LEGISLATIVE REPORT

SUBJECT:    Educational assessment and accountability; annual reports

REFERENCE: §302A-1004, Hawaii Revised Statutes.

(b) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular legislative session, an educational status report that includes but is not limited to the following:

1. Results of school-by-school assessments of educational outcomes;

2. Summaries of each school’s standards implementation design;

3. Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;

4. Comparisons of conditions affecting Hawaii’s schools with the conditions of schools in other states; and

5. Other such assessments as may be deemed appropriate by the board.

ACTION REQUESTED: That the department submit a report to the legislature and the governor containing the required accountability information.

DOE REPORT: Two reports have been prepared annually since 1990 by the staff of the Department of Education's assessment and accountability system. The School Status and Improvement Report (SSIR) is a report about individual schools. An SSIR is prepared for each regular public school in the State. For the 2001-02 school year, 256 School Status and Improvement Reports will be prepared. The second report, The Superintendent's Annual Report on School Performance and Improvement in Hawaii, is a statewide summary of performance and progress being made in Hawaii's public school system. Both the SSIRs and the Superintendent's Report include multi-year data wherever relevant and possible, and both employ a model taking account of context, process, and outcomes in reporting and analyzing educational indicators. The Superintendent's Report also includes state-by-state data for comparative analyses of Hawaii's educational system.

The specific educational assessment and accountability information requested by the Legislature, together with reference to the report containing that information, is as follows:
• Results of school-by-school assessments of educational outcomes
  Attachment A, School Status and Improvement Report, pp. 5-6
  (For summary, see Superintendent's Annual Report..., pp. 30-35)

• Summaries of schools’ Standards Implementation Designs (SIDs)
  Attachment A, School Status and Improvement Report, p. 3

• Summary of demographic makeup of schools
  Attachment A, School Status and Improvement Report, p. 2
  (For summary, see Superintendent's Annual Report..., pp. 3-13)

• Comparisons of conditions affecting Hawaii's schools with those of schools in other states
  Attachment B, Superintendent's Annual Report on School Performance and Improvement in Hawaii (pp. 14-26.)

The Superintendent's Annual Report on School Performance and Improvement in Hawaii and the 2001-02 SSIRs are in preparation at this time. A sample SSIR for 2000-01 and The Superintendent's Twelfth Annual Report on School Performance and Improvement in Hawaii, covering 2000-01 are attached to this report. Copies of these documents are posted online at http://arch.k12.hi.us.

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1 Because of the volume of the reports and the cost of reproducing complete sets of SSIRs (over 1,600 pages per set), only a sample copy is attached here. Complete sets will be presented to the Governor, President of the Senate, Speaker of the House, and Chairs of the Legislature's Education Committees. Additional sets will be made available upon request.
Governor Wallace Rider

Farrington

High School

Grades 9-12

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department’s educational accountability system to provide regular, understandable accounts of our schools’ performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the context, process, and outcomes at the school for the 2000-2001 school year, including a summary of the school’s Standards Implementation Design (SID) process.

School Description

Farrington High School has the largest student population of all Hawaii public schools. Many students are immigrants who require intensive instruction in English, and families are challenged by poverty and unemployment. Nevertheless, the school enjoys an award-winning newspaper, an excellent theatre company, and more national award-winning artists than any other high school. Students may elect to enroll in one of several vocational academies, including health, travel, early childhood education, and art. Courses that equip students with skills to meet the state standards, as well as advanced placement classes in English and mathematics reflect a versatile curriculum that is designed to meet the needs of a diverse student body. In 1999, the Western Association of Schools and Colleges granted Farrington a six-year term of accreditation with a mid-term review schedule for 2002. The first school-community based management council was formed in 2000.
### Student Profile

<table>
<thead>
<tr>
<th>School year ending</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>2500</td>
<td>2538</td>
<td>2455</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>2300</td>
<td>2277</td>
<td>2229</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>1054</td>
<td>1143</td>
<td>1239</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>238</td>
<td>276</td>
<td>264</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>636</td>
<td>523</td>
<td>440</td>
</tr>
<tr>
<td>Native American</td>
<td>8</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>17</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>7</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>1400</td>
<td></td>
<td>38.4%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>50</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>Part-Hawaiian</td>
<td>246</td>
<td>10.2%</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>48</td>
<td>2.0%</td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>5</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>22</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>22</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Samoan</td>
<td>320</td>
<td>13.3%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>43</td>
<td>1.8%</td>
<td></td>
</tr>
<tr>
<td>Indo-Chinese</td>
<td>19</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>All Others</td>
<td>193</td>
<td>8.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Community Profile

Based on the 1990 U.S. Census

<table>
<thead>
<tr>
<th>School Community</th>
<th>State of Hawaii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average family size</td>
<td>3.1</td>
</tr>
<tr>
<td>Percent of households with school age children (4-19)</td>
<td>39.7%</td>
</tr>
<tr>
<td>Median household income</td>
<td>$34,325</td>
</tr>
<tr>
<td>Per capita income</td>
<td>$10,574</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>15.4%</td>
</tr>
<tr>
<td>Percent of children (3-19 years) below poverty level</td>
<td>17.3%</td>
</tr>
<tr>
<td>Percent of children (4-19 years) who are at risk*</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

### Community Educational Attainment

**Level**
- College Graduate: 31.4% (State of Hawaii: 21.1%)
- Some College: 22.1% (State of Hawaii: 20.9%)
- High School: 32.5% (State of Hawaii: 30.4%)
- Less than High School Graduate: 36.0% (State of Hawaii: 36.0%)

- State of Hawaii
- School Community
1. Task 2:
School Vision
The Farrington High School Community is a place where students can ENTER TO LEARN, then GO FORTH TO SERVE, prepared for successful participation in society.

School Mission
Our Mission is to provide the physical, social, and academic environment, as well as the climate for change, needed to nurture and develop all students.

Belief Statements
- Education is everyone's responsibility.
- Students actively involved in their education can learn.
- Students learn in different ways and require different modes of instruction and assessment.
- Students can be challenged to reach their highest potential.
- Students can be caring, responsible, and contributing members of society with a positive learning environment at school and at home.

2. Task 3:
Schoolwide Learner Outcomes
Farrington High School graduates should be prepared to be:
- Effective Communicators (Overarching SLO)
- Critical Thinkers (GLO #1)
- Productive Individuals (GLO #2)
- Self-Directed Lifelong Learners (GLO #3)
- Involved Citizens (GLO #4)

3. Task 4:
Strengths:
- Ongoing discussion within depts. concerning alignment of course offerings with HCPS II
- Offering and promoting professional development opportunities
- Coordinated schoolwide in-house testing for longitudinal analysis and assessment
- Required remediation (e.g., supplemental reading and writing for ninth and tenth graders)
- Wide range of curricular and co-curricular offerings
- Tremendous breadth of support services
- Meeting federal and state mandates/requirements (e.g., SPED, ESLL, vocational ed.)
- Involvement of staff in planning for and accounting for student learning
- Promotion of higher expectations of performance and behavior
- Providing resources for communication and promoting variety of programs and activities to assist parents in helping their children

Improvement Areas:
- Curriculum development and alignment with standards
- Articulation of instructional strategies and learning opportunities
- Development of performance-based assessment tools
- Development and promotion of career pathway curricular opportunities
- Development of systemic strategy to inform all of support services
- Assurance of a safe, secure campus with consistent discipline policies
- Increased parent and community involvement
- Formulation and coordination of schoolwide staff development plan
- Articulation of shared expectations and common commitment to school’s purpose
- Enhancement of technology plan
- Student involvement in their school and community
- Linking of allocation of money and human resources to assessment results and how programs address standards and learner outcomes
- Increased communication with the home and community
Certified Staff  School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)  135.0
Regular Instruction, FTE  90.0
Special Education, FTE  20.0
Supplemental Instruction, FTE  25.0
Teacher headcount  138
Teachers with 5 or more years at this school  110
Teachers' average years of experience  15.0
Teachers with advanced degrees  42

Students per Teaching Staff Member

Regular Instruction  19.1
Special Education  13.2

Administrative and Student Services Staff

Administration*, FTE  9.0
Librarians, FTE  2.0
Counselors, FTE  9.0
Number of principals at this school in the last five years  1

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Teacher Counts

Total FTE  135
Regular FTE  90
Special Education FTE  20
Supplemental FTE  25
Total Headcount  136
Teachers with 5 or More Years Experience in This School  110

Facilities  School year ending 2001

Classrooms available  127
Number of classrooms short (-) or over (+)  0

School facilities inspection results

Score

1  2  3

Grounds  2
Building exterior  2
Building interior  2
Equipment/Furnishings  2
Health/Safety  2
Sanitation  2
Total  12

For each category: 1 = Unacceptable; 2 = Satisfactory; 3 = Very Good
For Total: 6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards

Administration  94%
Library  162%
Cafeteria/ Auditorium  65%
Classrooms  109%

School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.
School Quality Survey

A. Standards-Based Learning
- Teachers: 78.1%
- Parents: 70.3%
- Students: 62.0%

B. Quality Student Support
- Teachers: 62.3%
- Parents: 52.2%
- Students: 46.7%

C. Professionalism and Capacity of the System
- Teachers: 48.8%
- Parents: 60.0%
- Students: 63.0%

D. Coordinated Team Work
- Teachers: 54.0%
- Parents: 41.7%
- Students: 57.3%

E. Responsiveness of the System
- Teachers: 53.9%
- Parents: 49.2%

Note: There are no student items for this dimension.

F. Focused and Sustained Action
- Teachers: 57.4%
- Parents: 47.7%
- Students: 53.0%

Involvement
- Teachers: 50.0%
- Parents: 42.9%
- Students: 59.7%

Satisfaction
- Teachers: 36.2%
- Parents: 57.4%
- Students: 55.0%

Student Safety and Well Being
- Teachers: 66.9%
- Parents: 48.6%
- Students: 47.1%
Student Conduct

Attendance and Absences

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>State Standard</td>
<td>86.3%</td>
<td>87.4%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Average Daily Attendance: % (higher is better)</td>
<td>95.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Daily Absences: in days (lower is better)</td>
<td>24</td>
<td>23.2</td>
<td>20.4</td>
</tr>
<tr>
<td>Class A: Burglary, robbery, sale of dangerous drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class B: Disorderly conduct, trespassing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class C: Class cutting, insubordination, smoking</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Class D: Contraband (e.g. possession of tobacco)</td>
<td></td>
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</tr>
</tbody>
</table>

Suspensions, School Year 2000-01

- Non-suspended: 2299 (94%)
- Suspended: 156 (6%)

These 156 students were responsible for these suspensions.

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at http://arch.k12.hi.us.

School Completion

<table>
<thead>
<tr>
<th>Graduates and Other Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Seniors</td>
</tr>
<tr>
<td>Diploma graduates</td>
</tr>
<tr>
<td>Certificate of Course Completion</td>
</tr>
<tr>
<td>Individually Prescribed Program</td>
</tr>
<tr>
<td>Total school completers</td>
</tr>
</tbody>
</table>
§302A-1004  Educational accountability system; annual reports.  (a) The department shall implement a comprehensive system of educational accountability to motivate and support the improved performance of students and the education system.  This accountability system shall:

1. Include student accountability; school or collective professional accountability; individual professional accountability for teachers, principals, and other employees; and public accounting for other significant partners to the education process (including, but not limited to, parents, community members, businesses, higher education, media, and political leadership);

2. Link authority and adequate resources to responsibility;

3. Define clear roles for all parties and lines of responsibility and mutual obligation and develop a collaborative process with stakeholders, including representatives of appropriate bargaining units, parents, administration, and students;

4. Involve fair and adequate assessment against agreed upon goals;

5. Involve a full and balanced set of appropriate consequences for observed performance, including rewards and recognition for those schools that meet or exceed their goals, assistance to those that fall short, and sanctions for those that given adequate assistance and ample time, continue to fail to meet goals;

6. Involve:
   (A) A statewide student assessment program that provides annual data on student, school, and system performance at selected benchmark grade levels in terms of student performance relative to statewide content and performance standards and embodies high and rigorous expectations for the attainment of all students; and
   (B) An annual assessment in core subjects for each grade level, as conducted by each school;

7. Involve a comprehensive school profile or report card for each school, which shall include, but not be limited to, student performance measures, school attendance, drop-out rates, and parental involvement. These reports shall be made available annually to the board, the governor, the legislature, the parents, and the general public;

8. Require that teachers and administrators engage in the continuous professional growth and development that ensure their currency with respect to disciplinary content, leadership skill, knowledge, or pedagogical skill, as appropriate to their position. This requirement may be established by the department in terms of credit hours earned or their equivalent in professional development activity certified by the department as appropriate in focus and rigor; and

9. Establish an explicit link between professional evaluation results and individual accountability through professional development of the knowledge, skill, and professional behavior necessary to the position, by requiring that results of the professional evaluation be used by the department to prescribe professional development focus and content, as appropriate.

Beginning with the 2001-2002 school year, the department shall submit to the legislature, the governor, and the board of education at least twenty days prior to the convening of each regular legislative session a report of the specifics of the design of the comprehensive accountability system, as well as the fiscal requirements and legislative actions necessary to create the accountability system.

(b) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular legislative session, an educational status report that includes but is not limited to the following:

1. Results of school-by-school assessments of educational outcomes;

2. Summaries of each school’s standards implementation design;

3. Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;

4. Comparisons of conditions affecting Hawaii’s schools with the conditions of schools in other states; and

5. Other such assessments as may be deemed appropriate by the board.

(c) The department shall provide electronic access to computer-based financial management, student information, and other information systems to the legislature and the auditor. The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each legislative session, a school-by-school expenditure report that includes but is not limited to the following:

1. The financial analysis of expenditures by the department with respect to the following areas:
   (A) Instruction, including face-to-face teaching, and classroom materials;
   (B) Instructional support, including pupil, teacher, and program support;
   (C) Operations, including non-instructional pupil services, facilities, and business services;
   (D) Other commitments, including contingencies, capital improvement projects, out-of-district obligations, and legal obligations; and
   (E) Leadership, including school management, program and operations management, and district management; and

2. The measures of accuracy, efficiency, and productivity of the department, districts, and schools in delivering resources to the classroom and the student.

(d) The superintendent of education is responsible for the development and implementation of an educational accountability system. The system shall include consequences and shall be designed through a collaborative process involving stakeholders that shall include parents, community members, the respective exclusive representatives, as well as others deemed appropriate by the superintendent.

For the purposes of this section, negotiations under chapter 89 shall be between the superintendent or the superintendent’s designee and the respective exclusive representative, and shall be limited to the impact on personnel arising from the superintendent’s decision in implementing the educational accountability system. After the initial agreement is negotiated, provisions on the impact of the accountability on personnel may be reopened only upon mutual agreement of the parties. [L 1996, c 89, pt of §2; am L 1999, c 74, §2 and c 199, §2; am L 2000, c 238, §1]

Note
Interagency educational accountability working group (2002).  L 2000, c 235.