



Accreditation Report

College of Southern Nevada HS

Clark County School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The School College of Southern Nevada High School (CSNHS) has three campuses located throughout the Las Vegas valley. Our East campus is located at 3200 E. Cheyenne Avenue, North Las Vegas, NV 89030; West is located at 6375 West Charleston Boulevard, Las Vegas, NV 89146; and our South campus is located at 700 College Drive, Henderson, NV 89002. CSNHS was established in January 1996 as the Community College High School. A name change took place in the fall of 2007 in order to align with the change at the College of Southern Nevada (formerly Community College of Southern Nevada). CSNHS is a public school of choice in CCSD that is housed on the College of Southern Nevada (CSN) campuses.

Our mission is to facilitate the successful transition of students from high school to post-secondary education. Students enrolled in the program must complete a competitive application process. Once accepted in the program they take both high school and college course work. All college courses of three credits or more are awarded one-half (.5) elective high school credit. CCSD pays up to twelve approved CSN credits of tuition per semester plus any associated class fees. CSNHS offers smaller classes, flexible scheduling and an opportunity to advance students' academic careers.

CSNHS is accredited by the Northwest Accreditation Commission, a division of AdvancED; CSN is accredited by the Northwest Commission on Colleges and Universities. All three CSNHS campuses recently received five stars from the Nevada School Performance Framework of the Nevada Department of Education.

Following is a list of each campus and its demographic information for the past three years:

The East campus is slated to hand-selected 100 students each year, 50 seniors and 50 juniors. However, we have allowed an increase based on the qualified applicants. Currently the East campus has 104 students enrolled; 53 seniors and 51 juniors. Our student body population is diverse and over the past three years has had an average of 7.13% Asian, 8.7% Black/African American, 39.3% Hispanic/Latino, 1.3% Pacific Islander, 7.03% Two or More races, and 29.9% Caucasian. In addition, we currently have 29.2% of our students qualify for federally funded Free and Reduced Lunch for the 2015-2016 school year.

The South campus follows suit with 100 hand-selected students; 50 seniors and 50 juniors. Currently the South campus has 124 students enrolled; 53 seniors and 71 juniors. Our student body population is not as diverse but is reflective of the surrounding neighborhoods. Over the past three years the South campus has had an average of 7.73% Asian, 4.9% Black/African American, 17.8% Hispanic/Latino, 1.96% Pacific Islander, 6.2% Two or More races, and 61.36% Caucasian. In addition, we currently have 11.4% of our students qualify for federally funded Free and Reduced Lunch for the 2015-2016 school year.

The West campus is currently our largest campus hosting 200 hand-selected students; 100 seniors and 100 juniors. Currently the West campus has 227 students enrolled; 106 seniors and 111 juniors. Our student body population is the more diverse than the South campus but still hosts nearly 50% Caucasian students. Over the past three years has had an average of 17.13% Asian, 0.33% American Indian, 4.89% Black/African American, 22.83% Hispanic/Latino, 1.0% Pacific Islander, 6.9% Two or More races, and 47.06.36% Caucasian. In addition, we currently have 13.9% of our students qualify for federally funded Free and Reduced Lunch for the 2015-2016 school year.

Our staff consists of 15 licensed positions and 3 support staff positions which are housed on the individual campuses while the principal.

office manager, and an Office Specialist float depending on the need of the individual campuses.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The College of Southern Nevada High School's motto is to "Seize the Opportunity." Seize the opportunity to achieve your dreams of going to college for free, seize the opportunity to make a difference both in your own life and the lives of others, seize the opportunity to become the person that you have always dreamed of becoming, and seize the opportunity to change the world one choice at a time. These decisions to "Seize the Opportunity" shape how we run the school and how we live our lives. They affect how we see the world and how we teach our students about it. They ground us in the important things such as family, friendship, integrity, hard work, and honesty. They remind us that global understanding and growth, though sometimes difficult, are necessary to knowing our self and envisioning our future.

High standards and expectations for each student in regard to academic performance, co-curricular participation, and responsible citizenship are the foundation of our school. It is with pride that we hold these high standards and ask each of our students to commit to maintaining the extraordinary record of achievement and contribution that has been the legacy of CSNHS students. It is the dedication of our students to our school, community, and the College of Southern Nevada that makes us an exceptional learning community.

Being a part of CSNHS means being a part of excellence. The expectations for students, staff, and faculty are reflective of that excellence.

We believe that effective teachers:

- Create opportunities for students to take risks in their learning, allow for collaborative learning, challenge initial student understanding, and assist students in applying their knowledge to real life situations;
- Align assessments with learning goals and performance criteria;
- Continue with their own professional growth in order to increase the quality of instruction;
- Believe that collaboration and self-reflection is necessary for student growth and achievement; and
- Value, respect, welcome, and embrace the diversity reflected in their classroom.

We believe that successful students:

- Set high personal and academic goals that they frequently reflect upon;
- Balance and renew their resources, energy, and health to create a sustainable, long-term, effective lifestyle; (Stephen Covey: 7 Habits of Highly Effective People)
- Give back to their families and community;
- Communicate their thoughts and actions in ways that are respectful and culturally responsive;
- Utilize critical and creative thinking skills to solve problems; and
- Ask questions, seek possibilities, and are solution focused;

CSNHS also strives to support the School Board's vision that students will be able to, "Progress in school and graduate prepared to succeed and contribute in a diverse global society." Furthermore, we support the belief that, "All students can achieve, learn and succeed irrespective of their circumstances" by giving our students the opportunity to attend college at a substantially reduced rate, or no cost, to their family. Lastly, CSNHS's curriculum and program design specifically supports Superintendent Skorkowsky and four of his focus areas and goals including College and Career Readiness, Value/Return on Investment, Disproportionality, and Family/Community Engagement.

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For the 2015-2016 school year, the CSNHS staff adopted a grading policy that is based 100% on summative assessments. Semester grades are based on summative measures which evaluate the content standards, whereas formative assessments are used to measure a student's progress toward mastery of content standards during instruction in order to assess where students are currently performing. Our summative assessments may include threaded discussions, homework, classroom assignments and/or project based learning. Adopting this type of grading system allows teachers to align high school curriculum and grading with similar grading that students will experience at the college level.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements:

Students at the College of Southern Nevada High School South apply to our school of choice where they earn dual credit for their college classes. Some of our highlights are listed below:

- CSNHS South was recognized as a five-star school based on the Nevada School Performance Framework.
- 100% of the CSNHS South class of 2014 qualified for the Millennium Scholarship.
- CSNHS South class of 2014 earned \$1,398,276.00 in scholarships.
- Eleven students from CSNHS South earned an AS or AA Degree, from CSN, prior to graduating from high school.
- Of the CSNHS South seniors who attended 4 semesters, the average amount of college credits earned was 40.
- One CSNHS South student is a National Merit Scholarship Finalist.
- Two CSNHS South students are serving on the SNWA Youth Advisory Council.
- One CSNHS South senior participates in the Nevada School of the Arts Chamber Orchestra.

Students at the College of Southern Nevada High School (CSNHS) West apply to our school of choice where they earn dual credit for their college classes. Some of our highlights are listed below.

- CSNHS West was recognized as a five star school based on the Nevada School Performance Framework.
- CSNHS West class of 2014 earned \$3, 549,472.00 in scholarships.
- Fifteenth year consecutive earning of the Youth Neighborhood Association Partnership Program Grant.
- Four CSNHS West students achieved individual awards at Model United Nations.
- CSNHS West junior and senior students participate in "We the People" and achieved a Unit 3 District Award.
- CSNHS West, English teacher, won a National Endowment for the Humanities Grant to study Geoffrey Chaucer for one month in London with 15 other teachers from across the country.
- CSNHS West junior and senior students serve as tutors for Spring Valley's AVID program.
- 85% of the CSN High School West senior class qualified for the Millennium Scholarship.
- CSNHS West students earned 3961 college credits.

Students at the College of Southern Nevada High School (CSNHS) East apply to our school of choice where they earn dual credit for their college classes. Some of our highlights are listed below:

- CSNHS East was recognized as a five star school based on the Nevada School Performance Framework.
- Fifty CSNHS East 2014 graduates earned \$1,075,100 in scholarships and financial aid monies.
- 84% of the CSNHS East senior class qualified for Millennium Scholarship.
- Two CSNHS East students earned an Associate's Degree, from CSN prior, to graduating from high school.
- Three CSNHS East students are involved in CSN's Phi Theta Kappa (CSN's Honor Society).
- Of the CSNHS East seniors who attended 4 semester, the average college credits earned was 43.

Areas of Improvement:

The success of each individual student is CSNHS's ultimate goal. CSNHS ensures that our curriculum is aligned with local and state

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standards. CSNHS has implemented a one-semester course that will guide students through the research, study, and writing skills necessary to successfully apply for college admissions and financial aid. College Admissions 101 is writing and research intensive that incorporates the appropriate use of technology and digital media. This elective course was designed for juniors and seniors who desire guidance and direction in applying to four year institutions of higher learning. The course utilizes focused research and online tools, as well as CCSD and community presenters, to find applicable colleges and scholarships. This course also provides students with tools to successfully apply for both in an ever increasing pool of college applicants. Course of study includes goal setting, time management, standardized test preparation, completion of a college application, and the development of a strong personal statement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

CSNHS is very proud of the highly qualified and professional staff that exhibits their dedication to our students each and every day. The staff has continued to improve both quality of instruction and opportunities provided to our students. This is validated by test scores, the number of students admitted into 4 year colleges, and the amount of scholarship monies that are awarded each year. CSNHS is dedicated to continue the never ending process of maintaining instruction, graduation rates, and college admission rates.

Clark County School District has developed clearly defined expectations for student learning based on the Common Core Standards, Nevada Area Content Standards, and the Nevada Educator's Performance Framework (NEPF). These expectations are shared with students and teachers and are aligned to the district and school's mission and vision statements.

School leadership maintains and implements district curriculum goals, professional development calendars, student learning objectives, pacing guides, and supports student learning with common and formative assessment to maximize student achievement and protect instructional time.

CSNHS has demonstrated a focus on high student performance in Nevada's accountability programs by establishing clear expectations that support student engagement in the learning process. The district's emphasis on curriculum standards, and their articulation, fosters a culture of adult learning where teachers engage in a continuous cycle of formative feedback and professional improvement as outlined in the NEPF. District leadership provides ongoing feedback to teachers, parents and students, both oral and written, through meeting agendas, minutes of staff meetings, district curriculum and various meetings.

The district provides and supports teachers through ongoing training that supports a clearly defined instructional framework. School leadership performs through classroom observations to ensure that the majority of classroom instruction is student-centered with high student engagement and a strong focus on the development of higher order thinking skills and problem solving skills.

Lastly, teachers utilize formative assessments to determine students' specific needs and close any gaps in learning. Monitoring of student progress provides data to assist students in mastering content standard and objectives.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present •The purpose statement for CSNHS, "to facilitate the successful transition of our students from high school to post-secondary education", clearly focuses on student success. All stakeholders are included in ensuring that the purpose statement is implemented with fidelity. However, there has been no documented process to review or revise this statement on a regularly scheduled basis. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •CSNHS staff and administration have a shared beliefs about both teaching and learning. They are committed to ensuring that students are educationally challenged and that equitable learning experiences are implemented so that all students can be successful. Standardized test scores and a review of high school and college grades are strong evidence indicating a commitment to instructional practices and student engagement. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan •CSNHS is committed to improving learning for each individual student by reflecting on instruction, maintaining a supportive school climate, and implementing effective teaching strategies to prepare students for their future. Instruction focuses on state standards, higher level depths of knowledge, leadership, and problem solving. Data from the evidentiary documents show that prior achievement goals have been implemented with fidelity to continue improving student achievement. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

Standard 1: Purpose and Direction was assigned a score of 3.3 based on input by participating CSNHS faculty and staff. Standard 1 states, "The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning." This standard has three indicators that participating stakeholders reviewed and rated individually to arrive at the 3.3 average for the standard as a whole.

The consensus was that CSNHS maintains and actively supports a strong mission statement and school purpose, facilitating the successful transition of our students from high school to post-secondary education. We implement challenging and equitable learning experiences for our students by providing them the opportunity to select from a wide variety of college classes. This places students on a direct path towards a career and establishes successful learning experiences so that all students achieve learning, thinking and life skills necessary for success.

Teachers believe that the entire staff shows a commitment to shared values and beliefs about teaching and learning, especially active student engagement, a focus on the depth of understanding, and the application of knowledge and skill. There is strong evidence that suggests that faculty and staff holds one another accountable to high expectations for our professional practices.

Furthermore, stakeholders are engaged in the improvement process through comprehensive professional development and have access to annually updated school profiles which provides current and thorough student data.

Actions Implemented to Sustain Areas of Strength:

It is important to have a strong foundation for standard one in order to ensure the success of standards 2-5. Stakeholders are committed to continue implementing the mission statement, "to facilitate the successful transition of our students from high school to post-secondary education". This mission is expanded upon by the belief that our students are establishing a relationship between education as a lifelong process and success in life. Staff and administration are committed to the belief that our students are embracing the pursuit of excellence, independence, and responsibility in our unique program. School staff and leadership are committed to ensuring that the purpose statement and the beliefs are implemented with fidelity.

Area in Need of Improvement:

Although a clear sense of direction and purpose has been established so that teaching and learning will be continue to be effective, there has been no documented process to review these processes.

Current administration strives to examine and continuously improve conditions that support student learning, although there is little evidence noted by teachers that these improvements are currently documented, systematic or data driven. There was documentation to support evidence based processes in the past, but has been inconsistent during recent years due to the lack of a permanent principal.

Plans for improving the areas of need:

To address the noted weaknesses, CSNHS will implement a schedule to engage in a systematic, inclusive and comprehensive process to review, revise and communicated the school's purpose for student success. The recommendation is to implement an annual review of the schools purpose, direction, shared values, and beliefs. Reviews should include flexible meeting times which are considerate of parent schedules.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Policies and practices support the school's purpose, direction, and the effective operation of the school. Current policies and practices are in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. All teachers and staff are required to complete yearly online training components in areas that are critical in ensuring all faculty are able to successfully carry out their professional responsibilities. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Staff members found it difficult to speak to the ability of the governing body. They were unclear as to the governing body's implementation of a process to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and are free on conflict. However, they did agree that there was compliance with all policies, procedures, laws, and regulations. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings •The governing body ensures that school leadership has the autonomy to meet the goals for achievement and instruction, while being able to manage the daily operations of the school. Not all faculty believe that statement to be true due to the recent changes in school policies, however school accountability reports and school performance plans provide clear evidence that the governing body not only values, but also promotes, empowered and effective leadership. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan•Leadership, staff, and faculty foster a culture that is consistent with the school's mission statement. At CSNHS, the mission statement is to "facilitate the successful transition of our students from high school to post-secondary education." As CSNHS boasts a 100% graduation rate, the expectation is clear that all students to be held to high standards in all courses of study. Evidence based documents also show that all staff members are collectively accountable for student learning.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •The school's leadership engages stakeholders to shape decisions, solicit feedback and work collaboratively on school improvement efforts. Although parent involvement is encouraged there is little participation from this group of stakeholders despite PAC meetings which are held throughout the school year. The school does communicate with an electronic newsletter, Infinite Campus updates, ParentLink messages, and updates on the school's website to keep all stakeholders apprised of new information. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Specific feedback directed to continuous improvement is fostered to continue developing a culture of continual improvement through professional development, observational feedback, and teacher evaluations. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2 Summary

Areas of Strength:

Standard 2: Governance and Leadership was assigned a score of 3.17 based on input by participating CSNHS faculty and staff. Standard 2 states, "The school operates under governance and leadership that promote and support student performance and school effectiveness."

This standard has six indicators that participating stakeholders reviewed and rated individually to arrive at the 3.17 average for the standard as a whole.

The Clark County School Board, the governing body of the district, is responsible for the management, organization, operation and administration of all the public schools in the county. It sets policies that allow each school's administrative team to establish its own set of policies and procedures for the student body, faculty and staff.

These policies contain information relevant to instructional programming, attendance, discipline, extra-curricular activities and personnel policy. The policies are placed both in the student and staff handbooks and are presented and explained to the students and staff during the first two weeks of school.

The governing body generally supports its administrators to ensure there is full implementation of all standards, policies, and procedures at their individual school. The principals are required to regularly evaluate staff; formally and informally, and closely monitor classrooms for program effectiveness.

At CSNHS, our governing body communicates thoroughly and consistently with our stakeholders through use of online communication tools such as e-mail, the school website, ParentLink, and Infinite Campus. Infinite Campus is an integral part of our communications with stakeholders. It is used as a method to monitor attendance, student grades, student behavior, and communication. Communication is maintained through e-mails, parent alerts, and use of an online parent and student portal, where stakeholders can keep track of items related to school. Teachers also utilize Remind 101 to keep students informed about upcoming assignments and homework.

Leaders and staff align their decisions and actions toward maintaining the current standards to support the school's purpose. They expect all students to be held to high standards in all courses of study in both their high school and college courses.

Staff members found it difficult to speak to the ability of the governing body to operate responsibly and function effectively. While teachers are required to participate in yearly trainings, both online and in person, in areas that are critical to ensuring that they are able to successfully fulfill their professional responsibilities, we are unclear as to the governing body's implementation of a process to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and are free on conflict of interests.

Actions Implemented to Sustain Areas of Strength:

Due to the dramatic changes in leadership over the past few years, school staff members feel that there has been a lack of consistent communication and implementation of school policy and procedures. However, CSNHS has continued to maintain effective instructional and assessment practices that produce equitable and challenging learning experiences for all students. Current school leadership actively communicates school policies, standards and our mission through staff meetings, one-on-one conferencing, and e-mail.

Area in Need of Improvement:

Overall the staff at CSNHS was in agreement that the school leadership may be lacking in autonomy due to alterations in past policy changes that appear to have been mandated by the governing body and doesn't specifically serve the student body of CSNHS. The evident hindrance to that autonomy has been perceived as an impediment to obvious efforts by school leadership to collaborate with and engage stakeholders in the decision making process regarding school policies.

Plans for improving the areas of need:

There is consistent communication with parents and staff via formal and informal parent conferences, meetings and the use of electronic

resources such as Infinite Campus, ParentLink and Interact, although one communication tool that could be greatly improved is our school's website.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques •Evidence clearly indicates that the curriculum and learning experiences, at both CSN and CSNHS, provide students with challenging opportunities to develop learning, thinking, and life skills that align with the school's purpose. CSNHS boasts a 100% graduation rate and an average of 40 college credits earned for graduating seniors who attended all 4 semesters. It should also be noted that approximately 5% of the student population earns their Associates Degree prior to graduating high school. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •CSN and CHNSH's curriculum provides challenging and equitable learning experiences for all students. The curriculum used at CSNHS is primarily based on Nevada Content Standards and Common Core Performance Standards. Strong teachers, positive leadership, a collaborative culture, a supportive community, and a deep commitment to our students guide our curriculum process, instructional design and assessment practices for student learning. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Teacher evaluation criteria•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Surveys results•Interdisciplinary projects•All teachers use an instructional process that informs students of learning expectations and standards of performance. Teachers utilize a content standards and pacing guides to drive instruction in all academic areas. Teachers guide students learning utilizing a variety of instructional strategies are used to enhance students understanding of the concepts such as: flexible grouping, differentiated instruction, rubrics, exemplars, graphic or open-ended response.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books•Supervision and evaluation procedures•Surveys results•Administrative classroom observation protocols and logs•School leadership consistently monitors instructional practices based on NEPF guidelines. Beyond the classroom, informal student responses are sought for student perception feedback. Teachers are monitored for effectively engaging parents and guardians to be responsive to student needs. Informal observations are also conducted through professional development, other professional obligations, and at extra-curricular events that align with CSNHS's values and beliefs about teaching and learning.	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none">•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results•Examples of improvements to content and instructional practice resulting from collaboration•Tri-campus collaboration takes place through GoTo meetings. Monthly campus meetings are also held to discuss and disburse pertinent school-wide information. Teachers meet several times a week, with the campus counselor, to discuss individual student progress and cross-curricular opportunities to to address some of the student's deficiencies, such as fragmentation and isolated skill instruction. In addition, collaboration occurs regularly within content via email and departmental GoTo meetings.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •CSNHS staff utilizes course expectations, quarterly progress reports, Common Core standards, Edmodo and Remind 101 to ensure students are aware of learning expectations. Furthermore, teachers provide students with content specific exemplars including peer assessments and differentiation in conjunction multiple formative assessments to provide students with feedback and learning expectations. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •CSNHS has little teacher turnover which has limited the evidence related to mentoring, coaching and induction programs. However, as of January 4, 2016, a new teacher has been hired for the south campus and creating these systems are now in progress. Systems will include training on Infinite Campus, school grading policies and teacher expectations, departmental PLC's, school-wide support, and an introduction to CSN admissions, schedule, and available student and support services. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •CSNHS staff engages families in a variety of ways to keep parents and guardians apprised of their student learning progress including parent/teacher communication, ParentLink messages, quarterly progress reports, Edmodo and Remind 101. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures •CSNHS currently has a population of 427 students and is served by 21 adults. Due to the small population and teacher tenure, the staff has the ability to create long-term relationships with individual students. Teachers have daily office hours where they are available to support student academic and emotional need. Each counselor knows every student on an individual basis. Lastly, the new administration meets with each campus Student Council to ensure that there is a direct line of communication. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Beginning the 15-16 school year, CSNHS has implemented Ken O'Connor's "A Repair Kit for Grading". Staff completed professional development to determine how to communicate student achievement that focuses on accurate, consistent, and meaningful grades. Professional development focused on asking the questions about whether grades were consistent, accurate and meaningful that support student learning. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Staff development has included Common Core standards, the NEPF, AdvancEd, cultural awareness, and authentic grading. PD for the 15-16 school year has been based on an assessment of needs of the school and district initiatives. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•CSN and CSNHS student support services are designed to assist student with enhancing their academic skills, increase their retention and graduation rates and promote graduate and professional school programs. Programs are offered at both the high school and college level to meet the need of all students.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 3 Summary

Standard 3: Teaching and Assessing for Learning was assigned a score of 3.416. The score was an average of individual teacher responses to the AdvancEd Concept Maps for Standard 3. At a November 2015 Staff Development Day, teachers met to discuss each indicator for Standard 3, discuss progress and volunteer evidence, and, finally, to individually score each indicator. Tabulation was completed in December 2015.

Areas of Strength:

The consensus of the faculty is that the CSNHS program is very strong in the area of teaching and assessing for learning. Of the twelve Standard 3 indicators, faculty scored the school as Level 4 in six indicators, including providing challenging and equitable learning experiences; the principal's monitoring and support of improvement of instructional practices; implementation of the school's instructional process; engaging families and keeping them informed of students' learning progress; implementing a formal structure for adult advocacy on behalf of students; and grading and reporting based on clearly defined criteria. The faculty scored the school as Level 3 in five of the remaining six indicators.

Actions Implemented to Sustain Areas of Strength:

The stakeholders feel confident about the quality of the school's teaching and assessment, and strive to maintain a high level of performance. To that end, steps have either been implemented or been planned for implementation as soon as possible. Two steps concern professional learning communities. The principal has already implemented monthly faculty meetings on all three campuses. Beginning in Semester 2, department meetings will also be conducted on a monthly basis, and more frequently if needed. Further, staff development activities about formative and summative assessments will continue to be conducted. These should help CSNHS maintain its high standards for teaching and assessment, through sharing of data and instruction and assessment techniques.

Area in Need of Improvement:

There are two glaring areas requiring improvement, one explicit, one implicit. For Standard 3.7, regarding mentoring, coaching and induction of new faculty members, CSNHS scored Level 2. Simply put, the school has no formal mentoring, coaching, or induction processes. This is

due partially to the low faculty turnover, and partially to the substantial informal mentoring that occurs when a new teacher joins the faculty. A second problem area suggested itself as faculty was conducting its self-assessment for Standard 3: the need for better documentation. In the transition to a new principal and new office manager, most of the data regarding teaching and assessment that had been collected over the first three years of this past accreditation cycle was simply lost.

Plans for improving the areas of need:

An improvement plan is already in the works. Regarding Standard 3.7, for each new faculty member, the principal will appoint two mentors. One mentor will be a teacher on that campus. He or she will acclimate the new teacher to school and campus policies and procedures. A second mentor will be appointed from the new teacher's content area. He or she will assist the new teacher in curriculum pacing, as well as help the new teacher to implement best instruction and assessment techniques, especially within the teacher's content area. Additionally, beginning with the 2016-2017 school year, the school will conduct a new teacher orientation no later than the last opening-of-school day. The orientation will be conducted by the principal or principal's designee, as well as the two mentors appointed for the new faculty member. Regarding the collection and maintenance of data, the school has already established a Google Drive account for the collection and sharing of data among all faculty and staff members. Further, during staff development days, counselors will share data regarding the student body's most recent standardized tests, undergraduate grades, and other pertinent information that can shape instruction and assessment. Due to the unique character of each campus, this counselor-led briefing might take the form of campus break-out sessions. The CSNHS faculty believes that these steps will help correct a glaring deficiency, and provide data to help continue the school's high level of performance throughout this accreditation cycle.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, and procedures are implemented, so that leadership has access to, hire, place, and retain qualified professional and support staff. CSNHS has only had one teaching and one counseling position open in the past 5 years. All teachers and counselors are highly qualified. Additionally, CSNHS is afforded an additional OSII to float on a daily basis to whatever campus has need. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Instructional time and fiscal resources are dedicated to allow each student to take up to 12 credits per semester with no tuition cost to the student. School leadership creates a master schedule which allows students the flexibility to schedule their college classes, 2 full days a week. School counselors and leadership exhaust every option ensure that needed materials and resources are attainable to meet the needs of all students. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. • All maintenance for the building (classrooms and common areas) are overseen by the College of Southern Nevada and are considered to provide a safe environment for all students and staff. However, the portables in which staff and administration are housed in have been left unattended for years despite the high expectation from leadership and staff have to maintain safety, cleanliness, and a healthy environment. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •CSNHS teachers are able to utilize CSN's media and information resources to achieve educational program goals. CSNHS has a 27:1 student to licensed personnel ratio. This low ratio ensures that all students have access to a qualified person who can assist them in finding and retrieving information. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •The technology infrastructure at CSN is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. CSNHS personnel does not develop or administer the needs assessment regarding improving technology since this is owned and maintained by CSNHS. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •CSNHS in collaboration with CSN offer a multitude of student support services. Collaborative efforts provide a structure that supports and safeguards the rights of all students while ensuring equitable access to all educational opportunities. Needs are identified by monitoring students' progress and often times when students self-report. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •CSNHS in collaboration with CSN offer a multitude of student support services including counseling and psychological services, testing centers, tutoring centers, a career service center, and site-based support plans to ensure student transition and success. 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

Standard 4: Resources and Support Systems Using Results for Continuous Improvement was assigned a score of 3.57 based on input by

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participating CSNHS faculty and staff. Standard 4 states, "The school has resources and provides services that support its purpose and direction to ensure success for all students." This standard has seven indicators that participating stakeholders reviewed and rated individually to arrive at the 3.57 average for the standard as a whole.

CSNHS has a wide range of support services in place to meet the needs of all students. CSNHS continues to maintain 100% highly qualified staff and support positions and very low staff turnover. Communication among all school personnel enables teachers to enlist academic, emotional/social support and successfully provides intervention and assistance for students where appropriate. Staff members ensure that students receive necessary services on a consistent basis by communicating student needs to counselors. All maintenance for the building (classrooms and common areas) are overseen by the College of Southern Nevada and are considered to provide a safe environment for all students and staff. However, the portables in which staff and administration are housed in have been left unattended for years despite the high expectation from leadership and staff have to maintain safety, cleanliness, and a healthy environment.

CSNHS in collaboration with CSN offer a multitude of student support services. Collaborative efforts provide a structure that supports and safeguards the rights of all students while ensuring equitable access to all educational opportunities. Needs are identified by monitoring students' progress and often times when students self-report.

Instructional time and fiscal resources are dedicated to allow each student to take up to 12 credits per semester with no tuition cost to the student. School leadership creates a master schedule which allows students the flexibility to schedule their college classes, 2 full days a week. School counselors and leadership exhaust every option ensure that needed materials and resources are attainable to meet the needs of all students.

CSNHS teachers are able to utilize CSN's media and information resources to achieve educational program goals. CSNHS has a 27:1 student to licensed personnel ratio. This low ratio ensures that all students have access to a qualified person who can assist them in finding and retrieving information.

Actions Implemented to Sustain Areas of Strength:

Our school improvement plan aligns with our school's purpose and direction in order to increase student achievement.

Areas in Need of Improvement:

All maintenance for the building (classrooms and common areas) are overseen by the College of Southern Nevada and are considered to provide a safe environment for all students and staff. However, the portables in which staff and administration are housed in have been left unattended for years despite the high expectation from leadership and staff have to maintain safety, cleanliness, and a healthy environment.

Plans for improving the areas of need:

The staff and the new administration of CSNHS will make a concerted effort to work with CCSD personnel to update the portables in which staff and administration are housed to meet the high expectations from leadership and staff to maintain a safe, clean, and a healthy environment.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •CSNHS has maintained an assessment system that includes the PSAT, ACT, and NSHSPE. Student grades in core college courses are summarized for evaluation. The standardized assessments used at CSNHS do not measure across all courses, but the assessments provide information in the core academic areas such as math, reading and writing which affect student performance in other courses. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Several sources of data have been collected. This data includes comparisons and trends in student performance on standardized assessments. However, there is no organized plan in place on all three campuses to analyze data to set goals. Furthermore, there is no systematic plan for teachers to compare data from their assessments. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results •With the transition of different school leadership during last couple years, professional development on the evaluation, interpretation and use of data has been nonexistent. The new administration will provide training in access and use different data sources that already available for staff to use. 	Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •The CSNHS program has been very successful with high a pass rate for the proficiency and a graduation rate in the high nineties to one hundred percent every year. Our school improvement plan written every year for CCSD monitors the school's numbers on proficiency pass rates and graduation rates. While CSNHS has a process for collecting data to determine success at the next level, there is no process for analyzing this data to determine school goals 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups•Changes in school leadership have led to erratic communication and very little training on student learning. This year the new school leadership has place an emphasis on student learning via NEPF. During the monthly staff meetings and staff development days, information was given to teachers about setting goals for the school year and how teacher can show proof that they have met the NEPF standards.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

Standard 5: Using Results for Continuous Improvement was assigned a score of 2.2 based on input by participating CSNHS faculty and staff. Standard 5 states, "The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement." This standard has five indicators that participating stakeholders reviewed and rated individually to arrive at the 2.2 average for the standard as a whole.

The assessments that have been the main emphasis of the CSNHS program the last several years have been on the state proficiencies. The school's SIP plans have focused on a 100% graduation rate, which the main component of this plan was making sure our students passed the proficiencies. Teachers and counselors from each campus would work together to analyze the weaknesses of the students that did not passed all the proficiencies based upon their prior scores. Then students were placed into test prep courses and provided assigned tutoring times. This commitment and focus on behalf of the stakeholders in the CSNHS program have proven to be very successful for a lot of years.

Most juniors take the PSAT during the fall semester of each school year. Starting last year, all juniors will take the ACT during the spring semester of each school year. Before students can enroll in Math and English courses at CSN they must take the accuplacer exam, so that the students can be placed in the appropriate college course. All these exams provide a great deal of reliable and unbiased data to analyze

and form goals for improving student learning.

Actions Implemented to Sustain Areas of Strength:

Though the state proficiencies will no longer be used at the end of this school year, the state will mandate end of course exams in the coming years. So, the systematic approach of tailoring the educational resources of CSNHS program to meet the needs of the students must continue with the new state mandated exams. Also, CSNHS must have students take the multiple standardized assessment exams, so that all the stakeholders have the information necessary to determine whether or not the programs of CSNHS are successful.

Areas in Need of Improvement:

Though CSNHS has been very successful at helping students pass state mandated tests, the majority of our students come into the program having already passed all of their proficiency exams. The data to determine how well CSNHS prepares all its student population to make the transition to postsecondary is available. In some cases teachers at CSNHS use the data to make adjustments in their lessons. Nonetheless, there is no comprehensive analysis of the test data being completed by the staff and administration at CSNHS. Also, staff has not consistently analyzed their own assessments with the assessments of their peers, especially to determine how those assessments align with college placement exams.

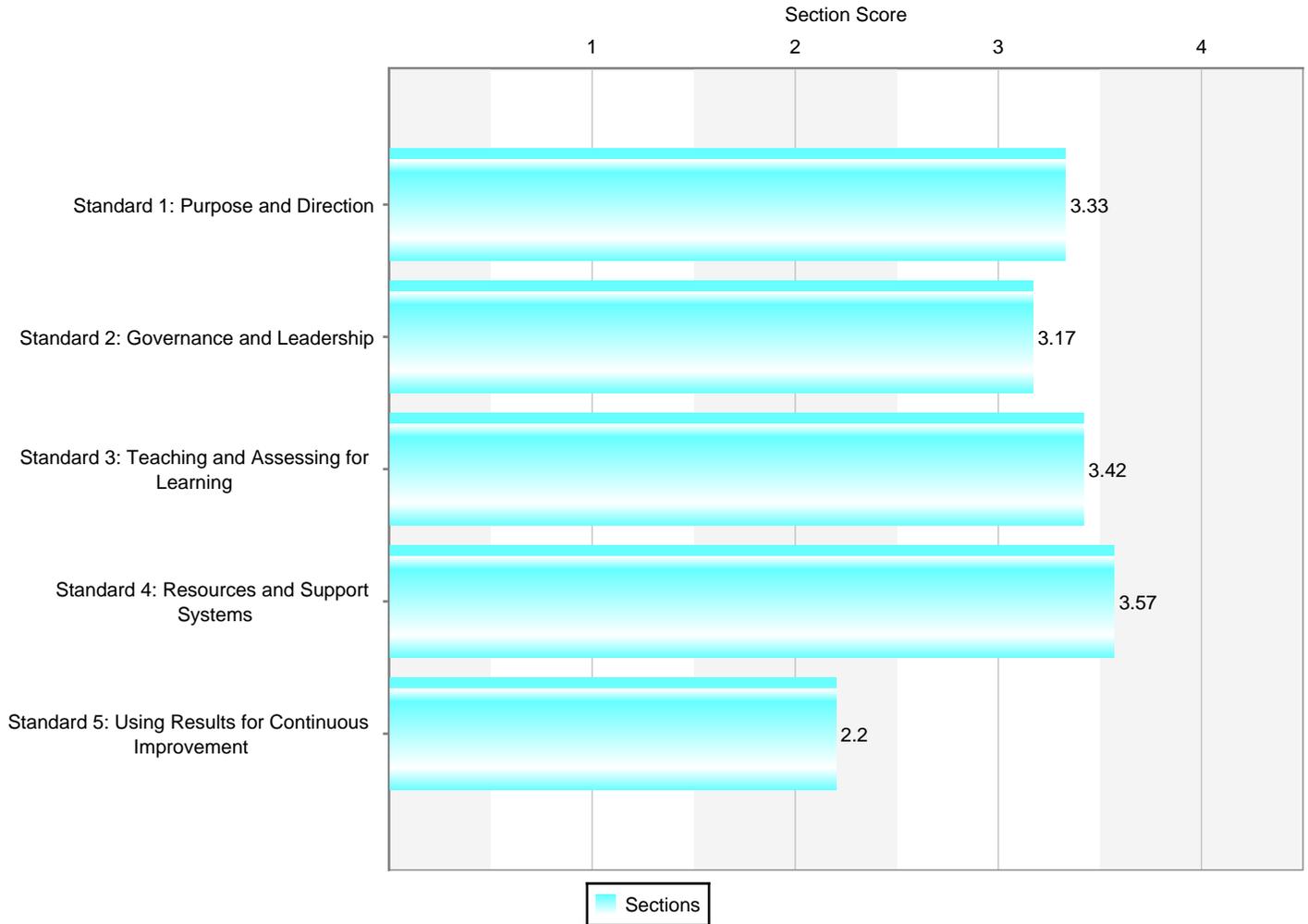
An explanation as to why staff at CSNHS has not completed a systematic examination of test data is that most of the staff agrees that they have not had any professional development on analyzing test data. With the transition of administration at CSNHS over the last couple of years, an emphasis was placed on maintaining successful programs, rather than looking at areas in need of improvement. Also, with very little training available, teachers spent most of their time trying to learn the new NEPF teacher evaluation system.

Plans for improving the areas of need:

The staff and the new administration of CSNHS will make a concerted effort to analyze the data from tests given to students with the goal of improving student learning. A schedule of staff meetings will focus on three areas in need of improvement. First, trainings will be provided on how to interpret data from the standardized tests. During this time, teachers from common content areas will get together and compare their exams and determine if their own exams align with standardized tests. Secondly, professional staff in all content areas will be provided training on instructional strategies that help improve student learning, which will improve student performance on all assessment and help teachers show evidence of meeting NEPF standards. The last scheduled staff meeting(s) should be set aside, so that the staff can set goals and at the end of the year determine the success of the goals.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All AdvancED surveys were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire=23%, staff questionnaire=100%, and the student questionnaire=99%). Questionnaires were administered with reasonable fidelity to the administrative procedures for each assessment. All surveys were opened in 9/15 and allowed for response until the closing date of 11/25/15. Appropriate accommodations and notification were provided to parents which included flyers, multiple ParentLink messages, and notification on all campus websites.	Stakeholder Feedback Worksheet

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parents, students and staff participated in a stakeholder survey in the fall of 2015. Stakeholders responded to questions and/or statements relating to five categories or standards: Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems and Using Results for Continuous Improvement. By calculating response percentage by standard, staff, parent, and student surveys indicated the highest satisfaction in the area of Purpose and Direction and Resources and Support Systems.

Survey results were also analyzed by indicator to define more specific areas of strength and improvement. Indicator 1.1 (The school engages in a systematic, inclusive and comprehensive review, revise, and communicate a school purpose for student success.) signified a strength with the highest average scores for staff, specifically that the purpose statement clearly focuses on student success which achieved a score of 4.75.

Parent surveys show Indicator 4 (Resources and Support System.) as the indicator with the highest average score of 4.32. CSNHS takes pride in being able to provide students resources and services that support its purpose and direction to ensure success for all students. Collaborative efforts between CCSD, CSN, and CSNHS have provided students the ability to facilitate the successful transition of students from high school to post-secondary education which successfully aligns with Superintendent's Schools Vision Statement, "To create responsible citizens with the skills and vision to successfully achieve academically, socially, and economically in the 21st century."

Student surveys show Indicator 1 (Purpose and Direction) as the indicator with the highest average score of 4.49. Specifically, student stated that, "In my school, a high quality education is offered" which achieved an average rating of 4.68. Again, collaborative efforts between CSN and CSNHS, allow students to take up to 12 college credits per semester at no cost to them. College courses allow students to be introduced to topics and ideas that are not covered in the regular classroom, while some students are even able to earn their Associates Degree prior to high school graduation.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

At the high school level, notable trends were seen in results from staff and students. Staff noted trends for increased satisfaction in the following areas: Purpose and Direction, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. Students noted trends for increased satisfaction in the following areas: Governance and Leadership, Teaching and Assessing Learning, Resources and Support Systems, and Using Results for Continuous Improvement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

When surveyed, both parents and staff note Indicator 1.3 (The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.) as a strength. Stakeholder collaboration throughout the process provides opportunities for involvement in our schools.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 5: Using Results for Continuous Improvement scored lowest overall with all 3 groups of stakeholders. However, it should be noted that Standard 5 overall still rated a combined score of 3.5. However individual indicators show:

Staff standard 5: Using Results for Continuous Improvement

2.91 Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

Parent standard 2: Governance and Leadership

3.73 Our school provides opportunities for stakeholders to be involved in the school.

Student standard 3: Teaching and Assessing for Learning

3.5 All of my teachers change their teaching to meet my learning needs.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Staff standard 5: Using Results for Continuous Improvement showed an overall rating of 2.91. Standard 5 specifically states: Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

What are the implications for these stakeholder perceptions?

The implications of these perceptions are that the areas that show low or decreasing satisfaction are areas we need to address as a school.

Staff standard 5: Using Results for Continuous Improvement

2.91 Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

Not understanding how to evaluate, interpret, and use of data may hinder or stagnate continuous student achievement. Staff needs specific professional development in this area and structured teacher planning time to implement and apply the new knowledge and skills they learned in professional development.

Parent standard 2: Governance and Leadership

3.73 Our school provides opportunities for stakeholders to be involved in the school.

School leadership and staff need to provide various opportunities for all stakeholders to be involved in the school.

Student standard 3: Teaching and Assessing for Learning

3.5 All of my teachers change their teaching to meet my learning needs.

Teachers need to implement differentiated instructional strategies to help each individual students reach their fullest potential. These educational techniques should accommodate each student's learning style, readiness, and interest in order to teach students the same material through a variety of ways.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

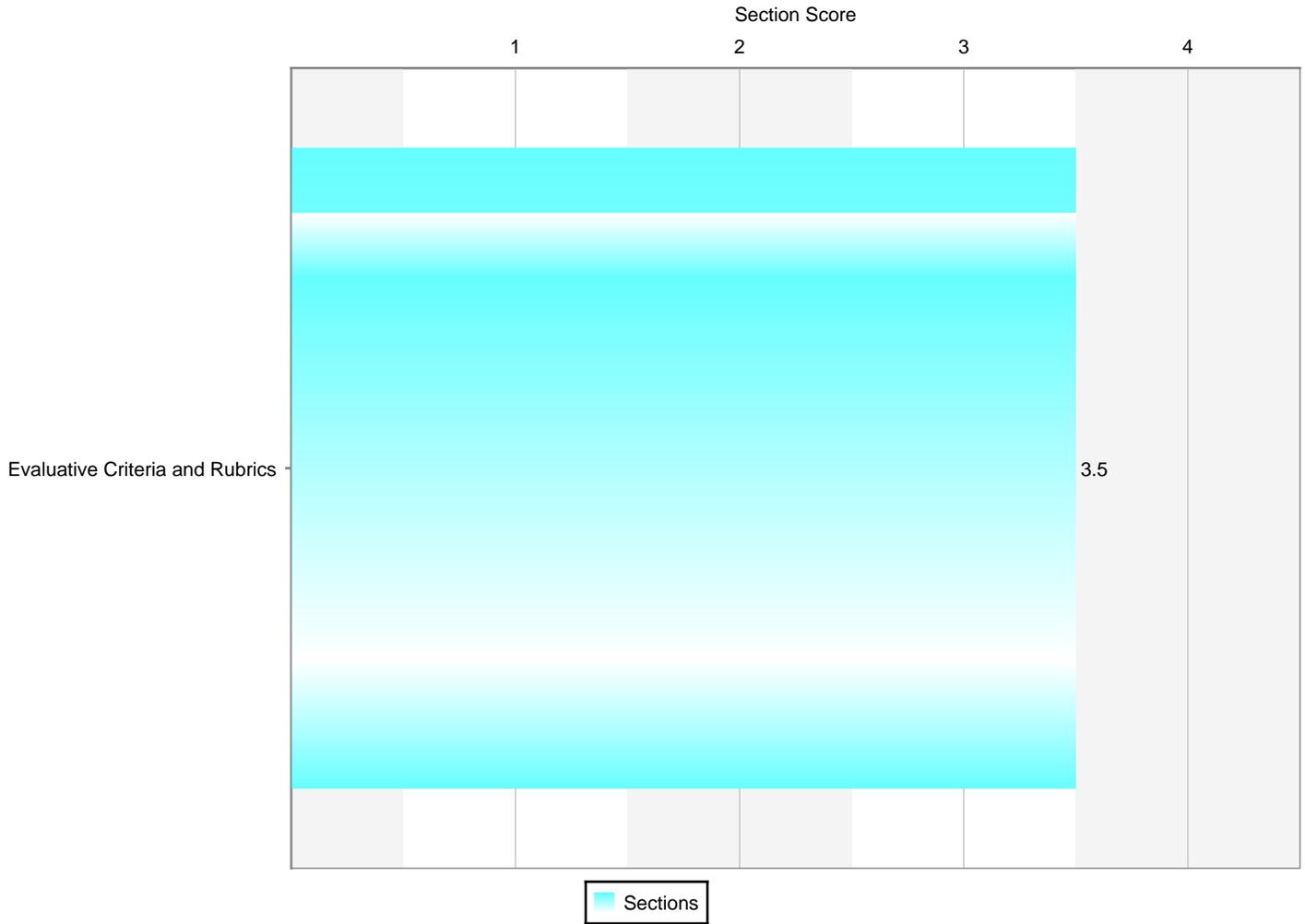
Staff standard 5: Using Results for Continuous Improvement

2.91 Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.

CSNHS staff was also in agreement that this is an area of weakness. CSNHS needs professional development on understanding how to evaluate, interpret, and use of data to maintain continuous student achievement. Staff needs specific professional development in this area and structured teacher planning time to implement and apply the new knowledge and skills they learned in professional development.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The 2015-2016 School Performance Plans and two years of accountability reports were selected to review and utilize data that supports the improvement goals of CSNHS. Parent, staff, and student survey results were also utilized to provide evidence to answer the questions related to the Student Performance Diagnostic.	West 2015 Accountability Report East 2015 Accountability Report South 2014 Accountability Report East 2014 Accountability Report West 2014 Accountability Report South 2015 Accountability Report 15-16 East SPP 15-16 South SPP 15-16 West SPP

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Each campus created two goals and objectives:

Goal 1

CSNHS students will improve their achievement in mathematics.

Objective(s):

CSNHS student proficiency in mathematics will be maintained at 98% as measured on the Nevada High School Proficiency Exams (NHSPE) by commencement.

This goal has been exceeded. CSNHS has achieved 100% proficiency for all senior students in the area of mathematics on the NHSPE.

Goal 2

CSNHS students will improve their achievement in reading and writing.

Objective(s):

CSNHS student proficiency in reading and writing will be maintained at 100% as measured by the Nevada High.

The reading goal for CSNHS students has been achieved with 100% proficiency for all senior students in the area of reading on the NHSPE. However, results for the writing proficiency are still pending.

Describe the area(s) that show a positive trend in performance.

All areas show a positive trend in student performance. More information will be needed to further evaluate student performance once new performance assessment cut scores are determined by CCSD and the Nevada Department of Education.

Which area(s) indicate the overall highest performance?

The NHSPE shows that in the areas of math and reading, CSNHS students have achieved 100% achievement. Writing results are still pending.

Which subgroup(s) show a trend toward increasing performance?

All subgroups have achieved 100% achievement on the NHSPE with the exception of writing. Results from the November 2015 testing administration are still pending.

Between which subgroups is the achievement gap closing?

Our statistically valid subgroups consist of gender groups, students with disabilities, and occasionally one or more ethnic groups. There is no gap between our ethnic subgroups and the norm.

Which of the above reported findings are consistent with findings from other data sources?

All of the above findings are consistent with the school performance accountability reports that have been published with the Nevada Department of Education reports data that tracks student growth in the specified areas.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

No performance data is deemed to be below the expected level of student performance at this time.

Describe the area(s) that show a negative trend in performance.

No negative trends in performance have been determined.

Which area(s) indicate the overall lowest performance?

At this time writing would be the area with the lowest performance since 100% achievement has not been met.

Which subgroup(s) show a trend toward decreasing performance?

At this time, no subgroups have an area of concern. The data continues to show continuous growth and achievement of all students at or above the proficiency level.

Between which subgroups is the achievement gap becoming greater?

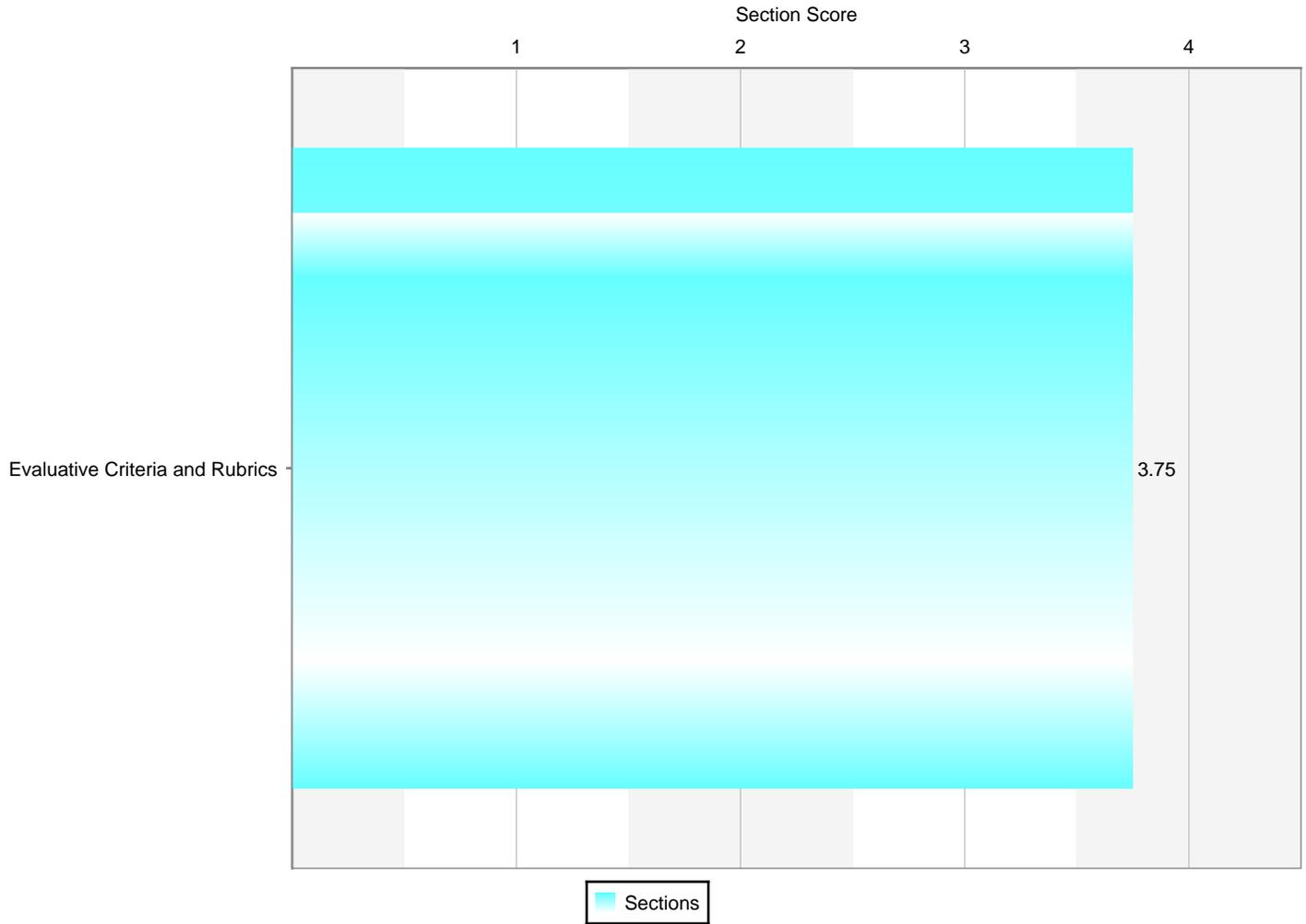
There are no notable areas in which subgroups show an increase in the achievement gap. All of the above findings are consistent with Nevada's Department of Education's school accountability reports. The Nevada Growth Model is used to measure how much a student improves in academic performance over time. Results for CSNHS are currently based on the Nevada High School Proficiency. Nevada's School Performance Framework was also utilized in the past to determine school ratings. All three CSNHS campuses earned a 5 star rating. However, school ratings for the 2014-2015 school year were not available due to Nevada's transition to new assessments.

Which of the above reported findings are consistent with findings from other data sources?

All report findings have been consistent with other data sources.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	No	<p>A copy of the AdvancED Policies and Procedures was sent to all staff members on January 6, 2016 with a directive to read over the document. The email stated:</p> <p>Staff,</p> <p>Please take a look at the attached Advanc-ED Policies and Procedures. One of the assurances specifically states, "The institution has read, understands, and complies with the AdvancED Policies and Procedures". Thank you for your support in this matter.</p> <p>"Education is the most powerful weapon that you can use to change the world." -Nelson Mandela</p> <p>Barbara Collins, Principal CSN High School</p>	

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Accreditation Report

College of Southern Nevada HS

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		CSNHS WEST 570 CRP 2015-16 CSNHS EAST 569 CRP 2015-16 CSNHS SOUTH 571 CRP 2015-16

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	A bank statement/checking account review is completed monthly.	

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		South East West

Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All junior students at CSNHS will demonstrate critical thinking skills by analyzing, synthesizing, and evaluating problems and information at the advanced level.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1400
2	All teachers will engage in professional development related to data analysis and implementing strategies to increase pass rates on the CSN accuplacer entrance exams.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

Goal 1: All junior students at CSNHS will demonstrate critical thinking skills by analyzing, synthesizing, and evaluating problems and information at the advanced level.

Measurable Objective 1:

80% of Eleventh grade students will demonstrate a proficiency in their ability to analyze, synthesize, and evaluate problems in Mathematics by 01/20/2017 as measured by pre and post teacher made assessments.

Strategy 1:

Strategies in Social Studies - Junior social studies teachers will implement Socratic discussions, so that students will be able to clarify, question beliefs, theories, or perspectives.

Research Cited: Paul, R. and Elder, L. (April 1997). Foundation For Critical Thinking, Online at website: www.criticalthinking.org

Activity - Socratic Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-weekly Socratic Seminars that include interpretive, literal, and evaluative questioning.	Direct Instruction	03/02/2016	01/20/2017	\$0	No Funding Required	U.S. History Teachers

Strategy 2:

Increase Student Vocabulary - By increasing vocabulary and language skills, students will improve their encoding processes, critical thinking, and abstract reasoning skills.

Research Cited: International Journal of Applied Linguistics and English Literature (Weinstein and Mayer, 1986 cited in Ellis, 1994, pg. 315, Rahimi and Katal, 2012) Mokhatri and Reichard, 2002)

Activity - Vocab.com	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the vocab.com application weekly during their English class.	Academic Support Program	03/01/2016	01/20/2017	\$1400	Other	All junior English teachers.

Goal 2: All teachers will engage in professional development related to data analysis and implementing strategies to increase pass rates on the CSN accuplacer entrance exams.

Measurable Objective 1:

collaborate to analyze and interpret data to increase student achievement by 06/03/2019 as measured by CSN accuplacer exam..

Accreditation Report

College of Southern Nevada HS

Strategy 1:

Professional Development - All incoming students will be required to take the CSN accuplacer test in reading, math, and writing. Students not testing into English 101 or Math 126 (or higher) will be given direct instruction and have multiple strategies implemented to assist them in achieving this goal. By providing professional development to teachers on analyzing and interpreting data, teachers will be able to evaluate where students are succeeding and where focused instruction needs to be implemented

Research Cited: Using Student Achievement Data to Support Instructional Decision Making (NCEE 2009-4067

U.S. DEPARTMENT OF EDUCATION)

Activity - Analyzing and Interpreting Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will engage school wide professional development related to analyzing and interpreting data. New incoming junior students will take the accuplacer exams in math, reading, and writing for baseline data. Specific strategies will be implemented for students who do not place in English 102 or Math 126 or higher. Students who do not meet this criteria will test again at the end of the fall semester for a second data point. Strategies will continue to be implemented until all students are able to meet these goals.	Professional Learning	06/01/2016	05/31/2019	\$1000	Other	Principal and School Counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Socratic Teaching	Bi-weekly Socratic Seminars that include interpretive, literal, and evaluative questioning.	Direct Instruction	03/02/2016	01/20/2017	\$0	U.S. History Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocab.com	Students will utilize the vocab.com application weekly during their English class.	Academic Support Program	03/01/2016	01/20/2017	\$1400	All junior English teachers.
Analyzing and Interpreting Data	All teachers will engage school wide professional development related to analyzing and interpreting data. New incoming junior students will take the accuplacer exams in math, reading, and writing for baseline data. Specific strategies will be implemented for students who do not place in English 102 or Math 126 or higher. Students who do not meet this criteria will test again at the end of the fall semester for a second data point. Strategies will continue to be implemented until all students are able to meet these goals.	Professional Learning	06/01/2016	05/31/2019	\$1000	Principal and School Counselors
Total					\$2400	