

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?

The Esperanza community regards assessment as critical to the education process. The formal process by which we examine our data is as follows.

- In August, the district director of assessment receives the initial CST data from the state, formulates the findings into charts and graphs, and then sends it to Esperanza's administration.
- This is then evaluated and passed on to the WASC Coordinator to evaluate, to disaggregate, and to compare with previous five years of data and simplified for the entire faculty.
- The initial CST data is discussed with the Leadership Team in August.
- The department chairs share the CST data with their department members. Goals are established.
- As more data from the previous year becomes available, the WASC Coordinator is compiling, evaluating, and comparing the data (School Profile) from previous years. Once all of the data from multiple assessments (as mentioned below) is received, three projects take place. The SPSA is updated and submitted to the SSC and to the Leadership Team and then to the board of education. The SARC report is updated and submitted to the district to submit to the state.
- Then, in November or December, Esperanza has an annual Late Start Day to evaluate all of the data. All teachers are asked to respond to: What does the data show us? What are we doing well? What do we need to do to improve? How are we going to improve? What do I need to change in the curriculum? What strategies do I need to employ to affect this change?
- During the second semester there is another Late Start Day to evaluate the quarterly common assessments. These common assessments are our benchmarks for knowing which standards have been taught, which standards still need to be taught, and which standards need to be re-taught.

Twice annual evaluation of schoolwide data.

The following paragraphs addressing assessment will detail our efforts to assess and improve the performance of all students based on the content area standards and expected school-wide learning outcomes.

A variety of assessment systems are collected and analyzed, including the following kinds of state and national standardized reports, all of which are disaggregated (with the exception of discipline) by grade, gender, race, and socio-economic status:

- **STAR** tests results are mailed home to the student's parents. The public can access overall school data by using the CDE website. Overall results are published on the EHS website.
- **CAHSEE** is given for the first time to 10th grade students during the spring semester. Students who do not pass are given opportunities to retake the test. Parents are notified of their child's performance and of the test dates.
- **CELDT**, California English Learners Development Test, is given in October. All EL students take this exam.
- **API**, the Academic Performance Index, is determined by the state. The students' scores on the STAR testing and additional demographic statistical information determine our API according to the state formula. This information is published on the website, school newsletter, local papers, and SARC report.
- **California Physical Fitness Tests** are given to all 9th graders to determine the fitness level of our students. Reports are sent to parents from the district office.
- **SARC**, The School Accountability Report Card is an assessment tool required by the state. The SARC contains all of the previous and following data.

Additional national, state, district, and school assessments systems that apply to a portion of our students.

- **Students with Individualized Education Plans** are updated and monitored yearly (or more frequently) with the student, parent, resource specialist, and general education teachers. Annual goals are set with clear benchmarks. When necessary, a translator is provided at the IEP meetings.
- **PSAT, SAT, AP exams** are accessible to all students who desire. Teachers and administrators and counselors evaluate the information when it is received. The counselors hold PSAT meetings with students to discuss the results of the test. AP teachers use AP results to modify and enhance their curriculum.
- **District Writing Proficiency Test** is given in the 9th grade. All students are given the same prompt and then teachers, on site, evaluate the writing sample. There has been discussion about implementing a writing-prompt for 10th and 11th graders as was done in the past prior to budget cuts.

- **Grade distribution reports** help teachers evaluate trends among our students. Parents receive their student's grades and will be able to access their student's grades beginning this February.
- **Tri-yearly SLEP exam** is given to EL students in the EL classes to monitor their progress in reading, vocabulary, listening, and mechanics. Writing and oral skills are assessed with common assessments.
- **Quarterly Common Assessments**-Departments are actively involved in designing, implementing, and modifying common assessments that provide data to individual teachers about student progress to toward department selected state/national standards or continuum.

Most reports (not common assessments, grade distribution, nor SLEP) are available by:

Routinely published local newspapers

The Esperanza website

The Esperanza Epic newsletter

Back to School Night

Individual mailed reports

Assessment that involves all staff is a continuing activity at Esperanza high school and is driven by the achievement of the academic standards. Actual assessment of the ESLRs is done annually, in the spring, in the form of a survey completed by all students.

In addition to semester common assessments, each department has begun to plan and implement departmental common quarterly assessments. Two staff development days are usually dedicated to teachers collaborating on improvement strategies derived at from common assessment data. All 9th grade Language Arts teachers require their students to write to the District Writing Prompt. All Algebra 1A and Algebra 1 teachers have their students take the Mathematical Diagnostic Placement Exam to insure proper class placement. The math and science departments have gone one step farther and have linked each question on their quarter common assessments directly to state standards. Other departments are working towards this goal.



Individualized Education plans and 504 Accommodation plans are used written, dissimilated, or adjusted for students with special needs each year.

Formal and informal data on student achievement is gathered from API scores, CAHSEE results, STAR testing results, departmental common assessments, semester grades, and discipline and attendance records. This data including assessment of student performance relative to state and district-adopted academic standards are routinely gathered by the school. The information is disseminated to the administrative team, then to department chairs and then to all teachers. The information is also disseminated to parent and community stakeholders through the school report card, local newspapers, and the school webpage. Results from the State Standardized testing is returned and analyzed in the fall of each year by all core departments. Administrators, departments, and teachers use this assessment data for curricular development, professional development, discussions, and collegial feedback.

A school-wide Sustained Silent Reading program is an example of how a program was instituted as a result of this data. Various departments are assigned a day to dedicate ten to fifteen minutes to sustained silent reading in order to address standardized reading scores. Some departments use the data gathered to reorganize the sequence of topics presented, to prioritize the time spent on areas of identified weaknesses, and to supplement regular class instruction in order to better meet individual and collective student needs. In many AP and Honors courses, motivated students also assist with feedback. Collected data on common assessments is not used for administrative or teacher to teacher observations.

Evidence	Location
Data Notebooks Test scores Grade distribution	WASC Coordinator's evidence locker, Administrative Conference Room, Principal's office (Flynn), Assistant Principal (Jimenez)
Samples of Common Assessments	Notebook-Principal's office (Flynn) This notebook will be available in the WASC Visiting Team Workroom
IEP	Student files, Special Education Offices

D2 To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

Teachers at Esperanza use a variety of instructional strategies designed to meet different learning styles. They incorporate assessment tasks into instruction in order to stimulate thinking and learning, including their ability to analyze, organize, plan, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas:

- Teacher Observation
- Content area exams
- Student projects
- Daily homework and practice
- Daily classroom participation
- Parent/Teacher communications
- Peer evaluations
- Metacognitive student survey
- Check for comprehension quizzes
- Annual standardized testing
- Quarterly common departmental assessments
- Notebook checks
- Student Portfolios
- Internet Activities
- Written self-reflection of progress
- Lab activities
- Student board work
- Group quizzes

In Focus Groups and departmental discussions, classroom observations, and the Gallery Walk, teachers agreed that after four years at Esperanza students are challenged by a wide range of assessment styles. The staff felt a need for more time to analyze student work on common assessments and to refine instruction and benchmarks in some departments.

At the school level, all teachers have been given and are encouraged to use school-wide writing and performance rubrics. There is a schoolwide writing and oral presentation rubric in place that most teachers use in all classes or at various times throughout the school year. Classes that have to abide by AP guidelines or application classes tend to use course specific rubrics. Collaboration on the use of and application of the rubrics could be enhanced.

Every teacher's grading criteria is published in the course outline sent home to parents. At this point EHS does not have departmental calibration of assignments. Some AP Euro does calibrate since there are two different teachers.

The following sampling of school-wide assessment strategies was collected through department meetings, classroom observations, and a Gallery Walk.

- For the second year each department is using **common assessments** in all content-areas. These benchmarks are continually being modified in response to student results.

- The **9th grade English teachers administer common assessments** emphasizing expository writing, critical analysis of literature and understanding of selected literary terms.

- The **English department integrates the various skills identified in the state standards through a literature-based program** and student assessments are made in reading, writing, and speaking as students study fictional and expository text. Teacher-made and textbook generated tests assess the specific readings and skills the class is concentrating upon. Every effort is made to feature authentic assessment, thus, students are graded upon compositions they write, speeches they deliver, individual and group projects they create, and participation in class activities. **The department uses the schoolwide rubric (based upon the SAT writing rubric)** which can be differentiated by the individual teacher to reflect a specific class assignment.

- **By grade level the English department is revising core literature and benchmark assessments.** The 9th grade teachers also administer a common, district writing prompt which they grade together using a common rubric. The results of the writing exam has been used to make modifications in the instructional activities of 9th grade teachers and the scope and sequence of the benchmarks.

- **In the 10th and 11th grade, the benchmarks are being revised.** Tenth and eleventh grade teachers met during the 2005-06, 2006-2007 school years to examine student performance. These meetings to revise common assessment tools will continue in 2006-07, 2007-2008.

- **In the 12th grade, teachers prepare the seniors for college application essays, the SAT II, AP, and college entrance writing.**

- In classrooms using **portfolios**, students include their most important projects/tests from the class and reflect on each assignment. From students' comments, the teacher can adjust lesson plans for the following year to meet more students' needs.

- **Algebra teachers are designing common instructional units and quarterly assessments** to identify students' greatest needs in mastering Algebra 1.

- Both informal and formal assessments are used in **mathematics** classes. Informal assessments are given on a daily basis including warm-ups, practice worksheets, guided practice, teacher-made quizzes (including pop quizzes), and test corrections. More formal assessments include chapter tests and departmental common assessments.

- **Teachers in the math department regularly modify their curriculum based on the results of the assessments.** Some might go back one step and make sure that the student understands the previous information, others may re-teach a section, or assign test corrections (where students correct anything they got wrong the first time and earn some credit back.)

- The **Performing Arts and ROP departments** extensively use hands-on and authentic assessments as most classes are performance or product based. Art and Music courses are performance-based.

- The **Physical Education** department is based on hands-on learning. The students are given the opportunities to develop skills that will allow them to perform and enjoy different skills needed for future participation in teams and recreational sports. **The students are involved in being advocates of a healthy lifestyle, believers in community participation and, life-long learners as they work in groups and teams.** Students must demonstrate communication and problem-solving skills as they develop teamwork and practice sportsmanship in their required team sports. **Participating in the general physical education curriculum or in organized team sports, builds social interaction and organizations skills as they select their team-mates and direct the activities.** Building healthy life-styles is an integral part of the department and is assessed in the state's Physical Fitness Exam. Physical education classes also encourage students to work across the curriculum when they participate in their Wellness Unit.

- Physical Education teachers evaluate using several modalities: written tests and kinesthetic tasks. **With the new curriculum, all the 9th graders take the same test to measure their fitness level. The department** is involved in alignment of the state physical education standards to their current curriculum.

- The **science teachers have also piloted common assessments** to measure student progress toward the key standards selected by the science department as integral to student success. The common assessments were revised in 2005-2006 based upon results of the CSTs in 2004-2005.

- In the **science department** the state content standards define science material that all students will master. Assessment of student needs relative to the standards is starting to be a factor that determines content and resource allocation. **Our science teachers use demonstrations, experimentation, and investigative projects to enhance the student inquiry skills.** Teachers promote critical thinking through having students make observations, draw inferences, and formulate hypothesis; students tabulate and graph results to analyze data and predict outcomes.

In science class students carry out performance-based tasks; e.g., making models and explaining how they change, drawing processes and diagrams, and laboratory experiments. **Writing assignments, laboratory reports, and PowerPoint presentations prepared by the students test their ability to communicate effectively about the nature and process of science.** In addition, some teachers require students to conduct discussions and write essays to promote the ability to use science to take positions on societal issues.

- In addition to their objective tests, **Social Science** teachers are collaborating within **grade-level teams** to design common projects, essays and research topics that will provide more opportunities to measure a student's mastery of the state standards.
- In the **World Languages**, the teachers have developed a series of **performance-level and language specific assessments** that will determine, in a uniform way, student success in reaching Framework-aligned outcomes. Some teachers in foreign language provide for evaluation of knowledge, communication skills (meaning and form combined to provide real-world validity), and control of vocabulary, structure and culturally appropriate behavior. First quarter, teachers assess **oral production and culture** beyond the classroom with common prompts and cultural projects presented in L2. Second and fourth quarters, teachers assess **vocabulary, structure, reading, and culture**. Third quarter world language teachers assess **writing skills**, again with a common, level-equivalent prompt.
- **Many teachers have websites and are using them to post homework on the internet** for the students.
- **Almost all teachers will use Aeries** to record grades and produce progress reports. **Every classroom has internet** access (one or two rooms are having technical difficulties) so teachers can go online for lessons or to email parents.

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?

Teachers use these assessments to identify specific standards which need re-teaching, remediation or further instruction. Teachers also use these to identify at-risk students or underperforming students. This information aides the teachers in differentiating instruction to encourage student improvement and mastery. All teachers have been given and are encouraged to use school-wide writing and oral presentation rubrics. Teachers in all departments, use departmental and/or schoolwide common assessment rubrics to evaluate student performance.

Yearly Individualized Educational Plans and 504 Accommodation Plans are created and reviewed by: counselors, teachers, parents and students.

Teachers use the most appropriate of a variety of assessments to analyze student learning.

Teachers consider the following factors when determining the appropriate assessment to use:

- Classroom observation
- Collaboration with other teachers
- Past classroom experience
- Textbooks
- State standards
- Curricular area
- Areas of need from standardized testing data

Students are encouraged to consider their assessment results in relation to their growth, which leads to sustained achievement and excellence, and provides a basis for the evaluation, reflection, and modifications of student needs. All teachers return assessments for group and/or individual review. All teachers encourage self-correction by a variety of means which may include:

- Returning test questions
- Taking previously released exams
- Correcting errors
- Awarding extra credit for assessment redo
- Student explanation for cause of error
- Asking questions for clarification or further instruction
- Re-testing
- Seeking additional help before or after school
- Real life or simulated application

Teachers analyze assessment results which frequently include:

- Discussion and evaluation of quarterly common assessments
- Re-teaching standards as necessary
- Re-examining or modifying assessments
- Modifying instruction
- Modifying the pace of instruction
- Searching for alternatives for differentiating instruction

Evidence	Location
Assessments	Classrooms
Lesson Samples	Notebooks-Administrative Conference Room

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?

Esperanza has the following formal assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results.

- In August, the District Director of Assessment receives the initial CST data from the state, formulates the findings into charts and graphs, and then sends it to Esperanza's administration. If there is need for further explanation, the District Director of Assessment is readily available and has presented the information to the faculty.
- The data is then evaluated and passed on to the WASC Coordinator to evaluate, to disaggregate, and to compare with the previous five years of data, and to simplify for the entire faculty.
- The initial CST data is discussed with the Leadership Team in August.
- The department chairs share the CST data with their department members. Goals are established.
- As more data from the previous year becomes available, the WASC Coordinator compiles, evaluates, and compares the data, and updates the School Profile. Data is also presented in formal and in a shorter "user friendly" format.
- Then, in November or December, Esperanza has an annual Late Start Day to evaluate all of the data. All teachers are asked to respond to: What does the data show us? What are we doing well? What do we need to do to improve? How are we going to improve? What do I need to change in the curriculum? What strategies do I need to employ to affect this change?
- During the second semester there is another Late Start Day to evaluate the quarterly common assessments. These common assessments are our benchmarks for knowing which standards have been taught, which standards still need to be taught, and which standards need to be re-taught.

Placentia-Yorba Linda USD has established 6 “Guiding Principles and Goals” that are used to plan, assess, and direct areas of improvement across the district. Esperanza establishes levels of accomplishment for the academic standards and the expected school-wide learning results and assesses student progress through a school-wide assessment program that emphasizes student knowledge, performance, and depth of application.

At the site level, we base our goals and objectives, school-wide and individual, for academic achievement on the foundation of the P.Y.L.U.S.D. Guiding Principle #1, which is:

- 1.) We expect all students to learn from a balanced academic core curriculum and reach their full potential.
 - All students will demonstrate **continued and improved academic achievement in core content standards** and will be challenged to reach their highest potential.
 - Educational opportunities will be provided equitably to students across the district.
 - Students will demonstrate technological competence to support their academic progress, communication, and future learning.
 - Students will have the opportunity to enrich their educational experience through their participation in the arts.

The school, with assistance from the district, assesses its progress in meeting the academic standards and the expected school-wide learning results by analyzing student performance on the following State measures and standardized tests including:

- Teacher generated evaluation instruments
- District Writing Prompt
- Department Generated Common Assessments
- California High School Exit Exam results
- STAR test results
- CELDT results
- PSAT results
- SAT results
- AP exam results
- College Entrance Exams used for placement by the math department

The district maintains a data-base from the state assessments. The site maintains a data-base of all assessments. The superintendent reviews district wide progress with the board members. The PYLUSD board members invite the public to attend meetings and encourage their participation in an open comment forum. Minutes are posted on the district website. The school also uses these same measures and tests in addition to internal assessment items in order to meet academic standards and expected school-side learning results. Reports are regularly given to parent groups, such as PTSA, the School Site Council, and ELAC. Our accountability to the community is primarily filtered through these parent groups as well as an open door policy fostered by the administration.

District-wide assessments are mailed/sent/phoned/emailed to parents to inform them of their student's progress. These assessments include:

- Reports cards
- Progress reports
- Weekly grade sheets
- Regular phone contacts
- Regular email contacts

In addition to these, beginning this year the district, schools, and teachers are implementing the Aeries on-line attendance and grading system. The Aeries system allows instantaneous administrative, teacher, and parent access to daily attendance and grades. The parents have been given access codes in order to read and assess their student's class achievement enabling the student to become more proficient in the state standards and expected school-wide learning results.

Counselors generate grade reports to review at each grading period. Students are then counseled as needed. The counseling newsletter and The Academic Dispatch publishes standardized testing results along with district, county, state, and national comparisons.

The staff is continually looking for ways to improve student achievement. Until last year, departments analyzed their BTSA 100 and 200 report results yearly. We need technical assistance to help access these reports.

Teachers have begun to share ideas and strategies to improve student performance in “Sharing of Best Practices,” the “Gallery Walk” and at Late Start Days designated for department time. Some teachers incorporated more class writing into their curriculum. Another example of a school-wide change based on assessment results is a school-wide reading program that was implemented based on reading scores as assessed by standardized state testing and a stated goal in the SPSA.

Students are routinely checked for extracurricular/athletic eligibility, and those results are communicated to the athletic director, coaches, advisors, counselor, parents, and students.

Using all of the assessment results, departments meet in August during pre in-service days to evaluate student success during the previous year and plan new instructional strategies to address areas of concern, and to create lifelong learners who meet and exceed California State Standards in math, science, language arts, and social sciences. Programs/classes on the master schedule are adjusted based on student needs and requests for instructional materials are submitted for purchase in support of the department programs.

Ongoing use of department assessment instruments, observation of classroom instruction by the Administrative Team, and the use of Late Start Staff Development days provide ongoing feedback during each grading period as to student progress and academic achievement.

Teachers are also supported to continually improve their instruction skills through district sponsored Professional Development classes and in-services along with site budget items set aside for outside curriculum in-services and Teaching Standards workshops.

Other indicators of student success are identified and regularly reviewed. These indicators may include attendance, graduation rates, college entrance rates, number of community service hours, and participation in extracurricular activities which are disaggregated by subgroups.

As it relates to student progress, although the ESLRs reflect real-life skills and not just college-preparatory skills, the staff is concerned that many of our students do not see the connection between their current learning and post-secondary choices that do not include college. Making this connection more visible for all students and tying it to and enhancing our career and technology-based classes, is a goal expressed by the staff at many meetings.

Evidence	Location
Data	District Office-Director of Assessment
Data	WASC Coordinator

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

The district provides comprehensive support to the school for analyzing performance data, and in response to the school's assessment results and resource allocation. The General Unit budget provided for our site consists of \$320,000 per year. These funds are equally allocated to three areas: paper and photocopy, departmental usage, and site support for custodial, substitutes for additional teacher preparation, and instruction materials deemed necessary by common assessment data.

At Esperanza, the only categorical funds that we receive are GATE and ELL monies. The school allocates these minimal funds according to the Single Plan for Student Achievement and receives final approval from the School Site Council. This plan coordinates all categorical spending with the goal of increasing student achievement. The planning and implementation of this plan is driven by data.

National and district assessments disaggregated by student population subgroups are regularly collected by the district and provided to the school. The purpose of the data analysis is to identify areas of need, identify under performing subgroup populations, and plan action steps including resource allocation that can be implemented to increase the academic growth of our students.

At the school site level, the assessment data encourages changes in the system in order to better serve the learning needs and grade-level performance of all students. The school and individual departments assess their progress in meeting academic standards and expected school-wide learning results by carefully analyzing student performance based on standardized tests.

The site provides surveys to all stakeholders (parents, students, faculty, and clerical) every year to continuously evaluate school performance, which addresses the issues of school environment, classified staff, administration, environment, and academic achievement.

Annual Parent, Student, Teacher, Support Staff and ESLR surveys

The results are used in a needs assessment evaluation to set goals for the coming academic year. All results are disseminated to all stakeholders.

Specific examples of modifications based on student assessment data include:

- SSR in response to STAR test results
- Training in “Reading Across Content Areas”
- CAHSEE review class created for students who were unable to pass the CAHSEE
- Standardized school-wide writing and speaking rubric was created and disseminated to all teachers
- Instructional pacing in response to departmental common assessments
- Instructional sequencing in response to departmental common assessments
- Individual counseling with underperforming students providing them with strategies for improvement in response to STAR test results
- Student math placement in response to MDPT exam results
- Before and after school tutoring is also provided free of charge for students who want additional help. This is peer-to-peer intervention tutoring, a daily program before and after school where students can get help in all classes. The tutoring is provided for by CSF and NHS students.
- ELL students are tutored, before and after school, by the EL teacher and student assistants when necessary in math and science.

All of which have been have required staff time, district support, and financial resources to improve the learning and grade-level performance of all students.

Staff has suggested an earlier identification system for struggling students, both for academics and behavioral needs, in addition to standardized test results. Tutoring needs to be more systematic to focus on identified student weaknesses with a planned curriculum, in addition to its current use as homework help.

Evidence	Location
Principal’s Budget	Principal’s Office (Flynn), Chapter 1-School Profile
WASC Action Plan	WASC Coordinator’s evidence locker
SPSA	Multiple-Principal’s Office, WASC Coordinator’s evidence locker

Areas of Strength

- Esperanza High School uses **a variety of assessment tools** to measure student achievement and to report student data to the community.
- **Departments are actively involved in designing, implementing, and refining common assessments** that provide immediate data to individual teachers about student progress toward the state standards.
- **System for evaluation of schoolwide data.**
- Esperanza High School provides **a support staff including: teachers, counselors, deans, administrators, a psychologist, and a crisis counselor to help all students meet with success.**
- **Parent and student representatives on the standing committees and SSC** to ensure accountability.
- **An intervention counselor** has been funded this year to provide academic and counseling support to students.
- **Teachers use schoolwide writing and oral presentation rubrics** to ensure consistency among classes.

Areas for Growth

- Further staff development to learn how to use more of the features of the Aeries program in order to more effectively report student progress to parents and students.
- Continue to provide staff development time for teacher to analyze student performance data, both on standardized tests and locally-designed assessments.
- Assess, organize and enhance various intervention programs.