



## Chapter 4 ASSESSMENT

## Question #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?*

Strengths	Evidence
<ul style="list-style-type: none"> <li>▪ School Accountability Report Card (SARC) is reported annually to the community and posted on the school's website</li> </ul>	<ul style="list-style-type: none"> <li>▪ SARC report</li> <li>▪ Updated school website (<a href="http://gunn.pausd.org/home/web">gunn.pausd.org/home/web</a>)</li> </ul>
<ul style="list-style-type: none"> <li>▪ The school profile is reported annually to the community and posted on the school website</li> </ul>	<ul style="list-style-type: none"> <li>▪ School profile</li> <li>▪ Updated school website (<a href="http://gunn.pausd.org/home/web">gunn.pausd.org/home/web</a>)</li> </ul>
<ul style="list-style-type: none"> <li>▪ The following test results &amp; data are taken &amp; reported annually to the community through the Single Plan for Student Achievement (SPSA):               <ul style="list-style-type: none"> <li>▪ Educational Records Bureau (ERB) Writing Assessment</li> <li>▪ California High School Exit Exam (CAHSEE)</li> <li>▪ Standardized Testing and Reporting (STAR)</li> <li>▪ Advanced Placement (AP) Results</li> <li>▪ SAT/ACT Scores</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Student test results in the SPSA</li> <li>▪ All standardized test results are mailed home</li> <li>▪ SPSA presented to school board</li> </ul>
<ul style="list-style-type: none"> <li>▪ Data on graduation rates are reported annually to the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Graduation rates</li> </ul>
<ul style="list-style-type: none"> <li>▪ Warning notices are mailed home notifying parents of students' grades of a C- or below</li> </ul>	<ul style="list-style-type: none"> <li>▪ Warning notices</li> </ul>
<ul style="list-style-type: none"> <li>▪ Quarter grades are sent home to inform parents/guardians of student progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quarterly grade reports</li> </ul>
<ul style="list-style-type: none"> <li>▪ InClass can be used by teachers to post student grades on a regular basis for parents to see</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher use of InClass to post grades</li> </ul>
<ul style="list-style-type: none"> <li>▪ All teachers have access to Cruncher, a program which analyzes school data through the District Office</li> </ul>	<ul style="list-style-type: none"> <li>▪ District trainings provided for teachers new to the district and at school sites</li> </ul>
<ul style="list-style-type: none"> <li>▪ Grade distribution data are published for the Instructional Supervisors (IS) and counselors using SASI data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade distribution data</li> </ul>

Areas of Growth	Evidence
<ul style="list-style-type: none"> <li>▪ Increasing teacher use of InClass as a tool to report student data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased teacher use of InClass</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide professional development aimed to train and inform teachers on data analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development aimed to train and inform teachers of data analysis</li> </ul>
<ul style="list-style-type: none"> <li>▪ Formatting school documents on school website to increase ease of access</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved formatting of school documents on school website</li> </ul>

Question #D2:

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

<b>Strengths</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>▪ Teachers use a variety of formal and informal assessments to evaluate student learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolios</li> <li>▪ Written essays</li> <li>▪ Oral Reports</li> <li>▪ Skits</li> <li>▪ Written reports &amp; research projects</li> <li>▪ Short answer and multiple choice tests</li> <li>▪ Debates</li> <li>▪ Project-based assignments</li> <li>▪ Demonstrations</li> <li>▪ Class discussion and questioning techniques</li> </ul>
<ul style="list-style-type: none"> <li>▪ Teachers modify plans mid-lessons and mid-units using Elements of Instruction (EOI) principles to better meet the need of their students based on informal and formal assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ EOI training</li> <li>▪ Modified lesson plans</li> <li>▪ Modified unit plans</li> <li>▪ Differentiation of instruction</li> <li>▪ Teacher questioning as an assessment tool</li> <li>▪ Teacher collaboration</li> <li>▪ Teacher use of Individual Audience Response System (Automated Clickers which provide instant feedback)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Teachers use grading rubrics to evaluate and report student work to better inform students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grading rubrics for reports, essays, and projects</li> </ul>
<ul style="list-style-type: none"> <li>▪ Students reflect on their own work to modify and improve it</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student reflective evaluation</li> <li>▪ Student journals</li> <li>▪ Self and peer reviews of essays, projects, and reports</li> <li>▪ Turnitin.com (a plagiarism education and awareness service that school subscribes to) is used as a teaching and reflection tool</li> </ul>

<b>Areas of Growth</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>▪ Teacher access to standardized data through Cruncher from their classes to modify curriculum and teaching strategies for the following year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development to train teachers on how to access and use data through Cruncher</li> </ul>
<ul style="list-style-type: none"> <li>▪ Teachers continue to explore variety of strategies for student assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased variety of strategies of student assessment</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increased opportunities for students to review and reflect on their own work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are increasingly reviewing and reflecting on their own work</li> </ul>

Question #D3:

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

Strengths	Evidence
<ul style="list-style-type: none"> <li>▪ Warning notice and quarter grades system in place to monitor students and communicate individual student grades to parents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Warning notices</li> <li>▪ Quarter grades sent home</li> </ul>
<ul style="list-style-type: none"> <li>▪ A-F grading system with appropriate comments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade reports</li> </ul>
<ul style="list-style-type: none"> <li>▪ Support systems are in place in order to monitor students and give extra help to students in need</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adolescent Counseling Services (ACS)</li> <li>▪ Academic Counselors</li> <li>▪ Student Support Teams (SST)</li> <li>▪ Teacher/student/parent conferences</li> <li>▪ Tutorial</li> <li>▪ Interim evaluation forms                             <ul style="list-style-type: none"> <li>○ Focus on Success evaluations</li> <li>○ Athletic team grade checks</li> <li>○ College Pathways evaluations</li> <li>○ ELL grade checks</li> <li>○ Special Education evaluations</li> </ul> </li> <li>▪ Study skills classes</li> <li>▪ Academic Center (AC)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Students annually participate in the Standardized Testing and Reporting (STAR) tests</li> </ul>	<ul style="list-style-type: none"> <li>▪ STAR testing results</li> <li>▪ SARC report</li> </ul>
<ul style="list-style-type: none"> <li>▪ Students participate annually in California High School Exit Exam (CAHSEE)</li> </ul>	<ul style="list-style-type: none"> <li>▪ CAHSEE testing results</li> </ul>
<ul style="list-style-type: none"> <li>▪ All ESLRs are thoroughly covered by various departments at the school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Departments take charge of individual ESLRs in order to make sure that each is covered in a thorough manner</li> </ul>

Areas of Growth	Evidence
<ul style="list-style-type: none"> <li>▪ Exploring a system that shows that teachers are meeting the Expected Student Learning Results (ESLRs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities that explicitly state which ESLR is being met</li> </ul>
<ul style="list-style-type: none"> <li>▪ Improve communication between teachers who have the same student the following year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased teacher communication</li> </ul>

Question #D4:

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

*Action plan based on analysis of data to ensure alignment with student needs?*

Strengths	Evidence
<ul style="list-style-type: none"> <li>▪ Teachers and administrators analyze data and modify school's programs based on students' needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ College Pathways Program, a program which supports African-American and Latino students, was implemented based on the analysis of data and the achievement gap</li> <li>▪ Focus on Success (FOS)</li> <li>▪ Expanded elective program</li> <li>▪ Expanded and increased access to Advanced Placement program</li> <li>▪ Master schedule is built on student requests and staff input</li> <li>▪ New courses added or eliminated based on students' needs</li> <li>▪ Differentiation determined by individual departments</li> <li>▪ Study skills classes through IEP</li> </ul>
<ul style="list-style-type: none"> <li>▪ Support systems have been put into place based on students' needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academic Center (AC) resources (tutors, etc.)</li> <li>▪ Free ACT preparatory classes offered to FOS and COLORS students</li> <li>▪ Discounted SAT preparatory classes offered through Revolution Prep</li> <li>▪ Mock SAT tests offered through the AC</li> <li>▪ College and Career Center</li> <li>▪ Focus on Success (FOS)</li> <li>▪ COLORS club</li> <li>▪ Student support teams (SSTs)</li> <li>▪ Individual Education Plans (IEPs)</li> <li>▪ Study Skills and Specialized Core classes</li> <li>▪ 504 plans</li> <li>▪ English Language Learner (ELL) program</li> </ul>
<ul style="list-style-type: none"> <li>▪ Student surveys are analyzed and used to modify resources available at school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data from student surveys: e.g. Student Opinion Inventory and Social Norms Survey</li> </ul>
<ul style="list-style-type: none"> <li>▪ Courses within departments have been realigned to meet students' needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Realignment of courses with departments to increase student choice</li> </ul>

Areas of Growth	Evidence
<ul style="list-style-type: none"> <li>▪ Exploring the implementation of an International Baccalaureate (IB) program to meet the needs of our student population</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exploratory focus group considering the IB program and what it might look like at our school</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop a systematic way for teachers to analyze data in order to change curriculum and/or resources if necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development offered</li> </ul>
<ul style="list-style-type: none"> <li>▪ Student surveys administered and analyzed regularly to modify resources available at school</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysis of Student surveys</li> </ul>

**WASC 2007-09 Gunn High School Focus Group**  
**“Standards-based Student Learning:**  
**ASSESSMENT & ACCOUNTABILITY”**  
*In S-1*

*(Facilitators: Terry Jacobs & Katie Morgan. Recorder: Jim Shelby)*

Name	Department	Sign-In
Geri Bibat	English	
Martha Bowden	Parent	
Ronda Breier	Parent	
Angela Dellaporta	English	
Tracy Douglas	Classified (registrar)	
Diane Gleason	Math	
Maggie Goulder	Student	
Roni Habib	Math	
Lisa Halverson	English	
Jim Healy	Parent	
John Hebert	Social Studies	
Bakari Holmes	Science	
Chris Horpel	PE.	
Joanna Hubenthal	Special Ed.	
Marc Iglar	English	
Terry Jacobs	Special Ed.	
Anne Jensen	Languages	
Jovi Johnston	Guidance counselor	
Onaiza Kazi	Student	
Sandra Lewis	Music	
Linda Lingg	Parent	
Liz Matchett	Languages	
Norma Medina	Languages	
Katie Morgan	Science	
Julie Munger	English	
Anne-Marie Napolitano	Social Studies	
Natalie Noghrey	Student	
Oona O'Neill	Student	
Bill Parkinson	Parent	
Chris Redfield	Math	
Jason Roberts	Special Ed.	
Shirley Sachs	Classified (copy ctr)	
Lisa Schmidt	Parent	
Nita Sharma	Parent	
Jim Shelby	Drama	
Lettie Weinmann	Science	
Dana Winitsky	Special Ed.	
Claudia Winkler	Science	
Phil Winston	Admin.	