

Progress Report

(Progress Report for the STANDARDS IMPLEMENTATION ACTION PLAN)
[SID PROGRESS, TASK 7]

School Year: 2004-2005

School: W.R. Farrington High School

Date: December 15, 2004

A. Describe the extent to which the SID Parameters were achieved.

The results of the 2004 Hawaii State Assessment (HSA) indicate that students met NCLB benchmarks for math, but fell short of meeting the reading benchmarks. As a result, the school did not meet Adequate Yearly Progress and is now in Year 1 Needs Improvement status. Forty four percent of the sophomores taking the HSA in 2005 will have to meet proficiency in reading and 28% will have to meet proficiency in math in order to begin to move out of status. The focus of the school is on improving curriculum, instruction, and assessment so all students can meet proficiency and improve performance on the HSA. In addition, Farrington is preparing for the WASC Accreditation visit in March of 2005.

Last year the Assessment focus group gathered and analyzed school and community data for the profile section of the Accreditation Report. The school profile was shared in October 2004 with faculty members and other role groups, and suggestions for improvement and clarifications were solicited. The profile was then revised and updated.

In the spring of 2004, all faculty members reviewed the SID process and Images of Success. Input on strengths and growth needs were collated and written in narrative form for the Accreditation Report. Faculty and other role groups had the opportunity to give feedback on the narratives in November 2004. Revised narratives were presented to the administration for review.

The Standards Implementation Action Plan (SIAP) was revised based on the growth needs noted. The faculty is in the process of reviewing the SIAP, for which all will be held accountable. Departments collaborated to align their Department Action Plans (DAPs) to the school's Action Plan to ensure that students receive a rigorous education based on the Hawaii Content and Performance Standards (HCPS II) and General Learner Outcomes (GLOs). Focus groups continue to meet monthly to carry out the enabling activities in the SIAP.

All 9th and 10th grade students took the Benchmark Tracker test to monitor their progress toward meeting proficiency on the HSA. All faculty members corrected the constructed response items on the Benchmark Tracker assessment. The results indicate that many students do not attempt constructed response questions nor do they do well on them. Therefore, the faculty was trained by complex personnel on how to develop constructed response questions and rubrics. All departments are using articulation time to develop constructed response questions to assign to students as practice for the HSA. Starting in January, departments will meet to discuss student work and how to help students do better on the HSA.

The principal, Catherine Payne, has been instrumental in creating a culture of learning and support. In order to meet the goals set in the action plan, she has supported teachers with substitutes or stipends for professional development to improve curriculum and instruction, and consequently, student achievement. Department chairpersons are part of the Administrative Council which meets monthly to discuss school-wide needs and make decisions on behalf of their departments and the school to improve student achievement. The principal is setting up Farrington's School Community Council as directed in Act 51. The council will include representatives from all role groups and will guide the implementation of the SIAP and decision-making regarding the school budget.

B. Evaluate the implementation of the Standards Implementation Action Plan

1. Describe the changes, adjustments, and/or modifications made to the Action Plan and reasons.

The SIAP was slightly modified to reflect the growth needs that surfaced from the narratives of the six images in the Accreditation Report. Much of the Action Plan remains intact as the faculty takes steps to ensure that all students receive a high-quality education and demonstrate mastery of the HCPS II and GLOs. Developing and implementing standards-based curricula continue to be the focus areas of all departments. The school is also making progress in developing Career Pathways for all students. A personalized education is the impetus of the *Hale* program, which began for 9th graders last year. This year, tenth grade *Hale* teams were formed, based on students' self-selected career pathways. The Career Pathway focus group, Career Technical Education (CTE) Coordinators and CTE teachers are taking the lead in developing the course of study required for all students in their chosen pathways.

In the area of Quality Student Support, an evident growth need appears to be consistency of policies, especially with regards to security. To address this, staff development for all role groups will include relationship-building and clarification of roles and responsibilities for the support staff.

The 2004 HSA data show that scores for reading proficiency decreased from 26% to 22%, but the math scores met the state goal of 10%. However, next year the state goal for reading is 44% and 28% for math. For improved student performance, on-going professional development will focus on writing across the curriculum with an emphasis on constructed responses. Time for on-going school-wide professional development to ensure that teachers are highly qualified continues to be a challenge. Thus the need for the teachers' union and faculty to support additional time for professional development was noted in the action plan.

In preparation for the implementation of GLO reporting and Standards Based report cards, time will be spent on in-servicing teachers. In January, the administration is bringing in Dr. Anne Davies who will train the teachers on triangulation of grades.

Added to the plan is the involvement of all role groups in the preparation for the implementation of the School Community Council in 2005. Departments will be required to show their budget requests aligned to the school's SIAP starting in the second term.

2. Describe the extent to which student achievement targets were met.

A majority of the achievement targets in regards to NCLB were not met. However, in math 10% of the students met or exceeded proficiency. The schools' effort to meet participation rates met with varied levels of success. Participation goals of over 95% were met, but the number of students scoring in the below proficiency increased dramatically. In 2003, 8% of the students were in the well below category for reading as compared to 28% in 2004. In 2003 for math, 18% of the students fell into the well below category, but in 2004 that percentage was up to 29%. In 2004, only 22% of the students tested met proficiency in reading, which is down from 26% the year prior. The 2004 disaggregated data is not available at this time. The current NCLB status is Year 1 Needs Improvement. The school is attempting to address this through the school-wide initiatives and professional development efforts listed above.

3. Describe the extent to which other targets (cross-cutting issues) were met, if applicable.

n/a