

CHAPTER II

Expected Schoolwide Learning Results

EAGLE EXPECTATIONS E²

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E²

A. CRITICAL ACADEMIC NEEDS: Following the data analysis, the staff, parents, and students identified the following critical academic needs:

Improve reading skills across the curriculum of all students, especially in Algebra, Science, and Language Arts to facilitate mastery of critical and abstract thinking skills.

- The following measurable indicators within the Eagle Expectations will address this need:
(1), (3), (5), (7)

(By targeting reading, all students will receive support)

ANALYZED PROFILE DATA: (SAT, API, CAHSEE, UC/CSU, STAR, percentage of students taking Honors and A.P. classes, Demographic data)

Target and support students who demonstrate below expected grade level performance within the classroom and on standardized tests.

- The following measurable indicators within the Eagle Expectations will address this need:
(1), (3), (6), (9), (12), (13)

(By targeting students below expected grade level; Hispanic, male, middle student, African-American, Science, ELL, Math, and Special Needs students will all receive support)

ANALYZED PROFILE DATA: (SAT, API, CAHSEE, UC/CSU, STAR, percentage of students taking Honors and A.P. classes, Demographic data)

Develop strategies to engage male students more fully in the academic program in order to broaden their post-graduate options.

- The following measurable indicators within the Eagle Expectations will address this need:
(4), (11), (13), (14), (16)

(strategies will positively affect middle student, males, Hispanic, Science, African-American, ELL and Special Ed)

ANALYZED PROFILE DATA: (SAT, Star, CAHSEE, UC/CSU, A-G, Course enrollment in honors and AP courses, Demographic data, vocational enrollment, teacher survey)

The critical academic needs identified by the staff, parents, and students at ESHS are a result of carefully reviewing the data in the ESHS Community

Profile both in February 2001 and then again in October 2002. To determine the critical academic needs, the stakeholders followed this process:

- 1) Kathy Clemmer presented the ESHS Community Profile to the P.T.A. and to three ESUSD School Board members on Wednesday, February 6, 2002. She asked each parent and board member to send her a list of three critical academic needs based on the presented data.
- 2) The ESHS staff met in the morning on Thursday, February 7, 2002, to hear a presentation on the Community Profile by Kathy Clemmer. Everyone then met in their Focus Groups to review the Community Profile and identify a list of critical academic needs.
- 3) The Leadership team met in the afternoon on Thursday, February 7, 2002, to synthesize and prioritize the lists from both the Focus Groups and the parents into three critical academic needs.
- 4) The Home Groups met on Friday morning, February 8, 2002, to review the list of three critical academic needs and make revisions.
- 5) Parents who submitted lists were sent the three critical academic needs for review.
- 6) Following the Home Group meetings, the Focus groups met to finalize the three critical academic needs to be voted on by the ESHS staff.
- 7) Following the above two meetings and parent responses, the ESHS staff met at 11:30 a.m. on February 8, 2002, to select the final three critical academic needs. Everyone received one vote and had to choose one of the lists presented by each focus group.
- 8) The final three critical academic needs were chosen and approved by the staff on Friday, February 8, 2002.
- 9) The Community Profile was revised to incorporate the 2002 test results from the STAR, CAHSEE, SAT, and API in September 2002.
- 10) The Profile as well as a response sheet was delivered to each stakeholder in the following manner: The Associate Principal had each staff member sign for a copy, the P.T.A. President delivered the document to parents, the A.S.B. President reviewed the document with students, and the document was posted on the ESHS WASC web site for review by the community.
- 11) The responses by the stakeholders were reviewed by the Leadership Team, who then revised the critical academic needs based on the analysis of the data.

The Community Profile data clearly supports the identified three areas of critical academic need. Within the process of identifying these needs, it became clear to all the stakeholders that the statistically significant sub-groups at El Segundo High School are the Hispanics, the Whites, Females, and Males. This is the first time that sub group data has been extracted and analyzed.

When the staff voted on the six possible critical academic needs presented by each Focus Group, the only differences between all six involved sentence structure and word choice, not content. When the Home Groups met on 2/07/02, *everyone* had isolated the same three critical needs.

Following the identification of the three critical academic needs, several staff members and parents voiced a concern over the use of “low-performing” in one of the sentences. To ensure that all voices are heard in this process, the critical academic needs were once again reviewed by a sub-committee on February 15, 2002. The decision was made to re-circulate the three academic needs to the staff and parents with a different word, “under-achieving,” and a request for other phrase suggestions. While the staff continued to search for the correct phrasing, a parent solved the problem, and the final phrase was changed to “below expected grade level.”

Following the approval of both the critical academic needs and the Eagle Expectations, the WASC Leadership team met to correlate the measurable indicators (Eagle Outcomes) within the Eagle Expectations to the Critical Academic Needs. This document was then disseminated to all stakeholders.

Our Critical Academic Needs and measurable indicators were reviewed once again in October 2002, following the analysis of current 2002 data. While the measurable indicators within our Eagle Expectations (ESLRs) continue to be valid, the following revisions occurred with the critical academic needs:

PRIOR:

ESHS needs to improve reading skills across the curriculum, especially in Algebra, Science, and Language Arts in order to master critical and abstract thinking skills.

REVISED:

Improve reading skills across the curriculum of all students, especially in Algebra, Science, and Language Arts to facilitate mastery of critical and abstract thinking skills.

- *Reason for the change:* The data continues to support this critical academic need; however, the Leadership Team decided to use action verbs to re-enforce the importance of addressing this critical academic need continuously.

PRIOR:

Females are outperforming males in most academic areas; therefore, all content areas need to develop and implement strategies to promote gender equity.

REVISED:

Develop strategies to engage male students more fully in the academic program in order to broaden their post-graduate options.

- *Reason for the change:* In following the Focus on Learning process for the past year and a half, the Leadership team has learned how to improve the collection and analysis of data. In February 2001, there was no process in place to collect and analyze data; however, the Leadership Team attempted to find all of the required data outlined in the Focus on Learning manual. The result of this attempt produced a binder filled with raw data (evidence on display). During the review session, the Leadership Team used calculators to analyze the data in an attempt to find relationships. When revising the Community Profile in September 2002, the Leadership Team discovered how to use the data provided by the California Department of Education, resulting in a clearer picture of student achievement. It is evident from this improved collection and analysis that while the males outperform the females on standardized exams, they are opting out of the more challenging college-preparatory courses for which they are qualified.

The stakeholders received the revised critical academic needs in their Focus Groups on October 10/08/02, along with another copy of the revised Community Profile.

B. EXPECTED SCHOOLWIDE LEARNING RESULTS

PROCESS USED TO DETERMINE AND CLARIFY THE ESLRs:

To respond to the many complaints by teachers and students that the ESHS ESLRs were too difficult to understand and measure, a subcommittee of the Leadership Team met on February 15, 2002 to re-write the ESLRs within the context of the complaints, the three Critical Academic Needs, and the revised Mission Statement (see part C).

The first decision was to get rid of the title ESLRs. Since El Segundo is home to the "Eagles," it was universally decided to call the ESLRs, **EAGLE EXPECTATIONS**. To further the vision of academic rigor, E² was incorporated into the title. The next task was to go through the Eagle Expectations and ensure that each indicator was clear, concise, and most importantly, measurable. In keeping with the Eagle motif, the measurable indicators are called Eagle Outcomes. The revised Eagle Expectations were disseminated to the staff during the Home Group meetings on Wednesday, February 20, 2002. The task of each Home Group was to carefully review the Eagle Expectations and determine if each measurable indicator (Eagle Outcome) supported the three Critical Academic Needs and the ESHS Mission Statement. The overriding goal was to ensure that each indicator was measurable.

The revisions were submitted by the Home Groups to Kathy Clemmer, the WASC Leadership Chair, on Friday, February 22, 2002. An additional piece of information concerning the Eagle Expectations was submitted by several students to Kathy Clemmer concerning the Eagle Action column. Many students have learned the previous titles of the ESLRs and did not want to "re-learn" different vocabulary. Apparently, the attempt by the teachers to simplify the phrases to be more "student friendly," was causing frustration. There was also a difference of opinion by the staff on whether to be "cute" or

“serious” in terms of the Eagle Action Column. This dilemma is resolved by taking the student opinion as the superceding opinion with the revision. However, to incorporate the voice of being “cute” or “clever,” an addition was made to the Eagle Expectation: “Eagles Soar By T.L.C.” Therefore, the student concerns, along with the revisions submitted by the Home Groups, were all incorporated into the revised Eagle Expectations on February 24, 2002. The resulting Eagle Expectations are a compromise among all stakeholders.

During the March 5, 2002 faculty meeting, one staff member suggested changes that would follow the acronym T.L.C.; replace “integrate” with “learning” and change the order. A few representatives on the leadership team explained the process used to arrive at this document, including the input of students and community. After spirited discussion, the decision was made to keep the form as presented. The Eagle Expectations were then unanimously approved by the teachers at the faculty meeting on March 5, 2002 with the understanding that they will be updated each year to reflect the dynamic process involved in reviewing the effectiveness of ESHS in successfully addressing the critical academic needs and implementing the Mission Statement.

The parents unanimously accepted the Eagle Expectations at a P.T.A. meeting on March 6 following a brief discussion. One parent asked for clarification on #4 concerning the assignment of projects. Kathy Clemmer explained that this implied projects completed in class, not just those assigned outside of class. Another parent asked if all students would be able to demonstrate proficiency in #9; Kathy Clemmer responded yes. A third parent asked how community service would be measured. This resulted in a discussion concerning the requirements by colleges for community service hours versus what is required by ESUSD (there is no district requirement at this time). The ESUSD School Board adopted the Eagle Expectations on April 23, 2002.

All students learned about the Eagle Expectations by first seeing signs around campus designed and painted by ASB, stating “Eagles Soar by T.L.C., Coming on March 8, 2002.” Jim Garza reminded all teachers on March 7, 2002 to discuss the Eagle Expectations with their students on March 8, 2002. On March 8, 2002, the majority of teachers demonstrated to all students in every period how the Eagle Expectations connect to the academic content standards and explained how they would be assessing the academic content standards and the Eagle Outcomes.

In September 2002, teachers disseminated a copy of the Eagle Expectations to all students to keep in their notebooks for reference.

CONNECTING THE CRITICAL ACADEMIC NEEDS, EAGLE EXPECATIONS, AND ACADEMIC CONTENT STANDARDS

Once the critical academic needs and Eagle Expectations were connected, the Leadership Team decided to act upon this information immediately and begin to focus the collection of evidence around both the critical academic needs and the academic content standards. The Home Group chairs met on 4/10/02 to finalize the

academic content standards (our Eagle Standards have the California content standards embedded within them) for each department. The Eagle Standards were presented to the staff on 4/16/02 and approved by the ESUSD School Board on 05/14/02. The Eagle Standards are available to all stakeholders on the ESHS website, and each teacher has a copy of their specific content standards.

On 4/16/02, Kathy Clemmer updated the ESHS staff on the status of ESHS within the Focus on Learning (FOL) process, as well as outlined the process for collecting and analyzing student evidence. As the leadership team learned more about the FOL process, we re-evaluated and refined how to gather and analyze evidence. This dynamic was a necessary part of our growth within the FOL process; however, it did cause a certain amount of confusion among staff members. In response to this frustration, the leadership team (including the Parent Home Group Chair and the Student Home Group Chair) met on 3/26/02 to develop a plan for both gathering and analyzing student evidence. To facilitate the evidence gathering/analyzing process, the leadership team decided to have everyone focus on the critical academic needs sequentially.

To begin the process of connecting standards and Eagle Expectations within the context of addressing the critical academic needs, teachers were asked to complete a matrix for each course that matched specific assignments to the measurable indicators identified for each critical academic need by 4/16/02.

Following the completion of their matrices, teachers were then asked to write, implement, assess, and collect student reflections, and then self-reflect upon one lesson prior to 5/07/02. These lessons were posted on the WASC web site on 5/08/02 and are available for review.

Between 5/08/02 and 5/14/02 teachers visited the WASC website to peruse all of the lessons submitted within their department, and then complete an analysis sheet (found on the web). Parents and students reviewed lessons of their choice on the website and submitted their documentation to their respective chairs. Each Home Group organized a schedule for observing students in at least one other class prior to the meeting on 5/14/02. To complement the observations and reflected lessons, teachers collected three samples of student work (high, medium, and low) to share during the 5/14/02 meeting. On 5/14/02 each Home Group discussed, analyzed, and drew conclusions about the quality of the student work, assessing how well the students are performing in relation to the selected Eagle Outcomes and identified academic content standards.

Reaction to the method of gathering and analyzing evidence can best be exemplified by the comments of an English teacher when he said that finally he saw real value in the process. He went on to express his belief that this would be an ongoing benefit not only to student learning, but also to classroom teaching.

The Leadership Team then met on 5/15/02 to synthesize all of the Home Group summaries into one final summary (found in Chapter 1, part 2).

Shortly after commencing the collection of student work phase, it became apparent that teachers were having difficulty assessing whether or not students were achieving the Eagle Outcomes and the academic content standards. To address

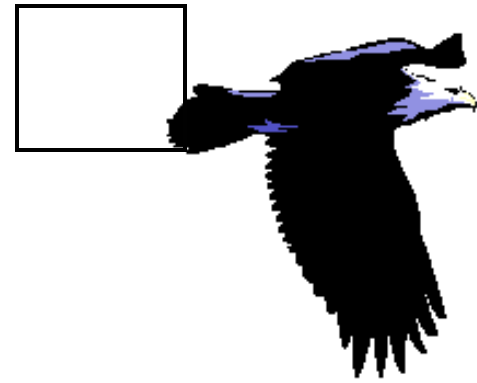
this issue, each Home Group met on 3/19/02 to develop a rubric to complement the traditional methods of evaluating student work (percentages/points). In addition, a rubric to assess the Eagle Expectations was developed by the staff during their 4/16/02 Focus Group meeting. All of the rubrics are on the ESHS web site.

Following the final WASC training session in September 2002, it became apparent that we needed to more clearly and specifically connect student assignments to the content standards, Eagle Expectations, and critical academic needs. In addition, each teacher had to identify the specific assessment used to measure whether or not their students are meeting the standards and Eagle Outcomes. The solution to this concern is the CONNECT Chart, developed by the Leadership Team on 10/03/02, to be completed by each teacher beginning 10/15/02 and completed by 10/29/02. During the 10/15/02 Home group meeting, teachers were trained in how to complete the CONNECT Chart and were informed about the underlying purpose behind this chart. All staff members were reminded to identify the academic content standards and Eagle Expectations for their students on a daily basis within the framework of teaching their lesson. Both the principal and the associate principal visited each Home Group meeting to answer any concerns by the teachers about this modified method for collecting student evidence.

As a result of one of the specific assignments identified on the CONNECT Chart, teachers analyzed three pieces of assessed student work during the 10/29/02 Home group meeting. Teachers reflected upon the results and effectiveness of the lesson and clarified whether the assessment used effectively measured the identified academic content standards and Eagle Expectations.

Teachers then developed a lesson focusing on both strategies to engage males and reading across the curriculum, to implement, teach, assess, and self-reflect upon by 11/20/02. This lesson is posted on the web site and was reviewed and analyzed by each teacher prior to their 11/25/02 Home Group meeting. During the 11/25/02 Home Group meeting teachers discussed their results of analyzing the web lessons and the Home Group identified specific teaching strategies and methods of assessment that appeared to be successful in meeting the needs of the male students and improving reading across the curriculum. These lists were re-evaluated following the in-service on 11/26/02 on *Brain Research* and will be shared and discussed with the Focus Groups on 12/10/02.

An exciting result of analyzing evidence within the Focus on Learning process was the presentation to the ESHS staff on brain research on 11/26/02, requested by the staff (2002 Spring Staff survey).



EAGLE EXPECTATIONS

Eagle Action

INTEGRATE CORE KNOWLEDGE

Application of skills and knowledge

An Eagle will demonstrate skills in reading, writing, and mathematics and apply them across the curriculum.

THINK CRITICALLY

Application of Analytical Thinking

An Eagle will demonstrate logical, practical, and effective decision-making skills.

COMMUNICATE EFFECTIVELY

Application of Effective Communication

An Eagle will communicate clearly and effectively in all situations.

DEVELOP INDIVIDUALLY

Application of Personal and Social Skills

An Eagle will form educational, vocational, and personal goals while demonstrating respect and understanding for diversity in the surrounding world.

EAGLES SOAR BY T.L.C

Thinking, Learning, Communicating

EagleOutcomes

Students appropriately apply skills and knowledge by

- (1) Showing evidence of reading for understanding across the curriculum
- (2) Demonstrating reflective and critical writing, speaking, and listening
- (3) Demonstrating proficiency in academic content standards
- (4) Completing projects using a variety of resources

Students develop appropriate solutions to problems by

- (5) Collecting data in order to draw inferences, predictions, and conclusions
- (6) Identifying and defining problems
- (7) Exploring options by analyzing and synthesizing information
- (8) Demonstrating an awareness of ethical issues and behaviors

Students communicate effectively by

- (9) Expressing ideas through oral, written, numeric, physical, and creative means
- (10) Participating in opportunities for cultural enrichment both at school and in the community
- (11) Demonstrating understanding and use of technology
- (12) Participating in collaborative and cooperative learning experiences

Students reach for the future by

- (13) Establishing goals and objectives beyond graduation
- (14) Demonstrating personal accountability, and intellectual independence
- (15) Contributing time, energies, and talents to improve the quality of life in our school and community
- (16) Acknowledging and respecting cultural and ideological diversity and individual differences in the classroom and the community

C. ESHS MISSION STATEMENT

The Department Chairs met on February 13, 2002 to affirm a vision of student achievement to rigorous academic standards. The support for this is apparent by the work of the staff during a minimum day in October 2001 when all course outlines were re-written to align with both the California State Standards and the ESHS ESLRs. While everyone agreed that the course outlines reflect this vision, it was decided that the ESHS Mission Statement and ESHS ESLRs needed to be re-examined in light of the Three Critical Academic Needs based on the Community Profile. At the suggestion of the Department Chairs, a subcommittee of the Leadership team was formed to refine the Mission Statement and the ESHS ESLRs for review by the staff on February 20, 2002 and by the parents and students on February 22, 2002.

A subcommittee met on February 15, 2002 to re-examine the current ESHS Mission Statement. The goal was to preserve the message of the Mission Statement, since the majority of the ESHS staff supported it based on their responses from the teacher survey (see community profile). A more concise Mission Statement was written. The revised Mission Statement was given to the teachers to evaluate on, February 20, 2002. Each Home Group submitted their changes to Kathy Clemmer by, February 21, 2002. She incorporated all of the changes into another refined mission statement. All teachers, several parents, and quite a few students received this mission statement on, February 22, 2002 to be either accepted or further revised.

On, February 24, 2002, Kathy Clemmer took all of the responses and incorporated the minority voices into the Mission Statement to attempt to keep the majority opinion (accept the Mission Statement as submitted on Friday) intact while respecting the changes submitted by students, parents, and staff members. On, February 28, the WASC Leadership team met to finalize the ESHS Mission statement and define the process and dates for approval by all stakeholders.

The final ESHS Mission statement was brought before the staff for approval at a faculty meeting on March 5, 2002. There was a brief discussion concerning the final Mission Statement; one staff member voiced strong opposition to the statement, preferring the previous statement. The revised Mission Statement passed by an overwhelming majority of the staff (one dissenting vote). The parents voted unanimously for the Mission Statement at a P.T.A. meeting on March 6, 2002. The student representatives in ASB ratified it with a unanimous vote on March 5, 2002. The Social Studies teachers presented to and discussed with all

students the ESHS Mission Statement in their classes on March 7, 2002.
It was approved by the ESUSD School Board on April 23, 2002.

ESHS MISSION STATEMENT
(As revised and approved 4/23/02)

EL SEGUNDO HIGH SCHOOL WILL PROVIDE STUDENTS WITH THE NECESSARY SKILLS AND KNOWLEDGE TO BECOME LIFELONG LEARNERS, EFFECTIVE COMMUNICATORS, AND SOCIALLY PRODUCTIVE CITIZENS WHO WILL BE PREPARED FOR CHOICES AND CHALLENGES IN LIFE, INCLUDING HIGHER EDUCATION, EMPLOYMENT, AND SERVICE TO THE COMMUNITY.

