

Bi-Annual Evaluation and Review

(Progress Report for the STANDARDS IMPLEMENTATION ACTION PLAN) *(SID Process, Task 7)*

School year: 2004-05

School: President William McKinley High School Date: June 2005

Describe the extent to which SID Parameters were achieved.

McKinley High School's Standards Implementation Design (SID) action plan was developed through various structures (i.e., Accreditation, Title I) with guidelines for input from representatives from different stakeholder groups. It has undergone numerous subsequent revisions by the No Child Left Behind (NCLB) legislation and Title I implementation. The schoolwide action plan receives its focus from the Department of Education's General Learner Outcomes, the Superintendent's Priorities, and the Vision of the Hawaii Public School Graduate. (*Inclusiveness, Purposefulness*)

The school's SID action plan was previously organized around four areas of student skills identified for improvement: 1) reading, 2) writing, 3) mathematics, and 4) skills for career and life. A recently added section includes the implementation of standards-based teaching and learning in all classrooms. Action plan activities are implemented towards the goal of successful demonstration of skills by students as they relate to the *Hawaii Content and Performance Standards II (HCPS II)*. (Note: *HCPS II* is currently under revision; a change will be made to standards attainment of *HCPS III* during SY2005-06.) (*Student-focused efforts, Action-oriented*)

Hawaii State Assessment testing results and measures of annual progress of No Child Left Behind (NCLB) help set goals and define next steps. School- and complex-level initiatives have also put into place vehicles to give more frequent measures on how students are doing with regards to attainment of standards. In addition, students' successful completion of courses for credit requirements contributes to the school's graduation rate. (*Student-focused efforts, Action-oriented, Accountability*)

While the ultimate line of accountability lies with the school's administration, other decision-making groups, such as department chairpersons and the school's Title I committee, made up of primarily teachers have become active in facilitating the exchange of information and making decisions on implementation of action plan activities. (The Title I committee also has a parent representative.) Other groups, such as umbrella organizations for classes and clubs groups within student government, the Parents Teachers Students Association, community groups with ties to the school, serve as vehicles to provide input for decisions by members of various stakeholder groups. The availability of the SID schoolwide action plan and

Progress Reports on both the DOE's and the school's websites has made these documents accessible to a wider audience. This has not only brought an increased accountability for the school's work in sustained improvement, but has also brought additional opportunities for collaboration with complex feeder schools.
(Accountability, Inclusiveness)

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

Changes to the SID Action Plan have come in response to analysis of the school's SYP data as well as to initiatives within the Department of Education. Details include:

Refinement of DEAR/AR.

The school piloted a schoolwide reading program, Drop Everything and Read (DEAR) during the 4th Quarter of the 2003-04 school year. This pilot provided details for refinement and modification for full implementation during SY2004-05. DEAR provides all students with a daily half-hour reading period; it is supported by testing for students' reading levels and participation in outside reading with the Accelerated Reading Program through students' Language Arts classes.

Supplemental Reading Instruction

Additional support in reading is being provided for students who are approaching proficiency in reading. Students in Grades 9 and 10 received supplemental instruction using computer software in their Phase English classes. Paired with ongoing language arts instruction, this intervention will bolster the development of reading skills for these students.

Establishment of math lab.

A math computer lab has been created to provide supplemental instruction in math classes for students who need strengthened skills. The use of the lab will provide another mode of learning through computer software to learn math skills and concepts to give students immediate feedback on their responses to math problems.

Targeted activities for students in identified subgroups.

McKinley High School's scores from the Hawaii State Assessment identify two groups of students struggling to demonstrate proficiency in reading and math: 1) students who speak English as a second language and 2) Special Education students. Additional work with these students during the 2004-05 school year includes:

- Teachers who have classes designated for ESLL students (J-level) in Language Arts, Social Studies, and Science were brought together for staff

development on reading strategies especially appropriate for this special population.

- Special Education teachers have agreed to provide their students with daily writing opportunities as well as short exercises/problems patterned after test items on the Hawaii State Assessment.

Describe the extent to which student achievement targets or goals were met.

Results from the statewide testing in the spring 2004 of Hawaii State Assessment are used to determine the meeting of Adequate Yearly Progress (AYP) and the No Child Left Behind (NCLB) status for all schools. Objectives must be met in the following areas: participation rates in reading and math, proficiency objectives in reading and math, and graduation rates. In addition to meeting percentage objectives by all students, subgroups within a school must also meet the same percentages.

McKinley High School student **met** NCLB objectives in the following areas:

- Participation rates in reading and math (goal of 95% participation for both) by
 - ✓ All Students
 - ✓ Disadvantaged Students
 - ✓ Limited English Students
 - ✓ Asian/Pacific Island Students
- Proficiency objective of 30% in reading by
 - ✓ All Students
 - ✓ Disadvantaged Students
 - ✓ Asian/Pacific Island Students
- Proficiency objective of 10% in math by
 - ✓ All Students
 - ✓ Disadvantaged Students
 - ✓ Limited English Students
 - ✓ Asian/Pacific Island Students
- Graduation Rate

However, NCLB objectives in the following areas were **not met** in these five areas:

- Participation rate (goal of 95%) for reading, Disabled Students (actual rate = 90%)
- Proficiency objective of 30% in reading, Disabled Students (actual rate = 4%)
- Proficiency objective of 35% in reading, Limited English Students (actual rate = 7%)
- Participation rate (goal of 95%) for math, Disabled Students (actual rate = 90%)
- Proficiency objective of 10% in math, Disabled Students (actual rate = 0%)

As a result, McKinley High School did not meet its Adequate Yearly Progress (AYP) for school year 2002-03; the No Child Left Behind (NCLB) status for McKinley High School after the 2003 statewide testing is "School Improvement Year 1."

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

The following continue to be monitored as cross-cutting issues impacting student achievement:

- Attendance rate. The student attendance rate for SY2003-04 was 89.47%. Although this figure has improved slightly over the years, McKinley High School will continue to work towards the state's standard of 95%.
- Graduation rate. The school's cohort graduation rate will continue to be monitored as one of the indicators for Adequate Yearly Progress under NCLB.
- Increased Parental Involvement. School process data indicates an increase in activities involving parents.