

# FOUNTAIN VALLEY HIGH SCHOOL



## Section D: Standards-Based Student Learning: Assessment and Accountability



## Category D: Standards-based Student Learning: Assessment and Accountability

### D1 & D2. Assessment and Accountability Criteria

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

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

*To what extent do students and teachers use assessment results to enhance the educational progress of every student?*

Findings	Supporting Evidence
Fountain Valley High school regards assessment data as an important means of providing feedback. 76% of the teachers at FVHS agree or strongly agree that they review test scores. The fact that this self-reported number is not 100% is troubling and must be addressed. 64% of the students agree or strongly agree that assessment scores are used as a way to improve student performance relative to the CA Content Standards. Many teachers make efforts to use this assessment data in their curricular and instructional program in order to enhance students learning processes.	- Staff survey - Student survey
FVHS teachers are trained on and currently use Illuminate (data analyzing software system) to provide immediate results of assessments. Illuminate allows teachers to share assessments and assessment data across departments, the school, and district-wide. Illuminate provides myriad ways to analyze data. 81% of the teachers at FVHS agree or strongly agree that they use test results to inform their instructional practice. Illuminate disaggregates data by ethnicity, gender, special education, and English language learners. As such teachers can use specific data to identify groups that are struggling and use differentiated instruction to provide support in the future.	- Illuminate reports
Teachers use common benchmark tests as formative assessments to determine student performance on California Content Standards. Illuminate also provides CST, CAHSEE, CELDT, and other student data, such as response frequency,	- California Standards Test (CST) - CAHSEE - CELDT

<p>peer comparison by classroom, period, grade-level, gender, socioeconomic status, and district-wide. It shows an overall performance index that shows students' performance levels from Advanced to Far Below Basic. The data is available for teachers to show students the correct versus incorrect answer responses based on standards linked to each subject. FVHS teachers employ a variety of assessment such as multiple choice exams, portfolios, and labs. The assessment data can then be uploaded to the district Parent/Student Portal.</p>	
<p>The district Parent/Student Portal allows for constant access by parents and students. 72% of the teachers at FVHS agree or strongly agree that they post grades on the Parent/Student Portal. 89% of the students agree or strongly agree that teachers release assessment data online or in class. Graduation data, assessment scores, homework assignments, and current grades are available at any time from those who utilize the technology. FVHS has heard the concerns of parents and students regarding the 28% of teachers who do not use the portal to communicate.</p>	<ul style="list-style-type: none"> <li>- Parent/Student Portal</li> <li>- Common Formative Assessments</li> </ul>
<p>SARC: FVHS reports student performance data regarding state and district mandated testing to students, parents, staff, and other community stakeholders. FVHS administration and teachers report information from the school accountability report card and state mandated assessments such as STAR tests, CAHSEE, CELDT, SAT, Advanced Placement, ACT to the school-site council, PTSA, department coordinators, and all staff development meetings. In addition, the SARC can be found on the FVHS website.</p>	<ul style="list-style-type: none"> <li>- SAT/ACT test results</li> <li>- SB2000</li> <li>- Progress Reports/Report Cards</li> <li>- SARC</li> </ul>
<p>CST results are mailed home each year to FVHS students' parent/guardians from the CA Department of Education. Additionally, results can now be found on student report cards, SB2000, and illuminate. Prior years' CST scores are analyzed on a one-on-one basis by third period teachers with students previous to the test sitting.</p>	
<p>FVHS teachers use individual and department-generated</p>	<ul style="list-style-type: none"> <li>- Rubrics</li> </ul>

<p>rubrics and tests. Rubrics are used to grade a variety of formative and summative assessments. Across the departments rubrics can be found for essays, projects, presentations and labs. FVHS employs highly qualified teachers who are extremely competent in their content areas. Our teachers understand their subjects well enough that they are able to ask questions that address the “big ideas” in the subject, rather than the bare minimum of content knowledge addressed by the California State Standards.</p> <p>Syllabi are created by individual teachers. These are distributed to parents and students at the start of the school year. Syllabi contain course requirements, expectations, and the grading scale.</p> <p>As the year progresses, students receive feedback from their instructors about their work. Essays, laboratory reports, projects, presentations, and exams are graded and returned to students with feedback so that students can improve on the next assignment. Feedback is thoughtful and criticism is constructive, with the goal of improving student work rather than criticizing it.</p> <p>Annually, FVHS teachers analyze department data and district data to determine the levels of rigor of individual teachers’ grading scales. Through this analysis process teachers can determine whether their students are being set up for success or failure.</p> <p>At the end of a year-long course teachers analyze students’ progress, grades, and work ethic to determine the students’ course placement for the following academic year.</p> <p>Teachers incorporate assessments into instruction in order to stimulate thinking and learning. These assessments provide data on students’ abilities to analyze, organize, plan, interpret, explain, synthesize, evaluate and communicate important experiences or ideas. Teachers routinely use appropriate rubrics to analyze a variety of student assessments. 85% of the teachers</p>	<p>- Syllabi</p> <p>- School &amp; District student grade data</p> <p>- Course Placement Forms</p> <p>- Staff survey - Student Survey</p>
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at FVHS believe students know beforehand the standards/expected performance of work assigned to them. Additionally, 88% of the students at FVHS have stated they know of the standards/expected performance levels of work assigned to me before they begin working.

FVHS teachers employ a variety of formal assessments including, but not limited to:

- CST
- CAHSEE
- CELDT
- State Physical Fitness Test
- Advanced Placement tests
- formal essays
- document-based questions
- technology-based assessments
- portfolios

FVHS teachers constantly employ a variety of informal assessments to observe student learning during class activities. Some of the common types of informal assessments include:

- checks for understanding
- class discussion
- games
- end-of-lesson quizzes
- essential objectives centered around the day's lesson
- daily assignments
- homework checked for comprehension and accuracy
- groupwork
- peer evaluations
- gallery walks
- journals

In addition to the above assessments, Special Education teachers assess individual student performance levels in order to determine whether goals have been met, and what appropriate goals can be created. This information is used by the Special Education department to create IEPs for FVHS students.

<p>Fountain Valley High School evaluates the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement.</p> <p>We evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.</p> <p>FVHS uses appropriately trained proctors and suitable security systems to maintain test integrity. Proctors are certified and classified staff members. Proctors are used to administer CST, CAHSEE, CELDT, AP, and SAT exams.</p> <p>Prior to testing, proctors are trained in the administration of the test, and school leadership team uses a secure environment to organize and distribute testing materials for CAHSEE, CST, AP, and SAT exams.</p> <p>Numerous departments use Turnitin.com to protect against plagiarism.</p> <p>Fountain Valley High School evaluates how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.</p> <p>While FVHS does not have a specific data collection model to evaluate student learner outcomes, teachers do an effective job of monitoring and assessing student achievement. Department collaboration and individual instruction are at the core of our mission. All students demonstrate their level of understanding of state standards and other content through multiple forms of assessment, but not limited to:</p> <ul style="list-style-type: none"> <li>● department benchmark exams (tied to CA standards)</li> <li>● individual and common finals (given to students at the end of each academic semester)</li> <li>● district and department pacing guides used to determine students level of comprehension of the standards</li> <li>● curriculum maps and unit lesson plans to design themed units and essential questions. <ul style="list-style-type: none"> <li>○ these units relate to the CA State Standards and are used to drive the curriculum.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Proctor Handbooks and Training</li> <li>- Period-By-Period Training</li>   <li>- Use of Turnitin.com</li>   <li>- Benchmark exams</li> <li>- Finals</li> <li>- Pacing Guides</li> <li>- Curriculum Maps</li> <li>- Illuminate data</li> <li>- Staff development opportunities</li> <li>- State Physical Fitness Testing results</li> <li>- Graduation rate</li> <li>- API scores</li> <li>- AP enrollment</li> <li>- UC/CSU acceptance</li> <li>- WASC student/parent survey</li> </ul>
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<ul style="list-style-type: none"> <li>● Illuminate determines student understanding of specific standards</li> </ul> <p>Informal assessment along with state-mandated tests (CST, CAHSEE, CELDT) are used to monitor and measure the growth of student achievement as related to the content standards.</p> <p>The district has supported collaboration by providing educators with staff development days in order to develop common assessments (used to score quarterly student progress). These assessments have given teachers the ability to analyze and review student achievement data, and make changes to curriculum when necessary. The school has also provided staff development opportunities for teachers to become more familiar with Illuminate. 100% of FVHS teachers participate in schoolwide staff development activities on collaboration days that include strategies backed by current educational research.</p> <p>Fountain Valley High School is effective at using standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge.</p> <p>FVHS is effective in creating assessments in all curricular areas designed to test the state standards. Teachers routinely analyze assessment data relating to the content-standards to evaluate student performance. This data is used to identify appropriate strategies and areas of improvement.</p> <p>At FVHS, the four different types of assessment: teacher made, department, district, and state are all aligned with state content standards. CST data has shown, that the curriculum in upper level math courses, science, English, and social studies is standards-based, with scores improving since the last WASC self study however, algebra and geometry scores have fluctuated.</p> <p>As of 2013, all students at FVHS are enrolled in</p>	<ul style="list-style-type: none"> <li>- CST data</li> <li>- Department Benchmark exams</li> <li>- English enrollment</li> <li>- CELDT Test</li> <li>- Classroom Assessments</li> </ul>
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standards-based college-preparatory English classes except students classified as English language learners or special education. Additionally, sophomores taking a science class will be enrolled in Biology or a higher level science class.

CELDT Tests are given annually to ELL students. The results help with student placement as well as guide teacher instruction.

Teachers administer tests, quizzes, and projects throughout the chapters being taught/studied. From this data, teachers know whether or to proceed forward, or review the section or standard again. Students are given the opportunity to voluntarily come in outside of class time to review recent sections/standards.

Fountain Valley High School is effective in student feedback in monitoring student progress over time based on the academic standards and the schoolwide learner outcomes. While FVHS does not evaluate student learner outcomes, FVHS does an adequate job at communicating with students, parents and community on student progress.

In 2003 the school created the FVHS Homework Club: a time outside of regular school hours with certificated staff working with a small group of students to increase student understanding in various academic areas. However, over time the club has expanded to include numerous teachers who tutor students in subjects they teach.

Illuminate provides feedback data after assessments, which then spur conversation in the classroom about the validity of assessments. Students voluntarily come before or after school, and at lunch to do test corrections.

Timely reporting of progress by some teachers (72% of FVHS teachers regularly update the Parent/Student portal with grades and assignments), allows students to continually monitor their own progress which can be used to drive discussion between students, parents, and teachers. Teachers who do not regularly update the portal provide grade data to students in class and

- Senior survey
- Homework club
- Progress reports
- Illuminate (small slips)
- Parent/Student Portal
- After school test corrections



<p>provide feedback to parents when they ask for it. Students can take this data to make informed decisions about which classes to devote more time to, or where they need to seek more guidance in order to improve their performance.</p> <p>FVHS has provided students with the opportunity to have weekly progress reports filled out by each teacher, this data can be used by parents, coaches, and other stakeholders to monitor student progress.</p> <p>FHVS gives a Senior Survey annually, with results processed by the Department Coordinators and then disseminated to staff in department meetings.</p> <p>FVHS teachers collect data through a variety of channels to make changes in curriculum and instruction.</p> <p>Staff members identify and submit names of students who are not performing at their expected level. That data is given to the School Student Support Specialist and a Student Study Team (SST) uses that information to determine whether the student has been placed properly or needs further support (Sp. Ed). Teachers modify instruction based on individual 504 accommodations and IEPs.</p> <p>FVHS uses CST scores, teacher recommendations, and grades to determine whether students meet the prerequisites for AP classes. However, students and parents can petition to enroll in AP classes even if they don't meet course prerequisites.</p> <p>FVHS uses CELDT scores to effectively determine appropriate placement for English Language Learners.</p> <p>FVHS uses data such as grades, student study team data, and input from the IEP team to appropriately place Special Education students in the least restrictive learning environment to meet their needs. An example of this is the creation of the Collaboration classes in English, Science, and Social Studies.</p>	<ul style="list-style-type: none"> <li>- SSTs</li> <li>- CSTs</li> <li>- CELDT</li> <li>- Illuminate</li> <li>- IEPs</li> <li>- 504 plans</li> <li>- Benchmarks</li> <li>- AP petition (waiver)</li> <li>- CAHSEE</li> </ul>
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FVHS uses Illuminate to monitor student progress and mastery of Academic Content Standards. Specific categories, such as ethnicity, special education and English language learners, allow teachers to disaggregate information and place students in the proper setting. As such, FVHS can focus on specific subgroups that are struggling in order to improve scores on CSTs and other state-mandated tests. Teachers collaborate and use information on Illuminate such as test-response accuracy to analyze instructional methods and make changes when necessary.

Teachers analyze assessment data to modify instruction, or re-teach curriculum that was not mastered. In addition, teachers review prior lesson plans and make changes to drive student success.

Teachers analyze CST results from the previous school year and have individual discussion with students to identify areas of possible improvement and to identify and encourage them to improve.

Teachers use information to modify instruction from the previous school year:

- department collaboration is used to enhance instruction and methodology
- teachers modify lessons plans based on formative assessment data
- teachers incorporate various techniques to meet the needs of all learners, including but not limited to visual, audio, and kinesthetic techniques.

Additionally, teachers use common benchmark assessments to determine student progress on the content standards.

Benchmarks are also used to drive and modify instructional practices.

FVHS provides students the opportunity to use weekly grade checks to monitor academic progress, citizenship, work habits, and behavior.

- Weekly grade checks
- Parent/Student Portal
- Progress reports
- Guidevisement
- 8th grade placement test
- CAHSEE results
- Student Survey
- Teacher Survey

Parent/Student portal provides students and parents with up-to-date grades, homework assignments, graduation requirement progress, and many state-mandated test scores.

Progress reports are submitted and sent home through the mail every 4-1/2 weeks. While not every student is required to get one, many teachers submit a grade for every student. Progress reports report citizenship, current grade, and teacher comments.

FVHS provides students with the opportunity to analyze their current progress in regards to a-g requirements. This “Guidevisement” presentation is used to spur conversation in the classroom and at home in order to encourage enrollment in college-prep classes and rigorous courses. Approximately 74% of students have found Guidevisement to be useful and worthwhile in helping them to prepare their four-year plan and future goals.

FVHS encourages students to not only pass the CAHSEE but to pass with a score of proficient.

### D3 & D4. Assessment and Accountability Criteria

*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 schoolwide learner outcomes?*

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

Findings	Supporting Evidence
<p>Staff:</p> <p>FVHS staff believe the monitoring and assessment of students' achievement as an essential part of our mission. Through the use of formal and informal assessments students demonstrate their understanding of the content standards. FVHS uses a variety of methods to monitor student achievement, including but not limited to:</p> <ul style="list-style-type: none"> <li>• dept. benchmark exams (which are used to analyze state standards based on subject)</li> <li>• individual and common finals</li> <li>• Illuminate (which is used to determine student understanding of specific content standards.) <ul style="list-style-type: none"> <li>○ The PELL coordinator, guidance specialists, and special education teachers can focus on specific subgroups that are struggling in order to improve scores on CSTs and other state-mandated tests.</li> </ul> </li> </ul> <p>Teacher and department-created assessments along with state-mandated tests (CST, CAHSEE, CELDT) are used to monitor and measure the growth of students and determine proper placement. Formal and informal assessment data is routinely gathered and discussed in departments.</p> <p>The school provides timely and appropriate reports to parents, district, and other stakeholders ranging from student grades to the SARC. Assessment data is routinely shared with district and board to drive district support through program development, and resource allocation.</p>	<ul style="list-style-type: none"> <li>- Benchmark exams</li> <li>- Finals</li> <li>- Illuminate</li> <li>- PTSA report</li> <li>- FVHS Foundation</li> <li>- School-site council meeting and agenda</li> <li>- Parent involvement in the WASC report</li> <li>- CST</li> <li>- CAHSEE</li> <li>- CELDT</li> <li>- District Dept. Coordinator meetings agenda and minutes</li> <li>- Progress reports</li> <li>- Parent-Teacher conferences</li> <li>- Portal</li> <li>- SB2000</li> <li>- Project based assessments</li> </ul>

<p>Parents:</p> <p>FVHS parents are encouraged to attend back-to-school night, use the Parent/Student portal, keep in contact with staff via email and phone, check the school website, and read the Principal's newsletter.</p> <p>Parents also are encouraged to become a member of the school's PTSA, Baron Academic Foundation, or school-site council. PTSA provides money for breakfast on staff development days, student achievement awards, teacher of the year process, Every Fifteen Minutes, Reflections Art Contest, and more that can be found under the parent tab on the school website. FVHS Foundation provides financial support in the form of grants for items such as test preparation, technology needs for individual departments, Homework Club, Sophomore Support and more than can be found under the parent tab on the school website.. After analyzing assessment data, CST, CAHSEE and the WASC action plan, the school-site council provides direction to improve student achievement.</p> <p>District:</p> <p>The district has provided FVHS with staff development opportunities to create common assessments, and to discuss and develop common core lesson plans. These opportunities have given the teachers at FVHS an opportunity to evaluate the effectiveness of instruction, analyze assessment data, and collaborate with their colleagues. Departments routinely meet during modified days to collaborate and share best practices for meeting content standards. Department coordinators from all district school routinely meet at the district to align curriculum that meets the state content standards. The district routinely provides opportunities for departments to purchase textbooks and other state-aligned resources.</p> <p>Fountain Valley High School has effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.</p>	<ul style="list-style-type: none"> <li>- SARC</li> <li>- fvhs.com</li> <li>- SB2000</li> <li>- Parent/Student portal</li> <li>- Easy Grade Pro</li> </ul>
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<p>FVHS administration and teachers report information from the SARC and statewide assessments such as CST, CAHSEE, CELDT, SAT, AP test, and ACT to the school-site council, PTSA, department coordinators, and to all staff at staff development meetings. In addition, a link to the SARC can be found on the FVHS website.</p> <p>FVHS teachers use myriad methods to communicate data about student achievement. 72% of the teachers use the Parent/Student portal to post grades and daily assignments. From the portal, parents/guardians, students, and teachers can view grades and assignments on a daily basis. The Parent/Student portal has become an effective tool to communicate grades, attendance, assignments, and assessment information. With 85% of FVHS's student body checking the Parent/Student portal regularly, it has become the most used tool to update grades, and assignments to the students and parents. Other information that can be viewed on the portal: CST scores, CAHSEE results, and graduation requirements.</p> <p>SB2000 is used by all teachers to post grades for progress reports and report cards every 4-1/2 weeks. Some teachers have personal websites (Facebook, edmodo, canvas, google sites). Some teachers use direct communication via email or social media sites to inform students of changes in assignments or lessons. Most teachers use Easy Grade Pro or SB2000 which is district-supported software which can be downloaded to the Parent/Student Portal.</p> <p>Administration employ a variety of techniques for informing the community. The electronic billboard is used to communicate information 365 days a year to parents, students, teachers, and the community. Information regarding test dates, API scores, and upcoming events. The school's website (fvhs.com) includes directory by department, calendar, standardized test scores. The Principal's newsletter is published and sent by mail every two months. It contains essential information related to local, state, and national student performance data. The newsletter also provides updates on test dates, and tips on</p>	<ul style="list-style-type: none"> <li>- Progress Reports/Report Cards</li> <li>- Electronic Billboard</li> <li>- Principal's Newsletter</li> <li>- Illuminate</li> <li>- Baron Banner (hard copy &amp; online version)</li> <li>- Baron Broadcast News</li> <li>- Teacher &amp; parent email/conferences</li> <li>- Red Magazine</li> </ul>
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<p>test-taking skills.</p> <p>FVHS has a student-run Newspaper, Baron Banner, and Red Magazine which are circulated quarterly and read by many students during their third period Sustained Silent Reading time. The Baron Banner delivers information to staff, students, and the school's surrounding community. The Baron Banner can also be accessed electronically through the fvhs.com website, and is updated regularly to include current events, student spotlights, advice columns, sport highlights, and upcoming dates</p> <p>FVHS has a student-run news program, Baron Broadcast News (BBN), that is shown to every student and teacher throughout the school during their third period Sustained Silent Reading time. The BBN provides information to staff, students, and the surrounding community about upcoming special dates and events, student spotlights, and sport highlights.</p> <p>Assessment results have changed school programs. CAHSEE results have led to the creation of CAHSEE remediation courses. We looked at our subgroup population of special education students and created collaboration classes in English and Social Studies, we looked at test scores and created additional support classes in English and mathematics (based on their 8th grade test scores), students are now enrolled concurrently in two classes.</p> <p>Teachers and individual departments disseminate testing data to modify instruction and student learning, concepts that were not grasped by students can be re-taught and focused upon to improve performance. Additionally, teachers constantly review individual lesson plans to insure students demonstrate a mastery of content matter.</p> <p>Teachers and individual departments examine CST results from previous schools to analyze content standards where students showed weaknesses in order to update lesson plans, after which teachers collaborate to share successful lessons with one</p>	<ul style="list-style-type: none"> <li>- CAHSEE results</li> <li>- CST scores</li> <li>- Collaboration classes</li> <li>- Support classes</li> <li>- Teacher/Student/Parent CST worksheet</li> </ul>
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another. Prior to the test, teachers discuss CST results from previous years' tests on a one-on-one basis with students in their third period class. This is done to analyze areas of weakness, and pinpoint possible areas for improvement for each student.

After analyzing CST results, the district noticed we needed to make changes for our EL students, so teachers were given a 5-day seminar to help inform and guide teachers with new strategies.



## WASC Category D. Standards-based Student Learning:

### Assessment and Accountability: Strengths and Growth Needs

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

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

- > FVHS staff effectively incorporates multiple sources of accessible technology to monitor students' progress, administer different types of evaluations and assessments, and disseminate information to all stakeholders.
- > FVHS effectively places students in appropriate courses.
- > All courses save ELL and Special Education are CSU aligned.
- > FVHS has the highest number of AP and SAT exams administered in the district.
- > FVHS receives strong support and funding from all stakeholders in the community.

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

- > Improved communication of grades and progress by teachers to parents and students.
- > Development of processes to review classroom assessments with students to improve understanding and performance.
- > Development of a process to more effectively monitor low-performing students and their progress.
- > Improved communication with non-English speaking parents.
- > Increase the use of data to inform instructional practices.