



Comprehensive Needs Assessment 2025-2026

December 20, 2024

Executive Summary

This data and analysis of Farrington high school's continuous improvement process provides evidence to answer four fundamental questions: *where are we now, how did we get here, where do we want to be, and how are we going to get there?* The evidence informs revisions to the school's Academic Plan which answers, *how are we going to get to where we want to be, and is what we are doing making a difference?* The school's leadership teams: the Administrative Council, Academy Leadership team, and Academic Review team, all analyze the data as well as the School Community Council, to determine strengths, weaknesses, and areas in need of improvement.

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Where Are We Now & How Did We Get Here?

Governor Wallace Rider Farrington High School first opened its doors in September 1936 to 738 sophomores and 25 teachers. Today, it is a four-year comprehensive public high school currently serving over 2000 students in grades 9-12. We have one of the largest and diverse student bodies and faculty of all high schools in Hawai'i and it is this diversity that strengthens and challenges us and our students to strive for EXCELLENCE.

Principal Alfredo Carganilla is a graduate of Farrington high school and has established a strong and steady leadership at the school for more than a decade. His vision to prepare all students for careers and/or college with wall-to-wall

academies was realized in 2018 when five career academies were in place and aligned with the National Career Academy Coalition (NCAC) standards: Business, Creative Arts and Technology, [Innovation Design Engineering Academy \(IDEA- formerly Engineering\)](#), Health, and Public Service. In 2023, all five of the academies were certified by the NCAC according to its [10 National Standards of Practice](#) and four earned Model status. The academy design provides students with richer learning experiences within and beyond the classroom to ensure that they all graduate college and career ready. Also in 2023, the school was accredited by WASC for a six-year term with review.

The curriculum continues to focus around designing rigorous, relevant, and engaging projects. Quad D instruction is characterized by high academic rigor, relevance, and engages students in real-world problem solving. The academy model and Quad D learning are expected to help students develop the skills, behaviors, and dispositions outlined in [Nā Hopena A'o](#) or HĀ (breath) which describes the HDOE targeted learning outcomes for all students. HĀ is rooted in Hawaiian values, language, culture and history and is intended to guide learners and leaders of the school community. Nā Hopena A'o and the General Learner Outcomes (GLOs) together with the school design will ensure that all students have access to a high-quality education that prepares them for careers and/or college regardless of their chosen academy or program.

The Star Renaissance universal screener serves as a focal point for progress monitoring and identifying student learning needs. A dedicated school data analyst disaggregates Star data for academies' analysis of strategies used for Tier 1 of Farrington's Multi-tiered System of Supports. All teachers received professional development on Star to identify students for intervention and their learning needs. In 2023 academy coaches were given access to their academy's student Star data to further support teachers with students targeted areas of need. The school also developed a more systematic data team process around literacy initiatives and building teacher collective efficacy.

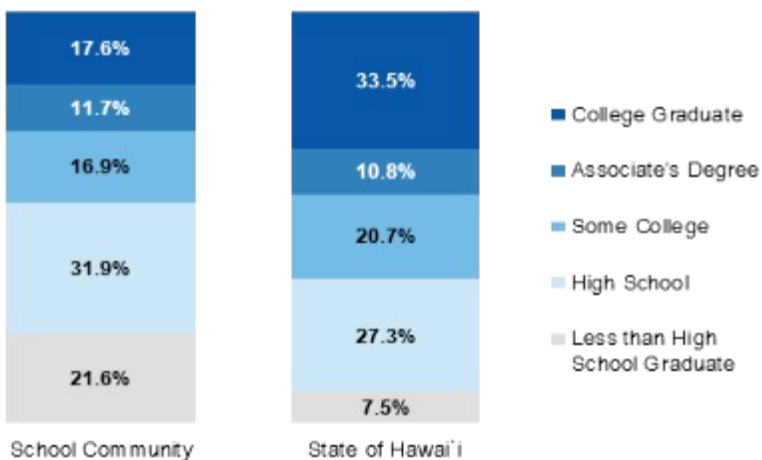
Demographics

Farrington High School (FHS) has proudly served the community of Kalihi for more than eighty years. The community is largely immigrant, socioeconomically disadvantaged families with diverse ethnic backgrounds. The neighborhood is urban and reflects the socioeconomic challenges of a diverse population in an urban area. The area is industrial and residential including five public housing complexes, community agencies, services, and partners.

Source: ARCH ADC

Source: 2020 U.S. Census	School Community	State of Hawai'i
Total population	58,054	1,420,074
Percentage of population aged 5-19	17.0%	17.1%
Median age of population	39.0	39.4
Number of family households	4,980	147,383
Median household income	\$79,831	\$83,173

COMMUNITY EDUCATIONAL ATTAINMENT LEVEL

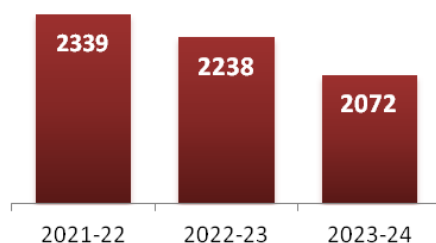


The School Community's rate for High School graduates at 31.9% is 4.6% higher than the state at 27.3%. The community's rate for College Graduate at 17.6% is nearly half that of the state at 33.5% and 21.6% for Less than High School Graduate is nearly three times the state at 7.5%.

Enrollment

Source: ARCH ADC

Total Enrollment



From SY 2021-22 to 2023-24, the Total Enrollment decreased by 267 students and shows a downward trend. The 23-24 freshmen class was expected to be much smaller than in prior years being the first cohort of the new kindergarten age. The decline in enrollment affects the school with a significant loss of funds from the weighted student formula.

FALL ENROLLMENT BY GRADE					
# of students	9	10	11	12	TOTAL
2021-22	752	570	504	513	2339
2022-23	678	588	483	489	2238
2023-24	433	633	530	476	2072

In SY 2022-23, a reporting error resulted in a spike in the 9th to 10th grade Promotion rate for that year. Thus, the typically larger number of students in grade 9 than in all other grades due to the number of 9R, is not seen in SY 2023-24 and grade 10 is the largest class. Given that and considering that all or most of the 433 in grade 9 in SY 23-24 were true 9th and that in SY 21-22, there were 558 true 9th (from the 9R section), the difference in 9th grade enrollment due to the new kindergarten age can be estimated at ~125 (558-433 not 752-433).

DISAGGREGATED ENROLLMENT	2021-22 # (%)	2022-23 # (%)	2023-24 # (%)
Fall enrollment	2,339	2,238	2,072
Enrolled for the entire school year	2,155 (92)	2,074 (83)	1,935 (93)
Female	1,107 (47)	1,088 (49)	1,013 (49)
Male	1,232 (53)	1,150 (51)	1,059 (51)

High Needs Groups

School Year	SPED # (%)	EL # (%)	FRL Eligible # (%)
2020-21	212 (9)	455 (19)	1276 (55)
2021-22	201 (9)	506 (23)	1197 (53)
2022-23	200 (10)	565 (27)	1104 (53)
3 y change	↓12 (↑1)	↑110 (8)	↓172 (2)

The number of students in the SPED population remained relatively stable over three years. The English Learners (EL) population trended up steadily for years to currently make up 27% of the student body. Students eligible for free or reduced lunch (FRL) consistently make up about half of the student body.

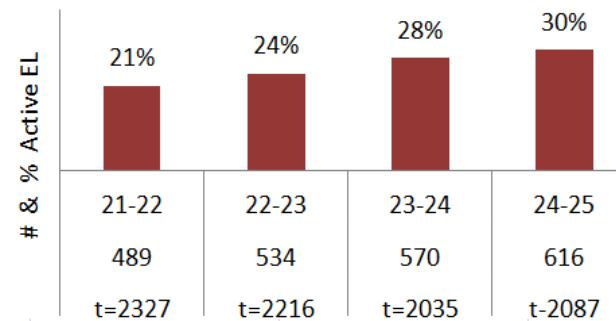
Enrollment by Ethnicities (%)

School Year	Filipino	Micronesia	Samoan	Native Hawaiian
21-22	57.1	17.6	8.2	8.6
22-23	56.1	18.1	8.4	8.8
23-24	54.8	20.3	8.6	7.6
3 y change	↓2.3	↑2.7	↓0.4	↓1.0

The Filipino population is the largest ethnic group at the school and has been for over thirty years but the population has steadily declined over recent years. The Micronesia population has consistently grown for a number of years to become the second largest population at the school and the largest ethnic group of the Active EL subgroup in SY 24-25.

English Learners (EL)

Source: LEI 9/25/24

Active Status EL & Total Enrollment SY 2024-25**Active Status EL in High Needs Groups 24-25**

EL Status	#	% of Students
Active	616	30
Former	391	19
Monitoring	85	4
Potential	4	0.2
Active EL In High Needs Groups	#	% of Active EL
SPED	82	13
FRL	382	62

The population of Active EL grew to currently 30% of the school population as the increasing trend in the number of Active EL continued in SY 24-25. Active EL + Former EL = 49% of the student body which shows that nearly half of the students at the school are either actively or formerly EL. Of the Active EL, 13% are also in the SPED program and 62% are FRL eligible which indicate, 1) that many have more than one type of challenge and need for support, 2) the need for qualified teachers and, 3) a need for professional development for non-qualified teachers to support our Active EL.

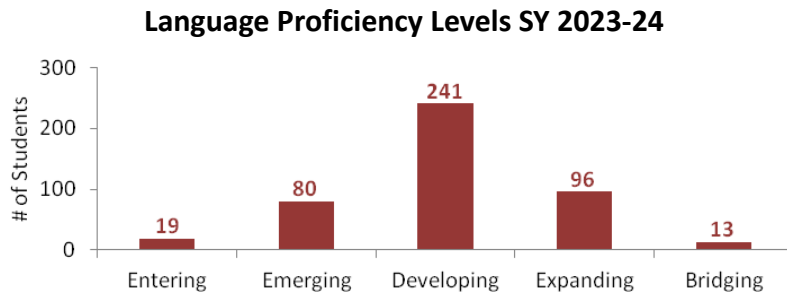
This 24-25 SY, there are 68 Active EL (11%) in the EL Foundations program and 548 (89%) in mainstream or sheltered J classes which shows a need for teachers with the skills and strategies to support our EL in all content areas. The school has sheltered instruction classes for English Language Arts, Science, and Social Studies but more sheltered content area classes are needed to support the large number of EL in mainstream classes. The challenges lie in scheduling more classes and finding qualified teachers. The FHS EL Success Plan is aligned with the complex EL Success Plan to improve the number of teachers who meet the Sheltered Instruction Qualification (SIQ) requirements. As of 05/07/24, 82 teachers out of 137 met the SIQ requirements and 10 were TESOL certified.

Source: LEI 9/25/24

Active EL Ethnicities SY 2024-25			Active EL Home Languages SY 2024-2025	
Ethnicity	# of EL	% of EL	SY 2024-2025	# of EL
Micronesian*	288	47%	Chuukese	216
Filipino	250	41%	Ilocano	140
Samoan	34	6%	English	79
Chinese	19	3%	Tagalog	64
Tongan	8	1%	Marshallese	30
Indo-Chinese**	5	1%	Cebuano/Visaya	25
Other Pacific Islander	4	1%	Samoan	19
Native Hawaiian	3	0.5%	Mandarin	13
Other Asian	3	0.5%	Tongan	8
Guamanian/Chamorro	1	0.2%	Pohnpeian	7
Japanese	1	0.2%	Cantonese	5
			Vietnamese	5
			Lao	2
			Japanese	1
			Other	1
			Pangasinan	1
*Marshallese, Pohnpeian, Chuukese				
**Cambodian, Vietnamese, Laotian				
n=616				

Historically, the Filipino population made up the majority of Active EL but in SY 24-25, the Micronesian population became the majority of the Active EL population. The Filipino and Micronesian populations combined make up 88% of Active EL. The Home Languages show that only 79 Active EL (13%) use English at home and that among the population, 15 different languages are spoken at home. This illuminates the diversity among the student body and shows a need for multilingual PTT support. There is also a need for more translators to help the families of EL at meetings, parent night events, and with translation of written information from the school so they can clearly understand and access what the school has to offer.

Source: LEI 9/24/24



The WIDA ACCESS for Active EL measures English language proficiency. The majority of Active EL consistently test at Developing and are ready for grade level courses. With an Overall Proficiency score of 4.0, they are typically enrolled in sheltered J classes for English Language Arts, Science, and Social Studies. With an Overall Proficiency score > 4.0, students are enrolled in mainstream classes for all of their classes with the exception of some Newcomers who remain in sheltered J classes based on their time of residency in the state.

Prior to SY 24-25, students exited the EL program with an Overall Proficiency score of 5.0+. New criteria in SY 24-25 allows for exit with an Overall Proficiency score ≥ 4.7 . With Overall Proficiency scores of 4.5-4.6, 9th graders may exit if they were proficient on the 8th grade SBA ELA, 10th graders may exit with an ACCESS Literacy score ≥ 4.7 , and 11th and 12th grade students may exit if they were proficient on the 11th grade SBA ELA. The matter of no-shows to testing improved: in SY 21-22, 74% of Active EL took the ACCESS, 76% tested in 22-23, and 79% in 23-24. However, the number of Long-Term English Learners (LTELs) continues to grow. Students who have been in the EL Program for more than 5 years due an Overall Proficiency score of < 5.0 are identified as LTELs. Students typically test out of the EL program after 3 or 4 years but some LTELs have not tested out since elementary school.

Source: LEI 9/24/24

Long-Term English Learners SY 2024-25

Year	# Active EL	# Tested 5-12 Times	% Tested 5-12 Times
2021-22	476	288	61
2022-23	531	334	63
2023-24	570	394	69
2024-25	616	449	73

The issue with students in the EL program for so long is that LTELs must remain in J English, science and social studies classes and those class sizes have become large. According to the HDOE ELL Dept, J classes should serve a maximum of 20-25 students. The challenges lie in the scheduling of more classes and finding qualified teachers to teach them.

Special Education

LEI 11/28/23 & 11/12/24

TYPES OF DISABILITIES # (%)	2023-24	2024-25
Intellectual Disability	56	65
Specific Learning Disability	45	60
Other Health Disability	31	27
Multiple Disabilities	17	14
Emotional Disability	12	6
Autism Spectrum Disorder	12	14
Traumatic Brain Injury	2	1
Hard of Hearing	1	1
Deaf	0	1
# of Students in SPED	176	189

Currently, there are 189 students in the SPED program which is 9.1% of the student population (2067) and nine types of disabilities exist among them. Of the 189 students in SPED, 47 are in the Community Based Instruction (CBI) program and 29 are in the Life Skills program, 84 (44%) are Active EL and of them, 62 are FRL eligible. This means that 33% (62/189) of the students in SPED are in all three of the High Needs groups and have multiple needs and challenges.

Source ARCH ADC	SPED # (%)	Inclusion * Rate # (%)
2020-21	212 (9)	45 (23)
2021-22	201 (9)	30 (15)
2022-23	200 (10)	32 (19)
3 y change	↓12 (↑1)	↓13 (4)

The SPED population remaining relatively stable over three years adds to concern for the decline in the Inclusion rate. The rate is defined as the % of students in SPED who spend at least 80% of the school day in general education classes. Of the 189 students in SPED this SY, 113 (60%) are enrolled in mainstream classes which poses additional challenges for general education teachers such as differentiating instruction and accommodating for special needs. With inclusion, teachers in SPED may work as a pair with general

education teachers as co-teachers. FHS has co-teaching inclusion classes for all 9th grade ELA classes that have students with special needs in them. Inclusion classes for grades 9 and 10 in all content areas are being considered. A challenge with co-teaching is adequate professional development for both the general and special education teachers to effectively manage and teach as a partnership for students with diverse needs. Other challenges include the ongoing teacher shortage and finding qualified teachers. Trained PTTs or additional teachers are necessary to support inclusion for SPED.

Faculty and Staff

Source: ARCH ADC

Certified Teaching Staff

TEACHING STAFF # (%)	2021-22	2022-23	2023-24
Total Full-Time Equivalent (FTE)/Head Count	140	142	137
Regular Instruction, FTE	102 (73)	102 (72)	98 (72)
Special Instruction, FTE	27 (19)	29 (20)	28 (20)
Supplemental Instruction, FTE	11 (8)	11 (8)	11 (8)
Teachers with 5+ years at this school	96 (69)	91 (64)	98 (72)
Teacher's average years of experience	13.6	14.1	14.8
Teachers with advanced degrees	48 (34)	48 (34)	52 (38)
PROFESSIONAL TEACHER CREDENTIALS			
Fully Licensed	129 (92)	131 (92)	131 (96)
Emergency Hires	11 (8)	11 (8)	6 (4)

The number of FTE teachers decreased by three in three years and little change is seen with the percentage of Regular Ed, Special Ed, and Supplemental teachers. Three year changes are seen for teachers with 5+ years at this school which increased 3%, the average years of experience increased by 1.2 years, Fully Licensed teachers went up by 4%, and the number of Emergency hires reduced to 5. FHS has felt the impacts of the ongoing nationwide teacher shortage. Many unfilled positions for several years were taught by long-term subs, especially for math, science, and SPED classes. The district provides the school with mentors to support new teachers and Department Heads aid with their day-to-day needs and informal coaching. The school provides new teachers with an orientation in the summer to help with some of their immediate needs and includes a tour of Kalihi for perspective on the community. Onboarding of new teachers is essential to developing a deeper understanding of the school's design, culture, mission, and vision. In SY 22-23, new teachers also received professional development for Quad D projects.

Discipline

Source: ARCH ADC

Suspensions

# OF STUDENTS	2021-22	2022-23	2023-24
Total Suspensions	54	85	52
Students Suspended	44 (1.8%)	66 (2.9%)	46 (2.2%)
Non-Suspended	2295	2172	2026
Class A	28 (52)	47 (55)	34 (65)
Class B	9 (17)	17 (20)	10 (19)
Class C	17 (31)	16 (19)	5 (10)
Class D	0	5 (6)	3 (6)

SY 2021-22 was the year after the year distance learning but a spike in behavior issues shows in SY 22-23 with the Total Suspensions and Students Suspended. SY 23-24 shows the least amount of suspensions and that Class A and B offenses accounted for 84% of the Total Suspensions. LEI Kulia shows that most Class A suspensions in SY 23-24 were for Cyberbullying 7, Fighting 7, Assault 5, and Possession/Use of Drug Paraphernalia 5 and that all 10 of the Class B suspensions were for Disorderly Conduct. The number of Students Suspended is less than the Total Suspensions due to repeat offenders and/or those suspended for more than one offense.

Source: LEI

Behavior Incidents & Discipline Referrals

Most Frequently Reported Incidents - Class & Offense			
	2021-22	2022-23	2023-24
1st	C: Insubordination	C: Insubordination	C: Class Cutting
2nd	A: Fighting	D: Disrespect/Noncompliance	B: Disorderly Conduct
3rd	C: Class Cutting	A: Assault	D: Contraband

# of Referrals	2021-22	2022-23	2023-24	3 y change
Class A	58	62	43	↓15
Class B	19	38	28	↑9
Class C	77	93	37	↓40
Class D	19	74	36	↑17
Total	173	267	144	↓29

Class Cutting replaced Insubordination in SY 23-24 for the most reported incident and Discipline Referrals went down by 29 in three years. Prior to SY 21-22, the most frequently reported incidents were insubordination, class cutting, disrespect/noncompliance, using alcohol, smoking, and contraband. The number of freshmen responsible for reported incidents is disproportionately higher than other grades as they adjust to transitioning at a new school.

Analysis of Suspensions and Referrals for Strengths, Challenges, and Implications is in the Perceptions section along with the analysis of the Student SQS Safety Dimension.

Attendance

Per the CNA Workbook, *Chronic absenteeism data will no longer be updated and has been replaced with regular attendance*, defined as the percent of students attending 90% of instructional days (17 or less days absent).

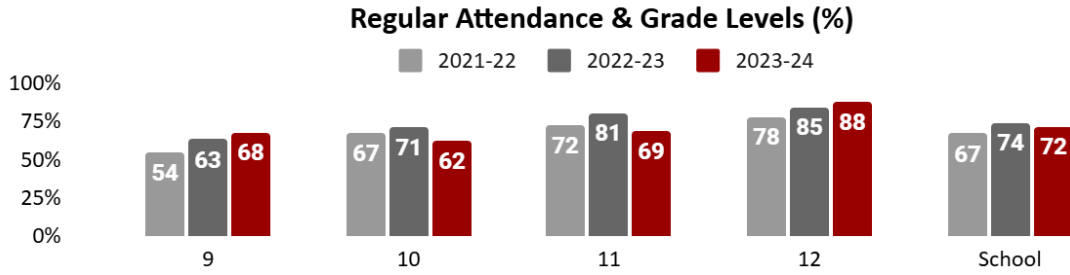
Source: Strive HI

Regular Attendance

School Year	School (%)	State (%)
2021-22	67	66
2022-23	74	73
2023-24	72	75
3 y change	↑5	↑9

In SY 23-24 at 72%, the school was 28% below the 90% target for Regular Attendance and the state was 25% below. In SY 21-22 and 22-23, the school was 1% higher than the state but in SY 23-24, it was 3% lower. To improve attendance, the school needs to assess the fidelity and effectiveness of initiatives, e.g., Quad D for engagement, rigor, relevance, and relationships, Teacher Clarity, RTI, etc., to prioritize initiatives that need improvement.

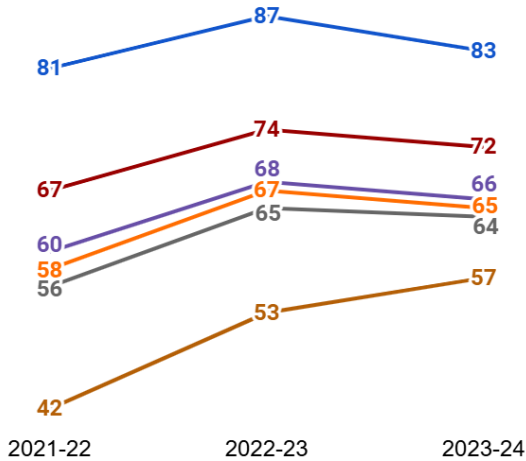
Source: ARCH ADC



The 9th and 12th grade classes show upward trends in attendance over three years while 10th and 11th grade attendance declined. This type of assessment is useful to identify needs for improvement among grade level teachers. Conventional assessment of growth or improvement over years with different classes has been widely disputed as a choice over assessing growth or improvement with the same cohort longitudinally. E.g., attendance for students in grade 9 in SY 21-22 was 54%. In SY 22-23 when they were in grade 10, attendance rose to 71%, and in SY 23-24, in grade 11, their attendance was 69%. For students in grade 10 in SY 21-22, attendance was 67%. In SY 22-23, when they were in grade 11, it rose to 81%, and in SY 23-24, in grade 12, their attendance was 88%. These indicate significant improvement in attendance with the % 2025, 54 to 69% is a 15% increase. The % 2024 showed consistent and significant improvement in attendance with a 21% increase from 67 to 88%.

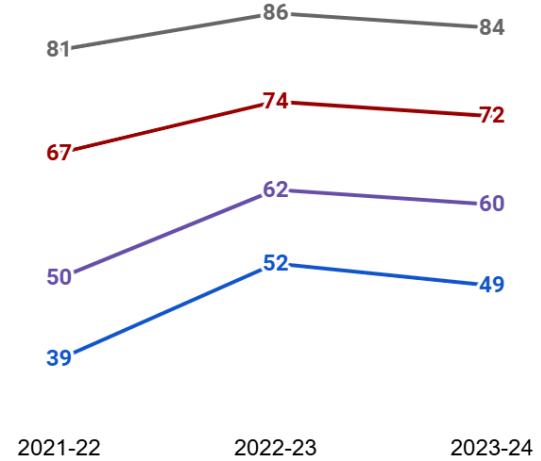
Regular Attendance & High Needs Groups (%)

■ All Students
 ■ Non-High Needs
 ■ High Needs
 ■ FRL
 ■ EL
 ■ SPED



Regular Attendance & ESSA Groups (%)

■ All Students
 ■ Filipino
 ■ Native Hawaiian
 ■ Pacific Islander



All High Needs and ESSA groups' attendance rates are consistent with the school showing an overall increase in three years with slight decline from SY 22-23 to 23-24. The SPED population is the exception with no decline in 23-24 but a 4% improvement from 22-23. In SY 23-24, the groups with the largest gaps in the attendance rate from the school were, the Pacific Islander population at 49%, SPED population at 57%, and Native Hawaiian population at 60%.

Strengths	Challenges
–Regular Attendance rates for students in the 9th and 12th grades show consistent improvement over 3 years. –The % 2025 showed a significant 15% increase in	– The low Regular Attendance rate at 72% in SY 23-24 and low rates for... – Pacific Islander population, 49% – SPED population, 57%

attendance from 54 to 69% in 3 years. –The % 2024 showed significant and consistent improvement in attendance in 3 years with a 21% increase from 67 to 88%.	– Native Hawaiian population, 60%
Root Cause &/or Contributing Factors	
Contributing Factors to Strengths Improvements in attendance may be attributed to 1) the academy model, a) fosters a Sense of Belonging, b) students choose an academy based on their interests which should inherently improve engagement and, c) a smaller PLC improves accountability 2) Quad D learning and the focus on more rigorous, relevant, and engaging (RRE) learning, real-world problem solving, and relationships 3) development of the RTI process. Contributing Factors to Challenges - Students' difficulties with acclimating as newcomers to western education expectations. - Students' difficulties with transitioning from middle school to the rigors of high school. - Inadequate engagement and Sense of Belonging - Inadequate relevance in curricula and connections to real-world issues in the students' community. - Lack of self-esteem (low Self-Efficacy) renders some students avoidant of attending school. - A large disadvantaged population with challenges that make it difficult for them to attend school regularly.	
Needs & Implications for the Academic Plan	
- Monitoring the engagement of a very large student body and the fidelity of Quad D implementation are challenges which require planning, time, and personnel. - Revisit the FHS Quad D project template and Rigor, Relevance, and Engagement (RRE) rubric to continue with professional development of teachers for consistency and fidelity of Quad D project design. - Scheduled time is needed and pull-out days as needed for teachers to collaborate on Quad D projects, interdisciplinary, and interacademy lessons. - Provide more professional development on Panorama for coaches, leads, and teachers to help clarify and refine the process of documenting attendance, academic, and behavioral concerns and interventions. - Develop an RTI-B protocol for attendance. A schoolwide systematic process is needed to identify, address and support students with CA and their families. - Improve parent engagement and outreach opportunities to include translators for the growing Pacific Islander population to learn about, and comply with attendance policies. Strengthen student and parent outreach services to reduce the gaps in CA for SPED, EL, and Pacific Islander populations. - Provide PD for Talking Points. Talking Points is a text messenger app to reach parents and students in their own language and can alert parents to absences. - Continue with the SEL team's lessons through advisory classes with priority on lessons for Sense of Belonging and building positive Student-Teacher Relationships. - Continue to implement Nā Hopena A'o schoolwide with focus on a sense of belonging, community, and culture.	

Graduation, Dropout, and 9th Grade Retention Rates

Source: ARCH ADC

Graduation & Dropout Rates

SCHOOL YEAR	TOTAL # SENIORS		IPP*		# ON-TIME	
2021-22	535		1.8%		466	
2022-23	525		3.8%		443	
2023-24	507		1.9%		430	
	ON-TIME GRADUATION		DROPOUTS		OTHERS**	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
2021-22	72.4%	85.3%	25.1%	11.8%	2.3%	2.8%
2022-23	70.8%	85.6%	25.4%	11.3%	3.6%	3.0%
2023-24	72.5%	85.4%	24.1%	12.0%	3.3%	2.4%
Change	↑0.1	↑0.1	↓1.0	↑0.2	↑1.0	↓0.4

*Individually Prescribed Program

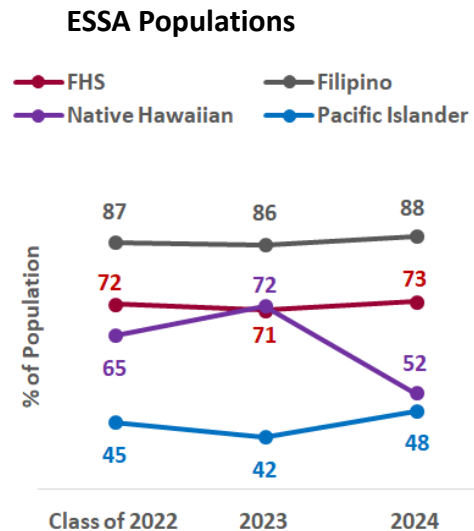
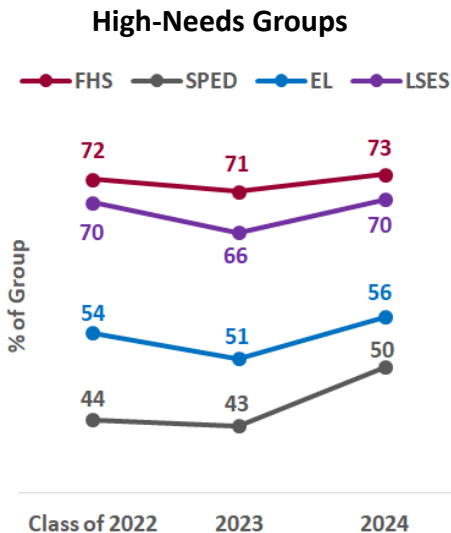
**Others include high school completers who received a special education certificate of completion in lieu of a diploma and students who are still attending school and did not graduate within four years.

SY 23-24 shows the On-time Graduation rate at 72.5% which shows improvement compared to the previous year. Over three years, the Dropout rate reduced by 1% and students who earned a certificate of completion or are still attending school increased by 1%.

FHS tries to help students who consider dropping out by providing opportunities for an alternative diploma. Students can earn a General Education Diploma (GED), learn job skills, and/or secure jobs through partnerships with programs like Youth Challenge. Alternative learning programs include the Susannah Wesley Center, Adult Friends for Youth, Community School for Adults, and the City and County's WorkHawaii Program. In 2018, FHS started the Kina'ole program on campus to help students without enough credits to graduate earn a Workforce Development Diploma (WDD) which tailors instruction for students entering the workforce without a high school diploma. A dedicated counselor coordinates and manages the Kina'ole program which partners with businesses and organizations to prepare students with employability skills. The Kina'ole program aligns with Nā Hopena A'o outcome 3: A Strengthened Sense of Excellence because it helps students *define success in a meaningful way*. Some dropouts are no-shows and despite many attempts to locate them, they cannot be found.

Source: ARCH ADC

Graduation Rate



The Every Student Succeeds Act (ESSA) requires reporting on designated subgroups. Thus, the graduation rates of the school's largest ethnic groups are shown.

Strengths
–With the % 2024, the On-time Graduation rate at 72.5% is an improvement by 1.7% from the previous year. –Over 3 years, the Dropout rate was reduced by 1% alongside an increase in the state rate by 0.2%. – In 3 years, the graduation rate for the SPED group increased by 6% from 44 to 50%. – In 3 years, the graduation rate for the EL group increased by 2% from 54 to 56%. –The Filipino population consistently exceeds the graduation rate of the school by more than 10%. – In 3 years, the graduation rate for the Pacific Islander population increased by 3% from 45 to 48%.
Challenges
–With the % 2024, the On-Time Graduation rate was low at 72.5% compared to the state at 85.4% and virtually unchanged from 72.4% in SY 21-22. Also, the dropout rate was high at 24.1% compared to the state at 12.0%. –The graduation rate decreased by 13% in three years with the Native Hawaiian population. –Graduation rates in 2024 were low for the EL group 56%, Native Hawaiian population 52%, SPED group 50%, Pacific Islander population 48%. These groups and populations have the largest gaps in the graduation rate from the school.
Root Cause and/or Contributing Factors
– Students who enroll late or transfer from another school do not have enough credits to graduate. – in general, there is inadequate tracking of graduation credits to ensure that all students are on track for graduation. – Students fail classes typically due to a lack of attendance due to either, some, or all of these factors: lack of RRE, a sense of belonging, and student-teacher relationships.
Needs & Implications for the Academic Plan
– Track graduation credits more closely from the 9th grade on to support students who are short on graduation credits. – Develop a system to identify students who need accelerated coursework classes to be on track for graduation. – Offer summer accelerated courses for students to meet graduation credit requirements more effectively than the current Agilix curriculum. – Have a credit recovery counselor to help follow, support, and create a plan to keep students on track for graduation. – Have information available to parents in their home language for graduation requirements. Also have a parent meeting with an interpreter for families to learn about graduation requirements and possible resources like tutoring. –Develop an intervention protocol to meet with parents to develop a plan with students to get back on track for on-time graduation.

On-Time 9th to 10th Grade Promotion Rate and 9R

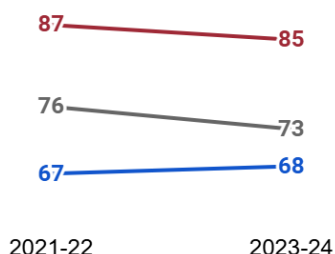
Sources: Strive HI & ARCH ADC (promotion), Trends Report (retention), Infinite Campus

On-time 9th to 10th Grade Promotion		9th Grade Retention Rate (%)	IC School Tracking (In Q1 of the next SY)		
Year	(%)		True 9th	# 9R	% 9R
2021-22	87	16	558	185	25
2022-23	–	– Reporting Error –		–	–
2023-24	85		540	107	17
3 y change	↓2		↓180	↓78	↓8

In SY 23-24, the On-time 9th to 10th Grade Promotion rate was low at 85% and the number of 9R at 17% was high so both are in need of improvement. Three year changes show a 2% decrease in the 9th to 10th grade promotion rate despite an 8% decrease in 9th grade repeaters (9R). A decrease in 9R should logically accompany an increase in the 9th to 10th grade promotion rate, not decrease. Further interpretation of this data is pending the Trends report.

Source: ARCH ADC

— FHS — EL — Pacific Islander



On-Time 9th to 10th Grade Promotion (% promoted)

Among the High Needs and ESSA groups, the EL and Pacific Islander populations have the widest gaps from the school for On-Time 9th to 10th Grade Promotion. In SY 23-24, the SPED, Disadvantaged, and Native Hawaiian populations were very close to, or exceeded the rate of the school. The Filipino population exceeded the rate of the school for all years shown. In SY 23-24, only 68% of the Pacific Islander population and 73% of the EL population were promoted on-time from the 9th to 10th grade. Both populations are in most need of assistance for success in the 9th grade. SY 22-23 data is unavailable due to a reporting error.

Strengths

- Transition activities: Freshmen Parent Night, Academy Parent Night for middle school students, and middle school academy visits.
- The school’s Summer Bridge program assists incoming 9th graders with the transition to high school. The objectives of the program are to prepare incoming 9th grade students socially and strengthen academic skills needed in the 9th grade. Students can earn 0.5 credit for PE and 0.5 for study skills to give them a headstart.
- The ELA department vertical articulation meetings with feeder middle schools which focus on curriculum, instruction, and assessment (CIA). Math, Science, and Social Studies articulation with feeder middle schools started in SY 21-22.
- The EL department’s Newcomer Summer Program to support students identified as newcomers. The EL Credit Recovery summer program helps students earn core credits using PBL design across disciplines.

Challenges

- A low rate for On-Time 9th to 10th Grade Promotion at 85% in SY 23-24.
- A decrease by 2% in the On-Time 9th to 10th Grade Promotion rate in 3 years.
- A high number of 9R at 17% in SY 23-24.
- The EL population promotion rate at 73% is low and shows a 12% gap from the school.
- The Pacific Islander population promotion rate at 68% is very low and shows a 17% gap from the school.
- The time required to measure engagement, rigor, and relevance in the classrooms.
- A limited number of programs and support for students’ middle school to high school transition.
- Improving enrollment in the Summer Bridge program by students in High Needs groups.

Root Cause and/or Contributing Factors

- A low 9th to 10th promotion rate and high # of 9R are influenced by
- Engagement: rigor and relevance are imperative for engagement. A low promotion and high retention may indicate an inadequacy of those in teachers’ curricula.
- Relationships: students with a low sense of belonging may be less likely to ask for help from a teacher or counselor.
- Poor student-teacher or student-student relationships can negatively impact success in 9th grade.
- The counseling department thinks that students who are promoted late or transfer late in the year and are unable to earn enough credits to be promoted to the 10th grade on time are contributing factors to the low rate.

Needs & Implications for the Academic Plan

- Continue with Quad D Instruction for RRE to improve attendance and 9th to 10th grade on-time promotion.
- ELA, math, science, and social studies departments continue to meet with feeder middle schools for familiarity with students at high risk of not succeeding in the 9th grade and ways to help them. Share on gaps in knowledge and skills necessary in the 9th grade and strategies for acquiring them for collaboration on preventing retention.
- Continue transition activities: 1) Freshmen Parent Night, 2) feeder middle school visits where 8th grade students explore the Academies of FHS and hear presentations by a panel of student ambassadors, 3) collaboration with Gear Up and the middle schools to host Academy Parent Night for middle school parents.
- Teachers use universal screening data (Star) to identify students in need of intervention learning needs so that at-risk grade 9 students receive interventions early. Academies continue with defining and refining an RTI-A protocol for students in need of academic support to improve the 9th to 10th on-time promotion rate.
- Teachers share Star data with students for them to be accountable, motivated, and invested in their learning.
- Use Teacher Clarity questions so that learning and assessment targets are clear to all teachers and students.

- Collect data to evaluate the efficacy and/or attendance of transition activities and needs for improvement
- Implement a process for coaches and teachers to identify students for extra support using pull out days to help students relearn a skill/standard and have an opportunity to retake assessments.
- Explore expanding the Summer Bridge Program to include two sections instead of one to reach more students since this program has had positive outcomes.

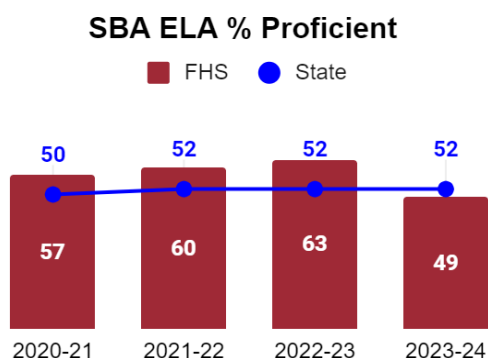
The Counseling department thinks that we

- Need a freshman seminar to share important information to be successful.
- Need a support system for high needs students set up from 8th grade to help with transition.
- Need earlier interventions/guidance lessons at the 8th grade year to prepare for freshman year.
- Need more ELL support for students taking regular education classes

Student Learning

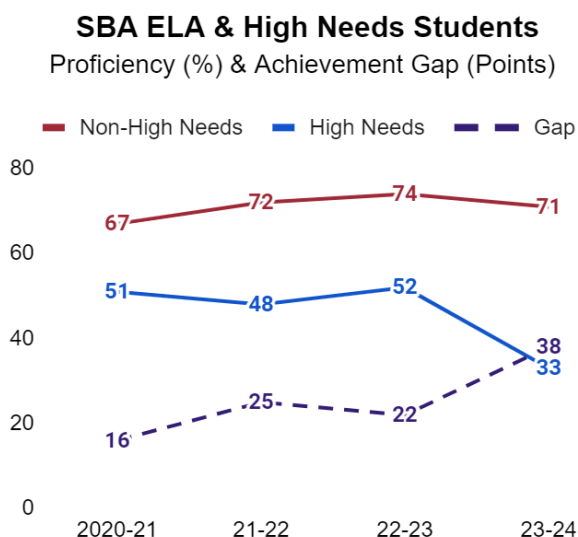
Smarter Balanced & Biology End of Course Assessments, High Needs, & ESSA Populations

Source: STRIVE HI



The upward trend in the school's ELA proficiency shifted in SY 2023-24 with 49% proficient and a 14% decrease from the prior year which is notably significant. The decline in proficiency resulted in a 3% achievement gap between the school and state.

Source: Strive HI



In SY 23-24, the Non-High Needs (NHN) and High Needs (HN) groups both showed decreases in ELA proficiency but a significantly greater decline by the HN group resulted in significant widening of the gap between the groups' proficiencies. From SY 22-23 to 23-24, NHN students' proficiency decreased by 3% from 74 to 71% and HN students' proficiency fell by 19% from 52 to 33%. The sharp 19% decline by the HN group was more than six times the decline by the NHN group and the resulting 38 point gap in 23-24 was more than double the gap at 16 points in 20-21. This indicates that the HN group largely accounts for the 14% decrease in the school's proficiency in 23-24 and that HN students are in most need of support with ELA.

Source: ARCH ADC

State Assessments & High Needs Group Proficiencies

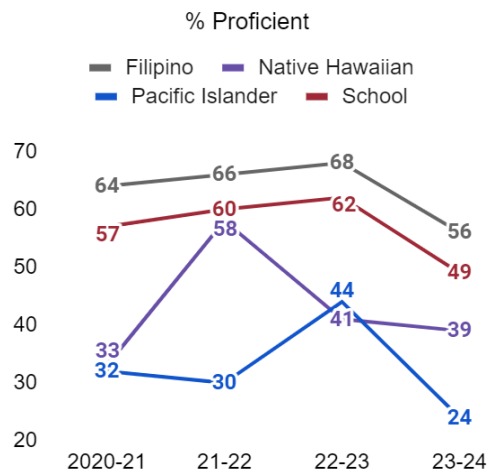
% of group	SPED			EL			LSES		
School Year	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
2021-22	10.7	3.3	3.1	16.9	NA	NA	54.9	20.5	25.9
2022-23	19.2	16.1	11.1	27.8	8.6	5.4	58.2	21.9	21.3
2023-24	7.1	9.6	3.7	8.3	2.3	5.0	37.2	13.3	26.9
3 y change	↓3.6	↑6.3	↑0.6	↓8.6	↓6.3	↓0.4	↓17.7	↓7.2	↑1.0

NA indicates that an insufficient number of students were tested to determine proficiency for the group.

The SPED population shows increases in math and science proficiencies over three years and a 3.6% decrease with ELA, however, decreases in proficiency with all subjects from SY 22-23 to 23-24 are notably significant. The EL population also shows significant change in ELA proficiency from SY 22-23 to 23-24 with a decline from 27.8% to 8.3%. Three year changes for the LSES population show significant decreases in ELA and math but a slight increase with science which improved by 5.6% from SY 22-23 to 23-24.

Source: ARCH ADC

SBA ELA & ESSA Groups



The Filipino population parallels the progress of the school but with a consistently higher rate of ELA proficiency. The Native Hawaiian population showed a spike in proficiency in SY 21-22 then a downward trend from 21-22 to 23-24. Proficiency fluctuated over the four years with the Pacific Islander population which shows the largest gap from the school in SY 23-24 with 24% proficient. This indicates that the Pacific Islander population is in most need of support with ELA.

Strengths	Challenges
-Data from LEI Kulia analyzed by the school showed that there was growth in students' proficiency on the SBA ELA in SY 23-24 and increase in academic achievement with comparison of students' 8th grade SBA ELA scores in SY 20-21 vs their 11th grade performance – SPED showed outstanding growth by 8.5% in SY 21-22 to 22-23. The English department thinks:	–A 14% decrease in ELA proficiency from the prior SY: 49% proficient in SY 23-24 from 63% in 22-23. –A 19% decrease in the HN group proficiency and 3% decrease in the NHN group proficiency from the last SY. –The 38 point achievement gap between the HN and NHN groups in SY 23-24. –The decline in proficiency for all of the High Needs and ESSA groups from the prior school year and gaps in

–Curriculum maps have been regularly maintained, ensuring that teachers and students have access to high-quality curriculum.
 – Nearly all teachers have been through consistent professional development as well as some teachers attending and presenting at the National Council of Teachers of English (NCTE).
 – Classroom libraries have been developed through CLSD grant money.
 –The department regularly reviews their curriculum maps.

The EL department thinks:

–From 21-22 to 22-23, the ELA group ELL proficiency increased by 10.9%

proficiency from the school.

–The Pacific Islander and Native Hawaiian populations' gaps in proficiency from the school.

–Although there was great growth for SPED in SY 21-22 to 22-23, there was a notable decrease of 12.1% in SY 23-24.

–The overall decrease from in 3 years from SY 21-22 to 23-24 was 3.6%

–Not enough qualified SPED teachers.

The EL department thinks:

–Significant decreases in ELA proficiency in three years and from SY 22-23 to 23-24.

–Proficiencies very low in SY 23-24 for ELA 8.3%

Root Cause(s) & Contributing Factors

–Students should have more texts that are relevant to Native Hawaiian, Pacific Islander, and Filipino culture and perspectives.
 –Students need to engage with more informational text reading and skills to help better navigate the complexities of reading informational texts.
 –Although the pandemic was a major factor in learning loss, pivoting curriculum pacing to meet students' lost learning is imperative.
 –Lack of highly qualified ELL and SPED teachers.
 –Lack of seasoned teachers in the 9th grade to build more foundational skills.

The English department thinks that:

–15-20% of students who took the SBA in 23-24 had substitute for ELA in their 9th grade year, so they may not have received a solid foundation for ELA.
 –ELA recovery credits received through programs like Agilix Buzz are not helping students learn the skills needed to do well on SBA. A large number of students have been enrolled in this type of credit recovery, rather than a course with a certified English teacher.
 –Some students may be misplaced in their ELA classes due to late registration or limited time for appropriate placement transfers that best meet the students needs.

Needs & Implications for the Academic Plan

–SBA data from 8th grade needs to be disaggregated according to the standards so teachers know key strengths and needs for incoming 9th grade students.
 –The school needs more training to use Star effectively to monitor students progress in specific SBA targets/ claims areas to align with SBA testing by 11th grade.
 –Include more local literature that is relevant to Hawaii's places and peoples to increase interest and engagement in developing reading. Also include Pacific Island literature and informational texts. This may include reading and analyzing current event articles.
 –Increase skills in reading informational texts and collaborating with other grade level departments to read texts about topics being studied so students can apply knowledge and skills on a topic across disciplines.
 –Have more seasoned teachers in 9th grade to teach more foundational skills for reading and writing.
 –Need PD to support teachers on Science of Reading or other reading strategies to help students.
 –Co-teaching with core and ELL and/ or SPED teachers for ELL and SPED students.

The English department thinks that:

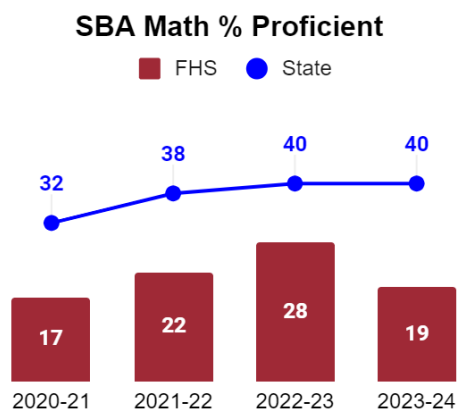
–Need time for teachers to plan for conferencing with students who are near proficiency on the SBA to set goals and/or to offer extra tutoring.
 –Need to create a positive environment to encourage students to take the SBA seriously. There could be more encouraging announcements when testing happens and different incentives to promote SBA.
 –Need time to collaborate and share curriculums with other content areas to develop interdisciplinary units, have an understanding of vocabulary and skills needed across content areas. Teachers need to be familiar with other content areas so there is more of an understanding and connection for students so students can use their knowledge skills across disciplines. This would also better support our ELL and high-needs group.

–Need more PD about WIDA bridging knowledge and making content accessible in multiple ways that should include more collaboration with other content/ departments and their curriculums.

The EL department thinks that:

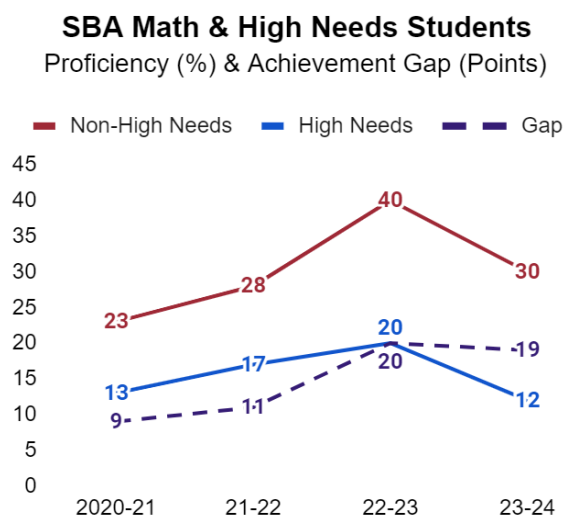
- ELA: English J line classes should be taught by TESOL or SIQ qualified teachers. Filling the J line classes with highly qualified teachers should be a priority.
- RTI during J-line/ELD teacher meetings to share strategies and best practices.
- More progress monitoring for students.

Source: Strive HI



The upward trend in the school's SBA Math proficiency over the past three years shifted in SY 2023-24 with 19% proficient and a 9% decrease from the prior year which is significant. The decline in proficiency resulted in the widest math achievement gap from the state in four years.

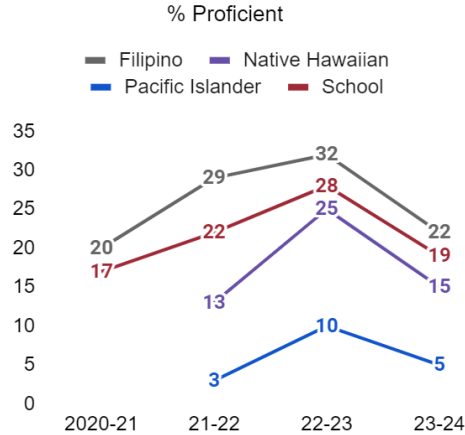
Source: Strive HI



In SY 23-24, the Non-High Needs (NHN) and High Needs (HN) groups both showed significant decreases in math proficiency. From SY 22-23 to 23-24, NHN students' proficiency decreased by 10% from 40 to 30% and HN students' proficiency fell by 8% from 20 to 12% which indicates that both groups are in need of more support with math. The slightly greater decline by the NHN group resulted in a slight reduction of gap to 19%. However, the school recognizes that a decline in proficiency is not a desired method for reducing the gap.

Source: ARCH ADC

SBA Math & ESSA Groups



In SY 22-23, SBA math proficiency rates peaked for the school and all ESSA populations shown. In SY 23-24, the school's math proficiency decreased by 9%, proficiencies for the Filipino and Native Hawaiian populations fell by 10%, and the Pacific Islander population's proficiency fell from 10 to 5%. The Pacific Islander population continues to have the largest gap from the school and is in most need of support with math.

Strengths	Challenges
The math department thinks: –The math department has added a J–Line MOW 1 course for EL students and an Algebra 1 inclusion course for special education students. –MOW 1 course has been adjusted to meet students at their current; level, providing flexibility to identify and address remedial gaps in learning. –With the introduction of new curricula for Algebra 1, Geometry, and Algebra 2, the math department has been developing collaborative planning meetings and documents to align to instruction. –The math department is implementing various reteaching strategies to reinforce both old and new skills and concepts. –Some teachers in the math department are incorporating the Building Thinking Classroom strategies to enhance student engagement and learning. –Teachers are scaffolding lessons to connect geometric concepts and reinforce prior learning, reducing the loss of skills from earlier lessons. –Geometry Instruction for ELL Students: Emphasizes pictorial examples to better support EL student's understanding.	–A 9% decrease in math proficiency from SY 22-23 to 23-24, 28% to 19%. –A 21% achievement gap from the state in SY 23-24. –A 10% decrease in the NHN group's proficiency and 8% decrease by the HN group from SY 22-23 to 23-24. –The 19 point achievement gap between the HN and NHN groups in SY 23-24. –The decline in proficiency for all of the High Needs and ESSA groups in SY 23-24 from 22-23 and gaps in proficiency from the school. –The Pacific Islander population's significant gap in proficiency from the school. The EL department thinks: –A decrease in math by 6.3% from SY 22-23 to 23-24. –Proficiencies very low in SY 23-24 for Math 2.3%.
Root Cause(s) & Contributing Factors	

–Although the pandemic was a major factor in learning loss, pivoting curriculum pacing to meet students' lost learning is imperative.

The math department thinks that:

- Many students enter high school without the fundamental math skills needed to grasp new concepts effectively.
- Students struggle with reading and interpreting math problems fully, often focusing on only parts of the question. They also lack the ability to identify which math skills to apply.
- Students are not making effective use of the scheduled tutorial time at the end of the day.

–Students find it difficult to deconstruct geometric problems and often struggle with associating vocabulary with concepts.

–The SBA exam is challenging if students are not on grade level by 11th due to insufficient exposure to the necessary materials and math concepts at the time of testing.

EL department thinks that:

–Some EL students did not learn the concepts and skills tested in SBA. Taking SBA before taking/passing Alg 1 and Geometry

Needs & Implications/for the Academic Plan

–Need more collaboration time with feeder schools to align what math concepts/ skills are needed to be successful in high school math. This may include sharing of grade 9 and grade 8 math curriculum maps.

–Need to focus on math vocabulary and functions to help students better understand what math skills apply to different types of math problems.

–Develop a note-taking format or style that helps students make meaning of math that include vocabulary, function and visual representations across grade levels for math.

–Co-teaching with core and ELL and/ or SPED teachers for ELL and SPED students.

The math department thinks that:

–Need to continue to integrate Building Thinking Classroom strategies to make learning visible and engaging.

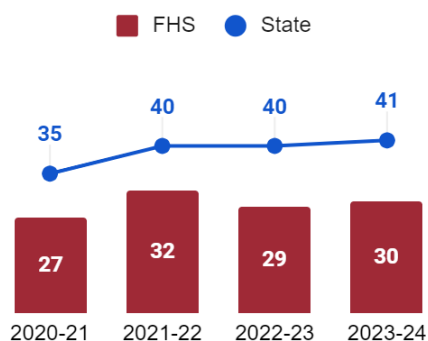
–Need to prepare for the SBA by focusing on preparing students for the exam during the school year, ensuring sufficient time and resources are allocated to review and practice.

EL department thinks that:

–More progress monitoring for students

Source: Strive HI

Biology EOC Exam % Proficient

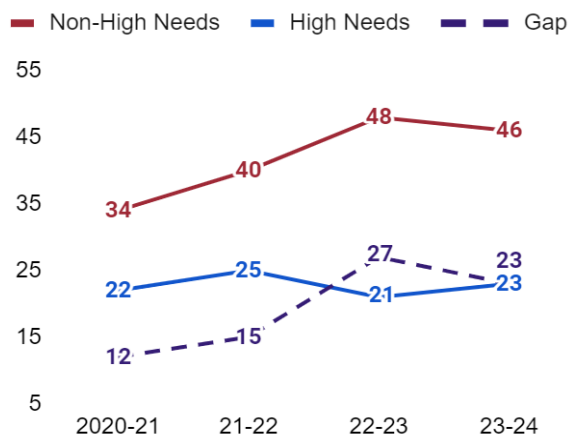


Proficiency on the Bio EOC fluctuated over the last four years but shows an overall increase by 3% with 30% proficient in SY 23-24. The achievement gap from the state increased from 8% in SY 20-21 to 11% in SY 23-24.

Bio EOC & High Needs Students

Proficiency & Achievement Gap (%)

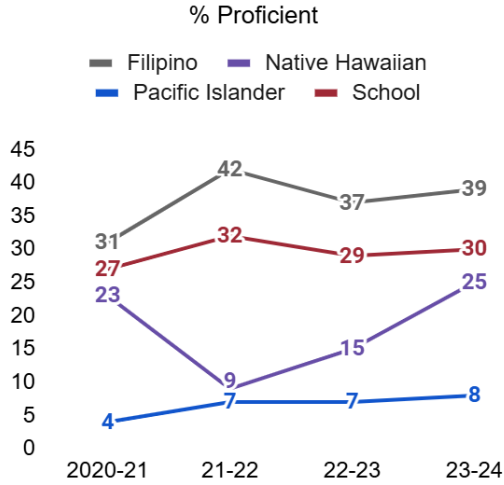
Source ARCH ADC



The gap between High Needs (HN) and Non-High Needs (NHN) students shows an upward trend from SY 20-21 to 22-23 but was reduced in SY 23-24 to 23% as NHN students' proficiency decreased and HN students' proficiency increased. The gap is wide and nearly doubled in size over four years as NHN students' proficiency increased by 12% and HN students' proficiency increased by 1% from SY 20-21 to 23-24.

Source: ARCH ADC

Bio EOC & ESSA Populations



The Filipino population's proficiency in science closely parallels the progress of the school but at a consistently higher rate. The Native Hawaiian population shows a dip in SY 21-22 then an upward trend from 21-22 to 23-24 and an overall increase by 2% over the four years. The Pacific Islander population shows a positive trend since SY 20-21 and increased proficiency from 4 to 8%. Despite the improvement, the Pacific Islander population continues to have the largest gap from the school and is in most need of support with science.

Over the last 10 years, the science department aligned its curricula to the NGSS standards, science and engineering practices, and crosscutting concepts. The science department also made efforts to align classes with each other using the NGSS science and engineering practices and crosscutting

concepts. A group of Science teachers attended the National Science Teacher Association conference for professional development of the department.

Strengths	Challenges
In SY 22-23 to 23-24: –The Pacific Islander population increased proficiency from 7 to 8%. –The Filipino population increased proficiency from 37 to 39% . –The Native Hawaiia n population increased in the biology EOC from 15 to 25%. –The NHN group increased proficiency by 6% from 40 to 46% from SY 21-22 to SY 23-24. The science department thinks: – Overall 3% increase at FHS since coming back in person from COVID. –LSES population show significant decreases in ELA an increase with science which improved by 5.6% –The SPED population shows increases in math and science proficiencies over three years.	The science department thinks: –An 11% achievement gap from the state in SY 23-24. –A 23% gap between HN and NHN students' proficiency. –Large gaps in proficiency for SPED and EL populations. –The Pacific Islander population's very low proficiency at 8% and 22% gap from the school. The EL department thinks: - A slight decrease in science SY 23-24 and very low proficiency at 5.0%. - No math and science date in SY21-22
Root Cause(s) & Contributing Factors	

–Although the pandemic was a major factor in learning loss, pivoting curriculum pacing to meet students' lost learning is imperative.–Relevance to real-world applications in student lives or their community.

–Lack of bilingual teachers or aides to help with speaking in the language(s) needed for EL and Pacific Islander populations to assist in science classes.

The science department thinks:

–Poor attendance contributes to learning loss, but students' improvements were due to an increase in face-to-face attendance at school post-pandemic.

–Decrease in students' grit post-pandemic.

–Over-reliance on AI and technology, creating students to have weaker problem solving, thinking skills.

Needs & Implications for the Academic Plan

- Continue using Quad D projects for real-world problem solving and review the fidelity of their design and implementation. Continue building interdisciplinary units/lessons.
- Use department meeting times for collaboration and planning to focus on real-world applications.
- Continue with the use of CFAs, Biology Interim Assessment Blocks, and inter-rater reliability at department meetings to help inform design, and determine the efficacy of the science curricula, instruction, and assessments.
- Continue to meet with feeder middle schools for vertical articulation with focus on curriculum, instruction, and assessment for student success in high school
- Decrease the gap between the Pacific Islander and Native Hawaiian populations with PD and resources for differentiation strategies.

The science department thinks we

- Need to improve attendance to continue the slight upward trend in proficiency overall.
- Need to continue SEL support in school.
- Need to Increase engagement by focusing on more hands-on, group, discussion, and lessening computer work.
- Need to strengthen communication with parents to learn more about the expectations and resources for high school success.

College Readiness

ACT

Source: ACT Report

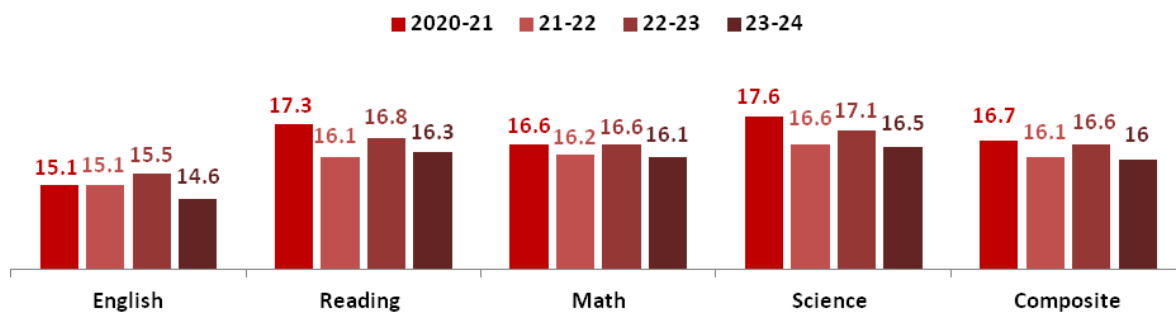
ACT College Readiness Benchmarks (% Met)

Year	Students	English	Math	Reading	Science	Met All 4
2021	271	29	13	21	13	6
2022	385	31	13	17	13	5
2023	356	30	14	19	10	6
2024	396	28	10	18	12	4
4 year change		↓1	↓3	↓3	↓1	↓2

Four year changes show that the percent of students who met the College Readiness Benchmarks decreased for all subjects and by 2% for those who Met All 4 of the benchmarks. The changes seem small but are notable. The % Met in 2024 was low with all subjects, as it has historically been, and very low at 4% for Met All 4.

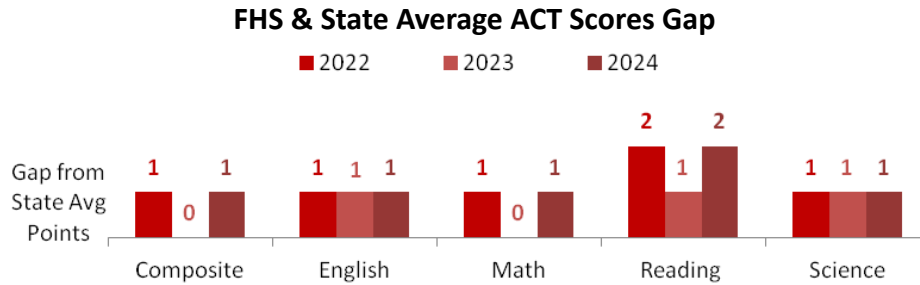
Source: ACT Report

Average ACT Scores (Points)



For all subjects and the composite score over four years, Average ACT scores fluctuated, overall decreased, and show decreases from SY 22-23 to 23-24. The most notable decline from SY 22-23 to 23-24 is for English by 0.9 and Science by 0.6.

Source: State Scores LEI 10/27/24



Since 2022, LEI has rounded the State Average ACT scores to whole numbers so school scores from the table above were rounded to find the gap. In 2023, the students closed the gap for the Composite score and Math but in 2024, a gap of 1 showed for all subjects except reading for which the gap was 2.

Early College & Running Start Programs

Source: Honolulu Community College

Early College

School Year	# of Students	# Earned Credit	% Earned Credit
2020-21	195	187	96
2021-22	219	206	94
2022-23	295	282	95
2023-24	299	287	96
4 y change	↑104	↑100	—

In 2014, FHS received the Early College (EC) grant which ended in 2017. Since then, the school has funded parts of the EC program and in partnership with Project Ho'okui and Honolulu Community College, EC courses are taught at FHS by HCC instructors without any cost to the students. In the past four years, the number of students enrolled in EC courses increased by 104 and students who earned credit increased by 100. The growing number of students earning college credits is an indicator of their college readiness and the school's efforts to prepare them. EC at Farrington is funded mostly by state legislative funding. Farrington partners with the University of Hawaii community colleges in offering EC courses including: Honolulu CC, Kapiolani CC and Windward CC.

EC course offerings also grew with courses such as Blueprint, Economics, Fashion Design, ICS, Theatre, and Welding added as the school continues to align EC courses to academy pathways. Also, the EC program recently started to offer higher-level courses such as English 255, Speech 251, and Hawaiian Studies 281 to students who have taken all of the 100-level courses to meet their goals.

Other programs that the school has to support the students' pursuit of a college education include: Running Start, Advanced Placement (AP), and Advancement Via Individual Determination (AVID). These programs give students a boost in confidence, self-efficacy, and desire to go to college. In 2023, the amount of college scholarships students received was \$4 million and in 2024, that increased to \$6 million.

Source: UH System Community College

Running Start

School Year	# of Students	# Earned Credit	% Earned Credit	# Earned AA Degree
2020-21	5	4	80	1
2021-22	16	16	100	—
2022-23	39	38	97	8
2023-24	51	49	96	13
4 y change	↑46	↑45	↑16	↑12

Significant increases in enrollment in the Running Start program (RS) over the last four years are attributed to a change in SY 2021-22 which then allowed students to enroll in an unlimited number of courses. The change sparked their interest in earning their Associate degree (AA) before graduating from high school and the number who have earned it prior to graduating from FHS, has been increasing.

Advanced Placement Courses

Source: AP School Summary Reports

AP Enrollment & Exams

School Year	Students Enrolled	# Exams Taken	# Exams Passed	% Exams Passed
2020-21	217	265	76	29
2021-22	265	273	115	42
2022-23	234	276	123	45
2023-24	237	265	134	51
4 y change	↑20	No change	↑58	↑22

A score of 3, 4, or 5 is a passing score.

Despite the growth in enrollment for EC and RS courses, the AP program has managed to increase its enrollment by 20 students in four years which is impressive. Also, there are upward trends with the # and % of Exams Passed. Enrollment spiked in SY 2021-22 but seems to be leveling off with ~235 the last two years.

The school started its AP program in 2010 and offered only AP Calculus and AP Language & Composition. The program has grown to currently offer 13 different AP courses. The increase in AP and EC course offerings and more college-level certification programs have changed the culture of the school and mindsets of the students for a greater interest and participation in rigorous college-level courses.

College Enrollment

UH System Enrollment

High School Completers	Graduates Enrolled (%)	2 year program (%)	4 year program (%)	English (%) College Level	Below College Level	Math (%) College Level	Below College Level
c/o 2020	31	27	4	47	7	35	23
c/o 2021	33	21	12	47	9	35	18
c/o 2022	39	30	9	46	8	36	12
c/o 2023	37	25	12	40	6	34	14
4 y change	↑6	↓2	↑8	↓7	↓1	↓1	↓9

In four years, a 6% increase in the number of graduates enrolled in the UH system and 8% increase with enrollment into 4 year programs are notable improvements that validate the school's efforts to prepare students for college as well as for careers. Although, only 37% of the c/o 2023 enrolled and only 12% in 4 year programs. Despite the growth in students passing EC and AP courses, the number of graduates who enroll in college right after high school and in a 4 year program are low and need improvement.

Four year changes show that the number of students ready for college level English decreased by 7% and below college level English who need remedial courses by 1%. Students ready for college level math decreased by 1% but those with below college level math who need remedial courses also reduced and by 9% which indicates improvement.

Source: Hawaii P20 DXP

Nationwide College Enrollment

Nationwide College Enrollment	c/o 2020	c/o 2021	c/o 2022	c/o 2023	4 y change
% of Graduates	39	44	48	45	↑6%
% in 2 year / 4 year programs	26 / 13	22 / 22	32 / 16	27 / 18	↑1% / ↑5%

The number of graduates enrolled in colleges nationwide right after high school peaked with the % 2022 at 48% and fell with the % 2023 to 45%. Four year changes show a 6% increase in enrollment nationwide and 5% increase in students who chose a 4 year program. A rationale for having less than 50% of graduates enroll in college may be that consistently, the population of LSES at FHS is about 50% which is a significant number of students who have challenges associated with LSES. Many have jobs to help their families, provide care for young siblings as parents work, and a number reside with extended families or guardians. Students of LSES have stressors in their lives outside of school and have shown a need for additional counseling and support from the school. They also face challenges with finances for college and may not believe that they have the means or ability to pursue a college education.

In SY 19-20, the school started to hold Freshmen Parent Night and from 20-21, the families of middle school students were also invited to school events such as Middle School Academy Parent Night and EL Parent Night to learn more about the opportunities and programs at FHS. The school's College and Career Counselors and AP/AVID Coordinator present their programs and college opportunities at Freshmen Parent Night as well as an annual AP/AVID assembly for students and AP/AVID informational parent nights. Both the AP/AVID Coordinator and College and Career counselors work to strengthen interest in college by visiting freshman academy classes. In 12th grade the College and Career counselors start to facilitate the FAFSA process through advisory classes, by bringing in speakers from different colleges for more information about the college application process and financial aid resources. From 2022, the school has also hosted a College and Career Fair open to all students, but with a priority for 12 grade. The school's College and Career counselors also invite families to a FAFSA informational night and various FAFSA completion sessions throughout the year to assist families with the FAFSA application process.

Academies continue to emphasize the importance of pursuing a college education among career options through the school's College and Career Continuum which all students need to complete and experience before graduating. The experiences include college and career field trips, meeting college speakers, and exploring college and career options aligned with academy pathways.

Strengths**AP, Early College & Running Start Programs**

–All show increases in enrollment in four years and in the number of students passing AP exams, EC and RS courses.

UH System Enrollment

–Four year changes show that seniors who enroll increased by 6% and by 8% in four year programs.

–In four years, students entering with below college level math and needing remedial courses decreased by 9%.

Challenges**ACT**

–Low Average Scores and number of students who met the College Readiness Benchmarks.

–All Average scores and College Readiness benchmarks decreased in four years and from SY 22-23 to 23-24.

UH System and Nationwide College Enrollment

–Over four years, the number of students ready for college level English decreased by 7%.

–Despite increases in students passing AP exams, EC and RS courses, the UH System Enrollment is low at 37% and Nationwide College Enrollment is low at 45% with the % 2023 and both are in need of improvement.

Root Cause and/or Contributing Factors

–Insufficient motivation of students to apply for scholarships and opportunities for help with applications.

–Alignment of the ELA department curricula to prepare students for entry-level college English.

–Math college level readiness decreased due to many students completing all math credits by the end of sophomore year.

Needs/Implications for the Academic Plan

–Many of the students cannot easily afford college and need additional support especially with funds for college. College and Career counselors should continue to hold FAFSA and scholarship nights and informational sessions during the advisory period but it might help to reach more students by having an additional FAFSA and scholarship night to follow up with completion of applications and for students who may not have been able to attend the first session. More opportunities need to be provided for students and their families to learn about all possible scholarships that can help them mitigate the cost of going to college.

–The rigor in the ELA curriculum needs to be more closely aligned to the expectations of entry into college-level English to avoid having to take remedial classes.

–Academies closely coordinate the College and Career Continuum which needs to be monitored by academies. The continuum helps students to navigate the complex college going experience by introducing them to degree programs.

–The 1:1 student laptop program needs to be sustained by funding for chromebooks every year to cover the cost of repairs and maintenance and for new devices as older ones age beyond repair. Additionally, not all students have access to the laptop program or lack internet access off campus, so the school must also provide some computers in classrooms for these students.

–The school should consider requiring four years of math to increase college level math readiness.

Career Readiness

CTE Concentrators & Industry Certifications

Source: Strive HI and ARCH ADC

CTE Concentrators							
The % of Students That...	18-19	19-20	20-21	21-22	22-23	23-24	6 y change
Completed a Career & Technical Education program by 12th grade	67	70	72	72	78	77	↑10%

Growth and a positive trend with CTE Concentrators are attributed to the change in 2018 when four more academies were established at the school in addition to the already existing Health academy. All academies created a mission, vision, goals, and curriculum to ensure that students were enrolled in the proper courses in the proper sequence. This focus, especially on curriculum, is considered to be the root cause of the increases in the CTE Concentrator rate. The six year change shows an increase by 10% and SY 23-24 shows the first decrease in over seven years.

Source: FHS CTE Coordinator

Industry Certifications							
Certifications	First Aid (& CPR to 20-21)	CPR/BLS	ServSafe Food Handlers	Pharmacy Technician	Medical Assistant	CNA	OSHA
# of students earned / # of students tried (% earned)							
2020-21	44/65 (68)	–	36/54 (67)	3/8 (38)	4/4 (100)	–	–
2021-22	78/82 (95)	76/82 (93)	0/0 (0)	3/9 (33)	4/4 (100)	–	–
2022-23	53/53 (100)	46/53 (87)	0/0 (0)	0/4 (0)	8/8 (100)	10/10 (100)	1/3 (33)
2022-23	65/68 (96)	59/59 (100)	0/0 (0)	1/5 (20)	4/4 (100)	3/10 (30)	25/30 (83)

First Aid and CPR certifications have been available to Health Academy students for years as part of their Clinical Skills class. In SY 23-24, all students in grade 12 had the opportunity to earn a CPR certification. The Health Academy also offers certification programs for Medical Assistant (MA) and Certified Nurse Aide (CNA) in partnership with the UH

System, Healthcare Association of Hawaii (HAH), and Hawaii Pacific Health (HPH). Students in the MA program intern at HPH facilities. Student success rates (% passed) shine for most of the programs but students have shown the least success with the Pharmacy Tech certification program. CNA is new so student success remains to be seen.

In SY 22-23, three students from the Academy of Creative Arts & Technology Fashion Pathway took the opportunity to earn an OSHA-10 General Industry certificate and one passed. Then, in the 23-24 SY, 25 students from the Engineering academy earned OSHA-10 Construction certification. Students in the Public Service Academy Teacher Pathway started the process of earning a substitute teaching certificate which will enable them to work as substitute teachers upon graduation from FHS. As all academies work on offering industry certifications, the costs do need to be considered.

The SPED department is developing an academy for students in the Community-Based Instruction and Life Skills programs which follows the National Standards of Practice from the NCAC. The implications of another academy include staffing, a need for work sites for work-based experiences, and the need for a well designed curriculum that provides students with experiences to help them learn job skills and strengthen their employability. Currently, students gain experience by participating in on-campus work-based learning, e.g., car washes, design and sell greeting cards, deliver newspapers, pick up paper to shred from classrooms, and sell vegetables from a garden which they maintain.

The Seal of Biliteracy

Sources: Hawaii P-20 DXP and OCID

Seal of Biliteracy							
Class	Honorees (#)	Graduates (#)	% of FHS Graduates	State's % of Graduates	# Proficient In		
					2 Languages	3 Languages	4 Languages
% 2019	14	474	3	2	--	--	--
% 2020	50	494	10	3	21	28	1
% 2021	53	434	12	4	37	16	--
% 2022	47	464	10	4	26	21	—
% 2023	55	455	12	5	38	17	—

The Seal of Biliteracy helps students to become college, career, and community ready in a global society and cultivates a culture in education that recognizes and values linguistic and cultural diversity. In 2023, out of 55 Honorees, 38 were proficient in 2 languages (1 + 1 requisite) and 17 in 3 languages (2 + 1 requisite). Proficiencies for 3 languages included 15 students for English + Tagalog + Ilocano; 1 for English + Tagalog + Spanish; and 1 for English + Tagalog + Kapampangan/Pampango.

The majority of Honorees at FHS earn the Seal of Biliteracy for proficiency in English + Ilocano or Tagalog or English + Ilocano + Tagalog. Honorees in 2023 also earned the seal for proficiency in Bisaya, Chuukese, Mandarin Chinese, and Spanish. Also in 2023, a FHS student was the first in the state to earn the seal for Marshallese and another was the first in the state to earn the seal for Samoan. FHS graduates in 2022 were the first in the state to earn the seal for Kapampangan and Bisaya and in 2020, a FHS student was the first in the state to receive the seal for Chuukese. Since the % 2020, the percent of Honorees at FHS has been much higher than the percent statewide.

Strengths
• CTE Concentrators increased by 10% in the last six years to 77% which shows improvement in career readiness. • Industry Certification programs continue to grow increasing the students' advantage for post-secondary work opportunities. • Partnerships and the focus on academies provide students with opportunities for job readiness and employability. The school has many partnerships to help support students but not all of them will choose college for a number of reasons. Introducing students to living-wage career opportunities through partnerships provides

the support that they need.

- **The Seal of Biliteracy** is a successful program at FHS, builds self-efficacy, and adds to career readiness.

Challenges

- **Industry (related) Certifications** are currently offered only by two academies, Health and Engineering academies.
- **Training and industry externships** for CTE teachers to enhance curricula to support industry related certifications.
- **Partnerships** continue to grow and offer students opportunities for employment but most do not offer support for industry recognized certifications.
- **Advisory boards** for some academies may still be in the learning phase.

Root Cause and/or Contributing Factors

- The Business, Engineering, Creative Arts & Technology, and Public Service academies were established in 2018. Research, planning, budgeting for, and implementation of certification programs are all factors to increasing industry certifications and requires time.
- Teachers will need time for externships to learn about the industry standards and / or certifications.
- Most teachers may be teaching the certification alone, so there is little support and collaboration for the course.
- In SY 24-25, the school did not fill a vacancy for the Academy Director so the shift of these responsibilities are now spread out through all academies.

Needs & Implications for the Academic Plan

- The Public Service academy Culinary program should budget for its students to earn the ServSafe certification
- The Public Service academy Teacher program should continue with efforts to help students earn the Substitute Teacher certification.
- Business, Creative Arts and Technology, and Engineering academies need to explore certifications for their students.
- The College and Career Continuum needs to be monitored by academies so that students are introduced to career options as early as their freshman year.
- The school should consider other business technical and soft skills that will provide students opportunities to work in the industry without a certification.

Perceptions

Student Classroom Survey

Source: Panorama

Student Classroom Survey

% of Students Responding Favorably	2021-22	22-23	23-24	3 year change	State 23-24	School vs State 2023-24
Classroom Climate	79	77	77	↓2	70	+7
Classroom Engagement	50	53	55	↑5	49	+6
Classroom Rigorous Expectations	76	76	76	–	71	+5
Classroom Student-Teacher Relationships	67	66	67	–	63	+4
Pedagogical Effectiveness	79	78	79	–	73	+6

The Panorama Student Classroom Survey is part of the Educator Effectiveness System and gives students a voice in evaluating their teachers. Three year changes show only for Classroom Climate which decreased 2% and Classroom Engagement increased 5%. The school scores for all dimensions of the survey were notably higher than the state in SY 2023-24. Historical data show that all school scores were higher than state also in SY 22-23 and 21-22. This is an acclaim to the teachers for these perceptions from the students being 4% - 7% better than statewide.

Source: Panorama

The GLOs & Student Classroom Survey Questions

General Learner Outcomes		% Favorable Responses			3 year
Complex Thinker (Classroom Rigorous Expectations)		21-22	22-23	23-24	change
How often does this teacher make you explain your answers?		67	68	70	↑3
Classroom Contributor (Classroom Engagement & Climate)					
In this class, how eager are you to participate?		51	53	55	↑4
How does the behavior of other students hurt or help your learning?		72	69	69	↓3

During the WASC visit in March 2023, the committee suggested tracking progress on the General Learner Outcomes (GLOs). The school chose to focus on two: Complex Thinker (the ability to demonstrate critical thinking and problem solving) and Community Contributor (the understanding that it is essential for human beings to work together) using favorable response rates for related questions on the Student Classroom Survey. The GLOs are most widely practiced and reinforced in classroom settings, thus, student perceptions on this survey are reliable indicators of their practice.

School Quality Survey (SQS)

Source: ARCH ADC

School Quality Survey (SQS)

	SURVEY RETURN RATE			SAFETY DIMENSION		
	Students	Parents	Teachers	Students	Parents	Teachers
2021-22	67%	8%	64%	54%	78%	68%
2022-23	73%	5%	51%	58%	82%	58%
2023-24	71%	29%	81%	55%	87%	57%
Change	↑4%	↑21%	↑17%	↑1%	↑9%	↓11%

The SQS return rate for parents and teachers increased significantly in SY 2023-24 showing large 21% and 17% increases in three years. Also, 29% of parents returned the survey which shows significant improvement from prior years. The perception of Safety on campus by teachers declined over three years by 11%.

Source: SSIR & SQS report Aug 2024

Teacher SQS

% Positive Responses	Safety		Well-Being		Satisfaction		Involvement/Engagement	
	School	State	School	State	School	State	School	State
School Year								
2021-22	68	68	73	71	60	62	67	66
2022-23	58	68	65	72	58	66	58	68
2023-24	57		64		62		61	
3 y change	↓11		↓9		↑2		↓6	

From SY 22-23 to 23-24, improvements in Teacher Satisfaction by 4% and Involvement/Engagement 3% show along side 1% decreases in Safety and Well-Being. Three year changes show decreases with all dimensions of the Teacher SQS except for Satisfaction which shows a 2% increase.

Strengths	Challenges
–Survey return rates significantly improved in three years with parents 21% and teachers 17%. –The perception of Safety on campus improved over three years with parents 9% and students 1%.	–Only 29% of parents returned the survey. –Three year changes on the teacher SQS show decreases in the perception of Safety 11%, Well-Being 9%, and Involvement/Engagement 6%.

–Three year changes on the teacher SQS show an increase in Satisfaction by 2%. –From SY 22-23 to 23-24, teacher Satisfaction increased by 4% and Involvement/Engagement by 3%.	–From SY 22-23 to 23-24, teacher Safety and Well-Being both decreased by 1%.
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Root Cause(s) & Contributing Factors

The Social Studies department thinks that Teacher Well-Being decreased by 9% in 3 years due to:

- heavy loads of responsibilities on teachers

Safety decreased by 11% in 3 years due to:

- delayed and infrequent response to calls to security (calls not answered, not returned) and insufficient patrols above the first floor potentially due to a short-staffed Security team.

Needs & Implications for the Academic Plan

–Some faculty members have expressed feeling overwhelmed by excessive workloads with the number of groups and responsibilities they are involved in, including academies, departments, committees, NTP, pathways, and IEP meetings and that it significantly drains their time and energy. Teachers whose workload negatively affects their well-being need to see admin for support. Academy, department, NTP, pathway, and IEP meetings were recognized by teachers as responsibilities. Joining a group or committee is voluntary.

–The school needs to improve the maintenance of its infrastructure especially for the issue of functional teacher restrooms.

–To improve teachers’ perception of safety at school, the school needs to hire more security personnel, secure its perimeter, and improve school fencing.

–The Security team needs to work efficiently to provide support for the student body and patrol the 2nd-3rd floor hallways more often.

–The school needs to have more security cameras, increase their visibility, and the number of them that work.

–There is a need for more adult visibility during high traffic times in the hallways. More foot patrols by Security might improve a sense of safety on campus. Some teachers encouraged admin visits to classrooms to increase their visibility.

–Improve consistency of communication from leadership to avoid confusion by different messages from different leaders would improve a sense of well-being and safety.

–The school needs to consider a school messenger-type system to alert the faculty to lockdowns.

–The school needs to be more proactive in driving positive changes. A renewed focus on improving teacher morale would be beneficial. To boost teacher morale and well-being, admin should consider keeping the cafe open for teachers, creating a teachers lounge, writing personalized thank you notes, a gratitude wall for teachers, and continue with the ALOHA awards.

Source: Panorama

Student SQS - Safety Dimension

SQS - Safety Dimension (% positive responses) n=1435 in SY 2023-24	21-22	22-23	23-24	3 year change
I feel safe at school.	47	49	43	↓4
I feel safe from the bullying behavior of students at my school.	44	48	46	↑2
Students at my school who violate rules are disciplined - changed to:	50	--	--	NA
Adults at my school clearly tell students what would happen if they break school rules.		74	71	NA
There are clear rules to ensure students’ safety at school.	73	61	63	↓10
If I ever got sick at school, someone would take care of me.	60	61	57	↓3
I feel the school grounds and facilities are safe for students.	48	51	48	0
New question: I know what to do if I don’t feel safe or if there is danger at school.		63	60	NA
Student SQS Safety Dimension Total	54	58	55	↑1

In the 2023-24 SY, only 43% of students felt *safe at school* and only 46% felt *safe from the bullying behavior* of other students and both are priorities among school improvement efforts. The most significant three year change is a 10% decrease for *clear rules to ensure students' safety*.

Strengths

Students' Perceptions of Safety

- In three years, students' positive responses for feeling *safe from the bullying behavior of students* increased by 2%.
- The school has partnerships to help keep students safe: Honolulu Police Dept, Adult Friends for Youth, Hawai'i Public Health Institute.
- The school has two social workers to provide peer mediation training and support groups and one is an alumna.
- There are two full-time dedicated Behavioral Health Specialists (BHS) on campus, one half-time BHS from the district, and a BHS from the district for students with mental health conditions.
- The admin team and faculty support Security by also monitoring student behavior outside of the classrooms. The Principal emphasizes the importance of good relationships with students, understanding their stories, and treating everyone with kindness.
- The school has transition activities: Freshmen Parent Night, Middle School Parent Night, and middle school academy visits
- Each grade level has a parent night to transition students and parents to the next grade's expectations.
- The student body is unified and organized to promote unity among its diverse populations.

Discipline

- SY 23-24 had the least amount of Total Suspensions (52) and Students Suspended (46) compared to the two years prior.
- The number of students suspended is a very small percentage of the student body, 2.2% in SY 23-24.
- Incident referrals decreased by 29 over three years.

Challenges

Student Perceptions of Safety

- Positive student responses to *I feel safe at school* decreased by 4% in three years to 43% in SY 23-24 and only 46% of students felt *safe from the bullying behavior* of other students.
- Students' perception of *clear rules to ensure students' safety* decreased 10% in three years
- The school has 8 security attendants, 1 security manager, and 1 part-time Safety Manager. This means that there are 9.5 security personnel for 2072 students. The ratio 2072:9.5 is 218 students to 1 security personnel.
- Decreases in students' and teachers' perception of safety at school indicate that some things are going unnoticed.
- Finding individuals who are willing and qualified to work as security attendants.

Discipline

- In SY 23-24, Class A and B offenses accounted for 84% of the Total Suspensions with Class A at 65% and Class B at 19%. Most of the Class A suspensions were for Cyberbullying 7, Fighting 7, Assault 5, and Possession/Use of Drug Paraphernalia 5. All of the Class B suspensions were for Disorderly Conduct.
- In SY 23-24, Class cutting was the most reported incident and Disorderly Conduct was the second most reported.
- Freshmen are still responsible for the majority of reported incidents on campus.

Root Cause and/or Contributing Factors & Implications for the Academic Plan

- Student behavior and discipline matters have negatively impacted the perceptions of safety on campus. The increases in suspensions, high ratio of students to security attendant, and decreases in perceptions of safety show a clear need for more security attendants despite administrative and faculty support with student behavior.
- Middle school articulation meetings and/or transition activities for freshmen, as a seminar class, should include behavior expectations so that they enter with awareness of the expectations in high school and disciplinary measures for violation of the rules.
- The process of using the discipline referral system on Infinite Campus is being refined so that it is clear among teachers, security, and administration. This will also help address discipline issues in a timely manner.
- There is a need for expansion of the security camera system for wider monitoring of the campus. Many students are on campus after hours for extra-curricular activities and practicing for sports.

School Processes

Organizational & Administrative Structure

Administrative Council (Ad Council)

The Ad Council is made up of administrators, department chairs, academy leads, academic coaches, and the data analyst. It is the decision making body of the school. Meetings are held monthly for one and one-half hours.

Academic Review Team (ART)

The Ad Council also serves as the ART. The objectives of ART meetings are to review the school's data for data driven decision-making, to monitor the progress of the academic plan, and to revise the plan for changes as necessary. ART meetings are held twice a year during each semester during ad council meetings.

Academy Leadership Team (ALT)

The ALT is comprised of administrators, academy leads, academic coaches, and counselors. The ALT addresses across-the-board academy matters and planning. They meet once a month for one and one-half hours. Each academy has a leadership team made up of the vice principal/academy principal, academy lead, academic coach, and counselors. The academies' leadership teams (ALTs) meet to plan for weekly academy meetings.

Principal				
Academy Director				
Business Academy <i>Business</i> <i>Natural Resources</i>	Creative Arts & Technology Academy <i>Digital Media</i> <i>Fashion Design</i> <i>Graphic Design</i>	Engineering Academy <i>Architectural Design</i> <i>Residential & Commercial Construction</i>	Public Service Academy <i>Culinary program</i> <i>Teacher program</i>	Health Academy <i>Emergency Medical Services</i> <i>Human Performance</i> <i>Therapeutic Services</i> <i>Nursing Services</i>
Vice Principal	Vice Principal	Vice Principal	Vice Principal	Vice Principal
Academy Lead	Academy Lead	Academy Lead	Academy Lead	Academy Lead
Academy Coach	Academy Coach	Academy Coach	Academy Coach	Academy Coach
Counselors	Counselors	Counselors	Counselors	Counselors
Academic Core and CTE Teachers	Academic Core and CTE Teachers	Academic Core and CTE Teachers	Academic Core and CTE Teachers	Academic Core and CTE Teachers
Support Teachers	Support Teachers	Support Teachers	Support Teachers	Support Teachers

Hawaii Multi-Tiered Support System (HMTSS)

In the summer of 2022, development of the Farrington MTSS (FMTSS) framework began with many aspects of a MTSS already in place. Academies meet in grade level teams for RTI to support academy students. The school is rebuilding PBIS and has groups like academy teams and course-like groups that can be leveraged to implement the FMTSS. Student data are available for teachers and administration on Star, LEI, Panorama, and academy data sheets. Coordinating all available resources in a schoolwide and systematic way will help to address the students' academic, behavior, SEL, and physical health needs.

Monthly MTSS meetings were held during the SY 2023-24 to discuss different areas of the support system for students in the areas of Academics, Behavior, Attendance and Social-Emotional well being. Behavior was focused on with the

creation of the **PBIS Matrix** during that time period. The links below indicate the PBIS Matrix that was created and the plan is to place posters of each area of the matrix in their respective areas. The purpose of the PBIS Matrix is for all faculty and students to have a common understanding of the behavioral expectations of each area. The idea is that clear, specific expectations will improve positive outcomes and decrease negative behaviors campus-wide.

The links below are two sample links to specific areas on campus for the PBIS Matrix. The full Matrix includes specific behavioral expectations for: Off Campus, Classroom, Assemblies/School Events, Common Areas, Common Eating Areas, Hallways and Restrooms.

Off Campus Matrix: <https://bit.ly/3YgLelU> Classroom: <https://bit.ly/3Ac2W7M>

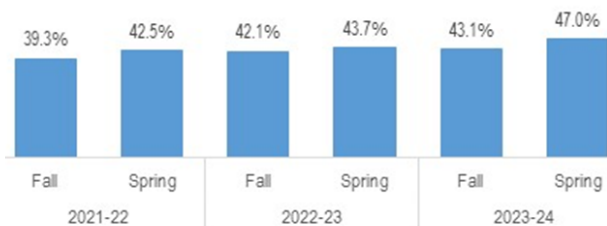
There is still ongoing discussion about when and how to present the Matrix to the Faculty, what the expectations are, and the logistics of getting the posters completed and put up. The timeline has not yet been finalized for these goals. There are still other considerations for PBIS that are still being discussed which include a reward and incentive system for recognized positive behaviors.

SEL Studnet Survey

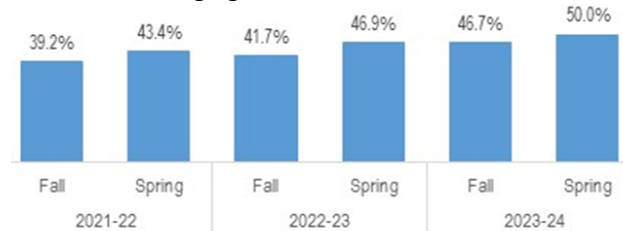
The CNA Workbook contains charts for each of the Core Competencies for comparison over each year and three years. The numbers are difficult to see here but are not as revealing as the patterns. SY 2021-22 was the year after distance learning and all of the Core Competencies below consistently improved from spring 21-22 to spring 22-23 to spring 23-24. The students' SEL grew and grew.

Source: ARCH ADC

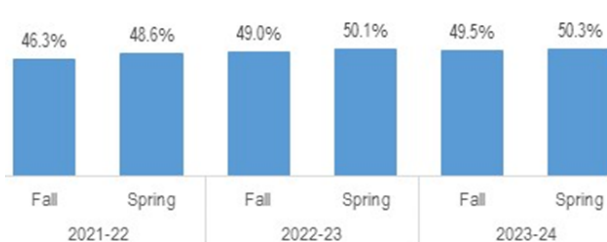
Self Efficacy



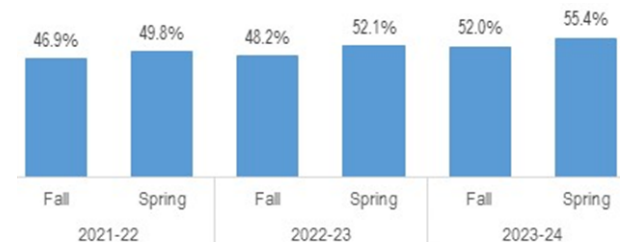
Sense of Belonging



Growth Mindset



Emotion Regulation



The chart for Self-Management is not above because it had the most favorable responses (69%) in SY 23-24 and was 2% higher than the state. Social Awareness is not shown above because it was the 2nd highest of the Core Competencies at 64% and 3% above the state. The chart for Grit is also not shown because it was the 3rd highest at 61% and 3% greater than the state.

Source: Panorama

Student SEL Survey SY 2023-24

Core Competencies % Favorable Responses	Fall 2023 n=1547	Spring 2024 n=1339	Change in SY 23-24	State Spring 2024
Emotion Regulation	52	56	↑4	53
Grit	59	61	↑2	58
Growth Mindset	50	51	↑1	51
Self-Efficacy	43	47	↑4	49
Self-Management	69	69	no change	67
Sense of Belonging	47	50	↑3	49
Social Awareness	63	64	↑1	61

The sum of improvements on the Core Competencies shows an overall gain of 15% for favorable responses in SY 2023-24 and improved from last year's 14%. Emotion Regulation and Self-Efficacy improved the most by 4% and Sense of Belonging by 3%. The school's Advisory Team takes SEL lessons from Panorama based on the results of the Core Competencies for implementation in advisory classes. The lowest of the Core Competencies were Self-Efficacy, Sense of Belonging, and Growth Mindset, respectively, and have priority for advisory activities this SY before other SEL lessons. In SY 23-24, the school exceeded the state for all of the Core Competencies with the exception of Self-Efficacy, the school was 2% below the state and Growth Mindset for which it matched the state.

Universal Screener Star Renaissance

Source: ARCH ADC

STAR UNIVERSAL SCREENER

PROFICIENCY LEVEL	2021-22		2022-23		2023-24	
Reading	Fall	Spring	Fall	Spring	Fall	Spring
On or Above Grade Level	26.2%	27.5%	23.9%	22.9%	22.6%	26.5%
One Grade Level Below	41.4%	20.6%	39.6%	40.3%	42.3%	35.5%
Two or More Grade Levels Below	32.2%	51.7%	36.3%	36.7%	34.9%	37.9%
Math						
On or Above Grade Level	35.5%	57.2%	54.0%	53.9%	50.4%	53.7%
One Grade Level Below	21.1%	26.7%	30.4%	27.8%	31.8%	26.2%
Two or More Grade Levels Below	11.7%	15.9%	15.4%	18.2%	17.6%	20.0%
Not Specified	31.5%					

Universal screening facilitates early intervention for specific student needs, progress monitoring, and Star has been shown to improve student motivation and strengthen student-teacher relationships with goal-setting. In fall SY 2021-22, the school tried testing only algebra on Star instead of the default Star Math. The issue was that scoring needed to be done manually for the Not Specified 31.5% of students which was unexpected and impractical with the large student body. The school decided instead, to consider adjusting the benchmark as described below and all numbers in that fall as outliers in this data.

The results for Reading over the years show that the proportion of students reading on or above grade level (proficient) remained relatively stable (22.6-27.5%). In SY 21-22 and 23-24, more students were proficient in reading in the spring than in the fall. In SY 22-23, less students were proficient in the spring than in the fall. Math results also show that the proportion of students on or above grade level had a relatively small range over the years (50.4-57.2%) and that there was growth in SY 23-24 by 3.3% (50.4 → 53.7%).

Soon after Star Renaissance became the schoolwide Academic Universal Screener in SY 2020-21, consistency between the students' performance on Star and their performance on the SBA was verified for being proficient on both or not on both. The issue with Star is that the proficiency for *Reading at ~25% is inconsistent with the school's typical SBA ELA proficiency at ~50%. This could be remedied by lowering the benchmark (students' test score $\geq 40\%$) but lowering it is without appeal because 40% on a test is, in general, considered low.

Inconsistency between Star and SBA proficiencies also occurs with Math but Star at ~52% on the first screening is more than twice the school's typical SBA Math proficiency at ~21%. Raising the benchmark from the default 40% to 70% for Math would render Star's proficiency closer to the school's typical SBA Math proficiency. The challenge is that everyone would need to change the benchmark to 70% every time we run a Math report. At last check a few years ago, to permanently change the 40% on reports was not possible. Updates for any possibility to change the default needs to be checked again then plans can be made accordingly.

In SY 23-24, PD for using Star Reports was provided by the school for all teachers via NTP and academies used [Star data](#) to assess the effectiveness of RTI Tier 1 Academy Strategies. Measurement with Star for RTI Tier 1 began in [SY 21-22](#) and continued in [SY 22-23](#) to measure the impacts of Academy Strategies and CFAs. This SY, the Power Standard selected for measurement of progress is being reconsidered because next SY would make five years working on the same standard.

*Approximations from mid-range of schoolwide data in the table are reliable for comparison to the SBA. Grade 11 Star proficiencies checked and found nearly the same and closest to the school. Grade 11 typically has the best participation rate on Star.

High Impact Strategies

The school has made progress with the Department's High Impact strategies: School Design, Student Voice, and Teacher Collaboration and has become more familiar with the state's [2023-2029 Strategic Plan](#) and [Nā Hopena A'o](#).

School Design

I. The Academy Model

- In 2018, five academies were established at the school: Business, Creative Arts and Technology, Engineering, Health, and Public Service (Culinary and Teacher programs). In 2019-2021, the academies engaged in a branding process to increase student and community engagement and a sense of ownership for the school community. As a result of the branding process, the college and career academies are collectively called the Academies of Farrington High School. In 2023, all academies were certified by the National Career Academy Coalition (NCAC) according to its [10 National Standards of Practice](#) (NSOP) and four academies earned Model status.
- All academies have a dedicated staff: a vice principal, academy lead, academic coach and two counselors. Teachers choose an academy and are academic core, CTE, or support/global teachers. Academic Core and CTE teachers design curricula for the focus of the academy. Global teachers are not exclusive to one academy's students and teach classes open to all students but support activities, goals, and initiatives of their academies. Academies occupy designated sections on campus so that its staff and students are in proximity.
- Academy meetings facilitate teacher collaboration for design of pathways and curriculum and address Response to Intervention (RTI) for coordinated support of struggling students. Meeting objectives also include monitoring of the academy's progress towards meeting the goals in the Action Plan and NSOP and planning for events, initiatives, and ceremonies.
- Inherent in the academy structure is a sense of belonging to smaller learning communities. This is aligned with Nā Hopena A'o outcome 1: Strengthened Sense of Belonging.
- The College and Career Continuum of the Academies of Farrington strengthens students' sense of Excellence - Nā Hopena A'o outcome 3, and Responsibility - Nā Hopena A'o outcome 2. Embedded in the academy structure are career opportunities for students such as certifications and internships through industry partnerships aligned with Nā Hopena A'o outcome 3: Strengthened Sense of Excellence, students *apply unique gifts to a purpose*.

Strengths

The academies prepare all students for college and careers by linking academic subjects to career themes.

1. Teacher Collaboration and Positive Working Relationships

- a. All academies share a contiguous space for classrooms and offices which enhances communication and collaboration among the academy's staff.
- b. All academies meet weekly to discuss student learning and concerns and use data to inform decision-making for RTI student support. Meetings also include planning for activities, initiatives, and progress on goals in the Action Plan and meeting the NSOP.
- c. Academies receive support from the school for culture building activities to enhance working relationships and professional development to enhance their understanding of the 10 NSOP. Representatives from each academy attended the 2022 NCAC conference in Atlanta for professional development on how to meet all 10 of the NSOP. The teams also visited schools in Atlanta to learn from their academy counterparts and potentially bring best practices to their academies.
- d. At the 2023 NCAC conference in Arizona, the Health Academy presented on Leveraging Partnerships to Enhance Certification and Student Engagement and received positive feedback from attendees from the conference. In 2024, three other academies presented at the NCAC in Chicago: Innovation Design and Engineering Academy (IDEA - formerly known as Engineering) on Cultivating Success: A Deep Dive into Our Academy's Culture; Public Service Academy had two presentations one for Culture Building Through Culturally Relevant Pedagogy and one for Students Teaching Students - A Win Win Academy Collaboration; and Creative Arts Academy on How do essential questions drive academy systems?
- e. Academies participate in meetings with Hawaii Academies which is a coalition of academies in Hawaii. Monthly meetings provide guidance from NCAC staff and a platform for high schools across the state to share best practices and learn how to address technical practices within the academies.
- f. New teachers reported feeling supported with the academy model because they were able to meet more teachers from different departments on campus.

2. Partnerships and Career Readiness

- a. FHS has established meaningful industry and post-secondary partnerships that support student success through the academies' advisory boards and multiple business industry partnerships. Partnerships are vital to expanding opportunities for rigorous, relevant, real-world, and engaging learning experiences for students. Industry partners help to ensure that the curriculum is current with the latest trends, demands, and technologies of industries aligned with the career pathways.
- b. The Business Academy developed a partnership with Aloha Federal Credit Union (AFCU) in 2022 and opened a school-based and student-run credit union. In 2023, students also started working with Tanoa, a local retailer, who hired and trained six students for seasonal hires and employed them as part of their retail team. This relationship continues to grow. Another partnership with Alohilani Hotels also expanded with internships and scholarship opportunities for our students.
- c. Established in 1991, the Health Academy has developed many long-standing partnerships in the community and health industry. In 2019, the Health Academy received a \$62,000 donation from the Queen's Health Systems that was used to develop the Farrington Health Academy Learning Center which is a classroom used for the Medical Assistant (MA) Program. The center provides learning and training for MA students and has a clinical simulation lab. HPH provides a certified, industry experienced instructor who is also the Community Allied Health Education Director. Since its inception, the MA program has had over 60 students who received their national MA certification and about half of them are now working in the health industry or pursuing a college degree. HPH also provides a Nurse Aid (NA) class taught by a nurse for students to participate in during their junior year. In spring 2023, the Health Academy began the Certified Nursing Assistant (CNA) program with their long-standing partner, Healthcare Association of Hawaii (HAH), who provided a Leeward Community College (LCC) instructor to teach the CNA class. In SY 22-23, 8 FHS students and 2 students from McKinley participated in the CNA program. All 10 were successful and were quickly hired as CNAs to aid with the critical shortage of CNAs in Hawaii. This 23-24 SY, the CNA program was made available during the school registration process and 11 students from FHS enrolled for the 2nd cohort. The MA and CNA programs are not limited to Health Academy students but are available to all students at FHS. FHS is the Honolulu District's hub school

where students from McKinley and Roosevelt high school may also participate in the MA and CNA programs. In SY 23-24, HAH also funded the renovation of the room used for the CNA class to replicate a real health facility. In SY 25-26 the school will have a Phlebotomy class partnering with Blood Bank of Hawaii as another pipeline for careers in the health industry.

- d. University Health Alliance (UHA) has been a long-standing partner working closely with students on mentoring, mock interview, and resume preparation. In April 2023, UHA donated \$25,000 to the school to help lower the overall fee for all students enrolled in AP classes to \$20 for AP testing. This support helped students mitigate circumstances that may have hindered them from taking the opportunity to participate in the rigorous work of AP courses.
- e. Students in the teacher program of the Public Service Academy experience learning as student-teachers off campus at complex area schools with teachers in the field. The academy is working towards having students complete the Substitute Teacher Certification program and be ready for substitute teaching.
- f. In 2019 the World Surf League (WSL) in partnership with IDEA provided real-world learning experiences for students by designing a mobile storefront trailer that is used at WSL events. In 2022 the academy's partnership with Domino's Pizza led to designing a 40 foot mobile pizza kitchen which is targeted for completion in Spring 2025. Students in clubs can work as employees in the mobile kitchen learning food safety, customer service, and working as a team. IDEA has also partnered with the International Brotherhood of Electrical Workers (IBEW) where students complete the online coursework curriculum required of traditional first year apprenticeship candidates. They also learn directly from experienced electricians during their hands-on labs to practice basic skills like wire-stripping, wire-splicing, creating circuits, and more. Once these students successfully pass their coursework, they will be credited with a year of apprenticeship experience and automatically become members of the IBEW Union. They are eligible to begin their on-the-job training the day they turn 18. These partnerships provided students with real work experiences with clients in project related groups to culminate in their final project.
- g. A community liaison position was created in 2023 to assist the academies with building partnerships. The liaison has brought business partnerships such as: Tanoa, Alohilani Hotel, Kyoya Hotels, UHA, Y. Hata & Co. Ltd. to name a few. In 2024 with Kyoya Hotels (Sheraton Waikiki, Moana, Royal Hawaiian, and Princess Kaiulani) which attracted 80 seniors to the school's Ready-to-Work program. The Ready-to-Work program continues to expand to other business partnerships with the school. Through these partnerships and programs, students experience the diverse career opportunities that include skills for interviewing, resume writing with authentic feedback from industry leaders.
- h. In SY 24-25, the Ke Ala Pono Academy for the school's special needs students was rebranded as BRIDGE for Building Relevant Instruction to Drive Gainful Employment. The BRIDGE academy continues to work on WBL opportunities for their students that incorporate social and real work skills to drive gainful employment. Students apply soft skills for customer service, maintenance of a clean and organized work area, working as a team and communicating effectively in the school's Top Hat Cafe. BRIDGE continues to explore other work WBL opportunities to have students work and career ready.
- i. HCC has been instrumental in providing Early College courses on campus for CTE and many new academy pathway related courses are now available for students.

Challenges

- a. **Action Plan Execution:** All academies have Action Plans with goals tied to specific measures in the NCAC NSOP. Maintaining focus on the initiatives of the Action Plan is a challenge for the academies' leadership teams (ALTs) with the many moving parts of an academy that require attention. Training for how to effectively use academy data for improvement is needed. Strong leadership, coordination, and time for training on use of data are essential for monitoring the progress on goals in the Action Plans.
- b. **New CTE Pathways:** The state redesigned the career pathways which resulted in new course offerings for some academies. This made it necessary for some academies to reinvent their programs. Creating different programs of study within an academy requires coordination with the registrars and may result in the need for training of CTE teachers in new pathways as well as new personnel. All CTE courses and pathways were updated by the end of SY 23-24.

- c. **Roles, Responsibilities, and Need for Teachers:** In SY 23-24 four academies welcomed new academy leads and in SY 24-25 there were continual changes in the school's academy and department leadership. There is a need for the school to provide leadership development for these teams as well as academy coaches as they prepare for instructional coaching in SY 25-26. The school also struggled with the loss of key personnel in SY 24-25, placing new people in leadership roles, so it is important to be mindful that people who move into these roles need time to acclimate to their new responsibilities. Time for collaboration within academies is critical and needed for interdisciplinary lesson planning, but a common planning period for academy teachers other than the academy meetings is still being discussed. Alignment of academy grade level teachers' prep periods would support more collaboration during school hours. Also, as academies create new programs of study, the need arises for more qualified CTE teachers with industry experience which is often difficult. Finally, in SY 24-25 the school changed into a yearlong traditional A/B rotation schedule that will support the academy structure. The change in schedule has caused some concerns as teachers adjust their curriculum and not be able to meet with students daily as in the previous schedule.
- d. **Including ELL and SPED:** Some students in the ELL Foundations classes may be limited with the classes they can take within their selected academy. They select an academy as they transition to FHS, but do not always experience the full benefits of being part of an academy. ELL students who need sheltered instruction may not always be able to take some of their English or science classes with their academy peers, but the school has expanded the ELL J Line classes to include Social Studies. There is still a need for qualified ELL teachers. As of 5/7/24 only 59% of teachers have met Sheltered Instruction Qualification (SIQ) requirements. The Academies need to continue to embrace the challenge of finding ways to include the growing ELL population. The BRIDGE academy continues to learn about the 10 NSOPs and needs time to work on their action plan to be certified in 2026. In addition, the number of SPED students in academies vary and coordination of inclusion is challenging due to limited SPED teachers or educational assistants. The curricula for non-diploma SPED students may limit some of the elective or global classes that are available for these students. Although the school continues to experience the effects of the ongoing teacher shortage, especially ELL and SPED, there are efforts to increase more opportunities for all grade-levels and content areas.
- e. **Developing a Multi-Tiered Systems of Support to Help Students**
All academies engage in Response to Intervention (RTI) meetings for struggling students. Cross-curricular teacher teams target students who may need extra support, collaborate on interventions, and assess the outcomes of the interventions. All academies have SPED and ELL teachers who advocate for their populations. Currently, RTI teams mainly discuss failing students or those with attendance issues. The next step is to determine interventions that will support students who are not mastering standards. Having all academies in agreement on a common RTI system for everyone is a challenge based on the different sizes of academies (number of students) and feasibility. In the 20-21 SY, the school started using Star Renaissance for reading and math formative assessments and objective data for RTI. Star identifies students in need of intervention and identifies the Common Core State Standards (CCSS) for ELA and math on which students need the most improvement.

FHS has resources, systems, and processes that address the needs of all students. However, there is a need to streamline all resources and services so that the academic, behavioral, SEL, and physical needs of all the students are met. In the summer of 2022, the Farrington MTSS working committee- a group of teachers, counselors, coordinators, and administration - convened to start drafting our MTSS framework. The committee continued its progress on the framework in SY 23-24 and ready for partial implementation in SY 24-25. The eventual implementation of the framework will need a structure and resources to support all school personnel who will be utilizing the framework.

Implications

1. Five academies have been certified by the NCAC with four out of the five recognized as Model Academie. The BRIDGE Academy is still in the beginning stages of being certified. Academies need to continue to work on their action plans at meeting or exceeding the 10 NSOPs in preparation for its next NCAC certification process in Spring 2026. As a recognized academy school, the school looks forward to becoming a visiting school site at the 2025 NCAC conference in Hawaii. Therefore, finding the time to work on each criteria of the 10 NSOPs will

require a focused leadership team to coordinate meetings, analyze data, monitor progress, showcase strengths and determine next steps for areas of growth.

2. Sub days, stipend days and professional development are necessary for academy and department teachers to collaborate, plan, and implement enabling activities that will meet the academy's action goals. The school needs to dedicate funds to continue teachers' professional development to workshops or conferences that will broaden their knowledge of the 10 NSOPs and strengthen each department's content area that includes differentiated strategies for the school's high need students: ELL, SPED, and the growing Pacific Islander populations. The school also needs to implement a school wide system where learning is shared to respective departments, academies, or the whole faculty.
3. Academies are responsible for school improvement within their academy. Every academy's Improvement Action Plan consists of specific data measures such as increasing the SBA, Biology EOC exam, ACT scores, attendance rate, AP course enrollment and goals to improve them. The school has a dedicated School Data Analyst to support the data collection and disaggregation for academies' Action Plan, historical data for certification, and Star data so academies can focus on the Action Plan. Academy teams still need help to analyze their data so that their analysis results in instructional changes and plans for student support.
4. As academies develop and implement their action plans, there is a need to systematically coordinate efforts from each academy so that consistency of student services and programming is maintained schoolwide.
5. All academies now have functioning advisory boards. Academies need resources to support ongoing activities recommended by their advisory board and partnerships through teacher externship, field trips, student internships, and visits to industry worksites that relate their pathways. For example, funding substitute teachers for teacher externships, funding additional industry equipment for the classrooms, and funding student excursions will be necessary.
6. There is a need to support teacher leaders at all levels. These include but are not limited to providing professional development on professional learning communities (PLC), providing extra time for planning weekly meetings and developing new partnerships as well as sustaining established partnerships. This may result in the need to reduce their teaching load which would present the challenge of hiring additional qualified staff.
7. As a smaller learning community, academies will need to focus on building a culture of community that is based on relationships between students, parents, and teachers to address students' academic and social emotional learning (SEL). Fostering strong relationships with students and families will help lessen discipline issues and improve attendance. Communication with students and parents is paramount for student success along with the academy's goals to provide rigorous, relevant and engaging learning experiences to increase student achievement.

II. Quad D Lessons/Projects for a Rigorous, Relevant and Engaging Interdisciplinary Curriculum

- The school implements the Quad D Framework with a consultant that encourages interdisciplinary collaboration with high rigor and high relevance.
- The school uses the Quad D rigor and relevance rubrics and FHS Quad D Lesson Template (that teachers determined required a 3 day minimum timeframe) to create and measure the lessons/ projects effectiveness. Pre-COVID, teachers shared and presented their lessons/ projects at faculty meetings to inspire others and in the spirit of collaboration to share resources with their colleagues

Strengths

- a. Quad D training has been provided for all teachers. New teachers will be trained with support by academy coaches.
- b. The school continues to move toward developing and making Quad D Interdisciplinary lessons/ projects a priority in academies and departments.
- c. Quad D lessons/ projects in the shared school drive as resources for others as needed and will continue to work on sharing resources with all teachers at faculty meetings.

Challenges

- a. **Time for Planning.** Developing Quad D lessons/ projects requires time. As the school continues to use an

academy school framework, teachers need collaboration with other teachers across disciplines to design lessons with attention to rigor, relevance and student engagement with real-world applications. Although new teachers are being trained, they will also need time, coaching and feedback, and resources.

- b. **Consistency of Language:** The language of the NSOPs calls for project-based and work-based learning in the classrooms. Although Quad D, project-based, and work-based learning all share the same qualities (rigorous, relevant, and engaging), the consistency and calibration of understanding among teachers is needed.
- c. **Teacher Leadership Training:** Leadership training and support for coaches, department heads, and academy leads to follow through consistently with teachers and their Quad D Lessons.

Implications

1. Quad D Professional development for teachers new to Farrington started in September 2022, and they received follow up professional development and coaching throughout the 24-25 SY. As more new teachers become part of FHS, there is a need to onboard them with curriculum and instructional frameworks used schoolwide.
2. Develop a clear process and expectations for Quad D must be developed and implemented that includes components of using the RRE rubrics, and self reflections for next step for consistency and fidelity.
3. Provide opportunities for teachers to share and celebrate their lessons/ projects and resources with faculty as previously done before COVID.

Student Perception Survey Responses & School Initiatives

% Positive Responses				3 year
Rigor				change
How often does this teacher make you explain your answers?	67	68	70	↑3
Overall, how high are this teacher's expectations of you?	69	69	69	- -
How much does your teacher encourage you to do your best?	84	83	82	↓2
When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?	77	77	76	↓1
Relevance/Engagement				
Overall, how interested are you in this class?	64	66	67	↑3
How excited are you about going to this class?	52	55	56	↑4
How interesting does this teacher make what you are learning in this class?	70	71	72	↑2
Relationships				
How respectful is this teacher towards you?	91	89	88	↓3
If you came to class upset, how concerned would your teacher be?	60	57	59	↓1
When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer?	71	69	70	↓1
Student Voice				
How comfortable are you asking this teacher questions about what you are learning in his/her class?	71	71	73	↑2

III. Doug Fisher: Visible Learning and Teacher Clarity

- In 2020-21 the CLSD Grant provided PD for the ELA department on Teacher Clarity that focused on making learning visible with high impact learning strategies. The PD provided tools to review and deconstruct focused standards in department teams and to make learning visible with 3 Teacher Clarity questions. 1) Learning Intention(s): What am I learning today? 2) Relevant Learning: Why am I learning this? 3) Success Criteria: How will I know I have learned it? In SY 2021-22 the ELA department rolled out the first phase of the Teacher Clarity questions. In SY 22-23, math, science and social studies started the Teacher Clarity PD. A school- wide effort to use the Teacher clarity questions was rolled out.
- Teacher Clarity questions are making learning visible to students so they know explicitly what they are learning, why and how to evaluate if they have learned it. Frequent teacher check-ins with students to monitor progress towards the learning intention using quick formative assessments. This helps the teacher determine if the lesson pacing needs to change or to review areas of need. Teachers also used many other visible learning high impact strategies in their classes, lessons or RTI team discussions.

- A focus group of teachers learned to develop Professional Learning Communities (PLC). This is to strengthen team discussions that focus on student learning, data that drives instruction and assessments to monitor students growth and needs.
- Learning Walk protocols were implemented in SY 21-22 with the CLSD School Literacy team. Protocols for observations were outlined to be non-evaluative and focus on three areas: 1) Teacher: What do you see and hear; 2) Students: How do students describe their learning (RRE rubrics); 3) Environment: How are the students engaging with the environment to support their learning? The Learning Walk protocol was also used to get feedback from complex area leaders.

Strengths

- a. Teacher Clarity questions provided more intentional teaching to a standard and promoted deeper team conversations regarding how to break down those standards into essential parts.
- b. All teachers have a form of the clarity questions posted or available for students.
- c. Deconstructing the standards has helped departments to better understand standards and what key concepts and skills need to be addressed or chunked in the learning intention(s).
- d. Learning walks for teachers are being implemented schoolwide. Teacher voice and choice on who they would like to see as potential collaborators for intra– and interdisciplinary lessons or projects.

Challenges

- a. Not all teachers are using the Teacher Clarity questions. There is no quantitative data to support the use of this strategy at this time.
- b. Many teachers may be teaching more than one course type, so clarifying how the type of visibility in the classroom differs for Teacher Clarity questions.
- c. There needs to be more clarification on how and why Teacher Clarity questions are used in the classroom as a tool to enhance learning with many opportunities to show their learning using Success Criterias.
- d. Although there was targeted PD for the core courses, with ELA teachers receiving the most PD, there seems to be little support in the global classes.
- e. Although not evaluative, many teachers choose not to share their classrooms for learning walks.

Implications

1. Further data on the specifics of the the Teacher Clarity Questions was not collected so there is no effective means for a quantitative measurement of how many teachers used the questions as well as any qualitative data of its impact on teaching or student learning. The school needs to develop an effective system of collecting data for this initiative.
2. To create a visible learning environment, the school should consider using a consistent frame for posing the Clarity Questions. This will promote a cohesive and consistent pattern where students can quickly identify their learning intentions, its connection to relevance and how to evaluate their own learning.
3. Academies are SLCs that are themed around a career focus and within them are developing PLCs. The school should consider ways to develop these PLCs so they are more effective, consistent and focused towards meeting student needs and the NCAC NSOPs.

IV. Common Formative Assessments (CFA)

- The Academic Coaches continue to plan and support the training and collaboration around literacy school wide. In 2020-2021, they trained the Ad Council on the Common Formative Assessment (CFA) cycle. All departments will continue to complete a CFA cycle every year..

Strengths

- a. All departments use a CFA at least once a year. Some departments have developed one for each semester. English has developed pre– and post CFA assessments to target students needs before teaching and measure students growth and success towards a learning intention or standard.
- b. The English department has modeled their CFAs after SBA style and prompts adding some variety of tasks for students to practice and build familiarity.

- c. Data from CFAs are collected by departments and discussed with intentional planning for next steps and shared strategies.
- d. As part of the teacher's 21 hour job embedded PD, teachers are given information and sample questions of SBA ELA and math to discuss and learn what students are being asked to do on these statewide assessments. Discussions about the reasoning for selecting an answer were in depth and informative, and helped teachers empathize with the type(s) and level of complexity of the SBA assessments. This process needs to be duplicated with students so they understand how questions are structured and more importantly how to use a critical thinking process to reflect on their answer selection.

Challenges

- a. Some departments are still working on and are at different stages of creating CFAs. The school should continue to develop a clear system of expectations, processes and check ins for developing and implementing CFAs. These may include systems to check with fidelity and extra support for developing CFA's as needed.
- b. Additional information and training needs to be developed for CFAs with a focus on other content areas.
- c. Few departments analyze CFA data with a pre- and post- assessment to determine needs.
- d. Only a few teachers have participated with PDs on SBA item writing to learn and develop how SBA develops their test questions which means many teachers do not know or are familiar with this process.
- e. The intricacies of developing SBA style questions takes time and experience. The variety of SBA type questions, other than the selected response, must also be shared and developed.

Implications

- 1. A clear schoolwide process with expectations for CFAs needs to be developed and consistently implemented with fidelity.
- 2. More information, training, and support needs to be developed for CFAs with a focus in all content/ departments.
- 3. The school should gather and consider other resources for SBA questions to use a frame to develop SBA testing questions, to save teacher time on developing SBA questions, and minimize possible incorrect testing questions.

Student Voice and Choice

- Incoming freshmen have a voice and choice in joining an academy. A system is in place to help students transition into the Academies of Farrington High School. The middle school students begin learning about the academies with videos, flyers, academy ambassador panels, and interest surveys to assess which academy best fits their goals. They visit all the academies in person to learn more about the activities that academy students participate in. In 2021-2022, the feeder middle schools and FHS hosted their first middle school academy parent night where parents of middle school students learned about the college and career academies of FHS. In 2024-2025, academy ambassadors delivered lessons/ activities each quarter at Kalakaua Middle school to the 6th grade students to introduce them early to the Academies of Farrington. Also this year, the middle school parent night was moved to the middle school campuses and had an increase in parent participation. All these transition activities culminated with an academy selection week where students collaborated with their teachers and advisers in selecting an academy.
- The voice of the Academy Student Ambassadors are essential in running the academies. They serve as guides during the middle school visits and when community members visit FHS. They positively represent the academy, and share the benefits of their experiences to community stakeholders. Academy Advisory Boards also have student members who represent the students of their academies. These are aligned with Nā Hopena A'o outcome 4: Strengthened Sense of Aloha, 4c: *make others feel comfortable and welcome* and 4d: *communicate effectively to diverse audiences*.
- Rigorous, relevant, and engaging lessons in the academy classes in the form of Quad D, project-based learning, and work-based learning provide students with more opportunities for voice and choice because their interests drive these learning opportunities.

- The Associated Student Body (ASB) is an elected body of student-leaders from grades 9-12. This body includes grade-level class council officers and chairpersons, club representatives, academy representatives, and the student body officers and chairpersons. The Student Activities Coordinator (SAC) works with the ASB and is part of the Ad Council. The SAC shares relevant information with the ASB and collects qualitative and quantitative data on its perspective to share with the Ad Council. The ASB concerns are heard by the Ad Council. The SAC and the ASB provide input on student matters which include attendance and dress code policies, bathrooms, and student activities. ASB students are active members of the School Community Council.
- Many teachers have taken to surveying the students for their interests and needs much more than prior to the pandemic and some have shared their results with the faculty. The Panorama SEL and the Panorama Student Perception survey also solicit student voice. Results of these surveys are used in planning schoolwide SEL initiatives and helps their teachers in planning their instruction.

Teacher Collaboration

- The Teacher Leadership Cadre (TLC) was created in 2015-16 and will celebrate ten years where teachers are leaders in the professional development of FHS teachers. Since the start of the Teacher Leadership Cadre (TLC), teacher collaboration and relationships on all levels have improved. A culture of collaboration was clearly established as teachers support each other. The goal of the TLC, *teachers empowering teachers*, continued with more teachers providing professional support, learning apps and strategies, and other professional learning needs of the faculty. The TLC shared on Nā Hopena A'o outcome 1 with a block of sessions on empathy for teachers to enable them to practice and teach empathy.
- ART will be preparing the midterm accreditation self-study process by reviewing significant developments and progress towards the schools growth areas of continuous improvement. The school's collaborative self-reflection and self-evaluation continued in the Home Groups and interdisciplinary Focus Groups, representing a cross-section of teachers, staff, and stakeholders. Home Groups members collected and analyzed data, and they convened in their Focus Groups to examine our progress towards the HDOE and WASC criteria.
- The faculty continues to work on Quad D lessons for rigorous, relevant and engaging lessons. Quad D lessons are interdisciplinary requiring collaboration for cross-content learning and skills. Collaboration has occurred among teachers with the same content, with teachers from different content areas, and with community organizations for more relevant and real-world learning.
- The Creative Arts and Technology Academy, Fine Arts Department, and Music Department's collaboration on the staging of the student produced art show in May 2022 is an example of multidisciplinary and interdisciplinary collaborations that are currently happening on campus. AP Art students transformed our library into a gallery where students exhibited art pieces and produced a fashion show.
- In 2019, EL and sheltered English teachers collaborated with community members and their multilingual learners in the publication of the poetry anthology *Voice: Poetry by the Youth of Kalihi*.
- FHS is doing great things in many different areas and has shared its work and results at state and national conferences. In the summer of 2019 teachers presented Quad D projects (Engineering WSL trailer and Food Truck/Business Collaboration) and the blended learning system of a Special Ed math class. The Friends Program presented at the *Council for Exceptional Children Conference* in January 2019. The Friends program was also awarded with the National Unified School designation in 2017 for its efforts to include special needs in all areas of school life. A team of English and EL teachers presented at the *National Council of English Teachers (NCTE)* conference in November 2019 on Differentiation and Place Based Instruction and again in 2024 on strategies for ELA and other content areas. CTE teachers shared the Engineering WSL project at the Association for *Career Technical Education (ACTE)* conference in December 2019. Most recently, our counseling department was awarded the Recognized ASCA Model Program (RAMP) by the *Association of School Counselors Association (ASCA)*. They were honored at the ASCA conference in July 2021. The School Strategic Planner presented on how our Seal of Biliteracy program elevates the voice of marginalized voices at the 2022 NCTE Conference. In the last two years, almost all academies have presented at the NCAC conferences.

Where Do We Want To Be?

WASC Recommendations

The WASC 2023 visiting committee identified five areas of focus to be addressed for continual improvement.

1. Improve literacy and critical thinking skills across the disciplines for all students especially for Special Education, ELL and Pacific Islander subgroups.

Grade 11 students meeting standard improved 5.8% percentage points from 53.3% in 2017-18 to 59.1% in 2021-22 in Language Arts. Strategies for improvement include the Comprehensive Literacy State Development (CLSD) Grant since 2020-21, academies began to disaggregate data to determine a literacy focus for each academy, systematic implementation of Department Common Formative Assessments (CFAs) in all departments, on-going professional development, attempts to increase inclusion and support classes for Special Education students, Summer Learning Hub (2020) open to Special Education, ELL, and other students with high needs that has been expanded to 10th grade ELA inclusion classes in addition to the 9th-grade ELA inclusion, co-teaching, and EL Success Plan aligns with the Farrington-Kaiser-Kalani EL Success Plan.

2. Improve math skills for all students especially for Special Education, ELL and Pacific Islander subgroups.

Between 2018 and 2021, the number of students taking college-level math courses increased by 5%, and the number of students needing remedial math courses decreased by 16%. On the ACT, students who met the college readiness benchmark in math increased by 1% from 2018 to 2021. However, the number of students proficient on the assessment on the math Smarter Balanced Assessment decreased by 4% between 2018 and 2021. The gap between students in the High-Needs group and those in the Non-High Needs group decreased by 11% from 2018 to 2021. The gap between the school and Pacific Islander students remains the largest, with only 4% of Pacific Islander students demonstrating proficiency in 2018. Students' math skills remain a significant learner need.

3. Farrington High School administration and faculty need to develop professionally acceptable systematic assessment processes for the collection, disaggregation, analysis, and reporting of student performance data to all stakeholders.

The Academic Review Team (ART) continues to meet quarterly to analyze data collected and disaggregated by the data coordinator. This data analysis results in the annual Comprehensive Needs Assessment (CNA). Needs identified on the CNA become the basis of changes to the academic plan. The School Community Council (SCC) is instrumental in helping the school report student performance data and academic plan during monthly and community meetings that occur twice a year. Progress reports are mailed home, and results of state assessments and SEL surveys to parents are done through advisory. However, during the parent group meeting, parents shared that there is a need for focused school communication and parent engagement. The EL parents shared they would like written communications and phone calls to be in their home language.

4. Continue to advance student achievement and engagement of all students, including English Learners and Special Education through increasing instructional rigor and student engagement with clearly defined accountability.

Rigorous, relevant, and engaging instruction through Quad D is emerging. The EL Success Plan has been instrumental in advancing the achievement of EL students. FHS is scheduled to pilot in summer 2023 the SALLS program for newcomers. The Seal of Biliteracy program at Farrington started with Class of 2019. From 16 honorees in 2019, FHS is now one of Hawaii's leading Seal of Biliteracy schools. The Kina'ole Program and Alternative Learning Opportunities, started in 2018, promotes a positive environment for students to earn a Workforce Development Diploma (WDD) and work towards a General Education Diploma (GED) in partnership with the Adult Community School, with businesses and organizations. Extra and Co-curricular Activities are robust.

5. The midterm visiting committee in 2020 suggested that we increase our PBIS programming and celebrations both school-wide and by academy.

Due to COVID-19, school-wide PBIS took a back seat. Positive encouragement and celebrations include Honor Roll recognition for those who receive 3.0 GPA or higher, and ALOHA Awards.

In addition, the visiting committee identified the following critical areas that need to be addressed and include: strategies for decreasing the 9th grade retention rate and increasing support, accommodations and progress monitoring for ELLs, Special Education and other designated populations. Close the achievement gap between NHN and HN groups by Identifying and implementing a clear process in supporting the HN group. Increase parent communication and engagement, including additional multi-language translations and translators for parents of ELL students.

Overall, there is a recognized need for improved instruction, with lessons promoting reading, writing, complex thinking, problem solving, numeracy, math and student engagement. Better monitoring of initiatives is necessary to improve accountability.

Vision and Mission

Farrington aims to be a model school with a dedicated, caring, and efficacious staff, program, and partnerships through the wall-to-wall academy structure and college going culture. Focus has been on developing positive relationships and classrooms that engage students in rigorous and relevant learning which are all key components for developing a culture of excellence. The diversity of the school is a strength as well as a challenge. Providing appropriate support for the diverse needs of our student population is the key to success for all. Successful teaming and collaboration by the staff is necessary for the school to keep moving forward. Rigorous and relevant instruction is an expectation for teaching and learning so that students leave with the literacy and math skills needed to succeed in careers and college. Student engagement in classrooms is growing; students want to come to school, and want to belong to a meaningful community that embraces diversity and offers multiple opportunities for a successful path to careers and college. The school's continued efforts towards implementing effective assessment practices, clear systems of accountability, and growth of strong teacher leaders contributed to five academies achieving national certification in 2023 with 4 out of 5 academies meeting the criteria for Model Academy status. The principal's vision of a model school for Farrington continues to drive the direction of the school as a place of excellence and success for all students.

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

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 the 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

Academies of Farrington High School Brand Promise

The Academies of Farrington High School prepare us to pursue our passions in a safe, trusting environment focused on rigorous and relevant real world learning. Our voices are heard and we are empowered; given opportunities to learn real life skills that prepare us for college, career, and life.

The school will continue to implement the Department's 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.

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**CONTRIBUTORS  
TO DATA ANALYSES**

| Dept / Team     | Data Sets Analyzed Primarily for Root Cause, Contributing Factors, Needs, and Implications for the Academic Plan |
|-----------------|------------------------------------------------------------------------------------------------------------------|
| ELA             | SBA ELA, HN/NHN, HN & ESSA groups                                                                                |
| Math            | SBA Math, HN/NHN, HN & ESSA groups                                                                               |
| Science         | Bio EOC, HN/NHN, HN & ESSA groups                                                                                |
| Counseling dept | 9R, SEL optional                                                                                                 |
| Sped dept       | SPED SBA ELA & Math proficiencies + background data (relative school and HN group data)                          |
| Angie & C&C Cs  | All College Readiness data: ACT, EC, RS, College Enrollment                                                      |
| Social Studies  | Teacher SQS                                                                                                      |
| EL dept         | EL SBA ELA & Math proficiency data + background data                                                             |
| CTE Coordinator | Updated text accompanying Industry Certifications data                                                           |