

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY- Standards-based Student Learning**

### **D1 & D2. ASSESSMENT AND ACCOUNTABILITY CRITERION**

*D1: 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?*

Palisades Charter High School uses a mix of local, state, and national assessment tools to collect, disaggregate, analyze, and report student performance data to parents and other stakeholders. The school's greatest area of growth since the last WASC visit is acquiring Mastery Manager, a data-assessment system that enables instructors to use local common assessments to measure individual student academic growth. Six years ago, the Assessment and Accountability Committee oversaw the purchase of this data-processing system, which allows teachers within a PLC to monitor individual student academic progress toward achieving content standards and learning objectives. Students who fail to make adequate progress are identified, so they can receive additional instruction. Mastery Manager is used for both formative and summative assessments. The program allows teachers to disaggregate data and use it to analyze student results. Currently, the overall number of assessments administered is reported to the Board. However, there is no effective, systematic method or protocol for providing parents with individual student results.

A case carrier, who is special education or resource teacher, monitors students with Individual Education Plans. Annual (or even more frequently) IEP meetings are held with the student, parent, resource teacher/case carrier, and general education teachers to monitor the student's academic and social progress. As needed, new goals are set with clear benchmarks identified for yearly growth. Additional contact between the case carrier and general education teachers is needed to more closely monitor student progress.

State assessments, in the form of standardized tests such as the CAHSEE, CELDT, and CST's provide summative data and are administered at various points throughout the year. This information is available at the California Department of Education website. At the beginning of school year when API and AYP reports are made available by the state, the staff evaluates test data, analyzes areas for growth, and sets goals for the upcoming year. In addition, PCHS staff may access and analyze individual student test scores via MyData, a new, web-based service provided by LAUSD. The Executive Director and Principal reports the results of state assessments to the Board and to all stakeholders.

SARC, the School Accountability Report Card, is another assessment tool. Like other high schools, PCHS is responsible for gathering and submitting statistical data. Based upon demographic statistics as well as CST and CAHSEE results, the SARC provides parents and community with important information that they may use to compare schools. Like state assessments, the national assessments such as the PSAT, SAT, and AP exams provide summative data and are administered at various points throughout the year. Students receive individual analysis reports, and the College Board provides a Summary of Skills Report. In addition, AP class instructors receive Instructional Planning Reports based on their students' performance, so they can make adjustments in their instruction for the following year.

The school is in the process of investigating and acquiring a new SIS system to consolidate the multiple information systems currently used. The new system will enable PCHS to communicate student performance data to parents more efficiently.

***D2a: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?***

In each department, PCHS teachers use various assessment strategies to evaluate student progress toward departmental goals, PLC common and formative assessments, and individualized unit assessments. Students are evaluated based on writing assignments, multiple-choice exams, short answers/free responses, oral presentations, group or individual projects, cloze strategies/tests, and Socratic seminars. Many teachers also use guided questioning, self-reflection, and mini-quizzes as methods for checking for understanding. The degree to which these assessments are used in conjunction with our data program Mastery Manager for data analysis varies by department and PLC.

***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?***

Through the use of formative assessments and PLC collaborations and assessments, teachers modify their teaching to meet the needs of all students. Within the 9<sup>th</sup>-grade Pods, teachers collaborate and discuss intervention strategies, interdisciplinary connections, and team-building skills. In 9<sup>th</sup> grade, Literacy teachers use diagnostic information to guide instruction, and summative assessments to measure student progress toward learning goals. Prior to budget cut two years ago, PLCs could apply for “PLC Mini-Grants” allow members of a PLC to work during the summer to analyze their previous years assessment data and make modifications for the following years instruction. This year we have begun piloting a Re-teach and Reassessment (R&R) program, starting in the U.S. History and Biology PLCs, to provide systematic and immediate intervention for non-proficient students following unit exams. Also, counselors are working on identifying 9<sup>th</sup>-grade students who struggled during the first semester, so these targeted students can receive additional supporting and monitoring.

**PROFESSIONALLY ACCEPTABLE ASSESSMENT PROCESS**

FINDINGS	EVIDENCE
<p>Every teacher uses progress reports and report cards to inform parents of individual student academic progress. These reports are mailed every five weeks, and grades reflect each student’s performance academic performance as well as his/her work habits and participation. Teachers also communicate with parents via email, telephone, TeacherWeb NewsFlash and grade reporting, and in-person conferences. To date, ninety-three teachers have active TeacherWeb accounts, and many teachers update information on a regular basis.</p> <p>PCHS releases overall CAHSEE and CST scores as well as a School Letter of Performance to all stakeholders. On an annual basis, the Board receives a presentation of</p>	<ul style="list-style-type: none"> <li>• <i>Department grade reports from TeacherWeb</i></li> <li>• <i>TeacherWeb Usage Report</i></li> <li>• <i>Report Card Copies and verification rosters</i></li> <li>• <i>Grade Verification Class Sheet for Social Studies (ex. A. Castro)</i></li> <li>• <i>Pali email</i></li> <li>• <i>TeacherWeb News Flash</i></li> <li>• <i>CST Report or Copy of Letter mailed</i></li> <li>• <i>CAHSEE Report</i></li> </ul>

school-wide data. The comprehensive reports are available on the CDE (California Department of Education) website and the overview presentation is posted on the school's website.

In order to communicate student placement and specific needs, individual CELDT scores are reported to parents of students in the program.

In the Foreign Language department, Spanish 1 has a common summative assessment for each semester. French 1 and 2 have common assessments, but the data is not disaggregated or analyzed.

Physical Education has common assessments for fitness exams and unit sport lessons.

The Social Studies, Math, and Science PLCs have worked hard to collect and analyze data from common assessments. Each of the four PLCs in Social Studies department collects formative and summative assessment data. The disaggregation and analysis of student performance data is in the developmental stages, but individual PLC reports are not provided to the parents and other stakeholders. Some teachers however, print individual student reports and encourage students to share this information with their parents. The Science PLCs collect common summative assessment data and analyze student responses. The assessment data is used primarily as a tool for instruction, but the information is not distributed to the parents and other stakeholders. However, this data is shared with students in class when test results are analyzed. In some classes, teachers use TeacherWeb and/or Teleparent to communicate assessment scores, performance levels, and/or grades. Due to the combination of budget constraints and the low usage rates, the Teleparent subscription was not renewed this year; however, school staff is investigating a new SIS system, which would have this capacity.

In the English Language Arts department, the Literacy PLC collects data of incoming 9<sup>th</sup>-grade students (8<sup>th</sup>-grade English grades and 7<sup>th</sup> grade CST scores) and

- *CDE Website*
- *Board Agenda and Materials*
  
- *CELDT scores and Matrix Publishers*
  
- *French and Spanish Common Assessments and Corresponding Mastery Manager Data*
  
- *9<sup>th</sup> grade Fitness Exam*
- *10<sup>th</sup>-12<sup>th</sup> Standardized Test Scores (e.g. running times, distances run, soccer kicks, etc.)*
  
- *Mastery Manager Common Assessments and Data Reports*
- *PLC Minutes and Notebooks*
- *TeacherWeb urls and Individualized Grade Reports*
  
  
- *Mastery Manager Data*
- *9<sup>th</sup> grade Persuasive Essay*
- *Gates-McGinitie Reading Test*

disaggregates students based on diagnostic testing (the Gates-McGinitie Reading Test administered after registration). This method is effective in determining student placement in 9<sup>th</sup> grade Literacy support classes; however, the information is not shared with anyone outside the PLC. In the 9<sup>th</sup> grade PLC, the results of a persuasive essay common assessment are not disaggregated but are analyzed and reported to students. The analyses of the Honors and AP essays taken in 9th through 11th grade are analyzed, but the results are not distributed to parents. A list containing the ID number of every student accepted into AP and/or Honors classes.

Because of the varied disciplines taught in the VAPA department, each discipline uses multiple assessments to gauge student performance. VAPA has one common assessment, a museum report. Drawing, painting, film, video production, and theater instructors use TeacherWeb to disseminate information about the students. The Ceramics teacher uses the ISIS gradebook, which can be accessed by administrators and parents. VAPA teachers communicate with parents via email, telephone, and if needed, in person.

At Temescal Small Learning Academy, teachers primarily communicate with parents via telephone, email, and conferences. Students who earn high marks receive certificates and ribbons, which are posted at the site. In addition, the Temescal Small Learning Academy math teacher provides parents with the results of diagnostic pre-tests ribbons and post-tests.

- *Literacy Placement Lists including data*
- *Honors/AP Lists Posted at [www.Palihigh.org](http://www.Palihigh.org)*
- *Honors/AP Admittance Notices*

- *Instrument Project*
- *TeacherWeb urls*
- *1<sup>st</sup> Film Project*
- *Live Performance Critique*
- *Museum Report*

- *Certificates, Ribbons*
- *Pali email*

## **BASIS FOR DETERMINATION OF PERFORMANCE LEVELS**

FINDINGS	EVIDENCE
<p>In the Social Studies department, teachers give various types of common assessments, including multiple-choice tests, essay responses, and performance tasks. Teachers are in the early stages of aligning grades to performance within each PLC and aligning grades to predicted performance on CSTs or APs. The weighting of grades varies by teacher and grade level. Most teachers assign a weight of at least 50% to individual assessments and about 10% to common assessments.</p>	<ul style="list-style-type: none"> <li>• <i>Department Goals</i></li> <li>• <i>CST Grade Correlation</i></li> <li>• <i>Course Syllabi</i></li> </ul>

The Math department grades are determined by a combination of assessments (including tests, midterm and final exams, and standards assessments) and assignments. The department has set category weights for assessments and assignments for each course. Standards are tracked in terms of proficiency throughout the semester instead of just on a one-time summative exam. Teachers discuss and establish proficiency levels for each standard. Anchor papers are shared and discussed and best practices are shared in weekly PLC meetings.

In the Science department, teachers are currently working on common grading and testing policies and percentages (including common assessment, final, and tests/quizzes percentages). Common assessments typically include just multiple-choice questions, but other assessments are composed of multiple-choice questions of varying degrees of difficulty, lab practicals, free response/short answer, summative projects, free writing/paragraphs, and formative in class assessments. The Science PLCs uses this information to inform instruction and create a strong, standards-based, rigorous curriculum.

The Integrated Science PLC uses assessment results to inform instructional design, to identify concepts that need to be re-taught, and to make connections across the curriculum and other scientific disciplines. These practices create a collaborative, collegial environment in which teachers are encouraged to engage in reflection. In this supportive environment, teachers often engage in discussions and share best practices. Data is collected and analyzed using computer applications such as Mastery Manager and/or by hand. After the assessments have been analyzed, they are modified as needed. Assessments are all standards-based and developed by the PLC during summer planning sessions and meetings throughout the semester. Some assessment examples include multiple-choice questions, labs, activities, and projects. Within the Integrated Science units, each one has common readings, activities, labs, and assessments. Resources for teachers include a CD with all activities and handouts, a hard copy of curriculum, additional books, movies, and equipment. Additional resources and materials are distributed the teachers of students with IEPs, 504s, and those in a Literacy support class.

- *Weighted Grade Table*
- *Rubric for each ES for proficiency*
- *Course Info/Syllabus*
- *PLC Minutes*

- *Science Course Expectations and Grading Policies*
- *Science Common Assessments*
- *Department Minutes and Agendas*
- *PLC Notebooks*
- *Honors Notebooks*

- *Mastery Manager Data*
- *IS PLC*
- *Common PLC Assessments*
- *PLC Minutes and Notebooks*
- *IS CD and notebook*
- *SLC/POD minutes*

In the VAPA department, projects and performances are used to determine students' grades and progress. Student effort, focus, and progress is observed and analyzed on an individual basis. This information often influences the instructor's evaluation of the student's project or performance. Teachers use rubrics to score the projects and performances, as well as group/individual critiques. Student work is displayed every spring during Showcase Night.

In the Physical Education department, teachers administer pre- and post-tests. Individual student scores on these tests are compared with scores posted by peers as well as the general grade-level fitness standards.

The Foreign Language teachers vary measures of assessment and performance levels. They assess students' modalities in different ways, including, but not limited to, tests and quizzes, oral projects, written projects, (oral and written) comprehension assessments, participation, and attendance. Some of the teachers allow students multiple assessments, so their grades will reflect mastery of the given subject matter. Assessment results determine performance levels by assessment results. Students in need of intervention receive targeted support (e.g. tutoring, re-teaching, and reassessment).

In the English Language Arts department, teachers use differing methods to gather information and determine student achievement and progress toward meeting stated standards. For example, teachers assign portfolios, essays, projects, and tests to gauge individual student performance levels. In addition, the department administers an Honors Assessment for placement the following year.

- *Color Wheel Rubric*
- *Drama Rubrics*
- *Film Rubric*
- *Ceramics Project Rubrics*
- *Villagran-critique Guidelines Form*
- *Instructional Packets*
- *Performances-Winter Concert, Musical, Band*
- *Showcase Night-flyers*

- *Written Test*

- *Retaken Assessments as compared to Originals (retesting)*
- *50- or 100-point Tests, Cartoons, and Projects*
- *Performance Skills Test*

- *Portfolios*
- *9<sup>th</sup>-grade Persuasive Essays*
- *10<sup>th</sup>-grade Vocabulary Sheets*
- *11<sup>th</sup>-grade Crucible and Gatsby tests*
- *12<sup>th</sup>-grade Personal Statements*





## APPROPRIATE ASSESSMENT STRATEGIES

FINDINGS	EVIDENCE
<p>In the Foreign Language department, a variety of effective assessment strategies are used to measure student progress. They assess their students in many ways to determine if they can speak, read, write, and understand the language. For example, teachers administer summative exams and quizzes, incorporate and evaluate projects, skits, and peer dialogues.</p> <p>The Physical Education department uses a combination of written tests, skills tests, journals, reports, and class discussions to monitor individual student academic progress.</p> <p>In the VAPA department, students are given different types of assessments, including essays, short responses, whole-class discussions, quizzes, sequential grades for progress, verbal and written evaluations (i.e. practice performances and sketches), and a product/performance. Some of the assessments require evaluating the students' understanding of aesthetic valuing as well as a critical analysis of student work. The critiques may be peer-led and/or group-oriented.</p> <p>All Special Education teachers ensure that students have access to the curriculum and are able to apply what they have learned. In SDP classes, assessments are modified depending on individual needs as stated in each student's IEP. In the RSP setting, students generally take the same assessments given in the general education classroom, but</p>	<ul style="list-style-type: none"> <li>• <i>Spanish 1 and 4 Tests</i></li>   <li>• <i>Rules of the Game and Sports Written Tests</i></li> <li>• <i>Volleyball Forearm Pass-Skills Test</i></li> <li>• <i>Basketball Lay-up Skills Test</i></li>   <li>• <i>100 plays- five to Read, Design, Perform as Classic Play Instruction</i></li> <li>• <i>1<sup>st</sup> Film Project</i></li> <li>• <i>Sketches</i></li> <li>• <i>Photo Grading Criteria</i></li> <li>• <i>Drama Assignments</i></li> <li>• <i>Film Assignments</i></li> <li>• <i>Ceramics Assignments and Quizzes</i></li> <li>• <i>Drawing and Painting Quizzes and Handouts</i></li> <li>• <i>Art Projects</i></li> <li>• <i>Photo Book</i></li> <li>• <i>Theory Work-choir</i></li> <li>• <i>Successful Participation in Marching Band Competitions-SCOBA Results</i></li> <li>• <i>DTASC-program</i></li>   <li>• <i>SDP Assessments</i></li> <li>• <i>Modified General Ed Tests (original and modified)</i></li> <li>• <i>Activities on Test-taking Strategies</i></li> </ul>

often take their assessments in the resource room to alleviate testing anxiety. Depending on student needs as indicated on their IEPs, some general education classroom assessments may be modified according to the IEP

In Science classes, a teacher use several assessments, including labs and debriefs, activities, projects, multiple-choice tests, and free response questions, lab practicals, and guided questioning throughout daily lessons. Science labs and debriefs allow students to explore science hands-on and strengthen critical thinking and communication skills. To reinforce student understanding of content Science teachers use homework as well as test corrections and analyses.

In the Math department, PLCs use common assessments within. Algebra 1, Geometry, and Algebra 2 use standards-based assessments to determine student proficiency. These assessments are administered multiple times, and students are given several opportunities to demonstrate proficiency. Common assessments (midterms and finals) are used in all courses. Math Essentials also uses common assessments. Additional strategies include vocabulary tests, projects, investigations/exploration, and homework or classwork.

In the Social Studies department, teachers use a variety of assessment strategies. Most common assessments are multiple-choice and assess knowledge and reasoning. In the last two and one-half years, Government/Economics

- *Common Assessments on Mastery Manager*
- *Exit Pass or Mini Quiz*
- *Essays: Population or Periodic Table Essay*
- *Projects: Cell Project in Biology (ex. Models, Brochures, Cell Cakes, or Collage)*
- *Labs: Mouthwash Lab*
- *Group Projects: Biome Project*
- *Practical: Rock ID Quiz in Integrated Science*
- *Formative Assessment: Elements Pre-test and Post-test in Integrated Science via Clickers*
- *Review Games: Jeopardy Review- ex. Ecology*
- *Problem Solving: Newtonian Dynamics*
- *Short Answer: Cycles*
- *PLC Pacing Guides*
  
- *Standard-based Quizzes*
- *Common Assessments*
- *Criteria Chart*
- *PLC Notebooks*
- *Math Assignments*
  
- *PLC Notebooks—PLC Common Assessments*
- *PLC Notebooks—Mastery Manager Reports*



has given 13 common assessments. World Cultures (3), World History (2), and U.S. History (11) also have given common assessments. Increasingly, teachers are using performance-based assessments to measure achievement in writing, projects, and performances. While it is possible to collect data through Mastery Manager for all types of assessments, Mastery Manager is not currently used for common performance-based assessments.

All Technical Education classes use a rubric based on completeness, organization/originality, neatness, and effort. Most Technical Education courses are project-based. Each project has a specific rubric and grading criteria.

In the English Language Arts department, teachers use a variety of assessment strategies to measure student progress toward meeting standards and learning objectives. Strategies include student portfolios, essays, extended discussions, multiple-choice tests, presentations, and group/peer editing.

- *Design and Code Program for Final*
- *11<sup>th</sup>-grade Crucible Essay Rubric*
- *12-grade Personal Statement Rubric*
- *Packets Demonstrating Writing Process*
- *Vocabulary Tests*
- *11<sup>th</sup>-grade Declarations Common Assessment (CST Style Multiple-Choice Test)*
- *10<sup>th</sup>-grade Tests for Julius Caesar, Catcher in the Rye and Night*
- *12<sup>th</sup>-grade The Stranger Test*





by making judgments about information, validity of ideas, or quality of work based on a set criteria. These actions demonstrate strong communication skills and critical thinking. Many English teachers also use “Council” as a technique to reflect, analyze, communicate, and connect to the community. Teachers assign a variety of assessments in order to measure a students’ ability to understand, analyze, and respond to literature; these allow students to address a variety of standards and ESLRs outside of traditional testing and essay formats. Students with special needs receive additional support, including graphic organizers.

The Math department uses common assessments to address core learning and critical thinking. Through investigation and exploration, students connect to one another via communication and within a community while building critical thinking skills. Projects are an extension of learning and typically correlate to the community, communication, and critical thinking.

In the Science department, student work is standard-based and connected to the school-wide ESLRs. Besides the standards-based common assessments, PLCs use various activities and projects to allow all students, especially those with special needs, to demonstrate academic achievement and understanding of scientific principles and skills. For example, the Mouthwash Lab and Cell Project in Biology connect to all four ESLRs and CA State Standards in Biology and Investigation and Experimentation. The Integrated Science PLC designs the curriculum utilizing an Environmental Theme or umbrella. Within the pH and acid-base unit, the students write a letter to their legislative representative about acid rain and complete an exploratory lab, Environmental Detectives, which incorporates all four ESLRs and the Integrated Science standards. These examples allow all students to demonstrate content knowledge beyond a multiple choice summative exam.

Upper-level Foreign Language students read various sections in the target language and write responses to the reading. Foreign Language students present projects, newspaper articles, movies, review sessions, and songs, demonstrating their ability to speak, listen, review, and write in the target language, a process that also

*House on Mango Street*

- *SAT Essay Preparation/Practice Essays*
- *IRP Prompts, Rubrics, Graphic Organizers, Student Samples*
- *Romeo & Juliet Responses*

- *Math Common Assessments*
- *Honors Math Semester Projects*
- *AP Calculus Cram Book Board Game*

- *Mouthwash Lab*
- *Cell Project*
- *Letter to the Senator*
- *Environmental Detectives*

- *France or Spain Two-week Trip Project*

demonstrates core learning and communication.

In the Physical Education department, students develop critical thinking skills by learning game strategy through practice and interaction with higher-skilled students.

In Social Studies classes, teachers use multiple types of assessments to measure individual student progress toward meeting the state content standards as well as the ESLRs. Assessments include essays, projects, and multiple-choice tests and quizzes.

- *Class Observations*
- *Fitness Journals*
- *Fitness Test Results*
  
- *Common Assessments*
- *Mastery Manager Reports*
- *U.S. History CST Cluster Test*
- *Fundamental Economics*
- *Supply and Demand Project*
- *World History Cluster 1-5*

## CURRICULUM EMBEDDED ASSESSMENTS

FINDINGS	EVIDENCE
<p>In every department, teachers modify curriculum, instruction, and assessments to meet the needs of all students, including ELL students as well as students with special needs. Teachers use formative and summative assessments to make informed decisions about curriculum and instruction.</p> <p>In the Science department, teachers use common assessments, including tests and quizzes, to evaluate student learning. However to support student learning (especially those students weak in English), science also includes various SDAIE strategies, like vocabulary and picture sheets, foldables, and Venn diagrams, and scientific root lessons to help students connect to the academic language and improve their understanding of the content.</p> <p>The VAPA department uses the outcomes, projects/performances, to gather information regarding the level of comprehension of students whose primary language is not English. If criteria are not met, then it is clear that either the criteria was not properly understood or explained. For example, in Music, Choir, and Drama, teachers provide students time to “practice” in large and small groups, during which teachers observe and provide feedback. In addition, some performance based classes also provide excellent opportunities to further develop the</p>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Worksheets, Organelle Study Guide/Foldable, Prokaryote, Eukaryote, and Virus Review Worksheet</i></li> <li>• <i>Greek and Latin Word Parts</i></li> <li>• <i>Create a Creature</i></li>   <li>• <i>Assessment of ELL Students: Formative Assessments of Teacher Observations and Questioning Strategies—Class Observations</i></li> <li>• <i>Basic Skills Handouts and Sketches</i></li> <li>• <i>Quizzes</i></li> </ul>

confidence of English Learners regarding self-expression, elocution, and communication. In visual arts classes, projects are broken down into smaller steps and basic skills that build up to the more complex final project. In Ceramics, sketches are required before the students begin their projects. This not only gives the student a chance to plan, but it also gives the instructor a chance to see if the student understood what was expected. The Film teacher has created film-planning packets, which provide a way to check for understanding and accuracy before the film is created. The Dance teachers and drawing teacher also do warm-ups, which help guide the lesson and check for understanding. Teachers also integrate writing and reading into the curriculum, so these assessments provide information regarding the progress of ELL. In addition, the VAPA department also supports the academic standards of the math department by having projects that are math-based, such as learning about two- and three-point perspective, understanding proper proportions of the human figure and face, the use of linear and radial symmetry in design, the rule of thirds, resizing images using ratios, and measuring.

In addition to common assessments, warm-ups, class assignments, team discussions, homework, projects, student presentations, Math teachers use SDAIE instructional. Starting in the 2009-2010 school-year, the department agreed to implement the following in all Algebra I and ESM classes: Word Walls (to develop vocabulary acquisition), Summary Pages (to assist in note-taking and study skills), and Oral Presentations (whole-class or student-teacher to improve speaking and communication skills).

To support ELL students, teachers in the English Language Arts department focus on models used for analysis of literature (e.g. DITSO, Say-Mean-Matter) and devote instructional time to learning word etymology. These methods help students analyze the ways in which literary devices affect a poem, text, or reader and apply knowledge of word origins (prefixes, suffixes, or roots of words) to determine meaning in unfamiliar words. For speakers of Latin-based languages, the study of word origins can help reveal cognates that support student understanding of academic English.

- *Gallery Reports*
- *Film Planning Guides*
- *Handouts*
- *Drama Costumes-Measuring*
- *Box Project*
- *Art Projects*
- *Sketchbooks*

- *Classroom Observations*
- *Algebra Tiles*
- *Outdoor Math*
- *Patty Paper*
- *Math Apples Class*
- *Kite, Bridges, and Mobiles*
- *Word Walls*
- *Resource Pages and Summary Sheets*

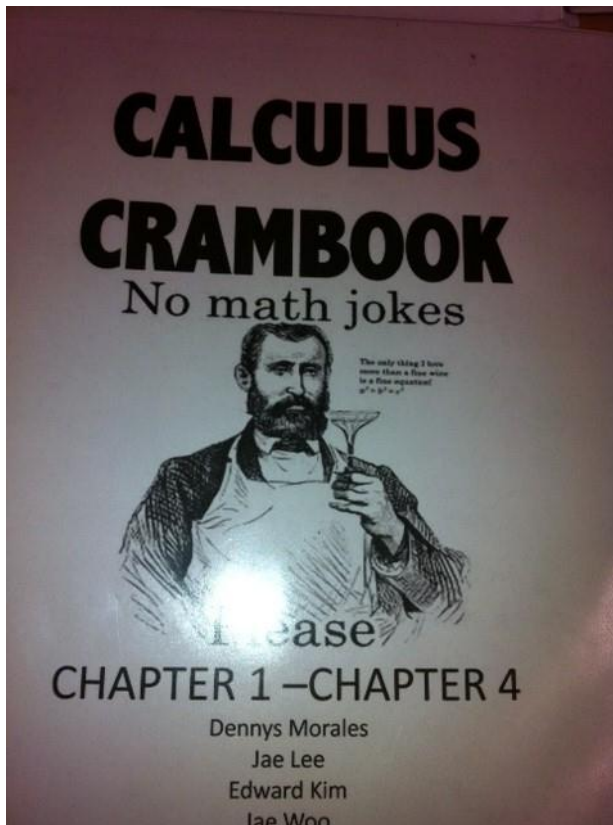
- *Vocabulary Tests, Lists, Activities, Packets with prefixes, suffixes, and roots*
- *SAT Words sheet*
- *Handouts on SOAPStone/DITSO/Say Mean Matter methods of analysis*
- *Posters of Student Work*
- *Chart of subject pronouns in English/Spanish*



Within the Physical Education department, journals, scores for games, and documented improvements on physical fitness tests are examples of tools used to meet the needs of all students and show improvement.

To support ELL students, Social Studies teachers use multiple types of common assessments, including group projects, including visuals, and graphic organizers. The department also uses SDAIE strategies and scaffolding techniques.

- *Fitness Exam*
- *Written Skills Test for Soccer Ball Dribbling*
- *Classroom Observations*



## STUDENT FEEDBACK

### FINDINGS

In many classes, students are encouraged to evaluate their level of learning. Teachers use these activities to guide instructional lesson plans and pacing. For example, the Special Education department asks students to compose journal entries about the difficulty of academic tasks. The students explain their concerns and obstacles with the task and how they feel they could be better supported.

The Integrated Science PLC uses student feedback to

### EVIDENCE

- *SPED journal writings*

redesign and implement a new curriculum and pacing plan that emphasizes the connections between various science disciplines to the environment. By communicating with students, the PLC created a stronger and more rigorous standards-based course. Student assessments from this course and the California State Testing (CST Data) are used as a tool for monitoring student progress over time and to help re-evaluate the course curriculum and overlying theme and pacing.

Many teachers in the Science department communicate with students at the end of each unit and/or do test analyses to elicit student feedback about the perception of the unit assessments and pacing.

Teachers in the Math department actively solicit student feedback. Because small groups are used routinely in a majority of activities, students learn to interact with diverse individuals daily. As the year progresses, students become more effective at communicating with each other and sharing ideas. They build a better sense of community and shared responsibility in learning. Math teachers routinely review homework, warm-ups, and debrief on previous lessons. Students are involved via presentations, opportunities to re-do/correct test corrections, and participate in error analysis. In addition, math teachers show student work for instantaneous feedback.

In the Social Studies department, the extent of student feedback solicited varies from teacher to teacher. The department is developing a protocol for students to provide feedback. Some teachers use feedback, such as assessment results, to monitor student progress and to re-teach when required.

In English Language Arts classes, students routinely examine work samples together and provide constructive feedback. Peer-review and editing may occur in class on hard copies of papers or on-line using [www.turnitin.com](http://www.turnitin.com). In many classes, students also compile a portfolio to help measure their own learning. Not only do students need to acquire knowledge, but they must learn how to solve problems in new situations using critical thinking skills and prior knowledge. Some teachers use exit tickets that provide the feedback.

- *Integrated Science Pacing and PLC Notebook*
- *Common Assessment Mastery Manger Data and CST Data*
- *Classroom Observations*
- *Test Analyses*

- *Classroom observations*

- *Assessments with Corrections*
- *Progress on Essential Standards Grade Reports*

- *Self-Reflection review by teacher*
- *PLC Surveys*

- *Portfolios*
- *Turnitin.com Peer-Review assignments*
- *Reflective Writing Pieces*
- *Student Essay Self-Evaluations*
- *Essay Revisions*
- *Exit tickets*



In VAPA classes, students provide feedback in class discussions and critiques. For example, in Band classes, students break into groups to gather information, which then is shared with the band director. Rehearsal plans are adjusted accordingly.

In Physical Education, students provide feedback through self-reflections written in their individual fitness journals.

- *Critique forms- Steil and Villagran*
- *Group Practice with Student Feedback – Observations-Dance, Drama, Music, Choir*
- *Fitness Journals*

## MODIFICATION OF TEACHING/LEARNING PROCESS

FINDINGS	EVIDENCE
<p>In most departments, assessment results are used to revise, reorganize, and improve units of study. Each year, the PLCs analyze the effectiveness of the instructional program. This happens continually throughout the year as PLC members plan units of study and discuss pacing, instruction, and assessment, as it relates to student needs and performance. At the start of each year and/or during the summer, they analyze the CST results to determine areas of strength and areas in need of improvement and plan our units according to those areas.</p> <p>The Re-teaching and Reassessing program (R&amp;R) began in the fall of 2011. R&amp;R is designed as a RTI Tier 1 intervention and serves as a safety net to capture students who fail to demonstrate proficiency on the benchmark assessments given by core PLCs and SLCs. The U.S. History and Biology PLCs are piloting the program.</p> <p>The Social Studies department is in the preliminary stages of using PLC data from assessments to alter curriculum and instructional approaches. Teachers work collaboratively to strengthen various areas where the students or individual teachers have struggled.</p> <p>In the Science department, PLCs meet regularly to discuss student learning and curriculum. Many PLC teachers discuss how common labs and activities are received by their students and relate that to best practices. As a result, lessons are refined, misconceptions identified, and new lessons are sometimes developed. In addition to Mastery Manager reports, groups identify and evaluate specific that are helping students learn different concepts. The Integrated Science PLC uses an evaluation form for each</p>	<ul style="list-style-type: none"> <li>• <i>Department and PLC Minutes/Notebooks</i></li> <li>• <i>Midterm Item Analysis in Math</i></li> <li>• <i>Pali emails</i></li> <li>• <i>CST Growth Over Time/Longitudinal Data</i></li>   <li>• <i>R&amp;R Letters, Teacher Sign-in Sheets, Re-take Assessment Data via Mastery Manager, Identification Reports</i></li>   <li>• <i>PLC Minutes and Agendas</i></li> <li>• <i>PLC Mastery Manager Reports</i></li>   <li>• <i>PLC Mastery Manager Reports</i></li> <li>• <i>PLC Minutes and Notebooks</i></li> <li>• <i>IS Unit Form</i></li> </ul>

unit. This form helps identify areas of student needs, growth and improvement, and pacing. In addition, the form provides a tool to facilitate PLC discussion.

In the Technical Education department, both students and teachers are cognizant of results in project-based courses. In some classes (e.g. Foods), time and availability of resources preclude re-doing some assignments, but in most cases results lead to re-teaching and/or opportunities to demonstrate competency.

In the English Language Arts department, some PLCs use more definite data from common assessments than others. However, all PLCs share best practices, collaborate on assessments and rubrics, and reflect on best practices. Recently, the 9<sup>th</sup>-grade PLC has been focusing on refining the persuasive essay common assessment, which grew from a desire to gradually shift toward a portfolio-based approach consistent from teacher to teacher. The 10<sup>th</sup>-grade PLC added an SAT-style essay common assessment to the curriculum. In 11<sup>th</sup> grade, in response to lower CST scores on strands regarding rhetorical analysis of non-fiction texts, the “Declarations” CST-style common assessment was developed. Because many PLC assessments are performance-based, PLC members continually are working to find manageable ways to collect meaningful data in addition to looking for logical opportunities to add objective, multiple-choice style tests that can more readily provide hard data. In the meantime, adding these assessments has led to shifts in curricular focus to a broader range of standards, reflective discussions regarding expectations and rubrics, and a sharing of instructional strategies (best practices) among PLC members.

In the VAPA department, teachers administer a common assessment, namely, a museum or performance report. This report has students see art on their own, in real life, and they write about it, describing what they saw and then critiquing it. Last year, teachers evaluated student work together. As a result of this activity, teachers learned that they share similar expectations. The Ceramics teacher also learned that students needed more preparation for the assignment, so she does a few class lessons preparing the students better by having them write about artwork viewed in slides. In Band, student assessments take the

- *Tech Ed Projects*

- *PLC Notebooks/Minutes*
- *9<sup>th</sup>-grade PLC Persuasive essay rubrics (revised between 2011 and 2012)*
- *10<sup>th</sup>-grade Argument Essay*
- *11<sup>th</sup>-grade “Declarations” Assessment*
- *Observations of Classrooms during Lunch, Nutrition, Period 7, and After School*
- *Rewritten Essays*
- *Graph Organizers*

- *Meeting Records*
- *Pre-gallery Report Assignments from Ceramics*
- *Band Observation-lesson Plans*

form of adjudicator feedback from panels of music educators at competitions at festival. Rehearsal/lesson plans are immediately shaped to reflect adjudicator observation. In Marching Band, a specific caption (music, visual, ensemble, color guard) may become the emphasis for a longer period of time that previously. In concert band, new tempos or instrumentation may be considered.



## MONITORING OF STUDENT GROWTH

FINDINGS	EVIDENCE
<p>The Math department has standards-based assessments (quizzes and exams) aligned to the academic standards and core learning. Final exams are used to assess academic standards and core learning. Daily formative assessments (i.e. warm-ups, classwork, and teacher observation) incorporate the ESLRs. Exams and in-class writing assignments are given to assess critical thinking skills. Several teachers send letters notifying students and their parents of student proficiency on Essential Standards. These letters help teachers and students identify standards that need addressing and allow students to seek help and teachers to provide support.</p>	<ul style="list-style-type: none"> <li>● <i>Warning Standards Proficiency Notification Letters</i></li> <li>● <i>Updated Students' Scores Printouts/Posting</i></li> <li>● <i>Essential Standards Record Sheet</i></li> </ul>
<p>Teachers in the Social Studies department collect and review PLC data for common assessments via Mastery Manager. This data contains cut-scores and informs teachers of proficiency rates.</p>	<ul style="list-style-type: none"> <li>● <i>Mastery Manager Data</i></li> <li>● <i>PLC Notebooks—Objective Standards Reports</i></li> </ul>

In the Foreign Language and Science departments, teachers analyze their class grade distribution and implement intervention strategies for students who are struggling.

The Integrated Science (IS) PLC monitors their learning results through evaluation sheets and regular PLC meetings. Teachers share student work and scores in determining the effectiveness/worthiness of activities and labs. Teachers developed a protocol for evaluating test questions to ensure the questions were standards-based and at varying levels of difficulty. In addition, they attempt to have five or seven questions on each standard covered on their common assessments. Test weight must also reflect the amount of time spent on the content as reflected in the common PLC pacing.

In the VAPA department, student progress is monitored through observation, analysis, strategic questioning, formal and informal assessments, summative and formative assessments, dialogue with and among students, critiques, and student reflections. This provides teachers with information needed to help students who are having a difficult time meeting the standards and requirements.

In the English Language Arts department, teachers collaboratively shares student work and analyze common assessments to ensure students are progressing toward learning goals. Teachers monitor student progress through writing assignments, projects, tests, and presentations. As more students begin to meet the standards assessed the common assessments, PLC members feel comfortable moving on to a new another common assessment addressing different standards. Common assessments are continually reviewed and revised based on student performance each year. In Literacy, teachers use a variety of methods to help students reflect upon their academic progress and GPAs.

In Physical Education, for both fitness and skills, students take preliminary tests to determine baseline levels of ability. This allows the student and teacher to design an individualized plan to help the student achieve his/her specific goals.

- *Grade Distribution Sheets*

- *IS PLC Evaluation Sheet*
- *IS PLC Minutes*
- *IS Test Protocol*
- *IS Common Assessment (ex. Chemistry)*
- *IS Common Pacing*

- *Class Observations*
- *Instructor Gradebooks*

- *PLC and SLC Minutes*
- *PLC Minutes*
- *Portfolios*
- *Anchor Papers (9<sup>th</sup> Persuasive Essay)*
- *Literacy Students' GPA Goals/Progress*

- *Fitness Pre-tests*
- *Fitness Journal with Individual Goals*

## **D3 & 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 school-wide learning results (ESLRs)?***

Since the last WASC visit, the Board authorized purchase of Mastery Manager, a tool that enables teachers to assess and monitor student progress toward meeting school-wide learning goals and state content standards. The Data Management Coordinators use Mastery Manager to support the work of PLCs. Yet, this is only part of a patchwork system in assessing and monitoring student progress toward achievement of the academic standards and expected school-wide learning results. Use of Mastery Manager varies by department and PLC. Student and parent involvement in the assessment and monitoring process also varies from teacher to teacher and occurs chiefly through the following methods: posting of grades online, face-to-face meetings, email or phone. Data management coordinators track the work of PLCs for the Executive Director and Principal, who reports the information to the Board.

The primary method of monitoring and reporting student progress is through five-, ten-, and fifteen-week progress reports and end-of-semester grades. Counselors monitor student grades, and students struggling to meet standards are given weekly progress reports to circulate among their teachers. This enables counselors and parents to be informed about student progress toward achieving academic standards and the expected school-wide learning results .

***D4: To what extent does the assessment of student achievement in relation to academic standards and expected school-wide learning results (ESLRs) drive the school's program, its regular evaluation, and improvement and usage of resources?***

As part of its regular evaluation and budget process, PCHS has modified the school program and allocated resources to support strategies aimed at improving individual student academic outcomes and progress toward meeting school-wide learning goals. The Board has fiscally supported multiple programs to support struggling students or students deemed to be at-risk. These programs include Club Dolphin, CAHSEE boot camp, and The Village Nation (TVN). Assessment results have been used to change the school program at the PLC level as well. The Math department has developed an Algebra Readiness program to better prepare students to successfully complete Algebra 1 as well as a Math Tutorial class offering additional support for students while concurrently enrolled in Algebra. In response to CST cluster data, the Social Studies department has shifted the teaching of standard 10.1 to the 9th-grade program to free up instructional time for the remaining standards in the 10<sup>th</sup>-grade curriculum. In an effort to improve individual student progress toward mastering standards assessed by the CST, the Science department implemented a new Integrated Science PLC curriculum/ pacing plan.





## ASSESSMENT AND MONITORING PROCESS

FINDINGS	EVIDENCE
<p><b><u>BOARD:</u></b> The Executive Director and Principal regularly provides updates the Board on the processes of assessment and monitoring of student progress. The data management coordinators track PLC and school-wide academic processes for the Executive Director and Principal as well as the Board. After reviewing data, the Board considers program recommendations and/or school-wide action for improvement.</p> <p>In an effort to support school-wide progress toward creating common assessments, the Board funded Mastery Manager.</p> <p>Board members are always invited by the VAPA department to performances and Showcase night.</p> <p><b><u>STAFF:</u></b> Through the PLC process, teachers develop and implement common assessments, which are used to monitor student progress. Many teachers use data to monitor progress and develop intervention and curriculum to address areas of need. During Professional Development, the staff reviews CST data and identifies areas of need.</p> <p><b><u>STUDENTS:</u></b> Student involvement in the assessment and monitoring of academic process varies. Some teachers use Mastery Manger to provide students with assessment and monitoring dat. The majority of teachers post password-protected gradebook information on TeacherWeb, a practice that enables students to monitor their own academic progress. Students also receive progress reports or report cards every five weeks.</p> <p><b><u>PARENTS:</u></b> Parents may monitor student progress through report cards, progress reports, graded papers, email, and weekly progress reports. Some teachers also post password-protected gradebooks on TeacherWe</p>	<ul style="list-style-type: none"><li>• <i>Board Minutes and Materials</i></li> <li>• <i>Board Minutes and Materials</i></li> <li>• <i>Board Minutes and Materials</i></li> <li>• <i>Department Meeting Minutes</i></li><li>• <i>PLC Minutes and Notebooks</i></li><li>• <i>Group Leader Feedback</i></li><li>• <i>Faculty Agendas and Materials</i></li><li>• <i>SLC/POD Minutes</i></li> <li>• <i>TeacherWeb sites</i></li><li>• <i>Mastery Manager Analysis Sheets</i></li><li>• <i>Grade Postings via Classroom Observation</i></li><li>• <i>Report Card Copies</i></li><li>• <i>Progress Report Copies</i></li> <li>• <i>TeacherWeb</i></li><li>• <i>Pali email</i></li><li>• <i>Report Card Copies</i></li><li>• <i>Progress Report Copies</i></li></ul>

## REPORTING STUDENT PROGRESS

FINDINGS	EVIDENCE
<p>PCHS uses several processes to inform the Board and parents about student progress. Report cards are probably the most effective means of informing parents. The Board is informed directly via Executive Director and Principal Reports and various data presentations. The CDE website and SARC report are effective method of sharing state testing data with stakeholders. CST data is also directly mailed home to parents of PCHS students.</p> <p>At Back To School Night, parents meet teachers and learn how to assess information on TeacherWeb sites.</p> <p>In all classrooms, teachers have access to the Internet and telephones, making it easier for staff to communicate with parents.</p> <p>However, under our current reporting process there is no consistent, standardized method in which parents and Board members are kept informed about student progress toward achieving all academic standards in a clear and concise way. As a result, the level of specificity in which this information is reported out squarely rests on whether individual teachers provide information with regards to how students are progressing towards meeting the academic standards and/or the expected school wide learning results.</p>	<ul style="list-style-type: none"> <li>• <i>Report Card Copies</i></li> <li>• <i>Grade Verification Reports</i></li> <li>• <i>Board Minutes</i></li> <li>• <i>CDE Website</i></li> <li>• <i>SARC Reports</i></li> <li>• <i>Pali Emails</i></li>   <li>• <i>Back to School Night Agenda</i></li>   <li>• <i>Classroom observations</i></li>   <li>• <i>PCHS Observations</i></li> </ul>

## MODIFICATIONS BASED ON ASSESSMENT RESULTS

FINDINGS	EVIDENCE
<p>In the Math department, the mathematics placement exam has influenced the courses and interventions provided to 9<sup>th</sup> grade students. An Algebra Readiness program (Essentials Math) was developed to prepare students to successfully take Algebra 1. In addition to Essentials Math, students who demonstrated (through exam performance) a need for support while concurrently enrolled in Algebra 1, a Math Tutorial class was implemented. Students in Algebra 1 and Geometry were given a California High School Exit Exam (CAHSEE) pretest, and students who were identified as below</p>	<ul style="list-style-type: none"> <li>• <i>Course Offerings</i></li> <li>• <i>Essentials Math Syllabi and Pacing Guides (PLC Notebook)</i></li> <li>• <i>Algebra I PLC Notebook</i></li> <li>• <i>CAHSEE Bootcamp Enrollment and Data</i></li> <li>• <i>Club Dolphin Data</i></li> <li>• <i>Board Minutes</i></li> <li>• <i>Budget 2010-2011</i></li> </ul>



proficient were enrolled in a two-week boot camp to provide an intensive instruction in required topics. This was a fully funded program approved within the school budget and by the Board. Club Dolphin was implemented for students with low grades (Fails). Two sections were specifically identified for students requiring support in mathematics. The results of common assessments in the math department are monitored through Mastery Manager. Teachers/PLCs use this information to make instructional decisions. CST results also are used to help develop the pacing and sequencing of curriculum. PLCs identify (school-wide) areas/standards where students demonstrated need for growth. The Math PLCs use this to make decisions regarding the amount of instructional time necessary for different standards. PLCs, in particular Algebra 2, have also developed common instructional activities that can be used to promote growth in areas of need.

In the Social Studies department, 9th-grade World Cultures teachers assumed teaching standard 10.1 to ease the burden on 10<sup>th</sup> grade teachers. This change was made after reviewing CST cluster data.

Individual VAPA teachers examine results of assessments and use the information to modify curriculum. For example, in the Film classes, the teacher goes over the midterm results and identifies areas of weakness. After re-teaching the information, he re-assesses students.

In the Science department, PLCs have implemented common assessments, common activities/labs, common pacing, and best practices to create a more data-driven and standards-based focus. In 2005-2006, the Science department reviewed the Integrated Science CST Data and acknowledged students were struggling to meet standards tested. To further assist our 9<sup>th</sup>-grade students in Integrated Science, the IS PLC implemented a new Integrated Science PLC curriculum and common pacing plan. The curriculum was completely revamped and implemented by 2007-2008 using an environmental umbrella and integrating all disciplines of science according to the CA State Integrated Science Standards. This year, the IS PLC is continuing to further integrate the disciplines across the curriculum.

- *9<sup>th</sup> grade World Cultures PLC Pacing Guide*
- *PLC Minutes*
  
- *Feltham Tests and Quizzes*
  
  
- *CST Data*
- *IS PLC Pacing 2007-2011*
- *IS PLC Pacing 2011-2012*
- *IS PLC Notebook*

The Village Nation (TVN) Program was adopted in the Fall of 2008 in response to the declining API score of African-American students in 2008 when all other segments of the school population experienced growth in their API scores. In the four years that the program has been at PCHS, the API score of African-American students has increased 49 points. The Board has supported the program by providing initial funding to implement the program, training staff and establishing a program coordinator. The success of TVN led to creation of Fuerza Unida, a support program that serves our Latino population.

- *API Data*
- *CST Data*

## **AREAS OF STRENGTHS**

### *Category D- PCHS Assessment and Accountability Areas of Strengths*

- Implementation of PLC common assessments and pacing guides.
- Utilization of Mastery Manager.
- Continual updates of school-wide data via presentations to the PCHS Board of Trustees.

## **AREAS OF IMPROVEMENTS**

### *Category D- PCHS Assessment and Accountability Areas of Improvements*

- Development and implementation of benchmark assessments.
- Implementation of individual analysis of performance level in class to CST data.
- Implementation of a current, integrated data system allowing more feedback to parent and students beyond grade reports.
- Implementation of consistent departmental grading policies (i.e. homework policies, finals policy, testing policies, make-up work, etc.).
- Continuation of Professional Development focusing on data and technology.
- The development a school-wide protocol for reviewing assessment data and systematically identifying instructional response.