Thomas Jefferson High School
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CONFIDENTIAL

Accrediting Commission For Schools

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Recommendation for a Term of Accreditation

Name of School Visited:	Thomas Jefferson High School
Address of School:	1319 East 41st Street Los Angeles, CA 90011
Name of District:	Los Angeles Unified School District
Form Used in Self-Study:	Focus on Learning-WASC/CDE
Visit:	6th SS
Date of Visit:	4/2/01 through 4/4/01
Accredited Grade Span:	9 to 12
Enrollment:	3492

The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission:

	A Term Of Accreditation For Six Years: A term of **six** years with a written Progress Report to the School's governing board on the **critical areas** or **major recommendations** listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office.
X	**A Term Of Accreditation For Six Years With A Review:** A term of **six** years with a complete Progress Report on **critical areas** or **major recommendations** and a one-day, on-site review by a two-member committee to be completed not later than the third year of the six year term.
	A Term Of Accreditation For Three Years: A term of **three** years with a Progress Report on critical areas of improvement and action plans, and a two-day visit as a requisite to continued accreditation.
	A Term Of Accreditation For One Or Two Years: A term of **one** or **two** years (circle one or two) with a complete Progress Report and revisit to serve as a warning that unless prompt attention is given to the critical areas or major recommendations, accreditation may be denied.
	Denial Of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

Type or print name	Signature
Ms Wilma Anderson	Wilma Anderson
Dr. Janice Filer	Janice Filer
Ms Melda Gaskins	Melda Gaskins
Mr. Daniel Vega	Daniel Vega

Mrs. Sallie LaSane — Sallie LaSane — 4-9-01
Committee CHAIRPERSON — Date

WASC 28841

DOCUMENTATION AND JUSTIFICATION STATEMENT

For proper processing, please complete the information in box:

Sallie LaSane		Thomas Jefferson High School – Los Angeles. California
Chair Name		Name and City of School Visited
(909) 381-1169	(909) 882-7403	
Chair's Work Phone	Chair's Home Phone	Alt. number during end of June (if applicable)
sallielasane@sbcusd.k12.ca.us		
E-mail address (if applicable)		

Complete the narrative rationale for each factor. Circle the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus. In addition, list by number the schoolwide areas of strength and the critical areas for follow-up, if any apply to that factor.

✓ **highly effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.

✓ **effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.

✓ **somewhat effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.

✓ **ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

An accreditation term will be based upon a school demonstrating the following:

1. **Involvement and collaboration of stakeholders in doing the self-study that addresses the five self-study outcomes.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Supporting Area(s) of Strength: 5, 6, 10

Supporting Critical Area(s) for Follow-up: 5

Narrative Rationale:

Initially, a vision was created that served as a springboard for the development of the ESLRs. Evidence exists that the self-study was developed with the involvement of all stakeholders. Although fewer parents and students were involved than anticipated, their input was solicited, valued and incorporated in the findings. The process provided an opportunity for the entire school community to dialogue and collaborate which resulted in deeper insights into department specific and schoolwide support systems and programs that focus on student learning.

2. **The defining of the school's purpose through expected schoolwide learning results and academic standards.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Supporting Area(s) of Strength: 4, 9, 10

Supporting Critical Area(s) for Follow-up: 2b, 2d

Narrative Rationale:

The FOL process has made the staff keenly aware of the program needed to enhance student success. This was evident through the knowledge gained from the analysis of the current curriculum and instructional program as compared to the criteria, frameworks and reform documents. Collaboration and dialogue with Focus Groups, in an effort to determine the school's ESLRs, were instrumental in creating a shared commitment and responsibility for ensuring mastery of these outcomes. The process has provided a blueprint for the refinement of the program, which will result in the attainment of the ESLRs and the academic standards. The instructional leadership at the site has set the pace and cultivated the students' conducive environment to ensure success.

3. **The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.**

Visiting Committee Rating: Highly Effective Effective <u>Somewhat Effective</u> Ineffective

Supporting Area(s) of Strength: 9, 10

Supporting Critical Area(s) for Follow-up: 2b, 7

Narrative Rationale:

Through extensive dialogue with the Accreditation Leadership Team, Focus Groups, and the School Site Leadership Council, the school leadership and instructional staff and other stakeholders have a greater understanding of the need to develop clearly articulated benchmarks for student performance that are liked to the ESLRs and the academic standards. The school is in its' initial stages of addressing this need and has plans for revising the Action Plan to incorporate a process for developing and implementing a series of ESLR and standards-aligned assessments which will be used to monitor student progress and attainment of the ESLRs and the academic standards.

4. **Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.**

Visiting Committee Rating: Highly Effective Effective <u>Somewhat Effective</u> Ineffective

Supporting Area(s) of Strength: 4, 9, 10

Supporting Critical Area(s) for Follow-up: 2b, 7

Narrative Rationale:

Thomas Jefferson High School provides a nurturing learning environment for students supported by the administration, staff and Local District H. and Central District personnel. The school needs to identify a correlation between standards and the ESLRs to ensure that the educational program contributes by design, to student achievement of content and performance standards and the ESLRs. The school needs to identify the kinds of data it will collect to determine student achievement of the ESLRs and conduct a periodic analysis of student performance in relation to the ESLRs and content/performance standards.

5. *Vision, Leadership and Culture* **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Supporting Area(s) of Strength: 2, 7, 9, 10, 11

Supporting Critical Area(s) for Follow-up: 1

Narrative Rationale:

Thomas Jefferson High School has taken appropriate steps toward creating the learning environment described in its vision, particularly in the area of commitment and collaboration to support a community of learners. The FOL process has provided the impetus for greater shared decision-making throughout the school. Continued efforts in this direction will strengthen schoolwide involvement in the improvement of student achievement. Descriptions/outcomes specific to each ESLR need to be clearly articulated. To make this new vision a reality, and to ensure the linkage between ESLRs, instruction and student achievement, it is critical that a focused, comprehensive and long-ranged staff development be designed and implemented. Quality time for collaboration among teachers is essential and must be provided.

6. *Curricular Paths* **that support high achievement for all students.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Supporting Area(s) of Strength: 1, 5, 10

Supporting Critical Area(s) for Follow-up: 2, 7

Narrative Rationale:

The newly instituted Career Interest Paths (CIP) program provides a curriculum that assists students in their educational career goals. Students are given the opportunity to select their program of interest from the nine CIPs distributed across the tracks. Some teachers collaborate regularly on the content and on teaching strategies. In addition, many other excellent programs exist for the highly motivated student.
In spit of this, there are a significant number of students who are not passing competency tests, not represented in advanced classes, and who are not meeting "A-f" requirements. There is a need to develop a schoolwide focus to meet the needs of these students. As stated in the Action Plan, the school desires to address the issues of aligning the curriculum to ESLRs, improving collaboration between departments, and reevaluating and modifying its intervention strategies for at risk students to ensure their success.

7. *Powerful Teaching and Learning* **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Supporting Area(s) of Strength: 2, 9, 10

Supporting Critical Area(s) for Follow-up: 2, 3, 4, 5, 6, 7

Narrative Rationale:

The staff has indicated a desire to maintain the Focus group via the Career Interest Paths to plan, implement and evaluate the improvement process. Central to the improvement effort is the development of a staff development plan that is long ranged and focused enough to ensure change. Suggested areas to be addressed include:

- inservicing on a wide variety of teaching strategies to actively engage all students.
- Standards-based instruction
- Using assessment results of ESLRs and standards to drive instructional decisions
- Continuing to clarify performance standards across the curriculum that ensure ALL students are engaged

in a vigorous and relevant curriculum

8. *Support for Student Personal and Academic Growth* **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: 1, 2, 3, 5, 6, 8, 10

Supporting Critical Area(s) for Follow-up: 3, 5, 7

Narrative Rationale:

Thomas Jefferson High School's Action Plan has recognized the importance of providing support and direction for its at risk students. Their programs are inclusive of a wide variety of services. However, the development of a program that would link these services to the school's curriculum, the attainment of the ESLRs and standards, and provide cohesiveness and collaboration among services is worthy of consideration. When this organized service system is in place, it will assist students in achieving their post-secondary goals.

9. *Assessment and Accountability* **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Supporting Area(s) of Strength: 4, 6; 9, 10

Supporting Critical Area(s) for Follow-up 2b, 7

Narrative Rational:

Thomas Jefferson High School utilizes a variety of assessment strategies as part of the instructional program. However, there is a critical need to develop a more systematic approach in strengthening the link between ESLRs standards, and the instructional program through establishing specific measurable benchmarks. The actions taken will give direction to the curriculum and teaching improvement that is already underway. Although some staff members are already utilizing performance-based assessment methods, there is a need for increased direction for modification of curriculum and instructional practices in the classroom, based upon student achievement of ESLRs and standards. There is also a need to institute a process to ensure that assessment of ESLRs and standards drives the school's program development and resource allocation.

10. **The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement of all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: 5, 6

Supporting Critical Area(s) for Follow-up: 1

Narrative Rationale:

The Action Plan is an outgrowth of needs that were generated by the school's collective review of student work, various test scores, and conversations with students, parents and support staff as well as district mandates. The general themes of the Action Plan correlate to the growth areas identified by the Focus Groups and the Visiting Committee. Both the leadership and many teachers are committed to focusing a more systematic schoolwide effort in the use of existing data pertinent to student achievement and the addition of performance-based assessment methods directly linked to benchmarks of ESLRS and academic standards.

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11. **The capacity to implement and monitor the schoolwide action plan.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Supporting Area(s) of Strength: 5, 6

Supporting Critical Area(s) for Follow-up: 1, 2b, 7

Narrative Rationale:

The Visiting Committee is confident that the school has the capacity, desire and motivation to implement the schoolwide Action Plan. The Action Plan incorporates schoolwide issues and relates them to the concepts of the FOL criteria. The staff, through extensive dialogue with the Visiting Committee, has come to understand the challenge of collaboratively building and monitoring a total quality program. Most stakeholders are committed to the follow-up process through a renewed interest and better understanding of the FOL process. There is more than a critical mass of stakeholders, including Local District H and Central District personnel, to continue working toward improvement of student achievement. The Visiting Committee believes the school community participated in the FOL process in a very serious, reflective manner that will result in major change and improvement.

12. **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

Visiting Committee Rating: Highly Effective <u>Effective</u> Somewhat Effective Ineffective

Supporting Area(s) of Strength: 1, 5

Supporting Critical Area(s) for Follow-up: 1

Narrative Rationale:

The school has addressed the recommendations from the previous visit. One of the major recommendations from the 1994-95 Pursing Excellence visit was to expand the existing academics to include all students. Within two year, additional sections of those academics had been added to the master calendar on the three tracks. The Goals 2000 Committee began to address the further implementation of the original recommendations to involve all students in a smaller learning community. During the 1998-99 and 1999-2000 school years, this subcommittee, in conjunction with the UCLA School of Management and "Critical Friends" program, worked on a plan to restructure the entire school into what became known as "Career Interest Paths". During the spring 2000 semester teachers and students made CIP selections. The new structure was implemented in July 2000. Local District H, in conjunction with the school's efforts to restructure how students are served, conducted an overview of America's Choice school design program in 1992-2000. Conversations continue with further refinement of the smaller learning communities concept to better address student achievement.

Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term: (If there is an unresolved minority opinion please indicate and explain.)

- **term options seriously considered**
- **reasons for the *term recommended***

In the comments reflect upon the following:

- the degree to which students are learning
- the strength of the school in all areas of the program and the operation
- the capacity of the school to implement and monitor the action plan

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After review of the accreditation term determination factors, the Visiting Committee eliminated all term

recommendations that were not being considered by any of the members. The Committee discussed and considered the six-year term with review (6R) and a term of accreditation for three years. The discussion focused on which of these terms would be most helpful to the school and its continuing efforts to improve the school. The Committee reached a unanimous recommendation of term of accreditation for six years with a mid-term (third –year) on site review.

The reasons for the term recommended are enumerated below:

- The school has great potential. Overall commitment to attaining the ESLRs is evident. Continued dialogue and collaboration among stakeholders is essential to schoolwide improvement in support of ESLRs and standards.
- The school has the critical need to systematically address the incorporation of the ESLRs and standards into the normal course of instruction and instructional support.
- Action Plans were generally considered to be well-targeted to bring about program improvement with the expectation that planned changes would produce better learning results for students over the next several years. Staff development training that is comprehensive, focused, and long-ranged enough to ensure change is essential and must be provided. Overall commitment by the school's Accreditation Team, The School Site Leadership Council, the faculty, Local District H, Central District, and the Board is strong.
- There is a need to support the school in increasing student learning as evidenced by standardized test scores, grades, competency tests, and other measures used by the school to determine student performance.
- The school's responses to the recommendations of the previous Visiting Committee found to have been successfully addressed and will serve as stepping stones to even greater improvement through the efforts of the Focus Groups.
- The school community participated in the FOL process in a very serious, reflective manner that will result in major change and improvement.

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