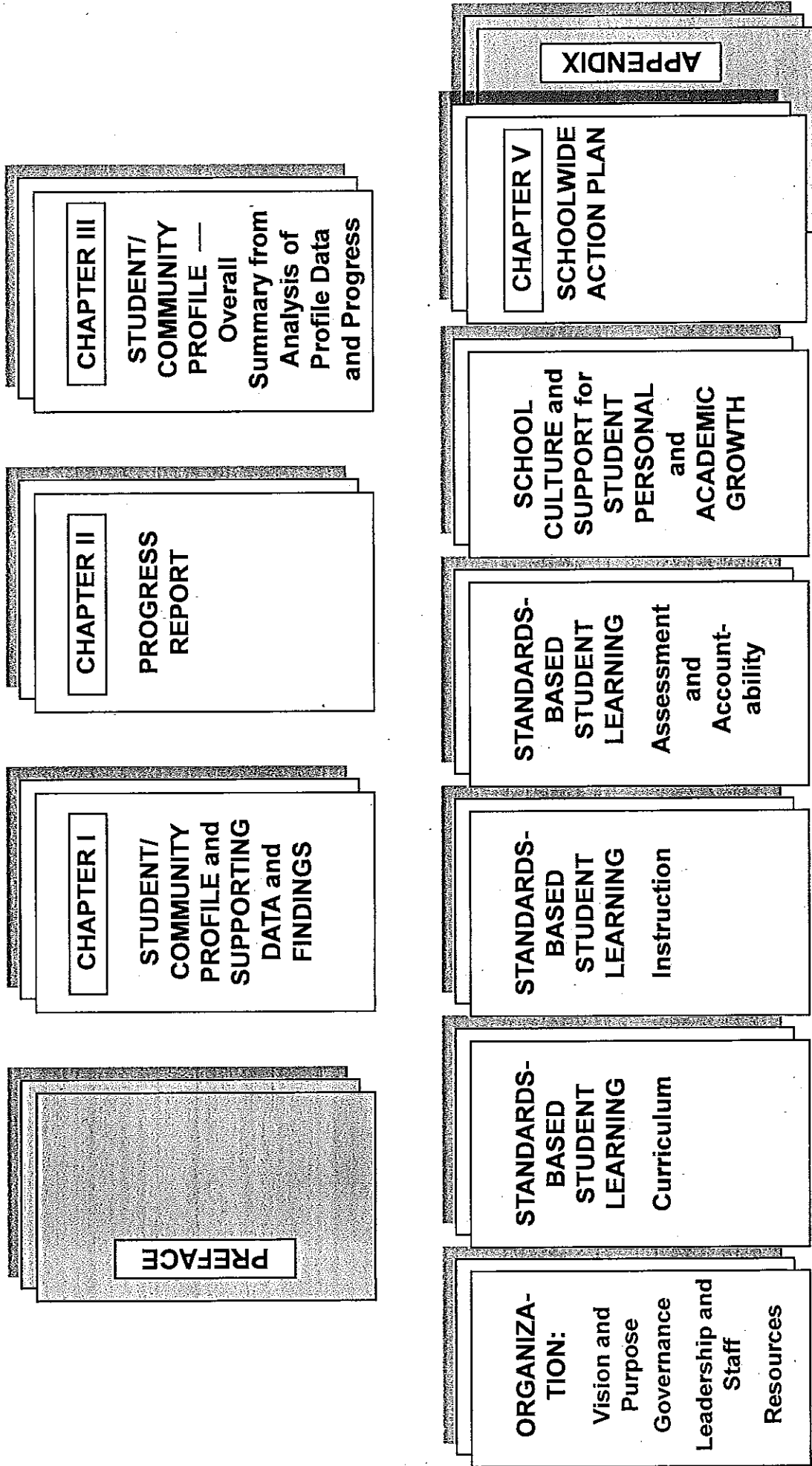


WASC/CDE SELF-STUDY SCHOOL REPORT LAYOUT



Chapter 1: Student/Community Profile

Sample Excerpt of Charts and Findings

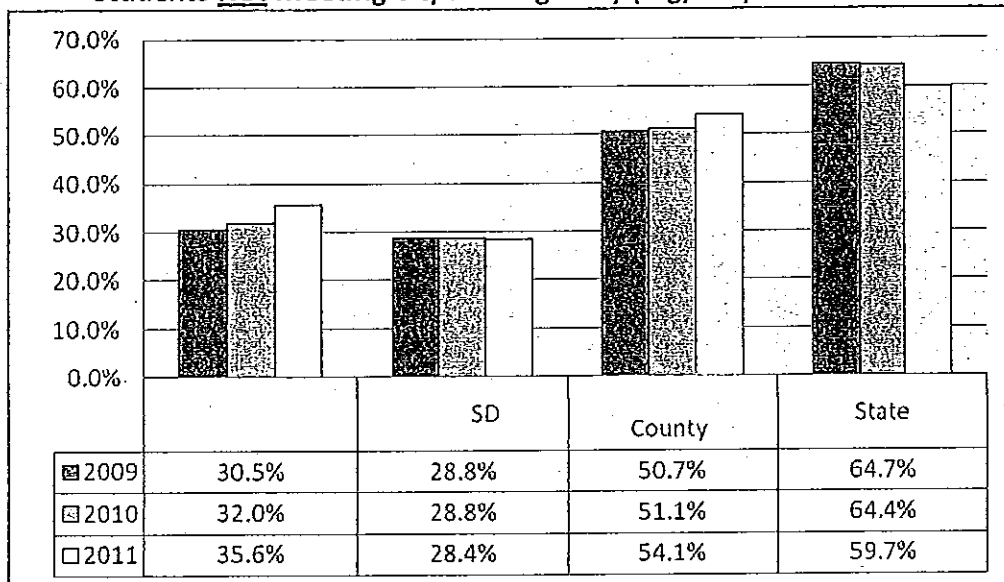
III. Are School students demonstrating readiness for college and career?

Student Completion of Requirements for UC/CSU Eligibility

Students Meeting UC/CSU Eligibility (a-g) Requirements

Students Meeting A-G	2009	2010	2011
Number of graduates	515	534	492
Met UC/CSU Requirements	69.5% (358)	68% (363)	64.4% (317)

Students Not Meeting UC/CSU Eligibility (a-g) Requirements



Students Who Did Not Meet Entry Level Writing Requirement (formerly Subject A)

UC Admissions	2009	2010	2011
Students Enrolled	126	133	119
Did Not Meet EWL Requirement	15.9% (20)	16.5% (22)	21.8% (20)

Students Who Entered CSU Not Proficient in Mathematics and English

CSU Admissions	Fall 2009	Fall 2010	Fall 2011
Number of Students Enrolled	75	72	53
Students Not Proficient in Math	13% (10)	4% (3)	6% (3)
Students Not Proficient in English	23% (17)	28% (20)	15% (8)

Students Designated "College Ready" based on CSU's Early Assessment Program

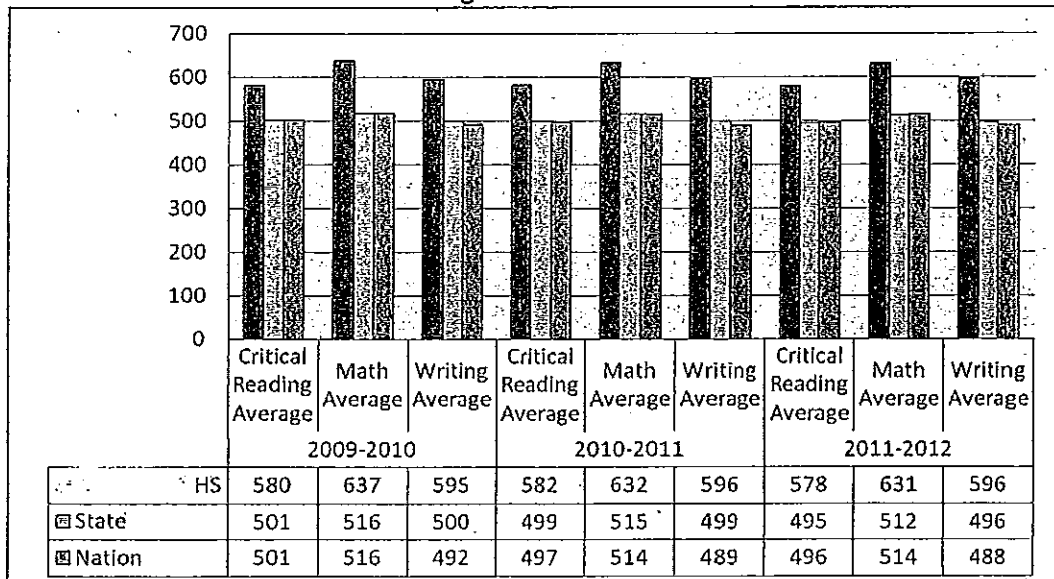
School	Students enrolled	Number tested (ELA)	Ready for College--English		Conditionally Ready for College--English		Number tested (Math)	Ready for College--Math		Conditionally Ready for College--Math	
			#	%	#	%		#	%	#	%
	589	546	269	49%	78	14%	444	170	38%	185	42%
District	2,627	2,458	1,327	54%	327	13%	1,893	822	49%	694	37%
County	19,421	16,882	5,378	32%	2,556	15%	10,051	2,741	27%	4,170	42%
State	470,349	383,562	86,939	23%	58,468	15%	203,906	30,426	15%	92,831	46%

The CSU Early Assessment Program is a voluntary assessment available as part of the STAR testing program, and is an opportunity to measure students' readiness for college-level writing and mathematics. The assessment includes selected items from the CST, and additional section of 15 questions at the end of the CST, and for the English assessment, a separate writing assessment. Students make take the EAP as part of the STAR testing program in the spring of their junior year. Students who are designated "College Ready" may be exempt from CSU's English and Math placement tests.

Scholastic Achievement Tests (SAT)

Senior SAT I scores	2009-2010	2010-2011	2011-2012
Number of students tested	381	379	386
Critical Reading Average	580	582	578
Math Average	637	632	631
Writing Average	595	596	596

Average SAT Scores

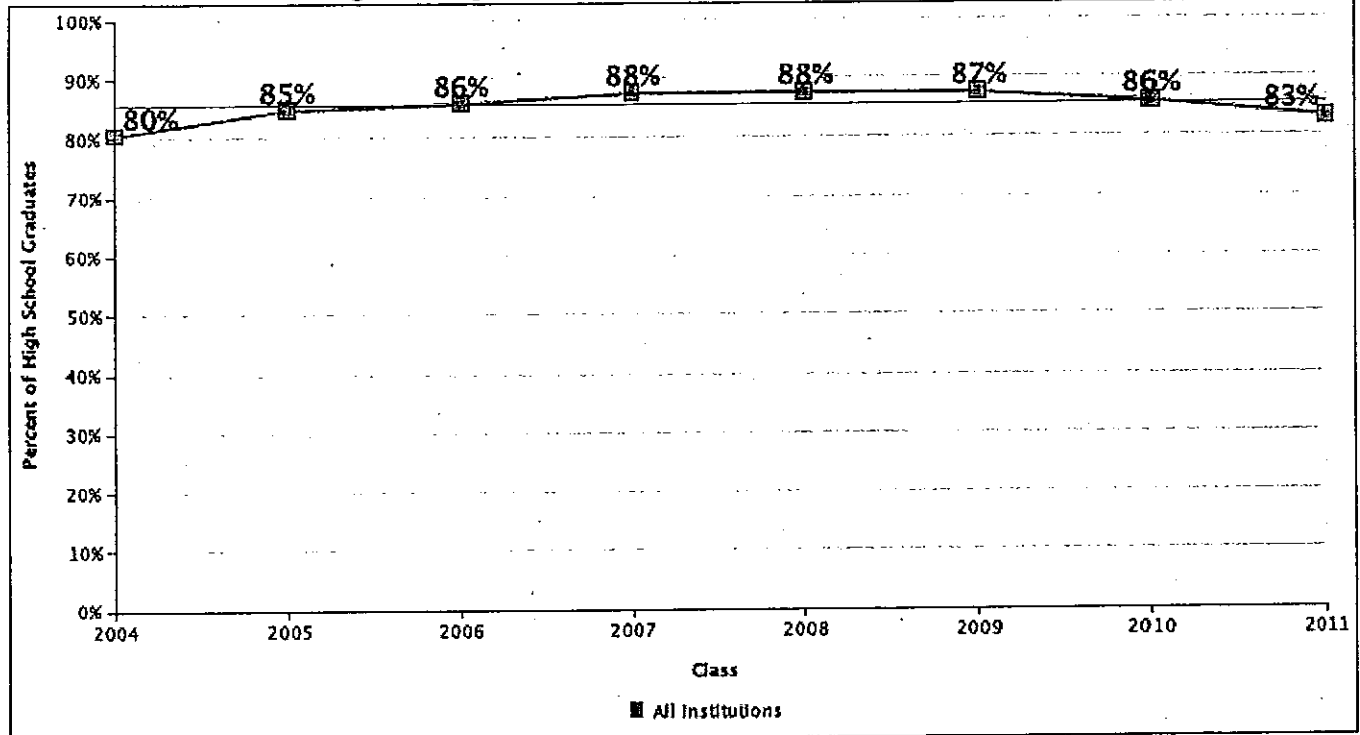


Advanced Placement Exams

AP Tests	2009-2010	2010-2011	2011-2012
# of AP Test Takers	504	513	507
Total # of Exams Taken	941	1005	1037
% of Scores greater or equal to 3	87.0%	90.0%	88.8%

**Many students take exams in more than one subject. The average at this school for the 2011-2012 school year was 2.05 exams per student.
Data from The College Board AP Reports*

Students Enrolling in College Immediately following Graduation from High School



National Student Clearinghouse, April 2012

Findings:

The number of seniors completing A-G requirements has decreased slightly over the last three years with 69.5% of the students meeting A-G requirements in 2009, 68% in 2010 and 64.4% in 2011. Additionally, the number of students meeting the EWL requirement has decreased since 2009 with 21.8% of students not meeting the requirement in 2011 as compared to 15.9% in 2009 and 16.5% in 2010.

students who entered a CSU are similarly prepared over the past two years.

students were more prepared for English, with 15% not proficient in English in 2011 as compared to 28% not proficient in 2010. The results from the CSU's Early Assessment Program show that juniors are generally equally or better prepared for college than their county and state peers.

Activity on Profile Findings

Directions: Examine the SAT results and determine 2-3 findings. (A finding is what the data shows.)

SAT Results (Means):

	Verbal/Critical Reading	Math	Writing	Composite
Class of 2010	587	682	602	1871
Class of 2011	594	693	613	1900
Class of 2012	592	687	615	1894
National Average	497	514	489	1500

Findings:

-
-
-

Chapter II

Significant Developments

Describe any significant developments that have had a major impact on the school, its programs, and/or students since the last full visit. This could be narrative or a bulleted list. It's helpful to indicate the time frame of the change.

Ongoing School Improvement

For California public schools, this generally follows the process for managing the Single Plan for Student Achievement: an annual review of data, an assessment of the positive impact on students of the strategies and activities, and recommended changes to the plan. Often done by school and department leaders with support from the district, this has a built-in time-generally beginning in the late spring with Board approval in the fall of the subsequent school year. Identify how this process is carried out at your school. Narrative or a timeline would work equally well.

Schoolwide Action Plan Progress

This is a quality and quantity report on student progress based on your action plan that has been enhanced by recommendations from WASC visiting committees. First, list all of the schoolwide key areas for follow-up from all of the committees that have come to the school starting with the last full visit. For most schools, there has been at least one mid-cycle visit

1. School leadership and instructional staff establish and employ a systematic use of student performance strategies to measure the effectiveness of the school's programs and services, to guide professional development and instructional modifications to improve student achievement in the critical areas of reading and writing and assist the school in measuring its schoolwide learner goal of being effective communicators in the 21st century. (2007, 2010)
2. Use the exact wording from the visiting committees; identify which committee made the recommendations
3. It's helpful to number these so you can refer to them later

Now, **START** with last year's report and add. If you do this annually, your self-study progress report is done almost before you start!

Goal 1: Improve reading comprehension for all students with particular emphasis on those students scoring basic or below basic on the California Standards Tests in multiple subject areas.

Schoolwide Learner Outcome: Students will be effective communicators in the 21st century.

Progress:

2007: 27% of all students scored basic or below basic on two or more of the CSTs in English/Language Arts, Science, Mathematics, and Social Studies

2009: 15%

2011: 10%

Activities: (incorporating Key Areas for Follow-up 1 and 3; then, make sure your text does just this! And that you incorporate ALL somewhere in the report on the action plan)

Fall 2008-Fall 2009: Identify specific activities, courses, students involved in whatever. The first year it might be just teachers working or studying the problem more deeply

Fall 2009 – Fall 2011: Continue describing program – likely now implemented

Fall 2011-Fall 2013: Continue to describe major activities

Evidence: Professional development and department records, CST test scores.

Goal 2: Improve critical thinking for all students

Schoolwide Learner Outcome: Cross-cultural development and understanding particularly learning to examine problems/ issues based from different perspectives.

Progress:

2007: No measure available

2009: 49% of students scored at least 3 on a 5-point rubric designed to measure elements of critical thinking

2010-12:

- In addition, key area for follow-up 5 was addressed by the "Pave the Parking Lot Task Force" between 2010 and continuing
- Established task force of both school and district personnel
 - Identified cost
 - Recruited business donors
 - Resurfaced west parking lot 2011-12; now awaiting funds for east parking lot, anticipated 2013-14

Other general notes

- As always, format is much less important than content. Feel free to use narrative rather than bullets and/or tables.
- With the addition of key pieces of significant data at the beginning, this outline can serve as your local annual report. Just think, if you did this, Chapter 3 would almost be written by the time of the next full visit!
- Visiting Committee recommendations should almost always be about the "what" of an improvement, not about the "how." (Incorporate the use of the vast array of technology at the school into all curricular areas to strengthen learning and improved students' technology literacy" rather than "Purchase additional computers to....." or "Implement the XYZ Program to....."). If a recommendation is a "how," look for the "what;" then address that. Occasionally (in fact, only very occasionally), a Visiting Committee will identify an area of general weakness that requires the school to develop an entirely NEW section of the action plan. Do be clear about those schoolwide key areas for follow-up at the time of the visit(s)! Make sure you understand their language!

Schoolwide Key Area(s) for Follow-up	Time Frame	Activities	Evidence
1 and 3	2007-08	Identify major activities	Use ONLY key items of evidence
2	2008-09	<ul style="list-style-type: none"> • Use a bulleted list • Incomplete sentences are OK here 	
3		Using the table will take more room!	
1, 2, 3	2010-12	Make sure to include adds and deletions as you moved forward	

(Continue through the several major areas of your action plan as appropriate. Note that the Visiting Committee will want to see some documentation of all visits, annual reports, progress reports to WASC, and annual action plans.)

Chapter 3: Sample

Overall Summary of Analysis of Profile and Progress Data

- Males outnumber females across all grade levels.
- Campus facilities are in excellent condition due to recent bond measures and despite budgetary constraints on capital improvements, maintenance, and custodial staff.
- The ethnic distribution of the student population is not mirrored by that of the teaching staff; Hispanics and Asians are slightly underrepresented on the credentialed staff, while Whites are overrepresented.
- API growth has increased in all areas except Math over the last five years among the general population as well as subgroups.
 - After several years of improvement, API for the Hispanic/Latino subgroup has been moving from 734 to 800
 - API for English Learners increased again
 - API for the Socioeconomically Disadvantaged subgroup has increased
 - API for Students with Disabilities has increased steadily over the last six years
 - The overall API score for EHS has increased steadily over the past 6 years.
- While students in underperforming subgroups have made improvements, as shown on standardized tests, a performance gap still exists between the majority population and subgroups.
- While EHS is ranked in the 9th decile of schools statewide, the similar-schools ranking increased to 5 last year.
- End-of-course CST scores show the following:
 - ELA 9- remained the same over the last two years
 - ELA 10- upward by 5 points in the last two years
 - ELA 11- upward by 14 points in the last two years
 - General Mathematics-downward by 6 in the last two years
 - Algebra 1-downward by another 4 points in the last year
 - Geometry- remained the same over the last two years
 - Algebra 2- upward by 12 points in the last two years
 - Summative Math- downward by 4 points
 - Chemistry- upward of 1 percent in Proficient and upward of 5 points and 1 point in Advanced in the last two years
 - Biology-upward by 12 points
 - Physics-downward by 2 points
 - Earth Science-upward of 15 points followed by downward of 3 in the last two years
 - US History- upward by 6 points in the last two years
 - World History- downward by 11
- Students below grade level in Mathematics show great difficulty with the General Mathematics and Algebra CSTs. Over the last six years, no more than 34 percent of students have scored Proficient or Advanced in General Mathematics; Algebra 1 Proficient and Advanced scores have been at 42 percent or below for the last four years. Geometry Proficient and Advanced scores have been at 56 percent or below for the last four years.
- We can see trends in mathematical computation (CLUSTERS) from the CST results as well as the CAHSEE reports.
- CAHSEE pass rates among numerically significant subgroups have increased over the last four years. The pass rate for Latino students increased on the ELA test and increased on the Mathematics test.

- The pass rate for the EL subgroup increased on the ELA test and increased over the last three years on the Mathematics test, after a drop from the year before.
- The pass rate for Special Education students has fluctuated on the ELA test and on the Mathematics test.
- The pass rate for the Low Socioeconomic Status subgroup increased on the ELA test and on the Mathematics test, after a drop from the year before.
- Several subgroups that were not numerically significant (Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) still met the AMO target for AYP.
- The achievement gap between Whites and Hispanics on all portions of the SAT has drastically narrowed over the last few years.
- The percentage of students scoring 3 or better on AP tests has increased over the last two to 87% in 2012.
- Results from the School Improvement Survey and Healthy Kids Survey indicate several revealing attitudes among students about “belonging.”
- Results from the School Improvement Survey show that all stakeholders recognize a need for guided professional development.

Critical Academic Needs

1. CST scores for all students and all numerically significant subgroups need to increase to correspond with (a) demonstrated levels of achievement on other assessments and (b) demographically similar schools. Particular attention needs to be paid to below proficient.
2. Interventions need to be further developed to help these students.
3. Performance of numerically significant by ALL students below proficient subgroups (Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Special Education Students), on multiple assessments (CAHSEE, CST, SAT, AP) is lower than the performance of the majority population and needs to be increased. Numeracy is of greatest concern. Literacy will be strengthened through writing strategies.
4. Twenty-first century technology skills of staff and students need to be increased.

Important Questions Raised by Data Analysis

- What effect has increased class size had on student achievement?
- In what ways could the economic downturn be affecting student achievement?
- How are collaborative model classrooms progressing?
- Has the slight shift in demographics after the building of the new school affected EHS?
- What role do ESLRs play in everyday classroom activities?
- Why is there such discrepancy between Science and Math scores when there is significant overlap between the populations of those classes?
- What accounts for the great increase in CAHSEE scores for Students with Disabilities?
- While EHS’s API is well above average statewide, the API compared to similar schools is substandard. EHS’s average SAT score is well above the California state average. Is the average SAT score also substandard compared to similar schools?
- How accurate are student self-reports of post-graduation plans?
- What accounts for the disconnect between STAR test results and most other measures of student performance?
- Downsizing of the school has made some significant changes in the master schedule (limiting Science enrollment, singeltons). How might these changes be affecting student performance?

C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

→ **Note:** In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

C1. Instruction Criterion

To achieve the academic, college, and career readiness standards and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic, college, and career readiness standards and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic, college, and career readiness standards and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Student Perceptions

Indicator Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

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

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Areas to Analyze and Examine

Areas to analyze in determining the degree to which the criterion is being met:

- Observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and schoolwide learner outcomes (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests, and online conversations)
- Observation/interviews/surveys to determine the extent to which students know beforehand the standard/expected performance levels for each area of study
- Observation of students working and online interactions and student work to determine the extent to which differentiation of instruction is occurring and its impact on student learning
- Student interviews which illustrate the extent to which students recognize the academic standards and the schoolwide learner outcomes and the expected level of performance
- Observation/interviews/surveys to determine the degree of involvement in the learning of students with diverse backgrounds and abilities
- Other evidence identified by the school.