

**WASC Category D. Standards-based Student Learning: Assessment and Accountability:**

## **D1 & D2. Assessment and Accountability Criterion**

*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? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?*

### **Professionally Acceptable Assessment Process**

**Indicator:** The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>In the last six years, there has been significant improvement in the collection and analysis of data. Student achievement data are collected through a variety of state, CDE, district and site sources. The Director of Assessment and Evaluation at the district office prepares report for each site. Information is disaggregated in a variety of ways, including patterns of student achievement. To analyze the school's academic performance over the target years of 2003 to present, the Academic Performance Index (API), results from the CST and Adequate Yearly Progress (AYP) percent proficient, were used as primary data sources.</p> <p>Teachers complete an early progress report, quarter grades, a warning progress report and a semester grades for a total of 8 grade reports in a year. These reports are sent home and available in real time on our student information system, Infinite Campus.</p> <p>The Single Plan for Student Achievement (SPSA) provides an excellent overview of data, including CST, CAHSEE, CELDT, AP, and enrollment data. The SPSA also contains district, site and individual department goals. Woodside High School submits the plan annually to the Board of Trustees and district administration for review. Each year members of the school staff present the SPSA at a public board meeting and address the questions and concerns of the district leadership.</p> <p>Woodside has institutionalized processes to ensure that performance data is shared in many forums, including, but not limited to, SDMC/SSC, Staff &amp; Department Chair meetings, Parent Advisory, The <i>Communicat</i> (school newsletter sent to all staff and parents), ELAC, department, IEP meetings, subject area council, and collaboration meetings. Web-based tools (school website, Infinite Campus, Data Director) also</p>	<p><i>Data review</i></p> <p><i>Sample CST reports/presentations</i></p> <p><i>SDMC/SSC minutes</i></p> <p><i>4 grade reports per semester</i></p> <p><i>Single Plan for Student Achievement (Site Plan)</i></p> <p><i>Power point presentation to the board</i></p>  <p><i>Copies of the Communicat</i></p> <p><i>Infinite Campus-current grades, transcripts, report cards, progress reports, benchmark results</i></p> <p><i>Triennial testing and annual reporting to parents in SPED</i></p>

allow data to be widely shared. Staff development and department time regularly devote time to reviewing student work and achievement. The student leadership class reviews data periodically and discusses strategies to increase student engagement and buy-in (particularly for the CSTs). The school board conducts data review sessions at open meetings.

*School web site*

**Basis for Determination of Performance Levels**

**Indicator:** The school has determined the basis upon which students’ grades and their growth and performance level are determined and uses that information to strengthen high achievement of all students.

Findings	Supporting Evidence
<p>Students are assessed using the framework of a standards driven curriculum. Students’ grades are based upon the criteria determined by individual teachers. Each course syllabus has grading criteria and is distributed to students for review. Most teachers post this information on the school web site. The department chairs and individual departments have engaged in discussions about how grades are weighted, with particular attention to homework. The school administration prepares reports each year for department chairs and departments to analyze student grades and discuss their findings.</p>	<p><i>Course descriptions</i>  <i>Department practices</i>  <i>Student snapshot</i>  <i>CST reports</i>  <i>ALS training materials</i>  <i>Master schedule – support classes</i>  <i>SEP</i></p>
<p>Progress and growth are also assessed in numerous individual and school-wide projects. The SEP measures students’ improvement through a several drafts of writing. Our new pilot project, “Woodside Writes,” will be assessed annually by the staff to determine areas of strength and improvement in the area of composition. The collection and reporting of CELDT students’ work produces discussion of expected performance at each level.</p>	<p><i>Woodside Writes prompts</i>  <i>CELDT folders – dept.</i>  <i>Tutorials</i>  <i>Read 180, System 44, 3-D (Intensive Intervention) curriculum</i>  <i>Grade minimums for advancement in math/science/world lang.</i></p>
<p>Data Director is used to monitor individual/group performance and review demographic data. Benchmark exams are administered in many classes and the results are used to reinforce deficient skills. District-wide benchmark tests in English and math allow for performance comparisons within the school and throughout the district. During pre-school staff development days, teachers are given time and training to review their class rosters in Data Director. Data Director allows staff to have access to EL student information as well as other data; these data drive collaboration meetings and identification of students who need targeted interventions. Release time is used to analyze EL student performance data, grades, AMAO test results, writing samples and to provide opportunities for peer coaching. In addition, in 2010-11 all core departments participated in Action Learning Systems training with an emphasis in addressing the needs of second</p>	<p><i>AVID. A.P. and other programs grade requirements</i>  <i>Dept. common practices about grade percentages (e.g. hmwk) in math/social studies</i>  <i>Objectives for SPED based on performance levels</i></p>

language students. Teachers were given access to students' CELDT scores and given strategies for the various levels of English proficiency.

Multiple measures are used to assess student placement in A.P., EL and intervention classes. The measures include SDRT, CST and CELDT scores, as well as teacher recommendations and grades. In addition, ELA and math coaches facilitate the implementation of CAHSEE prep specific curriculum embedded in core content courses.

Woodside goes to great lengths to ensure that staff and students are informed and understand current performance levels. Departments regularly review their CST data and create and revise curriculum based on their analysis. Teachers evaluate assessment methods to ensure mastery of the curriculum. Lead teachers for various subjects are identified to prepare CST prep curriculum and share it with colleagues. Prior to taking the CST tests each year, students are given a snapshot of their previous performance and targets for growth. This year, teachers in several departments are piloting an incentive program that allows for an improved grade based on CST performance. The IVP's office ensures that both teachers and students understand where they stand and what needs to be done to reach their improvement targets.

All non-proficient 9<sup>th</sup> and 10<sup>th</sup> grade students (as well as students who have not passed CAHSEE) are identified and enrolled in intervention programs. These include summer school programs, support classes, tutorials, etc. Students must meet performance criteria in order to exit from a support class. As part of Program Improvement, Woodside is implementing Intensive and Strategic Intervention courses in 2011-12.

### **Appropriate Assessment Strategies**

**Indicator:** Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

<b>Findings</b>	<b>Supporting Evidence</b>
WHS teachers employ a variety of methods to evaluate student attainment of the academic content standards and skills and correct placement in support, mainstream, and advanced classes. There has been a concerted effort to create both summative and formative common assessments in collaborative groups. ALS training has focused on formative assessments. Some groups and departments use Data Director for benchmark exams while others have collaborated on final assessments. The most common forms of assessment are:	<i>Teacher Evidence folders</i> <i>SEP folders and booklet</i> <i>ALS training materials</i> <i>Quarterly benchmarks in English I, English II Algebra I</i> <i>Writing folders</i> <i>Read 180</i>

standardized exams, analytical essays, lab reports, presentations, collaborative group work, individual projects, objective tests, on demand writing and portfolios. On demand writing is required in most disciplines and part of all English and social studies final exams.

Many AP classes administer practice exams. The English department has a long tradition of collaboratively assessing these exams and other departments have done this as well.

Many English teachers keep writing folders to evaluate student progress. This provides an opportunity for students and teachers to reflect on their growth and development as writers.

Seniors are expected to write an acceptable draft of their final Senior Exhibition Project (SEP) in order to participate in graduation. The SEP team oversees the writing and revision of at least three drafts of the paper. Student work is assessed collaboratively.

Departments use diverse indicators for curriculum embedded assessments such as on-line and electronic quizzes, kick-off problems, learning logs, exit tickets and CPS clickers. World Language teachers employ listening, speaking and writing assessments to determine whether students are ready for the next level. The physical education department conducts fitness testing in the fitness center and on the track (e.g. mile run).

### **Demonstration of Student Achievement**

**Indicator:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.

#### **Findings**

Woodside teachers and staff have worked hard to align curriculum to the standards. All textbook adoptions and courses are aligned to course content standards. There is some cross-curricular standards work in the SEP and “Woodside Writes” projects. Teachers use a variety of methods and students produce many different types of work to demonstrate mastery of content standards. Examples range from essays to labs, exit tickets, learning logs, artistic projects, and self-directed study.

Woodside High School staff conducted a review of CELDT students in 2011-12 following ALS training for core departments in the spring of 2011. Each teacher selected a total of 6 students at 3 different CELDT levels and was issued a folder to collect samples of the students’ work.

*Scholastic Reading Inventory*  
*Department assessments*

**AP practice exams**

**Writing Portfolios/ CELDT evidence**

#### **Supporting Evidence**

*Teacher Evidence Folders*  
*Course syllabi*  
*What, Why, How*

*CELDT review and student work folders*

Collaboration time was allocated to discuss and assess student levels and progress.

Woodside High School's CST scores in all special education are trending upwards; in 2010, Woodside experienced API gains of 14 for students with disabilities. The largest gains since 2005 have been in the Hispanic/Latino subgroup with a growth of 122 points and in the Socio-economically Disadvantaged (SED) subgroup with growth of 122 points. The English Learner subgroup API results have increased 57 points since 2005. The White/Non-Hispanic subgroup has consistently scored above the other subgroups as well as the State target of 800 points.

### *CST results*

ELD teachers meet to review student performance data and to align the diagnostic profile with ELD CSTs. To maintain AMAO accountability, an EL student information database is maintained.

The special education department completes triennial evaluations of their students and holds annual IEP meetings.

Students reflect on their achievement of school-wide learning results annually and participated in a school-wide writing evaluation in 2011-12. Students took the My Voice survey for the first time in 2010-11. The survey measures the ESLRs and will be given annually. The SDMC in collaboration with school instructional leadership is exploring additional ways to assess student ESLR achievement.

### *My Voice survey assessing the 8 Conditions/ELSRs*

## **Curriculum Embedded Assessments**

**Indicator:** The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

### **Findings**

Both the English and math departments have academic coaches who facilitate benchmark tests. The results of those tests are disseminated to the departments and curriculum is adjusted accordingly.

In an academic year, three to four benchmarks are administered in English I, English II and Algebra I classes. These results are uploaded to the District's data network (Data Director), along with the benchmarks given at the other three comprehensive high schools in the District. These results are then compared District-wide and between the schools relative to the standards, grade level, and English Learner (CELDT) level. These results are further disseminated to the English and Math Coaches from the District office, and discussed on site, comparing school sites to each other, and analyzing

### **Supporting Evidence**

*Academic Coaches*

*Benchmark tests*

*Algebra I data*

*LEA plan*

growth within the school and across the District. The coaches then disaggregate the results by teacher for discussion among the respective teachers on site. In collaboration, the teachers then analyze the student data with the dual goals of using the information to guide future instruction, as well as to remediate current skills that were not satisfactory.

Next year, as per the district LEA plan, science and social studies are scheduled to implement formative benchmark exams in specific disciplines.

Systematic collaboration of the Bilingual Resource Teacher (BRT) with guidance advisors, department chairs, and teachers ensures appropriate placement and analysis of EL student performance indicators (AMAOs, writing samples, grades) and mastery of CAHSEE skills. The BRT continues to re-designate ELs to Fluent English Proficiency.

### **Student Feedback**

**Indicator:** Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected school-wide learning results.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The students' annual reflection on the achievement of Expected School-wide Learning Results provided feedback to staff about the extent to which ESLRs were being addressed. Students were required to complete an ESLR reflection in each class and compile the reflections into a portfolio that was assessed their senior year. New ESLRs were adopted in the spring of 2011. Both the SDMC and Aspirations Team have analyzed the results of the first My Voice survey given in the spring of 2011 and shared them with the staff. The Quaglia Institute has compiled focus group themes and survey findings to share with the school.</p>	<p><i>ESLR portfolio documents</i>  <i>SEP reflection letters</i>  <i>My Voice survey results – SDMC and Aspirations Team</i></p> <p><i>Quaglia findings – focus group and survey analysis</i></p>
<p>The Instructional Vice Principal interviews students regularly about their experiences with CST, CAHSEE, CELDT, AP and other general classroom experiences.</p>	
<p>Special education students and their IEP teams set goals based on evaluation of their own progress. The progress is measured with students and evaluated quarterly.</p>	<p><i>IEP goals</i></p>
<p>Students are represented on the SDMC/SSC where CST and other data are reviewed. The flow of communication to and from SDMC goes through the student leadership classes where the students discuss student progress. The student advisory to the principal also participates in this cycle. The principal's student advisory group is comprised of students who are not part of the formal school leadership. School</p>	<p><i>Student members of SDMC/SSC and advisory</i></p>

goals are revised and approved using data from these groups. Action Learning Systems (ALS) has provided training on the “What, Why, How” method of communicating and measuring lesson plan objectives and achievement of content standards. Teachers use this method to monitor and assess student progress using various methods and student feedback to ascertain achievement of standards. ALS is providing additional training and clarification for the core department in early 2012.

*Leadership class discussions*  
*What, Why, How*

*ALS training*

### **Modification of the Teaching/Learning Process**

**Indicator:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Woodside has used data to make decisions related to teaching and learning. The school has implemented many programs based on student needs. One of the most recent examples is ALearn. In the summer of 2011, approximately forty students participated in an ALearn pilot. The ALearn program is designed for students who took Algebra I in 8<sup>th</sup> grade and earned grades of D, C, or in the low B range and scored Basic or Below Basic on their 7<sup>th</sup> grade CSTs. It has been our experience that these students do not do well if they are placed directly into Geometry. ALearn is designed to bolster students’ mastery of Algebra so that they can be placed in Geometry during their freshman year with confidence and hopes to mitigate the number of Ds and Fs in 9<sup>th</sup> grade geometry classes.</p>	<p><i>ALearn materials</i></p>
<p>Support classes in English and math, as well as the Small Learning Communities in special education and the Green Academy have been implemented as a result of assessment of student interest and need.</p>	<p><i>SLC - collaboration</i></p>
<p>Benchmark tests in English and math are used as formative assessments.</p>	
<p>Woodside continues to work with Action Learning Systems (ALS) to provide professional development and curricular support based on the needs of students. ALS has provided help to teachers to implement targeted instructional strategies in the following areas: reading comprehension, writing skills, student engagement, differentiated instruction and higher order thinking skills. ALS also evaluated the instructional programs in 2006-2007 and made various suggestions based on their analysis of our data and observations. Woodside has implemented several new programs based on the ALS study</p>	<p><i>ALS professional development</i></p> <p><i>Tutorial enrollment</i> <i>Program descriptions</i></p>



and review of other data: Freshman English Pods, Academic Mentor Program/Academic Tutorials, Small Learning Communities, CAHSEE tutoring, Junior Teams and Honors Consortium (the last two were discontinued in 2011-12 due to scheduling and budget constraints). Currently, Woodside is collaborating with ALS for its DAIT work and as a result, added intensive intervention programs in the 2011-12 school year.

***Teacher Evidence Folders***  
***ALS – What, Why, How***

**Monitoring of Student Growth**

**Indicator:** The school has an effective system to monitor all students’ progress toward meeting the academic standards and expected school-wide learning results.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All students participate in required end of term assessments for each class. In addition, there are subject specific assessments given throughout the semester to assess students’ progress towards meeting both content and skills standards.</p> <p>Woodside has continued to refine its Senior Exhibition Project (SEP) since its inception in 2000. For each step of the project, the SEP teachers (12<sup>th</sup>- grade English and social studies) meet to determine instruction and assessment. All elements have a rubric that is shared with the students and used to calibrate assessment. The collaborative effort has proven useful to determine skills that require reinforcement in individual students and debrief areas of common strength and weakness. The English and social studies departments have used this information to scaffold skills for grades 9-11 as well. The final SEP papers are read by the entire staff.</p> <p>Woodside piloted its school-wide writing prompt and assessment in 2011-12. A choice of prompts was given to all students in grades 9-11 on September 9, 2011. The collaborative assessment and results will be used to focus on writing needs throughout the curriculum.</p> <p>Members of the English, math and science departments continue to use Data Director to analyze benchmark data to inform their teaching. Each department uses their intradepartmental collaboration time to review results and devise curriculum and teaching strategies based on the results. The English and math departments have had academic coaches to facilitate this work.</p> <p>Students create a 4-year plan with their guidance advisor and meet annually to review the plan and schedule classes.</p> <p>In the spring of 2004, Woodside High School implemented a school-wide ESLR assessment. Each year students completed</p>	<p><b><i>ESLR assessment rubric and guidelines</i></b></p> <p><b><i>My Voice surveys</i></b></p> <p><b><i>Write Stuff proposal and writing assessment</i></b></p> <p><b><i>SEP booklet, meeting agendas</i></b></p> <p><b><i>Guidance plans</i></b></p>

ESLR reflections for each class. These reflections were compiled in individual student portfolios. The seniors' portfolios were assessed using a common rubric by all staff during a spring collaboration meeting. The completion of the ESLR assessment is noted on students' transcripts. With the adoption of the new ESLRs in 2011, the school will work on a new assessment. The Quaglia My Voice survey continues to be an excellent tool for monitoring student progress as the "8 Conditions that it measures correspond to Woodside's new ESLRs.

**D1 and D2. Assessment and Accountability: Additional Findings**

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
<p>After the 2005 self-study, Woodside took to heart the need to collect and use data in meaningful ways. Initially the school collected its own data using Edusoft, but now has embraced Data Director at both the site and district level. With our Shared Decision-Making Council and collaboration schedule Woodside has devoted the time and resources to evaluating programs, curriculum and student progress. From department chairs to academic coaches, from the bilingual resource teacher to collaboration group facilitators, the administration has helped create the structure and support required to develop teacher leaders. Through this leadership, all levels of student performance are assessed and evaluated. Students and parents are involved through the SDMC/SSC, task forces, advisory groups and student leadership classes. It is the intent of the school to continue and strengthen these structures and processes with the help of the Quaglia Institute and Aspirations team.</p>	<p><i>Collaboration schedule</i>  <i>Dept. chair, collaboration and SDMC agendas</i>  <i>Quaglia materials</i>  <i>CST score review in departments</i></p>

**Prompt:** *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Woodside High School's short term goals focus on improvements in proficiency rates on the CSTs, CELDT, and CAHSEE exams, and also identifies goals in the UC/CSU a-g completion rates, grade point averages for freshmen, and school spirit. All of these goals are directly related to our identified critical areas of need: Achievement Gap/Program Improvement and School Culture. Each year the SDMC evaluates the short term goals with data.</p>	<p><i>Short term goals</i>  <i>SDMC minutes</i></p>

## D3 AND D4. ASSESSMENT AND ACCOUNTABILITY CRITERION

*D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?*

*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?*

### CRITERION D3 AND D4 INDICATORS AND PROMPTS

#### Assessment and Monitoring Process

**Indicator:** The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Findings	Supporting Evidence
<p>The flow of information between the board, the district, the school and other stakeholders has improved since the previous self-study and greater efforts have been made to understand and respond to the data since the previous self-study. The district office sends student performance data to the sites that compare school, district and state results. The district resource teachers have become instrumental in this process. They create reports that are disseminated to the sites through Subject Area Councils and the Principal and Instructional Vice-Principal. The Instructional Vice-Principal further disaggregates the data for review by department chairs, departments, and SDMC. The SDMC, a representative body of students, staff, parents and community, reviews and analyzes the data, and reports findings that are included in the Single Plan for Student Achievement (SPSA). The SPSA is then presented annually by the principal, IVP and other staff to the school board where the board asks questions and gives feedback to the site.</p>	<p><i>District reports (AYP, API, CELDT, CAHSEE)</i> <i>Board presentation</i> <i>SDMC minutes</i> <i>Title I meeting agendas</i> <i>IEP calendar</i> <i>Teacher web pages</i></p>
<p>Students and parents have access to student grades (progress, quarter, and semester) and attendance on Infinite Campus, our current student information system for real time accountability. Many teachers also keep updated grade books on IC. The system is relatively new and not all parents have access to the Internet, so while there is room for improvement, the information is available. The Woodside website is also a valuable source of information as it is mandatory for all teachers to maintain a web page and post homework. Unlike IC, the website is available to all so tutors and others can access homework assignments.</p>	<p><i>Infinite Campus</i></p>
<p>Students are given snapshots of their performance with</p>	<p><i>Sample student snapshot</i> <i>ESLR reflection and rubrics</i></p>

explanations of the data and target growth. Before the recent change in ESLRs, students ESLR reflections were graded and returned with an exceptional, satisfactory, or unsatisfactory grade. The final ESLR portfolios are returned to seniors and marked on their transcripts as satisfactory or unsatisfactory.

Student performance data is also reviewed with parents at Title I meetings (held semi-annually) and in parent advisory groups. The Bilingual Resource Teacher (BRT) works with students and parents to explain assessment data. Special Education teachers are in regular contact with parents regarding student progress and adhere to the annual IEP process. The Woodside High School website is updated regularly with all performance data.

### Reporting Student Progress

**Indicator:** There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Findings	Supporting Evidence
<p>The process of collecting, analyzing and sharing student performance data is institutionalized at Woodside High School. Data reports are distributed, disaggregated, analyzed and shared annually as part of the school governance process. The SDMC and department chairs review data and report to their respective constituents. Minutes from the SDMC data analysis are distributed school-wide and available on the school website. School goals are revised as a result of data analysis. For example, a goal for freshman success was added to the 2010-11 school year’s short term goals. The school presents the SPSA to the board each year with a summary of significant findings. Formal grades are posted four times per year and many teachers also post progress grades four times per year. The school website provides transparency with school-wide (standards, ESLRs) and individual class (course objectives and homework) information. Parents and students can view grades, attendance and behavior reports on Infinite Campus.</p>	<p><i>SDMC minutes</i>  <i>Board presentation of SPSA</i>  <i>Short term goals</i>  <i>Woodside High School website-all data reports available</i>  <i>Infinite campus</i>  <i>Survey analysis</i>  <i>ESLR posters</i>  <i>Green paper progress reports</i></p>
<p>Surveys indicate that most of the staff (79%) are aware of school goals. Fewer of the students report knowing the goals, though efforts are being made to increase awareness and make connections to the newly adopted ESLRs.</p>	

## Modifications Based on Assessment Results

**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.

Findings	Supporting Evidence
<p>The annual review process of student outcomes (grades, test scores, API, AYP) as outlined previously has yielded many results. Some of the changes include the addition of student support programs (Small Learning Communities, Title I Mentoring, Green Academy, Team Ascent), targeted professional development (Action Learning Systems), and revision of school goals and priorities (freshman success goal, middle student issue/concern form). Woodside uses a Cycle of Inquire model for many program and data reviews. The SDMC used the model to analyze the My Voice survey. Many intervention and support classes have resulted from this model as well.</p> <p>The SDMC/SSC conducts periodic evaluations of school programs that are or have been funded with Site Council monies. Representatives of the groups involved present their assessments at SDMC meetings. Prior to all state monies being labeled Tier 3 in 2009-10, Site Council funds were distributed according to evaluation of programs. Some examples of program evaluation that resulted in funding support include: the SEP, AVID, the Student Study Team and individual courses.</p>	<p><i>SDMC/SSC minutes</i></p> <p><i>Budget for support programs</i></p> <p><i>Program funding requests/SSC allocations</i></p> <p><i>Program evaluations.</i></p> <p><i>Department based tutorials: Math, Science English/Social Studies</i></p>

### D3 and D4. Assessment and Accountability: Additional Findings

**Prompt:** *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
<p>From examining additional evidence it is clear that while great strides have been made with respect to gathering, analyzing, reporting and responding to data, Woodside needs to continue with and strengthen its institutionalized processes for this work. The SDMC is a good example of a representative group relies on parent representatives to be the conduit to their stakeholders. The school will be working with Action Learning Systems (ALS) as its DAIT facilitator to address the needs dictated by its program improvement status. During SDMC meetings, staff, parents and students analyzed the results of the My Voice surveys and reviewed Quaglia findings.</p>	<p><i>DAIT plan</i></p> <p><i>My Voice Survey</i></p>

**Prompt:** *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The use of data to drive instruction has become standard operating procedure at Woodside. Professional development around literacy and standards has been a significant response to the critical academic needs of both EL and mainstream students. The analysis of subgroups for various API/AYP data has led to targeted instruction and support through support classes, online resources (e.g. Revolution Prep) targeted tutorials, purchase of laptop lab purchase (Title I labs) and professional development related to closing the achievement gap. Resources have been targeted for college counseling and mental health to support achievement of educational goals for all students.</p>	<p><i>Professional development</i> <i>Support classes</i> <i>CAHSEE tutorials</i> <i>College counseling services</i> <i>Mental health support data</i> <i>Revolution Prep</i></p>

## **WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs**

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

SDMC/SSC analysis of goals, data and programs and institutionalized process of data collection, analysis and reporting.

Use of data to target instruction, support and staff development.

Use of Quaglia to address student voice.

Collaborative assessments: ESLR portfolios (until 2011-12), SEP, interdisciplinary writing assessment.

California similar schools rankings of 9 or 10.

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

Continue to facilitate and improve department use of data to inform instruction.

Increase direct communication with students/parents.

Promote and support more widespread use of Infinite Campus – new student information system.

Continue to seek greater parent participation in Title I meetings and services provided.