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

## D1.	Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Data for assessment is collected from a variety of sources, and is sometimes presented to the faculty as a whole, and of course is often available online for any stakeholder to examine or use, but the most effective use of this data is probably within the PLCs.	
The English Department, for example, reports using these Assessment Tools: ● SRI ● CELDT ● SBAC ● AP Exam ● Read Theory ● Teacher created Exams and Quizzes	Results from Assessment Tools: SRI CELDT SBAC AP Exam Read Theory Teacher created Exams and Quizzes CFA (Common Formative Assessment)
The teacher-created exams and quizzes allow opportunities for immediate re-teaching, whereas the CELDT and SRI supports preferred programming.	
SBAC results lend justification for Honors and AP Placement.	
Read Theory delivers an understanding of student Reading level for various tasks.	
The English teachers, like other teachers in the core academic subjects, are transitioning into a new phase in how they assess their students within the English academic core subject area. This is due in part to the phase-in of the Common Core Standards, and the phasing out of the CST and the CAHSEE testing models. The barometer by which they gauge student growth in both reading and	

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writing in part derives from assessments created within the PLC by teacher grade level cohorts, or from SBAC.

PLCs look at data disaggregated by language ability and students with disabilities. More data is examined by the Special Education teachers and the TSP Office and presented to the faculty.

Their LTEL population of students is tested annually using SRI and the CELDT examinations for reclassification purposes within their ELD classes.

Students in AP Language and Composition and AP Literature are assessed in the spring semester through advanced placement tests. The data derived from the AP tests measures individual student achievement and mastery of the course alongside their peers locally and nationally within the College Board website.

SRI and the CELDT examinations

AP Testing results

Students primarily in 9th and 10th grade are using the Read Theory reading comprehension computer program in order to assess their current reading comprehension levels. This is a progressive assessment where student reading growth is measured by reading short passages and taking a multiple choice quiz. Students advance to the next reading level once they have tested out after several mini quizzes. The benefit of the Read Theory program is that students are provided immediate feedback regarding their present reading level. This assessment tool models some of the reading skills necessary for the SBAC test, and provides English teachers potential data for purposes of intervention concerning the lexile levels of their students.

Read Theory test results

Other core academic domains are also using multiple assessments from those administered on the State level to simple checks for understanding by individual teachers to adjust, modify and scaffold instruction.

Areas of Strength
Multiple assessments are used across domains and to benefit the entire student population

Areas of Growth
Test scores indicate we may need some time to adapt to new standards and assessments in order to use data feedback as effectively as possible.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Most of these processes are mandated by and handled at the district and state level. Stakeholders can access data and information in a variety of ways.	SPSA
	WASC Focus on Learning Plan
Anyone can access the School Accountability Report Card through the LAUSD website for any individual school. The California Department of Education (CDE) makes data available through their Dataquest page, which includes school performance, test scores and more, although some information is out of date. Teachers, administrators and others with an LAUSD Single Sign-on can access assessment data and more from the MyData Insights page, which reports SBAC scores and progress with Special Education and English Learner populations.	
Parents are informed about student achievement by report cards, presentations during SSC and ELAC meetings, orientations, Parent Power Fairs and presentations at Coffee with the Principal meeting.	
One avenue the school has for informing parents of prospective students is the LAUSD Zone of Choice portal, which is designed to let parents choose the best school in their area for their children. Bell High and other LAUSD schools present a five-minute film outlining school achievements, culture, opportunities and student testimonials. It is non-scientific in nature, but offers the school and prospective parents a fresh, different and qualitative take on representing Bell High's accomplishments.	

Area of Strength

Although handled on the district and state level, there is much data available for interested stakeholders.

Area of Growth

Some PD for stakeholders in how to find data themselves may be useful.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
As Bell High continues to focus on A-G completion, with the goal of monitoring the progress of all students, we are benefiting from improvements to the MiSiS system allowing for IGP reports, graduation progress reports and at-risk reports. We also now have a dropout prevention counseling position. Counselors mail certified grad checks home in the Fall and Spring. Students who do fall behind are benefiting from increased credit recovery options.	Reports Credit recovery schedule IGPs Grad Checks Planning Sheets Progress Reports

Counselors and staff do believe in seeking new ways to identify at-risk students and providing intervention before they fail. Communication with parents has improved, but even more involvement, such as meeting with parents of at-risk students in groups, could result in even more gains. Ultimately we would like to have the resources to focus, not only on graduation, but on increased participation in the ACT, SAT and PSAT.

Counselors feel they could be even more data driven, and have an interest in attending Local District meetings.   Their roles and responsibilities have expanded, and they are expected to do more with fewer counselors. They also feel they need training on 504 plans, and would like to attend conferences and other outside professional development opportunities, such as Cash for College and AP/UC Conferences.

Academies are taking action as well. The Magnet is incorporating Learning Team-wide grade checks and advisory intervention programs to identify and monitor student growth. Teachers would like counselors to meet with them during scheduled PD to be a part of the dialogue regarding student progress and intervention needs. Teachers believe that, to build a successful community, the counselor should be housed with the proximity of students and teachers.

Areas of Strength

Improvements in MiSiS

Areas of Growth

Counselors seek more parent engagement, particularly with at-risk students

Counselors feel they could be even more data driven

Counselors need training in 504 plans

More participation in ACT, PSAT and SAT is possible

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
Bell teachers use both formative and summative assessments to measure progress.	Increased levels of writing during assessments.
For example, in the math department, teachers now assess students with higher frequency. Formative assessments are given daily, each Friday there is cumulative assessment, unit assessments are given at the end of each unit of study, and finally LAUSD Interim Assessments are administered each semester. This allows teachers to analyze data from these assessments, especially daily and weekly assessments, and modify instruction to meet student needs	Daily formative assessments in math Interim Assessments
In the Science Department, periodic assessments and the move to Next Generation Science Standards have pushed us towards more writing and model building. The new NGSS standards will include a writing portion as part of the science curriculum. Therefore, many science teachers have begun to integrate Depth of Knowledge (DOK) questions within their lessons, which then require a written response from their students. Science teachers are also incorporating reading comprehension strategies using articles related to units in the textbooks. This shift in pedagogy means that students are being offered a variety of platforms in order to show mastery of the material (assessments).	NGSS lessons Higher level questions during assessments. Formative and summative assessments in all classes
As evidenced elsewhere, English and Social Studies also use formative and summative assessments. They are also found in PE and Arts and Career Tech classes.	

Area of Strength

Formative and Summative assessments are in place.

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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Teachers at Bell High use the results of both formative and summative assessments to guide instruction. For example, in the Science Department, assessment has shifted from multiple-choice assessment to multiple types of assessments. A variety of assessment techniques are being implemented by the science department rather than the old standby: the multiple choice test. Science teachers use formal and informal assessments regularly, both formative and summative. While these might include checks for understanding, free response and multiple choice quizzes and tests, they are increasingly presentations and student made models. In some cases, students design experiments, which are accompanied by laboratory activities (practicums). We have also used a lot more DOK questioning.	Increased levels of writing during assessments. NGSS lessons Higher level questions during assessments.
In the Math department, the daily formative and cumulative assessments are used to plan next week's lesson and adjustments are made based on test scores. Teachers in the Math department have been diligently working in their subject specific PLC teams to analyze data from their formative and summative assessments and make the adjustments necessary to improve student performance.	Formative assessment on a daily basis Cumulative assessment every Friday
Results of common unit assessments are evident in math classrooms at BHS.	Unit assessment at the end of every unit
English and Social Studies also use formative and summative assessments effectively, as detailed elsewhere.	Interim assessments
Professional Development time is dedicated to the review of scores and the adjustment of curriculum.	PD Calendar and Agendas

Area of Strength

Formative and Summative Assessments are used schoolwide to adjust instruction.

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
During informal and formal classroom observations, Administrators ask students what they are doing and why they are engaged in the activity they may be working on. Most students are able to connect the activity and/or skill to the content standards that are posted on the board.	Student observations
An analysis of the students' responses to the School Experience Survey showed that 70% plan to complete a 4-year college degree or higher. This percentage is aligned to the students' perception of the school staff expectations for students. 69% of the students say that most adults expect students to go to college.	School Experience Survey
The school staff has higher expectations for students than are communicated based on staff responses to the School Experience Survey. 90% of the staff agree or strongly agree that the school sets high standards for academic performance for all students. 93% of the staff agrees that the school promotes academic success for all students. 94% of the staff agree that the adults at the school expect students to go to college. 96% of the staff agrees that the school encourages students to enroll in rigorous courses such as honors and AP courses. 95% of the staff agree that the school's goals for student achievement are clear and well-defined.	
As part of the ELD monitoring to support student reclassification, we have whole class presentations on the three criteria for reclassification and give each students either their LTEL Goal sheet (LTELS 5+ years) and EL Progress Profile (ELD 1-4). During these presentations, we have students look at their data and help them identify what areas of improvement they need to work on in order to reclassify. In addition, individual one-on-one data conversations will be conducted with each student as the next assessment approaches. This data dialogue supports student motivation and awareness of the upcoming assessments.	

Area of Strength

Student's understanding of expected performance levels aligns with standards

Area of Growth

Student expectations of college success trail teacher opinions of academic rigor.

More data collection in the area might prove useful

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
LAUSD mandates assessments and requires schools, through their Single Plan for Student Achievement, to align the results with its school plan and goals.	
For core academic classes and some others, this system works fairly well. For example, in Social Studies, the teachers use SHEG lessons from the Stanford History Education Group, but in their SHEG lessons they use LAUSD rubrics for expository and argumentative writing.	SHEG Lessons LAUSD Rubrics
In addition to SHEG assessments, Social Studies teachers also administer the LAUSD interim assessment in December and May. All 10th and 11th grade students are required to create an extended written response after carefully reading and analyzing 3-4 primary sources. A rubric, created by the district, is used to assess student performance and results. As a result, the social studies department has adopted a strategic instructional approach. In the fall semester student learn and practice creating expository written responses (short and extended). In the spring semester, the writing genre is argumentative.	
Other PLCs have similar cycles, as the district requires.	
But in some cases a lack of district support undermines teacher efforts.	
Case in point, PE teachers are deeply upset that students who do not pass the Fitnessgram by the end of their 10th grade year are not automatically enrolled in a PE course in the 11th grade as a means of intervention.	
Without this level of accountability, the efforts made by teachers and coaches to focus on areas of improvement and use data to chart	

progress and success are greatly weakened. This department reports that this automatic reassignment would follow state law, but the district does not support it.

Many teachers have students self-assess assignments before submission to make sure expectations were clear.

In addition to our Back to School nights and Parent Conference nights, parents are now able to interact with student grades through Schoology. This is a new, developing practice at Bell High, in part because we just switched from teachers predominantly using Jupiter Grades as their LMS to using the new, district-mandated Schoology. Having parents engage in an assessment of student work is an ongoing exploration. Some teachers also use Blackboard Connect.

The Magnet has worked with local experts as part of the review panel for student science projects, and more cooperation with local agencies, businesses and industry personnel is a growth area in our Academies, Magnet and Special Programs.

Areas of Strength

The school meets district requirements for assessments

The school adapts their curricular frameworks to assess effectively using mandated tools

Areas of Growth

Some district mandates do not support teacher efforts

More parent engagement is in the works

More community involvement is developing

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
School Board policies clearly require an SPSA Evaluation after examining district provided data on graduation rates, SBAC, etc. presented by Principal Balderas.	SPSA
The teachers in the core academic domains, including English and Math, also have input on the Single Plan during department meetings in February. Goals and data are reviewed, and plans are revised, always with the greater district goals of 100% graduation and success for every child at their center. Instructional frameworks and interventions are produced or reworked at this time, and further adjusted in March.	Instructional Frameworks
These plans are presented to the English Learner Advisory Committee, an important venue for parents to have a say about goals, community engagement and budget aspects of the plan.	
In addition, we are constantly looking at CELDT Data and RI from Read Theory to group students and plan lessons that will improve their literacy skills, specifically in the designated ELD classes. English teachers examine lexile levels to group students. In 2015 – 2016 we held specific PDs for District Modules from our TSP Coordinators.	CELDT Data
	SHEG Lessons
Teachers use rosters to identify EL Learners in their classes and differentiate instruction.	

Professional Development for the last four years has included Writing Across the Curriculum (WAC) and Core Six training. This training focused on equipping teachers with a tool belt of strategies they can use to help our students acquire and improve their language skills.

Effective use of assessment data, particularly in the four cores, requires that the PLCs are utilizing assessments to their fullest degree and that they are aligned with current standards and district benchmarks.

 The Social Studies Department is a good example of this.

Since the last WASC, the Social Studies Department has used assessment practices to meet the needs of the CCSS. In addition to assessing content standards, students are also required to demonstrate critical thinking and the reading of and comprehension of complex texts. Students also must assess the validity of texts, collaborate with peers, and create logical, articulate, cohesive, written and oral responses. The faculty of the social studies department uses SHEG lessons as the basis of these assessments. Some of the SHEG lessons have been modified to meet the needs of students (modification of texts/questions/writing prompts for simplicity or rigor). The assessments are measured using the LAUSD rubrics for expository and argumentative writing. The use of these assessments enables the social studies teachers to assess student progress toward the CCSS.

Collaborative Groups in action

AVID Strategies

As a result of these new assessment practices, instruction has been modified. Teacher now focus on creating lesson that are more student centered and require collaboration with peers at various stages.

Teachers also now explicitly teach and model critical reading strategies designed to help students read and comprehend more complex texts.

Although SHEG instructional strategies have been the focus, other pedagogy such as AVID, HOM, and Kagen Strategies are also used. Students are required to produce short and extended written responses, but are also required to orally present information in logical, articulate, and cohesive manner.

In order to gauge student progress during the semester prior to the administration of the LAUSD Interim and SBAC assessments, social studies teachers have identified three common formative assessments via their PLCs. PLC teams administer and assess

student performance on the CFA and modify their instruction as needed. Visitors to social studies classrooms will note the high frequency to which they see collaborative groups, analyses of primary/secondary texts, assessments focused on critical thinking/ writing, Depth of Knowledge 1 – 4, Costa's Levels 1 – 3 questions, the Habits of Mind, historical thinking skills aligned with SHEG lessons, and AVID strategies (reading, writing, and grouping).

Other departments also must align their assessments with district and state expectations.

The World Language Department assesses students in various ways to meet the current demands of the CCSS. Students are required to give presentations, engage in dialogues, journal writing, listening activities, and comprehensive exams. Teachers analyze student data from these assessments, reteach and scaffold as needed.

Special Education students with alternative curriculums, for example, are assessed through informal observations, IEP Monitoring, and work samples from the District mandated curriculum (Unique, Oxford Picture Dictionary). Checkpoints for pre and post assessments measure content and learned skills.

Areas of Strength

Regular Data Cycle

Effective review of data by departments

Revisions of instructional frameworks are guided by data

Areas of Growth

Now that we are single track, we should be able to accomplish this cycle and engage in more interdisciplinary projects.

Findings	Supporting Evidence

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence

According to the LAUSD website:

> "To ensure all LAUSD graduates have the option to enroll directly into a university and be prepared for a career, the District has implemented a College and Career Readiness through A-G initiative. LAUSD has aligned its graduation requirements with the California State University (CSU) A-G requirements, beginning with the graduating class of 2016. Students must earn a grade of "D" or better in "A-G" courses, and meet California Department of Education Requirements as well as satisfying additional LAUSD requirements for graduation. We are making the high school diploma a document that gives students the choice to transition straight into a college or into a career."

https://achieve.lausd.net/Page/7879

As stated in A3.3, Bell High, as all schools in LAUSD, are provided with instructional directives and direction, presented as the Five Critical Focus Areas, including having students pass these A-G classes with a "C" or better.

Other Critical Focus Areas are

- EL Reclassification
- NGSS implementation
- 100% Graduation, and
- Social Emotional Learning

Through professional development, Leadership Team Meetings, Instructional Team Meetings, School Site Council, Local School Leadership, and Parent Meetings the staff is able to evaluate these Five Critical Focus Areas (directly and indirectly) to determine the best ways to support student learning.

ILT Agendas

SSC Agendas

Area of Strength

Bell High aligns instruction with District Critical focus areas.

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
The Bell High Testing Coordinator attends both an in-person and an on-line training to assure protocol is known and followed. The principal selects the Testing Coordinator and submits the name to the district. The coordinator provides training to all examiners and proctors and assures that they also take an online District training. Examiners and Proctors sign an affidavit agreeing to maintain the security of the exams. All security documents are collected for school staff before allowing access to secure testing materials. All testing materials are kept in a secure location at all times.	Affidavits and testing materials

Area of Strength

Testing integrity is secure

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Teachers at Bell High are accustomed to executing their mandated and self-constructed formative and summative assessments, looking at data and making adjustments. The district makes a lot of data available to any interested stakeholder, and is currently updating their system for doing this. Bell High needs to continue to refine and update their assessments, adapt to their new LMS (Schoology) in order to share results and, ultimately, learn to cooperate better with parents and community members and organizations in the assessment process. Rising test scores indicate that the variety of assessments used and the regular review of data and student work contribute to meeting the critical learner needs, although certain needs, such as parent and community engagement, need to be assessed and scrutinized more.

Prioritize the areas of strength and growth for Category D.

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

- Improvements in MiSiS
- Although handled on the district and state level, there is much data available for interested stakeholders.
- Multiple assessments are used across domains and to benefit the entire student population
- Formative and Summative assessments are in place.
- Student's understanding of expected performance levels aligns with standards
- The school meets district requirements for assessments
- The school adapts their curricular frameworks to assess effectively using mandated tools
- Regular Data Cycle
- Effective review of data by departments
- Revisions of instructional frameworks are guided by data
- Bell High aligns instruction with District Critical focus areas.
- Testing integrity is secure

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

Areas of Growth

- Counselors seek more parent engagement, particularly with at-risk students

- Student expectations of college success trail teacher opinions of academic rigor.

- Test scores indicate we may need some time to adapt to new standards and assessments in order to use data feedback as effectively as possible.

- More data collection in the area might prove useful

- Now that we are single track, we should be able to accomplish the data review cycle and engage in more interdisciplinary projects.

- Some district mandates do not support teacher efforts

- More parent engagement is in the works

- More community involvement is developing

- As effective and thorough as the WASC and SPSA processes are, some PD for stakeholder in how to find data themselves may be enabling.

- Counselors feel they could be even more data driven

- Counselors need training in 504 plans

- More participation in ACT, PSAT and SAT is possible