San Dieguito Union High School District

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

WORKSHOP

MINUTES

THURSDAY, OCTOBER 6, 2011
5:00 PM

DISTRICT OFFICE BOARD ROOM
710 ENCINITAS BLVD., ENCINITAS, CA. 92024

The Governing Board of the San Dieguito Union High School District held a Board Workshop on Thursday, October 6, 2011, at the above location.

APPROVED IN PUBLIC MEETING OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT 10-20-11
Becky Banning
BECKY BANNING RECORDING SECRETARY BOARD OF TRUSTEES

1. CALL TO ORDER

   The meeting was called to order at 5:00 PM.

INFORMATION ITEMS

2. STUDENT ACHIEVEMENT UPDATE

   Dr. Mike Grove, Executive Director of Curriculum, Instruction and Assessment, provided this update as part of the District's Strategic Plan and Action Plans. The update gave an overview of student achievement on a variety of measures in the 2010-11 school year, as well as plans for improving student achievement for the current school year.

   The attached materials were distributed for board review during the meeting.

3. ADJOURNMENT

   The meeting was adjourned at 6:01 PM.

Barbara Groth, Board Clerk — Date: 10 / 20 / 2011

Ken Noah, Superintendent — Date: 10 / 20 / 2011

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Governing Board, please contact the Office of the District Superintendent. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability

SDUHSD CST Performance 2011

Summary

Overall District-wide Performance Summary:

- Gains on 13 of 20 tests
- Maintained on 2 of 20 tests
- Small declines on 5 of 20 tests
- 141 fewer students took below grade level math tests in 2011

English Learner Sub-Group Performance Summary:

- Gains on 17 of 19 tests
- Gains were generally more significant than gains made by non-EL group
- Small declines on 2 of 19 tests
- EL sub-group made larger gains than the non-EL group on 15 of 19 tests

Low Socio-Economic Sub-Group Performance Summary:

- Gains on 17 of 19 tests
- Gains were generally more significant than gains made by non-Low SES group
- Small declines on 2 of 19 tests
- Low SES sub-group made larger gains than the non-Low SES group on 15 of 19 tests

Special Education Sub-Group Performance Summary:

- Gains on 16 of 19 tests
- Gains were generally more significant than gains made by non-Sped group
- Small declines on 3 of 19 tests
- Sped sub-group made larger gains than the non-Sped group on 17 of 19 tests

Latino Sub-Group Performance Summary:

- Gains on 15 of 20 tests
- Gains were generally more significant than gains made by the total district population
- Small declines on 4 of 20 tests
- Latino sub-group made larger gains than total district population on 15 of 20 tests

SDUHSD All Students CST Performance Comparison 2006-2011

Subject	2006		2007		2008		2009		2010		2011		2010-11 Prof. Change
	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	% Prof/Adv	# of stds tested	
ELA Summary (7-11)	Not Available		**74**	**10066**	**74**	**10072**	**76**	**10187**	**80**	**11878**	**81**	**9970**	**1**
ELA 7	79	1858	83	1848	81	1878	84	1924	87	1930	87	1804	0
ELA 8	77	1913	76	1862	79	1883	76	1913	81	1948	84	1947	3
ELA 9	77	2127	77	2135	79	2069	82	2134	82	2093	84	2085	2
ELA 10	68	2147	68	2153	70	2145	70	2133	75	2078	76	2089	1
ELA 11	62	1919	65	2081	64	2105	66	2091	71	2045	74	2049	3
Math Summary (7 & EoC)	Not Available		**55**	**9621**	**54**	**9543**			**60**	**9685**	**61**	**9670**	**1**
Math (Grade 7)	78	1856	76	1758	77	1769	78	1816	82	1930	80	1655	-2
General Math	35	835	32	655	36	583	42	661	43	661	42	520	-1
Algebra I	56	2321	55	2278	61	2125	66	2046	69	2004	67	2236	-2
Geometry	53	1853	47	1903	42	1965	48	1957	50	1867	52	1792	2
Algebra II	48	1597	42	1703	39	1708	37	1775	44	1749	47	1706	3
Summative Math	59	1239	62	1332	56	1395	63	1493	65	1555	66	1760	1
History Summary (8, 11, EoC)	Not Available		**61**	**5989**	**63**	**6089**	**69**	**6102**	**72**	**6167**	**75**	**6081**	**3**
History (Grade 8)	75	1914	73	1858	75	1882	77	1911	82	1955	85	1976	3
World History	53	2108	51	2158	54	2225	61	2182	63	2132	67	2113	4
U.S. History	62	1880	59	2023	61	2068	68	2067	72	2025	75	2015	3
Science CST EoC Summary	Not Available		**59**	**5213**	**60**	**5323**	**61**	**5498**	**66**	**5534**	**67**	**5324**	**1**
Biology/Life Science	66	2349	66	2438	73	2226	68	2288	71	2594	77	2367	6
Chemistry	52	1610	53	1579	49	1637	54	1732	60	1624	57	1661	-3
Earth Science	42	826	39	524	40	692	41	650	44	448	41	479	-3
Physics	67	476	61	678	65	771	69	828	72	855	72	820	0
Science CST NCLB Summary	Not Available		**69**	**3944**	**76**	**3992**	**77**	**4020**	**81**	**4062**	**84**	**4025**	**3**
Science 8 NCLB			74	1845	84	1876	82	1907	87	1944	90	1946	3
Science 10 NCLB			65	2099	69	2116	72	2113	75	2067	78	2080	3

SDUHSD English Learner Sub-Group CST Performance Comparison 2010-11

Subject	2010			2011			Profic. Change - Not EL	Profic. Change - EL	Difference
	Non EL	EL	Difference	Non EL	EL	Difference			
	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv			
ELA 7	90	36	54	91	39	52	1	3	2
ELA 8	85	17	68	87	33	54	2	16	14
ELA 9	85	21	64	87	22	65	2	1	-1
ELA 10	78	8	70	81	12	69	3	4	1
ELA 11	73	14	59	78	12	66	5	-2	-7
Math (Grade 7)	83	35	48	83	40	43	0	5	5
General Math	48	18	30	49	20	29	1	2	1
Algebra I	72	17	55	69	25	44	-3	8	11
Geometry	50	19	31	53	29	24	3	10	7
Algebra II	44	40	4	47	53	-6	3	13	10
Summative Math	64	63	1	66	66	0	2	3	1
History (Grade 8)	86	28	58	88	38	50	2	10	8
World History	67	7	60	71	15	56	4	8	4
U.S. History	74	12	62	78	10	68	4	-2	-6
Biology/Life Science	74	19	55	80	21	59	6	2	-4
Chemistry	61	27	34	57	50	7	-4	23	27
Earth Science	51	8	43	48	9	39	-3	1	4
Physics	72	N/A	N/A	72	N/A	N/A	0	N/A	N/A
Science 8 NCLB	89	37	52	93	50	43	4	13	9
Science 10 NCLB	79	15	64	81	21	60	2	6	4

SDUHSD Low-SES Sub-Group CST Performance Comparison 2010-11

Subject	2010			2011			Profic. Change - not Low SES	Profic. Change - Low SES	Difference
	Not Low SES	Low SES	Difference	Not Low SES	Los SES	Difference			
	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv			
ELA 7	88	52	36	90	62	28	2	10	8
ELA 8	85	42	43	88	57	31	3	15	12
ELA 9	86	41	45	87	50	37	1	9	8
ELA 10	78	27	51	81	39	42	3	12	9
ELA 11	74	35	39	78	34	44	4	-1	-5
Math (Grade 7)	81	48	33	85	42	43	4	-6	-10
General Math	48	26	22	48	28	20	0	2	2
Algebra I	73	26	47	71	35	36	-2	9	11
Geometry	52	14	38	55	20	35	3	6	3
Algebra II	44	19	25	49	19	30	5	0	-5
Summative Math	66	33	33	66	34	32	0	1	1
History (Grade 8)	86	47	39	89	58	31	3	11	8
World History	67	23	44	70	35	35	3	12	9
U.S. History	75	32	43	77	39	38	2	7	5
Biology/Life Science	74	34	40	81	38	43	7	4	-3
Chemistry	62	27	35	58	36	22	-4	9	13
Earth Science	50	22	28	48	23	25	-2	1	3
Physics	73	59	N/A	72	63	N/A	-1	N/A	N/A
Science 8 NCLB	80	54	26	92	73	19	12	19	7
Science 10 NCLB	79	30	49	82	42	40	3	12	9

SDUHSD Special Education Sub-Group CST Performance Comparison 2010-11

Subject	2010			2011			Profic. Change - w/o Disability	Profic. Change - w/ Disability	Difference
	No Disability % Prof/Adv	With Disability % Prof/Adv	Difference % Prof/Adv	No Disability % Prof/Adv	With Disability % Prof/Adv	Difference % Prof/Adv			
ELA 7	91	50	41	89	50	39	-2	0	2
ELA 8	86	33	53	88	44	44	2	11	9
ELA 9	86	36	50	88	38	50	2	2	0
ELA 10	78	34	44	80	36	44	2	2	0
ELA 11	75	24	51	77	33	44	2	9	7
Math (Grade 7)	84	39	45	83	47	36	-1	8	9
General Math	54	16	38	56	19	37	2	3	1
Algebra I	73	20	53	71	23	48	-2	3	5
Geometry	59	20	39	55	14	41	-4	-6	-2
Algebra II	44	23	21	49	19	30	5	-4	-9
Summative Math	65	30	35	66	53	13	1	23	22
History (Grade 8)	87	38	49	90	47	43	3	9	6
World History	66	33	33	69	42	27	3	9	6
U.S. History	75	37	38	77	44	33	2	7	5
Biology/Life Science	74	34	40	80	42	38	6	8	2
Chemistry	61	40	21	57	36	21	-4	-4	0
Earth Science	51	26	25	45	30	15	-6	4	10
Physics	72	N/A	N/A	72	54	N/A	0	N/A	N/A
Science 8 NCLB	91	44	47	93	61	32	2	17	15
Science 10 NCLB	78	37	41	80	42	38	2	5	3

SDUHSD Latino Sub-Group CST Performance Comparison 2010-11

Subject	2010			2011			Profic. Change - SDUHSD Average	Profic. Change - Latino	Difference
	SDUHSD Average	Latino	Difference	SDUHSD Average	Latino	Difference			
	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv	% Prof/Adv			
ELA 7	87	64	23	87	63	24	0	-1	-1
ELA 8	81	52	29	84	60	24	3	8	5
ELA 9	82	52	30	84	61	23	2	9	7
ELA 10	75	43	32	76	47	29	1	4	3
ELA 11	71	44	27	74	48	26	3	4	1
Math (Grade 7)	82	55	27	80	47	33	-2	-8	-6
General Math	43	30	13	42	28	14	-1	-2	-1
Algebra I	69	33	36	67	37	30	-2	4	6
Geometry	50	24	26	52	26	26	2	2	0
Algebra II	44	22	22	47	29	18	3	7	4
Summative Math	65	41	24	66	41	25	1	0	-1
History (Grade 8)	82	56	26	85	64	21	3	8	5
World History	63	30	33	67	40	27	4	10	6
U.S. History	72	41	31	75	49	26	3	8	5
Biology/Life Science	71	41	30	77	48	29	6	7	1
Chemistry	60	35	25	57	39	18	-3	4	7
Earth Science	44	26	18	41	26	15	-3	0	3
Physics	72	48	24	72	56	15	0	8	8
Science 8 NCLB	87	62	25	90	74	16	3	12	9
Science 10 NCLB	75	41	34	78	46	32	3	5	2

TO: Ken Noah
FROM: Michael Grove
SUBJECT: 2011 California High School Exit Exam Results for 10th Grade Students
DATE: August 19, 2011

The California Department of Education will be releasing CAHSEE results for the 10th grade students to the press on August 24th. The chart below shows our 10th grade student performance for the past three years. Overall, I am proud of our results and feel our teachers' ability to easily identify students who need intervention has led to the development of instructional practices that address students who need to improve skills. While most of our sub-groups either maintained or improved their performance, there was a slight decrease in the performance of our R-FEP students on the Math portion of the test this year. Both our EL and low SES groups made significant gains in both Math and ELA.

2011 California Exit Exam Results for 10th Grade Students

Tested or Passing	Subject	All Students			Special Education Students			English Learner (EL) Students			Redesignated Fluent-English Proficient (RFEP) Students			Socio-economically Disadvantaged			Latino Students		
		2009	*2010*	*2011*	*2009*	*2010*	*2011*	*2009*	*2010*	*2011*	*2009*	*2010*	*2011*	*2009*	*2010*	*2011*	*2009*	*2010*	*2011*
# Tested	Math	2,140	2,090	2,098	181	193	168	108	113	99	123	100	113	181	172	187	270	262	246
% Passing	Math	95%	96%	97%	72%	78%	79%	56%	58%	78%	95%	98%	96%	73%	70%	86%	79%	82%	86%
# Tested	ELA	2,148	2,091	2,106	184	187	173	108	119	103	124	100	114	184	176	193	273	261	253
% Passing	ELA	94%	96%	96%	76%	78%	79%	43%	47%	65%	94%	100%	100%	66%	66%	84%	76%	78%	86%

Key Findings

- Overall pass rates maintained at 96% for the English Language Arts (ELA) and increased to 97% on the Math section.
- Our performance far exceeds San Diego County's pass rates for ELA (85%) and Math (87%).
- Not shown in this chart are the results from students who had to retake the test as 11th and 12th graders. Each of the past three years fewer than 15 students did not pass the CAHSEE by the end of their senior year.
- English Learners made large single year gains: 20% in Math, 18% in ELA
- Redesignated English Proficient students (former English Learners) continue to pass at rates that meet or exceed the general population.
- Socio-economically Disadvantaged students made significant single year gains: 16% in Math, 18% in ELA.
- Latino students made single year gains on both parts of the test: 4% in Math, 8% in ELA

3 Year Academic Performance Index (API)

SDUHSD

Middle Schools

School	2009 API	2010 API	2011 API	Single Year Change
Carmel Valley MS	960	967	971	+4
Diegueno MS	848	889	908	+19
Earl Warren MS	933	929	925	-4
Oak Crest MS	872	889	902	+13

High Schools

School	2009 API	2010 API	2011 API	Single Year Change
Canyon Crest Academy	867	892	910	+18
La Costa Canyon HS	819	815	818	+3
San Dieguito Academy	815	845	854	+9
Torrey Pines HS	860	871	880	+9

Alternative Schools

School	2009 API	2010 API	2011 API	Single Year Change
North Coast	732	706	793	+87
Sunset	708	571	656	+85

District & Sub-Groups

	2009 API	2010 API	2011 API	Single Year Change
SDUHSD	862	877	886	+9
English Learners	672	696	717	+21
Special Education	645	646	680	+34
Low-SES	671	678	735	+57
Latino	713	736	766	+30

Middle School Comparison

School	District	2009 API	2010 API	2011 API	1 Year Change
Carmel Valley	SDUHSD	960	967	971	+4
R Rowe (RSF)	RSF	925	952	951	-1
Mesa Verde	Poway	927	930	933	+3
Earl Warren	SDUHSD	933	929	925	-4
Coronado Middle	Coronado	889	891	909	+18
Oak Valley	Poway	895	915	909	-6
Diegueño	SDUHSD	848	889	908	+19
San Elijo	San Marcos	886	894	903	+9
Oak Crest	SDUHSD	872	889	902	+13
Bernardo Heights	Poway	893	899	896	-3
Twin Peaks	Poway	879	888	893	+5
Aviara Oaks	Carlsbad	875	881	892	+11
Black Mountain	Poway	875	885	892	+7
Woodland Park	San Marcos	838	866	872	+6
Meadowbrook	Poway	856	859	868	+9
Valley	Carlsbad	847	875	860	-15
Calavera Hills	Carlsbad	854	834	855	+21
San Marcos	San Marcos	773	776	803	+27

High School Comparison

School	District	2009 API	2010 API	2011 API	1 Year Change
Canyon Crest Academy	SDUHSD	867	892	910	+18
Scripps Ranch HS	San Diego	841	877	883	+6
Torrey Pines HS	SDUHSD	860	871	880	+9
Coronado HS	Coronado	861	865	872	+7
Del Norte	Poway	n/a	856	864	+8
Westview HS	Poway	848	851	860	+9
San Marcos HS	San Marcos	804	830	859	+29
San Dieguito Academy	SDUHSD	815	845	854	+9
Poway HS	Poway	850	856	854	-2
La Jolla HS	San Diego	831	841	849	+8
Rancho Bernardo HS	Poway	841	854	841	-13
Mission Hill HS	San Marcos	814	843	834	-9
Carlsbad HS	Carlsbad	812	812	829	+17
Mt. Carmel HS	Poway	815	818	825	+7
La Costa Canyon HS	SDUHSD	819	815	818	+3

District Comparison (Middle School API)

District	2009 API	2010 API	2011 API	1 Year Change
SDUHSD	905	919	927	+8
Poway	887	895	899	+4
Carlsbad	859	863	869	+6
San Marcos	832	845	859	+14

*Poway, San Marcos, & Carlsbad scores include 6th grade

**Note: These are averages of school API's and therefore not precise – for rough comparison only

District Comparison (High School API)

District	2009 API	2010 API	2011 API	1 Year Change
SDUHSD	840	857	866	+9
Poway	839	845	849	+4
San Marcos	809	837	847	+10
Carlsbad	812	812	829	+17

*Note: These are averages of school API's and therefore not precise – for rough comparison only

District Comparison (High & Middle School Combined API)

District	2009 API	2010 API	2011 API	1 Year Change
SDUHSD	862	877	886	+9
Poway	863	870	874	+4
San Marcos	821	841	853	+12
Carlsbad	836	838	849	+11

*Note: For K-12 districts, these are averages of API's and therefore not precise – for rough comparison only

San Dieguito Union High School District

CELDT Annual Assessment Results 2010-11

The California Department of Education released 2010-11 results from the California English Language Development Test (CELDT) Annual Assessment. The CELDT is administered annually to all English learners in SDUHSD to assess their level of English language proficiency across four skill areas: Listening, Speaking, Reading, and Writing.

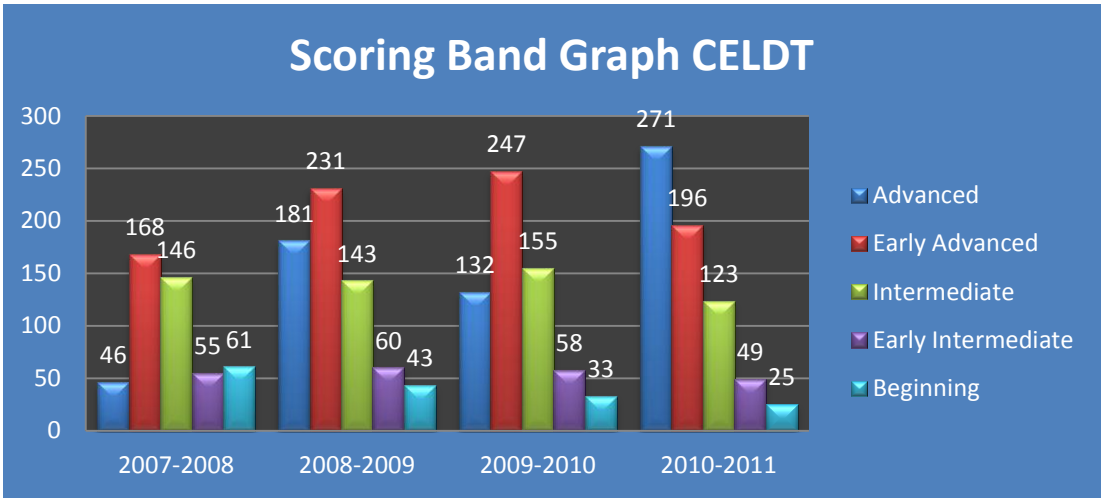
Below is a snapshot of the annual assessment results for SDUHSD:

- 664 English learners in SDUHSD were tested on the CELDT Annual Assessment window during fall 2010. The 664 students tested, represent an increase of about 39 students from 2009-10.

SDUHSD CELDT Results 2007-08---2010-11

CELDT Level	2007-08	2008-09	2009-10	2010-11
Advanced	46	181	132	271
Early Advanced	168	231	247	196
Intermediate	146	143	155	123
Early Intermediate	55	60	58	49
Beginning	61	43	33	25
Total	476	658	625	664

- Seven of ten English Learners (70%) tested with CELDT annual assessment scored at the Advanced or Early Advanced overall proficiency level, an increase of 10% from last year (2009-10) and an increase of 25% from 2007-08.



- Only 4% of English learners at SDUHSD scored at the beginning level of proficiency in the CELDT. A decrease of nearly 9% from 2007-08.

- 72% of English learners met the Annual Measurable Objective #1 (AMAO #1), the percentage of English learners making annual progress on the CELDT. This is an increase of nearly 2.5% from 2009-10.

AMAO 1: Percent of EL Students Making Annual Progress in Learning English			
	2008-09	2009-10	2010-11
Target	51.6%	53.1%	54.6%
Percent Meeting Target	69.6%	69.5%	71.8%
Was Target Met? (Y/N)	YES	YES	YES

- 64% of English learners who have been in US schools 5 years or longer met AMAO #2, the percent of English learners attaining English proficiency on CELDT. An increase of 5% over 2009-10.

AMAO 2: Percent of EL Students Attaining English Proficiency-- ELs in a language instruction educational program for five years or more		
	2009-10	2010-11
Target	41.3%	43.2%
Percent Meeting Target	59.2%	64.2%
Was Target Met? (Y/N)	YES	YES

- For English learners at SDUHSD with less than 5 years in US schools, 48% met AMAO #2, the percent of English learners attaining English proficiency on CELDT. An increase of 6.1% over 2009-10.

AMAO 2: Percent of EL Students Attaining English Proficiency-- ELs in a language instruction educational program for less than five years		
	2009-10	2010-11
Target	17.4%	18.7%
Percent Meeting Target	42.0%	48.1%
Was Target Met? (Y/N)	YES	YES

Advanced Placement 2011 Results Highlights

Good news all around. A combination of the AP Audit, teacher training and expanded access to Honors and AP courses have changed our results significantly. The HS class of 2011 was the second SDUHSD graduating class to fully benefit from expanded access beginning in middle school, and the accountability provided for through the College Board AP Audit. A more detailed report is available and will be included in a Board Work Session in the fall.

District Advanced Placement Comparison Results (2004 to 2011)

Year	***% Passing***	***# of Tests Taken***	***# of Testers***
2004	62%	4,292	1,785
2011	80%	6,715	2,939
	18 pt. gain	56% increase	65% increase

Site Advanced Placement Comparison Results (2010 to 2011)

	CCA		***LCC***		***SDA***		***TP***	
	2010	***2011***	***2010***	***2011***	***2010***	***2011***	***2010***	***2011***
% Passing	85%	88%	74%	70%	75%	73%	84%	84%
# of Tests Taken	1,454	1,793	1,485	1,519	881	951	2,518	2,452
# of Testers	639	749	703	723	424	442	1,070	1,025

- Since 2004 as a district we've had a:
  - 29% increase in the pass rate
  - 56% increase in the number of tests taken
  - 65% increase in the number of testers

- Three of the four high schools increased the number of AP exams taken.
- Three of the four high schools increased the number of students taking AP exams

- The district-wide pass rate maintained at 80% even with significant increases in the number of exams taken.

- District exam totals increased 377 exams from 2010 to 2011. The 6,715 tests taken in 2011 breaks the all-time SDUHSD record from 2010.

- Our overall pass rates are at an all-time SDUHSD high at 80%, significantly surpassing the state pass rate (64%) and the global pass rate (60%).

San Dieguito Union High School District
Advanced Placement Scores - FiveYear Summary

	District										State					Global				
AP Subject Test	2007 # of Exams	2007 % Passing	2008 # of Exams	2008 % Passing	2009 # of Exams	2009 % Passing	2010 # of Exams	2010 % Passing	2011 # of Exams	2011 % Passing	2007 State Pass %	2008 State Pass %	2009 State Pass %	2010 State Pass %	2011 State Pass %	2007 Global Pass %	2008 Global Pass %	2009 Global Pass %	2010 Global Pass %	2011 Global Pass %
AP Art History	96	68	40	83	80	76	51	86	41	33	62	59	59	67	66	61	57	57	61	60
AP Music Theory	42	52	29	76	22	59	41	71	14	6	58	67	62	64	63	60	68	60	61	60
AP Studio Art-2D	59	68	58	64	38	63	35	83	32	29	67	68	70	71	74	67	68	68	70	72
AP Studio Art-3D	17	76	10	30	15	80	15	60	10	3	62	57	62	54	61	64	62	62	62	62
AP Studio Art-Draw	26	65	42	67	21	76	30	80	20	15	64	66	64	72	69	68	67	69	72	72
AP Eng Lang	862	74	870	75	863	83	961	85	921	797	57	56	58	60	60	59	58	60	61	61
AP Eng Lit	617	67	580	79	560	79	523	85	654	546	59	60	58	57	58	61	60	59	57	57
AP Chinese	22	100	19	100	12	100	28	100	18	18	98	99	99	58	57	97	98	97	55	55
AP French Lang	45	62	36	58	18	67	30	80	16	10	55	56	54	52	56	60	58	55	55	58
AP French Lit			1	100							69	76	59			71	69	57		
AP German	4	100	3	100	1	100	1	100	2	2	66	75	65	66	62	67	69	69	68	66
AP Japanese	49	76	24	88	27	96	41	78	48	41	71	82	79	79	79	72	79	79	80	76
AP Span Lang	157	84	180	83	169	83	182	88	196	159	71	77	78	80	76	64	69	70	71	69
APSpan Lit	21	57	7	14	12	33	11	73	24	14	60	62	58	61	63	62	63	59	61	61
AP Calculus AB	326	90	320	83	321	87	330	89	355	304	59	61	61	57	58	59	61	59	56	56
AP Calculus BC	185	95	150	81	161	90	183	90	213	199	79	80	81	84	82	80	80	80	83	80
AP Comp Sci A	62	76	38	87	35	89	52	69	52	42	57	60	67	69	72	57	57	62	65	64
AP Comp Sci AB	22	82	11	100	12	67					75	81	84			71	73	76		
AP Statistics	105	78	94	94	80	85	60	88	92	77	55	57	57	58	60	59	59	59	59	59
AP Biology	236	83	209	78	207	83	234	85	241	233	62	51	54	51	54	61	50	51	49	51
AP Chemistry	191	83	220	82	219	79	233	82	248	203	57	57	57	58	57	56	56	56	55	55
AP Env Science	117	67	194	71	259	63	182	71	275	194	51	55	50	51	52	52	54	50	50	59
AP Physics B	284	77	281	71	275	82	281	81	295	247	58	57	59	59	61	60	60	61	59	61
AP Physics C E&M	90	57	87	64	62	61	79	76	87	66	71	71	69	72	70	72	70	72	71	71
AP Physics C Mech	135	68	124	83	102	85	138	80	130	115	67	71	66	75	72	71	73	70	73	73
AP Euro History	56	73	72	92	74	84	69	90	72	68	60	55	63	60	66	66	61	67	66	65
AP Econ:Macro	178	74	198	55	216	75	206	80	221	181	57	55	57	58	57	55	53	57	55	54
AP Econ:Micro	160	52	143	59	99	69	124	69	125	81	66	64	67	66	65	65	63	65	64	64
AP Psychology	247	72	285	69	312	66	408	66	498	396	63	66	69	66	66	66	67	69	66	66
AP Gov/Pol US	371	53	392	66	244	77	304	75	294	205	49	49	54	51	51	52	50	55	51	52
AP Gov/Pol Comp	33	52	12	83					31	21	56	62	64	63	64	59	61	62	60	60
AP US History	665	66	693	59	726	67	824	73	797	553	53	49	54	55	55	53	48	53	53	53
AP World History	550	63	638	64	651	71	682	79	693	501	50	48	52	53	51	54	48	51	49	48
Total Exams	6030		6060		5893		6338		6715		431403	453166	479180	518476	552805	2533431	2736445	2929929	3236335	3468424
Total Candidates	2654		2706		2761		2836		2939		237559	250168	264225	282819	300632	1464254	1580821	1691905	1855310	1978902
Overall % Passing		**71**		**72**		**77**		**80**		**80**	**59**	**58**	**64**	**64**	**64**	**59**	**58**	**64**	**60**	**60**

SAT & ACT Results for SDUHSD

SAT Results – 3 Year History of Seniors Taking the SAT

Level	2007-08				2008-09				2009-10			
	Critical Reading	Math	Writing	Combined Score	Critical Reading	Math	Writing	Combined Score	Critical Reading	Math	Writing	Combined Score
SDUHSD	561	597	566	1724	569	597	572	1738	578	602	582	1762
County	509	524	504	1537	510	522	503	1535	512	526	504	1542
State	494	513	493	1500	495	513	494	1502	501	520	500	1521

SAT Highlights:

- Our Combined Scores have increased annually from 2007-08 to 2009-10
- Each of our sub-test scores have increased from 2007-08 to 2009-10
- Our sub-test and overall scores significantly outpace the scores at both the County & State levels
- The annual gains made by our students have outpaced the gains made at both the County & State levels
- We've seen small declines in both the number (-57) and the percentage (71% to 68%) of seniors taking the SAT over the 3-year period

ACT Results – 3 Year History of Seniors Taking ACT

Level	2007-08	2008-09	2009-10
SDUHSD	25.30	25.44	25.63
County	22.75	22.66	22.76
State	22.00	21.92	21.93

ACT Highlights:

- Our scores have increased annually over the three year period while County & State scores have declined or maintained
- Our scores significantly outpace the scores at both the County & State levels
- We've seen increases in both the number (+151) and the percentage (38% to 44%) of seniors taking the ACT over the 3-year period

SDUHSD Vision for Improving Achievement for Each Student

Our vision for improving student achievement is to develop a collaborative culture in which teachers regularly and frequently work together in a highly focused and effective manner in pursuit of continuously improving student learning. This is not a terminal vision with an end point, but rather a vision of a different and ongoing way of working together to improve student learning. Ultimately, this will result in the use of high quality, site-based common assessments for all core subjects to provide teachers with timely and meaningful data about student learning, for each student. The goal is not to assess for assessment's sake, but rather to agree upon the most important knowledge and skills our students must learn and then to work collaboratively to ensure that our students learn these important outcomes at the levels that we expect. The assessments we develop are merely the tools we will use to measure student learning and from which we will derive information about each student's learning – the assessments are the means to an end (collaborating to improve student learning), not the end itself. In our vision student learning will be assessed on three important levels:

1) Individual level – Teachers use assessment data to assess how well each individual student learns the identified learning outcomes and identify individual strengths and weaknesses in relation to these learning outcomes.
2) Classroom level - Teachers use assessment data to identify the collective strengths and weaknesses of the students in their classes.
3) Schoolwide level – Teachers use assessment data to collaboratively identify the collective strengths and weaknesses of students across the school.

With these three levels of assessment information, teachers work collaboratively to:

- Target individual students for remediation, growth targeted instruction, and support at both the classroom and school levels.
- Identify student-specific, course-specific, and/or schoolwide goals relating to student learning.
- Improve individual and collective student learning by identifying, sharing, and implementing best instructional practices and effective curricular resources relating to student-specific, course-specific, and/or schoolwide goals.

This is a continuous process in that we constantly work to improve student learning – when one shared goal is achieved, we identify a new one and work collaboratively to achieve that next goal. This collaborative process respects and relies upon teacher expertise and professionalism to identify key learning outcomes, develop appropriate and effective site-based common assessments, identify appropriate individual and collective student learning goals, and to direct their own professional growth in relation to these goals. We believe that through this process we will ensure high level, continuous learning for each of our students. We invite you to join us in this pursuit!

Six Part Vision

1. Collaborative
2. Continuous growth / improvement for each student
3. Open ended
4. Common learning goals for each course
5. Common assessments for each course
6. Intervention through Formative process
   - each student
   - systemic

Stages of Development in the Formative Process
SDUHSD
2011-12

Stage 1 – Foundational Work

1. **Vision & Goals:** All teachers and administrators hold a shared understanding of the vision for and goals of our formative work:
   - Collaborative, open-ended, on-going process focused on continuous growth for each student and each teacher.
   - Common learning outcomes for each course and common expectations for all students measured through the use of common assessments
   - Effective systemic intervention and re-teaching for each student based upon demonstrated individual need

2. **Essential Learning Outcomes:** Teachers in the five core academic departments (English, Math, Social Studies, Science, World Languages) work collaboratively to identify and agree upon the 16-20 Essential Learning Outcomes (ELO's) for each course in the department.
   - Teachers understand that "essential" learning outcomes will not include all course curriculum – only the most important content/skills that we expect all students to master
   - Teachers consider key sources when identifying ELO's
   - Teachers use criteria of Endurance, High Stakes, Readiness, & Leverage when selecting ELO's
   - ELO's are categorized as either skill or knowledge-based learning outcomes
   - ELO's are written in student-friendly outcome-centered language (i.e., Students will understand/Students will be able to)
   - ELO's are not copied and pasted content standards

3. **Common Assessments:** Teachers collaboratively create the assessments used to measure how well students have mastered the ELO's.
   - Teachers and administrators understand the two basic categories of assessments, the various assessment strategies within the categories, & the appropriate use of each strategy
   - Teachers and administrators understand how to create valid and reliable assessments
   - Minimum of four common assessments for each course – can do more frequent, smaller assessments if desired/appropriate.
   - Each question/task on each assessment must be tied directly to a specific ELO
   - The type of assessment/s given is determined by the ELO content, not by efficiency
   - Teachers agree upon proficiency levels/standards for assessment
   - All common assessments should be classroom-based meaning that they should be included as a regular assessment for all kids and should be included in student grades. Common assessments should not be seen as additional, but rather as part of regular classroom assessment.

Stage 2 – Implementation & Refinement

- Teachers agree upon and publish an assessment calendar outlining dates by which common assessments will be administered
- Teachers determine how data from common assessments will be managed:
    - Results are received by students & teachers as quickly as possible after assessment
    - Results data can be disaggregated and manipulated easily (i.e., item analysis, results by individual student, results by teacher, results by ELO, etc.) to support data analysis
- All teachers implement common assessments according to assessment calendar
- Teachers work collaboratively to analyze assessment results with four purposes:
    1. Identify strengths and weaknesses with the assessment/assessment process
    2. Identify patterns in student achievement across the department (i.e., all students who took the assessment)
    3. Identify patterns in student achievement by teacher (i.e., how the students of Teacher A did in relation to proficiency levels and in relation to department-wide achievement)
    4. Identify individual students who did not learn at the expected level and therefor are in need of remediation
- Teachers revise and refine ELO's, assessments, & assessment processes to improve validity and reliability of the assessments
- Based upon the assessment results, teachers engage in collaborative dialogue around the best instructional practices and curricular resources to achieve the desired student learning (i.e., how did teachers whose students were particularly successful on a part of an assessment teach that specific concept or skill? Why were our students less successful on a particular concept/skill?)

Stage 3 – Ongoing Instructional Improvement

Structural/Process Characteristics:

- The school/group has frequent collaboration time built into the work day and this collaboration time is used exclusively to focus on improving student learning, not on school/department "business"
- All teachers frequently examine student work and assessment results to continually refine ELO's, assessments, and assessment processes
- The ELO's are "unpacked" to identify the underlying discrete learning targets – this is done in writing
- All teachers demonstrate strong expertise in utilizing classroom-based formative assessment strategies to assess student achievement of the learning targets underlying each ELO
- All students frequently and actively engage in self-assessment in relation to the ELO's, understand their individual strengths and areas of need, and understand what they can do improve in those areas of need

- All parents are aware of and understand their student's strengths and areas of need, understand what the student can do to improve, and understand their role in supporting improvement
- The school/group has established a systemic process of mandatory intervention and remediation for each student who demonstrates that he/she has not learned at the level expected.
- The school/group's intervention process is characterized by:
    - Intervention takes place at two progressive levels:
        - Classroom – teacher implements effective re-teaching strategies to address individual weaknesses among students
        - Schoolwide – ancillary intervention programs to support struggling learners when classroom intervention strategies do not achieve the goal
    - Intervention programs are targeted, individualized, mandatory, and during the school day (support classes, Read180, etc.).
    - Re-teaching/intervention occurs ASAP after assessment
    - Students are re-assessed after re-teaching/intervention to determine if the intervention was successful and to identify continuing student needs
- Teachers and administrators regularly monitor and evaluate classroom-based intervention strategies and schoolwide intervention programs to determine their effectiveness
- The school has specific and measurable annual achievement goals at multiple levels:
    - Individual student
    - Individual teacher
    - Departmental
    - Schoolwide
- Annual achievement goals guide the work of individuals, groups, departments, and the school

Cultural Characteristics:

- Teachers and administrators believe that all students are capable of achieving mastery of the ELO's and that the quality of instruction is the determining factor in student achievement
- Teachers and administrators view focused and meaningful collaboration around student learning as the primary means of improving instruction and student learning
- The school/group focuses on improving the learning of all students regardless of their individual level of achievement – the focus is on <u>all</u> students growing
- The school/group demonstrates a culture of trust and professionalism in which assessment results are shared openly and honest discussion about improving instruction takes place on a regular basis
- The school/group demonstrates a culture in which data about student learning is the tool with which the effectiveness of instruction, curriculum, and intervention is measured. This involves an expanded definition of "data" to include a variety of qualitative and quantitative measures of student learning
- The school/group demonstrates a culture of shared responsibility for student learning – all members of the instructional staff view themselves as collectively responsible and accountable for ensuring that all students demonstrate mastery of the ELO's.

SDUHSD Formative Process Self-Assessment Tool

Stages	Key Indicators & Outcomes
Stage 1 **Foundational Work**	☐ Teachers and admin hold a shared understanding of the vision for & goals of formative process ☐ School has frequent mandatory collaboration during the school day focused on improving student learning ☐ Teachers collaboratively identify and agree upon the 16-20 Essential Learning Outcomes (ELO's) for each course in the five core academic departments ☐ Teachers collaboratively create at least four common assessments to measure student achievement of the ELO's for each course in the five academic departments ☐ Teachers agree on proficiency levels for common assessments
Stage 2 **Implementation & Refinement**	☐ Teachers agree on an annual assessment calendar ☐ Collaboration opportunities align with the assessment calendar in support of timely results analysis ☐ Efficient assessment management system exists to: o Provide quick and efficient assessment results o Provide results that are easily disaggregated by ELO, student, class, teacher, and department ☐ All teachers give assessments according to calendar ☐ Teachers collaboratively analyze assessment results immediately after administration ☐ Analysis of assessment results is on four levels: o Identify the strengths & weaknesses of the assessment/assessment process o Identify the strengths/weaknesses of each student o Identify patterns in student achievement by teacher o Identify patterns in student achievement by dept ☐ Teachers refine ELO's, assessments, and processes to improve validity & reliability of assessments ☐ Teachers begin collaborative discussion of best practices & resources guided by assessment results
Stage 3 **Ongoing Instructional Improvement**	**Structural/Process Characteristics:** ☐ All teachers frequently examine student work & assessment results to refine ELO's, assessments, & processes ☐ ELO's are "unpacked" to identify (in writing) underlying discrete learning targets ☐ All teachers hold expertise in classroom formative assessment strategies to judge student achievement of learning targets underlying each ELO ☐ All students self-assess in relation to ELO's, know their strengths/areas of need, & have strategies to improve ☐ All parents understand their student's strengths/areas of need, understand how their student can improve, & understand parent's role in improvement ☐ School/Group has systemic process of mandatory intervention for each student not learning at expected levels ☐ The intervention process is characterized by: o Intervention at two progressive levels: ▪ Classroom – teacher re-teaches targeting identified needs with each student ▪ Schoolwide – intervention programs target student needs when classroom intervention fails o Interventions are targeted, individualized, mandatory, & during the school day o Intervention occurs ASAP after assessment o Students are re-assessed to evaluate success of intervention & identify continuing student needs ☐ Teachers and admin regularly evaluate classroom & schoolwide intervention to assess effectiveness ☐ School/Group has measurable achievement goals for each student, teacher, department, & whole school ☐ Annual achievement goals guide the work of individuals, groups, departments, & school **Cultural Characteristics:** ☐ Teachers & administrators believe that <u>all</u> students are capable of mastering ELO's & believe the quality of instruction is <u>the</u> factor determining student achievement ☐ School/group has culture of trust & professionalism where assessment results are shared & honest discussion about improving instruction takes place ☐ Teachers and admin view meaningful collaboration as the primary means of improving teaching & learning ☐ Focus on improving learning of all students regardless of level of achievement – focus on <u>all</u> students growing ☐ School/group has a culture where student learning data is the measure of instruction, curric, & intervention. Includes broad definition of "data" with a variety of qualitative & quantitative measures of student learning ☐ School/group has a culture of shared responsibility for student learning – all view themselves as collectively responsible and accountable for ensuring students mastery of ELO's

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Site Assessment Summary – Teacher Version

School:	Department/Course-Alike Group:
In which stage of the Formative Process does this group currently reside? (Use attached Self-Assessment Tool as criteria for this assessment)	
What, if any, barriers have or will hold this group back from progressing in the formative process?	
What might be a reasonable but ambitious goal for this group to accomplish in the 2011-12 school year?	
What resources and support will you need to achieve this goal?	

Summary of Status and Goals Relating to Formative Work 2011-12

School: **Sample**

Department	Work Group	Description of Current Status	Key Goal/s to be Achieved by June 2012	Administrative Oversight
English	All English teams	• Have rudimentary ELOs at every grade level that need to be polished and translated in to student-friendly terms • Need more discussion and clarity on ELOs • Grades 9 & 12 have begun discussions on common assessments • Need to do more work to align ELOs instruction and common assessments • No common assessments exist	• Complete 16-20 well written ELO's • Create at least 4 common assessments linked to ELO's • Pilot at least one common assessment in the Spring of 2012	
World Language	All World Language Teams	• ELO's are established by district-led process and implemented by WL team • Instruction is following ELOs as established by the team • Each course-specific team has three – five common assessments that are implemented • Most all test questions are linked to ELOs • WL teams are sorting data from item analysis to discuss commonly missed questions and strategies to improve instruction • No instructional interventions have been implemented	• Implement ELOs in every WL classroom • Expand common assessments across district WL teams • By Spring 2012 collaboratively analyze the results of common assessments, identify students in need of extra practice and engage in meaningful dialogue to improve learning	
Math	All Math teams	• No ELO's are established however, course-specific teams are meeting to establish ELOs • Instruction has followed standards • Each course-specific has three to five common assessments from last year in the form of shared quizzes and chapter tests • Some test questions are linked to standards and team rarely collaborates to analyze results	• Complete 16-20 well written ELO's • Create at least 4 common assessments linked to ELO's • Pilot at least one common assessment in the Spring of 2012 & collaboratively analyze the results	
Social Science	All Social Science Teams	• Rudimentary ELOs are formed but are not true to ELO format we are establishing • Some teams have one or two common assessments • No meetings to analyze results have been established	• Complete 16-20 well written ELO's • Create at least 4 common assessments linked to ELO's • Pilot at least one common assessment in the Spring of 2012 • ELOs have clearly established rationale for implementation	

Science	All Science Teams	• ELO's are established but not in student friendly terms • Course-specific teams are meeting to establish ELOs • Instruction has followed standards and ELOs as established by the team • Each course-specific has five - seven common assessments from previous years • Most all test questions are linked to ELOs while most of the course-specific teams meet monthly to analyze results	• Complete 16-20 well written ELO's in student friendly, measurable terms • Create at least 4 common assessments linked to ELO's • By May 2012, review all common assessments to ensure that each questions is aligned to ELOs	

SDUHSD
Essential Learning Outcome (ELO) Chart

Course: Sample **Department:** All **Grade Level/s:** All **Page:** 1 of 1

Essential Learning Outcomes	**Standard to which ELO is Linked** (i.e., ELA Standard 2.4)	**Type of Learning Outcome** (Knowledge or Skill)	**Best Means of Assessment** (Selected Response, Short Answer, Extended Written Response, Performance Assessment)	**Common Assessment/s with which this ELO will be Assessed** (i.e., Assessment #1, 2, 3, 4)
Students will be able to use word processing software (such as MS Word) to design and publish professional quality documents	Calif ELA Grades 9/10 Writing Strategies 1.8	Skill (technical)	Performance Assessment	ELA 9 Assessment #3
Students will be able to use genetic coding rules to accurately predict the sequence of amino acids from a sequence of codons in RNA	Calif Biology – Genetics 4b	Skill (application & prediction)	Selected Response or Short Answer	Bio Assessment #1
Students will understand key Greek, Latin, & Anglo-Saxon root words	Calif ELA 7 – Reading 1.2	Knowledge	Selected Response or Short Answer	
Students will be able to accurately identify the similarities and differences between the ideologies of Social Darwinism and Social Gospel	Calif US History 11.2.7	Skill (analysis)	Extended Response	USH Assessment #1
Students will understand how real and complex numbers are related both arithmetically and graphically	Calif Algebra II – 5.0	Knowledge	Selected Response or Short Answer	Alg II Assessment #4
Students will be able to produce and present a simple signed (ASL) product in a culturally authentic way	Calif World Lang – Communication Stage II, 2.6	Skill (production)	Performance Assessment	ASL II Assessment #2

PLEASE DO NOT WRITE ON THIS TEST PLEASE DO NOT WRITE ON THIS TEST

Unit B Body Systems Benchmark Test 10-11

1: (*Standard B1a*) The heart pumps blood. Arteries, veins, and capillaries carry blood through the body and allow it to exchange materials with other cells. Together the heart, arteries, veins, and capillaries make up a(n)

A) Tissue
B)Organ
C)Organ system
D)Organism

2: (*Standard B1b*) How does one organ system affect other organ systems?

A) Each organ system controls every aspect of every other organ system
B) Each organ system can have an affect on all of the other organ systems
C) Each organ system can have an effect on exactly one other organ system
D) Each organ system is independent and affects no other organ system.

3: *(Standard B2)* This is where most nutrients are absorbed into the bloodstream

A) mouth
B) stomach
C) large intestine
D)small intestine

4: *(Standard B3a)* As you chew your food, saliva starts this process

A) absorption
B) mechanical digestion
C) chemical digestion
D) excretion

5: *(Standard B3b)* In the stomach, what digestion occurs?

A) only mechanical
B) only chemical
C) neither
D) both mechanical and chemical

6: *(Standard B4)* Which of the following is not a function of respiratory system:

A) transporting white blood cells
B) bring in oxygen into body
C) remove carbon dioxide from the body
D) remove excess water vapor from the lungs.

7: *(Standard B5)* Why is each lung structured in millions of tiny air sacs called alveoli rather than as large, single air sac?

A) they increase the surface area where gas exchange can occur
B) they can hold more air
C) if one fails, you have others to replace it
D) they help trap disease causing bacteria

8: *(Standard B6a)* During gas exchange which substance moves from the alveoli in to the blood:

A) Carbon Dioxide
B) Oxygen
C) Water
D) Nitrogen

9: *(Standard B6b)* Oxygen and carbon dioxide are exchanged in capillaries that surround tiny sacs called bronchi.

A) True
B) False

10: *(Standard B7)* Which of these heart structures prevents blood from following backward:

A) Atrium
B) Ventricle
C) Aorta
D) Valve

11: *(Standard B8)* Which of these is not a function of the blood?

A) Transporting cells that attack disease causing microorganisms;
B) carrying oxygen, glucose and other needed materials to cells;
C) carrying waste products away from cells;
D) controlling many body processes by electrical impulses

12: *(Standard B9)* The heart is considered a double pump because it pumps to

A) heart and lungs
B) entire body and lungs
C) brain and lungs
D) legs and arms.

13: *(Standard B10)* The inside of the small intestines could be smooth, but instead they are covered in a rough surface. The reason they are structures this way is because

A) the villi increase surface area which increase efficiency of absorption of nutrients
B) the villi slow down the movement of the food so more nutrients can be absorbed
C) the villi act as little fingers that grab the nutrients as they pass by
D) none of the above

14: *(Standard B11b)* The transparency of the cornea allows for the maximum amount of light to pass through while also providing a protective shield for the eye. This is an example of:

A) form following function
B) the placebo effect
C) surface area
D) maximum gas exchange

15: *(Standard B12a)* How do pairs of skeletal muscles work together?

A) Both muscles contract at the same time
B) Both muscles extend at the same time
C) while one muscle in the pair contracts, the other returns to the original length
D) One muscle in the pair pulls on a bone, while the second muscle pulls on the first muscle

16: *(Standard B12b)* Skeletal muscles must work in pairs because

A) muscle cells can only contract
B) muscle cells can only extend
C) it takes two muscles to move a bone in one direction
D) when muscles work in pairs, they tire less quickly.

17: *(Standard B13)* Because of the way in which the lens of the eye bends light rays, the image produced by the lens is

a) black and white
B) usually blurred
C) right side up
D) upside down

7th Grade Life Science Unit B Human Body Benchmark Assessment
CVMS 2011

ELO	Description of ELO	Average Achievement					
		Dalessandro	Groth	Hergesheimer	Herman	Salazar	Average
		88 Students	152 Students	92 Students	89 Students	96 Students	517 Students
1	Students will understand that plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.	83.05%	83.77%	83.15%	80.15%	80.03%	82.03%
2	Students will understand that organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system	83.71%	84.54%	82.61%	82.58%	79.51%	82.59%
3	Students will understand that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system	85.23%	86.84%	89.13%	87.64%	87.50%	87.27%
4	Students will understand how bones and muscles work together to provide a structural framework for movement	62.45%	74.01%	58.14%	62.92%	75.36%	66.58%
5	Students will understand how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints)	68.18%	71.67%	60.33%	81.76%	70.83%	70.55%
6	Students will understand how to relate the structures of the eye and ear to their functions	86.36%	91.45%	85.39%	85.39%	90.63%	77.80%
	Average	78.16%	82.05%	76.46%	80.07%	80.64%	

Analyzing the Results of a Common Assessment

The analysis of common assessment results must be done collaboratively and should be seen as a means of improving the performance of all students and all teachers. All teachers hold a shared responsibility for the learning of all students regardless of which teacher the students actually have as their assigned teacher. The analysis of assessment results should take place on four levels (Item, Overall, Teacher, & Student) with some key outcomes/goals for each level of analysis.

Level 1 – Item Analysis

Goal of this Analysis: Identify assessment items which appear to be anomalous (either very high or very low) in order to identify possible problems with assessment items.

Key Questions:

- Are there any assessment items that appear anomalous (unusually high or low)?
- If so, is this an indication of a poorly written item or is it an accurate measure of student learning?
- For anomalous assessment items on which students generally did poorly, is there any discernable pattern in the incorrect answers selected by students?
    - Are there any assessments items where students, regardless of teacher, consistently selected the same wrong answer? (ie., correct answer is C, but students consistently selected D regardless of which teacher they have). If so, this is an indication that either the assessment item needs revision or that all teachers created the same misconception among all of the students.
    - Are there any assessment items where students generally selected an incorrect answer, but there is no discernable pattern in which incorrect answer the students selected? If so, this is an indication that either the assessment item needs revision or that most students do not understand this concept.
- For anomalous assessment items on which students generally did very well regardless of teacher, is the assessment item too easy? Does it accurately assess student understanding of the ELO?

Level 2 – Analysis of Overall Performance

Goal of this Analysis: Identify the trends in the performance of all students who took this assessment.

Key Questions:

- How did the students do with each ELO? What strengths and weaknesses are observable?
- Do the assessment results match your expectations for student mastery of ELO's
- Do the results match the performance of prior groups taking this same assessment?
- What are some potential causes for the strengths & weaknesses in student performance?
- What questions do you still have regarding this information?
- How will all teachers address the apparent weaknesses in the short-term?
- How will all teachers address the apparent weaknesses in the long-term?

Level 3 – Analysis of Performance by Teacher

Goals of this Analysis:

1. Identify the trends in the performance of students by teacher
2. Engage in discussion around the way each ELO was taught by each teacher in order to:
    a. improve future instruction
    b. identify ways to immediately & effectively re-teach content on which students did poorly

Key Questions:

- How did each teacher's student perform on each ELO in comparison to other teachers and in comparison to the group average?
- Which teacher's students out-performed on each ELO?
- Which teacher's students under-performed on each ELO?
- What are some potential causes for the strengths & weaknesses in student performance by teacher?
- What instructional strategies and resources were utilized by the teacher/s whose students out-performed?
- What questions do you still have regarding this information?
- How will each teacher address their own students' apparent weaknesses in the short-term?
- How will each teacher address their own students' apparent weaknesses in the long-term?

Level 4 – Analysis of Performance of Individual Students

Goals of this Analysis:

- Identify the areas of strength and weakness for each student
- Identify individual students in need of significant remediation/intervention
- Identify appropriate means of remediation for each student based upon need

Key Questions:

- What is the area of relative weakness by ELO for each individual student?
- What is the area of relative strength by ELO for each individual student?
- Which students are in need of significant remediation/intervention?
- How will you provide each student with the appropriate re-teaching to remediate their individual areas of need?

District Exam Report
Benchmark Test Unit B/Human Body

Question	Point	Standard/Cluster	A	B	C	D	NR	Correct	Incorrect	Percent Correct
1.) B-1a Body Organiza	1	California SCI.7.LS.5.a (7), Questions	5	37	450*	18	2	449	62	87.7
2.) B-1b Body Organiza	1	California SCI.7.LS.5.a (7), Questions	27	436*	21	22	5	436	75	85.32
3.) B-2 Digestive system	1	California SCI.7.LS.5.a (7), California SCI.7.LS.5.b (7), Questions	6	35	36	432*	2	432	79	84.54
4.) B-3b Chemical vs Mechanic Digestive	1	California SCI.7.LS.5.a (7), Questions	6	37	463*	2	3	463	48	90.61
5.) B-3b Chemical vs Mechanic Digestion	1	California SCI.7.LS.5.a (7), Questions	14	139	2	355*	1	355	156	69.47
6.) B-4 Respirato System	1	California SCI.7.LS.5.a (7), California SCI.7.LS.5.b (7), Questions	393*	12	13	86	7	393	118	76.91
7.) B-5 Alevioli	1	California SCI.7.LS.5.a (7), California SCI.7.LS.5.b (7), Questions	472*	10	26	1	2	472	39	92.37
8.) B-6a Oxygen and Carbon Dioxide	1	California SCI.7.LS.5.a (7), California SCI.7.LS.5.b (7), Questions	47	432*	3	19	11	431	80	84.18
9.) B-6b Oxygen and carbon dioxide	1	California SCI.7.LS.5.a (7), California SCI.7.LS.5.b (7), Questions	121	377*	1		12	377	134	73.78
10) B-7 Flower of blood in heart, valves	1	California SCI.7.LS.6.j (7), Questions	9	13	14	473*	2	473	38	92.56
11) B-8 Role of blood	1	California SCI.7.LS.5.b (7), Questions	45	10	17	433*	6	433	78	84.74
12) B-9 Heart as a double pump	1	California SCI.7.LS.5.a (7), California SCI.7.LS.6.j (7), Questions	35	417*	44	6	9	417	94	81.6

Question	Point	Standard/Cluster	A	B	C	D	NR	Correct	Incorrect	Percent Correct
13) B-10 surface area	1	California SCI.7.LS.5.a (7), Questions	417*	28	50	6	10	417	94	81.6
14) B-11 Form Follows Function	1	California SCI.7.LS.5.a (7), Questions	401*	11	59	17	23	401	110	78.47
15) B-12a Muscles/ Bones Movemer	1	California SCI.7.LS.5.c (7), California SCI.7.LS.6.h (7), Questions	25	6	422*	38	20	422	89	82.58
16.) B-12b Bones/ Muscles Movemer	1	California SCI.7.LS.5.c (7), California SCI.7.LS.6.h (7), Questions	277*	18	150	47	19	277	234	54.21
17) B-13 Forms/ Function Eye	1	California SCI.7.LS.5.g (7), Questions	11	12	15	460*	13	460	51	90.02

Benchmark Test Unit B/Human Body San Dieguito Union High School District (District)

Item Analysis

1.) B-1a Body Organization

Label	Value	Frequency	Percent	Point Biserial
A	1	5	0.98	-0.16
B	2	37	7.24	-0.25
C *	3	449	87.87	0.33
D	4	17	3.33	-0.15
BLANK		2	0.39	-0.03
MULTIPLE		1	0.2	-0.03
Total		**511**	**100**	

2.) B-1b Body Organization

Label	Value	Frequency	Percent	Point Biserial
A	1	27	5.28	-0.33
B *	2	436	85.32	0.44
C	3	21	4.11	-0.18
D	4	22	4.31	-0.14
BLANK		5	0.98	-0.18
MULTIPLE		0	0	-
Total		**511**	**100**	

3.) B-2 Digestive system

Label	Value	Frequency	Percent	Point Biserial
A	1	6	1.17	-0.2
B	2	35	6.85	-0.24
C	3	36	7.05	-0.22
D *	4	432	84.54	0.41
BLANK		2	0.39	-0.16
MULTIPLE		0	0	-
Total		**511**	**100**	

4.) B-3b Chemical vs Mechanical Digestive

Label	Value	Frequency	Percent	Point Biserial
A	1	6	1.17	-0.18
B	2	37	7.24	-0.3
C *	3	463	90.61	0.36
D	4	2	0.39	-0.04
BLANK		3	0.59	-0.09
MULTIPLE		0	0	-
Total		**511**	**100**	

5.) B-3b Chemical vs Mechanical Digestion

Label	Value	Frequency	Percent	Point Biserial
A	1	14	2.74	-0.26
B	2	139	27.2	-0.26
C	3	2	0.39	0.01
D *	4	355	69.47	0.35
BLANK		1	0.2	-0.01
MULTIPLE		0	0	-
Total		**511**	**100**	

6.) B-4 Respiratory System

Label	Value	Frequency	Percent	Point Biserial
A *	1	393	76.91	0.47
B	2	12	2.35	-0.2
C	3	13	2.54	-0.28
D	4	86	16.83	-0.28
BLANK		7	1.37	-0.16
MULTIPLE		0	0	-
Total		**511**	**100**	

7.) B-5 Alevioli

Label	Value	Frequency	Percent	Point Biserial
A *	1	472	92.37	0.44
B	2	10	1.96	-0.13
C	3	26	5.09	-0.39
D	4	1	0.2	-0.11
BLANK		2	0.39	-0.17
MULTIPLE		0	0	-
Total		**511**	**100**	

8.) B-6a Oxygen and Carbon Dioxide

Label	Value	Frequency	Percent	Point Biserial
A	1	46	9	-0.23
B *	2	431	84.34	0.47
C	3	3	0.59	-0.05
D	4	19	3.72	-0.37
BLANK		11	2.15	-0.2
MULTIPLE		1	0.2	-0.2
Total		**511**	**100**	

9.) B-6b Oxygen and carbon dioxide

Label	Value	Frequency	Percent	Point Biserial
A	1	121	23.68	-0.35
B *	2	377	73.78	0.37
C	3	1	0.2	-0.06
D	4	0	0	-
BLANK		12	2.35	-0.08
MULTIPLE		0	0	-
Total		**511**	**100**	

10) B-7 Flower of blood in heart, valves

Label	Value	Frequency	Percent	Point Biserial
A	1	9	1.76	-0.15
B	2	13	2.54	-0.28
C	3	14	2.74	-0.3
D *	4	473	92.56	0.45
BLANK		2	0.39	-0.11
MULTIPLE		0	0	-
Total		**511**	**100**	

11) B-8 Role of blood

Label	Value	Frequency	Percent	Point Biserial
Total		**511**	**100**	

12) B-9 Heart as a double pump

Label	Value	Frequency	Percent	Point Biserial
Total		**511**	**100**	

Item Analysis

11) B-8 Role of blood

Label	Value	Frequency	Percent	Point Biserial
A	1	45	8.81	-0.27
B	2	10	1.96	-0.23
C	3	17	3.33	-0.25
D *	4	433	84.74	0.49
BLANK		6	1.17	-0.18
MULTIPLE		0	0	-
Total		**511**	**100**	

12) B-9 Heart as a double pump

Label	Value	Frequency	Percent	Point Biserial
A	1	35	6.85	-0.33
B *	2	417	81.6	0.46
C	3	44	8.61	-0.2
D	4	6	1.17	-0.21
BLANK		9	1.76	-0.15
MULTIPLE		0	0	-
Total		**511**	**100**	

13) B-10 surface area

Label	Value	Frequency	Percent	Point Biserial
A *	1	417	81.6	0.54
B	2	28	5.48	-0.23
C	3	50	9.78	-0.35
D	4	6	1.17	-0.15
BLANK		10	1.96	-0.27
MULTIPLE		0	0	-
Total		**511**	**100**	

14) B-11 Form Follows Function

Label	Value	Frequency	Percent	Point Biserial
A *	1	401	78.47	0.55
B	2	11	2.15	-0.23
C	3	59	11.55	-0.35
D	4	17	3.33	-0.16
BLANK		23	4.5	-0.24
MULTIPLE		0	0	-
Total		**511**	**100**	

15) B-12a Muscles/Bones Movement

Label	Value	Frequency	Percent	Point Biserial
A	1	25	4.89	-0.26
B	2	6	1.17	-0.22
C *	3	422	82.58	0.55
D	4	38	7.44	-0.29
BLANK		20	3.91	-0.28
MULTIPLE		0	0	-
Total		**511**	**100**	

16.) B-12b Bones/Muscles Movement

Label	Value	Frequency	Percent	Point Biserial
A *	1	277	54.21	0.59
B	2	18	3.52	-0.2
C	3	150	29.35	-0.31
D	4	47	9.2	-0.2
BLANK		19	3.72	-0.31
MULTIPLE		0	0	-
Total		**511**	**100**	

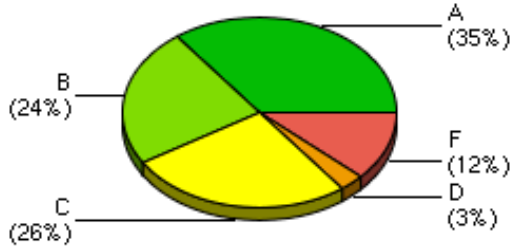
17) B-13 Forms/Function Eye

Label	Value	Frequency	Percent	Point Biserial
A	1	11	2.15	-0.36
B	2	12	2.35	-0.16
C	3	15	2.94	-0.18
D *	4	460	90.02	0.49
BLANK		13	2.54	-0.25
MULTIPLE		0	0	-
Total		**511**	**100**	

Classroom Performance Summary Report
Benchmark Test Unit B/Human Body

School Name	Carmel Valley Middle	Teacher Name		Period	3	Test Date	Oct 18th, 2011

Classroom Proficiency		
Performance Level	**# Students**	**% Students**
A	12	35
B	8	24
C	9	26
D	1	3
F	4	12
Total	**34**	**100%**



Student ID	# Points	% Points	California SCI.7.LS.5.a (7)	California SCI.7.LS.5.b (7)	California SCI.7.LS.6.j (7)	California SCI.7.LS.5.c (7)	California SCI.7.LS.6.h (7)	California SCI.7.LS.5.g (7)	Questions
Total Items:			12	6	2	2	2	1	17
Total Points:	17	100%	12	6	2	2	2	1	17
743894	16	94.12%	91.67%	100%	100%	100%	100%	100%	94.12%
745351	13	76.47%	75%	66.67%	100%	50%	50%	100%	76.47%
745307	16	94.12%	91.67%	100%	100%	100%	100%	100%	94.12%
746573	14	82.35%	75%	83.33%	100%	100%	100%	100%	82.35%
746580	15	88.24%	83.33%	66.67%	100%	100%	100%	100%	88.24%
746590	13	76.47%	66.67%	83.33%	50%	100%	100%	100%	76.47%
1204362	14	82.35%	91.67%	66.67%	100%	50%	50%	100%	82.35%
743918	17	100%	100%	100%	100%	100%	100%	100%	100%
800564	13	76.47%	66.67%	66.67%	100%	100%	100%	100%	76.47%
2000850	17	100%	100%	100%	100%	100%	100%	100%	100%
942041	13	76.47%	83.33%	83.33%	100%	100%	100%	0%	76.47%
744638	15	88.24%	91.67%	100%	100%	100%	100%	0%	88.24%
712379	5	29.41%	33.33%	33.33%	50%	50%	50%	0%	29.41%
744642	17	100%	100%	100%	100%	100%	100%	100%	100%
752274	6	35.29%	41.67%	50%	0%	0%	0%	0%	35.29%
747483	17	100%	100%	100%	100%	100%	100%	100%	100%
1204043	16	94.12%	91.67%	83.33%	100%	100%	100%	100%	94.12%
865615	17	100%	100%	100%	100%	100%	100%	100%	100%
917724	12	70.59%	75%	83.33%	50%	50%	50%	100%	70.59%

Student ID	# Points	% Points	California SCI.7.LS.5.a (7)	California SCI.7.LS.5.b (7)	California SCI.7.LS.6.j (7)	California SCI.7.LS.5.c (7)	California SCI.7.LS.6.h (7)	California SCI.7.LS.5.g (7)	Questions
Total Items:			12	6	2	2	2	1	17
Total Points:	17	100%	12	6	2	2	2	1	17
2006001	15	88.24%	83.33%	83.33%	100%	100%	100%	100%	88.24%
747606	16	94.12%	91.67%	100%	100%	100%	100%	100%	94.12%
1204160	11	64.71%	58.33%	33.33%	50%	100%	100%	100%	64.71%
756609	13	76.47%	75%	83.33%	100%	50%	50%	100%	76.47%
1204483	12	70.59%	58.33%	50%	50%	100%	100%	100%	70.59%
744035	5	29.41%	16.67%	0%	100%	50%	50%	100%	29.41%
747646	15	88.24%	83.33%	83.33%	100%	100%	100%	100%	88.24%
711555	14	82.35%	83.33%	83.33%	50%	100%	100%	0%	82.35%
752309	13	76.47%	83.33%	50%	100%	50%	50%	100%	76.47%
806859	6	35.29%	41.67%	50%	50%	0%	0%	0%	35.29%
748023	16	94.12%	91.67%	100%	100%	100%	100%	100%	94.12%
747696	15	88.24%	83.33%	66.67%	100%	100%	100%	100%	88.24%
2008343	16	94.12%	91.67%	83.33%	100%	100%	100%	100%	94.12%
744182	17	100%	100%	100%	100%	100%	100%	100%	100%
762241	12	70.59%	66.67%	66.67%	50%	50%	50%	100%	70.59%
Average	**13.59**	**79.93%**	**78.43%**	**76.47%**	**85.29%**	**82.35%**	**82.35%**	**82.35%**	**79.93%**

Name:_____ Period: ___ Date:_____

Carmel Valley Middle School
Personal Reflection
Unit B Human Body Assessment

Score ___ = A B C D F

Essential Learning Outcomes Assessed		How I did
ELO 1	Students will understand that plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.	Strong Average Weak
ELO 2	Students will understand that organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system	Strong Average Weak
ELO 3	Students will understand that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system	Strong Average Weak
ELO 4	Students will understand how bones and muscles work together to provide a structural framework for movement	Strong Average Weak
ELO 5	Students will understand how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints)	Strong Average Weak
ELO 6	Students will understand how to relate the structures of the eye and ear to their functions	Strong Average Weak

What did you do to prepare for the exam?

►*During class:*

I listened actively to instruction . *Always/ Sometimes/ Never*
I asked questions of the teacher or my partner if I didn't understand something. *Always/ Sometimes/ Never*
I took notes to remember the material. *Always/ Sometimes/ Never*
I worked efficiently during classwork time. *Always/ Sometimes/ Never*
I came to class prepared with my homework attempted and questions about things I did not understand. *Always/ Sometimes/ Never*

►*Outside of class:*

I reviewed my notes. *Always/ Sometimes/ Never*
I review questions I missed on the previous homeworks. *Always/ Sometimes/ Never*
I did studied to prepare for the assessment (beyond what was assigned for homework). *Always/ Sometimes/ Never*
I got help from my teacher outside of class time. *Always/ Sometimes/ Never*

► On the back of this paper, write an 5-8 sentence reflection about (1) your STRONG POINTS, (2) your WEAK POINTS, (3) what worked, (4) what didn't work, and (5) what you will do differently, if anything, to prepare for the next assessment.

►Ask a parent to read your reflection, review your assessment results and sign below.

I have reviewed my child's assessment results and reflection.

Guardian signature: _____ Date: _____