

# Highland High School –WASC Table of Contents

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# - PART ONE - Introduction and Overview

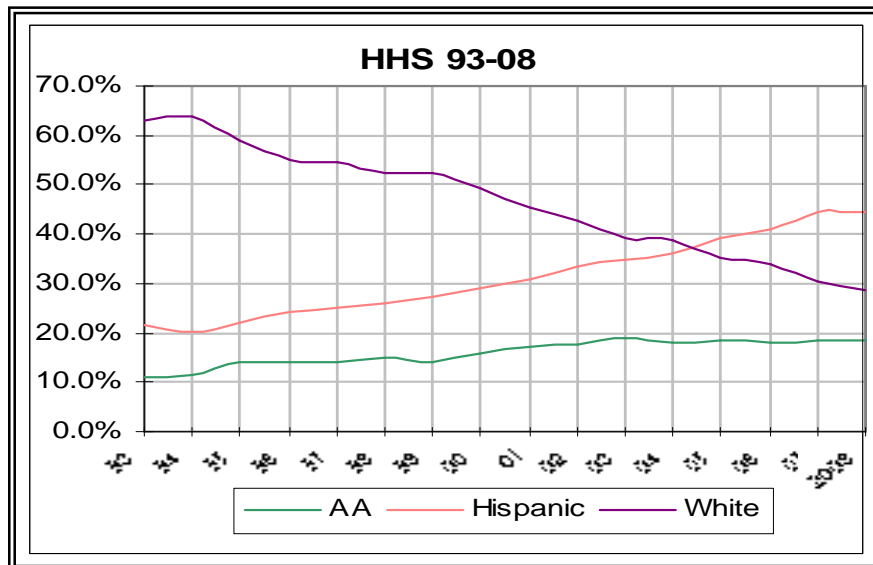
## Location and Community

Highland High School is located in Western Palmdale approximately sixty miles northeast of downtown Los Angeles. Highland opened with its first 9<sup>th</sup> grade class in 1989 in a temporary facility at Quartz Hill High School and moved to its present location in 1991. Highland is one of eight comprehensive high schools in the Antelope Valley Union High School District.

## Student Body and Their Backgrounds

Highland High School's 3,121 students range in background from upper middle class to underprivileged. We are a Title One School that embraces our diversity and our changing enrollment.

## Changes in Ethnic Breakdown, HHS



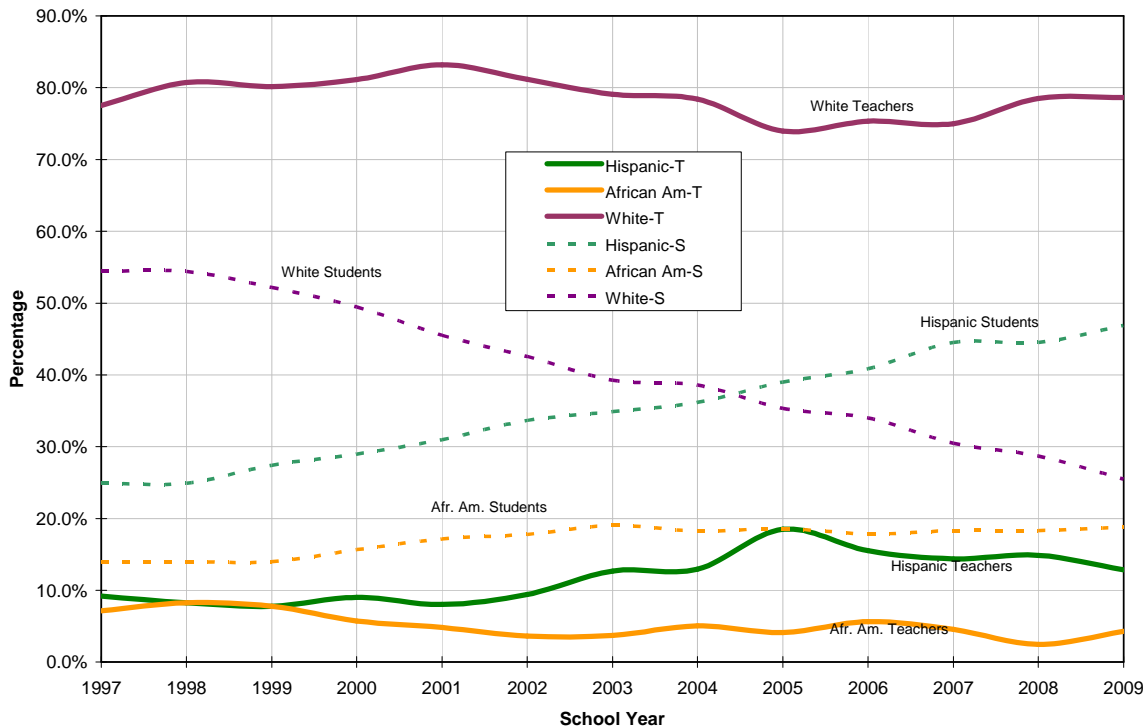
Many of our parents commute to Los Angeles for work, limiting the time they are able to spend getting involved in school activities with their children.

## Faculty and Staff

Highland's faculty is a dedicated group of experienced teachers, many of whom have taught here for over ten years. While working hard to adjust to lower pay and higher class sizes, they still participate willingly in after-hours professional development and are open to improving our school through examination and implementation of new instructional strategies. Highland's administration

consists of Dr. Laura Herman, our Principal; our Assistant Principal, Dr. Larry Freise; and three Vice-principals; John Kleespies, Michelle Parsons and Stephanie Herrera. None of our current administrators were at Highland at the time of the last WASC review, but we are fortunate that our current principal has been with us a year and a half now and our assistant principal for two years. We are also fortunate that there is an excellent rapport between our current administration and our faculty.

Highland High School Teacher vs. Student Ethnicity History 1997-2009



The chart above illustrates the changes in student demographics compared to the relative consistency in the demographics of the staff. We began the year with a conversation about this phenomenon with the faculty, and its impact on how we deliver instruction. That conversation is evolving into a focus on cultural proficiency as an important part of improving our professional practice.

## Instructional Coaches

An area where Highland has grown since the last WASC review has been in the number of instructional coaches, the number of release periods they have, and their areas of responsibility. This focus on effective use of instructional coaching to improve instruction is reflected in our SPSA (see Appendix C). At the time of the first WASC report we had two instructional coaches. In 2009-2010 we grew to five instructional coaches, with two release periods each per day. At that time the coaches were linked to certain areas in which we wanted to improve; many of these areas were listed as a “School-wide Critical Area of Follow Up” on our last WASC report. The areas are AVID, EL, Special Education, literacy support, and math support. This year we kept the same areas of concentration and have four hours of release time for each instructional coaching area. Three coaches, Michael Young (ELA), John Sharp (Math) and Ron Salazar (EL) have four release periods each. Two coaches, Stuart Young (AVID) and Jeff Smith (AVID), have two release periods each. Karen Fenderson, our Special Education coach, has a full day of release time, but has been out on maternity leave since August. The other IC’s have been picking up her focus area in her absence. Duties of instructional coaches include organizing and presenting during professional development, facilitating in the examination and interpretation of critical data, observing and collaborating with teachers, covering teachers classes when they want to observe a colleague, instructing the faculty on how and where to find pertinent student data, organizing and facilitating school walk-throughs, developing and modifying curriculum to make it more accessible to students who are challenged, and acting as facilitators for different cadres in our *cycle of inquiry* professional development. Each instructional coach also works to meet the goals and implement the vision in their particular focus area.

## *New Developments & Programs Implemented Since Last WASC*

Since the last WASC Report Highland has a number of new programs and strategies to enable us to better reach all of our students. Implementation and support for these strategies is a priority in our SPSA (see Appendix C).

### *2008—2009*

- Professional development on applying Marzano strategies to the classroom
- Staff walk-through by department focusing on Marzano Strategies
- FASTT Math and Read 180 implemented for our freshmen students struggling with Algebra or who were assessed at a lower lexile level in reading.
- The development of support classes in English/Language Arts and Mathematics for students struggling in English or Algebra 1.
- The beginning of benchmark tests in science

### *2009-2010*

- AVID students “podded” with designated AVID core teachers
- Senior AVID Parent meeting
- FASTT Math lab completed in room 505
- Training of Inclusion teachers in Algebra techniques
- Math students identified for before and after school support classes.
- Read 180 students placed in support classes based on previous year data
- Implementation of CAHSEE Revolutions for sophomores in English and math.
- Creation of a computer lab and ELA support class for juniors and seniors who have not yet passed the ELA or writing sections of the CAHSEE (room 103)
- EL counselor added to counseling staff
- English Language Advisory Council began monthly meetings
- New Inclusion plan implemented with training for Special education teachers in AVID strategies
- AVID tutorials selected as key strategy for use with RSP students
- HHS AVID successfully certified
- AVID presentation in feeder schools
- AVID Cornell Notetaking and Cycle of Inquiry training provided for teachers.
- Guided Cornell Notetaking strategy used in World History to facilitate the Cornell Notetaking process with struggling students
- Classroom walk-throughs by department focusing on Costa’s level two and three questions and Cornell Notes
- March Madness implemented in Math in preparation for the CAHSEE
- Introduction of Cycle of Inquiry and the concept of cadres to the different departments

- EL training for faculty discussing the difference between SDAIE instruction and ELL instruction
- Thinking Maps training for faculty initiated

### *2010-2011*

- Formation of Twenty-two different faculty cadres and reintroduction to the cycle of inquiry professional development process
- Cadres develop names and begin work on their individual SMART Goal
- August professional development dealing with different SDAIE strategies
- August training on how to access CAHSEE scores through the computer
- Review of Marzano strategies
- August professional development in Costa's levels of questions, Cornell notetaking , analysis of data using Dataquest, SDAIE strategies and Marzano strategies
- Testing of lexile level of ninth grade English students to determine if they need a support class or if they are inappropriately assigned to one
- Cadres continue to meet in September and October working on their SMART Goals
- Training for special education teachers in Inclusion, writing IEPs, and AVID tutorials
- RSP teachers and staff observe AVID tutorials as model for RSP classes
- October professional development in Cultural Awareness in the Analysis of Data,
- WASC recommendations, Thinking maps, and obtaining and disaggregating data using INFORM
- Cadres continue work on SMART Goals and their classroom interventions.

## *Highland's Performance Over the Past Three Years*

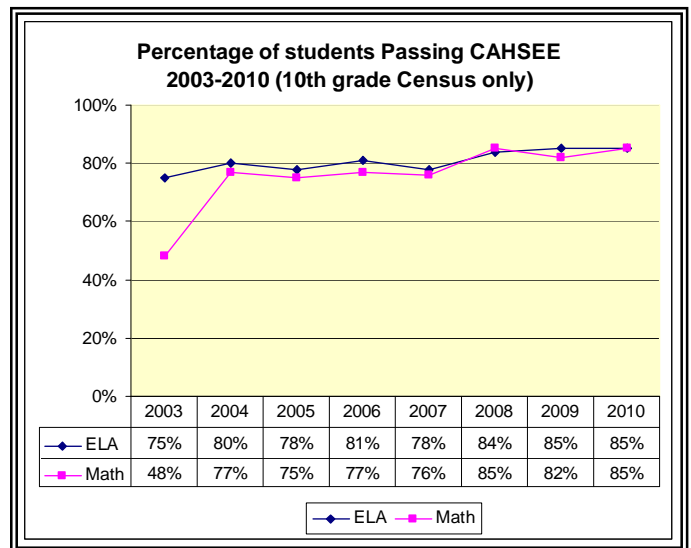
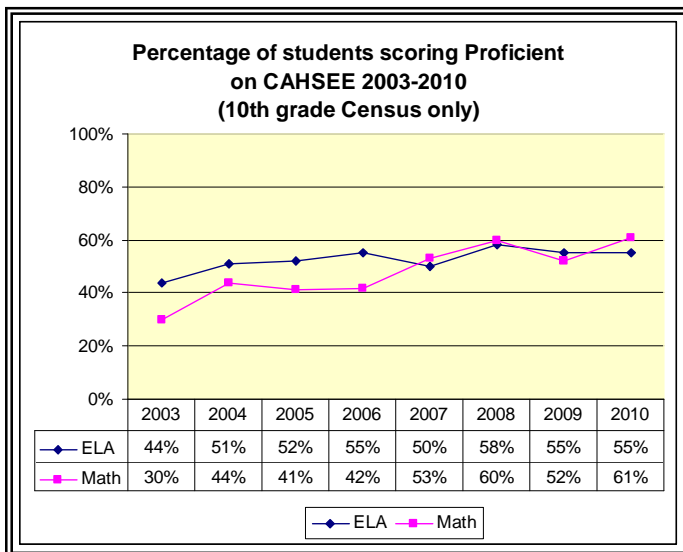
In the following sections, we provide data and an overview of student performance over the last several years. Much of this data is also reflected in our annual SPSA (see Appendix C). We begin with a look at overall enrollment.

<b>Reported Enrollment (Grades 9-11)</b>						
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>all</b>	2803	2813	2502	2172	2116	2199
<b>9th</b>	966	945	711	773	805	827
<b>10th</b>	945	992	910	686	729	751
<b>11th</b>	892	876	881	713	582	621
<b>Total 9-11</b>	2803	2813	2502	2172	2116	2199

Highland's enrollment has fluctuated over the last several years, as shown in the chart above. With a realignment of the school's boundaries last year, we anticipate continued growth through 2013.

## *California High School Exit Exam (CAHSEE)*

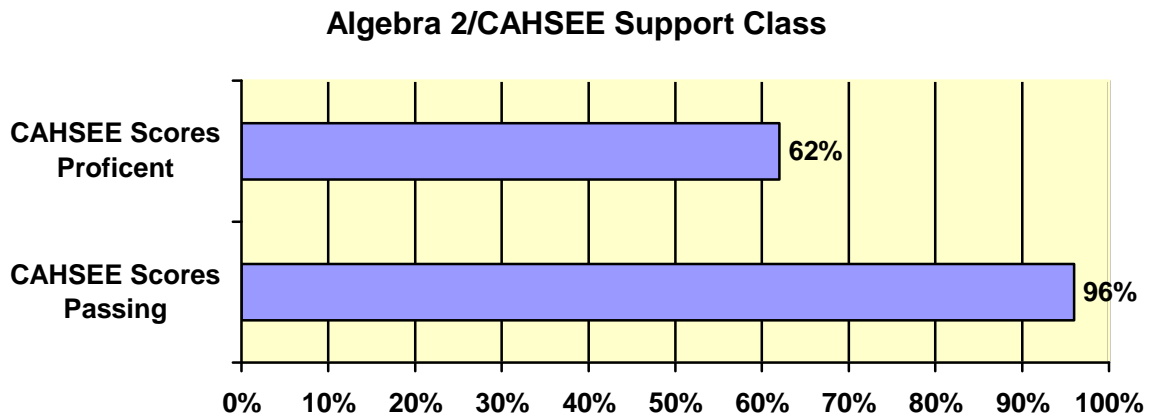
The graphs below depict Highland's passage and proficiency rates on the CAHSEE for the last eight years. The trend is upward, particularly in proficiency rates in math!



Thus far, Highland has met its proficiency targets each year overall. Our focus is on increasing proficiency rates as the targets increase, and on supporting our underperforming sub-groups.

*Highland High School Algebra 2/ CAHSEE Support Course*

Sophomore students were placed in CAHSEE Prep/Algebra 2 Support if they achieved grades of C or D in Algebra 1 as freshmen. Any student who received an Algebra 1 Support course as a freshman was also recommended to take the Algebra 2/CAHSEE Support course. Financial constraints prevented us from enrolling every qualified student. We enrolled 121 students in the course with 116 passing the CAHSEE Test (95.8%) and 72 (62%) of those scoring proficient (see graph below).



**California State Tests (CST's)**

Summary data reflecting student performance on the CST's since 2005 is presented below. Data disaggregated by subgroup is found in Appendix A. Much of this data also appears in our annual SPSA (see Appendix C).

**Mathematics**

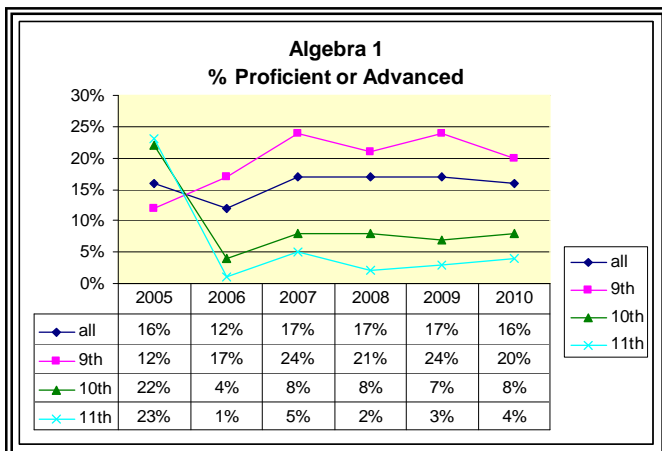
*General Math*

The course sequence in mathematics begins with Algebra 1 for most students. The General Math exam is reserved for those special needs students whose IEP's dictate placement in a mathematics class lower than Algebra 1. The chart below shows both student performance and the number of students placed at that level since 2005.

General Math						
% Proficient or Advanced						
	2005	2006	2007	2008	2009	2010
<b>9th</b>	2%	11%	0%	4%	0%	0%
<b>(# tested)</b>	48	19	44	45	23	52

*Algebra 1*

Algebra 1 is the entry level class for 9<sup>th</sup> graders. As our placement methods become more sophisticated, and as our feeder schools offer Algebra 1 to more and more 8<sup>th</sup> graders, we find the number of students placed in Algebra 1 declining. The lowest performing Algebra 1 students are also placed in an Algebra support class.



**Algebra 1: # of students tested**

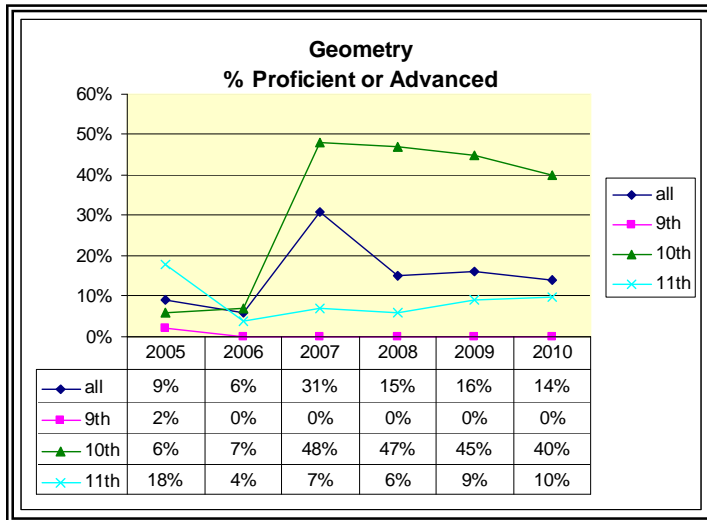
	2005	2006	2007	2008	2009	2010
All	1153	1073	934	984	1109	874
9 <sup>th</sup>	715	714	521	625	680	610
10 <sup>th</sup>	365	255	341	270	337	218
11 <sup>th</sup>	73	104	72	89	92	46

Student performance on the Algebra 1 CST has remained consistent over the years, even as our higher performing students no longer take the course. Highland is only one of two

schools that showed growth from 8<sup>th</sup> grade to 9<sup>th</sup> grade on the Algebra 1 CST (see Algebra 1 growth district wide).

**Geometry**

Geometry scores overall have been inconsistent, as reflected in the graph below. This is due, at least in part, to the fluctuations in the number of students tested over the years. In our current course sequence, Geometry has become primarily an 11<sup>th</sup> grade course. Thus, the number of students testing has declined (the number of seniors enrolled has increased).

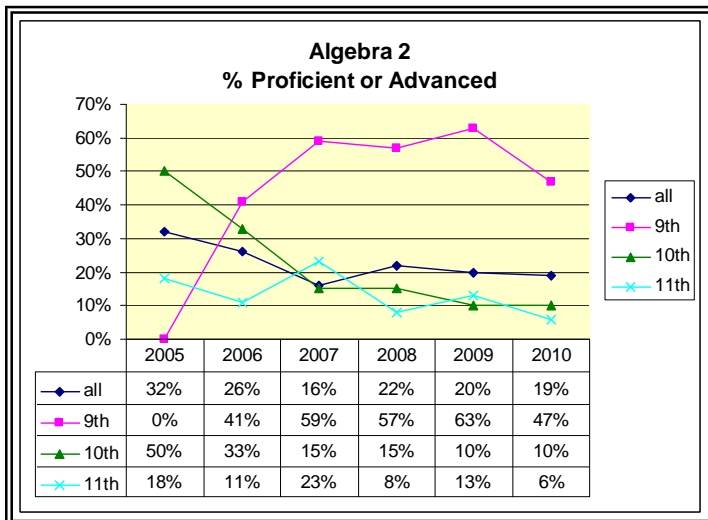


**Geometry # of students tested**

	2005	2006	2007	2008	2009	2010
All	675	657	261	435	307	409
9 <sup>th</sup>	146	9	4	3	8	
10 <sup>th</sup>	315	468	150	96	47	48
11 <sup>th</sup>	214	180	107	336	252	354

**Algebra 2**

Highland's highest performing 9<sup>th</sup> grade students are placed in Algebra 2. In the 10<sup>th</sup> grade, they move on to Geometry. This explains the jump in scores for 10<sup>th</sup> grade reflected in the data below.



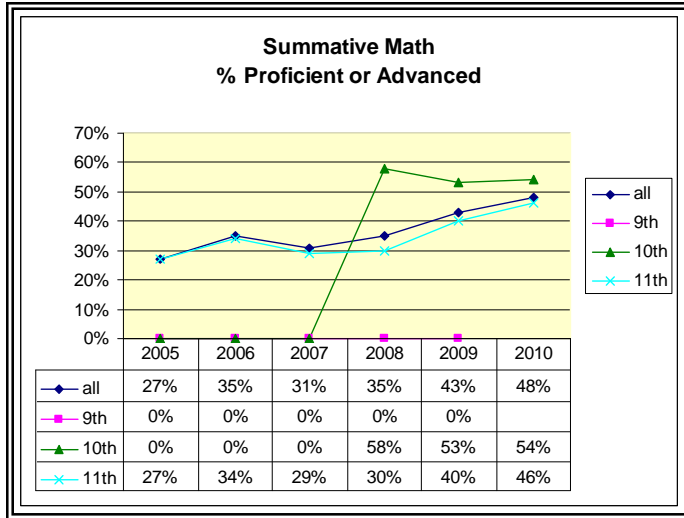
**Algebra 2 # of Students Tested**

	2005	2006	2007	2008	2009	2010
All	366	549	735	365	394	530
9 <sup>th</sup>	4	142	122	80	73	126
10 <sup>th</sup>	151	182	323	245	282	371
11 <sup>th</sup>	211	225	290	40	39	33

When we changed our course sequence so that students proceed from Algebra 1 to Algebra 2 (rather than to Geometry), we saw an increase in numbers and performance for 9<sup>th</sup> grade students in Algebra 2. The number of 10<sup>th</sup> graders taking Algebra 2 has also increased since that change was implemented.

Because Algebra 2 is now primarily a 10<sup>th</sup> grade course, we focus our CAHSEE prep efforts there.

**Summative Math**



**Summative Math # of Students Tested**

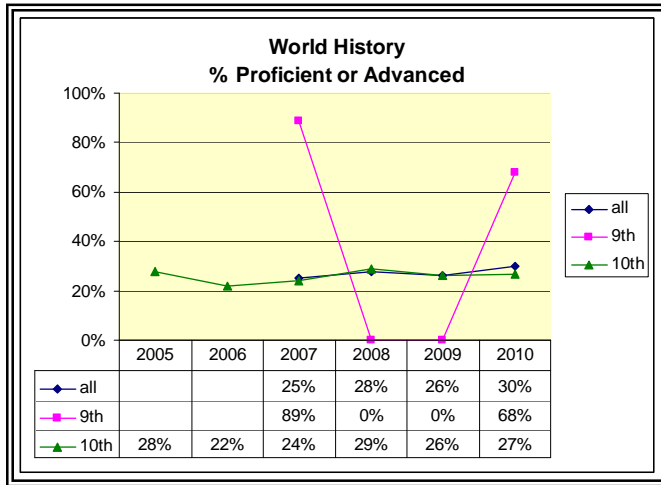
	2005	2006	2007	2008	2009	2010
All	158	147	163	211	195	161
9 <sup>th</sup>	0	0	0	0	1	
10 <sup>th</sup>	8	3	6	45	40	44
11 <sup>th</sup>	150	144	157	166	154	117

The upward trend in student performance is evident for this high level assessment. Students in courses above Algebra 2, including Trig-Pre Calc, Calculus, and IB courses all take this assessment.

**Social Science**

The graphs and charts below show student performance in World History and U.S. History since 2005.

**World History**

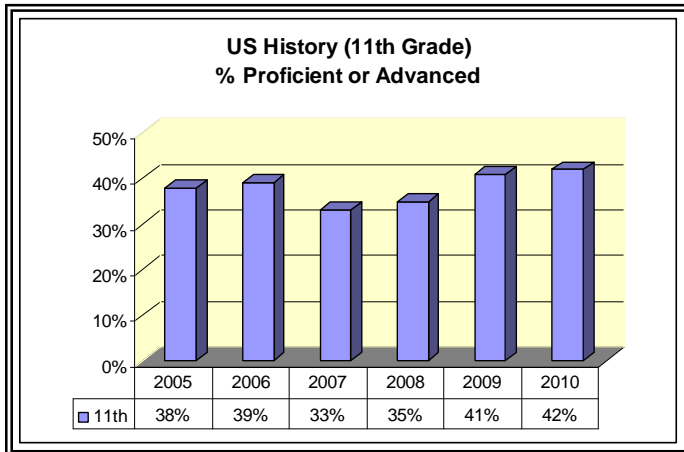


**World History # of Students Tested**

	2005	2006	2007	2008	2009	2010
All			905	661	698	710
9 <sup>th</sup>			19	18	3	70
10 <sup>th</sup>	902	961	874	628	693	633

As in Mathematics, course sequence has changed in the social science department. In 2010, honors-level 9<sup>th</sup> graders took the World History CST. Overall performance on the WH test has remained consistent.

**United States History**



**U.S. History # of Students Tested**

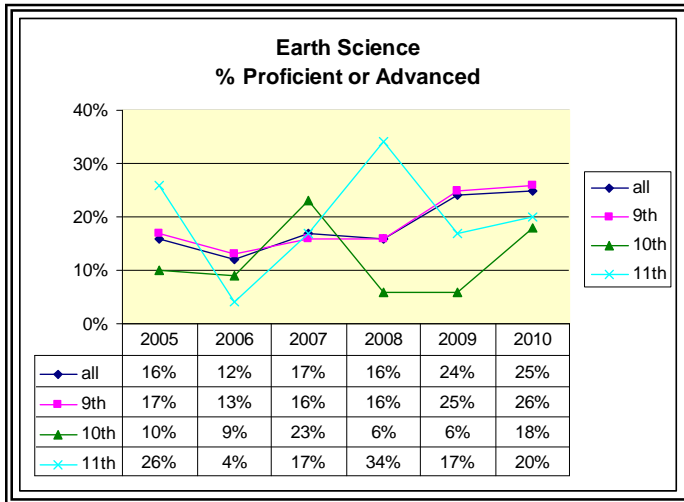
	2005	2006	2007	2008	2009	2010
11th	846	854	827	688	565	602

US History scores reflect slow, consistent growth since 2007. Some of this growth may be related to the implementation of benchmark exams and curriculum maps in the U.S. History classes.

**Science**

The graphs and charts below show student performance in Earth Science, Biology, Chemistry, Physics, and NCLB Science for 10<sup>th</sup> grade since 2005.

**Earth Science**

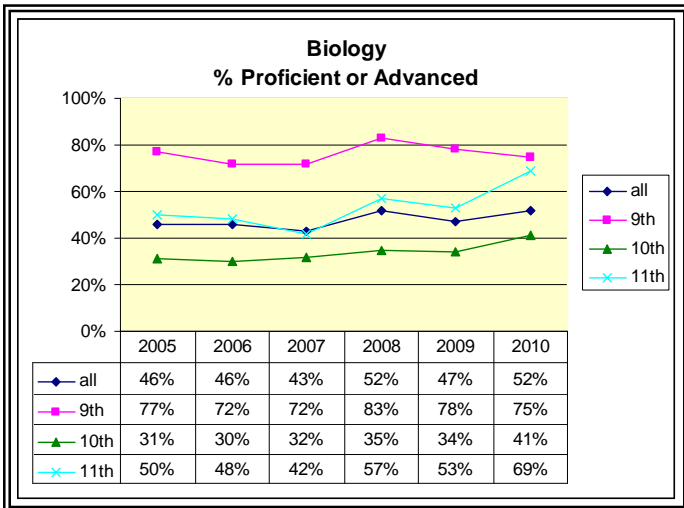


**Earth Science # of Students Tested**

	2005	2006	2007	2008	2009	2010
All	583	579	515	582	637	736
9 <sup>th</sup>	489	440	387	524	569	629
10 <sup>th</sup>	67	98	91	37	50	28
11 <sup>th</sup>	27	41	37	21	18	79

The majority of Highland’s 9<sup>th</sup> grade students take Earth Science. Scores have steadily increased over the last three years. The implementation of benchmark exams and curriculum maps in that discipline may be part of the reason for growth.

**Biology**

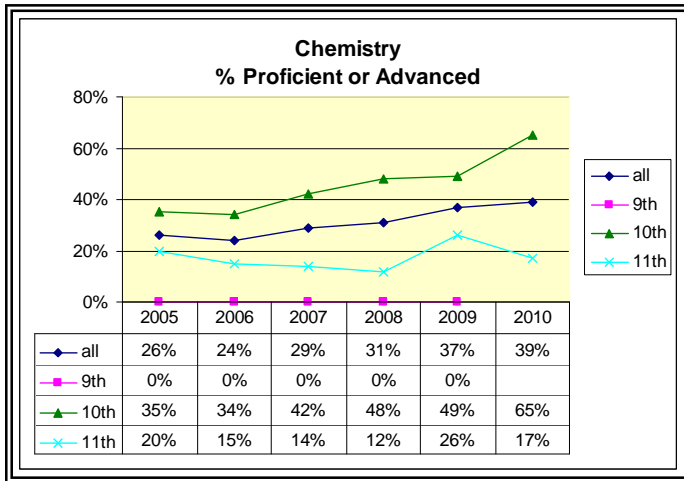


**Biology # of Students Tested**

	2005	2006	2007	2008	2009	2010
All	1092	1098	919	751	774	832
9 <sup>th</sup>	285	292	211	166	165	178
10 <sup>th</sup>	561	535	467	379	458	534
11 <sup>th</sup>	246	271	241	206	151	120

Biology scores also show steady growth, in particular in the 10<sup>th</sup> grade, where most students take the course. Benchmark exams and curriculum maps have also been implemented in Biology.

*Chemistry*

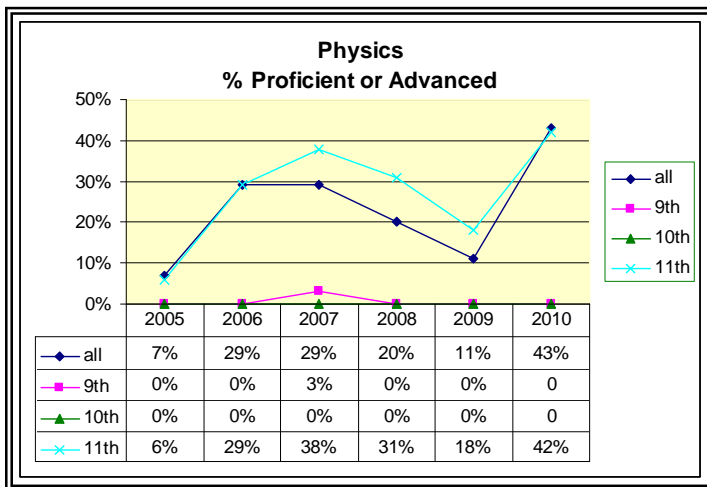


**Chemistry # of Students Tested**

	2005	2006	2007	2008	2009	2010
All	409	435	441	364	332	311
9 <sup>th</sup>	0	0	0	0	0	
10 <sup>th</sup>	171	221	233	190	158	145
11 <sup>th</sup>	238	214	208	174	174	166

Student performance in chemistry has improved over the last three years, though the number of students enrolling has been on the decline.

*Physics*

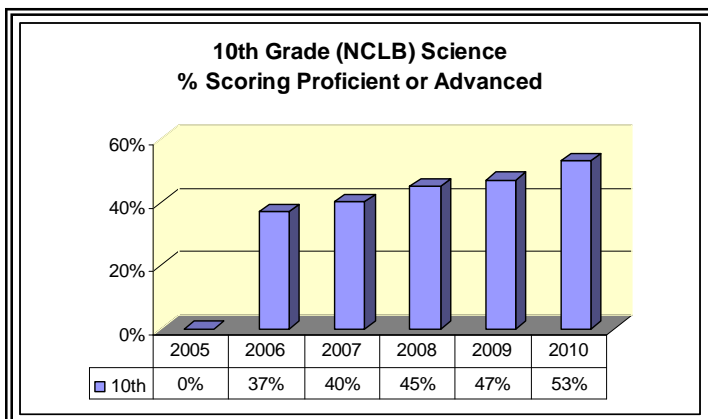


**Physics # of Students Tested**

	2005	2006	2007	2008	2009	2010
All	57	59	133	123	125	35
9 <sup>th</sup>	n/a	0	30	30	32	0
10 <sup>th</sup>	5	1	6	15	16	2
11 <sup>th</sup>	52	58	97	78	77	33

We saw an increase in student performance in physics last year, though the number of students taking the test declined dramatically.

*NCLB Science*

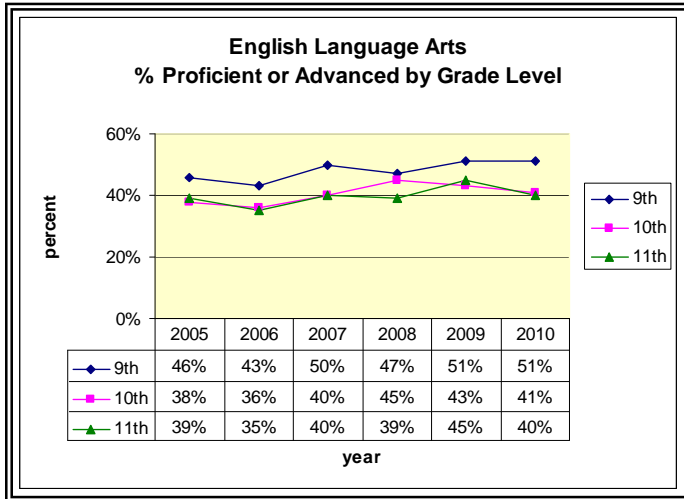


**NCLB Science # of Students Tested**

	2005	2006	2007	2008	2009	2010
10 <sup>th</sup>	n/a	950	877	662	711	715

The mandated science test administered to all 10<sup>th</sup> graders, shown above, reflects consistent growth since 2006

**English-Language Arts**



**English-Language Arts # of Students Tested**

	2005	2006	2007	2008	2009	2010
9 <sup>th</sup>	949	922	711	773	786	801
10 <sup>th</sup>	917	964	910	686	713	734
11 <sup>th</sup>	871	848	881	713	566	606

CST scores in ELA show a gradual upward trend since 2005. Through ongoing professional development activities, teachers continue to implement classroom interventions designed to address student learning needs identified by this testing data.

## ***Highland's Small Group Cycle of Inquiry Professional Development***

Highland's professional development centers on the work of small, collaborative groups. At the beginning of the year, teachers selected their own collaborative teams (see list that follows). Each group is supported by an instructional coach and an administrator. Our focus on staff-driven professional development is reflected in our SPSA (see Appendix C).

### **Established Groups** August 4, 2010

Instructional Coach / Administrator

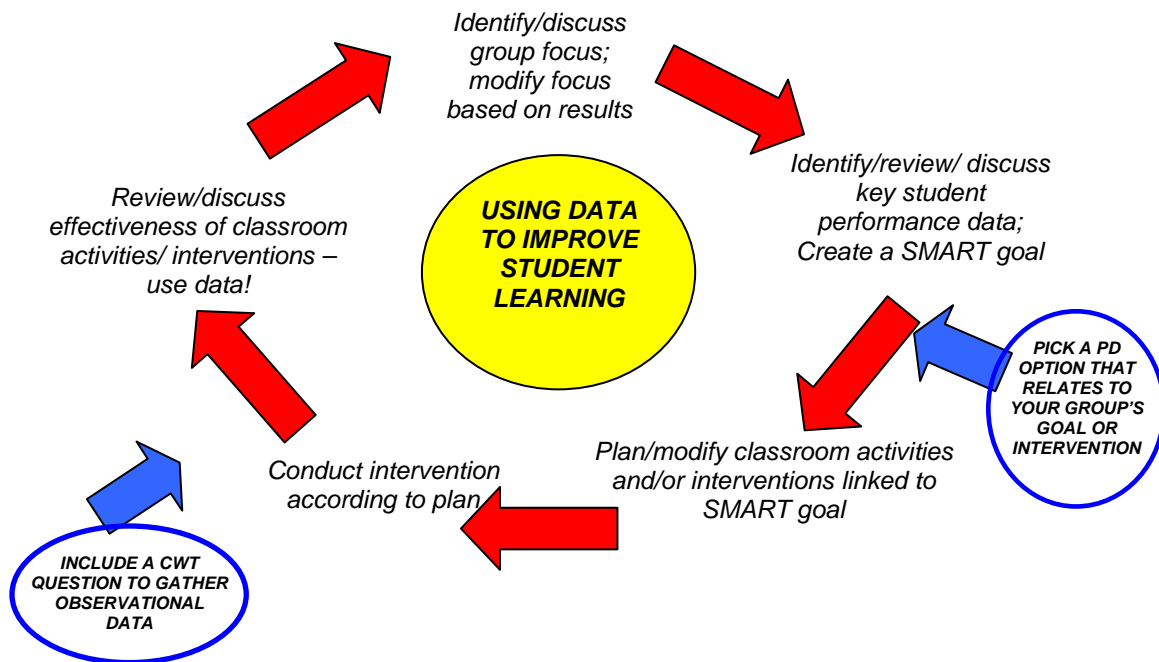
- |    |  |  |
|----|--|--|
| 1. | <b><u>Proactive Protons – Room 224</u></b>   | <b><u>Stuart Young / Michelle Parsons</u></b>                                  |
|    | Carolyn Cardellio<br>Matt Cole<br>Brad Foss – Co Leader                                  | Jim Haynes<br>Carolyn Lundie – Co Leader                                       |
| 2. | <b><u>Geometry – Room 518</u></b>  | <b><u>John Sharp / Larry Freise</u></b>  |
|    | Wally McCalman<br>Andrea Shappee<br>Tom Walsh  |  |
| 3. | <b><u>Awesome Algebra II – Room 523</u></b>  | <b><u>John Sharp / Larry Freise</u></b>  |
|    | Mike Bellavia<br>Christine Cambra  | Debbie Duke<br>Gary Roberts  |
| 4. | <b><u>Yours Severely – Room 510</u></b>  | <b><u>Mike Young / Michelle Parsons</u></b>                                    |
|    | Shanda Fisichenich<br>Angelica Gonzalez<br>Nicole Hendricks                              | Christine Leder<br>Marilyn Sykes<br>Kathy Williams                             |
| 5. | <b><u>Algebra 1 / Algebra Support – Room 526</u></b>                                     | <b><u>John Sharp / Larry Freise</u></b>  |
|    | Mark Burstein<br>Monica D'Errico<br>Danny Morrow   | Larry Searight<br>Steve Sedlacek – Leader                                      |
| 6. | <b><u>The Grateful Sped – Room 506</u></b>   | <b><u>Ron Salazar / Michelle Parsons</u></b>                                   |
|    | Minerva Alforque<br>Jason Cambra<br>Martha Castruita<br>Chris Cornwall<br>Dru Fitzgerald | Jody Lathrop<br>Ann Manent<br>Ron Morris – Leader<br>Dee Reece<br>Melody Trent |
| 7. | <b><u>P.T. w/ B.O. – PE Office</u></b>   | <b><u>S. Jeff Smith / John Kleespies</u></b>                                   |
|    | Lyn Boop – Leader<br>Jack Donnelly<br>Troy Jackson<br>Andy Mahnke                        | S. Jeff Smith<br>Beth Whisenand<br>Shannon Williams                            |
| 8. | <b><u>Creative Genius – Room P-3</u></b>   | <b><u>Ron Salazar / Ray Butterfield</u></b>                                    |
|    | Gerald Fairman<br>Jimmy Laiben<br>Dave McCaslin  | Perry Self<br>Chris Van Allen<br>Pavel Vogler<br>Peggy Self                    |

9. **Herman's Hermits – Room 207** **Ron Salazar / Laura Herman**  
Laurie Brown Cindy Gadomski  
Dana Coleman LaRae Humphrey  
Ellen Coleman
10. **The WSO's – Room 430** **Mike Young / John Kleespies**  
Robert Butler  
Conrad Hernandez  
Robin Reed
11. **The Integrators – Room 513** **Ron Salazar / Laura Herman**  
Paulette Arispe Sherri Prosser  
Chris Jensen Stacie Sayles  
Christine Miller
12. **"G-Rated" - Room 124** **Stuart Young / Laura Herman**  
Jon Baker-Ortiz John Johnston  
Ryan Dietrich Tom Jones  
Nancy Galler Garret Root  
Lem Galvao Jean Wilson  
Cynthia Herrera Stuart Young
13. **Omega 11&12 – Room 112** **Mike Young / John Kleespies**  
Chantelle Baker-Ortiz Elizabeth Morales  
Billie Baumgartner Christine Vanderzee  
Gary Holt Maria Williams  
Denise Kane
14. **Undead – Room 105** **Mike Young / John Kleespies**  
Desi Hamill Jeff Woolwine  
Janelle Ignatowicz Adm Yates  
Nancy Michel Mike Young
15. **World Languages – Los Chupamedias – Room 415** **S. Jeff Smith / Ray Butterfield**  
Michelle Botte Ann Robins  
Marie Godde Jim Trumps  
Al Harper Danny Young  
Robin Mackey
16. **Counselors – Kennel Keepers – Career Center** **Stuart Young / Larry Freise**  
Susan Hickman Angela Robertson  
Kathy Hunn Gwen Shim  
Elinnor Kun Bess Silverston  
Michele Machac
17. **Jobs R Us – Room 143** **Stuart Young / Ray Butterfield**  
Dan Brown Linda Miley  
Tina Chadwick Larry Noble  
Brenda Lewellen Dennis Smith
18. **Rockin' Resource – Room 222** **S. Jeff Smith / Michelle Parsons**  
Dana Dougherty Manny Mobley  
Roz Gaudin Kurt O'Polka  
Michelle Maxwell-Girod Ruth Wengert

19. **IBS – Room 405** **S. Jeff Smith / Ray Butterfield**  
Jenny Agnew                      Jeff S. Smith  
Kim Ellis                              Brett Stubbs  
John Sannes                      Martin Prince
20. **Pam’s Pals – Room 234 / Ind Study** **John Sharp / Michelle Parsons**  
Jim Root  
Pam Ziemann
21. **Mostly Dead – Room 103** **Mike Young / John Kleespies**  
Matt Bierowicz                      David Rivas  
Sandra Gordon                      Jeff Robertson

***The Cycle of Inquiry...A model for small group professional development***

Effective collaboration requires structure. After honing our focus on the five key areas for improvement, we devised the cycle of inquiry to guide our professional development work. This process provides structure for teams at every step, and is intended to facilitate staff-driven, data-driven, student-centered professional development activities. An overview of the process follows.



*Begin with a focus.*

Each small group should discuss the group’s focus. At first, this will be related to the group’s experience with their students, and their ideas about how their students’ needs fit within the school’s five key focus areas. For example, English 9 teachers may identify high failure rates as a problem for their students (this may be based on the teachers’ past experience). After discussion, the group agrees that their students’ inability to take meaningful notes is a problem, and decide to link their group’s work to AVID Cornell notes, and the Marzano summarizing and notetaking strategies.

<i>District Goals in 5 key areas</i>
<i>Check the box next to each goal that applies to your group's focus</i>
AVID: AVID instructional strategies in use school wide – all sites; 25% student enrollment in AVID elective; improved student performance in college preparatory classes; standards-based evaluation of student performance
Lit support: improved student performance in reading; timely intervention; standards-based evaluation of student performance
Math support: improved student performance in mathematics; timely intervention; standards-based evaluation of student performance
EL: SDAIE and AVID instructional strategies in use school wide – all sites; AVID for EL students; timely intervention; standards-based evaluation of student performance
SpEd: AVID instructional strategies implemented in RSP and SDC classes; improved student performance (RSP – core areas; SDC – subject specific); standards-based evaluation of student performance

Look at key student performance data.

Each group should decide what data to pull and analyze. Data for analysis might include: benchmark exam results, STAR results, CAHSEE results, failure rate analysis, observation of student performance (i.e., the Classroom Walk Through), student feedback, or just about any other data the group identifies as relevant. Data can be disaggregated and analyzed in a variety of ways, depending upon the group's direction. Initially, it helps to begin with school-wide trends in concrete data sets, like STAR or benchmark results, and move forward from there. Using a data analysis protocol, the group will determine whether the data supports their assessment of the student learning need, and then will create a SMART Goal.

***SMART Goals are: Strategic, Measurable, Attainable, Results-Oriented, and Time-Bound.***

Plan an intervention.

Once the group identifies a student need, analyzes related data and develops a goal, its time to come up with a strategy that will help address that student need. *{At this point, the group should consider whether one of the professional development options relates to their SMART Goal and/or intervention. If so, they should alert their Instructional Coach, and that session will be set up for them. For example, if the English 9 teachers decided to focus on Cornell Notes, they might want a session specifically for them to work on applying Cornell notes within the structure of the English 9 classroom.}* So, the group designs an intervention, participates in whatever professional development is relevant, and then creates a plan. That plan should include data that will indicate whether the intervention was successful (link to the SMART Goal). It should also include a Classroom Walk-Through question, so that observational data can be gathered while the intervention is in place.

Conduct the intervention.

As teachers implement their intervention in their classes, they should plan to gather observational data as well. This means that teachers, instructional coaches, and leadership should plan to conduct Classroom Walk Through's and gather data to provide for the team. Teachers implementing the intervention in their classes should take care to observe progress and gather data for discussion.

*Determine success.*

After teacher/group members have had a chance to implement the intervention, the group should meet to evaluate how it's going. The group should review all available data, then decide whether the intervention was successful and what adjustments (if any) need to be made. The group should determine whether or not they met their SMART Goal.

*Start the cycle again.*

After evaluating progress on the SMART Goal from the first cycle, the group needs to decide whether to continue its focus (as defined at the beginning of the first cycle), or come up with a new focus. Then the cycle starts again.

*Report out.*

At each stage in the cycle, the team should report out via the online bulletin board (whatever Brian sets up for us). Each stage of the process has a "protocol" that groups can easily follow. Once they complete the protocol form, the team recorder uploads this to the online bulletin board. That's the "report out".

In Appendix A, the guides for each step in the cycle of inquiry process are presented.



## - PART TWO - The Recommendations

*The purpose of the second section of our WASC Review document is to present the recommendations from the previous WASC report and discuss our efforts to address these recommendations over the last three years. Our SPSA each year reflects the specific ways in which we are addressing each of the recommendations (see Appendix C).*

**Recommendation 1. Align instruction with appropriate content standards for all students. Currently special education and EL students have access to the core texts and curriculum but a stronger focus needs to occur with collaboration between teachers who teach the most at-risk students**

Since the last WASC report our professional development and collaboration has been driven by the introduction and implementation of strategies that will not only improve our ability to reach our overall student body, but also employ techniques that will assist us in helping our at-risk students in special education and EL.

In 2008-2009 a special focus was placed on the use of Marzano strategies in classrooms and the development of our FASTT Math program for at risk students.

In 2009-2010 school wide teacher professional development blossomed under administration and the instructional coaches. The intense focus on the targeted areas of AVID, EL, Special education, literacy support, and math support resulted in high participation rates in meaningful professional development activities. The entire faculty was trained by the AVID instructional coach in Costa's Inquiry Techniques and Cornell Note taking. The EL coach led professional development in EL terms, placement, and the effective use of SDAIE strategies in the classroom. Emphasis was given to the overlap between Marzano strategies, AVID strategies and SDAIE teaching techniques.

The Instructional Coaches led teacher collaboration focused on the analysis of benchmark data. Each of our key areas focuses on a group of at-risk or often underperforming students, and these groups often overlap. So, in each key area - Special Education, AVID, math support, literacy support and EL - administrators and instructional coaches facilitated the infusion of AVID strategies. This included the development of a school wide Level Up program for RSP and SDC students, placement of SDC and non-special education students in the Read 180 Program with training and collaborative time for teachers, and training of teachers and support staff in math and FASTT Math implementation.

The Math instructional coach brought all the training of FASTT Math to fruition; developed "March Madness," an intense prep for at-risk math students for the upcoming CAHSEE; led the way in the analysis of benchmark data for specific populations and at-risk students at department meetings; and used 8<sup>th</sup> grade district assessment data to correctly place incoming students into algebra 2,

geometry, and support classes. The literacy coach and administration brought in an outside trainer to train selected teachers in Read 180 and revamped the program by mid- year, where the three small group strategy central to Read-180's approach began to be implemented in ninth grade support classes in both general and special education. She also facilitated the use of CAHSEE Revolutions for tenth grade support classes. Probably the most exciting development of the year was the introduction of small collaborative groups or cadres to the faculty where the group could examine specific data and develop their own SMART Goal to address a specific area of instruction **they** felt was important and relevant to student learning.

This year we started a very important transition to a focus on a teacher driven professional development that is based on a *SMART Goal* the cadre developed utilizing their own analysis of data. A teacher cadre could identify a weakness in a sub-group based upon what they noticed in their data analysis and then develop an intervention, common strategy or lesson to address the weakness.

In our first professional development training teachers were allowed to join groups of their own choice. Then teachers were also trained in Costa's Levels of Questions, Cornell Notes, and additional SDAIE techniques such as K-W-L and sentence starters. The teachers were then trained in Dataquest and later INFORM, then asked to analyze, compare, and breakdown into subgroups CAHSEE information in the computer lab. Finally, each cadre was asked to identify a student learning need based on their data analysis and design a classroom intervention to address that need. Teacher teams posted their analysis and interventions on the shared P-drive that is accessible to all teachers. Each instructional coach and administrator facilitated cadre discussions and helped with computer issues for four to five cadres.

With the opening of school the cadres continued to meet and refine their intervention and SMART Goal. A large portion of each required faculty meeting was devoted to this collaborative inquiry. Many teacher cadres also met independently, on their own time, to continue their collaborative work. Instructional coaches also often facilitated these meetings.

Some of professional development areas addressed in 2009-2010 continue to be a focus this year. Specifically, teacher teams have been asked to link their cycle of inquiry work to one of the five key focus areas. This link provides a clear bridge to the work the entire staff did last year. Ninth grade students were tested in reading to determine their lexile level. Those needing additional support were placed in Read 180. Weekly meetings continue with the ELA support administrator, ELA support instructional coach, and ELA support counselor. At those meetings, information from SAM on student performance is reviewed and analyzed. Finally, Gaylene Van Zijil, an expert on SAM and READ 180 provided training for Literacy and Special education instructional coaches and administrators to better navigate SAM and its reports.

AVID and Special education coaches and administrators meet weekly to continue supporting the Level Up program. Special education teachers have been trained in the use of AVID techniques and observed AVID tutorials in AVID classes.

EL students were identified by the second week of school and that information was given to the classroom teacher. During the summer over 700 Spanish-English dictionaries were purchased for our mainstreamed Spanish speaking EL students.

In October we had our second professional development day and concentrated on addressing our WASC recommendations, Thinking Maps training, cultural awareness in analyzing data, and finally accessing and analyzing data through INFORM. Teachers were asked to access benchmark data for their own classes and individual students in science, English, math, and social studies. Teachers in areas where no benchmark is administered were asked to access their student's previous year's English CST scores.

When we polled our teachers on the WASC Recommendations from the last report, we received some interesting responses from the cadres. *Pam's Pals* and *Omega 11 and 12* both commented on the effectiveness of the Spanish-English dictionaries. *Grateful Sped* and *Awesome Algebra 2* observed that Special education teachers are regularly attending general education department meetings. *PT w/ B* commented that physical education teachers use Cornell Notes for rainy days. *Rockin' Resource* appreciates the thinking map training and feels it is an important resource to help their students. *The Grateful Sped* feels that regular Thursday meetings, additional training on the inclusion model, and meetings with guidance to review IEP placement recommendations are important steps to help our Special education students. *Proactive Protons* noted that they contacted the parents of Special education students in earth science at the beginning of the year. *Herman's Hermits* noted that EL and Special education teachers are incorporated into their curriculum development and implementation.

The cadres were polled as to their plans for the future. *Pam's Pals* stated that work experience wanted to open up exploratory non-paid volunteer programs. *Omega 11 and 12* wants to purchase Chinese/Arabic/Korean/Tagalog- English dictionaries for EL. *The WSO's* want to identify at-risk students in earth science and provide extra tutoring. *Algebra R Us* comments that it wants to use more visual manipulatives for its EL and other at risk students and that it wants to work on a process to simplify word problems.

We believe that there has been significant progress at Highland in the past three years in aligning our curriculum to include and support those students who are at risk. Professional development in areas such as Marzano, Costa's level of questions, SDAIE training and discussion of SDAIE techniques, Cornell Notes, and Thinking Maps training have resulted in a more knowledgeable, capable, and empathetic faculty better able to modify curriculum to meet the needs of our at-risk students. Training in Dataquest and INFORM has enabled them to better identify these students' needs. Finally collaboration in self-determinative cadres has led to developments such as collaboration between AVID and Special education teachers in the Level Up Program and improved morale where teachers are happy to see their ideas and input valued.

**Recommendation 2: Introduce and support new instructional strategies and materials. Our district has contracted with UCLA and our site has focused on classroom walk throughs- protocols for looking at student work(Critical Friends Group). These strategies need to be strengthened and implemented throughout core departments and in and in the EL and SPED programs**

The new instructional strategies that we have implemented have already been discussed under Recommendation 1. Teachers have received training in Costa's Levels of Questions, Cornell Notes, SDAIE Strategies, Marzano strategies, Thinking Maps, and analysis of data using INFORM and Dataquest. While our partnership with UCLA has ended, our teachers continue to observe each other using many of the techniques and strategies they garnered in previous walk-throughs. *The Critical Friends Group* is no longer extant as such, but has transformed into our collaborative *cycle of inquiry*, and its influence is still felt in the common formative assessments many of our cadres use with their classroom interventions.

In 2008-2009 teacher walk-throughs were cross-curricular. Teachers would visit other teacher's classrooms in groups of five to eight for a five to ten minute period to get a snapshot of student performance based on techniques mentioned in Marzano. After each visit they would discuss their observations outside the room. Three to four classrooms were visited per period and visits took place five periods during the day. At the end of the day all teachers would meet and discuss commonalities they observed in students implementing Marzano techniques.

In 2009-2010 we continued our walk-throughs in conjunction with UCLA. This time teachers were asked to visit classes in their own general subject area following the format discussed above. The evidence they looked for was students asking Costa's level two and level three questions. Currently teachers are encouraged to develop their own focal area and visit a colleague's classes while an instructional coach covers his or her class.

An example of the use of common formative assessments is *Omega 11 and 12* cadre's development of a common formative assessment of a series of extended questions on Emerson's *Self-Reliance* to measure student performance in close reading, a key element of their SMART Goal. The analysis of student performance on individual questions on benchmark exams, also allow teachers to target standards that need to be covered in more detail. In English the third quarter benchmark essays for EL students across the district are graded with a common rubric and the information is shared district wide.

When we polled our teachers about Recommendation Two of the WASC document in October they responded by listing many of the trainings they had attended. In addition *Los Chupamedias* commented on the new Spanish texts with cross-curricular assignments. *PD w/ B0* discussed PE's implementation of fitness tests and setting individual goals for improvement. They also discussed using the SDAIE strategy of scaffolding through modeling when demonstrating techniques. *VAPA* discussed cross-curricular units between drama, film, and history. *The Undead* commented that cadres set their own goals and assessment plans taking ownership for professional development.

The cadre's plans for the future include Inspiration training *Only Mostly Dead* and *Grateful Sped* plans training on Individual Transition Portfolios.

Over the past three years Highland has introduced and implemented a number of different strategies that allow our teachers to differentiate instruction for our diverse population. Our classroom walk-throughs and teacher observation of other teachers have allowed our faculty to see numerous powerful teaching and learning strategies in action.

**Recommendation 3 Create curriculum embedded assessments. Although our English and math departments have implemented district prepared benchmark assessments, our science and social studies departments have not. Additional focus on SPED, African-American, and EL participation and monitoring need to be strengthened.**

English and math currently still give benchmark exams the first three quarters of the year. Math has added to this and gives benchmark exams every five weeks. For the past two years science has added quarterly benchmarks in earth science, biology, and chemistry and social studies gives benchmark exams in world history and United States history. Through INFORM a teacher's individual students, student sub-groups, and complete class data can be called up and analyzed.

Over the past three years the district has changed its source for disseminating and disaggregating student data. This caused some frustration among our faculty in 2009-2010, but still they soldiered forward and English, math, science, and social studies all examined incongruities in benchmark scores between special populations and the general populations and generated strategies to address these incongruities. In fact, this data analysis has been central to our collaborative *cycle of inquiry* process.

In 2010- 2011 a major focus of administration and the instructional coaches has been teacher training in using Dataquest and INFORM and training in how to disaggregate the data to address the needs of special populations. Of the two systems Dataquest is easier to use, but INFORM allows for a more detailed disaggregation of data .Teachers in all areas have been able to access individual student's past CST's and CAHSEE scores. Teachers in science, English, math, and social studies were also trained in how to disaggregate benchmark data. Teachers in their cadres looked at data appropriate to their small groups to design their SMART Goals and interventions.

Our commentary from our WASC polling in October on recommendation three is as follows. *Rockin' Resource* stated that RSP teachers regularly use benchmark data to determine individual strategies to support curriculum in skills classes as well as determine IEP goals and progress. *The Undead* is developing a common lesson that deals with a close reading and analysis of an excerpt from *To Kill a Mockingbird* of racial injustice from the book to capture the interest of students immediately and illustrate one of the book's key themes. They also commented they are developing lessons together and sharing assessments more often.

Other cadres' plans for the future include analysis of benchmarks for targeted improvement (*Only Mostly Dead*), using SANDI as an alternative assessment for the CELDT (*Grateful Sped*), resource teachers and instructional aides helping students with note taking (*Awesome Algebra 2*).

The training in INFORM and Dataquest and the addition of benchmark exams in science, and social studies with additional exams in math has strengthened our ability to better identify student learning issues with our individual students and subgroups of students.

**Recommendation 4: Create extended learning time opportunities. We have literacy, algebra readiness, and CAHSEE prep classes that extend learning opportunities although a focus on entrance and exit policies and monitoring is still needed most especially with our at-risk populations.**

We have created extended learning time opportunities in several different ways. We have before and after-school tutoring in five different areas. We have support classes in both math and English, where students needing remediation spend an extra period a day focusing on those core areas. We have credit retrieval, where students who have failed classes can make them up. We also have Saturday School, where students can get a meaningful learning activity while they have the opportunity to make up missed classes. Teachers also offer lunch time or before/after school individual tutorial time.

Our tutoring schedule allows students to get help with their work in a number of different areas. Math has tutoring daily from 6:30 am to 7:30 am. Science has after school tutoring in chemistry and earth science on Mondays and physics and biology on Tuesdays. Foreign language has after school tutoring Monday and Wednesdays. History has tutoring on Wednesday evenings 6:00 to 8:00 pm. English tutoring is Tuesday after school. Finally, EL students can get tutoring after school three days a week, but the days vary.

Our support classes in both math and English allow general education and special needs students an extra period of remediation daily. Student's seventh and eighth grade scores are evaluated and students are tested on their entry to ninth grade to determine their eligibility for support classes. Our support classes offer such innovative programs as READ 180, FASTT Math, System 44, CAHSEE Revolutions, as well as math and literacy support.

We also have a credit retrieval program, where students who have failed a class can sign up for an after school class and make up those credits. Students who have failed classes may also attend summer school to make up credits. If students fall seriously behind the pace they should be at in obtaining enough credits, they have the opportunity to enroll in on-site continuation their eleventh grade year, where some students have been able to make up as many as sixty credits in one semester and have returned to campus on pace for graduation. We have an Independent Study program, where students can study off campus and report to the school to test or for individualized help in an area.

Highland offers both on-line classes and selected classes before and after school. Our International Baccalaureate Program has been especially adept at this. In order to allow students to complete their high school requirements in addition to a rigorous IB course of study, they offer on-line health and after school Theory of Knowledge.

Finally our Saturday School program is actually a tutorial rather than detention. Students have access to the textbooks for most classes and computers to work on CAHSEE Revolutions, SAT prep or other tutorial programs. Dedicated teachers man it, making it truly an opportunity for learning

In response to Recommendation 4, our cadres in October commented as follows.

*Only Mostly Dead* said that CAHSEE prep is taught regularly in tenth grade English not only to our at-risk population but also our general education tenth graders now have access to CAHSEE Revolutions. They also discussed targeted tutoring for tenth graders that allow students to work on weak areas identified on the first benchmark and retake that benchmark. *VAPA* said they offer after school performing arts and provide tutoring at lunch. *Los Chupamedias*, *Proactive Protons*, *Herman's Hermits*, and *Algebra R Us* all mentioned their before and after school tutoring programs. In the future the *WSO's* plan to implement lunch tutoring in earth science using *Kitty hawk Science Society*. *G-Rated* discussed their peer tutoring program that takes place the second semester for AP and IB students.

Numerous extended learning opportunities exist for our advanced, general education, and at-risk students at Highland.

**Recommendation 5: Monitor program implementation and results. Although some programs have coordinators with adequate time to monitor results some programs need support to ensure follow through. Results need to be shared school wide and changes to the program implemented based on those yearly results.**

The majority of this is being addressed through our instructional coaches. The coaches are each responsible for one of five major areas we want to improve as a school and a district: AVID, EL, Literacy, Math Skills, and Special Education. In addition, each coach oversees four to five cadres. The coaches also act as a link to one or more of the teaching departments in the school.

The AVID coaches, Jeff Smith and Stuart Young, not only oversee the AVID classes and tutorials, but they also provide a pedagogical framework for many of our new strategies such as Cornell Notes and Costa's Level of Questions. Both Stuart and Jeff teach AVID classes and three other regular classes and have two release periods for instructional coaching. Each is responsible for four to five teacher cadres. Jeff networks with physical education, foreign language and health and Stuart with social studies and Special education. Stuart is one of our coaches who is adept at accessing data and helped lead professional development in Dataquest and INFORM. Both meet weekly with principal Laura Herman to discuss developments in AVID.

The Math coach is John Sharp. He oversees four to five cadres, networks with math, science and special education, oversees math support classes, and teaches two support classes himself. He also is our data guru. His mastery in analyzing benchmark data has allowed him to increase the number of benchmarks that math classes take and analyze the standards that need to be re-taught in an efficient, collaborative manner with his colleagues. He has implemented FASTT Math, March Madness, and Thinking Maps training on campus. His vision and leadership were vital to our improved scores in math the last two years.

The Literacy Coach, Mike Young, is responsible for overseeing the READ 180 program, networking with the English department and earth science, and facilitating five cadres. He meets weekly with vice-principal John Kleespies to examine progress in the READ 180 classes by analyzing data from SAM. He also leads EL and close reading workshops. He currently teaches two periods of English 10.

EL Coach, David "Ron" Salazar works hand in hand with EL coordinator Mark Burstein. Ron, with John Sharp, is one of the key figures in our Thinking Maps training. He teaches two math classes and oversees four to five cadres, in addition to monthly parent support groups. Ron meets with Mark Burstein and Vice Principal Stephanie Herrera weekly to discuss areas germane to the EL population.

While Special Education coach Karen Fenderson has been out the majority of the year, she helped build a sound foundation in Special Education in 2009-2010. Even with Karen's absence, Special Education has continued to grow largely due to exceptional involvement from vice-principal Michelle Parsons, Teacher on Special Assignment Nicole Hendricks, and a dedicated staff.

In our poll of teacher cadres in October, we received these responses. *Rockin' Resource* alluded to IEP training and a separate Level Up training, both held in October. *Los Chupamedias*

commented on their ongoing and frequent monitoring the results of a variety of programs. *PD w/ BO* said that PE uses benchmark tests to adjust training schedule for fitness tests. Geometry said that they use their cadre meetings regularly to compare and analyze data.

Future plans for our cadres mentioned were the use of INFORM to identify areas needing re-teaching and review (*WSO's*) and coordinate the homework with the class grades and benchmarks (*Proactive Protons*).

The use of the P-drive on every teacher's computer to store every cadre's information is another way we share information school wide. The P-drive allows large departments like English or math, which are made up of three or more cadres to access and view their colleagues' information and ascertain what a different cadre in the same department has as a SMART Goal and intervention. School performance data is also posted on the P-drive.

Finally staff training in INFORM puts every student's performance history at a teacher's fingertips. Teachers can now pull relevant data on a class, an individual student, a sub-group, or the entire school. Instructional coaches are available for any teacher still struggling on how to access data.

**Recommendation 6: Require professional development and collaboration to support student achievement. Each faculty member needs to have a professional development plan that is meaningful and appropriate. A new teacher evaluation form was implemented this year by our district and supports this area of growth**

Currently each member of our faculty is a part of a collaborative cadre of their choice. Our school-wide professional growth plan deals with a cycle of inquiry, where the teachers join a small group or cadre of their choice, examine data, and determine a SMART Goal and intervention for the group. The teachers in each cadre decide the area of need that they are to work on.

Our new teacher evaluation form asks our teachers to choose two standards in different areas from the *California Standards for the Teaching Profession*. According to our contract every teacher at the site had to share a common standard. The standard chosen by everyone was standard five, “Assessing Student Learning”. We felt that since our “cycle of inquiry” is driven by the analysis of data, this would be an ideal school-wide standard. As for each individual teacher’s choice of an area from the *California Standards for the Teaching Profession*, after our initial cadre meetings in August, teachers were encouraged to choose a standard dealing with what they are covering in their cadre’s SMART Goal. Many teachers did this and hence, linked what they were working on in small group professional development to the areas on their evaluations.

Additionally, district courses offer after school and summer training in numerous areas: Read 180, System 44, Holt English Textbook training, Thinking Map training, week long AVID training, FASTT Math training, and Inclusion training to mention a few. We have also offered after school and furlough day professional development in Close reading, SDAIE strategies, Costa’s Levels of Questions, Dataquest, INFORM, writing IEP’s, Inclusion, and Cornell Notes. Finally, our cadres meet afterschool at times and can be paid for professional development. A large chunk of each monthly faculty meeting is devoted to cadre meetings. We have found that some of our most valuable professional development takes place within the cadre meetings with teachers instructing each other.

Our feedback from the cadres on Recommendation 6 is as follows. *Los Chupamedias* commented favorably on the staff driven professional development and how many of our faculty meetings incorporate it. *The Proactive Protons* commented on the value of summer AVID training for some of its members. *PD w/ BO* mentioned how PE uses team-teaching to implement fitness programs

The linking of teacher evaluations to the *California Standards for the Teaching Profession* and further linkage of the standards many teachers choose to SMART Goals in our cycle of inquiry professional development cadres has helped us as a school to serve students in a more differentiated fashion and with greater depth.

**Recommendation 7: Provide instructional support for teachers. New and struggling teachers, as well as teachers of SPED and EL students need ongoing support. This support can be through collaboration, materials or training but needs to be sustained throughout the years and supported by administration. Each faculty member needs to have a personal professional development plan that addresses school-wide learning goals.**

Due to our district's new evaluation format, every teacher on the campus is involved in the common goal of how to assess student learning from the *California Standards for the Teaching Profession*.

Every teacher can receive support from the one of the six instructional coaches. Since our last WASC review the time allotted to instructional coaching has quadrupled. Instructional coaches visit classrooms, write curriculum, lead professional development, facilitate four to five cadres, cover classes when a teacher wants to observe another teacher, and meet weekly as a group and weekly with the administrator covering their specific area.

Department Chairs are also key sources of support for teachers. Department chairs guide teachers in following district curriculum, assure supplies are ordered and divided up correctly, report to teachers in their department new district policies in their subject area, council young teachers, and act as an intermediary between the classroom teacher and administration.

Our administration is another important source for our teachers. Our administrative vision has organized and allowed us as a school to embrace staff directed professional development.

Probably a teacher's most important sources of support are their colleagues in their cadres.

## - PART THREE -

### Summary of changes in the SPSA Since 2007-2008

Since our last WASC visit Highland High School's SPSA has gone through several changes. The current SPSA reflects Highland's focus on five key areas: AVID, Mathematics Support, English/Language Arts Support, Special Needs Students, and English Language Learners. These five areas were identified as key leverage points district-wide and have been areas of emphasis for Highland High School for the past two years. Thus, in 2007 the school's site plan had three goals: Literacy and Math, Other Content Areas, and Special Populations. These three goals are now incorporated within the five goals in the current SPSA: AVID, ELA Support, Math Support, EL and Special Education. The goals continue to be student-centered and data-driven, with multiple measures indicated to assess student learning. Each goal is linked to relevant WASC self-study findings, ESLR's, and contains performance targets for all students and for specific subgroups of students.

One key element of the change in the SPSA's focus is reflected in the outline bullet points for each goal. These are:

- *Good teaching*
  - *inquiry*
- *Fidelity to the program*
  - *To programs and philosophy/beliefs*
- *Instructional support*
  - *Admin*
  - *Counseling*
  - *data*
- *Professional development*
  - *Meaningful*
  - *Collaboration*
  - *ongoing*
- *Student sponsorship/connections*
- *Funding*

In prior SPSA's, the bullet points for each goal directly corresponded to the Essential Program Components (EPC's) delineated by the State of California. While the objectives in the current SPSA align with the EPC's, the SPSA is no longer organized by EPC. Instead, EPC's that correspond with SPSA goals and objectives are noted parenthetically.

These bullet points indicate the key elements of our educational programs that correlate to the program's effectiveness. For example, in order for our math support program to be effective for students, we know that good teaching is essential, and we also know that good teaching incorporates an inquiry process. Hence, our goals in that area focus on maximizing good teaching and the use of inquiry in mathematics classrooms.

Another important point to note is that professional development is linked directly to the five goals. At Highland High School, our professional development model focuses on using a collaborative cycle

of inquiry to improve student learning. We are also focusing on the effective, research-based instructional strategies advocated by the AVID program.

Each SPSA for the past three years is included with this document as Appendix C.



## **- PART FOUR -**

### **Vision for the Future**

We have organized our vision according to our key areas of focus: AVID, ELA Support, EL, Math Support, and Special Education.

#### **AVID VISION:**

Our Vision for the AVID program at Highland is one of expanding on our current victories, while diagnosing and remedying data-derived weaknesses. Numerically we see a Highland with at least three sections of the AVID elective class per grade level. Socially we see an AVID program with 40% more African American male students. Academically we will continue to have 100% of AVID seniors meet a-g requirements. As our numbers continue to grow, we will add new enthusiastic and rigorous teachers within the four core subject areas. In order to foster a culture of learning, all AVID 11<sup>th</sup> and 12<sup>th</sup> graders will be strongly encouraged to challenge themselves in at least one Advanced Placement Class. Due to the current financial reality and the budget constraints associated with it, we will try to sustain current tutor hours while expanding the amount of AVID peer-tutors. In times in which sustainability can be difficult, our AVID program will continue to grow stronger in order to meet the diverse needs of the students who dream of graduating from a University.

#### **Literacy Vision**

During the past three years we have made advances in English and Read 180 that have not yet been reflected in our CAHSEE and CST scores. We have gone from a READ 180 program that was practically non-existent to a program ranked second in our district. We have three cadres in English and the collaboration is an exciting step forward for us. We have seen a rise in the score of our African-American and Hispanic students, but a drop in our white students. Our teachers are becoming more adept at using INFORM and Dataquest, pulling data for whole classes, specific subgroups, and individual students. We have embraced a close reading strategy to improve all students' comprehension. Our vision is that our faculty will master these tools and continue in their cadres to address areas of need for individual students, student subgroups, and the entire student body in such a way that will be reflected in a steady increase in our scores and a better prepared student.

#### **English Learner's Vision**

There are many SDAIE strategies that exist to help English Learners. Some are already being used in many of the classrooms at Highland. The use of Thinking Maps is an excellent SDAIE strategy that can also address the needs of AVID, special needs, math support, and literacy support. It is for this reason that Thinking Maps was chosen as a focus for the EL program.

The EL program needs to maintain the focus on the use of Thinking Maps in all subject areas. Twenty-five teachers have participated in a 6-hour training session on Thinking Maps. Nine of those also participated in a 2<sup>nd</sup> 6-hour training session. A school-wide training on Thinking Maps could be conducted before the start of the 2011-2012 school year. The goal would be to at least double the amount of teachers trained. At the end of three years the hope would be to have multiple teachers

from each department trained in the use of Thinking Maps (two 6-hour training sessions). This way each department would have a resource to use. This would help to reinforce the use of Thinking Maps across the school. Students would benefit by seeing Thinking Maps in more than one class.

Sustainability for the long-term may be an issue as looming budget cuts may necessitate the need to cut Instructional Coach periods in the upcoming school year. However, there will be time available to conduct training through the use of furlough days. This would preclude the need for substitutes to cover teachers' classes during training.

### **Math Vision**

The mathematics department at Highland has a proud tradition of data driven teaching with an emphasis on proper placement and support of students who are at risk. This year we are piloting the "Algebra Block" course, which is a two hour class where our 100 lowest placement score freshman receive extensive interventions. So far this program has been effective, with 87% of the students passing their Algebra class and their average benchmark scores being above the AVHSD average. We also added some 187 freshman to Geometry and 133 to Algebra 2. We feel that this may reduce our percent proficient in Algebra yet give more students the opportunity to take higher level math courses. So far freshman students in both Geometry and Algebra 2 have been remarkably successful.

At-risk freshman may also receive an Algebra support class if they need some support but not at an extensive level. This is a shadow course that has the goal of reviewing, pre-teaching, previewing course material as well as adding some computer driven software to improve skill deficiencies where they exist. The programs being utilized are FASTT Math and Fraction Nation.

Sophomores who are identified as at risk continue to receive a support class for CAHSEE as well as Algebra 2 upon successful completion of Algebra 1 or Geometry as a freshman. Our goal this year is to improve our CAHSEE proficiency rate from 60% to 67%, and maintain our place at the top in math performance for the high school district. We believe this is a realistic and achievable mark.

Thinking Maps have been introduced to the mathematics department as an added strategy to improve both test scores and the ability to meet the needs of all students, especially those with special needs or language challenges. Data-driven meetings occur every 5-9 weeks with an emphasis on data-driven teaching and applications of Thinking Maps.

### **Special Education Vision**

Special education has been one of our five key focus areas for the past few years. Our goal has been to close the achievement gap among these students and the general education population. In order to do this we have focused on running our READ 180 program with fidelity, instituting "Level Up" chats and celebrations, training special day class and resource teachers in AVID strategies, AVID tutorials, Cornell note taking style, and organization strategies for students.

With training for our READ 180 teachers, our program has improved tremendously in that teachers are running the program with fidelity. As a result we have seen gains in student achievement. With continued collaboration among READ 180 teachers, instructional coaches, and administration, the vision is to see the SRI program and data used to help students become aware of their progress, areas of need, and encourage them to “Level up” their SRI scores, the amount they read and their benchmark scores.

The “Level Up” program helps resource students to focus on what they need to do to improve their benchmark scores. This program entails one-on-one planning with students and their case manager, monitoring of the devised goals, and celebrating their successes. Our vision is to see this program used with all special education teachers as well as broadening their goals to include IEP, attendance, discipline, organizational, or any other goal that case managers and students see as a primary need of focus in order to improve their success in classes and or benchmark exams.

AVID strategies and tutorials have been encouraged in the resource program and the essential skills English and math classes for a couple of years. We will continue to train new staff in these strategies and continue the momentum in this area by increasing support via AVID coaches working with SPED teachers, having AVID tutors attend ESS English and ESS Algebra classes, continue tutorial in the resources classes, and increase the “AVID mix-ups” with the general education students in the AVID electives and the special education students in the resource classes.

## The Big Picture

Over the past three years, Highland has developed an intense focus on five key areas for improvement: AVID, Math Support, Literacy Support, Special Education, and EL. We have leveraged tremendous resources in order to make gains in these areas. Our staff-driven, data-driven, student-centered professional development model directly emanates from these efforts. Our hope for the future is that we can sustain our efforts in the face of dwindling resources. We are convinced that our work will result in improved student learning, and that Highland will soon find itself the highest performing school in our District!

# - Appendix A - Testing Data, Disaggregated by subgroups

## English/Language Arts Scores

Highland’s scores in English Language Arts, along with the number of students tested each year, are shown in the charts below. Data is presented by grade level, and disaggregated by subgroup. Green indicates improvement from the previous year; pink indicates a decline in percentage scoring proficient or advanced from the year prior.

	English-Language Arts % Proficient or Advanced						English-Language Arts # Tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
9th	46%	43%	50%	47%	51%	41%	949	922	711	773	786	801
10th	38%	36%	40%	45%	43%	41%	917	964	910	686	713	734
11th	39%	35%	40%	39%	45%	40%	871	848	881	713	566	606
SpEd 9th	8%	12%	4%	9%	7%	11%	92	85	70	75	83	53
SpEd 10th	1%	4%	6%	2%	4%	8%	101	100	84	60	71	73
SpEd 11th	4%	2%	7%	3%	4%	8%	91	94	89	59	72	64
EL 9th	32%	10%	26%	9%	15%	12%	150	118	99	104	98	81
EL 10th	9%	17%	7%	17%	15%	11%	114	132	115	107	88	84
EL 11th	8%	8%	17%	5%	22%	5%	86	105	100	66	67	44
Low SES 9th	29%	30%	31%	35%	41%	39%	302	306	212	265	121	88
Low SES 10th	17%	24%	27%	27%	39%	32%	286	303	272	221	100	315
Low SES 11th	26%	18%	30%	27%	30%	33%	215	247	259	173	53	227
Black 9th	33%	30%	41%	37%	42%	50%	174	164	113	153	133	118
Black 10th	24%	26%	31%	30%	32%	26%	164	181	154	111	140	112
Black 11th	33%	25%	29%	28%	33%	30%	167	133	154	108	98	113
Hispanic 9th	38%	35%	42%	39%	45%	45%	374	387	311	357	373	406
Hispanic 10th	26%	28%	34%	39%	38%	36%	333	406	379	293	336	342
Hispanic 11th	29%	22%	35%	33%	40%	33%	319	315	371	295	224	260
White 9th	60%	56%	60%	66%	61%	56%	339	315	214	203	204	170
White 10th	55%	46%	51%	55%	57%	52%	344	312	290	206	196	182
White 11th	50%	48%	47%	49%	53%	57%	328	330	268	232	179	178

***Math Scores***

Highland's scores in Mathematics, along with the number of students tested each year, are shown in the charts below. A separate chart is presented for General Math, Algebra 1, Geometry, Algebra 2, and Summative math. Data is presented by grade level, and disaggregated by subgroup. Green indicates improvement from the previous year; pink indicates a decline in percentage scoring proficient or advanced from the prior year.

	General Math % Proficient or Advanced						General Math # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
9th	2%	11%	0%	4%	0%	0%	48	19	44	45	23	52
SpEd 9th	0%	n/a	0%	5%	0%	0%	39	10	35	43	23	17
EL 9th	n/a	n/a	n/a	n/a	n/a	n/a	5	1	6	9	4	9
Low SES 9th	0%	n/a	0%	4%	n/a	n/a	24	8	24	24	3	3
Black 9th	0%	n/a	0%	0%	n/a	n/a	18	9	16	18	9	7
Hispanic 9th	0%	n/a	0%	10%	n/a	0%	16	3	11	21	10	28
White 9th	8%	n/a	0%	n/a	n/a	n/a	13	7	15	5	3	10

	Algebra 1 % Proficient or Advanced						Algebra 1 # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
all	16%	12%	17%	17%	17%	16%	1153	1073	934	984	1109	874
9th	12%	17%	24%	21%	24%	20%	715	714	521	625	680	610
10th	22%	4%	8%	8%	7%	8%	365	255	341	270	337	218
11th	23%	1%	5%	2%	3%	4%	73	104	72	89	92	46
SpEd all	0%	1%	4%	3%	2%	2%	116	184	103	112	166	81
SpEd 9th	0%	6%	3%	9%	3%	6%	33	71	31	32	58	36
SpEd 10th	0%	0%	5%	0%	2%	0%	56	63	42	47	62	25
SpEd 11th	0%	0%	3%	0%	2%	0%	27	50	30	33	46	30
EL all	6%	7%	6%	5%	10%	9%	215	189	170	185	165	116
EL 9th	9%	9%	9%	6%	13%	6%	126	108	78	93	91	68
EL 10th	1%	5%	4%	4%	5%	14%	70	55	78	73	57	42
EL 11th	5%	4%	7%	5%	6%	n/a	19	26	14	19	17	6
Low SES all	6%	8%	13%	11%	15%	9%	417	408	322	361	183	215
Low SES 9th	9%	11%	19%	15%	20%	16%	235	253	164	220	112	75
Low SES 10th	1%	4%	9%	5%	9%	5%	149	104	128	115	55	122
Low SES 11th	3%	2%	3%	0%	6%	6%	33	51	30	26	16	18
Black all	3%	6%	10%	10%	12%	11%	216	225	169	205	229	147
Black 9th	4%	9%	17%	15%	21%	15%	125	138	78	131	114	92
Black 10th	3%	3%	5%	2%	4%	5%	76	59	74	54	85	42
Black 11th	0%	0%	0%	0%	3%	0%	15	28	17	20	30	13
Hispanic all	6%	10%	14%	14%	17%	15%	506	504	474	484	545	456

<b>Hispanic 9th</b>	8%	13%	19%	18%	23%	19%	299	327	256	308	344	320
<b>Hispanic 10th</b>	1%	4%	9%	7%	9%	5%	166	128	182	139	171	117
<b>Hispanic 11th</b>	5%	2%	8%	3%	0%	11%	41	49	36	37	30	19
<b>White all</b>	9%	19%	21%	24%	17%	19%	372	292	245	262	265	172
<b>White 9th</b>	10%	24%	30%	32%	24%	23%	248	211	150	160	168	124
<b>White 10th</b>	6%	7%	9%	15%	4%	8%	109	58	78	72	70	39
<b>White 11th</b>	0%	0%	0%	3%	0%	n/a	15	23	17	30	27	9

	Geometry % Proficient or Advanced						Geometry # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>all</b>	9%	6%	10%	15%	16%	14%	675	657	261	435	307	409
<b>9th</b>	2%	n/a	n/a	n/a	n/a	n/a	146	9	4	3	8	
<b>10th</b>	6%	7%	2%	47%	45%	40%	315	468	150	96	47	48
<b>11th</b>	18%	4%	21%	6%	9%	10%	214	180	107	336	252	354
<b>SpEd all</b>	0%	0%	n/a	0%	0%	0%	19	29	7	12	16	19
<b>SpEd 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	1	0	0	0	0	0
<b>SpEd 10th</b>	n/a	0%	n/a	n/a	n/a	n/a	6	15	3	1	0	1
<b>SpEd 11th</b>	0%	0%	n/a	0%	0%	0%	12	14	4	11	16	18
<b>EL all</b>	22%	3%	8%	11%	3%	6%	73	88	24	36	40	33
<b>EL 9th</b>	67%	n/a	n/a	n/a	n/a	n/a	15	1	0	0	1	
<b>EL 10th</b>	14%	2%	n/a	n/a	n/a	n/a	28	56	1	5	1	3
<b>EL 11th</b>	7%	6%	9%	3%	3%	7%	30	31	23	31	38	30
<b>Low SES all</b>	10%	5%	24%	8%	9%	11%	159	199	82	97	23	161
<b>Low SES 9th</b>	36%	n/a	n/a	n/a	n/a	n/a	22	2	0	2	1	
<b>Low SES 10th</b>	8%	5%	43%	44%	n/a	38%	79	137	37	16	3	13
<b>Low SES 11th</b>	3%	5%	9%	1%	11%	9%	58	60	45	79	19	148
<b>Black all</b>	9%	5%	20%	11%	11%	8%	117	125	41	75	35	76
<b>Black 9th</b>	25%	n/a	n/a	n/a	n/a	n/a	16	2	0	1	2	1
<b>Black 10th</b>	8%	7%	50%	32%	n/a	n/a	52	86	16	19	6	7
<b>Black 11th</b>	4%	0%	0%	4%	7%	6%	49	37	25	55	27	68
<b>Hispanic all</b>	16%	5%	22%	9%	10%	7%	256	270	108	171	145	183
<b>Hispanic 9th</b>	50%	n/a	n/a	n/a	n/a	n/a	48	3	3	2	2	0
<b>Hispanic 10th</b>	14%	4%	38%	39%	15%	29%	110	188	50	22	13	14
<b>Hispanic 11th</b>	2%	5%	9%	5%	9%	5%	98	79	55	147	130	169
<b>White all</b>	23%	6%	45%	21%	28%	26%	253	221	93	159	96	108
<b>White 9th</b>	53%	n/a	n/a	n/a	n/a	n/a	66	1	1	0	3	4
<b>White 10th</b>	17%	7%	56%	53%	63%	53%	123	163	70	43	24	15
<b>White 11th</b>	3%	4%	9%	9%	13%	18%	64	57	22	116	69	89

	Algebra 2 % Proficient or Advanced						Algebra 2 # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>all</b>	32%	26%	16%	22%	20%	19%	366	549	735	365	394	530
<b>9th</b>	n/a	41%	0%	57%	63%	47%	4	142	122	80	73	126
<b>10th</b>	50%	33%	15%	15%	10%	10%	151	182	323	245	282	371
<b>11th</b>	18%	11%	23%	8%	13%	6%	211	225	290	40	39	33
<b>SpEd all</b>	n/a	n/a	0%	n/a	0%	7%	2	8	17	7	11	15
<b>SpEd 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	2	0	0	2	1
<b>SpEd 10th</b>	n/a	n/a	0%	n/a	n/a	9%	0	2	12	7	5	11
<b>SpEd 11th</b>	n/a	n/a	n/a	n/a	n/a	n/a	2	4	5	0	4	3
<b>EL all</b>	23%	3%	9%	3%	12%	8%	13	35	67	31	34	37
<b>EL 9th</b>	n/a	n/a	64%	n/a	n/a	n/a	1	2	11	1	2	3
<b>EL 10th</b>	n/a	2%	11%	4%	7%	3%	4	15	27	28	28	32
<b>EL 11th</b>	n/a	6%	10%	n/a	n/a	n/a	8	18	29	2	4	2
<b>Low SES all</b>	25%	27%	13%	18%	13%	12%	56	114	183	104	47	161
<b>Low SES 9th</b>	n/a	39%	45%	53%	n/a	n/a	1	31	20	19	5	9
<b>Low SES 10th</b>	50%	46%	7%	12%	3%	10%	20	37	82	74	39	143
<b>Low SES 11th</b>	11%	4%	10%	0%	n/a	n/a	35	46	81	11	3	9
<b>Black all</b>	21%	17%	11%	12%	13%	13%	43	66	112	43	62	69
<b>Black 9th</b>	n/a	33%	53%	n/a	n/a	29%	0	12	17	6	8	17
<b>Black 10th</b>	38%	19%	2%	13%	4%	9%	13	21	50	31	45	46
<b>Black 11th</b>	13%	9%	1%	n/a	n/a	n/a	30	33	45	6	9	6
<b>Hispanic all</b>	23%	23%	16%	16%	10%	15%	98	183	284	158	160	256
<b>Hispanic 9th</b>	n/a	32%	60%	54%	44%	47%	1	41	35	24	16	55
<b>Hispanic 10th</b>	47%	39%	8%	10%	7%	6%	30	64	120	113	132	186
<b>Hispanic 11th</b>	13%	6%	11%	10%	0%	7%	67	78	129	21	12	15
<b>White all</b>	36%	28%	16%	29%	24%	20%	183	236	265	120	127	134
<b>White 9th</b>	n/a	42%	54%	55%	53%	39%	2	74	48	38	30	31
<b>White 10th</b>	51%	31%	6%	18%	13%	14%	83	74	119	73	85	97
<b>White 11th</b>	23%	15%	9%	n/a	25%	n/a	98	88	98	9	12	6

	Summative Math % Proficient or Advanced						Summative Math # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>all</b>	27%	35%	4%	35%	43%	48%	158	147	163	211	195	161
<b>9th</b>	n/a	n/a	n/a	n/a	n/a		0	0	0	0	1	
<b>10th</b>	n/a	n/a	n/a	58%	53%	54%	8	3	6	45	40	44
<b>11th</b>	27%	34%	4%	30%	40%	46%	150	144	157	166	154	117
<b>SpEd all</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	2	4	1	1
<b>SpEd 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>SpEd 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0

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<b>SpEd 11th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	2	4	1	1
<b>EL all</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	4	9	3	5	1
<b>EL 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>EL 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	1	0	1	1	0
<b>EL 11th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	3	9	2	4	1
<b>Low SES all</b>	25%	22%	24%	33%	n/a	39%	28	27	33	52	9	41
<b>Low SES 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>Low SES 10th</b>	n/a	n/a	n/a	64%	n/a	36%	1	1	1	11	3	11
<b>Low SES 11th</b>	26%	23%	22%	24%	n/a	40%	27	26	32	41	6	30
<b>Black all</b>	19%	33%	12%	33%	n/a	31%	26	12	17	21	28	16
<b>Black 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>Black 10th</b>	n/a	n/a	n/a	n/a	15%	n/a	0	0	1	5	2	4
<b>Black 11th</b>	19%	33%	6%	25%	18%	33%	26	12	16	16	26	12
<b>Hispanic all</b>	23%	29%	30%	29%	42%	36%	37	34	56	77	57	42
<b>Hispanic 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>Hispanic 10th</b>	47%	n/a	n/a	56%	50%	n/a	4	2	2	18	16	7
<b>Hispanic 11th</b>	13%	28%	30%	20%	39%	40%	33	32	54	59	41	35
<b>White all</b>	31%	39%	38%	37%	44%	52%	68	80	65	77	78	73
<b>White 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>White 10th</b>	n/a	n/a	n/a	46%	38%	47%	3	1	2	13	16	18
<b>White 11th</b>	32%	38%	37%	35%	45%	47%	65	79	63	64	62	55

**Social Science Scores**

Highland's scores in World and U.S. History, along with the number of students tested each year, are shown in the charts below. Data is presented by grade level for each test, and disaggregated by subgroup. Green indicates improvement from the previous year; pink indicates a decline in percentage scoring proficient or advanced from the prior year.

	World History % Proficient or Advanced						World History # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
all			25%	28%	26%	30%			905	661	698	710
9th			89%	0%	n/a	68%			19	18	3	70
10th	28%	22%	24%	29%	26%	27%	902	961	874	628	693	633
11th			100%	10%	n/a	n/a			12	15	2	7
SpEd all			7%	3%	5%	7%			92	65	69	71
SpEd 9th			n/a	n/a	n/a	n/a			3	3	1	0
SpEd 10th	5%	1%	7%	4%	5%	7%	97	98	84	55	67	70
SpEd 11th			n/a	n/a	n/a	n/a			5	7	1	1
EL all			9%	10%	8%	10%			117	108	88	82
EL 9th			n/a	n/a	n/a	n/a			2	2	1	1
EL 10th	7%	12%	9%	11%	8%	9%	110	131	113	101	85	81
EL 11th			n/a	n/a	n/a	n/a			2	5	2	0
Low SES all			16%	18%	17%	24%			284	222	100	297
Low SES 9th			n/a	n/a	n/a	n/a			4	6	0	4
Low SES 10th	14%	14%	17%	18%	17%	23%	278	300	271	208	99	290
Low SES 11th			n/a	n/a	n/a	n/a			5	8	1	3
Black all			9%	17%	14%	25%			160	111	140	105
Black 9th			n/a	n/a	n/a	n/a			2	5	4	9
Black 10th	16%	16%	9%	18%	14%	21%	161	180	152	103	135	96
Black 11th			n/a	n/a	n/a	n/a			6	3	1	0
Hispanic all			18%	24%	22%	26%			391	293	330	338
Hispanic 9th			0%	n/a	n/a	62%			11	8	2	27
Hispanic 10th	18%	18%	19%	25%	22%	23%	326	404	376	278	326	307
Hispanic 11th			n/a	n/a	n/a	n/a			4	7	2	4
White all			30%	35%	37%	37%			296	202	201	167
White 9th			n/a	n/a	n/a	75%			5	4	1	15
White 10th	40%	28%	30%	35%	37%	34%	340	312	289	193	195	149
White 11th			n/a	n/a	n/a	n/a			2	5	5	3

	US History % Proficient or Advanced						US History # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>11th</b>	38%	39%	33%	35%	41%	42%	846	854	827	688	565	602
<b>SpEd 11th</b>	9%	6%	8%	5%	4%	6%	88	95	74	60	71	63
<b>EL 11th</b>	11%	14%	21%	11%	25%	18%	84	106	94	66	67	45
<b>Low SES 11th</b>	28%	21%	27%	29%	23%	36%	211	247	247	174	52	228
<b>Black 11th Hispanic</b>	30%	29%	22%	22%	26%	28%	163	134	147	109	98	111
<b>11th</b>	29%	26%	33%	32%	39%	40%	307	318	358	293	224	260
<b>White 11th</b>	49%	53%	37%	44%	48%	56%	319	331	267	231	179	175



***Science Scores***

Highland's scores in Science, along with the number of students tested each year, are shown in the charts below. A separate chart is presented for each subject: Earth Science, Biology, Chemistry, Physics, and the mandated 10<sup>th</sup> grade science test. Data is presented by grade level, and disaggregated by subgroup. Green indicates improvement from the previous year; pink indicates a decline in percentage scoring proficient or advanced.

	Earth Science % Proficient or Advanced						Earth Science # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>all</b>	16%	12%	17%	16%	24%	25%	583	579	515	582	637	736
<b>9th</b>	17%	13%	16%	16%	25%	26%	489	440	387	524	569	629
<b>10th</b>	10%	9%	23%	6%	6%	18%	67	98	91	37	50	28
<b>11th</b>	26%	4%	17%	34%	17%	20%	27	41	37	21	18	79
<b>SpEd all</b>	4%	4%	1%	4%	9%	13%	80	75	69	77	90	86
<b>SpEd 9th</b>	3%	7%	0%	5%	9%	15%	65	44	47	61	68	65
<b>SpEd 10th</b>	n/a	0%	6%	n/a	8%	n/a	8	21	17	5	12	5
<b>SpEd 11th</b>	n/a	n/a	n/a	0%	n/a	6%	7	10	5	11	10	16
<b>EL all</b>	11%	5%	8%	5%	4%	3%	85	108	97	110	94	90
<b>EL 9th</b>	13%	6%	10%	3%	5%	4%	68	69	61	94	86	78
<b>EL 10th</b>	0%	4%	4%	14%	n/a	n/a	15	25	26	14	7	1
<b>EL 11th</b>	n/a	0%	n/a	n/a	n/a	n/a	2	14	10	2	1	11
<b>Low SES</b>												
<b>all</b>	12%	6%	13%	12%	21%	17%	212	234	189	237	117	134
<b>9th</b>	12%	8%	12%	11%	23%	18%	171	169	139	211	106	80
<b>10th</b>	4%	5%	19%	10%	n/a	17%	26	42	32	20	10	12
<b>11th</b>	27%	0%	11%	n/a	n/a	17%	15	23	18	6	1	42
<b>Black all</b>	8%	8%	9%	8%	9%	17%	127	114	97	131	106	118
<b>9th</b>	8%	8%	7%	8%	11%	17%	108	92	71	118	9	92
<b>10th</b>	0%	12%	19%	n/a	n/a	n/a	14	17	16	8	10	7
<b>11th</b>	n/a	n/a	n/a	n/a	n/a	11%	5	5	10	5	6	19
<b>Hispanic all</b>	14%	10%	17%	14%	22%	21%	238	292	271	302	328	381
<b>9th</b>	14%	11%	17%	13%	23%	22%	197	209	198	278	298	331
<b>10th</b>	4%	7%	17%	12%	4%	8%	28	57	53	17	25	12
<b>11th</b>	31%	0%	15%	n/a	n/a	13%	13	26	20	7	5	38
<b>White all</b>	26%	18%	25%	27%	31%	38%	192	149	116	128	156	159
<b>9th</b>	25%	19%	21%	29%	34%	38%	162	119	91	110	136	134
<b>10th</b>	29%	14%	40%	0%	15%	n/a	21	21	20	11	13	5
<b>11th</b>	n/a	n/a	n/a	n/a	n/a	40%	9	9	5	7	7	20

	Biology % Proficient or Advanced						Biology # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>all</b>	46%	46%	43%	52%	47%	52%	1092	1098	919	751	774	832
<b>9th</b>	77%	72%	72%	83%	78%	75%	285	292	211	166	165	178
<b>10th</b>	31%	30%	32%	35%	34%	41%	561	535	467	379	458	534
<b>11th</b>	50%	48%	42%	57%	53%	69%	246	271	241	206	151	120
<b>SpEd all</b>	n/a	6%	8%	11%	2%	14%	0	84	83	65	64	80
<b>SpEd 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	4	1	1	2	4
<b>SpEd 10th</b>	n/a	4%	10%	4%	2%	16%	0	56	52	46	46	63
<b>SpEd 11th</b>	n/a	4%	7%	22%	0%	8%	0	24	30	18	16	13
<b>EL all</b>	32%	19%	22%	17%	18%	22%	130	103	117	104	97	89
<b>EL 9th</b>	82%	n/a	64%	n/a	n/a	n/a	28	8	11	1	5	4
<b>EL 10th</b>	16%	17%	15%	17%	15%	21%	69	64	67	78	75	78
<b>EL 11th</b>	21%	13%	23%	16%	18%	n/a	33	31	39	25	17	7
<b>Low SES all</b>	29%	32%	29%	38%	38%	39%	302	307	276	236	98	300
<b>Low SES 9th</b>	69%	68%	53%	81%	64%	n/a	49	59	34	32	11	9
<b>Low SES 10th</b>	17%	22%	23%	24%	35%	35%	189	170	163	141	77	256
<b>Low SES 11th</b>	33%	26%	33%	46%	n/a	54%	64	78	79	63	10	35
<b>Black all</b>	37%	33%	33%	36%	32%	40%	180	206	162	127	155	126
<b>Black 9th</b>	63%	55%	70%	60%	66%	57%	32	38	33	25	32	30
<b>Black 10th</b>	22%	24%	21%	21%	19%	30%	98	117	97	66	99	77
<b>Black 11th</b>	50%	35%	34%	47%	42%	58%	50	51	32	36	24	19
<b>Hispanic all</b>	34%	38%	38%	47%	38%	48%	413	400	400	329	342	394
<b>Hispanic 9th</b>	70%	70%	61%	87%	70%	72%	86	82	32	47	50	72
<b>Hispanic 10th</b>	21%	29%	32%	35%	31%	39%	225	225	219	192	238	274
<b>Hispanic 11th</b>	34%	34%	38%	49%	37%	63%	102	93	119	90	54	48
<b>White all</b>	57%	58%	54%	62%	65%	64%	410	405	290	236	207	194
<b>White 9th</b>	71%	80%	78%	85%	86%	89%	134	138	87	79	56	36
<b>White 10th</b>	43%	37%	40%	37%	51%	50%	195	162	129	95	96	120
<b>White 11th</b>	65%	63%	51%	69%	67%	87%	81	105	74	62	55	38

	Chemistry % Proficient or Advanced						Chemistry # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>all</b>	26%	24%	9%	31%	37%	39%	409	435	441	364	332	311
<b>9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>10th</b>	35%	34%	6%	48%	49%	65%	171	221	233	190	158	145
<b>11th</b>	20%	15%	12%	12%	26%	17%	238	214	208	174	174	166
<b>SpEd all</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	4	6	2	3	2
<b>SpEd 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>SpEd 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	2	3	0	0	0
<b>SpEd 11th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	2	3	2	3	2

<b>EL all</b>	9%	16%	13%	n/a	5%	23%	23	38	23	10	19	13
<b>EL 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>EL 10th</b>	n/a	31%	n/a	n/a	n/a	n/a	4	16	5	5	2	2
<b>EL 11th</b>	0%	5%	11%	n/a	0%	9%	19	22	18	5	17	11
<b>Low SES all</b>	16%	18%	25%	27%	n/a	30%	70	88	109	71	17	104
<b>Low SES 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>Low SES 10th</b>	22%	28%	42%	37%	n/a	64%	18	40	48	38	9	33
<b>Low SES 11th</b>	13%	10%	11%	15%	n/a	14%	52	48	61	33	8	71
<b>Black all</b>	15%	24%	16%	19%	20%	24%	72	41	64	54	44	50
<b>Black 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>Black 10th</b>	35%	32%	27%	35%	20%	52%	20	22	22	26	20	21
<b>Black 11th</b>	8%	16%	10%	4%	21%	3%	52	19	42	28	24	29
<b>Hispanic all</b>	22%	18%	23%	26%	27%	28%	116	153	155	133	123	127
<b>Hispanic 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>Hispanic 10th</b>	35%	26%	37%	43%	44%	52%	31	70	65	56	50	46
<b>Hispanic 11th</b>	16%	12%	12%	13%	15%	15%	85	83	90	77	73	81
<b>White all</b>	32%	30%	38%	36%	47%	50%	182	181	177	132	127	90
<b>White 9th</b>	0%	n/a	n/a	n/a	n/a	n/a	0	0	0	0	0	0
<b>White 10th</b>	36%	39%	48%	49%	55%	70%	99	99	114	82	75	50
<b>White 11th</b>	28%	20%	21%	16%	37%	25%	83	82	63	50	52	40

	Physics % Proficient or Advanced						Physics # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>all</b>	7%	29%	29%	20%	11%	43%	57	59	133	123	125	
<b>9th</b>	n/a	n/a	3%	0%	0%	n/a	n/a	0	30	30	32	
<b>10th</b>	n/a	n/a	n/a	0%	0%	n/a	5	1	6	15	16	2
<b>11th</b>	6%	29%	38%	31%	18%	42%	52	58	97	78	77	33
<b>SpEd all</b>	n/a	n/a	n/a	n/a	n/a	n/a	1	1	3	3	4	
<b>SpEd 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	1	2	0	
<b>SpEd 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	0	0	1	
<b>SpEd 11th</b>	n/a	n/a	n/a	n/a	n/a	n/a	1	1	2	1	3	
<b>EL all</b>	n/a	n/a	6%	n/a	8%	n/a	4	2	16	8	12	2
<b>EL 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	9	1	4	0
<b>EL 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	2	0	0	5	1	0
<b>EL 11th</b>	n/a	n/a	n/a	n/a	n/a	n/a	2	2	7	2	7	2
<b>Low SES all</b>	37%	31%	15%	19%	27%	n/a	19	16	26	37	11	0
<b>Low SES 9th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	0	8	8	2	0
<b>Low SES 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	4	0	1	7	0	0
<b>Low SES 11th</b>	47%	31%	24%	32%	n/a	n/a	15	16	17	22	9	9

<b>Black all</b>	n/a	15%	14%	8%	4%	n/a	9	13	14	16	25	6
<b>Black 9th</b>	n/a	n/a	n/a	8%	n/a	n/a	0	0	1	5	4	0
<b>Black 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	2	0	2	1	6	0
<b>Black 11th</b>	n/a	15%	18%	n/a	7%	n/a	7	13	11	10	15	6
<b>Hispanic all</b>	14%	31%	18%	15%	8%	27%	14	16	45	54	53	11
<b>Hispanic 9th</b>	n/a	n/a	0%	0%	0%	n/a	0	0	12	12	19	0
<b>Hispanic 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	3	0	1	9	5	0
<b>Hispanic 11th</b>	18%	31%	25%	24%	14%	27%	11	16	32	33	29	11
<b>White all</b>	51%	36%	38%	28%	18%	64%	23	25	53	39	38	14
<b>White 9th</b>	n/a	n/a	8%	n/a	n/a	n/a	0	0	12	9	6	0
<b>White 10th</b>	n/a	n/a	n/a	n/a	n/a	n/a	0	1	3	4	5	1
<b>White 11th</b>	52%	38%	50%	42%	26%	69%	23	24	38	26	27	13

	Science - NCLB % Proficient or Advanced						Science - NCLB # tested					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
<b>10th</b>	n/a	37%	40%	45%	47%	53%	n/a	950	877	662	711	715
<b>SpEd</b>	n/a	2%	11%	3%	4%	15%	n/a	96	83	61	68	54
<b>EL</b>	n/a	22%	15%	20%	15%	21%	n/a	128	114	107	88	82
<b>Low SES</b>	n/a	27%	29%	28%	37%	43%	n/a	293	271	221	100	305
<b>Black</b>	n/a	27%	26%	29%	31%	42%	n/a	176	153	111	139	105
<b>Hispanic</b>	n/a	31%	33%	40%	39%	47%	n/a	400	377	292	335	335
<b>White</b>	n/a	48%	55%	54%	67%	64%	n/a	309	290	203	196	179

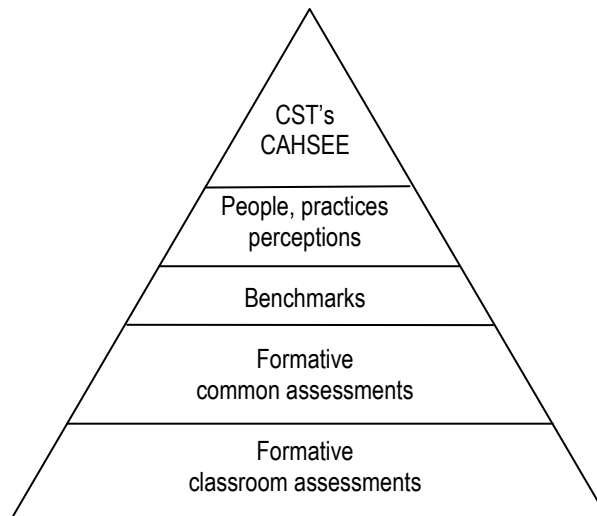
## - Appendix B - Cycle of Inquiry Documents

At each stage of the cycle of inquiry process, teacher teams complete a task. Each task involves completing a document. The documents are meant to lead the team through the each stage of the process.

## *Analysis of data – an overview*

*“Data teams use data frequently and in depth to guide instructional improvement...[they] use research and data about their instructional practice to generate solutions to identified gaps in student learning. Teams try out new strategies, implement new programs...and they monitor results.” Love, p14*

### *The Data Pyramid*



What data do we look at?

CST's, CAHSEE: analyze annually

- Determine whether student learning outcomes have been achieved
- Analyzed in depth
  - Entire population
  - Subgroup analysis, including
    - Demographic
    - Special programs (EL, SpEd, Low SES, AVID, Honors, etc.)
- Provide basis for setting up student learning targets

People practices perceptions: analyze annually or more, depending upon data

- Data includes
  - Student demographic data
  - Teacher characteristics, including demographic data
  - Course and school enrollment
  - Dropout rates
- Data analyzed to understand characteristics of school community, and trends in student achievement by demographics

Benchmarks: analyzed quarterly

- Administered by all core subject-area teachers
- Assess mastery of concepts and skills
- Analysis focuses on
  - Evidence of student thinking
  - Multiple choice questions where analysis reveals patterns in student choices and confusion underlying incorrect answer choices
- May be used both formatively and summatively


Formative common assessments: analyzed 1-4 times per month

- Created and administered by teams of teachers
  - Standards-based
  - Target specific learning outcomes
- Take a variety of forms
  - Tests, quizzes
  - Essays
  - Journals, lab notebooks
  - Projects
  - Learning logs
- Analyzed together to...
  - Identify student learning problems
  - Generate short cycles of improvement
  - Monitor progress toward student learning goals

Formative classroom assessments: analyzed daily-weekly

- Done by teachers in their classrooms
- Ongoing, including
  - Student self assessments
  - Descriptive feedback to students
  - Use of rubrics with students
  - Multiple methods of checking for understanding
  - Examination of student work
- INFORM day to day, minute by minute instructional decisions

Basis for feedback to students to help them improve their learning



## *A Data Analysis Guide*

*Select data for analysis. Your data can come from any level of the data pyramid. At this time of year, you will probably be evaluating last year's students, looking for trends, using your experience to predict what you may see this year and set goals accordingly. Or, if data is available through INFORM, you may be able to look at annual data for this year's students. Either choice works!*

1. *Surface assumptions.* As a group, generate three predictions about what you anticipate the data will say. These may be concerning the performance of a particular subgroup, an area of need, or an area of strength.

Prediction #1	Prediction #2	Prediction #3

2. *Look at the data.* Give the group 7 minutes of quiet time to look at the data. Each individual should look for two or three pieces of data that stand out to them. These may or may not corroborate the predictions above! Then, as a group, select the three pieces of data that your team sees as most important. These may be examples of improvement or areas of focus.

First data selection	Second data selection	Third data selection

3. *Identify patterns, make inferences.* As a group, for each key data piece (identified in #2 above), work to generate multiple interpretations, explanations, or implications for the data.

First data selection	Second data selection	Third data selection
Possible interpretation, explanation, or implication:	Possible interpretation, explanation, or implication:	Possible interpretation, explanation, or implication:
Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:
Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:

4. *Student learning focus.* As a group, agree upon which data piece(s), and which of your interpretations, implications, and/or explanations will be your focus. **What data could you gather that would verify your interpretation?**

Key data	Key implication, interpretation, and/or explanation(s)

## A SMART Goal Guide

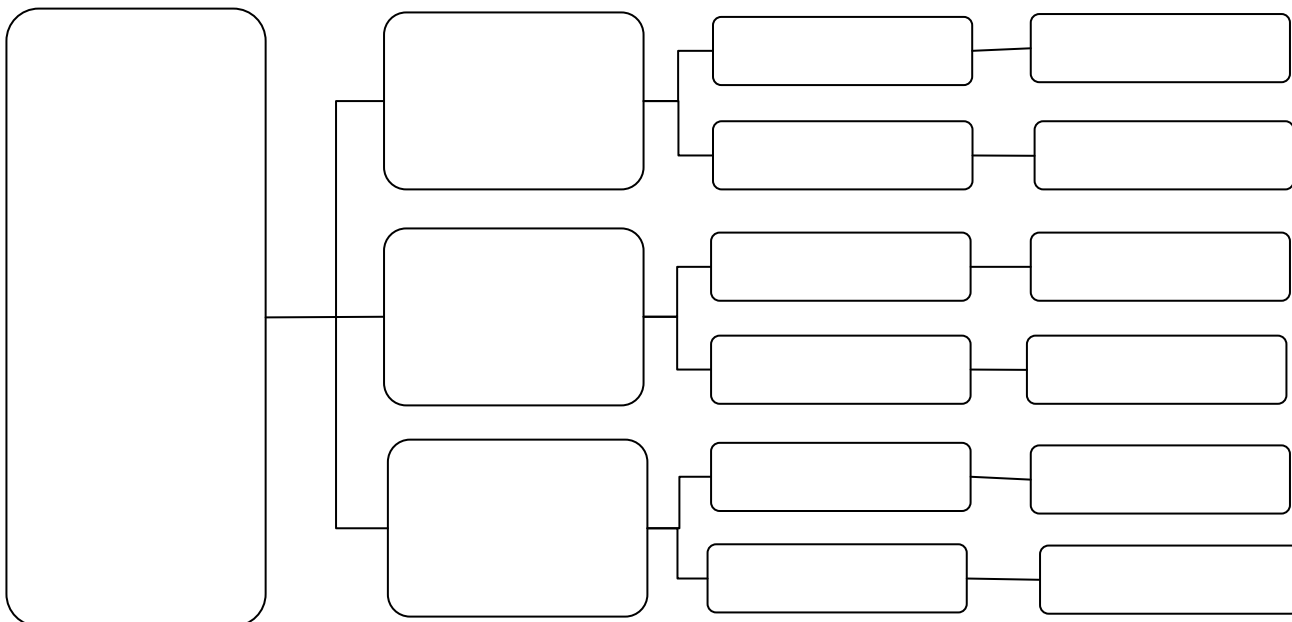
*“As teachers we have been taught to pay attention to planning our lessons, trying different strategies to engage different kinds of learners, identifying the scope and sequence of our curriculum, and deciding how we will evaluate student understanding of the content so that we can record grades. We are very comfortable focusing on teaching, but we have not been very focused on whether students have learned...the motto seems to have been ‘I teach, I test, I hope for the best.’” O’Neill, pg10*

SMART Goal –

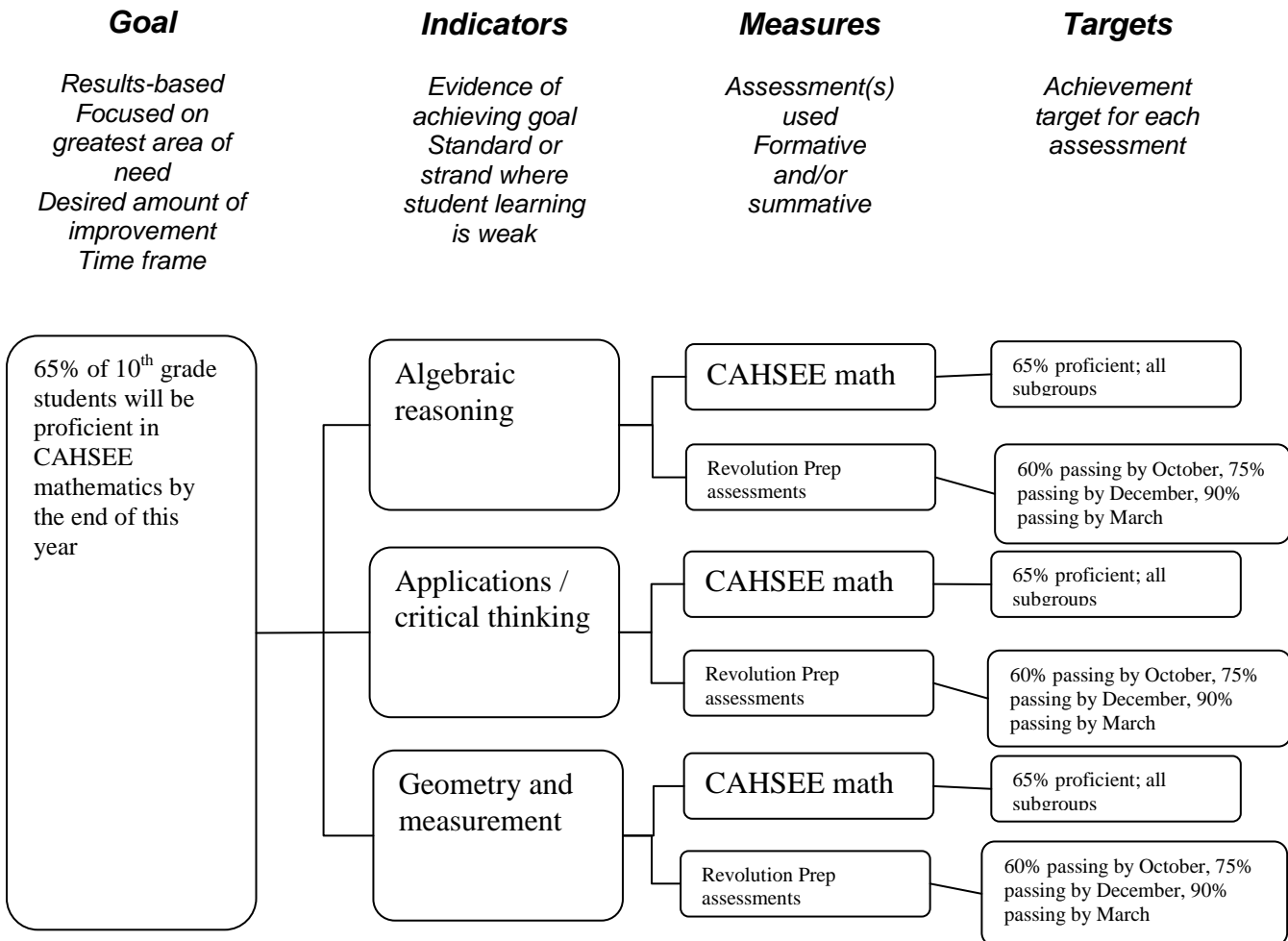
- S:** Strategic and Specific
- M:** Measurable
- A:** Attainable
- R:** Results-based
- T:** Time-bound

Using your data analysis, your group should create a SMART Goal for student learning. This goal may be revised throughout the year.

<b>Goal</b>	<b>Indicators</b>	<b>Measures</b>	<b>Targets</b>
<p><i>Results-based</i> <i>Focused on greatest area of need</i> <i>Desired amount of improvement</i> <i>Time frame</i></p>	<p><i>Evidence of achieving goal</i> <i>Standard or strand where student learning is weak</i></p>	<p><i>Assessment(s) used</i> <i>Formative and/or summative</i></p>	<p><i>Achievement target for each assessment</i></p>



An example...



***A Guide to Devising a Classroom Intervention***

Working from your SMART Goal, your team should determine what classroom intervention you will implement in order to help students reach that goal. Follow these steps to document your intervention plan.

1. What student learning need will your team be addressing?

2. Which of the five focus areas relates to this student learning need?

Check all that apply	District/school goals in 5 key areas Check the box next to each goal that applies to your team's focus
<input type="checkbox"/>	AVID: AVID instructional strategies in use school wide; 25% student enrollment in AVID elective; improved student performance in college preparatory classes; standards-based evaluation of student performance
<input type="checkbox"/>	Lit Support: improved student performance in reading; timely intervention; standards-based evaluation of student performance
<input type="checkbox"/>	Math support: improved student performance in mathematics; timely intervention; standards-based evaluation of student performance
<input type="checkbox"/>	EL: SDAIE and AVID instructional strategies in use school wide; AVID for EL students; timely intervention; standards-based evaluation of student performance
<input type="checkbox"/>	SpEd: AVID instructional strategies implemented in RSP and SDC classes; improved student performance (RSP – core areas; SDC – subject-specific); standards-based evaluation of student performance

3. Specifically, what instructional strategy/strategies will your team implement to address the identified student learning need? How does this strategy apply to the student learning goal?

Instructional strategy	How this addresses the student learning goal

4. What professional development offering will your team participate in, in support of your intervention?

5. How will you evaluate the effectiveness of your intervention? What data will you collect? What are your performance targets for students?

Measures (assessments)	Data (assessments, observation, student work, student feedback, etc.)	Performance targets

6. When will your intervention begin? How long will your intervention last? When will you meet to assess its success?

Start date:

End date:

Team assessment meeting:



***A Guide to Reviewing the Progress of your Intervention  
(Modified Data Analysis Guide)***

*Gather data for analysis (you identified data when you devised the intervention). Then proceed through the guide and analyze your intervention's success.*

1. *Surface assumptions.* As a group, generate three predictions about what you anticipate the data will say concerning the success of your intervention. Your predictions should relate to your identified student learning goal.

Prediction #1	Prediction #2	Prediction #3

2. *Look at the data.* Give the group 7 minutes of quiet time to look at the data. Each individual should look for two or three pieces of data that stand out to them. These may or may not corroborate the predictions above! Then, as a group, select the three pieces of data that your team sees as most important. These may be examples of improvement or areas of focus.

First data selection	Second data selection	Third data selection

3. *Identify patterns, make inferences.* As a group, for each key data piece (identified in #2 above), work to generate multiple interpretations, explanations, or implications for the data.

First data selection	Second data selection	Third data selection
Possible interpretation, explanation, or implication:	Possible interpretation, explanation, or implication:	Possible interpretation, explanation, or implication:
Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:
Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:	Another possible interpretation, explanation, or implication:

4. *Student learning focus.* As a group, evaluate the success of your intervention.

How successful was your intervention? Circle one	Based on your analysis and interpretation of the data, explain your evaluation.
Very successful  Moderately successful  Not very successful  Very unsuccessful	

5. *Begin the cycle again.* As a group, debrief your first cycle of inquiry (that's the whole process). Will you continue with this intervention? Will you modify it in any way? Will you identify a new intervention/focus? Why?

**- Appendix C -  
SPSA Documents**

