COMPREHENSIVE NEEDS ASSESSMENT
2019 – 2020

Contents

School: **Farrington High School**
School Year: **2019-20**
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 2023. FHS consistently has one of the largest student body and staff of all high schools in Hawai'i. The community is comprised of middle-class, immigrant, lower socioeconomic families with diverse ethnic backgrounds. The general area is urban and clearly reflects the socio-economic challenges of an urban area with such diversity in the population. The neighborhood is industrial and residential and includes five federal housing projects and many community agencies. Based on the 2010 U.S. Census and American Community Survey (ACS), the median household income is $64,206, slightly below the state average of $66,420.

Community Educational Attainment Level (%)

Data: 2010 US Census & ACS	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
Increase or Decrease in 10 y	7.7 ↓	2.3 ↑	3.3 ↑	2.0 ↑

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

Although this data falls below state averages, it reflects an increase since the 2000 census. All aspects of the 2010 data are positive and shows improvement in the community's level of education. The 7.7% decrease in "Less than HS Graduate" is notable.

Student Profile

	Enrollment				
SY	**2014-15** (% & n)	**2015-16** (% & n)	**2016-17** (% & n)	**2017-18** (% & n)	**inc or dec**
Total Enrollment	2417	2376	2370	2309	↓108
SpEd	9.8 (239)	10.3 (245)	10.7 (255)	10.6 (247)	0.8 ↑
ELL	11.1 (270)	10.4 (248)	13.8 (329)	15.4 (356)	4.3 ↑
Free/Reduced	60.3 (1458)	60.4 (1436)	57.2 (1357)	53 (1226)	7.3 ↓

(School Status and Improvement Report, 2016-18)

- The amount of students in Special Education remained stable at ~10%. It increased only 0.8% over 4 years, < 1%.

- The English Language Learner (ELL) population shows an upward trend in growth with a 4.3% increase over 4 years. Currently, there are 430 ELL students (18%) , more arriving almost daily, and 755 former ELLs.
- The number of students with Free and Reduced lunch steadily declined with a 7.3% decrease over 4 years.
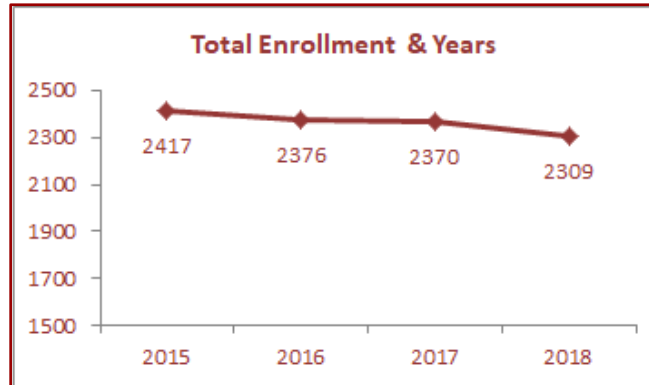
- The Total Enrollment has a negative trend with a rate of -36 students/year (1.5% of avg).
- With the rate of change at -36/y, an avg of 36 students were lost each year between 15-17.
- If the trend continues, a decrease in enrollment is projected to show a loss of ~180 in 5 y.
- In 10 y, a loss of~360 would mean a 15.6% decrease from the current Total Enrollment.

Top Ethnicities (%)

	2013-14	2014-15	2015-16	2016-17	2017-18
Filipino	61.4	61.0	59	59.1	59.6
Micronesian	8.4	10.2	11.7	11.8	11.8
Samoan	10.4	9.9	10.2	9.7	9.7
Native Hawaiian	8.9	8.8	9.1	9.6	9.5

(School Status and Improvement Report, 2014-18)

Enrollment of the top four ethnic groups remained constant with the exception of students from Micronesia. That number grew such that they are the second largest ethnic group after Filipinos.

Languages Spoken at Home

Language	#	Language	#	Language	#	Language	#
Ilokano	477	Marshallese	44	Kosraean	2	Korean	1
Tagalog	224	Vietnamese	24	Japanese	2	Thai	1
Chuukese	201	Tongan	23	Pangasinan	2	Hawaiian	1
Samoan	50	Mandarin	8	Cantonese	2	Spanish	1
Cebuano/Visayan	51	Lao	4	Portuguese	1	Chamorro	1

(Languages Spoken at Home Report, 2018)

The Language Summary Report 2018 shows 20 different languages spoken among students homes not including English and illuminating the diversity of the school.

Attendance Rate and Absences

School Year	2014-15	2015-16	2016-17	2017-18	Inc/Dec
Ave Daily Attendance (%)	90.9	90.9	90.5	91.2	0.3 ↑
Ave Daily Absences (days)	16.1	16.2	16.9	15.7	0.4 ↓

(SSIR, 2015-2018)

The Average Daily Attendance increased by 0.3% from 2015 to 2018 and the Average Daily Absences decreased by 0.4%. These show improvements however insignificant at < 0.5 %. According to the 2017-18 Strive Hi Report, 22% of students missed 15 or more days of school. Although higher than the state average of 15%, it decreased by 2% from the prior year.

School Quality Student Survey (SQS)

The majority of students who took the survey (81%) indicated that they are satisfied with the education they are receiving. A 6% increase from the prior year. A notable, 81% feel classes are preparing them for future education and work. A significant 89% feel that overall FHS is a good school alongside the 65% positive responses to indicate if they liked coming to school.

Student Survey-Safety (% of takers)	2016	2017	2018	% ↑↓
I feel safe at school	72.2	80	59.7	12.5 ↓
I feel safe from the bullying behavior of students at my school	60.5	65.5	53.1	7.4 ↓
Students at my school who violate rules are disciplined	53.8	58.1	64.5	10.7 ↑
There are clear rules to ensure students' safety at school	84.7	84.8	88.1	3.4 ↑

(SQS 2016-2018)

Responses from students on perceptions about safety on campus show a decrease of 12.5% in the number who feel safe on campus. There is also a decrease of 7.4% in the number who feel safe from bullying. The amount that believe that students who violate rules are disciplined increased by 10.7%. A 3.4% increase also shows in those who agree that clear rules exist to ensure safety.

Discipline Data

Chapter 19 Suspension Data

	2013-14	2014-15	2015-16	2016-17	2017-18
Class A	123	124	47	34	59
Class B	29	50	50	27	29
Class C	11	13	22	9	16
Class D	1	3	6	1	2
Suspended	127 (5%)	142 (6%)	96 (4%)	57 (2%)	86 (4%)
Non-Suspended	2247	2275	2283	2313	2223

(SSIR 2016-2018)

Recent discipline data shows sharp increases in referrals across the board. In the first quarter alone of 2018, there were 100 offenses which account for 38.5% of the total 260 offenses in 2018. Class A and B offenses are rising at alarming rates, yet only a small percentage of the

student body are responsible. In 2018, 4% of the student body received suspensions, up from 2% the year before. The 4% translates to a total of 106 suspensions over the entire year for which only 86 students were responsible *(SSIR, 2018)*. This year, more students are caught vaping, using alcohol and other illicit drugs and the % of students who feel safe from bullying decreased by 7.4%. The 2% increase in infractions seems small but has had a significant negative impact on administrators' time and increased the number of students in alternative education programs.

Currently, there are six full-time security attendants and two part-time retired police officers serving as safety managers responsible for 2309 students. There is a clear need for more security attendants despite the administration and faculty support and recognizing it part of everyone's role to monitor student behavior. The school partners with Honolulu Police Dept, *Adult Friends for Youth,* and *Hawaiʻi Public Health Institute* to keep our students safe. There are two social workers to provide training on peer mediation and other support groups. Two Behavioral Health Specialists provide intense counseling for students with mental health conditions. The principal instilled in the faculty the importance of relationships and understanding students' stories (background and circumstances). The leadership team is exploring Trauma Sensitive Schools. The student body continues to promote unity among the diverse population and this year, *The Friends Program* received the *2017 National Unified School* award from the Special Olympics. The program brings general education students together with special needs students for weekly lunch activities and fosters special education students' participation in unified Special Olympics and other extra-curricular activities.

Graduation Rates

Year	Dropout (%)	9th Grade Retention (%)	Graduation On-Time (%)
2013-14	26.0	13.1	71.1
2014-15	18.6	11.2	77.1
2015-16	21.3	13.1	75.2
2016-17	24.3	11.8	72.9
2017-18	22.9	13.7	73.1

(Trend Report, 2014-2018, SSIR 2012-2018)

Graduation Rates by Sub Group (%)

School Year	All Students	Disabled (SpEd)	Limited English (ELL)	Male	Female	Pacific Islanders	Filipino	Native Haw'n
2013-14	71	29	28	66	77	n/a	n/a	n/a
2014-15	77	29	26	74	79	n/a	n/a	n/a
2015-16	75	38	61	72	79	50	86	71
2016-17	73	51	58	67	79	48	85	67

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

Although the % graduating on time was on a downward trend the two years prior, it increased by 2% between 2017 and 2018. The number of SpEd students graduating spiked at 51% and a significantly positive trend 2014 - 17 in the graduation rate of the SpEd group shows promise.

The number of ELL students graduating increased by 30%. This is a strong indicator of student achievement highlighting a culturally sensitive curriculum for the diverse student population.

Dropout rates increased necessitating further examination of the data for reasons. Females are graduating at significantly higher rates than males and Filipinos have the highest graduation rate which is higher than the school's average. Pacific Islanders have the lowest graduation rates of all groups and ninth grade retention rates fluctuate.

Faculty and Staff

The large faculty has been relatively stable with a slight increase from 2014 and more than half of the teachers at the school for over five years. Although the majority of teachers are fully licensed, the percentage is declining. The teacher shortage is serious cause for concern. Many unfilled positions in the past three years were taught by long-term subs, especially in science, SpEd and math. That trend in recent years shows a need to hire least 15-20 new teachers a year.
The district provides mentors to support new teachers and department chairs aid with the day to day operations and informal coaching as needed. A new teacher orientation is held during the summer to provide them with some of their immediate needs and they are taken on a tour of Kalihi for perspective on the community students come from. The principal is a graduate of Farrington High School and is currently in his ninth year.

Certified Teaching Staff

Year	Total #	Licensed (%)	Avg Years Experience	5+ years at school	HQT (%)	Advanced Degrees (%)
2013-14	134	97.8	15.5	75	94	38
2014-15	132	97.7	15.6	71	92	36
2015-16	134	94.0	14.1	90	95	33
2016-17	139	93.5	14.4	84	94	37
2017-18	137	97.0	14.8	80	91	37

(SSIR and Trend Report, 2014-2018)

According to the 2018 SQS, 82% of students are satisfied with the quality of teaching most of their teachers provide (up from 74% in 2015) and 91% feel teachers help with class work when they need it, an increase of 5% from 86% in 2015. These are only some of the many positive increases from prior years.

The school implemented wall-to-wall academies this year. All academies have two counselors, a vice principal, an academy lead and academic coach with the intent of operating like a school-within-a-school. Farrington supports a college and career counselor, an outreach position, two Social Workers and two Behavioral Health Specialists. Last year, the school funded an Advanced Practice Registered Nurse through the Hawai'i Keiki Nurse program.

The Tripod Survey component of the Educator Evaluation System gives students a voice in evaluating their teachers. Overall, the school scored at or above the complex and state in the 7Cs and is showing upward trends in all areas. The lowest area, Control is reflective of what the school is seeing in terms of student behavior and the number of insubordination referrals.

School Tripod Survey Results (%)

	Care	Challenge	Control	Clarify	Captivate	Confer	Consolidate
2012 (pilot)	58	65	53	64	60	46	61
2013 Spring	60	71	62	68	63	53	65
2014 Fall	60	71	62	68	61	51	64
2015 Fall	61	71	62	69	63	55	66
2016 Fall	62	71	60	69	63	64	69
2017 Fall	67	74	66	73	67	67	73
2018 Fall	64	74	62	71	65	65	72

(Tripod Survey School Report)

Further examination of the questions on Care, Challenge and Control on the 2016 fall survey revealed the following positive responses:

- *My teacher in this class makes me feel that s/he really cares about me.* (78% +4% from 2014)
- *My teacher wants us to use of thinking skills, not just memorize things.* (77% +2% from 2014)
- *My teacher asks students to explain more about the answers they give.* (65% +2% from 2014)
- *Our class stays busy and doesn't waste time.* (57% same as 2014)
- *Student behavior in this class is under control.* (58% -2% from 2014)

Data from the teacher responses on the 2018 SQS indicate that 89% teachers enjoy working at Farrington. All areas except safety showed gains. An in-school survey, teachers revealed that although many feel comfortable addressing student discipline with students in their classes, not as many are comfortable addressing student behavior outside of their classrooms. Teachers reported that attempts to address behavior with students they do not have, are met with an attitude and, "You're not my teacher, I don't have to listen to you." As a result, the principal held grade level assemblies to inform students of the expectation to respect all teachers, even if they do not have them. Teacher empowerment and school culture has been a focus over the past three years and can be attributed to the positive results in other categories.

School Quality Survey-Teacher Perception data

Teacher Results-Well-Being	% of positive response 2016	% of positive response 2017	% of positive response 2018
1. My school provides me with the support I need to do my job well.	54	70	74
2. My school has clear rules for staff behavior.	67	76	81
Teacher Results-Satisfaction	% of positive response 2016	% of positive response 2017	% of positive response 2018
1. I enjoy working at my school.	80	90	89
2. I am satisfied with the professional development opportunities the DOE/school provides me.	47	73	79
3. I am satisfied with the respect and value my school gives to my role.	51	75	73
Teacher results-Involvement/Engagement	% of positive response 2016	% of positive response 2017	% of positive response 2018
1. If I have concerns, my leadership responds in a timely manner.	52	66	72

2. I am proud of the events, meetings, or programs my school provides.	65	87	85
3. I feel I am an integral, vital part of the educational community in which I work.	68	74	81
Teacher Results Safety	% of positive response 2016	% of positive response 2017	% of positive response 2018
1. I feel safe at school.	81	88	83
2. I feel safe from harassment, intimidation and threats at school.	70	81	75
3. My school has clear rules for staff behavior.	67	76	81

(SQS, 2015-2018)

Student Learning

Proficiency on the state assessments in language arts, math, and science showed positive gains in 2017-18 but are still below state average. The gap between high needs and non-high needs students is narrowing as compared to 2016-17. In all subjects, the percent of high needs students meeting proficiency are showing positive gains, however there was a drop in the non-high needs students meeting proficiency in the ELA category. Pacific Islanders and Filipinos are showing gains in all categories, but the Native Hawaiian scores fell in ELA and math. The English Language Learners (ELL) and Special Needs students are still performing below their peers. It has been a challenge to find qualified Special Education and ELL teachers.

Achievement

Achievement	2014-15	2015-16	2016-17	2017-18	2017-18 State Avg
Math Proficiency	27%	25%	21%	26%	33%
ELA Proficiency	52%	52%	48%	54%	61%
Science Proficiency	13%	26%	19%	22%	35%

(Strive Hi School Performance Reports)

Achievement Gap

Achievement Gap	2016-17	2017-18
Math Gap Rate	15 pts	8 pts
ELA/Literacy Gr Rate	39 pts	19 pts

(Strive Hi School Performance Reports)

2016-17 Proficiency by Sub Group

Subgroup	ELA 2017	ELA 2018	MATH 2017	MATH 2018	BIOLOGY 2017	BIOLOGY 2018
All Students	50%	53.9%	21.5%	26%	18.7%	22.2%
Disadvantaged	37.1%	50%	16.7%	24.7%	15.2%	16%
Disabled (SPED)	15.9%	2.7%	2.2%	n/a	6%	10.4%
Limited English (ELL)	2.8%	2.5%	n/a	n/a	1.5%	2.9%
Male	47.9%	45.1%	22.8%	23.1%	20.2%	23.7%
Female	52.1%	53.9%	19.9%	28.8%	17.1%	20.5%

Filipino	55.5%	62.1%	25.1%	29.2%	22.7%	27.9%
Native Hawaiian	48.7%	32.3%	17.5%	11.7%	10.8%	12%
Pacific Islander	20.7%	32.3%	25.1%	29.2%	6%	5.7%
High Needs	35.3%	46%	15.7%	22.8%	13.5%	14.6%
Non-High Needs	71.2%	65%	30%	30.7%	30.1%	37%

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

ACT data

The ACT is funded by the state and state-wide to assess college readiness for all high school students. The data show a slight upward trend in the percent of students meeting college benchmarks and the overall scores with math as the exception. Scores in math peaked in 2016 then dipped the following years. Scores in all areas are below state averages and not enough to meet college readiness indicator scores. Math and English departments analyzed the data and targeted instruction to better support students in those areas. Teachers have been working to target literacy school wide and the math department attempted to implement more targeted ACT preparation type questions throughout all classes.

Percentage of Students Meeting College Readiness Benchmarks on ACT Sub-Tests

ACT sub tests	c/o 2014	c/o 2015	c/o 2016	c/o 2017	c/o 2018
English	19%	21%	24%	24%	24%
Math	11%	11%	18%	12%	14%
Reading	8%	9%	12%	11%	14%
Science	5%	7%	9%	9%	10%

(*ACT Profile Report, 2019)*

Average ACT Scores

ACT sub tests	2014	2015	2016	2017	2018	2018 State Ave	Gap
English	13.4	13.8	14.4	14.3	14.8	18.2	3.9
Math	16.9	16.9	17.5	17.0	16.9	19.0	2.1
Reading	14.9	15.1	16.2	15.8	16.2	19.1	2.9
Science	15.6	16.0	16.3	16.9	16.9	19.0	2.1
Composite	15.3	15.6	16.2	16.2	16.4	18.9	2.5

(ACT Profile Report, 2018)

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 *Early College classes.*

Together with partner Honolulu Community College (HCC), Farrington is able to offer college level courses taught by HCC instructors on campus for all interested students at no cost. These courses include: English 100, Speech 151, Sociology 100, Psychology 100, Hawaiian Studies

107 and 281, World History 152, Welding 19, Early Childhood Education 131, and Fashion 111. The plan is to align more college level courses to our academies.

The percentage of seniors going to college is showing a slight decrease. The majority of seniors 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 positive downward trend indicating more rigorous coursework and increase in college offerings is helping to prepare more students for college. The move to wall-to-wall academies is hoping to show more students how going to college will help them achieve their career goals.

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)	46	38	82%
Spring 2015 (Psy 100, Sp 151)	54	51	91%
Fall 2015 (Eng 100, Sp 151, Math 103, Soc 100)	78	56	72%
Spring 2016 (Eng100/S, Sp151, Hawn St 107-2 sect)	77	74	96%
Fall 2016 (Eng 100, Sp 151, Hawn St 107, Psy 100)	91	83	91%
Spring 2017 (Eng 100, Sp 151, Hawn St 107, Soc 100)	118	97	82%
Fall 2017 (Eng100, Sp151, Hawn St 107, Soc 100)	127	122	96%
Spring 2018 (Eng 100, Sp 151, Psy 100, Hawn St 107 and 281, Weld 19, Early Childhood Ed 131)	172	156	91%

(Data from eSIS and Honolulu Community College)

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 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%
c/o 2017	37	20	15	2	0	0	100%
c/o 2018	9	6	4	2	0	0	100%

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

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

Mathematics, # (%) enrolled in UH	c/o 2014	c/o 2015	c/o 2016	c/o 2017	c/o 2018
College-level	45 (23%)	45 (23%)	43 (26%)	53 (29%)	n/a
Remedial or Developmental	95 (49%)	89 (46%)	57 (34%)	60 (34%)	n/a
English, # (%) enrolled in UH					
College-level	89 (46%)	67 (35%)	81 (49%)	94 (53%)	n/a
Remedial or Developmental	60 (31%)	63 (33%)	49 (29%)	24 (14%)	n/a

(Hawai'i P-20 Report, c/o 2017)

College Enrollment Nationwide and UH System

	c/o 2014	c/o 2015	c/o 2016	c/o 2017
College Enrollment Nationwide, Fall 2-Year/4-Year (% of completers)	51% 34%/17%	48% 31%/8%	47% 30%/17%	46% 32%/14%
College Enrollment, Univ. of Hawaii, Fall 2 yr & 4 yr campuses (% of completers)	40% 31%/9%	39% 31%/8%	36% 28%/7%	37% 29%/8%

(Hawai'i P-20 Report, c/o 2016)

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. This year the school will be adding AP Psychology and AP Environmental Science as well. Demand for these classes is high and together with Early College courses, these programs have changed the culture of the school.

Advanced Placement Data

School Year Ending	2013	2014	2015	2016	2017	2018
Total AP students	97	105	143	165	177	200
Number of Exams	111	124	162	198	213	234
AP Students with Scores of 3+	39	47	62	65	69	76
% of AP students with Scores of 3+	40.2%	44.8%	43.4%	39.4%	39%	38%

(AP School Summary Report, 2016-17)

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 Accuplacer 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 close to $16.5 million last year.

__School Processes and State Priorities__

Farrington High School is making progress in implementing the Department's three high impact strategies: **School Design, Student Voice, and Teacher Collaboration**. Farrington's **school design** is based on the preparing all students for success after high school. The first priority is focused on developing rigorous, relevant learning experiences based on positive relationships through wall-to-wall academies. This change was implemented this year with five career academies: Business, Creative Arts and Technology, Engineering, Health, and Public Service (Culinary and Teacher pathways). To give **students a voice** in their selection, students choose an academy in their 8th grade year. Plans are in place to start a student senate with student representatives from each academy for increased **student voice** in school events and decisions that affect them.

Teachers selected an academy to be a part of and serve either as support or instructors within each academy. An instructor teaches classes within the academy and most support teachers teach in Special Education, English Language or elective classes and provide extra help with academy events. This past summer, over 60 teachers, counselors, and administrators moved rooms so academies teams could be closer in proximity. Each academy has a dedicated vice principal, academy lead, academic coach and two dedicated counselors. This year, each academy selected student ambassadors to be trained to positively represent the academy to the public. All academies are planning to be nationally certified by the National Career Academy Coalition in five years.   Weekly academy meetings provide for **teacher collaboration** that supports the planning and opportunities for student support. Each academy has an advisory board with members from the school, parents, and industry to support the school in creating academies that support success in post-secondary careers and college and provide teacher externships.

Second, programs like AVID, AP classes, and Early College opportunities to improve the college going and success rate for all students. The types of Early College course offering are changing to include Career Technical Education courses like Welding 19, Early Childhood Education and Fashion.   The strong partnership with Honolulu Community College has been instrumental in making these changes happen. In addition, a new Kina'ole Program started this year to help students who do not have enough credits to graduate get their Community Based Diploma in partnership with the Adult Community School. Partnerships with businesses in the area will be providing job opportunities for these students as well.

Farrington was named a Model School in 2017, 2018, and 2019 by the *International Center for Leadership in Education* based in part by the work of the Teacher Leadership Cadre (TLC).   Teachers apply to be part of this team of teacher leaders that provide weekly professional development for teachers.   The motto of the cadre is *Teachers Empowering Teachers*. The weekly sessions have improved **teacher collaboration** on all levels. Teachers from different disciplines meet weekly to learn and discuss topics that are meaningful to teachers such as: improving questioning and discussion, project based learning, differentiation, and student motivation. In addition, teachers go on peer learning visits and teachers are invited to share what they are doing in their classrooms all with the goal of improving teaching and learning. This is an integral part of Farrington's culture and **school design.**   This year's designation is based on the schools culture of trust, collaboration, and empowerment. Teachers have been trusted to collaborate and create rigorous, relevant interdisciplinary lessons and projects.

II. How did we get to where we are?

a. What are the strengths, challenges and implications?

The academy model provides students with rich experiences in and out of the classroom so they can graduate career or college ready. This change is affecting many things. The shift in focus from departments to academies has meant more meeting time for academies to plan for interdisciplinary lessons and discuss student concerns. The focus on building relationships through the weekly professional development provided by the Teacher Leadership Cadre has made teacher collaboration in academy teams seamless. The school has dedicated time and resources for team building within academies which has resulted in positive working relationships. The clear focus for academies is to become nationally certified by the National Career Academy Coalition within five years. The 10 Standards of Practice guides the work of each academy team and can be found here: https://www.ncacinc.com/nsop#overlay-context=nsop/about. The school hired consultant Jay Steele to help every academy develop a plan for achieving national certification.

This academy model has implications on staffing. With one vice principal and two counselors in charge of an academy is providing more personalization. They were part of the room moves so that the counselors are close to their administrator to operate like a school-within-a-school. People are still getting used to the change as administrators and counselors are now in charge of students in an academy verses students from a specific grade level. The addition of two new counselors have reduced the overall numbers for counselors, still depending on the size of the academy, some counselors have more students than others. The various sizes of the academies mean that some teachers teach within two academies. Because they have to choose one academy to focus on, it makes pure interdisciplinary planning in some areas a challenge. As academies design their programs of study, there is a need for more elective teachers. Academy leads carry a full load of teaching and finding time to manage all the responsibilities has been challenging.   Releasing them from some of their teaching responsibilities will mean larger class sizes or hiring additional staff. The current teacher shortage has been a challenge in finding qualified teachers. The area hardest hit is special education and English Language Learner teachers.   Inclusion has been limited to ninth grade English classes. This has also meant that a few mainstream special education students are not with their academy English class, they needed to be scheduled in an inclusion class. In other classes, students are supported with Educational Assistants. There are two sheltered English and Biology classes that are co-taught with an ELL teacher and general ed teachers.

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 enroll in Early College courses, 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 the college going culture has flourished at Farrington. In order to sustain the momentum, the 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 sometimes means that students do not enroll in academy courses. In addition, the school is looking to add an additional college counselor to help manage the additional programs and track student progress after they graduate.

Scholarship offers are at an all time high and more students are going to college and less students need remedial coursework, but 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. The focus has been on literacy across the curriculum with a focus on close reading and writing strategies. Teachers are required to assign

lessons using these strategies, but there needs to be more time for follow up. Currently most of these lessons are done within subject areas and there are fewer department meetings this year. The school does provide sub days for teacher collaboration and while teachers take advantage of these days for planning, they have not yet taken time for discussing student work.

Students have struggled to do well in math on the standardized tests despite the math department's efforts to follow the state mandated curriculum and analyze data to provide targeted instruction. An algebra readiness assessment given to all incoming freshman indicate that over 50% are not prepared for the rigors of algebra. The school set up a math prep class using online programs to support students at their level of readiness.

More computers are needed for classroom use so students can do the research and type their papers on a regular basis. In addition, there are online programs and tools to support rigorous, relevant instruction and student engagement.   Currently only about a third of the classrooms have computers. More teachers are using technology with students to prepare them for work and college; however, many have to share computers and do not have a set of their own.

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. A summer bridge program for ELL students started last year in partnership with UH Manoa with the goal of helping ELL students understand the system and realize that college is possible. The program focused on developing stronger literacy and math skills and field trips to the different college options open to them.

Farrington is seeing an increase in the number of ELL newcomers with limited skills and time to receive enough credits to graduate. Data show that the ELL students who exit the program before high school are doing better than the school average on the SBA in ELA and math. Many newcomers and their parents need a better understanding of the requirements to a western education system.   With the number of languages spoken at home there is a need for more translators to help the school at meeting and translate written materials sent home so families will have better information and access to what the school has to offer.

Recently, Farrington was selected to partner with Pacific Region Educational Laboratory (PREL) to create a newcomers center for the recent Micronesian immigrant students. Plans are still in the beginning phases but the goal is to support their transition to a western school system and give them academic support they need to be successful. In addition, plans include parent and community outreach to support families adjust to education in Hawai'i.

Pacific Islanders as a subgroup are not achieving like their Filipino counterparts. The school needs to do a better job finding out what needs to be done to support their achievement. The first step is to analyze the data and have discussions with them and their families to see what their needs are and how we can support them. The school is looking to identify someone to help analyze the data down to the student level. Teachers will need to study best strategies that support the needs in the classroom and monitor progress. In addition, the school will be working with PREL to create a newcomers program to support the Micronesian transition to the western educational system.

The graduation rate is below state benchmarks. Although the school is doing what it can to prevent dropouts through credit recovery and alternative education options, the reality is some students will not make it. A newly developed *Kina'ole* program supports students who lack the credits to graduate by helping them achieve their Competency-Based Community School (CBASE) Diploma. Students study the curriculum which is based on passing the necessary subject areas to earn the CBASE diploma. Many of the newcomers are placed in pre-CBASE

course because they do not meet the requirements based on their scores on the CASAS exam for enrolling in CBASE. In these cases, students are taking the CASAS online program to help improve their basic skills so they can score high enough to enroll in CBASE. Students who score at the 10th grade reading level or above are placed on the HiSET (High School Equivalency Test) curriculum to get their GED (General Education Diploma). In addition, the *Kina'ole Program* is also dedicated to finding job opportunities for these students as part of the requirements for the CBASE diploma. If students receive the CBASE or GED diploma, the principal will allow them to participate in graduation ceremonies. A dedicated counselor has been assigned to coordinate these partnerships and manage the program.

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.

A consultant from the ICLE was hired in 2015 to support Quad D lesson planning. Since then, there is a common understanding of what Quad D lessons look like and teachers have taken these ideas beyond expectations. Many teachers are sharing their lessons at faculty meetings to inspire others of the possibilities. The shift to academies has changed the way teachers are planning. More teachers are working across disciplines to create more relevant and rigorous learning experiences for students and are incorporating real world challenges and partnerships. For example, the Engineering Academy has partnered with the World Surf League (WSL) and last year presented designs for a merchandise trailer to them. Some of the ideas presented will be incorporated into a new WSL trailer. This year, engineering students are building the trailer for WSL. In collaboration, business students are teaching culinary students how to market their "food truck" and presented their food dishes and marketing plans to the industry people who judged their projects.

Farrington has worked hard to create meaningful partnerships that support student success. Having the academy focus has expanded the opportunities for students. The Health Academy will be offering a Pharmacy Tech program that will give students the opportunity to take classes to help them toward certification. In partnership with Kapiolani Community College (KCC) who will provide the instructor, students will take classes starting in January and in the summer students will be placed in externships at CVS pharmacies. If they do well, CVS will be willing to hire them. Another program on the horizon for the Health Academy is the Medical Assistant Program. Again, instructors from KCC will be teaching the classes to prepare them for certification. Hawai'i Pacific Health (HPH) has agreed to pay the $7,000 tuition for each student. Farrington will serve as a hub for all Honolulu District Schools so students from other high schools will come here to do the course work. This one year program is projected to start next school year. Upon completion, HPH will guarantee students jobs in one of their hospitals. Students in the Teacher pathway have been working in complex schools as part of their coursework and Honolulu Community College has been instrumental in providing dual credit options with Welding 19 and Art and Design in Fashion 111 . As the academies begin to grow, it is hoped that more partnerships like these will flourish so all students can be college and career ready and school becomes more meaningful for all students.

The Teacher Leadership Cadre (TLC) is in the fourth year of implementation and gained national recognition as a *Rapidly Improving Model School* in 2017 and 2018 by the *International Center for Leadership in Education.* The goal of teachers empowering teachers has changed the culture of the school. The teachers on TLC meet to plan weekly professional development for teachers based on what teachers want to learn more about. 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 addition, school wide AVID training has given teachers strategies to improve critical thinking and literacy. Teachers continue to develop rigorous, relevant Quad D lessons and are also incorporating many AVID strategies into their lessons. In order to sustain these initiatives, the school needs to support professional development, stipend days and sub days to provide training and time for collaboration and planning.

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

Through the WASC Accreditation process the staff looked at the data and identified an overall need to improve literacy, critical thinking, and math skills across the curriculum for all students but especially for the SpEd, ELL, and Pacific Islander sub groups. The WASC visiting committee agreed and saw a need for more consistent use of formative data to improve instruction and student achievement. They also felt a need for more engaging, rigorous and relevant lessons. The data from Tripod Survey also backs up this claim with 63% positive responses for Captivate and 71% for Challenge. Although the school is moving in that direction, with the focus on Quad D lessons, the use of AVID strategies across the curriculum, and the work through the Teacher Leadership Cadre is helping to bring consistency in these areas. There has also been a demand for more computers in classrooms as more teachers are comfortable using technology in the classroom to increase access to online resources. More time for teacher collaboration and consistent follow up is needed.

The team felt the non-diploma students in SpEd and EL needed a more coherent program and teachers in the mainstream need more training in SpEd and ELL strategies. The shortage of certified SpEd and EL teachers has limited the amount of inclusion classes that are possible. The SpEd department has not had consistent leadership. Over the past four years, they have had three vice principals and three department heads. The focus has been on compliance and not as much on curriculum, instruction, and assessment. An academic coach has been assigned to help work with them and district personnel to develop a stronger Community Based Instruction Program.

In addition to a Summer Bridge program for incoming freshmen that helps transition to high school, the school piloted an ELL Summer Bridge program for ELLs to transition to college after high school. Students work on strengthening their academic skills and receive help in navigating the system. There is a need to continue to support these students and identify others who may benefit from this program. The recent partnership with PREL to start a newcomers program for the Micronesian students holds promise

The visiting committee also felt a need for regular review of programs and a school-wide data team to track and report the data on a regular basis to all stakeholders. At the time, the Longitudinal Data System (LDS) was not in place and getting the data in real time was not available. With LDS up and running, this data is readily available and can be disaggregated to each academy so they can analyze data within each academy. The academy leadership team is working on identifying the data points that all academies will track. There is an overall need to find a universal screener or a reliable formative way to measure student progress towards success on the state tests. A dedicated team or data person to collect and report data for all programs is warranted.

The school has noticed an increase in Chapter 19 violations across the board. Like other schools here and across the nation, Farrington is no exception when it comes to use of e-cigarettes and vaping. Insubordination and an overall lack of respect for teachers has been reported. On the SQS, all areas except safety went up. On the Tripod Survey, there was only a 60% positive response for Control. The principal addressed these behaviors and went over his expectations for behavior in grade level assemblies. Relationship building continues to be a focus with students. The school is considering adding an additional security position as well.

Overall, there is a recognized need for improved instruction, with lessons promoting writing, reading, complex thinking, problem solving 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. Parents also play a critical role in supporting their children and the school needs to provide more opportunities for them to get involved.

III. Where do we want to be?

Farrington aims to be a model school with high quality people, programs and partnerships through our academy programs and college going culture. Focus has been on developing positive relationships and classrooms that engage students in rigorous and relevant learning, all key to developing a culture of excellence. The transition to wall-to-wall academies where learning will be rigorous and relevant to student post-secondary goals and academies will be nationally certified will support this vision. 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

In 2016, 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. In 2017, the focus has been *Be the Difference*. This year, students were reminded to strive for excellence and laid the expectation for respectful behavior as well.

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 Departments three high impact strategies with fidelity and close the achievement gap so students will graduate with opportunities to fulfill their career and college goals. In addition, the administration is committed to creating a safe learning environment for all students. 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.