us/#/proficiency>)

Dropout, 9th grade Retention, Graduation Rates

In 2010-11, a new Adjusted Cohort Graduation Rate methodology was required by the US DOE. This includes students who have transferred into the school or state during the four-year period. The graduation-on-time rate is the percent of high school students who complete high school within four years of the 9th grade entry date. Data for all these areas are showing promise, but still below state benchmarks. The Special Education and ELL rates are far below those of their peers.

Dropout, 9th Grade Retention, Graduation Rates

Year	Dropout	9 th Grade Retention	Graduation On-Time %
2010-11	26.6%	18.8%	70.4%
2011-12	26.4%	10.4%	69.9%
2012-13	23.4%	13.4%	75.0%
2013-14	26.0%	13.1%	71.1%
2014-15	18.6%	11.2%	77.1%

(Trend Report, 2011-2015, SSIR 2012-2015)

Graduation Rates by Sub Group

School Year	State Objective	All Students	Disabled (SPED)	Limited English (ELL)
2010-11	82%	70%	29%	49%
2011-12	82%	70%	28%	30%
2012-13	84%	75%	49%	43%
2013-14	85%	71%	29%	28%
2014-15	87%	77%	29%	26%

(<https://adc.hidoe.us/#/graduation-retention>)

ACT data

Starting in 2013, the state funded statewide ACT assessments for all high school students in order to assess college readiness scores for all students. The ACT reports show majority of students scored below college readiness benchmarks and national averages and the school needs to do a better job preparing students for college entrance exams like the ACT and Compass; however, the scores are showing an upward trend. The cohort data show that students are showing gains as they move up through their years at Farrington.

ACT Scores

ACT Average Scores	2013	2014	2015	2016	2016 State Ave	Gap
English	13.1	13.6	14.2	14.1	16.4	2.3
Math	16.8	16.8	17.3	16.9	18.0	1.1
Reading	14.7	15.0	16.1	15.6	17.9	2.3
Science	15.4	15.9	16.2	16.8	18.3	1.5
Composite	15.1	15.5	16.1	16	17.8	1.8

(ACT Report, 2015)

ACT, PLAN, EXPLORE Data by Cohort

ENGLISH			
Class of	Explore	Plan	ACT
2016	12.5	14.2	14.2
2017	12.7	13.6	14.1
2018	13.4	n/a*	n/a

READING			
Class of	Explore	Plan	ACT
2016	13.1	14.4	16.1
2017	13	14.4	15.6
2018	13.2	n/a*	n/a

MATH			
Class of	Explore	Plan	ACT
2016	14.9	16	17.3
2017	14.5	15.5	16.9
2018	14	n/a*	n/a

SCIENCE			
Class of	Explore	Plan	ACT
2016	15.1	16.4	16.2
2017	15.2	16.4	16.8
2018	14	n/a*	n/a

ACT, PLAN, EXPLORE Data by Cohort con't

COMPOSITE				National Averages 2015 for Explore and Plan				
Class of	Explore	Plan	ACT	English	Math	Reading	Science	Composite
2016	14.1	15.4	16.1					
2017	14	15.1	16	Explore	15.7	16.3	15.4	16.2
2018	14.2	n/a*	n/a	Plan	16.4	17.9	16.9	18

(ACT summary reports 2013-16) n/a*=new ASPIRE tests were given and data cannot be compared

College and Career Readiness Indicators

Since the Hawai'i Department of Education applied for and received the waiver from NCLB requirements, the state-wide emphasis has been college and career readiness. There has been a tremendous effort to increase the college attendance rate. The school has several initiatives that support students in their college going goals: the *Advancement Via Individual Determination (AVID)*, *Advanced Placement (AP) offerings*, *Running Start*, *Jump Start*, and most recently the *Early College High School Grant (ECHS)*. Farrington was one of 12 schools across the state to receive the three-year ECHS Grant. Together with school partner Honolulu Community College, ECHS gives students in grades 9 through 12 the opportunity to take college-level courses on Farrington's campus at no cost to families. This year, eight courses were offered and the student demand was overwhelming. The school is in the final year of the grant and the school will need to find the funds to sustain the program.

Early College High School Enrollment and Passing Rates

Early College High School Grant Semester/Courses Offered	Enrolled	Passed w/C or higher	% passed w/C or higher
Fall 2014 (Soc 100/Sp 151)	45	37	82.2%
Spring 2015 (Psy 100/Sp 151)	54	51	94.4%
Fall 2015 (Eng 100/Sp 151/Math 103/Soc 100)	79	57	72.2%
Spring 2016 (Eng100/S/Sp151/Hawn St 107-2 sect)	77	74	96%

(Data from eSIS and HCC)

Jump Start Participation

School Year	2012-13	2013-14	2014-15	2015-16
Participants	5	4	6	0

(P20 Partnership numbers)

Running Start Participation and Grades

	Total # of students (some taking more than one class)	A	B	C	D	F or I	Passing Rate
c/o 2012	17	6	13	3	5	4	87%
c/o 2013	34	12	21	8	2	4	91%
c/o 2014	50	21	17	12	2	6	86%
c/o 2015	19	12	11	0	0	0	100%
c/o 2016	20	12	7	2	2	0	91%

(Data from Honolulu, Kapiolani, and Leeward Community Colleges)

High School to College Transition (University of Hawai'i System)

Mathematics, # (%) enrolled in UH	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
College-level	29 (16%)	43 (23%)	43 (22%)	39 (20%)	35 (18%)
Remedial or Developmental	86 (49%)	74 (40%)	97 (50%)	95 (49%)	89 (46%)
English, # (%) enrolled in UH					
College-level	65 (37%)	70 (38%)	78 (40%)	89 (46%)	65(34%)
Remedial or Developmental	75 (42%)	62 (34%)	72 (37%)	60 (31%)	63(33%)

College Enrollment Nationwide and UH System

	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
College Enrollment Nationwide, Fall 2-Year/4-Year (% of completers)	38% 28%/10%	48% 34%/14%	47% 36%/12%	51% 34%/17%	48% 31%/8%
College Enrollment, Univ. of Hawaii, Fall 2 yr & 4 yr campuses (% of completers)	36% n/a	36% n/a	39% 34%/5%	40% 31%/9%	39% 31%/8%

of Students Graduating with Dual Credit Courses

	2013	2014	2015
Dual Credit Participants (took at least 1 credit course from University of Hawaii while in High School)	17 (3%)	49 (10%)	75 (15%)
Earned greater than or equal to 6 credits (% of participants)	53%	33%	45%

(Hawai'i P-20 Report for Class of 2014, 2015)

Data show more students are taking more than one dual credit course and a majority of the school's students enroll in the University of Hawai'i system, with most attending community colleges upon graduation, as this is an affordable option for most families. The percentage of students needing remedial coursework is still high, but there is a slight downward trend.

Advanced Placement Data

In 2010, students pushed the school to offer Advanced Placement (AP) classes on campus. The school started by offering AP Calculus and AP Language and Composition. Since then the program has grown to offer, AP Biology, US History, Statistics, Literature, and Human Geography. AP Human Geography is targeted for freshman and sophomores. The numbers of students taking AP classes and the number of students receiving AP exams scores of 3 or higher have increased. Together, these programs have begun to change the culture of the school.

Advanced Placement Data

School Year Ending	2011	2012	2013	2014	2015	2016
Total AP students	10	56	97	105	147	165
Number of Exams	10	60	111	124	172	198
AP Students with Scores of 3+	4	13	39	47	65	79
% of AP students with Scores of 3+	40.0%	23.2%	40.2%	44.8%	44.2%	39.8%

(AP School Summary Reports)

These programs have given students a much-needed boost in confidence, resulting in an increasing desire to go to college. The growth of the AVID program and increasing number of AVID-trained teachers is contributing to student success. The college counselor seeks out programs to help students work towards their college and career goals. Some examples are: College Application Exploration Season, an initiative to get more low-income, first-generation students into college; (http://gearup.hawaii.edu/programs/college_access/CAES) providing COMPASS testing on campus; and promotion of scholarships. As a result, the number of students going to college has increased and the amount of scholarships offered to students has increased from \$3.1 million in 2009 to over \$12 million last year.

School Processes and State Priorities

Farrington High School is making progress in implementing the Department's six priorities. The school's **Academic Review Team** (ART) is meeting on a regular basis to monitor the plan. The **Educator Effectiveness** (EES) is in its fourth year of implementation. The new requirements have relaxed some of the requirements, and a majority of the teachers are on track to complete their responsibilities. In order to support teachers in effective instruction, the school has created a teacher cadre that provides professional development to teachers in the areas of high level questioning and discussion. In addition, the *International Center for Leadership in Education* (ICLE) was hired to work with academies on developing rigorous and relevant Quad D lessons. Some **data teams** are working well together and are fully functional. Others need more guidance to function successfully. The school depends on the department chairs to ensure teachers are meeting to collaborate on curriculum, instruction, and assessments. The *STAR* assessment and *Compass Learning* and *Imagine Learning* online curriculum are being introduced into the Special Education department as a way to track students' progress and put them on an individualized learning path in reading and math.

Training of the **Common Core State Standards** (CCSS) began four years ago with the school's Literacy and Math Coaches. The past two years, the focus has been on argument writing. The AVID coordinator has been instrumental in providing teachers with close reading discussion strategies. Looking at the ACT exam and the Smarter Balanced Assessments, students need to be able to read critically in order to do well. English and social studies departments are the farthest along as the literacy coach has done professional development with them. Science teachers were trained in writing scientific arguments by the consultant from *Associates in Leadership and Learning* (ALL). The electives are learning how to introduce argument into their content areas with the help of the AVID coordinator. The math and English departments have had to implement the new state-mandated curriculum, which is based on Common Core. Math teachers are also working to strengthen problem solving and critical thinking skills with the math consultant. The plan for 2016-2017 is to continue to focus on

improving literacy across the curriculum including higher level questioning and discussion strategies along with problem-based learning, so that students become better critical thinkers.

Induction and mentoring is a program for new teachers with support from school-level and district mentors. An annual meeting is held at the start of every school year to acclimate all new teachers to the Farrington Way. Department chairs are also providing support to teachers new to Farrington.

The school continues to provide **comprehensive student support services** in many areas to address the needs of its wide range of students. Support is provided by counselors, social workers, a registered nurse, behavioral health specialists, and a plethora of community partners. Being a large urban high school with one of the largest student populations in the state, the school has invested in creating smaller learning communities. Freshmen in *hale* teams register to join one of seven career academies - Business, Creative Arts and Technology, Culinary, Engineering, Health, Law and Justice, and Teacher. All academies are moving toward becoming nationally certified, providing students with rich experiences in and out of the classroom so they can graduate career or college ready.

II. How did we get to where we are?

a. What are the strengths, challenges and implications?

The Farrington High School administration, faculty, and staff strive to support all students' learning experiences in several smaller learning communities. Students entering Farrington start in *hale* or houses in the ninth grade to ease their transition to high school. Each student eventually has the option to join one of five career academies--Business, Creative Arts and Technology, Engineering, Health, and Public Service. The academy model provides students with rich experiences in and out of the classroom so they can graduate career or college ready. The school is in the beginning stages of nationally certifying our academies to the Standards of Practice identified by the National Career Academy Coalition. One of the challenges has been reducing the number of academies to five from seven to support the structure and personnel of a nationally certified academy. The reduction meant closing the Law and Justice and Teacher Academies. The Teacher Academy joined with the Culinary Academy to form the new Public Service Academy. The long term plan is to have 9-12 grade academies. This change will have affects on staffing, facilities, and programs. Proper planning time is needed to support a smooth transition.

To support students further in their pursuit of higher education, the school provides them with the opportunity to take seven Advanced Placement courses, as well as participate in the Early College High School program, Running Start and Jump Start Programs at the neighboring Honolulu Community College. In addition, the AVID program supports students "in the middle" by sharpening their college-readiness skills. Together with the academy structure more students will graduate career and college ready. With AP, AVID and the ECHS grant, the college going culture has flourished at Farrington. In order to sustain the momentum, Farrington leadership team will have to be strategic in how the courses are scheduled because at this time these classes compete for the same students and the courses are not aligned to the academy structure. In addition, funding for the ECHS grant end at the end of the year, plans and funds need to be in place to sustain the program. Scholarship offers are at an all time high. Data still indicate students still need remedial courses before they can register for college level courses in the state university system and the ACT scores are below college benchmarks. The challenge for the

school is to do a better job preparing students for the rigors of college work so they enter college without the need for remediation. By offering these classes and focusing on close reading and writing strategies it is hopeful that more students will place into English 100. Students are not doing as well in math on the standardized tests and many students are not taking math in their senior year which could be contributing to the need for remediation classes in math.

While the college going culture is improving there are still students who fall behind in credits and need opportunities to make up course work. To support these students, an online credit recovery program is available during the school day and during the summer for students who need to make up credit. Alternative programs are also available for students who are not ready academically and socially for high school. College is not for everyone and there are many careers that do not require a college degree. The school is realizing that there are local businesses who want to partner with the school and create opportunities for students with a high school diploma to earn a living wage. One such partner is Honolulu Ford. They have partnered with Farrington to train students to become auto technicians. Interested students can take part in their after school Explorers program. They are introduced into the field working side by side with experienced auto technicians. This year Hawaiian Airlines has joined the partnership and will take the students in January to work and learn from airplane technicians.

Collaboration is a valued part of the school culture. Teacher teaching the same course have been meeting in data teams to collaborate on curriculum maps, agreed upon common assessments, and analysis of student work. Departments are at different places in this process. Department chairs are tasked with the responsibilities of leading their departments in the data team process. Some departments are farther off then others in the process. There is a need to support their growth as leaders due to the added responsibilities of managing teams. Leadership development will also be critical for academy leads as their teams will grow as well. In addition, collaboration requires time. Demands on time is one of the greatest challenges facing schools today. The new EES requirements and new curriculum and standards require added time to learn and implement with fidelity.

The Teacher Leadership Cadre (TLC) is in the second year of implementation. The goal is teachers empowering teachers. The teachers on TLC meet on Saturdays to plan weekly professional development for teachers based on what teachers want to learn more about. This year the focus is on project based learning. The goal is for teachers to be leaders in their own professional development so that the school doesn't need to pay for outside consultants. In the mean time, inconsistencies in rigor, relevance and engagement still exist and ICLE was hired to develop a common understanding of rigor, relevance and relationships to create consistency across all classes. In addition, school wide AVID training has given teachers strategies to improve critical thinking and literacy. Taken together, the achievement gap is closing and students are learning as they move through the grades. The challenge is to ensure the focus remains on developing critical thinkers as opposed to separate focuses. Fortunately, ICLE's Quad D lessons are project based lessons and AVID strategies can be incorporated into all lessons. In fact, last year the TLC focused on higher level questioning and academic discussion and used parts of ICLE's Collaborative Instructional Review (CIR) rubrics as part of their walkthrough look for's and AVID strategies were used to teach questioning and academic discussion.

b. What is/are the root and/or contributing causes:

Through the ART process, school leaders discussed root and contributing causes after looking at the data. They concluded that there were several contributing causes to declining test

scores. First, there is a lack of focus due to too much testing. There has been some relief to all the testing as the state has reduced the number of required End of Course exams. In addition, data from the freshman and sophomore Explore and Plan test show that students' scores are improving over the years validating the hard work of the teachers. Plans are in place to better use that data. Secondly, there is a large special needs and ELL population, many who lack academic skills and have social challenges and teachers need additional professional development on how to best deal with difficult students. In order to address this achievement gap, Farrington needs a universal screener that will identify and track student progress toward standards and a system in place that provides targeted interventions and qualified people to provide that support. There is a lack of support for inclusion and ELL students transitioning to the mainstream. More teacher training is needed.

Third, secondary teachers are content specialists who may not be comfortable teaching reading, writing, or math across the curriculum. This puts a lot of the burden on the English and math teachers who feel more responsible for the test scores. The literacy and math coach, AVID coordinator, and science consultant are working to incorporate argument writing across the curriculum. The literacy coach has worked with different teachers on close reading strategies. This is still not school-wide, due to lack of meeting time and limited personnel to train and coach.

Inconsistency in rigor and expectations revealed in administrative walkthroughs, consultant walkthroughs, and the results of the Tripod Survey validated the need for more monitoring. With only six administrators to over 140 teachers, they are stretched thin. In 2015, ICLE was brought in to help provide professional development, conduct and collect walkthrough data, and assist with a comprehensive needs assessment. The Teacher Leadership Cadre is also supporting teachers by providing professional development and organize peer walkthroughs. Some departments have also taken initiative to conduct their own peer walkthroughs to see how professional development is being implemented in the classroom. The culture is definitely changing to be more open and collaborative.

A recent Title III audit recommended that ELL teachers work on strengthening opportunities for level one student's to engage in more strategic listening, speaking, reading, and writing activities and provide enrichment opportunities for students to improve their skills so they can be successful in the regular-ed setting. Teachers have started to work with the *ALL* consultant to address the instructional strategies and have improved collaboration and sharing among department members. The *ALL* consultant has reported that the teachers are trying the new strategies and beginning to see more student-centered classrooms. In addition, the literacy coach is on sabbatical studying best practices for ELL instruction and will return in January to work with ELL teachers as well.

In addition, the special education department has not had consistent leadership. Over the past four years, they have had three vice principals and two department heads. It has also been challenging to find qualified special education teachers. The focus is on compliance and not so much on curriculum, instruction, and assessment. This year, the administration is working with them to focus on strengthening their programs so more students can succeed in all programs we offer. Reports indicate engagement is improving but there still is a need for increasing rigor and relevance in the curriculum.

Finally, there is a lack of monitoring by administration. There are six administrators, one principal and five vice principals. Two of the five are temporarily assigned and learning on the job. As a result the administrator EES load ranges between 25-30 teachers each. To add to the load, there is still an opening for a head custodian, thus many of the responsibilities on the vice principals. The school is undergoing major renovations to the football field and auditorium and

administrators need to be in meetings and follow up with contractors. The library just reopened after being closed all of last year to fix the air conditioning. The school has been trying for over a year to get internet access to the rooms in the new wing. An electrical upgrade that was started two years ago has stalled as the contractors left in the middle of the job. Other administrator responsibilities include attending IEP meeting for the over 200 special education students. Although the School Safety Manager handles all Class C and D offenses, Class A and B offenses require and administrator to investigate and suspend as well.

Overall, there is a recognized need for improved instruction, with lessons promoting writing, reading, complex thinking and student engagement. It is believed that quality instruction will create self-directed and independent learners, who are able to recognize and produce quality products, and work together to be successful during and after high school. Ample opportunities also need to be provided so that all students become ethical users of technology.

As mentioned earlier, the many state initiatives are creating challenges for all schools. Completing the requirements of the new EES system requires time. Increase online testing and survey requirements are putting a strain on computer use and instructional time lost when students have to be taken out of class. There is a need for more computer labs on campus to accommodate the increase in online testing and surveys and the school wide focus on writing. Sub days for planning and collaboration will increase and funding needs to be set aside to purchase and maintain computer labs on campus. As the school moves toward nationally certified academies, teachers and administrators are working to put systems in place that will best manage all the initiatives.

III. Where do we want to be?

Farrington aims to be a model school with quality people, programs and partnerships through our academy programs and college going culture. Focus has been on developing positive relationships and classroom that engage students in rigorous and relevant learning, all key to developing a culture of excellence. The principal's vision for a model school for Farrington is what guides the direction of the school.

Principal's Vision for Farrington: A Model School

A learning culture of high achievement based on rigor, relevance and relationships
Rich in best practices for increasing student growth and performance
A school that continuously monitors progress and improves support systems
All students' college and career ready

This year, the principal rolled out his expectation for excellence by promoting average verses excellence to staff, students, parents and community. This simple message is intended to remind us that we all strive for excellent behaviors and while average is okay, that is not what Farrington strives to be. Students have really taken his message to heart as you can hear them in the hallways telling each other, "that was average" or "that was excellent".

The Farrington Way is the school's creed that emphasizes traits its students should exhibit to succeed in school and after graduation. The values in the Farrington Way: learning, integrity, teamwork, responsibility, respect, and serving, are also reflected in the state's vision for a public school graduate and General Learner Outcomes that challenge students to become self-directed learners, community contributors, complex thinkers, quality producers, effective

communicators, and effective and ethical users of technology. The school's vision and mission align with principal and state's vision and mission.

Vision

Success for all students exemplifying the Farrington Way

Mission

Promote rigorous learning through relevant instruction and supportive relationships to prepare students to be college and career ready.

The Farrington Way

As a student of Farrington High School:

I believe in attaining high scholarship and good sportsmanship.

I believe in striving for good citizenship.

I believe in respecting my fellow men.

I believe in being morally upright and spiritually sound.

Thus making me a credit to my school,
Learning and living ***The Farrington Way!***

The school's focus will continue be to implement the Department's six priorities with fidelity and close the achievement gap so students will graduate with opportunities to fulfill their career and college goals. The staff is dedicated, but stretched thin. Systems need to be created along with carefully planning and finding the right people for the job. In order to be successful, Farrington needs to have the right people, programs, and partnerships in place.