

D: Standards-Based Student Learning: Assessment and Accountability

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

Report	Evidence
<p>Warren High School consistently evaluates student progress and provides a myriad of ways of reporting this information to students, parents, and community.</p> <p>Departments and individual teachers receive reports of the STAR, California Standards Test, and other state tests for both outgoing and incoming students at the beginning of the school year. Not only is this information studied and analyzed by individual teachers, but informal discussion of the data also occurs schoolwide. Formal evaluation of the data is the subject of department meetings and the focus for the Professional Learning Communities (PLC's), where the degree of success students are having in that department, at that grade-level, and within a particular course is closely examined.</p> <p>As defined in <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>, "a PLC is composed of collaborative teams whose members work independently to achieve common goals linked to the purpose of learning for all by developing a systematic process in which educators work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school" (DuFour 2006). To this end, Warren High School began dedicating one hour every Monday morning from 7:30 to 8:30 in the fall of 2007 to PLC meetings. PLC's finally allowed teachers adequate time to come together to review data, coordinated with an internal review of department-based curriculum and formative and summative assessments. The meetings have provided departments and teachers a chance to identify individually and collectively the strengths in their curriculum and instruction and areas for future growth and development. In many departments, the groups have chosen to come together periodically to report out the findings of the smaller groups to the whole department.</p>	<p>Test Results Letter, High School Accountability Report Card, http://warren.dusd.net,</p> <p>DuFour's <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i></p> <p>STAR, CST, and AP Reports, PLC Meetings</p>

Dissemination of test results for the California Standards Tests, STAR, and CAHSEE to students and parents occurs via mail (Test Results Letter) upon receipt to the school. A High School Accountability Report Card is annually prepared by the principal and district office summarizing these and other results such as API scores and targets. The completed document is mailed to parents and available upon request. It can also be reviewed at the school website (<http://warren.dusd.net>) and on the district website (www.dusd.net).

Other methods of sharing student performance data include quarterly PTA newsletters, the school and district websites, board meetings, and parent groups such as the Academic Boosters Council (ABC), Parent/Teacher/Student Association (PTSA), School Site Counsel, English Language Arts Council (ELAC), and various booster clubs. Back-to-School and Open House Night, held during the fall and spring, respectively, are attended by parents, students, and community members and highlight student work and performances. In addition, administrators, teachers, and students are invited to and report to community groups. For example, the principal speaks at local community organizations like Rotary, the Chamber of Commerce, and Soroptimists, to share a “State of Warren” message. Teachers are recognized by the Masons, where the impact of teachers on school performance is celebrated. Kiwanis frequently invites Warren students to their breakfast meetings to learn about their academic achievements, to hear various musical performances, and to watch PowerPoint presentations on what students learned at the Kiwanis-sponsored Pathfinders Leadership weekend.

The most direct way students and parents receive a measure of student achievement on in-class standards-based instruction is through quarter and semester report cards, totaling four report cards per year. An additional four mid-quarter progress reports may be sent to parents if a student is underperforming. (Progress reports may also be sent if a student has demonstrated improvement or is performing exceptionally well.) Upon parent and/or student request, a Grade Check form may be picked up at the Guidance Office every Friday to be filled out by a student’s respective teachers. Understanding that a student’s education is a partnership between parents, educators, and community members, all shareholders are strongly encouraged to contact each other by phone-call or email. This is facilitated by having phones and computers in every classroom as well as other locations around campus.

Parents are encouraged to contact teachers and/or counselors with their

Guidance Office

Quarter and Semester Report Cards, Mid-Quarter Progress Reports, Grade Checks

IEP with Conferences

Web Tools and Esembler

questions and concerns regarding a student's academic performance. Communication among all affected is facilitated by the counselor, and conferences are arranged as needed. Counselors are identified as student advocates, focusing on what is best for the student and those strategies that will lead to the best student achievement.

Beginning in February and continuing through April, the counselors and Career and College Technician hold individual, evening conferences (called 10th grade counseling) with 9th grade parents and their students to chart the best academic pathway for each student. Together they review the student's standardized test results and in class performance to set short- and long-term goals.

Individual Education Plans (IEP) are developed through the coordinated efforts of parents, counselors, special education staff, and core subject teachers for students with special needs in order to better discuss student progress and meet student needs. The Special Education Department effectuates this process by holding IEP meetings annually with all concerned parties. Additional conferences may be requested by parents or initiated by unexpected events.

The requirements for EL students to be redesignated are explained to parents in ELAC meetings and discussed extensively with students in the classroom by teachers. The ELD Coordinator and the EL Mentor meet with individual students so that each one understands the importance of his/her performance on various assessments and the impact on the student's designation.

The process for placement of AVID students into the 9th grade Honors English classes in 2008-2009 raised questions about the assessments being used to ensure appropriate placement for AVID students. Comparing the achievement level of AVID students on the STAR with their results on a writing sample produced some surprising but consistent anomalies. Sharing that information out with the whole English department created interest in gathering ongoing longitudinal data on those students and in gaining additional information about the GATE student and how he/she performs.

AP classes are heavily focused on the AP exam. Teachers use teacher-created assessments, but concentrate the students on test-taking strategies specifically designed for the AP exam, using released questions and materials from College Board, AP teacher preparation seminars, the AP website, and the college-level textbooks. The nature

<p>and types of student assessment mirror those exams with heavy emphasis on critical thinking skills and the ability to analyze a question, apply acquired knowledge, and construct a response in a timely, well-presented manner. Results from the AP exams are sent directly to the student and shared with the Board and our other high school. Many of our AP teachers participate in AP listserves, which give them a forum for evaluating their test scores and instructional approaches. Required to get approval for their course syllabus which includes the planned strategies to teach the class and sample assessments, AP teachers are carefully selected. Following evaluation of the teacher's submission, College Board grants permission to the school to offer an AP class taught by that teacher. Since the results of the tests are so high stakes for students, teachers and students are constantly working to find ways to increase student mastery.</p>	
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Strengths:

- Test data made available to teachers for their classes
- Disaggregation of data at department meetings
- PLC time for discussion of instructional practices
- Data analysis at PLC meetings
- Increased discussion of standards-aligned curriculum and assessment
- Variety of mechanisms for disseminating school progress to all stake holders

Areas of Growth:

- Increase in intra-department standards-aligned tests
- Increase in the use of assessment results to modify instruction
- Provision for training in the use of assessment results to modify instruction

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

Report	Evidence
<p>Teachers at Warren High School use multiple assessment strategies to measure student learning. PLC groups provide teachers the opportunity to share, discuss, and evaluate the effectiveness of their respective strategies. These in-class techniques are concurrently reviewed with data from STAR, California Standards Tests, CAHSEE, and AP exams to determine the degree of success students are having in that subject area. Increasing emphasis is being placed on aligning classroom assessment strategies with State standards by writing department-wide common assessment pieces allowing for both a measured evaluation of our degree of success as instructors and adjustment of curriculum and instruction as needed.</p>	<p>PLC, STAR California Tests, CAHSEE, AP Exams</p>
<p>Although teachers universally support the concept of modifying their instruction in response to the data obtained from formative and summative assessments, they still struggle with the pressure of delivering all the required standards in the available time. This frustration can be seen across the spectrum of classes and continues to be a major area that teachers want to improve. Individual teachers continue to provide time for students to get additional help outside of class time, some voluntary for students and some required. They also find creative ways to work with small groups or individuals within the classroom. For example, during a silent reading time at the beginning of the period, some English teachers work with students who were absent and need notes and understanding of the previous lessons. While students in a math class begin the day's homework, the teacher pulls together a small group of students who still don't understand the concepts being taught that day. In a computer class, the teacher moves to one-on-one instruction to re-teach a skill while the rest of the class proceeds with their projects.</p>	<p>PLC</p> <p>PLC</p>
<p>Departments discuss collective ways that teachers can help each other when students have not mastered concepts. Grouping students who are struggling with a concept with one teacher while the other teachers provide enrichment activities has been explored by the science department. When the members of a math PLC identified a common problem that they were having with students being able to factor, one teacher presented a lesson using a factoring strategy new to many of them. They then implemented the technique and held follow-up discussions on how well it worked for individual teachers. As PLC's have examined areas in which students are not being successful, individual teachers have</p>	<p>PLC</p>

<p>shared approaches, handouts, and success stories which have given the other teachers valuable methods for re-teaching. PLC's are working to better understand the concept of formative assessments and the implementation of a common formative assessment model that incorporates an assessment, review of results, and re-teaching. Current use of this model is uneven across all curricular areas.</p>	<p>PLC</p>
<p>The Social Science Department employs numerous assessment methodologies to encourage student achievement. Formative assessments include discussions, debates, objective quizzes, free response essays, standards-aligned research papers, projects, and presentations. Summative assessments include objective and free response exams and standardized semester mid-terms. A standards-aligned common assessment test bank is currently under construction.</p>	<p>PLC</p>
<p>The Math Department utilizes both informal and formal assessment strategies. Informal formative strategies include teacher observation through the use of white boards, selective questions, spot checks, and collaborative math games. Formal formative assessment tools include daily problem sets, homework, and department-wide common assessment quizzes. Summative assessments include unit exams and semester finals for each course. Students struggling in their respective math courses are provided the opportunity of after school tutoring. A second semester restart class for Algebra 1A is also available.</p>	<p>PLC</p>
<p>The English Department emphasizes writing skills through the use of the district portfolio program of standardized writing assignments. Other assessments are coordinated with literature and the text-based curriculum. Formative assessments include observation and in-class discussions, journals, short response essays, and quizzes. Summative assessments include essays, exams (multiple-choice and short-answer essay), research papers, and authentic evaluations such as multi-media presentations/projects, group reports, and formal debates.</p>	<p>PLC</p>
<p>The ELD Department also employs formative and summative assessment strategies similar to the English department's, but tailored to the unique needs of their students. Assessment results from CELDT and other state tests are used to place and re-designate English Learners. The department is currently developing benchmark and common assessments for all ELD students.</p>	<p>PLC</p>
<p>The Science Department assesses students' laboratory skills by requiring monthly formal laboratory reports similar to what one would view in a peer-reviewed scientific journal. Content knowledge is assessed with monthly common assessment quizzes (formative strategy) and both multiple choice and short answer essay exams (summative assessments).</p>	<p>PLC</p>

Biology uses these quizzes to determine if remediation on a particular subject matter is necessary. Students are also assessed on their ability to gather, organize, and present research concerning a science topic.

The Special Education Department utilizes the low student to teacher/instructional assistant ratio to closely monitor the success and struggles of students. This one-on-one communication and instruction allows for additional support in teaching particular skills, including re-teaching as necessary. Since the special education teachers are part of the core departments, they use formative and summative assessments similar to those used by the rest of the members of the core departments. Annual and triennial IEPs are used to discuss achieved benchmarks and future goals for individual students. Increased efforts in examining CAHSEE results have led to the formation of Saturday “boot camps” to enhance the students’ chances of passing the CAHSEE.

The Fine Arts Department makes use of projects as their primary formative and summative assessment strategy (such as sculpture, paintings, and drawings). Observation is a key formative assessment strategy to aid students in successfully crafting various art pieces. Tests are also used to demonstrate fluency in subject matter.

The Business/Computer Science Department also focuses on projects as their primary source of both formative and summative assessment. Formative tools used include interactive tutorials, teacher observation and one-on-one interaction, cooperative learning, peer review of projects (PowerPoint, website design, flyers, resume building, etc.), and quizzes. Summative assessments include portfolios, final projects, and exams.

The Foreign Language Department uses in-class dialogue, class assignments, observations, and quizzes as their primary formative assessment techniques. Summative assessments include oral presentations, portfolios, and exams. Teachers use these assessments to identify curriculum that needs to be re-taught and recommend after school tutoring through Link Crew to those students that need extra support.

AP teachers provide opportunities for additional study time with their students. The AP Government teacher uses online threaded discussions during the summer to observe student understanding of posted, required reading. Through back-and-forth responses, the teacher has been able to teach critical reading skills and guide student insights. AP European History and AP U.S. students begin evening sessions with their teachers over a month before the AP exams to allow for a deeper understanding of the curriculum and extended time for re-teaching.

In an attempt to establish multiple opportunities for re-teaching and re-

<p>learning, the counselors have used their PLC time to begin setting up a schoolwide Pyramid of Intervention. Link Crew has offered tutoring after school; other organizations on campus, like Girls League, also have provided free tutoring. The athletic program provides tutoring and study sessions as needed. The AVID program employs college students for tutorials twice a week within the AVID classrooms, and one of the biology teachers meets once a week after school with AVID students who want or need additional support. Within the Study Skills class and ELD VII, one class period is set aside each week for one-on-one help. In addition, Scripps College sends 15-16 tutors each Friday after school to work one-on-one or in small groups with Warren's female students. Before school, after school, and, in the case of ELD, during school tutoring is available from various departments.</p>	
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Strengths:

- Increased communication and common assessment strategies through PLC
- Multiple assessment strategies within the classroom
- Increased use of intervention and remediation techniques to improve student achievement
- Standards-aligned curriculum and assessment

Areas of Growth:

- Increase the use of assessment as a tool to aid in lesson planning to increase student learning
- Increase the coordination of assessment strategies including rubric development within subject areas
- Develop stronger intervention programs that are synchronized with class curriculum and state standards

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

Report	Evidence
<p>Warren High School has an extensive assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learning results. With state mandated assessments, such as STAR, CAHSEE, and CELDT tests, in place, Warren has many ways to evaluate how our students do compared to other students in the state. The EAP test checks our students' performance in English and math against other students who potentially might apply to the California State University system. Optional assessments, such as AP Testing, SAT, ACT, PSAT, and ASVAB, score students compared to other students across the nation. The school is provided with reports of our students' performances on those assessments, which allows longitudinal data about students' mastery of the academic standards and the expected school wide learning results.</p> <p>Departments monitor student performance through common assessments, both formative and summative, to assess students' mastery of skills and achievement of the schoolwide learning results. For example, the English department administers three writing prompts as part of the district portfolio system. The math department uses common semester exams to make sure that all students are achieving the standards. Student grades are used by the science department to determine appropriate placement into successive coursework. Spanish teachers use common chapter tests to determine areas for further review and remediation. In the new career and technology pathways, the students must demonstrate proficiency in order to be certified in various trades. For example, in Construction Technology students may receive certificates in concrete finishing, masonry, or plumbing.</p> <p>Special education students are monitored closely by their case workers to make sure the needs of the students are being met in accordance with the guidelines of the IEPs. Annual reviews of student progress are held with parents and students to discuss student achievement, placement, and goals. In preparing for these meetings, general education teachers are contacted and complete an evaluation of progress for each student.</p> <p>EL students are annually evaluated for their progress in English acquisition. CELDT scores are evaluated and used to place students in the appropriate level class. Students achieving high enough scores on the CELDT, who pass the CAHSEE, and are receiving a "C" or higher in all their classes are redesignated as fluent English proficient.</p>	<p>District English Portfolio</p> <p>IEP meetings</p>

<p>Students in the Downey Unified School District receive a minimum of four report cards each year; two quarter and two semester. To inform parents of student difficulties or high achievement between report cards, mid-quarter progress reports are sent out. Grade submission of each of these is done online. Parents, coaches, and counselors can further monitor student progress with weekly grade checks. Large numbers of students pick-up a form each Friday and have it filled out as they go from class to class. Teachers can enter a grade as well as make comments about missing assignments or pending due dates. Parents may also monitor their student's progress by contacting the teacher via phone or email.</p> <p>Counselors monitor student progress on a regular basis. At each grading period, counselors ensure the student is passing his/her classes and does not need to repeat a class. At registration and Senior grad check, the counselor meets with the student and makes certain he/she is on track to graduate and meet post-secondary goals as outlined in his/her individualized plan.</p> <p>The School Board and the district are involved in reviewing student progress through presentations to the board which highlight Warren's programs, through reports from district and school personnel on test scores and portfolio results, through review of the school plan, and through campus visitations. The district has been very responsive to the school's requests for support for our assessment program. Materials have been purchased to provide preparation for the CAHSEE in the CAHSEE ELA and math classes, in the 9th and 10th grade English and math classes, and in the EL classes. Support for STAR testing has been provided so that students can be tested in the gym, using testing tables specifically purchased for that purpose. Personnel support and support from data processing have been made available to the site when needed.</p> <p>Substitutes have been paid for so that those running the testing programs, whether in the large group or pull-out groups like EL and special needs, could maintain consistency for the administration of the STAR. Staff development time has been provided, as requested, so that groups like the EL teachers could collaborate on best practices to prepare students for the State's assessments. Support for PLC's, whether in professional development time to learn about the program or support for individual PLC's in the form of data processing reports generated to answer specific questions raised by the PLC, has demonstrated the district's belief that the school site, working together, will increase student mastery of the State standards and improve student performance on State tests.</p>	<p>Report card schedule</p> <p>Grade checks</p> <p>Registration Senior Grad check</p> <p>Board presentations</p>
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As the staff has evaluated student achievement on assessments and identified programs and/or changes to increase student performance, the district has provided the resources necessary. Based upon needs identified at the school site through the departments, the PLC's, and the Leadership group (department chairs and the administration), the district has provided professional growth opportunities for teachers. Changes in course offerings in English, math, and science are the direct result of discussions begun at the school site and adopted by the district and the School Board. Changes in textbooks for ELD started through meetings of Warren's ELD teachers and resulted in the adoption and purchase of new materials by the district and the School Board. By providing teachers with reports from data processing specifically designed to give deeper understanding of how particular groups of students performed, the district has tried to assist the school site in the evaluation of assessment data. The district has studied, purchased, and is currently in the process of implementing a new student personnel system to give better access to information for all stakeholders. Although the process has been slow and sometimes frustrating, the new system (Zangle) should give teachers and school personnel better access to student assessment data and should eventually allow parents access to student grades and assessment results via the web.

Our students participate in many recognition programs which give further validation of their academic and social development and by extension the standards and WESLR's.

Our students have demonstrated that they are academically enriched individuals. One of our graduates received national recognition this year as an AP Scholar with Distinction because she had nine AP tests with the top score of 5. A student from last year and one again from this year won an Achievement Award in Writing from the National Council of Teachers of English. Warren has four students who received National Merit commendations this year and three from last year. One of Warren's students was honored this year as a National Merit Hispanic Scholar. In addition, one of Warren's art students was selected as one of 50 artists to paint a cow as part of CowParade, an international public art contest.

The Board of Education and the community actively participate in recognizing Warren's students both in relation to academic achievement and the WESLERS. The Board of Education bestows a Certificate of Academic Merit to all graduating seniors with a 3.8 GPA or better in all courses taken in one of the following areas: computers, English, foreign language, math, science, or social studies. They also present the Guilder Awards in the areas of Industrial Arts, Business Education, and Home Economics to those students who have a high GPA within the field of

NCTE awards

National Merit Scholars

Certificate of Academic Merit

<p>study.</p> <p>The Academic Boosters Council (ABC), a parent support group for academics, sponsors Warren’s Golden Bear Awards Night, an evening where each academic area honors the performance of its outstanding students. Students, teachers, administrators, district personnel, parents, and community members fill the Downey Community Theater to recognize hundreds of Warren’s students who have demonstrated exemplary achievement. The program is televised over the local cable channel to share student successes with the community.</p> <p>ABC also sponsors the Bronze Bear programs. The Bronze Bear Award for Community Service goes to those students who not only have demonstrated outstanding performance in the classroom but also have served the school and community. The Bronze Bear Award for School Activities honors those students who maintain a 3.0 or better GPA and who participate in extracurricular activities at Warren. These two programs monitor student achievement of WESLR 1, requiring students to be “academically enriched individuals,” and WESLR 2, expecting students to demonstrate involvement in the school and community.</p> <p>Each semester the Academic Booster’s Council hosts a 3.0 Breakfast for all students who have achieved a minimum of a 3.0 on their semester’s report card. Staffed by parents and community members and attended by teachers, administrators, district administration, and the School Board, the packed cafeteria gives a visual representation of the success of Warren’s academic program and student achievement. Students can see the support of the community through all those in attendance and through the extensive door prizes donated by the community.</p> <p>The Associated Student Body (ASB) gives monthly Character Counts Awards, one way in which student achievement of WESLR 2 (students will demonstrate proper citizenship qualities) is measured. Student recipients are chosen by individual teachers to recognize students who have demonstrated outstanding citizenship in the classroom.</p> <p>Further recognitions highlight the efforts of students toward achieving the goals established in the WESLR’s. To become a Distinguished Graduate, students must demonstrate high academic achievement, good citizenship, and the completion of 80 hours of community service. To become a Sealbearer, students must earn membership in the California Scholarship Federation for four semesters, including one semester in the senior year. Last year Warren had 86 Distinguished Graduates and 42 Sealbearers.</p> <p>Community groups, such as the Harvard Alumni Association, Society of Women Engineers, Bank of America, University of Rochester, National</p>	<p>Golden Bears</p> <p>Bronze Bears</p> <p>Distinguished Graduates</p> <p>Sealbearers</p> <p>Academic Awards Assembly</p>
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Association of Secondary School Principals, and Caltech, also recognize the achievements of Warren's students with awards. Warren's students do well in competitive awards programs. We have had finalists in the Bank of America Awards program for the last two years and the Seymour Awards program for most years. These recognitions are presented at the Academic Awards Ceremony by School Board members, district administrators, school administrators, parents, and community members. Students with a 3.0 or better GPA are invited to watch this program which takes place during the school day and to join the other students for lunch; the hope is that as students learn about the possible achievements they may attain, they will strive to be a recipient themselves one day.

Two of the most touching awards are for those students who have overcome adversity to achieve academically and for those students who may not have received the highest grades but who have, in the judgment of their teachers, demonstrated outstanding citizenship in the classroom. The pride shown by those students and by their parents and family members celebrates what WESLR 3D ("have pride in one's self, work, school, and community) is all about.

Our students have also been acknowledged as well-rounded members of society. One student, for example, was chosen as a Los Angeles Lakers' Student of the Month for his academic success and contributions to his community. Community awards and scholarships recognize our students for their service within the school and the community. The G.O.O.D. program from the City of Downey awards monetary recognitions to two outstanding juniors each year who exemplify awareness, respect, tolerance, and appreciation for cultural diversity. The Stauffer scholarships for athletes are given to those seniors who have not only lettered in a sport but achieved high academic performance marks. The Prudential Spirit of Community Award was given to two of our seniors for their extensive hours of volunteer work; they received additional recognition from the President of the United States for their efforts in giving of themselves back to their communities.

Senior Awards Night provides community members an opportunity to recognize students who exemplify the WESLR's. The Downey Community Theater is standing room only to witness the awarding of annual scholarships by local organizations, businesses, and individuals, based upon academic performance, leadership, citizenship, and involvement in school and community activities.

Senior Awards Night

Strengths:

- Review and analysis of summative assessments
- Counselor monitoring of student progress towards graduation
- Diversified awards/recognitions for students (schoolwide, community, and statewide)

Areas of Growth:

- Development and implementation of common formative assessments throughout all departments
- District support for efforts to monitor student progress on State tests
- Inservice assessment development and analysis

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the schools program, its regular evaluation and improvement and usage of resources?

Report	Evidence
<p>The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results is used extensively to drive the school’s program, its regular evaluation and improvement, and its usage of resources. The Board of Education uses assessment data in the formulation of the district’s goals. Warren’s staff creates its goals in response to the district’s mission and focus, but adds those areas which have been identified as areas of need at the school site. For example, the district set a goal of 80% passage by 10th grade students on the CAHSEE. Warren has adopted this goal with an emphasis on our EL students.</p> <p>Warren’s program is driven by the information gained from assessment data. For example, recognizing the struggles of our English Language Development students and the need for age-appropriate textbooks and support materials, the English department worked with the district to gain new materials for EL students. Working hand-in-hand with the textbook company, the English department piloted the <i>Edge</i> series. Teachers have attended in-depth training with regular follow-up sessions, aligning assessments and procedures for the proper placement of students. Multiple assessments are used to monitor student progress and to make recommendations for placement. Trends show that students are advancing through the program with more students at the higher levels and fewer students remaining in the program overall. The data from assessments is used to guide training and to determine the needs for purchasing support materials.</p> <p>In response to student performance on the CAHSEE, new classes were developed and implemented. Currently, Warren has CAHSEE classes in math and in English with additional English and math classes for the students in special education. The special education teachers had great success with a Summer Boot Camp, working closely with those senior special education students who had not passed the CAHSEE. They had 100% passage rate.</p> <p>In response to the 9th grade at-risk students, an additional counselor was hired. Following discussions about how to best serve the at-risk 9th graders, two English classes were developed. Using test scores from the STAR, at-risk 9th graders were placed in Study Skills classes (3) and a Reading Improvement class (1) to teach them the basic skills which the test results indicated were missing.</p>	<p>Edge materials</p> <p>CAHSEE math and English</p> <p>Study Skill curriculum Reading Improvement curriculum</p>

<p>the academic standards and the expected schoolwide learning results are the Downey Board of Education, the administrative team, the leadership team, PLC's, and the departments. The true strength of Warren is found in the one-on-one sharing that goes on within the staff. As teachers talk to other teachers about their students and how to better meet their needs, teaching improves. The personal commitment to excellence and to maintaining a focus on the academic standards and the WESLER's is evident in the informal gatherings of the teachers. This is ultimately what drives the program at Warren and supports students to succeed.</p>	
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Strengths:

- Study skills classes, Reading Improvement class, APEX program
- Course revisions based on assessment of student needs
- Master schedule to accommodate student needs

Areas of Growth:

- Funds are frozen by district
- Development of business classes dependent on availability of funds