

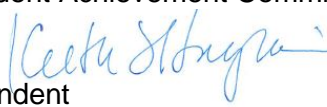


**STATE OF HAWAII
DEPARTMENT OF EDUCATION**
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

December 16, 2021

TO: The Honorable Kili Namau'u
Chairperson, Student Achievement Committee

FROM: Keith T. Hayashi 
Interim Superintendent

SUBJECT: **Presentation on Student Academic Status for the 2021-2022 School Year:
Data and Analysis of Middle and High School Quarterly Grades and On-Track High School Graduation**

EXECUTIVE SUMMARY

The Hawaii State Department of Education (Department) continues to address the critical needs of students and make instructional decisions for intervention and acceleration based on data. The first quarter course marks and high school on-track to graduation data provide schools with valuable information on student performance.

The data has been disaggregated by student subgroups to provide base comparisons.

DESCRIPTION

On November 18, 2021, the Department provided the Student Achievement Committee with an analysis of elementary and middle school English Language Arts (ELA) and Mathematics universal screener data for quarter one of School Year (SY) 2021-2022. The Department updated and disaggregated the data by student subgroups, which include economically disadvantaged students, students with disabilities, English learners, and students of various races and ethnicities.

The Board requested that the Department also conduct a similar analysis with first quarter course marks and high school on-track to graduation data.

PRESENTATION

This presentation provides the state-level disaggregated data and analysis of the middle and high school ELA and Mathematics quarter one grades and on-track to high school graduation rate.

Middle and High School ELA and Mathematics Quarterly Grades

Quarterly course marks provide a snapshot of students' progress towards meeting standards in core subject areas which include ELA and Mathematics. Passing grades include A, B, C, D, and Satisfactory. Non-passing grades include Failed and Unsatisfactory. "No Grade," "Incomplete," and "Withdrawal" are excluded.

Table 1 shows the number of middle and high school students who received at least one failing grade during the first quarter of this school year disaggregated by high-needs subgroups: Economically disadvantaged students, students with disabilities, and English learners.

Table 1. Percentage and Number of Students Receiving a Failing Grade for Economically Disadvantaged Students, Students with Disabilities, and English Learners

		All Students	Economically Disadvantaged*	Students with Disabilities*	English Learners*
Middle	ELA	6% 1,658	8% 1,400	6% 200	9% 322
	Math	6% 1,633	8% 1,341	6% 204	10% 351
High	ELA	10% 4,900	14% 3,307	14% 749	16% 580
	Math	10% 5,176	14% 3,381	14% 729	20% 745

Note: Data in "Economically Disadvantaged," "Students with Disabilities" and "English Learners" represent the count of students within each category; some students are counted in more than one category.

Table 2 shows the number of middle and high school students who received at least one failing grade during the first quarter of this school year disaggregated by race and ethnicity.

Table 2. Percent of Students Receiving a Failing Grade by Race and Ethnicity

		Asian (Excludes Filipino)	Black	Filipino	Hispanic	Native Hawaiian	Pacific Islander	Micronesian	White	Other
Middle	ELA	2%	3%	7%	9%	12%	12%	14%	4%	6%
	Math	2%	3%	4%	7%	9%	11%	14%	4%	8%
High	ELA	5%	8%	6%	11%	14%	21%	26%	8%	10%
	Math	5%	11%	7%	13%	14%	22%	30%	9%	11%

These are only first quarter marks, meant to serve as a progress report; they are not final course marks. Students still have the opportunity to pass failing courses by the end of the semester or school year.

- 1,042 (4%) of all middle school students had no marks in ELA and 979 (3%) did not have marks in mathematics.
- 6,907 (14%) of all high school students had no marks in ELA and 9,971 (20%) did not have marks in mathematics.

Upon review of the above data, the Department notes that some possible reasons why students did not have grades in ELA or Math for the first quarter are:

For both Middle and High Schools:

- Grade mark entered into student information system after the reporting date deadline
- Course not scheduled for student
- Student is attending a distance learning program
- Student did not complete sufficient work to be assigned a grade

High Schools:

- Student attends a Running Start program (course marks entered at the end of the semester)
- Student is taking credit recovery courses
- Student is in a block schedule - has no scheduled ELA or Math course this semester

On-Track High School Graduation

The On-Track High School Graduation metric is reported once per year to indicate student progress toward graduation. The sum of credits earned and pending are compared against credits needed for promotion or graduation. Students with the appropriate number of credits earned and pending for their grade level are considered "on-track" to graduation; seniors must not have any credits needed to be considered "on-track." Student courses that are currently scheduled count toward credits *pending*. "Not-specified" indicates that we are not able to identify student on-track or off-track status, likely due to the lack of an assigned "2016 HS Diploma" type in Infinite Campus. While the Department reports statewide data for on-track graduation, schedule configurations and the personal transition plan process at the school level may affect the accuracy of the on-track to graduation rate.

Table 3. On-Track High School Graduation Rate

	On-Track	Off-Track	Not-Specified
High School	81.0% 39,970 of 49,339	16.3% 8,045 of 49,339	2.7% 1,324 of 49,339

- High school graduation gap only includes students who are scheduled or have satisfactorily completed courses in English, Social Studies, Mathematics, Science, Physical Education, Health, Specified Programs of Studies, Electives, and the Personal Transition Plan.

Table 4. On-Track High School Graduation for Economically Disadvantaged Students, Students with Disabilities, and English Learners

	All Students	Economically Disadvantaged*	Students with Disabilities*	English Learners*
On-Track	81.0% 39,970 of 49,339	75.3% 17,948 of 23,829	64.7% 3,415 of 5,278	67.7% 2,530 of 3,738
Off-Track	16.3% 8,045 of 49,339	21.2% 5,041 of 23,829	26.0% 1,370 of 5,278	27.8% 1,038 of 3,738
Not Specified	2.7% 1,324 of 49,339	3.5% 840 of 23,829	9.3% 493 of 5,278	4.5% 170 of 3,738

*Note: Data in “Economically Disadvantaged,” “Students with Disabilities” and “English Learners” represent the count of students within each category; some students are counted in more than one category.

Table 5. On-Track High School Graduation by Race and Ethnicity

	Asian (Excludes Filipino)	Black	Filipino	Hispanic	Native Hawaiian	Pacific Islander	Micronesian	White	Other
On-Track	90.6%	81.1%	85.8%	76.9%	75.1%	65.7%	57.7%	83.2%	80.5%
Off-Track	8.1%	17.0%	12.5%	19.1%	21.2%	30.8%	38.2%	13.4%	16.7%
Not Specified	1.3%	1.9%	1.7%	4.0%	3.7%	3.5%	4.1%	3.4%	2.8%

The Department uses data such as grades and on-track to graduation rates to identify the students who need additional support. Included in this presentation is information provided by the Nanakuli-Waianae Complex Area Superintendent and the Waianae High School principal explaining how the data are used at the complex area and school levels to inform decision-making.

KTH:ct

Attachments: Attachment A: Nanakuli-Waianae Complex Area Course Marks & On Time Graduation

Attachment B: Waianae High School Data Report

c: Office of Curriculum and Instructional Design
Office of Student Support Services
Office of Strategy, Innovation and Performance

December 16, 2021

Nānākuli-Wai'anae Complex

Course Marks & On Time Graduation



Who we are

The people of Nānākuli-Wai'anae value family, tradition, and being respectful. We are humble, yet have immense pride in our community. We love our children and care about their futures. As a largely Hawaiian community, families are extended and relationships are valued.

Five of our principals have over 20 years on the Coast. Our administrators have dedicated their careers to serving our community and are grateful for everything we have learned and all of the wonderful relationships that have enriched our lives over the years.

What are we being asked to share today?

Course marks and graduation rates are critical indicators of how our kids are progressing in school. We hope today to share with you a picture of what our data says and what we both have and need to do about it. Let's start with setting the context.

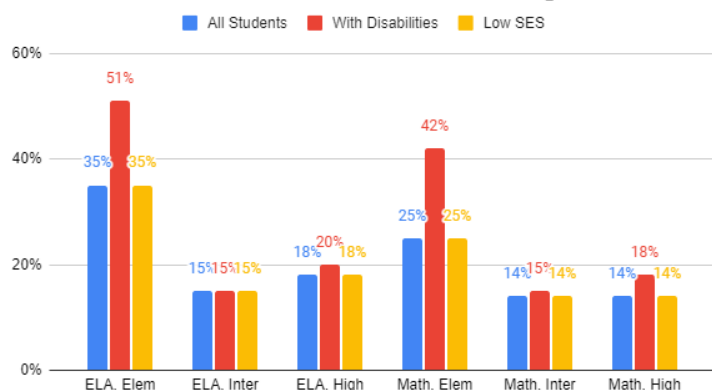
What happened to all of us over the past year & a half?

COVID Distance Learning has been a challenge for everyone. There's no escaping that it has negatively affected many kids, families, and staff. Our job is to take a hard look at where we are and rebuild. Reopening school has been both a joy and fraught with challenge. Kids have been out too long and are rebuilding stamina. Teachers are finding deficits in students' learning and targeting them with interventions. Teachers are having to adjust their instruction to meet the variety of different needs of kids who have been out of school for just too long.

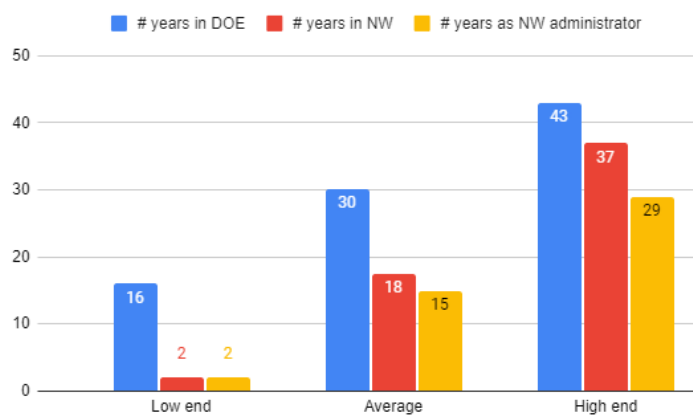
What Quarter 1 Marks Tell Us

The Nānākuli-Wai'anae complex has a higher rate of failing marks in 1st quarter than any other complex. This tells us that our kids didn't learn as much as they needed to last year. Our elementary kids with disabilities suffered the greatest set back. Poor attendance affects kids.

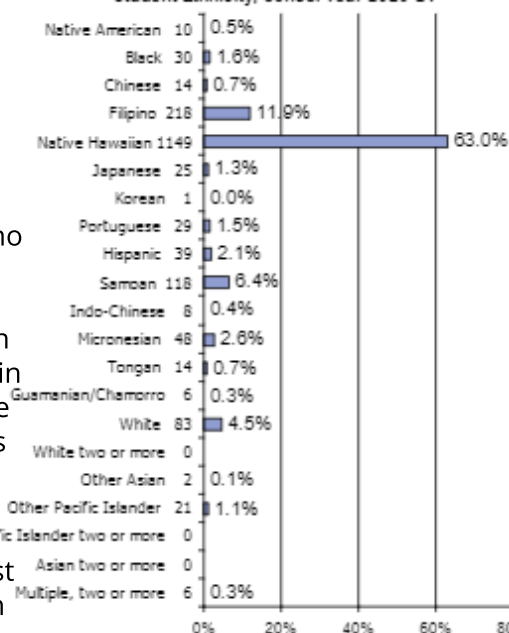
2021-22 Quarter 1: At Least One Failing Grade



W-N Administrators have Experience!



Student Ethnicity, School Year 2020-21



What we are doing about it?

We saw this happening last year and this was the priority group we brought back onto campus last year. To prepare for this year, we spent \$1M on a lending library of research-based intervention programs and an inclusion teacher-coach at each school. The coaches meet monthly, receive professional development on how to teach and progress monitor in these programs with fidelity, and support the 6 models of inclusion so that kids with disabilities get both the core curriculum AND interventions to address deficits. All kids benefit when teachers collaborate in inclusive classrooms.

Our Framework for Improvement with a Focus on Reading

Key Principles:

1. Universal screeners provide aggregate data and give us complex markers for tracking growth over time.
2. Diagnostic tools pinpoint deficits for targeting & progress monitoring tracks kids & intervention efficacy.
3. Our kids benefit from intensive & interactive verbal language experiences & exposure to schema.
4. Efficient skill instruction is time-limited and homogeneously grouped. It is in addition to core instruction.
5. It is imperative that students spend intensive time thinking & talking in heterogeneous groups.

How are we collecting complex-wide common data and what are we doing with it?

K-2 DECODING	2-9 FLUENCY	2-9 COMPREHENSION	2-8 STANDARDS	9-12 STANDARDS
Ability to sound out words and read fluently	Fluency frees up brain power to comprehend	Summarization is the gateway skill to higher thinking	ELA, Math, (Science?)	All subjects.
3 windows per year	3 windows per year	3 windows per year	2 windows per quarter	2 windows per quarter
Tchr admin 5 min/kid	Tchr admin 1 min/kid	whole class online	whole class online	whole class online
DIBELS (\$2/per) iSTEOP (Sch pays) Random sample	ORF Wonders ORF on GL DRA ORF	10-15 min online no writing component yr 1 Galileo	15-20 min online Galileo	15-20 min online Galileo

- Complex Area staff, Principals and School Coaches meet monthly after each data cycle to discuss/identify next steps.
- ELA coaches from all schools meet monthly with CA staff support to discuss data, plan out next steps, & share strategies.
- Math coaches from the schools have been meeting to build a system of supports for their schools & their 1st CFA.
- CA SPED DES & RTS meet with the Inclusion coaches monthly to provide professional development & discuss data.

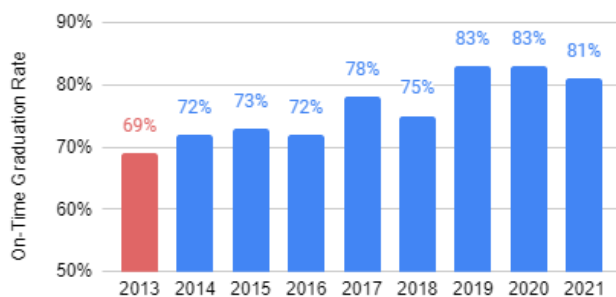
So how is it going?

- Reopening school was hard. We focused on reestablishing routines and relationships with kids to mitigate COVID trauma.
- Schools have been checking out materials from the intervention library and teachers are getting support from coaches.
- We were able to begin implementing the common comprehension screeners beginning in August. Schools are having deep conversations with each other as all kids across the complex take the same testlet covering the power standards. We're learning from each other with apples to apples data and sharing strategies that work with each other.

What does our on-time graduation rate tell us?

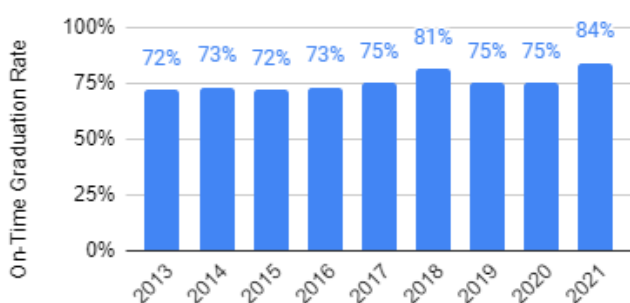
Wai'anae High: On-Time Graduation Rate

2021 State of Hawaii Rate: 81%

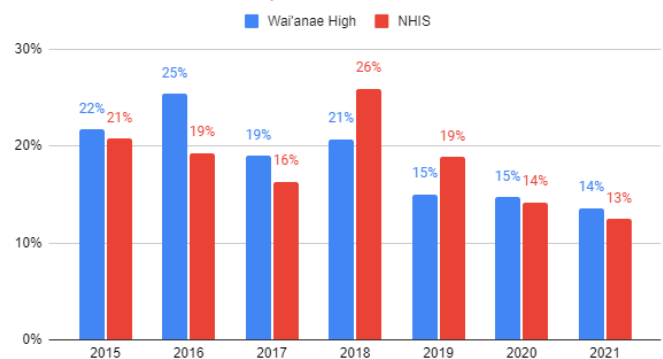


Nanakuli High: On-Time Graduation R...

2021 State of Hawaii Rate: 81%



Wai'anae & Nānākuli Drop out Rates



Over the past 6-8 years, our complex has focused on building positive relationships with kids, mitigating trauma to enable learning, focusing on social-emotional learning, and engaging them in constructing their own solutions through restorative justice. Suspensions are way down and drop out rates are declining. Kids learn when they're connected.

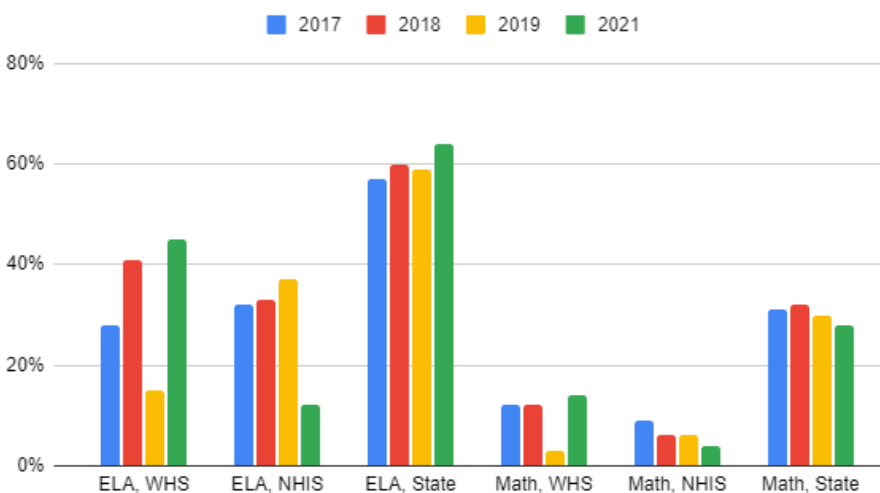
School is a safer place to learn and we purposely focus on graduation, even if it is not on time, preparing for the transition to adulthood, whether it is college, technical school, a job or the military.

What about our most vulnerable students?

We track our over 18 SPED students and encourage them to stay in school until they are ready to transition into a stable setting. We are proud that we have 19 working students, but we know we can do more to prepare them for a career. We are currently building a curriculum and finding internships for our students in the community so that they can experience real working conditions and we can identify and address any issues that may make keeping a job difficult for them.

What about our SBA scores?

Nānākuli-Wai'anae Grade 11 SBA Scores



Our Age 18+ CBI Students 2016-20	
CBI Post Cohort Year	Total
Adult Program	10
Deceased	1
Detention Home	1
Home	14
Rtrn to School	40
Moved	6
Started a Family	1
Volunteer Work	1
Work	18
Work and School	1
? unknown	6

There's no question that our SBA scores lag the State's average. Many factors contribute to this:

- Teacher turnover is a HUGE issue that negatively impacts kids
- Chronic absenteeism
- Trauma (COVID, lack of stable housing, food insecurity, mental health challenges, loss of family member, alienation from family)
- Kindergarten school readiness
- Houselessness

- Despite the 2019 glitch at WHS, scores in ELA are in a positive direction. (In 2019 the students were accidentally given the 3 hour pre-test and many just opted out of the re-take because they felt they shouldn't have to take it twice.)
- It is difficult to assess students' true mastery of the standards when their reading level is below grade level and there is little reward for taking the test seriously.
- The main take-away for us as administrators is that the high stakes SBA is a solid summative assessment that needs to be taken seriously. It is not an assessment that allows us to easily progress monitor their growth on the standards throughout the year. We hope that our system of common formative assessments will give us a clearer view of how our kids are doing on the most powerful standards throughout the year and hold us accountable for providing them with the instruction that they need to succeed at the end of the year on the SBA because that's an indicator they'll succeed in life.

How have we received support for this journey?

- State offices have been extraordinarily helpful. The Hawaii Multi-Tiered System of Support is a very clear and comprehensive document that is helping us to build a system of supports that melds academics and social-emotional learning. SPED provided Stetson training. During COVID many quality online instructional strategy PD were rolled out.
- Leadership establishes boundaries but listens to us describe our communities and challenges (teacher recruitment being a big one) and supports us as we construct strategies that are tailored to our community.
- There are ample and valuable opportunities to access or request professional development in almost any area.
- Finally, a big shout out to State staff! When school reopened and we had no subs and no casuals willing to work, we asked for help and they responded quickly and generously. For the whole month of September, every elementary school on the Coast had multiple volunteers serving lunch, watching recess, walking bubbled kids to and from safe places to eat lunch and play while maintaining social distances. Everyone helped. Even the Superintendent, the Deputy and the Assistant Superintendents! It was hot. It was dusty. It really was hot. And our staff and kids just loved them. We are forever grateful.

Wai‘anae High School

Vision: We, as Seariders of Wai'anae High School, envision a 21st-century community of learners empowered to succeed in a global society.

Mission: To build a collaborative learning environment and culture that emphasizes responsibility, innovation, complex thinking, effective communication, and excellence.

OUR COMMUNITY

Wai'anae High School is a comprehensive four-year high school located on the Leeward coast of O'ahu, more than thirty miles from the center of Honolulu. The community is diverse in its ethnic and socio-economic composition. Sixty-four percent of the 1,867 students are of Native Hawaiian descent. Based on interviews, what was important to various stakeholders was a clear sense of belonging and commitment to the community and its families. Given this information, our school wide foci are on reconnecting with students, families, staff, and community and closing learning gaps.

A strength of our community is a feeling of belonging and a strong sense of pride. Yet, our families are often challenged with meeting basic daily needs which stem from limited economic opportunities, affordable housing, negative perceptions about receiving physical and mental health services, and income instability. This manifests in higher unemployment rates, multiple families occupying one dwelling because limited resources require multiple incomes, and negatively exacerbated health conditions. Many of our students live in non-traditional family units where they are being raised by grandparents, extended family members, or are part of the foster care system. Students often have to make difficult decisions about pursuing post-high school education with greater long term benefits, which may include 2-4yr degree programs, enrolling in a trade school, and/or attaining certifications versus the immediate benefit of gainful employment to assist in supporting the household after graduation. A significant number of our students work part time jobs to contribute to their households. There is perhaps a connection between these challenges and a general mistrust of institutions intended to support the community. Therefore, one of our foundational efforts is focused on building relationships with our families. In building these relationships, we recognize the need to lead with an emphasis on a common goal for all parties involved. In other words, we must effectively communicate that we have their best interests at heart, recognizing and honoring who they are without judgment, and fostering a continual state of growth that educators want to support. Our goal is to establish relational trust with our families so when we provide feedback and support our families know our intentions are aligned with their goals. Because there is one thing we know: Families love and want the best for their children.

These factors create barriers for our students which may not be as prevalent in other communities; however, where our students excel is in their ability to persevere and show resilience. We see our role as supporting these strengths while closing the gaps created by their challenges. While we recognize that state and national assessments are one way in which we measure progress and academic achievement, we ground our philosophy around providing an education that focuses on opening multiple opportunities to meet individual students' needs and support their journey towards their personal definition of success. We will continue our efforts to establish relationships and assure our community that the department has positive intentions and is focused on enforcing skills and navigating resources that help our students access as many opportunities available.

STUDENT DEMOGRAPHICS AND BEHAVIOR

Student Demographics	2017-18	2018-19	2019-20	2020-21
Total Enrollment	1,706	1,668	1,729	1,821
Ethnic Composition (largest four)	Native Hawaiian (64%) Filipino (11%-12%) Samoan (5%-6%) White (4%-5%)			
Low SES	50%	50%	51%	54%
English Learners	4%	4%	5%	4.3%
Special Education	13%	13%	14%	15.7%
Attendance	86%	85%	84%	77%
Chronic Absenteeism (Strive HI)	39%	40%	34%	48%
Behavioral Data	2017-18	2018-19	2019-20	2020-21
All Incidents	816	422	368	14
High Needs Incidents	625	344	300	12
Non-High Needs	304	124	121	2
*Longitudinal Data System				

The enrollment has remained relatively stable, ranging from 1668 in SY 2018-2019, to 1,867 for the current school year. The student demographic composition has remained constant in terms of ethnicity, low SES, EL, and the number of students receiving special education services. There has been a significant decrease in behavioral incidents over the past few years across both high needs and non-high needs students. The staff attributes the positive trend to the strategies used in addressing students' social and emotional needs. Through our Multi-Tiered System of Support (MTSS), teams discuss students in their weekly Student Support Office (SSO) meetings, and all teachers are expected to build relationships and use proactive management strategies as part of their Positive Behavior Intervention System (PBIS).

WHS worked hard to develop curricula and enhance the learning environment for all students. Students learn best in inclusive settings; therefore, we provided teachers with professional development and provided resources in classrooms to support students in more inclusive settings. Identifying the need for the students to have increased reading and math supports, which includes preparatory courses in ELA and Math to develop skill development for students who are significantly behind grade level. Lastly, there was a strong push in the CTE program offerings that included working with community partners on projects that impact the community. Projects included learning about sustainability, historic preservation, Farrington Highway Improvements-Makaha Bridge, beach erosion and coral restoration. Partnerships within the community connect our students to this place, their culture and offer a learning experience that allows students to contribute to their community in a positive way. In addition to these offerings, students from grades 9-12th grade can also select from an array of courses and programs, including the Junior Reserve Officer Training Corps (JROTC), Advancement Via Individual Determination (AVID), Advanced Placement (AP) English and Biology, Career and Technical Education programs of study, and a number of early college courses offered through UH West O'ahu and Leeward Community College. A Hospitality and Tourism program was added and the school is continuously working to add additional industry certifications such as OSHA-10, Basic life support, solar panel installation, building and construction, and cosmetology.

The average daily attendance over the past five years has remained stable, hovering around 85%, however during the pandemic it declined to 77%. One of our indicators for school improvement is attendance. The chronic absenteeism rate is significantly higher than the state average of 19%, although in SY 19-20 the rate did decrease which was likely due to attendance not being taken in the fourth quarter. The school continues to work with identified subgroups to provide additional support to address the root causes of our students' absenteeism. The faculty and staff have made a concerted effort through MTSS to address chronic absenteeism, which includes conducting regular home visits and coordinating outreach with social workers. Other supports include working with the Department of Health to provide in-home services working directly with parents and students, substance abuse/gang affiliation counseling, homeless liaisons who provide resources for basic living needs such as clothing, blankets, food kits, etc., and alternative programs for students who are disengaged or adjudicated youth. Despite these efforts, we recognize that attendance is still an area we need to monitor and develop new strategies when working with our students and families.

	Current Strategies	Next Steps
Special Education	<ul style="list-style-type: none"> ● PD on Inclusive Practices and differentiation, ● Designated special education leads that provide direct supports to the SpEd department care coordinators (turnover ● Standards Based Grading and Instruction in grades 9-12 implementing common rigorous assessments for IDEA and non-IDEA classes ● Tiering System implemented to include more IDEA students in General Education with support ● Work with Waianae Intermediate to do transitions and align settings to meet individual needs ● Grade level articulation meetings to support transition between grade levels ● Weekly meetings between SpEd leads and administration team to review cases, make adjustments, and plan for additional supports ● Adjusted meeting schedule to enable teachers to meet with both SpEd and subject area departments 	<ul style="list-style-type: none"> ● Department discussion on standards-based instruction and assessment as it relates to student ability. ● Identify Universal screener for ALL students to utilize for longitudinal data collection. ● Community-Based Instruction (CBI) teachers meet with 9th grade regular ed teachers to discuss curriculum. ● Differentiated CBI classes by academic ability for core subjects. ● Train EAs on effective instructional strategies and how to differentiate instruction
Attendance	<ul style="list-style-type: none"> ● Attendance recognition awards ● Attendance requirements for participation in extracurricular activities - Prom, Banquets, Luau, Sports ● PD on engagement strategies ● Home Visits conducted by SSO teams ● Hiring additional counselor to support home visits and work with social workers, specifically focused on Distance Learners/ Tier III ● Develop courses and offerings that are student-interest based 	<ul style="list-style-type: none"> ● Getting an additional social worker to address students who need specific supports ● Increase the number and variety of student activities to engender a greater sense of belonging

	Current Strategies	Next Steps
Behavior	<ul style="list-style-type: none"> Professional development on Social Emotional Learning (SEL) for all staff Student Support Offices (SSO) meeting weekly Weekly Peer-Reviews Girls/Boys Groups Two High Risk Counselors to address Tier 2/3 students 9th Grade course Transition to High School using SEL (School Connect) curriculum that focus on teaching conflict management, goal setting, campus resources/supports Teachers trained in Trauma Informed practices PBIS including meet and greet, 5:1 positive interactions, and common board headers Developing alternative learning programs such as Papahana 'o Kaiona Academy, Ku'i Ka Mana, and Achievement Center to include hands-on and community based curriculum Partner with agencies to address specific behavioral needs -- YMCA drug counseling, Adult Friends for Youth gang intervention Partnerships with community members who have donated clothing & personal hygiene products for students in need 	<ul style="list-style-type: none"> Recurring PD on critical school initiatives which address behavior supports Challenge day Implement 7 Habits for Highly Effective Teens school wide Create more Alternative Programs (Hands-on, culturally based, etc)

TEACHER RETENTION

Teacher Turnover	2016-17	2017-18	2018-19	2019-20*	2020-21	2021-22
# New Hires	25	28	26	24	12	29
WHS Employees as of SY 21-22	5	12	8	14	10	
Percent Stayed	20%	43%	31%	58%	83%	
*\$10,000 and \$8,000 Bonus Introduced						

Historically, Wai'anae High School has struggled with [staff stability](#) which presents a persistent challenge of continuity of school initiatives. School Year 2020-2021 brought a welcome change as only 11 vacant positions had to be filled prior to the start of the year; however, one of the contributing factors for the low numbers were due to the uncertainty of job opportunities due to the COVID pandemic. Teacher retention continued on a downward trend in staff openings over the past three years. There were over two-dozen vacant positions from 2016-2017 through 2021-22. A variety of efforts have been made to increase teacher retention on both the school and state levels, which include financial incentives for teaching in “hard to fill” areas such as Wai'anae. Since the “Hard-to-Fill” bonus increased from \$3,000 to \$8,000/year, we noticed a marked increase in the number of teachers applying to transfer to WHS. Prior to the \$8,000 bonus, we had virtually no teachers apply to transfer to WHS. Having a week of induction for new teachers to orient them to the school community, professional development offerings targeted for new teachers, and assigning academic coaches for direct support also helps to retain and support our new teachers.

Current Strategies	Next Steps/ Supports
<ul style="list-style-type: none"> • New teacher summer orientation with academic coaches • Partnership with Teach For America (TFA) to allow new teacher candidates to teach summer school as an introduction experience to teaching in Hawaii • Targeted new teacher PDs bi-weekly • Assigned academic coaches who provide additional supports in curriculum/ instruction as well as transitioning into a new school • Regular observations by coaches with feedback and goal setting • Department bonuses for “hard to staff” areas 	<ul style="list-style-type: none"> • Continue to “grow our own” by encouraging students to enter the education pathway at our school • Continue to work with TFA to fill vacancies • Develop an internal new teacher mentoring program • Provide additional induction and mentorship opportunities over the course of 2yrs. • Plan events to promote relationship building

ACADEMIC ACHIEVEMENT - STATE TESTING

Achievement	2016-17	2017-18	2018-19	2019-20	2020-21
ELA Proficiency (StriveHI)	18%	29%	9%	--	45%
ELA Total Proficient (Alohahsap)	28%	41%	14%	--	46%
ELA Exceeded Standard	6%	10%	2%	--	13%
ELA Met Standard	22%	31%	12%	--	33%
ELA Nearly Met Standard	28%	32%	25%	--	38%
ELA Not Met Standard	44%	28%	61%	--	17%
Math Proficiency (StriveHI)	8%	8%	2%	--	13%
Math Total Proficient (Alohahsap)	13%	12%	2%	--	13%
Exceeded Standard	3%	4%	0%	--	0%
Math Met Standard	10%	8%	2%	--	13%
Math Nearly Met Standard	20%	20%	14%	--	24%
Math Not Met Standard	67%	68%	84%	--	63%
Achievement Gap	2016-17	2017-18	2018-19	2019-20	2020-21
ELA Non-High/ High Needs Gap Points	24%	38%	11%	--	57%
	16%	22%	7%	--	37%
Math Non-High/ High Needs Gap Points	15%	9%	2%	--	15%
	6%	8%	2%	--	12%
EL On-track Proficiency	47%	32%	12%		12%
*Strive HI					

The leadership and teachers recognize the need to improve academic achievement. We have taken the approach of establishing strong relationships and adding cultural and place-based curriculum to increase student engagement in the classroom. Continuing our efforts to establish a culture for learning across the campus, we have identified increasing rigor in the classroom as an important next step. Teachers have been working in departments to develop curriculum maps that are vertically aligned to the priority standards and identify skills of their course. Implementation of schoolwide use of MasteryConnect has helped teachers track student progress in meeting these standards. Each subject area department continues working to refine their curricula to established national and state standards -- Next Generation Science Standards (NGSS), College Career, and Civic Life (C3 Framework), etc. Final exams, which have been a uniform practice for three years, will now integrate both teacher created assessments and nationally vetted tests. Continued professional development focused on scaffolding and differentiation will support our efforts and will better equip our teachers to provide opportunities for students to engage in learning at higher levels of DOK. As with other school efforts, we must account for consistent teacher turnover in determining our professional development needs.

Current Strategies	Next Steps/ Supports
<ul style="list-style-type: none"> • ELA and Math Lab classes to prepare for grade level courses • Academic Coaches to support teachers and curricula • PD in DOK, student engagement, lesson planning, differentiation, etc. • Common formative and summative assessments • PLC time for teacher collaboration, student data analysis, and curriculum development • Standards Based Instruction and Grading 	<ul style="list-style-type: none"> • Create an incentive for students who meets/ exceeds SBA, EOC • Continue regular walk throughs to assess instruction and determine further supports needed • More standardized curriculum • Using vetted assessments to help teachers recognize rigor • Reading teacher to support struggling readers • Provide PD for teachers on reading and math strategies. ALL teachers need to be reading/writing teachers.

ACADEMIC ACHIEVEMENT - FAILING MARKS

School Year	Grade Level	Promotions	Accelerations	Retentions
2016-17	Cohort 2018 (gr11)	461	5	63
2016-17	Cohort 2019 (gr10)	415	7	29
2017-18	Cohort 2019 (gr11)	411	2	33
2016-17	Cohort 2020 (gr9)	490	0	37
2017-18	Cohort 2020 (gr10)	456	1	44
2018-19	Cohort 2020 (gr11)	436	6	51
2017-18	Cohort 2021 (gr9)	425	1	41
2018-19	Cohort 2021 (gr10)	405	0	39
2019-20	Cohort 2021 (gr11)	390	3	36
2018-19	Cohort 2022 (gr9)	428	0	61
2019-20	Cohort 2022 (gr10)	420	5	60
2020-21	Cohort 2022 (gr11)	371	7	95
2019-20	Cohort 2023 (gr9)	495	6	50
2020-21	Cohort 2023 (gr10)	424	4	85
2020-21	Cohort 2024 (gr9)	477	0	81

Since 2015, there has been a shift in our school's instructional model transitioning from a traditional points based grading system to adopting a standards based grading system. Staff and administration continually revisit standards based instruction and assessment practices. This shift has helped teachers to focus their instruction and assessment on the key skills and knowledge of the course, as opposed to trying to cover everything.

Teachers work collaboratively on creating common formative assessments to help students identify what they need to learn and track their progress towards attainment of skills. As a result, teachers are able to track their students' progress, adjust teaching, and determine who may need interventions. Students are awarded more opportunities to learn and apply these skills across content areas and raise their level of proficiency.

Current Strategies	Next Steps/ Supports
<ul style="list-style-type: none"> ● Counselors in 9th grade hold articulation meetings with the middle school to develop support plans for students identified as needing additional services ● Counselors in 10th, 11th and 12th grades meet with students to develop a graduation plan for at-risk students. ● Credit recovery courses are offered to all grade levels ● After school tutoring offered by EAs and teachers ● Offering 	<ul style="list-style-type: none"> ● Identify programs/supports to close academic gap for students who have reading and math deficits ● Need to identify more culturally-relevant instruction and assessments. ● Engage students in extracurricular activities to build relationships and connections to the school. ● High-risk/attendance counselor to track students w/chronic attendance issues.

ON-TRACK GRADUATION

Graduation Data	2016-17	2017-18	2018-19	2019-20	2020-21
Retention Rate (9th)	6%	8%	10%	8%	14%
Graduation On-Time	72%	78%	75%	83%	83%
*Strive HI					

Graduation rates have fluctuated since 2016-2021, increasing from 72% to 83% over the past five years. Multiple factors affect our on-time graduation rates which include and are not limited to economic challenges, stable living conditions, academic and emotional support outside of the school, and deficit thinking due to generational poverty. The on-time graduation rate has increased over the past three years and the dropout rate has decreased for all student subgroups, except for those identified as homeless and white. These challenges contribute to chronic absenteeism, which has a significant impact on grading marks and graduation rates.

Given the challenges our students and families face daily, professional development for our staff to understand the needs of our students and community is essential. Among the protective factors for students who come with significant challenges are the presence & support of non-parent adults, a supportive structure to reinforce positive choices, and positive praise from teachers. A concerted effort has been made for the past several years to train our staff in Trauma-informed practices and social emotional learning. A comprehensive Multi-Tiered System of Support, focused on relationship building, social and emotional supports, and behavioral interventions has been developed and continually refined. Traditional academic assessments don't always align with the strengths that many of our students come to school with. We acknowledge the need to help our students develop academic skills and at the same time recognize the importance of resilience, creativity and other practical skills which help them cope with their day to day challenges.

	Current Strategies	Next Steps/ Supports
9th Grade Retention & Promotion	<ul style="list-style-type: none"> ● Offer credit recovery throughout the school year ● Workshop Lab courses are offered to prepare for core credits ELA/Math ● After school tutoring ● Develop 3 year graduation plans for students who were socially promoted/have credit deficits ● Branding #WaianaeStrong ● 4x4 block schedule allows teacher common meeting time to analyze student data and develop common pacing guides and assessments ● Small group counseling ● Response to Intervention Counseling ● Student SEL Survey indicating whether a student has the following home struggles: incarceration, drug use, death, etc. Information followed up with counselor ● Grade level articulation meetings to support transition between grade levels - starts from middle school ● Pre and Post Survey to identify positive adult(s) on campus. Historically above 95% are able to identify someone ● 10th grade ELA and Math catch-up for kids who failed Eng.9 or Alg1 in 9th grade. (Eng.9/Eng.10; MOW1/Alg1) ● 9th grade students who transfer into WHS from a non block schedule school after semester one, are offered the opportunity to recover a credit, in addition to the four credits offered in semester two, to help them earn a total of five credits which enable them to move on to the 10th grade 	<ul style="list-style-type: none"> ● Reading Intervention Course: Many of our students struggle not only in ELA but all courses due to reading level 4 or below ● Implement practice tests to build standardized testing stamina ● PD to address standards-alignment and grading calibration
Graduation	<ul style="list-style-type: none"> ● Block schedule provides the opportunity to earn 32 high school credits over 4 years, with elective “lab” courses in semester 1 to build English and Math skills. ● Offer credit recovery via face to face and virtual platforms throughout the school year ● Common Formative Assessments in each subject area ● Senior parent meeting held to go over student graduation requirements and expectations (Senior Notice). ● Counselors follow up to ensure ALL prospective graduates submit a signed (parent and student) “Senior Notice”. ● Quarterly midterm grade conferences ● Virtual or In-Person Workshops to support PTP ● College and Career Center (CCC) support FAFSA, college applications, guest speakers (unions, colleges, etc) ● Credit tracking in grades 9-12 to monitor progress toward graduation ● Prior to exiting, counselors meet with all students to develop individual post-graduation plan 	<ul style="list-style-type: none"> ● Data teams continually evaluate the effectiveness of ELA & math lab courses and adjust accordingly ● PD to address standards alignment and grading calibration ● Supplement teacher-generated assessments to help students refine test-taking skills

	Current Strategies	Next Steps/ Supports
Engagement/ Dropout Prevention	<ul style="list-style-type: none"> Expanded CTE and elective course options to support student engagement Piloting Eduprise in CTE programs to give students “real-world” experience and skill development Early College Opportunities in grades 9-12 Community Connections - Teachers have partnered with numerous community organizations for various internships, job shadowing, and community projects <ul style="list-style-type: none"> Ma’o Farms: Sustainability projects Board of Water Supply: Firebreak/Native Plant Restoration Ka’ala Learning Center: Historic preservation Department of Transportation: Farrington Highway Improvements-Makaha Bridge & beach erosion/coral restoration Tripler Hospital: Nursing internships HaWai’i Pacific University: Nurses training Leeward Community College: Culinary Competitions HaWai’i Creative Media: Tech/media workshops for educators Makaha Learning Center: Industry Certification Carpenters Union: Summer Internship 	<ul style="list-style-type: none"> Increase the number and variety of student activities to engender a greater sense of belonging Currently, looking at implementing an advisory period to connect students with an adult for their four years of high school. Examine elective/CTE program offerings to align with student interest and employment opportunities

CAREER AND EARLY COLLEGE/POST-SECONDARY ENROLLMENTS

College/University	2015-16	2016-17	2017-18	2018-19	2019-20
Earned Early College Credit	22%	30%	21%	34%	29%
Early College > 6 credits	9%	15%	11%	20%	16%
Earned AA at WHS	0	0	1	0	5
College Enrollment*	35%	36%	40%	36%	31%
Persisted into Year 2	53%	62%	64%	66%	
* counts only students enrolled in “Nationwide Clearing House”					

Career & Technical Education	2015-16	2016-17	2017-18	2018-19	2019-20
CTE Completers	49%	55%	79%	83%	75%
State Average	39%	42%	57%	60%	63%
CTE Honors	14%	20%	14%	21%	15%
State Average	5%	9%	12%	15%	15%
* HawaiiDXP.org					

The purpose of offering Early College to students in grade 9-12 is to give students access to the increased rigor of college courses in a supportive high school environment. The experience of taking an early college course alone empowers students to recognize that they have access and the ability to be successful in college. In 9th grade, courses are chosen intentionally so students can engage in positive learning experiences, to increase the likelihood that they will continue to take early college courses. Priority is given to under-represented groups, such as Native Hawaiian males, EL, and first generation college students. Oftentimes when students are the first person in their family to attend college, discussions about attending a 2yr/4yr post secondary institution are not customary and families need help navigating the process. While the college going rate has remained fairly consistent, over the last five years we have noticed an upward trend in students persisting past their first year of post-secondary education.

A more complete picture of our students' potential can be composed by looking at how our students progress in Career and Technical Education programs. Over the past five years, our CTE completer and honors numbers have exceeded the state average. CTE programs allow for contextualization of learning and focus on practical application of knowledge and skills in a work environment which resonates with our students' focus on practical and immediate concerns. A logical next step for us is to leverage the high level of student engagement in these CTE programs to increase the rigor of the literacy and numeracy skills taught in these courses.

Current Strategies	Next Steps/ Supports
<ul style="list-style-type: none"> ● Advertise and recruit Early College starting in 9th grade ● Dedicated Early College Counselor ● Advertising and promoting Early College in community ● Pipelines with colleges and universities <ul style="list-style-type: none"> ○ Searider Productions to UH West O'ahu ○ "Waianae to Whitworth" ● All students in participate in registration conference ● College and FAFSA night - open to the community ● Variety of courses offered even if students do not qualify for English or Math 100 	<ul style="list-style-type: none"> ● Align CTE and alternative programs to early college, allowing all students access ● Increased support and intervention systems for students who may struggle in Early College courses ● Increase Math and ELA rigor in CTE courses.