

# Standards-Based Student Learning: Assessment and Accountability



Chapter 4.d

***D. Focus Group: Category D***

**Leaders**

Marilyn Johnson, Literacy Coach  
Dean Xiong, Social Studies  
Rouya Sherkat, Math Coach

**Members**

Manny Alvarado, Physical Education, Counseling  
Ted Arlington, Social Studies  
Mina Behmard, Math  
Milton Brown, Math  
James Gaier, Art  
Cristian Godinez, English  
Carlos Guzman, Bilingual Coordinator  
Alvin Lim, Science  
Patrick Lew, Teacher  
Christina Luu, English  
Robert Magallon, Math  
John McCann, Social Studies  
Richard Nino, English  
Ruben Ochoa, Math  
Alece Placencia, Counseling  
Judy Quan-Jew, Computer Science  
Anamaria Ramos, Special Education  
Sahar Rizk, Science  
Steven Rudnick, Math  
Jonathan Schwartz, English  
Kevin Serr, Special Education  
Renee Shapiro, Art  
Diana Ta, Social Studies  
James Terracciano, School Psychologist  
Dennis Tyus, Computer Science  
Jennifer Wong, English  
Adele Young, Classified  
Denise Drut, Classified  
Lora Marshall, Classified  
Matitza Lemus, Parent  
Lina Rivera, Parent  
Monica Franco, Student  
Araceli Hernandez, Student



Carmelo Piazza, Student  
Elizabeth Stewart, Student  
Denise Ramos, Student



## *Category D*

### **Standards-Based Student Learning: Assessment and Accountability**

**D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other stakeholders of the community?**

#### *Summary of Findings:*

John F. Kennedy High School uses professionally acceptable assessment processes to collect, disaggregate, analyze, and disseminate student performance data to all stakeholders. State and district-mandated tests, including the California State Standards Test (CST), California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT), are administered, and the results disseminated to faculty members, students, parents or guardians, and the community at large. Using the Data-Driven Dialogue format, the faculty has disaggregated and analyzed the data during Pupil Free Days in the fall, and continues the process during Professional Development Days throughout the school year. This analysis, which ultimately assesses student mastery of content standards and curriculum, is then used to inform instruction. The information is reported to the School Site Council and other categorical committees to review and update the Single Plan for Student Achievement, Program Improvement Year 1, and WASC Action Plan and to develop budgetary priorities and staff development topics. Departments analyze CST data as well as data from performance assessments (math, science, English) to prioritize standards and identify appropriate research based instructional strategies. Classroom teachers use these as well as their own assessments to modify their individual delivery of instruction.

Parents receive mandated test report results from the California Department of Education. Kennedy's Parent Center then holds workshops for parents and community members to discuss the scores. To close the achievement gap, the school makes both students and parents aware of the intervention programs available. Teachers and staff make further personal contact with parents on Back to School Night and PHBAO Conference Night, providing information regarding their student's academic progress. Progress reports, newsletters, bulletins, announcements, Connect-ED phone service, and the school website provide additional means by which data is distributed to students, parents or guardians, and the community at large.

Although we have improved in our ability to use data to inform instruction, this continues to be an area of improvement.

Findings	Evidence in Support of Findings
<p><b>Performance Data to Teachers</b> The CST, CAHSEE, and CELDT data come to the school from both the State and the district. Teachers also collect, disaggregate, and analyze data from their own assessments, department-wide assessments and District benchmark assessments. Through the analysis of data, teachers reflect on the curriculum and their instruction to determine an appropriate plan of action.</p> <p><b>Performance Data to Students</b> Data analysis is a key component of our counseling program. JFK wants students to be knowledgeable of the courses needed for graduation as well as college. Counselors meet with each student at least four times a year to discuss their Individualized Graduation Plan (IGP). Parents are invited to take part in these meetings and provide their input in creating or modifying their child's IGP. Last year, 50% of 10<sup>th</sup> grade parents attended the IGP for their child. Parents unable to attend the meeting are sent a copy of the IGP.</p> <p>At the start of the school year, the Diploma Project Advisor (DPA), and the Beyond the Bell coordinator review graduation requirements with students who have not passed CAHSEE. These staff members then provide students with information on intervention classes and also send letters to parents informing them of the programs available to help their child pass CAHSEE.</p> <p><b>Performance Data to Community</b> Since parents receive data regarding their child's performance on tests such as the CST, CAHSEE, CELDT, or Advanced Placement</p>	<p>CST data CAHSEE data CELDT data Department and content-area team meetings Benchmark assessment data (lausd.net)</p> <p>IGP logs Counselor records IGP student signatures</p> <p>Student assemblies Counselor records DPA records Beyond the Bell enrollment</p> <p>LAUSD website (lausd.net) Kennedy website (<a href="http://jfkcougars.org">http://jfkcougars.org</a>)</p>

<p>directly, the school does not report it to them. However, it is included in the School Accountability Report Card (SARC), available on both the school’s and LAUSD’s websites. The California Department of Education website provides extensive achievement data and demographic information.</p> <p>Test results are also disseminated through local or national newspapers and magazines, thus providing comparisons between our school to others.</p> <p><b>Student Performance Data to Parents</b> The Kennedy Parent Center, along with Title I and the Bilingual Program coordinators, offer workshops that focus on student achievement and the analysis of both CST and CAHSEE data. Parent workshops are held in dual languages-Spanish and English.</p> <p>The Kennedy faculty and staff invite parents to the campus to check on their child’s academic progress. The main events on JFK’s calendar are the two parent conference nights-- Back to School Night and PHBAO Open House. These not only provide parents with information on their child’s academic progress but also include meetings to update them on the school and our instructional programs. Topics discussed during these events include: Gifted parent meetings, Magnet parent meetings, Advanced Placement meetings, a Program Improvement Year 1 meeting, and college information workshops.</p> <p>To provide parents with information on their child’s academic progress, the school sends home progress reports every five weeks, and final grades at the end of each semester. In addition, counselors mail letters every five weeks to the parents of students with two or</p>	<p>SARC <i>Los Angeles Times</i> <i>Daily News</i> California State Department of Education (cde.ca.gov)</p> <p>Parent workshops Title I agendas ELAC (Bilingual) agendas</p> <p>Open House agendas Back to School Night agendas Gifted parent meeting agendas Magnet parent meeting agendas</p> <p>Counseling Office records Counselor logs</p>
---	--

<p>more fails. The counselors inform the parents of intervention programs that can improve the student's academic performance.</p> <p>Parents can request weekly or daily reports that track their child's attendance and academic progress. These reports are given to the student who must get a signature from each teacher as well as a comment that informs the parent of the child's academic progress for the day or week. The document is then presented to the parent. This process can continue as long as the parent feels it is needed.</p> <p>To provide parents with immediate information on their child's attendance, behavior, or academic progress, teachers contact parents via telephone on the Connect-ED system. The principal also uses Connect-ED to make weekly phone announcements and provide school updates. In our parent survey, 90% of parents indicated that they felt satisfied with the communication received from the school.</p> <p>JFK also celebrates student achievement. Parents are invited to the campus during the CST Advanced/Proficient Awards Night. During this evening, administrators present awards to all students who scored at the Advanced or Proficient levels on the CST. Parents are also invited to celebrate Department Awards Night and Senior Awards Night. During these festive evenings, all departments recognize the achievements of JFK's most talented students.</p> <p><b>Student Data from Special Programs</b></p> <p>Students designated English Language Learners (ELL's) are tested according to State and district guidelines upon entering a</p>	<p>Deans' Office records Counseling Office records Attendance Office records</p> <p>Parent survey Principal's weekly message Connect ED data</p> <p>CST awards Main office records</p> <p>Bilingual office records Counseling office records</p>
---	--



<p>California public school, and then annually at the school site. Initial results are used to place students in the appropriate classes and subsequent testing sessions determine their ongoing progress and development. Through the parent newsletter and bilingual parent council meetings, the school keeps parents informed that testing is being administered. Results are given to parents and teachers.</p> <p>Students at JFK enroll in a number of Advanced Placement courses. AP test results are mailed to parents and are available online. Once these test results are reported individually to the students as well as to the school site, the scores are kept in each student's cumulative file.</p>	<p>Gifted/College center records</p>
---	--------------------------------------



**D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

*Summary of Findings:*

Teachers at Kennedy High School employ a variety of assessment strategies to evaluate student learning. Teachers use these findings to modify the teaching/learning process for the enhancement of the educational process of every student. After receiving test data from LAUSD and the State of California, faculty and staff analyze, discuss, and review the school's instructional program and each department's overall progress. Once critical areas of academic need are identified, departments and individual teachers take steps to ensure progress in these areas. Through the support of LAUSD, many departments have developed curriculum or pacing guides, in order to better align instruction with California academic standards and the school ESLR's. Teachers use in-class and District-mandated benchmark assessments to drive their instruction. Analysis of student performance data demonstrates that not all students at Kennedy are making progress toward achievement of the academic standards and the ESLR's. As a result, the school's program has been implementing Small Learning Communities to better serve the needs of our students. However, data analysis has increasingly led to professional development activities that target a specific instructional needs.

Findings	Evidence in Support of Findings
<p>Teachers use LAUSD-mandated benchmark assessments, CST, CAHSEE, and CELDT data to improve instructional strategies, modify their curriculum, teach District-created Concept Lessons, and adjust their pacing plans. Teachers also use this data within their departments to create common assignments and common assessments.</p> <p><b>Benchmark Assessments</b> District-mandated benchmark assessments, administered at intervals throughout the school year, correspond with district pacing plans and Design Lessons in the core subjects of English 9, English 10, Algebra I, Geometry, Biology, Chemistry and World History. Answer documents are sent to Princeton Review, where they are scored and made available at <a href="http://lausd.princetonreview.com">lausd.princetonreview.com</a>. Teachers then meet during professional development to discuss and analyze the data and to determine curriculum and instructional modifications.</p> <p><b>Intervention Programs</b> The analysis of student performance data has resulted in invention programs. Two of these programs include CAHSEE Boot Camp and the Beyond the Bell Program.</p>	<p>Benchmark exams Common final exams Common midterm exams Oral reports Quizzes Projects Labs Independent research projects Models, posters, videos Audio-video presentations PowerPoint Department pacing plans Design Lessons Department writing prompts Department meeting/agendas Comprehensive finals Multiple choice, essay, true/false, open-ended questions, short answer tests CST, CELDT &amp; CAHSEE results</p> <p>Professional development agendas Department meetings LAUSD benchmark assessment data Local District I training/ sign-ins Website (<a href="http://lausd.net">lausd.net</a>)</p> <p>CAHSEE Beyond the Bell enrollment CAHSEE Boot Camp enrollment Student assemblies Student applications</p>

<p>The CAHSEE Boot Camp is a District-mandated program for all 12<sup>th</sup> grade students who have failed CAHSEE. During the program, students are taken out of class for focused review one week prior to the administration of the test.</p> <p>Our Beyond the Bell program, using Kaplan testing strategies, takes place after school. The program’s goal is to provide students the English and math tutoring that will enable them to pass CAHSEE on their first attempt.</p> <p>Kennedy also offers regular after school tutoring in all core subjects for students four times a week.</p>	
<p><b><u>English/ Language Arts</u></b></p> <p>The English Department strives to integrate a variety of authentic assessments for students to fully demonstrate their knowledge and competencies. These assessments include oral presentations with videoed self-evaluations, or group PowerPoint presentations on various aspects of a literary text. For seniors, these include portfolios containing work samples, an autobiography, a resume, student vision statements; for 9<sup>th</sup> and 10<sup>th</sup> graders, they include District benchmark assessment essays.</p> <p>Teachers collaboratively review lesson plans, student work, and are given opportunities to reflect on the success of their teaching practices and assessment process. This allows for greater dialogue about common areas of strength and weakness, generates concrete ideas for re-teaching material, and spawns future topics for professional development.</p>	<p>Benchmark papers          Professionally designed rubrics          District Instructional Guides          Grade level binders          Department common writing prompts          Teacher-made exams          Objective exams          Unit exams          Projects          Mid term exams          Comprehensive finals          Multiple choice, essay, true/false, open ended questions, short answer tests          Group projects          Independent research projects          Models, posters, videos          Audio-video presentations          PowerPoint presentations          Oral presentations/ assessments</p>

<p>The Developing Readers and Writers Course (DRWC) teachers implement the Read 180 program as well as its assessments, using the results to identify areas of need. The assessments track student progress in gaining the ability to read at grade level or above; the results give teachers needed information on which individual student skills need extra practice or more focused teacher support, so that all students can master literacy.</p> <p>Through analysis of student test data, the English Department has identified writing strategies as our students' weakest area on State tests. In response, the Literacy Coach has worked with teachers to develop practice testing packets with multiple-choice questions on writing strategies, which include questions on sentence structure, essay or paragraph organization. Teachers use these packets to better prepare students for the CELDT, CAHSEE and CST.</p>	<p>Peer editing</p>
<p><b><u>English as a Second Language (ESL)</u></b></p> <p>The ESL Department uses the State-mandated High Point program. This comes with its own Diagnostic Periodic Assessments, implemented according to program benchmarks and guidelines. Scores from these assessments are placed in student portfolios and used to determine student progress. To better understand the placement and learning needs of ESL students, the department also reviews CST, CAHSEE, CELDT, along with High Point data. With assistance from the English Language Learning Coordinator, these discussions lead to modifications in instruction. As a result of data analysis, we have implemented the SDAIE strategy of the moth.</p>	<p>High Point textbooks/ workbooks                  Sample work and lesson plans                  Department meetings, minutes/                  agendas                  Presentations                  Peer editing                  Oral reports                  Collaborative groups                  CAHSEE data                  CST data                  High Point data                  Student folders/portfolio</p>

<p><b><u>Mathematics</u></b></p> <p>Among varied strategies aligned with the standards, curriculum, and a pacing plan to assess student learning are the use of resources provided with the subject matter's textbook, District benchmark assessments, examination data, CST data, and CAHSEE data. Teachers then use these results to re-explain or re-teach unclear concepts, and scaffold with easy warm-ups that transition into more difficult problems. Teachers also create worksheets based on standards which the data suggests that students have not yet mastered.</p>	<p>Quizzes  Visual/color-coded lessons  Technology (graphic calculators)  Practice tests modeled after CST &amp; CAHSEE  Oral reports  Individual/group projects  Models, posters  PowerPoint  Assessments  Differentiation of instruction  Standardized test questions  Department pacing plans  CST/CAHSEE data  Concept lessons  Common finals</p>
<p><b><u>Science</u></b></p> <p>The Science Department assessments include District benchmark tests, teacher-made examinations, labs, and CST data.</p> <p>In addition to traditional examinations, the department uses a number of authentic assessments such as the Biology Career Fair. Here students must research and make a presentation about a career that results from the study of biology. In physics, when students study the theory of flight, assessments result from simulations such as the water balloon toss and the building of catapults. In chemistry, teachers use performance-based assessments such as "give ten knows, find an unknown solution."</p>	<p>Lab reports  Quizzes  Written assessments  Teacher made exams  Benchmark assessments  Unit exams  Projects  Multiple choice, essay, true/false, open-ended questions, short answer tests  Research projects  Group projects  Power point presentations  CST data</p>

<p><b><u>Social Studies</u></b></p> <p>The Social Studies Department teachers regularly review CST and CAHSEE data and then alter their instructional practices and pacing plans, based on data analysis.</p> <p>The department employs a variety of assessments to evaluate student learning, which include common 10-week writing samples, quizzes, chapter tests, group projects, research papers, and the district benchmark assessments.</p> <p>Other assignments used include the creation of a student-produced video, in which students import images reflecting a specific time period and provide their own narration. Another involves creation of a time-period newspaper, reporting on a historical event and providing period-specific advertisements.</p>	<p>Written assessments  Benchmark exams  Oral reports  Quizzes  Projects  Group projects  Independent research projects  Models, posters, videos  Audio-video presentations  Oral presentations/ assessments  Teacher-made exams  CST data</p>
<p><b><u>World Languages and Cultures</u></b></p> <p>Results of varied assessments, often shared in department meetings where collaboration occurs, are used to modify whole-class and individual instruction. Students create literacy-based projects that include children's books, scrapbooks, news broadcasts, persuasive brochures, food menus or presentations, and video presentations-skits.</p>	<p>Rubrics  Oral presentations/ assessments  Journals  Technology  Written assessments  Quizzes  Teacher made exams  Multiple choice, essay, true/ false, open-ended questions, short answer tests  Audio-video presentations  Models, posters videos  Group projects</p>

<p><b><u>Health and Life Skills</u></b>                  When assessments show students are struggling with concepts and skills, the teachers meet with students for tutoring. In addition, teachers integrate researched teaching strategies in their classrooms. Teachers assess student achievement using formal and informal testing procedures. Among these are oral presentations and debates that evaluate speaking skills.</p>	<p>Homework assignments                  Quizzes                  Unit exams                  Projects                  Class discussions                  Multiple choice, essay, true/ false, open-ended questions, short answer tests                  Oral presentations                  Speech debates</p>
<p><b><u>Physical Education &amp; NJROTC</u></b>                  Both P.E. and NJROTC assess students in a uniform manner, following district guidelines for attendance, dressing, and participation. Both departments assess students through the Fitnessgram, the State Board of Education’s physical performance test. This evaluates students based on aerobic, muscle, and body strength. Teachers use the results to structure classes that assist students in attaining measurable improvements meeting or exceeding California fitness standards.</p>	<p>Fitnessgram data/results                  Differentiation of instruction                  Revised course curriculums                  Content area meetings                  Monthly performance assessments                  Teacher observation                  10-week physical fitness test</p>
<p><b><u>Visual Arts</u></b>                  The Visual Arts Department uses rubrics to allow for both equity of assessment and student participation in the assessment process. Department members meet to analyze student work samples, compare rubrics, and modify the assessment process. In addition, the department uses the results of 10- or 20-week custom assessments aligned with state standards to modify lessons. Language has become more concrete, units have become more culturally diverse, and more cooperative</p>	<p>Open House exhibits                  Common assessment results                  Certified exam results                  Logs of student-based project completion                  Reflective essays                  Sketchbooks                  Written and standardized examinations                  Oral reports                  Rubrics                  Quizzes                  Projects</p>

<p>teaching is in place.</p> <p>Students with high ability in the visual arts are identified and given a differentiated curriculum. They are also encouraged and supported in their effort to prepare the Ryan Foundation Art Scholarship application.</p>	<p>Independent research Models, posters, PowerPoint presentations</p>
<p><b><u>Performing Arts</u></b></p> <p>In addition to traditional assessments, students engage in cooperative learning project-based assignments. In teams, students write, direct, and perform original scripts. Students also create puppets and write skits for a puppet show. The instructor and peers, using a standard rubric, evaluate projects. Students are expected to use academic language and language presented in the rubrics to evaluate performances. Students must also adhere to the entertainment industry standards for stage conduct and performance.</p> <p>Marching band students are directed and assessed by the instructor and their peers. Drum majors and section leaders cooperatively teach and assess student performances and rehearsal periods. Outside judges are invited in the assessment process during parades and field tournaments.</p>	<p>Student performances Rubrics Peer observations Industry standards Local competitions Course outlines</p>
<p><b><u>Industrial Arts</u></b></p> <p>Department courses are aligned with the State Standards as detailed in the Competency Based Education (CBE) curriculum. These are the skills students must be able to demonstrate by the end of the course. Instructors diversify instruction to meet the needs of all students.</p>	<p>Student projects Computer exams Labs Projects Unit exams</p>

<p><b>Computer Science</b> Teachers use common assessment data to analyze and modify instruction. Teachers assign collaborative projects based on real-world experience. Students complete real-world assignments using Excel, PowerPoint, or Word; they write resumes, do job research, and increase typing speed.</p> <p><b>Wood Working</b> Students are required to apply knowledge gained in other classes in their woodshop class, such as writing essays or research papers that examine specific careers related to the field. Students are required to plan and read plans, and calculate dimensions.</p>	<p>Student projects Models Group projects Objective exams</p>
<p><b><u>Home Economics-Family &amp; Consumer Science</u></b></p> <p>Teachers always check for student understanding of the content through KWL (Know, Want to Know, &amp; Learned) charts, and pre-or-post tests are used to guide instruction. Authentic assessments utilized in the Independent Living course and the Careers with Children course where students involve hands-on experiences such as cooking a product, sewing a product, planning lessons and carrying them out with children attending the campus pre-school.</p>	<p>Pop quizzes KWL charts Pre and post test Role play Lab work Student PowerPoints Displays Essays Short answer Rubrics Observations</p>
<p><b><u>Special Education</u></b></p> <p>Based on the results of mandated assessments and the progress made towards the goals and objectives outlined in the Individual Education Plan (IEP), teachers work to meet the accommodations for all affected students. Assessment strategies used by the department</p>	<p>Written assessments Objective exams Projects Mid term exams Labs Models, posters,</p>



<p>include observations, work samples, informal classroom assessments, and norm-reference testing such as the Woodcock Johnson Academic Achievement Test, Kaufman Test of Educational Achievement (KTEA2), CST's, and CAHSEE. Classroom assessments are based on student work that includes the creation of posters about units covered, PowerPoint presentations, science experiments and the creation of scientific models such as volcanoes, and both oral and written reports.</p>	<p>Oral presentations/ assessments Independent research projects Differentiation of instruction Layered instruction Designed based lessons CST data CAHSEE data</p>
--	---



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

*Summary of Findings:*

The John F. Kennedy High School leadership team and department members, supported by the District and local community, periodically monitor student progress toward achievement of the academic standards and the ESLR’s. The school reviews both State and District benchmark assessment data to modify instructional strategies to improve schoolwide and individual learning results. Professional development and training are provided to teachers at the school site and District to analyze and review the disaggregated data to improve instruction. The District also provides logistical and technical support for benchmark periodic assessments in the academic areas. Additionally, counselors systematically monitor the progress of students toward fulfilling their Individualized Graduation Plans (IGP).

Findings	Evidence in Support of Findings
<p>Kennedy High School, with the support of the District and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.</p> <p><b>Professional Development</b>                      Professional development topics are largely determined by analysis of achievement data and are designed to meet targeted needs. During professional development, teachers meet in departments to analyze student data on the CST, CAHSEE, CELDT, and benchmark assessments. <i>JFK has the highest participation rate in Local District 1 for implementation of benchmark assessments.</i> Where critical areas of academic need are apparent, departments collaborate in subject- or grade-level specific groups to devise common lessons, teaching strategies, and assessments, all to ensure student progress. When the analysis of data demonstrated that students needed to improve their writing, departments</p>	<p>Professional Development schedules                      Disaggregated CST, CAHSEE, CELDT data                      Professional development agendas/sign-ins                      Department meetings/agendas                      Benchmark assessment data</p>

<p>came together to develop and implement writing strategies across the curriculum.</p> <p>Professional development opportunities on best practices and effective instructional strategies are available with the support of the District-funded literacy coach and math coach.</p> <p><b>District Support</b> Under the direction of Local District 1, the Kennedy faculty is focusing on a SDAIE strategy and ESLR of the month. Local District 1 provides schools with the SDAIE strategy, and with the input of the literacy coach, literacy cadre, professional development committee, and curriculum council, the strategy is connected to an ESLR of month. Department chairs then lead the professional development and provide their peers with the strategy and ESLR for the month.</p> <p>Local District 1 holds monthly literacy and mathematics coach meetings to discuss periodic assessments and effective research-based literacy and math strategies. Additionally, both the principal and assistant principals attend monthly professional development that focuses on district instructional initiatives.</p> <p>LAUSD provides faculty members with the professional development, led by content experts, needed to actively institute District-and-State-adopted programs as well as their corresponding assessments and monitoring systems. District-and State-adopted and mandated programs, such as High Point for ESL students, and the Read 180 program for Developing Reading &amp; Writing Course (DRWC) students, are implemented along with their corresponding assessment and monitoring systems. District experts, the bilingual coordinator, and literacy coach monitor the efficacy of these program implementations, and offer support for the teachers and students</p>	<p>Local District 1 trainings/agendas Professional development agendas/sign-ins</p> <p>Professional development agenda</p> <p>Local District 1 meetings Literacy coach logs Math coach records</p> <p>LAUSD High Point training High Point student portfolios CELDT data Bilingual Office records Read 180 data Local District trainings/agenda Literacy Coach logs ELS sheltered intervention class</p>
---	--

<p>involved.</p> <p><b>Community Support</b>                  When it became apparent that students needed to improve their reading and writing skills in order to succeed at the college level, the 12<sup>th</sup> grade Expository Composition classes began to utilize lesson plans and thematic units created by a California State University task force. With this community support, teachers were provided with the training needed to implement a new curriculum that will eventually better prepare our students for a higher education.</p> <p>The CST and CAHSEE results are shared and analyzed at the Compensatory Education Advisory Committee (CEAC), English Language Advisory Committee (ELAC), and School Site Council (SSC).</p> <p>During our two parent conference nights, Open House and Back to School, parents visit our campus and meet with all of their child’s teachers and counselor to discuss their academic progress.</p> <p>Students on track with a four-year college plan are encouraged to participate in college enrichment programs. These students may enroll in community college courses offered by Pierce and Mission Colleges, some of which are held at JFK either after school or on Saturdays. The College Center invites a number of guest speakers from the various colleges and universities to meet with students and parents.</p> <p><b>Individual Student Progress</b>                  JFK issues progress reports every five weeks and final marks at the end of each semester. Teachers, classified staff members, and the Parent Center also contact parents periodically to inform them of their child’s academic progress.</p>	<p>12<sup>th</sup> grade curriculum                  Student work                  Lesson plans</p> <p>CEAC minutes/agenda/sign-ins                  ELAC minutes/agenda/sign-ins                  SSC minutes/agendas/sign-ins                  Senior portfolios</p> <p>Counseling office records</p> <p>College Center records                  Counseling Office records</p> <p>Parent conference night records                  Back to School Night records                  Open House records</p>
--	---



<p>The District provided each high school with a Diploma Project Advisor (DPA), with those with the highest dropout rate receiving theirs first. We received our DPA this school year, indicating our dropout rate is one of the lowest in LAUSD. This counselor offers at-risk students a variety of programs to stay on track to graduation. Students who are not succeeding in a traditional high school setting also have an opportunity to attend the on-campus Jane Addams Continuation School.</p>	<p>Counselor logs IGP sign-ins  DPA case load</p>
---	---



**D4 To what extent does the assessment of student achievement in relationship to the academic standards and the expected school-wide learning results drive the school’s program, its regular evaluation and improvement, and the allocation and usage of resources?**

*Summary of Findings:*

John F. Kennedy High School uses the results from various standardized tests to evaluate whether or not Annual Measurable Objectives (AMO’s) and the Expected School-wide Learning Results (ESLR’s) are being met regularly. From that data, administrators and teachers re-evaluate and make modifications to the instructional curriculum in order to make standards more accessible for students to achieve. Budget and professional development decisions are also based on instructional priorities based on data analysis. Courses and materials are sought out, designed, and implemented to improve student achievement in the identified critical areas of academic need. The Curriculum Council and LEARN Council allocate all resources necessary to drive instruction and achieve desired results. The analysis of student data is also used to determine budgetary priorities and the professional development topics for the school year. District experts are employed by LAUSD to assist teachers with special populations or who serve particular programs, and the math and literacy coaches support teachers and students through the work of cadres, team teaching, lesson design, and instructional practices.

<b>Findings</b>	<b>Evidence in Support of Findings</b>
<p>JFK constantly reviews and revisits its instructional program, based upon data derived from the assessment of the academic standards and ESLR’s.</p> <p><b>Professional Development</b> Data analysis is used to drive professional development. Local District 1, after analyzing student performance data, realized that the academic performance of English Learners was in need of improvement. The 2007-2008 CAHSEE data for JFK demonstrates that our English Learners did not meet the required goals for proficiency in English and math, thus contributing to our Program Improvement Year 1 status. As a Program Improvement school, JFK has allocated 10% of Title I</p>	<p>Local District 1 professional development Professional development agenda Program Improvement data Title I budget allocation</p>

<p>funding to professional development in math and English.</p> <p>The JFK faculty and staff, under the direction of Local District 1, have implemented the SDAIE strategy and ESLR of the month. Each month, teachers are given professional development on a SDAIE strategy that connects to an ESLR. The strategy is to be implemented in all classes and observed by an administrator. It is our hope that these SDAIE strategies will improve the academic performance of all students.</p> <p><b>Schoolwide Budget Allocations</b>          School-site budget decisions are based on data, which is used to drive the Single Plan. Resources are distributed through SSC, Title I, Bilingual, Magnet, Gifted, and LEARN.</p> <p>CST, CAHSEE, and benchmark assessment data demonstrate that students’ weakest test areas are in the category of writing strategies. Thus, the English Department is using Title I resources for after-school lesson designing that focuses on writing strategies as well as vocabulary development—including study of Greek or Latin roots and word connotations--and grammar strands. The Title I program offers the same professional development to all other core content areas in need of additional support.</p> <p>Reading Comprehension on the 2007-2008 CST reached 55.6% proficient. To help improve reading skills, JFK five years ago started a Self-Selected Reading (SSR) program in homerooms. Since then, CST proficiency scores of Kennedy students have risen more than 2 % in four years. With the support of Title I funds, up to \$10,000 of new novels and high-interest non-fiction works are distributed</p>	<p>Professional development agendas          Administrator observation logs</p> <p>Benchmark assessment data          CAHSEE data          CST data          Title I budget allocation</p> <p>SSR library          Title I budget          Homeroom reading libraries          CST scores—yearly increases in reading comprehension proficiency</p>
---	---

<p>to homerooms each fall.</p> <p>Funding is also used to provide intervention programs for students. After-school tutoring is intended to improve student performance in all core academic areas. In an effort to decrease class size, our Title I and English Learners programs supplement our after-school CAHSEE Beyond the Bell Program. In addition, funds and resources are allocated to provide support, tutoring, and counseling services. Teachers are afforded the opportunities to attend professional development, purchase necessary classroom materials, and take students on field trips. Students who may not otherwise participate in testing opportunities (such as SAT or AP tests) are assisted through fee waivers or reductions.</p> <p>The English Learners Advisory Committee (ELAC) parents and the English Learners Coordinator ensure that the needs of the EL population are met and that funds are distributed accordingly. Funding decisions are made after the data analysis of student achievement.</p> <p>A wide variety of staff development opportunities exist. These are based on needs identified by data analysis. The opportunities include conferences and district workshops intended to improve student achievement.</p> <p><b>Small Learning Communities</b> Kennedy is embarking on a full organizational restructuring into Small Learning Communities (SLC's), a transition aimed at providing students personalization on this large campus and a greater concentration on career paths. <u>This need was clearly reflected in our student survey, in which only 42% of students felt an adult on the Kennedy campus</u></p>	<p>Tutoring logs/ sign-ins Title I budget allocation Beyond the Bell records</p> <p>ELAC minutes/records</p> <p>Title I budget allocations ELAC budget allocations</p> <p>Student survey Bulletin 1600</p>
---	--

<p><u>knew them well.</u> As we move to full and complete SLC implication, we predict that our numbers will greatly increase.</p> <p><b>Intervention Programs</b>                  Data indicates that students matriculating from our feeder middle schools are often unequipped for the challenges faced in the ninth grade. Analysis of State and department assessments and retention statistics galvanized the school to create the Freshman Academy. Supported by a coordinator and two counselors, this academy is dedicated to improving the academic achievement of all 9<sup>th</sup> grade students and ensuring that they all successfully promote into the 10<sup>th</sup> grade.</p> <p>To better help our 9<sup>th</sup> grade students adjust to high school, the Summer Transition Program is offered to incoming 9<sup>th</sup> graders scoring at a “far below basic,” “below basic,” or “basic” level on State English and mathematics tests. This program provides an opportunity for students to experience the 9<sup>th</sup> grade curriculum the summer prior to their arrival and the opportunity to become acclimated to high school culture.</p> <p>Examination of CAHSEE data has inspired the school, with the support of LAUSD, to create a remedial CAHSEE Boot Camp to help 12<sup>th</sup> graders who have not passed the exam. Preceding spring testing, 12<sup>th</sup> graders who have not passed the CAHSEE are placed into one week of intensive CAHSEE intervention during the instructional day. The overall goal is to have every senior pass the CAHSEE. In our class of 2007, only 26 students did not graduate the CAHSEE. Several of those students however did receive a certificate of completion as specified in their IEP’s.</p>	<p>Freshman Academy data                  Bulletin 1600</p> <p>Summer Transition Program data                  Summer Transition applications                  Summer School master schedule</p> <p>CAHSEE data                  Boot Camp rosters</p>
--	--

<p>JFK also offers an after-school CAHSEE Beyond the Bell intervention course for students in grades 10,11, and 12. Among students who completed attendance requirements, the Beyond the Bell program has a test pass rate of 85%.</p> <p><b>District Support Staff</b> Local District 1, along with the support from LAUSD, has created a coaching program to assist teachers, students, and staff members at the school site. These literacy and math coaches, science and social studies advisors assist with analyzing and distributing data, designing and implementing professional development, providing instructional support through observations and team teaching, analyzing student work, highlighting best practices, and leading and mentoring cadres. With coach support, departments design their curricula to improve upon specific areas of growth identified by the CST data.</p> <p>In 2005-06 LAUSD was reported to have the highest dropout rate in California. In response, LAUSD allocated each school a Diploma Project Advisor (DPA), to provide at-risk students additional educational options needed to graduate from high school. In extreme cases, the DPA can refer students to other educational institutions.</p>	<p>CAHSEE data Beyond the Bell rosters</p> <p>Coaches' logs Local District 1 coaches meetings Department meetings Content area meetings</p> <p>DPA case log</p>
--	---

**Areas of Strength**

1. Assessment data drives instruction and the allocation of funding for tutoring, educational aides, technology, and educational software, as well as professional development budgetary priorities.
2. Assessment data is reported by newsletter, by website, and by mail to the parents and other stakeholders in the community.
3. Data analysis has resulted in the reorganization of our school into SLC's., the creation of several appropriate intervention programs, and targeted professional development that has improved instructional delivery.

**Areas of Growth**

1. We must continue to implement targeted professional development will help staff continue to hone the ability to analyze data to inform instruction, especially in the areas of:
  - a. Standards-based lessons
  - b. Differentiated instruction
  - c. Integrating the ESLR'S into academic instruction
2. Analysis of disaggregated data needs to extend across all content areas.