

Gabrielino High School



Chapter Four, Standards-Based Student Learning: Assessment & Accountability

Committee Membership

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Michael Hammett, Social Science (2010-2011)
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The Committee

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Category D: Standards-based Student Learning: Assessment and Accountability

D1 & D2. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Professionally Acceptable Assessment Process

Prompt: *Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

Findings	Supporting Evidence
<p>Student assessment data is reported to teachers and faculty at the beginning of each year during a professional development day. In response to the student achievement data, teachers are provided with an opportunity to identify trends over time and set goals for the following year for both content areas and content clusters of the statewide assessments.</p> <p>The goals are captured in the Single Plan for Student Achievement, along with strategies designed to support student learning. A draft of the Single Plan is shared with teachers and classified staff for input, and then a final document is shared with parent groups (such as the PTSA) and school leadership groups, such as School Site Council and Cabinet (department chairs). Last year, in addition to the groups listed above, the Title 1 Committee analyzed data and wrote the Schoolwide Title 1 plan, which became a SGUSD Board approved addendum to the Single Plan for Student Achievement. The Title 1 Committee consisted of counselors, teachers, administration, and parents. The School Site Council approves the Single Plan before it goes on to the SGUSD School Board for final approval.</p> <p>The 2010-2011 school year marks the initiation of formalized benchmark assessments for each of the core content areas. Each of the four core content department chairs meet weekly to implement these benchmark assessments. The benchmark assessments will provide teachers with mid-semester data to inform instruction and determine if re-teaching is necessary. The data from the benchmark assessments and the final exams will be uploaded into DataDirector so as to support the analysis of data. These analyses include class-by-class determination of whether students have mastered the standard, and an item analysis to either re-teach a specific standard or to improve the assessment by eliminating particular questions. The reports in DataDirector will also allow teachers and department chairs to identify which students in their classes need additional support, giving teachers the opportunity to close the achievement gap by working with targeted individuals. Therefore, please note that through the assessment section of the WASC document the term “benchmark” refers to the benchmark initiative as articulated in</p>	<ul style="list-style-type: none"> • Staff development notes/agenda. • Single Plan for Student Achievement, 2009-2010 Schoolwide Title 1 Plan • Core department area meeting minutes, benchmark assessment data in DataDirector

<p>the Single Plan for Student Achievement. The term “formative assessment” refers to other assessments used by teachers to evaluate student learning for the purpose of re-teaching.</p> <p>DataDirector also provides pre-written letters that can be sent to parents to inform them of their child’s progress towards mastering the course material and standards, although many teachers utilize the existing gradebook programs on campus to generate similar data.</p> <p>In the case of special education students, Gabrielino High case carriers follow the appropriate legal steps to test students every three years, and at every IEP meeting classroom data is shared with the IEP team in order to determine progress toward meeting goals. If staff schedules a Student Study Team meeting or a 504 plan meeting, data is used to determine what interventions will be applied to the student in need.</p> <p>In the 2010-2011 school year, the AERIES online grading program will be piloted by volunteer teachers, with the intention that these teachers will become trainers as the school moves to an all on-line grading program through the AERIES Parent Portal.</p> <p>Teachers have access to a wealth of data; however, more efficient ways of utilizing this data to better serve students are being explored.</p>	
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Basis for Determination of Performance Levels

Prompt: *Upon what basis are students’ grades, their growth and performance levels determined and how is that information used?*

Findings	Supporting Evidence
<p>Student grades and student growth and performance levels are used by teachers to assess understanding, to better guide instruction, and to help motivate students to master standard. Departments use various forms of formative and summative assessment to guide students through a standards-based curriculum.</p> <p>Most departments use the traditional grading system (90/80/70/60) to determine student grades on quizzes, tests, benchmark assessments, final exams, and overall course grades. In addition, some courses use rubrics to score subjective assessments. Several departments also have standardized grading scales and late penalties for projects to ensure consistency in grading from teacher to teacher. Departments also have common assessments, projects, and activities used by all teachers in a particular subject to help ensure students of all teachers have a similarly rigorous program.</p> <p>Student assessment data (CST/CAHSEE) is reviewed at the start of the school year and reasonable gains are identified as growth targets for the core departments. The goals are identified for all students and for each statistically significant subgroup.</p> <p>Benchmark assessments are given in the fall and spring to measure student mastery toward the content standards (students with special needs use a modified benchmark exam). The data is managed through DataDirector where each department sets performance levels independently. Although each department now has benchmark exams</p>	<ul style="list-style-type: none"> ● Course Syllabi ● CST/CAHSEE Scores ● Single Plan for Student Achievement, 2009-2010 ● Schoolwide Title 1 Plan ● Benchmark Assessments ● Benchmark Assessment data reports and guiding questions form.

<p>used in the department, these exams do not exist in all subject-level classes yet. These classes in the process of creating benchmarks based on the experience of the initial experience to maximize the opportunities inherent when creating new assessments. Finishing benchmark exams for all core classes is a primary goal of teachers for the 2011-2012 school year.</p> <p>Currently, the benchmark assessment goal for each of the four core content areas is for 50% of students to score at least “proficient” and for 80% of students to score at least “basic”. The individual goal is for each student to score “proficient” or higher. Benchmark assessment data is reviewed by each teacher with the following guiding questions:</p> <ul style="list-style-type: none"> * What number and percent of students are scoring at each performance level? * What number and percent of students are scoring advanced or proficient? * What number and percent of students are scoring advanced or proficient or basic? * Which standards need to be re-taught to the whole class? * Which students need intensive follow up? * What is the action plan to raise the achievement of low performers? 	
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Appropriate Assessment Strategies

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
<p>Appropriate assessment strategies which measure student progress toward acquiring a specific body of knowledge or skills are based on at least five strategies adopted by the high school and approved by the district: intensifying learning, providing professional development to insure skilled teachers, expanding learning options, assessing to inform teachers, and intervening often and early.</p> <p><u>Intensifying Learning.</u> Making assignments easier is no solution to poor performance. Simpler lessons offer no assurance that students will achieve better test scores. Intensified learning, on the other hand, affords better results. Intensifying learning has helped to build Gabrielino High into a high-achieving school, which in turn has produced successful, high-achieving students. The school is a rigorous school, by developing rigorous standards, a rich curriculum, knowledgeable and skilled teachers, and meaningful learning experiences as essential elements.</p> <p><u>Providing professional development to insure skilled teachers.</u> High-quality professional development is intricately linked to improved teaching and learning. Teaching is a complex activity that requires substantial time to implement, assess, and refine instructional techniques. Finding time for such activities as study groups, action research,</p>	<ul style="list-style-type: none"> ● DataDirector results ● Syllabi & Expectations ● Project prompts & Rubrics ● Assignment prompts & Rubrics ● White-board or quiz clicker quizzes ● Study guides ● Review Games ● Teacher records ● Collaboration with counselors and other staff to help students at risk ● Intervention programs such as CAHSEE classes, AVID ● Variety of assessment

coaching, and collaboration have been a priority for the high school. Due to budgetary constraints, professional development has not progressed as expeditiously as in the past. However, with the current administration's goal of using resources available despite the budgetary challenges, Gabrielino High has moved to a "trainer of trainers" model where teachers' expertise is shared both through workshops and informal mentoring. Teachers use a variety of activities and projects to give students every opportunity to show their knowledge and mastery of the subject.

Expanding learning options. With the diverse population of students in at Gabrielino High, the educators strive to create a system that reflects and celebrates diversity and allows students to reach high standards. The staff has created new paths to learning standards by providing more learning options for students. Not all students learn in the same way, or in the same time. By offering more routes to the standards, teachers enable more students to reach them. Teachers expand learning options by reorganizing or differentiating instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements: content, process, products, and the learning environment. How and what the teacher chooses to differentiate is based on student readiness and interest levels, and teacher skills in the discipline. Many different forms of assessment, both formal and informal, help teachers make decisions on how best to differentiate instruction.

Assessing to inform teachers. The primary aim of assessment is to foster worthwhile learning for all students by guiding classroom instruction. Assessments that provide detailed information about students' academic progress, including what they know, what they can do, how they learn, and where they are having problems, can insure that students' instructional needs are met. The use of performance assessments and informal assessment tools (such as rubrics, checklists, and anecdotal records) guide instruction and better inform teaching. Such assessments provide information about the way students think, what they understand, and the strategies they use in their learning. To be truly effective, alternative, performance-based assessments are continuous throughout the school year. Student assessments are ongoing and feed into daily decisions that teachers make regarding appropriate instruction and student assistance.

Intervening early and often. If students are to be held more accountable for their academic performance and held to high educational standards, the school must provide adequate opportunities for students to meet expectations on time. Ongoing and diagnostic assessment helps Gabrielino High develop intervention strategies that stop the cycle of failure and that accelerate learning. The keys to such intervention strategies are identifying students early on who need extra help and providing a number of ways for students to receive support. Hallmarks of

techniques beyond standard exams

- **Essays & Timed writings**
- **Semester final exams**
- **Results of Read 180 and English 1 Intensive assessments**
- **Journal entries and quick writes**
- **Class discussion**
- **Oral presentations**
- **chapter tests and quizzes**
- **homework check**
- **Lab reports, Science fair projects**
- **Completed student activities & work**
- **Skits & jigsaws**

Gabrielino High's successful intervention programs are those that incorporate the following actions:

- Offered early.
- Tied to the work students are doing as a normal part of the school routine.
- Offered on a regular and frequent basis.
- Supplement classroom instruction—not just repeat it.
- Multifaceted and based on individual needs.
- Provided by someone who understands the content and the students' problems.
- Paced so as to accelerate the pace of learning.

In addition to early intervention, students need different ways to achieve success. Offering an array of intensive intervention throughout the grades Gabrielino High insures that support is available to students who were not identified early, who recently moved into the system, or who need extended opportunities to succeed. Extending learning time for students can happen in several ways, for instance, extra time outside of the regular school day, such as before or after school programs, ROP classes, coordinated classes with junior colleges or colleges, or summer school. Regardless of how time is extended, numerous options exist for using it effectively:

- Offering classes on study skills and corresponding programs to help parents encourage study skills in the home.
- Providing one-on-one tutoring with a teacher or cross-age tutoring with an older student, such as with AVID, CSF and NHS tutoring programs.
- Adding an extra period in the problem subject area (double-dosing).
- Offering individualized education plans.
- Giving special assistance and targeted services for students with learning disabilities and other special needs.

Each department uses its own appropriate strategies to measure student progress towards acquiring a specific body of knowledge or skills. The strategies make up various components of a student's grade. The core departments collaborate within each subject area to develop various forms of assessment including standards-based tests and final exams, and to help ensure students with different teachers have similar and consistent expectations and requirements in all classes across a subject.

Demonstration of Student Achievement

Prompt: *Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results (ESLRs), including those with special needs.*

Findings	Supporting Evidence
<p>Standards are assessed in a variety of ways that communicate achievement of the academic standards. Each department administers common assessments to monitor student progress. Using DataDirector, departments such as Social Science, English, Math and Science are able to track student's growth on content standards. Formal Assessments include benchmarks, semester finals, projects, and CST state tests. Informal assessments include questioning, whiteboards, use of clicker systems, and are integrated into all classes at Gabrielino High.</p> <p>In accommodating for students with special needs various measures are taken by departments. Students w/IEP's have general and specific accommodations to help them achieve academic standards including modified tests/assignments and adjusted time requirements for completion.</p> <p><u>ESLRs:</u> <u>Every student will demonstrate growth over time in all content standards and supplemental performance assessments.</u></p> <p>Using DataDirector, departments such as Social Science, English, Math and Science are able to track student's growth on content standards. Formal Assessments include benchmarks, semester finals, and CST state tests. Students who are struggling to improve, either on formal or informal assessments, are offered targeted assistance in special programs like CAHSEE classes or AVID.</p> <p><u>Every student will have a career/academic plan, be employable, and prepared for employment expectations.</u></p> <p>Beginning freshman year, students begin researching a career path. In Freshman Seminar, students are provided a variety of assignments which assess their knowledge of careers and how to be employable. With the elimination of this class as a cost-saving measure, the career component was left orphaned. English 1 teachers will endeavor to incorporate more of the career component into their curriculum during the 2011-2012 school year.</p> <p>The ROP program also provides a strong place to assess and prepare a student for employment. From fashion and merchandising to sound tech these programs provide places for students to prepare for employment challenges. Students are graded through a variety of assignments involving technical skills. Special education students have a transition plan added to their IEPs when they become 15+ years of age. They also have post-secondary employment and post-secondary education IEP goals added. In addition, they receive college career awareness services.</p> <p><u>Every student will be technologically literate and able to function in</u></p>	<ul style="list-style-type: none"> • Standard-based finals • Benchmarks and CST scores • Social Science: Resume writing, Cover letters, Mock job interviews, Career Project, 4 year plan, Weekly performance-based assessments, 7-habits of Effective Teens Quizzes, Pre and Post Information Literacy, Career Project, Tribal Project, Stock Market Project, Youth In Government • English: Reading Logs, Outside Reading Projects, Essays, Projects • Science: "Clickers" Responders in Science classes, Science fair projects, labs • Math: technology, real world connections, career information • Electives/ROP: Daily operation of the student store, Career interviews, Recording assignments, Career Project • Business/Computer Science: Evaluation of website assignments, CBL probes, C++ programming,

<p><u>a technological society.</u></p> <p>Technology is used and assessed in a variety of ways at Gabrielino High. Many departments use different tools to assess students on their ability to stay technologically literate, and encourage students to use technology effectively to complete assignments. The English and Social Science department routinely require students to use word processing programs, turnitin.com, and also to utilize PowerPoint when appropriate. Other departments, such as Science, Math, Business and Art utilize subject-specific technologies.</p> <p><u>Every student will be able to communicate effectively and work collaboratively.</u></p> <p>Students consistently work in groups and are assessed on their ability to collaborate and work toward a common goal in a variety of ways. Each department offers a variety of opportunities for students to work together, such as think-pair-share activities, as lab or elbow partners, and in projects and collaborative assignments.</p> <p><u>Every student will be able to show evidence of critical thinking, creative problem solving and data analysis.</u></p> <p>Students are critiqued on critical thinking and problem solving across all departments. Reflective questions and writing assignments, research problems and projects are all commonly seen in classes at Gabrielino High.</p> <p><u>Every student will show evidence of personal accountability, responsibility and involvement within a culturally diverse community.</u></p> <p>Gabrielino High has a very diverse community. Students are encouraged to bring their own personal experiences to strengthen the educational process and are expected to respect the diverse range of experiences shown by others. Students participate in heterogeneous groups from projects, discussions and activities in all facets of school life including the classroom and extracurricular activities.</p>	<p>Protocols, Photoshop, CAD, TI Graphing calculators</p> <ul style="list-style-type: none"> ● Special ED: Student IEPs ● PE: Weekly benchmark tests, Personal fitness equipment survey, Project Adventure Curriculum Guide ● Art: Lesson plans, projects, demonstration boards, and PowerPoint presentations; weekly assessment results
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Curriculum Embedded Assessments

Prompt: *Provide examples of standards-based curriculum embedded assessments in English Language and Math, including performance examination of students whose primary language is not English.*

Findings	Supporting Evidence
<p>Gabrielino High has developed a standards-based curriculum with embedded assessments in ELA and Math. Teachers in both departments continually evaluate assessments to maximize efficiency in reaching academic goals.</p> <p>In addition to English department benchmark assessments and final exams (to which all ELL students are held accountable to the same standards), ELD 1 &2 classes are assessed with quarterly reading and writing evaluations (as well as speaking assessments for ELD 1)—to reflect a standards based ELD curriculum.</p> <p>Sheltered English—classes are assessed on the same standards-based</p>	<ul style="list-style-type: none"> ● Benchmark assessment results (as compiled by DataDirector and analyzed by each individual teacher) ● SRI reports ● Teacher lesson plans and formative assessments (those collected and analyzed

<p>skills, using same final exams as the regular ELA classes. However within the planning for instruction, teachers will use a variety of strategies to ensure student success.</p> <p>The English 1 Intensive and ELD 3 classes use Scholastic’s Read 180 program to supplement a rigorous standards based curriculum. This program helps struggling readers through a reading program that differentiates lessons based on student growth.</p> <p>The Math department ensures that Algebra 1 and 2 curriculum are not language intensive (unlike geometry, which is). Accordingly, counselors place students who don’t have the language skills but are ready for geometry in Algebra 1 or 2 first; then they take geometry the following year when their linguistic skills are more likely to ensure success.</p>	<p>for data as well as those informal formative assessments, such as responses on white boards)</p>
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Student Feedback

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>The interaction between student and teacher in the assessment process plays a critical role at Gabrielino High. Teachers provide valuable and constructive feedback to the students, and conversely, students provide feedback to the teachers. This feedback is used before, during and after activities to modify and inform assessment to meet the individual needs of the students.</p> <p>GHS teachers set clear expectations of learning objectives in the beginning so students understand how they will be evaluated. Departments use rubrics to explain components of assignments.</p> <p>During the assignment/project, project teachers are actively engaged in using student feedback to differentiating instruction. This is readily seen through the various formative assessment strategies including white boards, clickers and student/teacher meetings.</p> <p>After completion of the assignment/project, student feedback is not just used for teacher practice but is used to enrich student learning. Students often participate in peer reviews which reinforce critical thinking skills while strengthening student understanding of learning objectives. Teachers employ reflections and student surveys to encourage meta-cognitive skills.</p> <p>Additionally, many teachers create formal surveys and class evaluations to receive student feedback on their teaching. Most teachers seek informal feedback from students. This feedback is used to help inform, modify, and adapt curriculum to better serve students.</p>	<ul style="list-style-type: none"> ● General Practices: Peer Evaluation form, Benchmark assessments, Cornell notes, Turnitin.com, Student Reflections/Surveys, Rubrics, Quizzes/Tests, Student skits ● English: Reading/writing rubrics, Quickwrites ● Social Science: Information literacy test (Freshman seminar, economics) ● PE: Fitness results log ● Science: Science fair peer review forms ● Class evaluation forms (in many classrooms)

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>GHS has been making great strides in making sure data is readily accessible to teachers to make changes within curricular and instructional approaches. Teachers have been instructed on how to use DataDirector. This platform has been very effective in educating teachers to the needs of their classroom population to make appropriate decisions for instruction. DataDirector not only houses data on professionally acceptable assessment processes but also department benchmark assessments. Use of DataDirector is increasing, but is not consistent through all departments and by all teachers yet.</p> <p>Student assessment data is taken by the teachers and faculty at the beginning of the year to analyze and apply as areas of emphasis in teaching. Teachers identify trends and set goals for the year for content areas and clusters; this information is then used to modify curriculum at the subject and class level.</p> <p>The four core areas have also implemented benchmarks identifying a breadth of standards for assessment. This data is shared with grade/subject level groups to inform instruction and determine if re-teaching is necessary. The use of benchmarks continues to expand, and by the end of the 2011-2012 school year, all core classes will have benchmark assessments as part of their requirements.</p> <p>Many departments also use DataDirector to analyze benchmark tests with which to modify and direct instruction. This institutional perspective for formative assessment is reflected in the use of CAHSEE scores to identify students who need instructional customization through programs like AVID, English 1 Intensive, and the Science and Math co-teaching pilot classes.</p> <p>Teachers at Gabrielino High continue use a wide variety of both formal and informal assessments to measure student progress. All teachers use these assessments for both formative and summative processes. Across the board, teachers have been reminded about the value of formative assessment and use it in their curricula. Teachers in all disciplines use projects as a framework to apply formative assessment.</p> <p>Beyond DataDirector and within individual classrooms, teachers use data from subject specific formative, informal, and formal assessments to guide their instruction.</p>	<ul style="list-style-type: none"> ● Data from DataDirector: Benchmark tests, CAHSEE, CST ● General Practices: Formative Assessments, Projects, Skill breakdowns, Quizzes/Tests

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Prompt: *Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.*

Findings	Supporting Evidence
<p>Gabrielino High has many ways to monitor student growth. GHS expects that every student will demonstrate growth over time in all content standards. Staff receive reports on mandatory state assessments (CAHSEE, CST, CELDT, CMA, CAPA). Scores are reviewed by teachers. Curriculum is adjusted according to student needs. The administration provides analysis of the data at the beginning of the school year. The Science and Math departments use standards based benchmarks. The benchmark results are also stored in DataDirector and are reviewed by the respective departments. The Special Ed. department uses formative assessments, summative assessments and placement results within the LANGUAGE! program to monitor student progress to determine whether or not the reading intervention program continues to be appropriate for the student.</p> <p>GHS expects every student will have a career/academic plan and be employable. There are current programs at Gabrielino High to support career/academic plans include the required Freshmen Seminar class, Career Center resources, and individual counseling.</p> <p>Teachers at Gabrielino High strive to provide all students with access to technology. The Science department uses audience response "clickers". Students report data using Excel. Biology incorporates the AMGEN Biotechnology Project. English and Social Science teachers require students to utilize turnitin.com for submitting a variety of assignments including research papers and essays. Math teachers are proficient with the graphing calculator and incorporate it into their instruction, along with clicker systems. P.E. students utilize electronic fitness equipment. Business classes and Art classes utilize specialized software or equipment to complete class assignments.</p> <p>Many departments at Gabrielino High provide collaborative learning environments. English and Social studies teachers routinely assign collaborative projects, with some requiring oral presentations. Computer programming students are assigned end-of-year projects in which they work in pairs and they present their projects orally. P.E. classes emphasize teamwork.</p> <p>Courses at Gabrielino High challenge the students to be critical and analytical thinkers; classes ask probing questions and use rubrics to assess how thorough students analyze topics. Computer programming students write programs in BASIC, Java and C++ based on word problems, where they develop and analyze their programs written from scratch. Statistics students analyze data. Psychology classes explore and analyze the effects of drugs on the brain. English department uses</p>	<ul style="list-style-type: none"> ● DataDirector: CAHSEE, CST, CELDT, CMA, CAPA, Math department formative assessments. ● LANGUAGE! Special Ed. Formative assessment program. ● Freshman Seminar class "Careers Project". ● The Social Studies department has plans for students to revisit their "Careers Project" in their senior year in their financial literacy (Economics) class. ● Science: AMGEN, Excel, response "clickers." ● English: www.turnitin.com. ● Math department: extensive use of graphing calculators. ● P.E. department electronic fitness equipment. ● English and Social studies collaborative research papers. ● Science department Science Fair projects and labs. ● Computer programming end-of-year projects. ● English department reading logs and peer editing. ● Social studies department rubrics.

<p>reading logs where students analyze the reading. P.E. department uses leadership building activities using the Project Adventure curriculum. These sort of activities and assessments help teachers better understand their students' progress, and offer a more detailed snapshot of performance levels when compared to a multiple choice exam.</p>	<ul style="list-style-type: none">• Science department labs and Science Fair projects.• P.E. department Project Adventure
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D3 and D4. Assessment and Accountability Criterion

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Assessment and Monitoring Process

Prompt: *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

Findings	Supporting Evidence
<p>All shareholders, including district, board, staff, students and parents, are involved to some extent in the assessment and monitoring process of student progress.</p> <p>GHS strives to engage the parent community in the assessment process. From the initial steps of the class syllabus and progress reports, teachers inform parents through handouts, phone calls, emails, and meetings to support student success. A pilot group of teachers is venturing into online grading that will eventually become standard school-wide. Parents can also be involved in the assessment discussion through the school's PTSA and Site Council, and the Board Advisory Improvement Committee (BAIC). In the past, the Site Council has been instrumental in helping maintain and increase a campus focus on student achievement, and the BAIC has made recommendations on homework policy and other relevant policies.</p> <p>Progress reports are sent home every six weeks; all students receive grades at the quarter and the semester. Many teachers post grade reports in their classroom (by ID number rather than by name) and routinely update students as to their progress, missing assignments, and when they may need extra tutoring. Parents are informed when students are struggling; teachers often utilize the counselors when a student is struggling in class to help facilitate school-home communication and to help provide appropriate referrals if the student requires more help.</p> <p>All key standardized test data is publically shared at Open House at the start of the year; key goals and objectives for student progress are also related. CAHSEE, CST, and AYP data is available on the school and district website.</p>	<ul style="list-style-type: none"> ● General Practices: Rubrics, Cornell notes, summative assessment data ● Data from DataDirector: Benchmarks, pre-CAHSEE ● Data on school and district website

Reporting Student Progress

Prompt: *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
Gabrielino High has a variety of effective processes to keep the	● Single Plan for Student

district, board, and parents informed about student progress toward achieving academic standards and the expected schoolwide learning results.

Gabrielino High's Single Plan for Student Achievement (SPSA) articulates a plan to implement online grading. Growth targets have been identified and some teachers on campus have started to utilize the online grading website during this introductory phase. Teachers and administrators participated in an optional AERIES online grading training in June of 2010; in the 2010-2011 year, a volunteer group of teachers is piloting use of this on-line Parent Portal.

Progress reports are sent home at the end of every 5-week grading period and final grades are mailed home at the end of each semester. Final grade reports give letter grades and marks for citizenship; marks for work habits and additional comments are optional. Some athletic teams require informal progress reports/grade-checks to be done on a weekly basis. Students and/or parents may also request these reports, or more detailed grade reports, from any teacher at any time.

Students who qualify for special education services have annual Individualized Education Programs (IEPs) in which the IEP team reviews and discusses student progress toward IEP goals. Academic grades and State testing results are also discussed with parents/guardians. If parents/guardians do not attend the meeting, the information is sent home for them to review. Special education students' progress is monitored by their case carriers and also reported on a quarterly basis.

If parents/guardians request a meeting, teachers or school counselors meet with the parents/guardians to review and/or discuss student progress based on the parents' goals and objectives for their student.

VISTA, a newsletter that contains various articles written by members of the San Gabriel Unified School District, is mailed out to the community. It is mailed home in the fall, winter, spring, and summer. Parents and community members receive information about student progress.

Back to School Night and Open House provide district officials, board members, and parents/guardians opportunities to acquire information regarding student progress. Use of EdConnect, a robo-call system, and of the school's website and marquee is expanding; additionally, Gabrielino High now has a Facebook page to help keep interested people updated.

Currently, there is no systematic, explicit system of reporting progress towards the ESLRs in place to stakeholders; however, ESLRs are embedded into the assessment of students. Due to the design and structure of the ESLRs, a quantitative measure of student success is difficult to assess; assessment of student progress is still rather subjective. District and board member representatives, in addition to students and parents, are encouraged to recognize the importance of ESLRs through Renaissance assemblies that not only recognize academic achievement of students, but promote academic progress and improvement.

San Gabriel Unified School District board members receive input

Achievement

- **AERIES online grading**
- **June 2010 online grading training; pilot of the AERIES Parent Program in 2010-2011**
- **Grade reports**
- **Informal weekly progress report sheets**
- **Annual IEP meetings**
- **IEP quarterly progress reports**
- **Meeting notes**
- **VISTA**
- **Classroom syllabi**
- **Festival performances/concerts**
- **Renaissance Assemblies**
- **Cabinet meeting agenda/minutes**
- **Board agenda/minutes**
- **Walkabout feedback**

toward student progress through Cabinet meetings, emails, campus walkabouts, and board meetings.	
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Modifications Based on Assessment Results

Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
<p>The faculty at Gabrielino High makes an effort to use assessment results in order to evaluate and make changes to school programs as needed.</p> <p>Departments meet to analyze test data at the beginning of the each year. Each department does this in order to determine whether or not they have met their department instruction goals. If goals are not met, analysis is done to determine why and which interventions may be needed to meet them in the upcoming year. If goals have been met, then new instructional goals are developed. The core academic departments meet in order to analyze data and discuss interventions that may be needed to meet the needs of lower-performing sub-groups. Program and curricular changes are made as needed.</p> <p>For example, the English and Math department also use CST data in order to determine changes in placements in order to better meet a student’s unique educational needs. Science and Foreign Language use department-developed assessments to ensure students are properly placed.</p> <p>Funds have recently been allocated for upgrades in technology. Interactive whiteboards, computers and assistive technology programs have been purchased recently to help meet the unique and special needs of some students, and to help students improve their technological mastery.</p> <p>During the 2009-2010 school year, the staff was presented with multiple trainings and in-services pertaining to formative assessments. The staff learned multiple strategies on how to gather data and use that data to make changes/improvements to their instruction. One such strategy was the use of individual whiteboards to monitor student understanding and modify instruction accordingly; some classrooms now have access to electronic clicker systems that serve much the same purpose. In 2010-2011, much of the limited professional development time was utilized for WASC preparation—however, in 2011-2012, the administration foresees a return to professional development focusing on data-driven improvements to the curriculum and to instructional practices.</p> <p>The special education department uses data from placement exams in order to determine the level of need for students in the <i>Language!</i> Program, which is a researched based, reading intervention program. Based on assessment data, the school implemented the use of the <i>Read 180</i> program in order to meet the needs of a specific group of students. Assessment data was also used to determine which students were eligible</p>	<ul style="list-style-type: none"> ● Yearly goal setting ● Meeting notes/agendas, emails, memos, cabinet notes ● Counselor notes, department chair notes ● Test scores, IEP’s, modified exams ● Board meeting notes, Training flyers, Emails, ● Professional development notes/agendas ● Placement exams, roster sheets, data charts. ● Student assessment scores, class rosters, master schedule ● Rosters, master schedule, test scores ● Data Director assessment results/printouts, sample exams, final exams ● group assessments, syllabi, professional development flyers

<p>for this program. Program changes were implemented to the Special Education department in the form of a new instructional model. The co-teaching model has been implemented in the areas of Mathematics and Science. In these classes, a group of special education students is in a general education class with a general education and a special education teacher providing instruction. These co-teaching classes are intended to help special education students meet standards in the general education setting. This program is in the pilot stages and results have yet to be determined, but the creation of this program was based on testing data.</p> <p>A special effort to improve access and equity in AP and Honors classes began as a result of data analysis, as well. It became evident that a large segment of the students who do well on standardized assessment were not electing to take more rigorous courses. Based on that evidence, Gabrielino High is now working increase enrollment of historically underrepresented students in the AP and Honors program—the same students who often score highly on CSTs, but who self-select or who had been kept out of Honors and/or AP classes.</p>	
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Prompt: *Comment on the degree to which these criteria impact the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>The system of assessment reporting within the school is geared to ensure student success in achieving expected school wide learning results. The data received from the professionally acceptable assessment processes reveal an achievement gap that is addressed through a variety of strategies including department summative assessments and classroom formative assessments. Challenges in closing this gap are at the forefront of the GHS staff think tank. The school’s ability to offer intervention programs, expanded tutoring, and additional class offerings are hampered by realities of resources, time and money. However, continuing to more effectively utilize the resources, using informal assessments and then re-teaching, and ensuring the students are appropriately placed will help Gabrielino High address the critical academic needs of the students.</p>	<ul style="list-style-type: none"> • Significant Subgroup performance data in CST, CAHSEE, Summative Assessments, Benchmark Assessments.

WASC Category D. Standards-based Student Learning: Assessment and Accountability:

Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- ❖ Math interventions provided based on assessment results for underperforming students; ELD students have multiple interventions available to them
- ❖ Sheltered classes in Science, English and Social Science for ELD students; AP & Honors classes for those students desiring a greater challenge
- ❖ Dedication to closing the achievement gap
- ❖ Special education program is dedicated to serving students in the least restrictive environment, and is piloting a co-teaching model to try and improve student performance
- ❖ Independent nature of benchmark implementation; department and teacher driven rather than dictated from the district level
- ❖ Common assessments in the departments
- ❖ Sharing and implementation of best practices
- ❖ Access to data
- ❖ Intervention programs

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- ❖ Additional ways to measure the achievement gap
- ❖ Reduce the achievement gap
- ❖ Increase enrollment in AP and Honors classes, particularly of historically underrepresented students
- ❖ Provide more opportunities to Special Education and ELD students; increase course offerings for all students
- ❖ Revise, improve summative assessments & benchmark exams
- ❖ Utilize data more effectively to refine student placement in classes
- ❖ Increase effectiveness of communication between parents/guardians and the school regarding student achievement