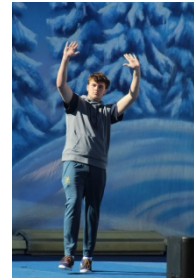




Santa Monica High School Self Study Report



4 CHAPTER

CATEGORY D

STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY



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

D1.Using Assessment to Analyze and Report Student Progress Criterion 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
<p>The school site currently uses the following processes to collect and report student performance data.</p> <ol style="list-style-type: none"> 1. Administration of California Assessment of Student Performance and progress (CAASPP) in Math and ELA for all eleventh grade students. Scores are recorded in Illuminate (on-line grade book) 2. Other standardized assessments are loaded into Illuminate. 3. On-going Student learning is recorded into Illuminate gradebook. 4. Teachers examines student work (data) in PLC 	<p>CAASP data CAST data CELDT data Fitness Gram data AP test data PSAT data IEP meeting minutes PLC common assessments</p> <p>Summer work on curriculum mapping for English and Math.</p>
<p>Administration of CAASPP practice test in ELA to all eleventh grade students.</p>	<p>Exam results, meeting notes, presentation to staff.</p>
<p>Administration of The California Science Test (CAST), an online test based on Next Generation Science Standards (NGSS) to all tenth graders.</p>	<p>Exam results</p>
<p>Administration of California English Language Development Test (CELDT) given each year to all EL Results.</p>	<p>Exam results, class schedules, advising meetings.</p>
<p>Administration of Fitness Gram Physical Fitness test to all ninth graders.</p>	<p>Exam results.</p>
<p>Administration of Advance Placements tests to most students enrolled in AP classes.</p>	<p>AP exam results.</p>

Administration of Pre-Scholastic Aptitude Test (PSAT) to all sophomores and SAT to all seniors.	Exam results.
Administration of common diagnostic assessments in various departments and grade levels has begun schoolwide this year, when before it had been limited to certain classes.	Common assessment results are analyzed and shared. In Chemistry, adjustments are made based on results in Illuminate.
All students with IEPs are re-evaluated and assessed every three years, and the IEP goals are measured and revised each year.	IEP notes, exam results.
Attendance policy was revamped and implemented. Advisors will do attendance interventions with students who are at 10 or more unexcused period absences.	Attendance lists
Student performance data from state tests is stored in Illuminate and can be displayed in a variety of configurations that allow for disaggregation by socio-economic level, students with disabilities, ELLs, etc. Other data from abovementioned assessments can be accessed through a district report or individual teachers/PLC's.	Data Reports. Departments and programs look at overall data in more detail.
There has be preliminary work on using the SBAC interim testing blocks for ninth and tenth grade.	Meeting notes. Agendas.

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
Student academic performance in classes and on state tests is reported to students and parents through Illuminate, online gradebook program.	Illuminate parent and student portals

Data about student performance on state tests is disseminated at stakeholder meetings like PTSA, School Site Council, ELAC, AASSPG, SMMUSD board.	PowerPoints presentations, agenda and meeting minutes
Data about student performance is also posted on school and district website.	District and school website
Individual student reports are sent home to parents of all students. Yearly with SBAC scores and at the end of each semester through report cards (Interim 6 week grades sent home with students).	Report cards, parent notifications—phone call logs and emails.
Principal uses social media to communicate positive student achievements to the community (both academic and non-academic)	School website and twitter account
At the district level, SMMUSD uses an app to send out messages to all stakeholders.	Blackboard Connect—phone calls and emails, and SMMUSD App
Special education department communicates student progress on current IEP goals with parents each semester.	IEP logs
Individual teachers may communicate with parents of struggling students via email and phone calls to inform of students' progress and determine interventions available.	Teacher logs
The school meets in PLCs that include department, house and full staff that allows an effective process to disseminate information and to ensure consistency.	Meeting agendas and meeting minutes

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
The Math department and some Science PLCs have curriculum maps that outlines essential questions and units of instruction.	The Algebra I, Geometry, and Algebra II curriculum maps are on the school website and accessible to students and parents.
The English department is working with the Educational Services and our feeder school (elementary and middle schools) on curriculum mapping.	Department meeting notes, minutes, calendar.
ELD department monitors growth and progress of EL students.	The CELDT exam is administered yearly. The results are reported to EL cohort teachers.
Music department has auditions and goals each student must meet to progress to the next level.	Levels of goals, audition schedules and finalist list.
World Languages uses a common categorical weighting of grades.	PLC binder
Under NGSS, the Science department is working towards establishing common curricula, assessments and scope and sequence of units	The Biology PLC has a common project on cells.

<p>Prior to this year, some classes and some programs use common assessments and common rubrics or grading regularly to evaluate student performance.</p> <p>All departments and all grade levels have commenced using common assessments this year. The professional development plan suggests using three this year. So far, most PLCs have given a diagnostic assessment and examined the student data in order to determine areas of strength and areas of growth. PLCs will be giving another assessment at the end of the fall semester and then again at the end of the spring semester.</p> <p>Grades are entered/recorded by teachers in Illuminate which can be accessed by both students and parents.</p> <p>Students and parents meet yearly with advisors to revisit their four year plan and ensure that the student is on track to graduate and attend student's choice of their university, community college, or professional program.</p> <p>Some teachers provide multiple opportunities for student success and reflection.</p>	<p>Freshman Seminar's common assessment are all graded the same way.</p> <p>English 11AP team meeting agendas and sub day expenses.</p> <p>The English 11AP team gives frequent common assessments and evaluates these assessments together, so they have the same idea about what mastery looks like.</p> <p>PE department monitors growth and progress of students' physical fitness through Fitnessgram. Students are allowed multiple opportunities to pass the Fitness Gram. Also, students complete a pre-test Fitness Record to state their fitness goals for the school year, allowing students to become reflective on their progress toward these goals.</p>
---	--

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program

Findings	Supporting Evidence
In APEX, students must earn a 70% mastery on every quiz or test in order to move on to the next activity. Students must earn a 70% overall in the class to receive credit.	Grades on quizzes and final grade.

**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion
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
Teachers use a variety of regular formative and summative assessment strategies to measure students’ progress and guide classroom instruction. AP English Language and Composition group use the common assessment to create lessons based on results to reteach necessary skills	PLC and department work with the District Literacy Coach on Claims/Evidence writing. Common Rubrics for courses. Classroom assessments
Music department has auditions and goals each students must meet to progress to next level	Music department student progress tracking. SMART Music/Google classroom.
Business classes follow CTE standards, and students must meet certain goals in order to advance from Marketing Essentials to Virtual Business classes.	CTE standards, student work and teacher assessments
All department PLC teams created a common pre-assessment at the beginning of the year and we shared as levels, departments and all staff during meeting times.	Pull out days for norming student assessments. Agendas for PLC meetings
World Languages (immersion) have benchmark pre-assessments to place in different levels. Students use Google classroom discussion board in World Languages to submit interpersonal writing responses.	Turnitin.com to assess student writing. Turnitin.com discussion boards for student responses to prompts

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Teachers use a variety of regular formative and summative assessment strategies to measure students’ progress and guide classroom instruction. This practice happens frequently in individual teachers’ classrooms and on a regular with PLC groups or departments.	Turnitin.com to assess student writing. Turnitin.com discussion boards for student responses to prompts. Edmodo teacher sites (Math and Science)
Students use Google classroom discussion board in World Languages to submit interpersonal writing responses.	World Language teachers Google classroom assignments
Students are encouraged to research key concepts for math in Khan Academy website.	Khan Academy tutorials in Math and SAT and ACT prep. Edmodo teacher sites (Math and Science). Illuminate assessment tool.

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
Various PLC groups have been giving common formative assessments and examining data for the last three years. Most PLCs are struggling to see the process through past the collection of student work; however, progress is being made this year, as increasingly more PLCs are making their way through the whole cycle. Some PLCs are highly effective in giving assessments and examining student data and then responding to students’ needs based on the data	English 11AP PLC assessments and analysis. Eleventh grade English PLC documents. Social Studies Department common DBQ. World Languages has created Learning Targets for levels 1-3.

<p>All teachers at our site use formative and summative assessment results to guide, modify and adjust instructions for students. Many teachers allow students to retake formative and summative assessments after receiving tutoring from teacher to improve their scores and understanding of content/ mastery of skill.</p>	<p>Syllabi with grading/retake policies. Business Classes use projects, tests, and quizzes, and also student competitions to measure student learning. Differentiation in Physical Education: Example in swim unit--students who cannot swim at all receive different instruction from advanced swimmers. Career and Job Readiness Class: Work site evaluations provide evidence of student learning</p>
<p>Academic interventions, including re-teaching of core content, occur when formative assessment results dictate their necessity.</p>	<p>Test correction retakes in Math and World Languages.</p>
<p>The newly-formed SLT (School Leadership Team) is planning opportunities for PLCs to showcase their efforts, describing both their areas of success and their struggles as they have gone through the PLC cycle this Fall 2017 semester.</p>	<p>English 11 has already shared as a PLC in this way in front of the entire faculty at a staff meeting. All PLCs shared their work in a school wide meeting at the end of the Fall semester. Parade of PLC.</p>
<p>In August 2017, all courses with a PLC team created a Pre-Assessment in order to guide instruction and provide baseline data so that learning growth may be measured throughout the year.</p>	<p>Pre-test and Post-Test in Physical Education for each sport unit (e.g. basketball: dribbling, layups with each hand)</p>

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 will represent students, inform the degree to which learning experiences are understood and show relevance in preparing students for college and/or career.

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

Findings	Supporting Evidence
<p>After assessments, many teachers utilize mastery-level student work as an example. Students assess the samples according to standardized rubrics and/or common core standards.</p>	<p>English department’s baseline essay for summer reading and norming days.</p> <p>Art Department portfolio assessments.</p> <p>Visiting professors program guides students through self-assessment.</p> <p>According to a student survey, 80% of students say that teachers and staff provide clear learning goals for daily lessons.</p>
<p>Teachers often provide rubrics and grading criteria before assignments allowing students to understand assignment expectations. Teachers and students collaborate to ensure comprehension of the rubric.</p>	<p>Students normed on rubric with student examples in English.</p>
<p>Many teachers provide Focused Learning Targets (FLT’s). These FLT’s provide students with the expectations for each unit of study and connect the curriculum to the common core.</p>	<p>World Languages FLT’s for levels 1-3.</p>
<p>Advisors meet annually with all students, both individually and with like grade levels to disseminate information about UC a-g requirements, graduation requirements and post-high school opportunities.</p>	<p>Academic planning meetings with advisors.</p> <p>Grade level meetings conduct by administration.</p>
<p>Students in the music program complete a survey each year to express their opinion about the effectiveness of what they learned.</p>	<p>Data collected</p>
<p>Naviance is used by students to help them understand their post-secondary school options.</p>	<p>Naviance logs and data.</p>

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion 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
<p>CAASPP scores are presented to board, staff, parents, each year in appropriate meetings. Articles in local newspapers and on our school website inform the community about our CAASPP results.</p> <p>Stakeholders including district admin, site admin, teachers, and support staff have access to disaggregated data. This would drive the decision making process regarding program and textbook adoption. SSC and IPC examines data in several of its monthly meetings.</p>	<p>Agendas for meetings. District app. Articles in the Santa Monica Daily Press, The Lookout, SMMUSD press releases.</p>
<p>On Illuminate, students and parents have access to disaggregated (by skill assessed) data from CAASP, PSAT and California Science Test. This could prompt parents to seek out enrichment activities and early interventions to support students learning outside of school.</p>	<p>Through illuminate teachers can select exam questions based specific standards using a test bank. Parent and student have Illuminate portals.</p>
<p>Teachers assess students based on specific curricular standards. Teachers can use this data to adjust curriculum, scaffold and review standard students scored lower on.</p>	<p>Interim assessments. Test score data. Student performance data.</p>
<p>School board members have access to standardized testing data. This will influence the board members decisions regarding adoption of school district programming.</p>	<p>Meeting minutes and agenda</p>

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.*

Findings	Supporting Evidence
<p>When analyzing CAASP scores two years ago, we noticed a significant discrepancy between the scores on the reading skills section and those on the writing skills section. As a result of the writing scores, our school undertook a claims-evidence writing initiative in all departments. A district writing support specialist met multiple times with all departments to provide subject-specific strategies to implement claims-evidence writing across the curriculum.</p>	<p>Department meeting agendas and minutes. Writing prompts and subject specific materials.</p>
<p>The EL cohort and district office staff analyzed data from the CELDT to monitor progress of EL students. Three years ago, we designed and implemented a process to track the progress of and to better serve our EL and LTEL students. This process includes shadowing and observing select EL and LTEL students in all of their academic classes. We focused on student opportunity to practice language and their understanding and awareness of the academic content and language used within their subject areas. We especially focused on biology and math. We used the observational data collected during this process to design the professional development addressing the implementation and further development pertaining to the use of academic language school wide. This PD was implemented beginning in the fall of 2017.</p>	<p>CELDT Scores Observation notes PD agendas and handouts</p>
<p>In 2016-17, the math department piloted district benchmark assessments pulling items from a bank of standards-aligned questions. In 2016-2017, these benchmark assessments were optional. In the fall of 2017-18, the math department fully implemented the first of these assessments.</p>	<p>Assessments and Department meeting agendas</p>
<p>For the last two years, the math department administered the Mathematics Diagnostic Testing Program (MDTP) in partnerships with UCLA to verify correct math level placement of ninth graders. This diagnostic assessment is administered to every class that has a freshman student in it.</p>	<p>The data from that assessment provides us knowledge of student prerequisite skills.</p>

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
<p>We have used our analysis of assessment results to make changes in how our resources are allocated. Professional development has been based on PLC or small groups’ needs rather than school- or district-wide needs.</p> <p>Yearly, the staff analyzes data from the CAASSP. Two years ago we noticed a significant difference between the scores on the reading skills and those on writing skills. As a result of these scores in writing, our school undertook a claims/evidence writing initiative in all departments.</p>	<p>School budget, and pd calendar.</p>
<p>In 2015-2017, a literacy coach was hired to support all departments in teaching claims/evidence writing. The literacy coach would also pull out students from tenth grade English classes.</p>	<p>Literacy Coach-- Claims/Evidence writing for all departments</p>
<p>Department PLC work this year has focused on creating common assessments and reviewing student work to inform instruction.</p>	<p>English 11AP teachers sub out days to norm essays and assessments.</p>
<p>Department chairs and Tech Jedis were trained on how to access and administer Assessment Block Banks through Illuminate.</p>	<p>PD agendas and handouts</p>
<p>Math department administered MDTP mass assessment.</p>	<p>MDTP results</p>
<p>Advisors and College Counselors are being trained in ASCA (American School Counselors Association) on how to be more data-driven to create a more comprehensive school counseling program.</p>	<p>Currently collecting data for ASCA</p>
<p>California Healthy Kids Survey to inform overall student health.</p>	<p>Survey Results</p>
<p>Educational Services provided schoolwide training on accountable talk and providing EL support.</p>	<p>Agenda, handouts, and minutes</p>

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
Departments periodically discuss the effectiveness of current common assessments.	Department meeting agendas, PLC work, 2017-2018 cross-departmental share-out of common assessments and inquiry process
There are on-going informal assessments of programs occurring on campus by groups such as IPC, School Site Council, or Site Leadership Team.	Monthly IPC and School Site Council meetings
There are some programs that go through independent assessments and reviews, such as the AVID program, EL program.	AVID’s yearly Certification Self-study (CSS), now called Coaching and Certification Instrument (CCI).

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
Training has been provided to all teachers and staff, potential test proctors, for CAASP online testing and SAT/PSAT/AP/California Science Test. Affidavits are signed by all teachers/potential proctors indicating an understanding of testing security protocols.	Secure testing center. Test administrators trained in training sessions. Folders with step-by-step directions about how to log-in to computer testing systems. Signed affidavits.

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)

Santa Monica High School has numerous instruments in place to measure student achievement and learning, and the data is disaggregated in various ways and presented to the community.

Data from standardized testing has been used schoolwide to set priorities for professional development around increasing student achievement. For example, CAASPP data revealed the need for more instruction and support of claims/evidence writing. Our school implemented a program where all departments worked with a literacy coach to implement claims/evidence writing instruction in all disciplines. This literary coach also worked with struggling students in specific tenth grade classes as a writing coach. We did see growth in CAASPP scores in ELA in 2017.

We have also identified the need to give a standardized schoolwide common assessment in ninth and tenth grades, so we have a picture of the progress of students before they enter eleventh grade.

We have also identified a need to build into the school day a system of support for struggling students who will not seek out help from teachers during lunch and cannot stay after school or come on weekends for help. In the past, there was some work done around altering the bell schedule, but the concern to the plan at the district level took us in a different direction.

Data from the PSAT, the AP Potential and EOS surveys, and student progress in Illuminate has been used to help students plan for high school schedules and post-high school plans in the yearly academic planning meetings with house advisors.

The success of certain PLC groups that have given common assessments and analyzed has served as a model for the entire school as we have embarked on a program to institute common assessments in all classes this year. The plan has begun with the requirement of three common assessments in each course this year, but further implementation will see up to six common assessments each school year. More common assignments and consistency in grading has also

been identified as a growth area, so students and parents will see that they are being taught the same skills.

Data analysis based on curriculum-embedded assessment in our individual PLCs has been inconsistent to nonexistent. Staff attitude, teachers who teach multiple levels of classes, staff turnover, lack of common planning periods, and limited meeting time have greatly hindered the effectiveness of PLC groups.

Professional development on the following is needed:

- ASCA standards for the student advisors
- Vertical alignment within departments
- Implementing standards-based grading schoolwide

Prioritize the areas of strength and growth for Category D.

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

1. School has numerous instruments in place to assess and measure student achievement and learning
2. Consistently engaging in PLC-based work
3. Yearly academic planning meetings with ninth/eleventh grade using AP potential/EOS results, PSAT scores to advise course of study and post-high options.
4. Schoolwide learning goals are refined for PLCs
5. Claims-evidence writing has been set as a schoolwide goal

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

1. PLC groups creating common assessments (formative and summative)
2. Department wide rubrics are still in the development phase and only some assignments have rubrics
3. More time is needed to calibrate grading with common rubrics within PLCs
4. There is a need for more common assignments, common grading scales among subjects, so students understand they are being taught the same skills.
5. More supports/interventions for students built into the school day because many students may not be able to stay after school or come on a weekend for extra help.