

Report of the External Review Team for College of Southern Nevada HS

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Table of Contents

Introduction 4

Results 9

 Teaching and Learning Impact 9

 Standard 3 - Teaching and Assessing for Learning 10

 Standard 5 - Using Results for Continuous Improvement 11

 Student Performance Diagnostic 11

 Effective Learning Environments Observation Tool (eleot™) 13

 eleot™ Data Summary 15

 Findings 18

 Leadership Capacity 21

 Standard 1 - Purpose and Direction 22

 Standard 2 - Governance and Leadership 22

 Stakeholder Feedback Diagnostic 22

 Findings 23

 Resource Utilization 24

 Standard 4 - Resources and Support Systems 24

 Findings 25

Conclusion 26

 Accreditation Recommendation 27

Addenda 28

 Team Roster 28

 Next Steps 30

 About AdvancED 31

 References 32

Introduction

The External Review is an integral component of AdvancED Performance Accreditation and provides the institution with a comprehensive evaluation guided by the results of diagnostic instruments, in-depth review of data and documentation, and the professional judgment of a team of qualified and highly trained evaluators. A series of diagnostic instruments examines the impact of teaching and learning on student performance, the capacity of leadership to effect continuous improvement, and the degree to which the institution optimizes its use of available resources to facilitate and support student success. The results of this evaluation are represented in the Index of Education Quality (IEQ™) and through critical observations, namely, Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. Today the accreditation process is used at all levels of education and is recognized for its ability to effectively drive student performance and continuous improvement in education.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee comprised of talented educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. Prior to implementation, an internationally recognized panel of experts in testing and measurement, teacher quality, and education research reviewed the standards and provided feedback, guidance and endorsement.

The AdvancED External Review Team uses AdvancED Standards, associated indicators and criteria related to student performance and stakeholder engagement to guide its evaluation. The Team examines adherence to standards as well as how the institution functions as a whole and embodies the practices and characteristics expected of an accredited institution. The Standards, indicators and related criteria are evaluated using indicator-specific performance levels. The Team rates each indicator and criterion on a scale of 1 to 4. The final scores assigned to the indicators and criteria represent the average of the External Review Team members' individual ratings.

The External Review is the hallmark of AdvancED Performance Accreditation. It energizes and equips the institution's leadership and stakeholders to achieve higher levels of performance and address those areas that

may be hindering efforts to reach desired performance levels. External Review is a rigorous process that includes the in-depth examination of evidence and relevant data, interviews with all stakeholder groups, and extensive observations of learning, instruction, and operations.

Use of Diagnostic Tools

A key to examining the institution is the design and use of diagnostic tools that reveal the effectiveness with which an institution creates conditions and implements processes and practices that impact student performance and success. In preparation for the External Review the institution conducted a Self Assessment that applied the standards and criteria for accreditation. The institution provided evidence to support its conclusions vis a vis organizational effectiveness in ensuring acceptable and improving levels of student performance.

- an indicator-based tool that connects the specific elements of the criteria to evidence gathered by the team;
- a student performance analytic that examines the quality of assessment instruments used by the institution, the integrity of the administration of the assessment to students, the quality of the learning results including the impact of instruction on student learning at all levels of performance, and the equity of learning that examines the results of student learning across all demographics;
- a stakeholder engagement instrument that examines the fidelity of administration and results of perception surveys seeking the perspective of students, parents, and teachers;
- a state-of-the-art, learner-centric observation instrument, the Effective Learning Environments Observation Tool (eleot™) that quantifies students' engagement, attitudes and dispositions organized in 7 environments: Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-Managed Learning, and Digital Learning. All evaluators must be trained, reach acceptable levels of inter-rater reliability, and certified to use this research-based and validated instrument.

The External Review Team's findings and critical observations are shared in this report through the IEQ™ results as well as through the identification of Powerful Practices, Opportunities for Improvement, and Improvement Priorities.

Index of Education Quality

In the past, accreditation reviews resulted in an accreditation recommendation on status. Labels such as advised, warned, probation, or all clear were used to describe the status of a school relative to the AdvancED Standards and other evaluative criteria. Beginning in the 2013-14 school year, AdvancED introduced a new framework to describe the results of an accreditation review. Consistent with the modern focus of accreditation on continuous improvement with an emphasis on student success, AdvancED introduced an innovative and state-of-the-art framework for diagnosing and revealing institutional performance called the Index of Education Quality (IEQ™). The IEQ™ comprises three domains of performance: 1) the impact of teaching and learning on student performance; 2) the capacity of leadership to guide the institution toward the achievement of its

vision and strategic priorities; and 3) use of resources to support and optimize learning. Therefore, your institution will no longer receive an accreditation status. Instead, your institution will be accredited with an IEQ™ score. In the case where an institution is failing to meet established criteria, the accreditation will be under review thereby requiring frequent monitoring and demonstrated improvement.

The three domains of performance are derived from the AdvancED Standards and associated indicators, the analysis of student performance, and the engagement and feedback of stakeholders. Within each domain institutions can connect to the individual performance levels that are applied in support of the AdvancED Standards and evaluative criteria. Within the performance levels are detailed descriptors that serve as a valuable source of guidance for continuous improvement. Upon review of the findings in this report and building on their Powerful Practices, institutional leaders should work with their staff to review and understand the evidence and rationale for each Opportunity for Improvement and Improvement Priority as well as the corresponding pathway to improvement described in the performance levels of the selected indicator(s).

The IEQ™ provides a new framework that recognizes and supports the journey of continuous improvement. An institution's IEQ™ is the starting point for continuous improvement. Subsequent actions for improvement and evidence that these have had a positive impact will raise the institution's IEQ™ score.

Benchmark Data

Throughout this report, AdvancED provides benchmark data for each indicator and for each component of the evaluative criteria. These benchmark data represent the overall averages across the entire AdvancED Network for your institution type. Thus, the AdvancED Network average provides an extraordinary opportunity for institutions to understand their context on a global scale rather than simply compared to a state, region, or country.

It is important to understand that the AdvancED Network averages are provided primarily to serve as a tool for continuous improvement and not as a measure of quality in and of itself. Benchmark data, when wisely employed, have a unique capacity to help institutions identify and leverage their strengths and areas of improvement to significantly impact student learning.

Powerful Practices

A key to continuous improvement is the institution's ability to learn from and build upon its most effective and impactful practices. Such practices serve as critical leverage points necessary to guide, support and ensure continuous improvement. A hallmark of the accreditation process is its commitment to identifying with evidence, the conditions, processes and practices that are having the most significant impact on student performance and institutional effectiveness. Throughout this report, the External Review Team has captured and defined Powerful Practices. These noteworthy practices are essential to the institution's effort to continue its journey of improvement.

Opportunities for Improvement

Every institution can and must improve no matter what levels of performance it has achieved in its past. During the process of the review, the External Review Team identified areas of improvement where the institution is meeting the expectations for accreditation but in the professional judgment of the Team these are Opportunities for Improvement that should be considered by the institution. Using the criteria described in the corresponding rubric(s) to the Opportunity for Improvement, the institution can identify what elements of practice must be addressed to guide the improvement.

Improvement Priorities

The expectations for accreditation are clearly defined in a series of the rubric-based AdvancED Standards, indicators and evaluative criteria focused on the impact of teaching and learning on student performance, the capacity of the institution to be guided by effective leadership, and the allocation and use of resources to support student learning. As such, the External Review Team reviewed, analyzed and deliberated over significant bodies of evidence provided by the institution and gathered by the Team during the process. In the professional judgment of the Team as well as the results of the diagnostic process, the Team defined, with rationale, Improvement Priorities. The priorities must be addressed in a timely manner by the institution to retain and improve their accreditation performance as represented by the IEQ™. Improvement Priorities serve as the basis for the follow-up and monitoring process that will begin upon conclusion of the External Review. The institution must complete and submit an Accreditation Progress Report within two years of the External Review. The report must include actions taken by the institution to address the Improvement Priorities along with the corresponding evidence and results. The IEQ™ will be recalculated by AdvancED upon review of the evidence and results associated with the Improvement Priorities.

The Review

The Team, made up of six highly-qualified Clark County School District administrators, arrived at College of Southern Nevada High School at 8:00 a.m. on February 10, 2016, to begin their two-day school review. The team returned on February 11, 2016 to finalize the reports and share results with the principal. Prior to the school visit, the Team read the school's report, visited the school website, and studied the evidence provided, and then they communicated via the telephone and through email to discuss their initial findings. The Team was able to review the artifacts and evidence in Google, where the school had set-up and shared files for each Standard and Indicator. The Lead Evaluator and the principal had multiple discussions prior to visit to ensure all items were prepared and ready for visitation.

The Team would like to thank the staff and all the stakeholders that participated in the visit. It was obvious by reviewing the evidence, reading the report, and during all interviews that the school self-reflected and used this process to help guide their thinking toward continuous school improvement. The Team is especially thankful for the early sharing of evidence in Google, allowing the Team to spend the majority of their first day in classrooms verifying the impact the school is having on student achievement. The Team appreciated the school's reflection of all three survey groups to help guide the development of the improvement goals. The Team also commends the school for inviting six parents and nine students to join the Team for breakfast,

providing the Team with a more clear perspective of the school climate, culture, and learning conditions.

Stakeholders were interviewed by members of the External Review Team to gain their perspectives on topics relevant to the institution's effectiveness and student performance. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the External Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Interviewed	Number
Chief Executive Officer/President	1
Instructional Staff	13
Support Staff	2
Students	9
Parents/Community/Business Leaders	7
Total	32

Results

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results, instructional quality, learner and family engagement, support services for student learning, curriculum quality and efficacy, and college and career readiness data. These are all key indicators of an institution's impact on teaching and learning.

A high-quality and effective educational system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics that include strong communication skills, knowledge of content, and knowledge of how to teach the content. The institution's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert, J., Kunter, M., Blum, W., Brunner, M., Voxx, T., Jordan, A., Klusmann, U., Krauss, S., Nuebrand, M., & Tsai, Y., 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert, J., Brown, R., Choi, S., & Thomas, S., 2008). According to Marks, Louis, and Printy (2002), staff members who engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, and Loeb (2010), concluded that leadership in effective institutions "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found that a successful institution implements a curriculum based on clear and measurable expectations for student learning. The curriculum provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Institutions with strong improvement processes move beyond anxiety about the current reality and focus on priorities and initiatives for the future. Using results, i.e., data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, and Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky, J., Pane, J., Barney, H., & Christina, R., 2005). The study also identified six

key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making, (2) establishing a culture of data use and continuous improvement, (3) investing in an information management system, (4) selecting the right data, (5) building institutional capacity for data-driven decision making, and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision-making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

Through ongoing evaluation of educational institutions, AdvancED has found that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 3 - Teaching and Assessing for Learning

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

Indicator	Description	Review Team Score	AdvancED Network Average
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.	3.67	2.81
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.	2.83	2.49
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	3.00	2.60
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	3.33	2.70
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	2.50	2.57
3.6	Teachers implement the school's instructional process in support of student learning.	3.00	2.57
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	2.17	2.54
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	3.50	3.06

Indicator	Description	Review Team Score	AdvancED Network Average
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.	3.67	2.98
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.	3.50	2.75
3.11	All staff members participate in a continuous program of professional learning.	2.83	2.53
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	3.00	2.61

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.

Indicator	Description	Review Team Score	AdvancED Network Average
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	3.00	2.66
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.	2.00	2.37
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	1.00	2.06
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.	2.17	2.46
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.	2.83	2.71

Student Performance Diagnostic

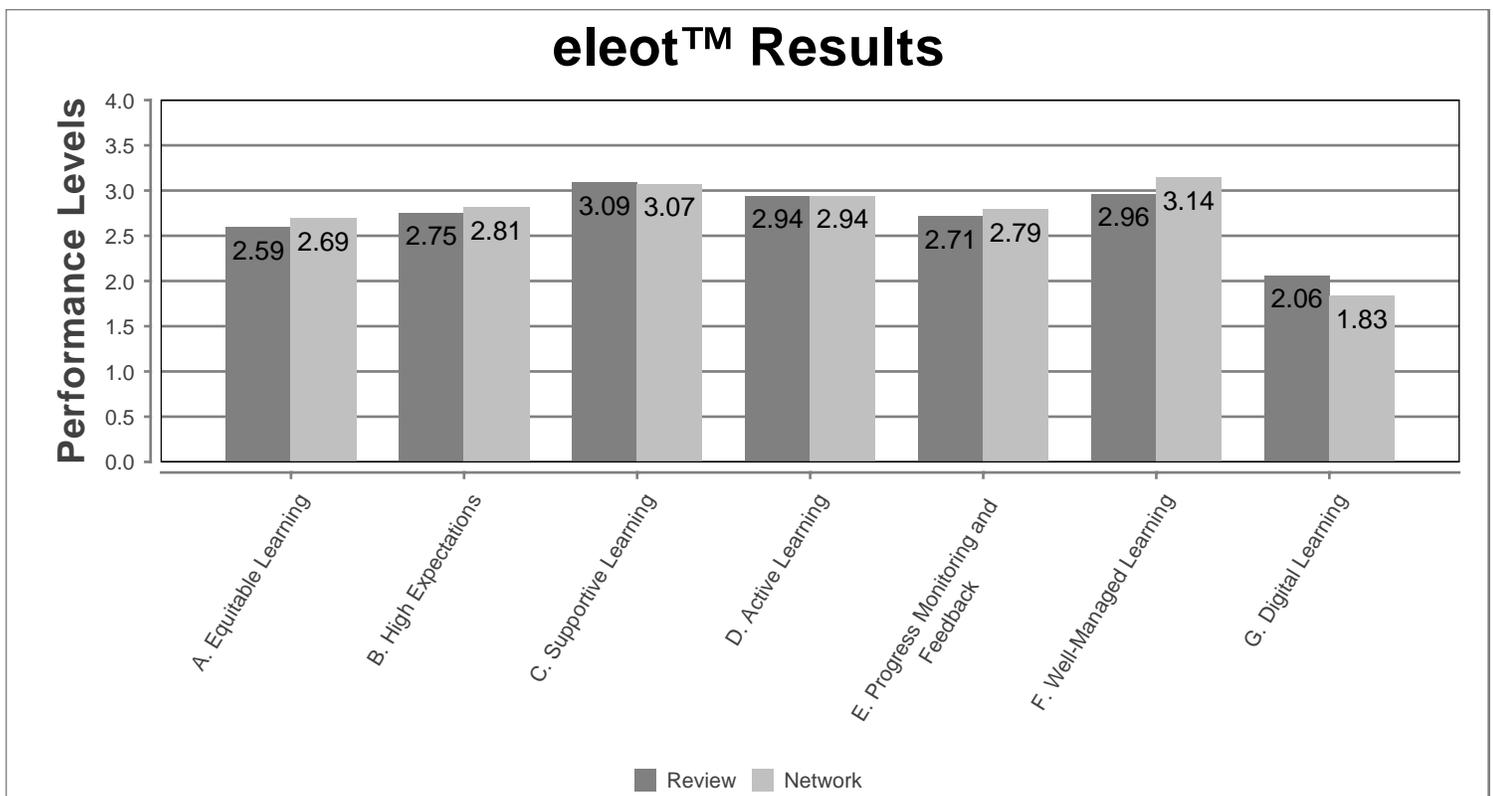
The quality of assessments used to measure student learning, assurance that assessments are administered with procedural fidelity and appropriate accommodations, assessment results that reflect the quality of learning, and closing gaps in achievement among subpopulations of students are all important indicators for evaluating overall student performance.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Assessment Quality	3.00	3.06
Test Administration	3.83	3.45
Equity of Learning	4.00	2.70
Quality of Learning	3.50	2.92

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The Team used the eleot™ and conducted ten observations, visiting every teacher present on the day of the visit. The results show they rated highest in the environment, Supportive Learning, averaging higher than the AdvancEd network average. Of special note, three of the items were marked very evident/evident in 100 percent of the classrooms. The environments, Well-Managed Learning and Active Learning were the next highest ranked, followed closely by High Expectations and Progress Monitoring and Feedback. The lowest

average was in Digital Learning, but it still exceeded the AdvancEd network average.

The Team stated that it was evident in every classroom observed that the teachers and students were focused on learning, with activities being used consistently to engage students and require higher-order thinking. This aligns with the ratings of 2.94 in Active Learning. Furthermore, several observers noted that the students engaged with their peers and the teacher about their performance, providing one another with feedback and being provided time to revise work based on the feedback. These notes directly align to the overall rating of a 2.71 in Progress Monitoring and Feedback. The Team also noted throughout all visits and interviews that students consistently expressed that learning experiences are positive which is directly aligned to their overall rating of 3.09 in the Supportive Learning Environment.

The Team was very impressed with the high-quality, effective instruction in every classroom they observed. There were many positive comments about the mutual respect amongst the students and teachers and the overall positive atmosphere in all classrooms. It was noted that technology was not consistently being used as a learning tool, however it was not evident how the lack of technology was negatively impacting the learning needs of the students. It was noted by every team member that the students clearly understood the high expectations within the school, and the students felt like they had ample support to be successful.

eleot™ Data Summary

A. Equitable Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.64	Has differentiated learning opportunities and activities that meet her/his needs	9.09%	54.55%	27.27%	9.09%
2.	2.91	Has equal access to classroom discussions, activities, resources, technology, and support	18.18%	63.64%	9.09%	9.09%
3.	2.91	Knows that rules and consequences are fair, clear, and consistently applied	9.09%	81.82%	0.00%	9.09%
4.	1.91	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	0.00%	45.45%	0.00%	54.55%
Overall rating on a 4 point scale: 2.59						

B. High Expectations			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.00	Knows and strives to meet the high expectations established by the teacher	18.18%	72.73%	0.00%	9.09%
2.	3.00	Is tasked with activities and learning that are challenging but attainable	18.18%	72.73%	0.00%	9.09%
3.	1.36	Is provided exemplars of high quality work	0.00%	18.18%	0.00%	81.82%
4.	3.27	Is engaged in rigorous coursework, discussions, and/or tasks	36.36%	54.55%	9.09%	0.00%
5.	3.09	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	27.27%	63.64%	0.00%	9.09%
Overall rating on a 4 point scale: 2.75						

C. Supportive Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.27	Demonstrates or expresses that learning experiences are positive	27.27%	72.73%	0.00%	0.00%
2.	3.36	Demonstrates positive attitude about the classroom and learning	36.36%	63.64%	0.00%	0.00%
3.	3.09	Takes risks in learning (without fear of negative feedback)	36.36%	45.45%	9.09%	9.09%
4.	3.18	Is provided support and assistance to understand content and accomplish tasks	27.27%	63.64%	9.09%	0.00%
5.	2.55	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	27.27%	36.36%	0.00%	36.36%
Overall rating on a 4 point scale: 3.09						

D. Active Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.09	Has several opportunities to engage in discussions with teacher and other students	27.27%	63.64%	0.00%	9.09%
2.	2.27	Makes connections from content to real-life experiences	18.18%	36.36%	0.00%	45.45%
3.	3.45	Is actively engaged in the learning activities	45.45%	54.55%	0.00%	0.00%
Overall rating on a 4 point scale: 2.94						

E. Progress Monitoring and Feedback			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.73	Is asked and/or quizzed about individual progress/learning	18.18%	54.55%	9.09%	18.18%
2.	3.00	Responds to teacher feedback to improve understanding	18.18%	72.73%	0.00%	9.09%
3.	3.09	Demonstrates or verbalizes understanding of the lesson/content	18.18%	72.73%	9.09%	0.00%
4.	2.09	Understands how her/his work is assessed	18.18%	18.18%	18.18%	45.45%
5.	2.64	Has opportunities to revise/improve work based on feedback	9.09%	63.64%	9.09%	18.18%
Overall rating on a 4 point scale: 2.71						

F. Well-Managed Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	3.27	Speaks and interacts respectfully with teacher(s) and peers	27.27%	72.73%	0.00%	0.00%
2.	3.00	Follows classroom rules and works well with others	9.09%	81.82%	9.09%	0.00%
3.	2.82	Transitions smoothly and efficiently to activities	18.18%	63.64%	0.00%	18.18%
4.	2.64	Collaborates with other students during student-centered activities	18.18%	54.55%	0.00%	27.27%
5.	3.09	Knows classroom routines, behavioral expectations and consequences	9.09%	90.91%	0.00%	0.00%
Overall rating on a 4 point scale: 2.96						

G. Digital Learning			%			
Item	Average	Description	Very Evident	Evident	Somewhat Evident	Not Observed
1.	2.27	Uses digital tools/technology to gather, evaluate, and/or use information for learning	9.09%	45.45%	9.09%	36.36%
2.	2.09	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	9.09%	36.36%	9.09%	45.45%
3.	1.82	Uses digital tools/technology to communicate and work collaboratively for learning	9.09%	27.27%	0.00%	63.64%
Overall rating on a 4 point scale: 2.06						

Findings

Improvement Priority

Develop a continuous program of professional learning based around the training of all professional and support staff in the evaluation, interpretation, and use of data.
 (Indicator 3.11, Indicator 5.3, SP4. Equity of Learning)

Primary Indicator

Indicator 5.3

Evidence and Rationale

Accreditation Report:

The school gave themselves a self-rating of a Level 1 in this indicator in their self-evaluation, due to few or no staff being trained in the use of data. They stated that it has been non-existent, but realize the importance of staff being trained to use data to guide all instructional decisions and practices.

Stakeholder Survey Data:

The staff rated themselves low on the question related to this standard, with only 31 percent (seven staff members) agreeing with the statement of the school ensuring all staff has been trained in evaluation, interpretation, and use of the data.

Interviews:

During all staff interviews, staff consistently stated that they had not been trained on the use of data, but use what skills they have to help guide their instructional practices. However, they all expressed a strong desire to be trained so they could accurately measure the impact their instructional practices and/or programs are having on student achievement.

As the school works toward training all staff, it will be vital that they continue to provide additional training to new staff to ensure all staff members can use data to guide their daily practices and help increase the achievement of all students.

Opportunity For Improvement

Develop an induction program that includes mentoring and coaching to support instructional improvements consistent with the school's values and beliefs about teaching and learning.

(Indicator 3.7)

Primary Indicator

Indicator 3.7

Evidence and Rationale

Staff surveys and interviews indicate that the school does not have any type of induction program. The principal stated they have an informal program, but it has not been formalized due to the consistent staff and lack of turnover. However, as the school looks to increase their enrollment they will have to hire new staff and a formalized process of coaching and mentoring will need to be developed to ensure all staff are working toward a common focus.

Powerful Practice

School leaders monitor and support the improvement of instructional practices of teachers of teachers to ensure student success.

(Indicator 3.4)

Primary Indicator

Indicator 3.4

Evidence and Rationale

Interviews with teaching and counseling staff reveal that instructional practices were not consistently monitored or evaluated, and expectations for continuous improvement were not consistently communicated prior to the appointment of the new principal. Since her appointment, all expectations are aligned with the NEPF standards/indicators and teacher adherence to those standards and expectations are continually being monitored.

Powerful Practice

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.

(Indicator 3.9)

Primary Indicator

Indicator 3.9

Evidence and Rationale

A population of 427 total students and small class sizes, coupled with a consistent faculty has provided the opportunity to build relationships that support student growth academically and socially. Interviews with the teaching staff, counselors, and students reveal that frequent contact with students and parents further support the development of skills necessary to be successful in college and the world at large, specifically self-advocating and other vital communication skills.

Powerful Practice

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

(Indicator 3.1)

Primary Indicator

Indicator 3.1

Evidence and Rationale

The structure and design of the school program provides multiple opportunities for students to extend their learning and fosters exposure to a rigorous, college-level curriculum. The unique scheduling of classes provides extended instructional time, and small class sizes provide increased teacher-contact time with individual students so that learning is maximized. The success of the program is evidenced by students earning an average of 40 college credits; five percent of graduates earning an Associates Degree; above-average ACT scores; and a 100 percent overall graduation rate.

Leadership Capacity

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to enact strategies to improve results of student learning.

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its evaluation of best practices in more than 32,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning that are aligned with the institutions' vision and supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of educational institution leadership research, Leithwood and Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and their practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their communities to attain continuous improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow institutional leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED's experience, gained through evaluation of best practices, has indicated that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

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.

Indicator	Description	Review Team Score	AdvancED Network Average
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	3.00	2.73
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.	3.83	2.96
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	3.00	2.56

Standard 2 - Governance and Leadership

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

Indicator	Description	Review Team Score	AdvancED Network Average
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	3.00	2.96
2.2	The governing body operates responsibly and functions effectively.	2.83	2.91
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.	3.17	3.15
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	3.00	3.09
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	3.00	2.79
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	2.83	2.74

Stakeholder Feedback Diagnostic

Stakeholder Feedback is the third of three primary areas of evaluation in AdvancED's Performance Accreditation model. The AdvancED surveys (student, parent, and teacher) are directly correlated to the AdvancED Standards and indicators. They provide not only direct information about stakeholder satisfaction but also become a source of data for triangulation by the External Review Team as it evaluates indicators.

Institutions are asked to collect and analyze stakeholder feedback data, then submit the data and the analyses to the External Review Team for review. The External Review Team evaluates the quality of the administration of the surveys by institution, survey results, and the degree to which the institution analyzed and acted on the results.

Evaluative Criteria	Review Team Score	AdvancED Network Average
Questionnaire Administration	4.00	3.35
Stakeholder Feedback Results and Analysis	3.00	3.04

Findings

Powerful Practice

The school's leadership and staff have developed a culture of shared values and beliefs.
(Indicator 1.2)

Primary Indicator

Indicator 1.2

Evidence and Rationale

Based upon stakeholder feedback from parents, teachers, and students it is evident that all stakeholders are afforded the opportunity to provide input based upon a shared culture. Stakeholders have a strong commitment to instructional practice that includes active student engagement, a focus on depth of understanding, and application of knowledge and skills. This is evident in the strong survey data, as 90 percent of all three groups answered the questions related to this indicator as agree/strongly agree.

Resource Utilization

The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. Institutions must ensure that resources are aligned with the stated mission and are distributed equitably so that the needs of students are adequately and effectively addressed. The utilization of resources includes an examination of the allocation and use of resources, the equity of resource distribution to need, the ability of the institution to ensure appropriate levels of funding and sustainability of resources, as well as evidence of long-range capital and resource planning effectiveness.

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, D., Rudo, Z., Schneider, C., & Smith-Hansen, L., 2003) "demonstrated a strong relationship between resources and student success... both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in the more than 32,000 institutions in the AdvancED Network that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The institution employs and allocates staff members who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff members to improve their effectiveness and ensures compliance with applicable governmental regulations.

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.

Indicator	Description	Review Team Score	AdvancED Network Average
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.	3.00	2.95
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	3.50	2.96
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.33	3.11
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	3.50	2.78
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	3.50	2.52

Indicator	Description	Review Team Score	AdvancED Network Average
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	3.33	2.81
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	3.83	2.75

Findings

Powerful Practice

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

(Indicator 4.6, Indicator 4.7)

Primary Indicator

Indicator 4.7

Evidence and Rationale

During interviews, the stakeholders indicated that they were very pleased with all the resources available to students due to the school being in collaboration with College of Southern Nevada. The students expressed their pleasure with having equal access to the college and its services such as tutoring centers, testing centers, counseling and psychological services, as they felt it has helped them grow academically and emotionally.

Conclusion

It was evident throughout the review that the staff and stakeholders are committed to meeting the high expectations that have been set forth by the leadership team. All stakeholders are very pleased with the direction the school is headed and excited to hear that there may be an opportunity to increase enrollment numbers over the next ten years. The new principal, only arriving in Spring of 2015, has begun to plan and organize multiple community events that allow all three campuses to come together as one. These events include the students, families, and community and everyone interviewed felt it was bringing more camaraderie to the school. Furthermore, her leadership has brought a more intense focus on the data to ensure all students are reaching their full potential. It was highly evident throughout the review that the school has ambitions to improve learning for all students, while providing a campus that is safe, clean, and inviting for all that visit.

The school has identified the need to increase the use of instructional strategies that require students to use critical thinking skills. This will ensure that students can analyze, synthesize, and evaluate problems and information to help increase their success in their current high school and college level courses as well as their scores on college entrance exams. They are addressing this goal through the use of Socratic seminars in social studies and vocabulary programs in English courses. Furthermore, the school identified the need to engage all staff in professional development related to data analysis. It is vital that the school continues to use all data sources to measure the direct impact on student achievement when implementing new instructional practices or programs to ensure all actions are leading to success for all students.

The Team encourages the school to develop an intensive professional development plan that will provide all staff to be trained on the evaluation, interpretation, and use of data so they can measure the direct effectiveness of programs and instructional practices on student learning. By focusing on this improvement priority, the school will build a roadmap for future academic growth and improvement for all students. The Team encourages the school to continue to work toward the success of every student that chooses to attend Southern Nevada Community College High School.

Improvement Priorities

The institution should use the findings from this review to guide the continuous improvement process. The institution must address the Improvement Priorities listed below:

- Develop a continuous program of professional learning based around the training of all professional and support staff in the evaluation, interpretation, and use of data.

Accreditation Recommendation

Index of Education Quality

The Index of Education Quality (IEQ™) provides a holistic measure of overall performance based on a comprehensive set of indicators and evaluative criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus.

The IEQ™ comprises three domains: 1) the impact of teaching and learning on student performance; 2) the leadership capacity to govern; and 3) the use of resources and data to support and optimize learning.

The overall and domain scores can range from 100-400. The domain scores are derived from: the AdvancED Standards and indicators ratings; results of the Analysis of Student Performance; and data from Stakeholder Feedback Surveys (students, parents, and staff).

	External Review IEQ Score	AdvancED Network Average
Overall Score	307.69	278.34
Teaching and Learning Impact	296.83	268.94
Leadership Capacity	315.15	292.64
Resource Utilization	328.57	283.23

The IEQ™ results include information about how the institution is performing compared to expected criteria as well as to other institutions in the AdvancED Network. The institution should use the information in this report, including the corresponding performance rubrics, to identify specific areas of improvement.

Consequently, the External Review Team recommends to the AdvancED Accreditation Commission that the institution earn the distinction of accreditation for a five-year term. AdvancED will review the results of the External Review to make a final determination including the appropriate next steps for the institution in response to these findings.

Addenda

Team Roster

Member	Brief Biography
Mrs. Debbie Brockett	Debbie Brockett is currently the principal of Las Vegas High School and has held this position since 2007. She also served as principal at the middle school level, and she was a special education teacher before entering administration. Her undergraduate studies were in Special Education (BS in Education) and her graduate studies were in Education, Leadership and Administration (MaEd). Her experience with accreditation spans over 12 years, serving as a team member of over 30 school visitations and serving as the Lead Evaluator for 16 different schools. In addition, she was part of accreditation when Las Vegas High School was accredited in 2012 through AdvancED.
Lyn Gorrindo	Lyn Gorrindo is principal consultant at Strategic Collaboration, LLC. Lyn has resided in Douglas County, Nevada for the past 40 years. She has 25 years of educational experience, all in Douglas County. Her central office experience includes Director of Curriculum and Instruction, Title III Director, and Assistant Superintendent of Education Services. Lyn was instrumental in the formation and accreditation of the alternative high school in Douglas County, Aspire Academy High School, and served as the principal for four years.
Mr. Gerald Bustamante	Gerald Bustamante is the Principal of Global Community High School and has held the position since 2011. He has been an Administrator in the Middle School level and he was a special education teacher and counselor at the high school level prior to administration. His undergraduate studies were in Special Education (BS), Educational Counseling (MaEd) and Leadership and Administration (MaEd). His experience with accreditation has been as a team member, and as the administrator when Global was accredited in 2013 through AdvancedEd.
Mrs. Amy Dockter-Rozar	Amy Rozar is in her 23rd year as an educator and has been the principal of West Career and Technical Academy in Las Vegas, Nevada, since 2013. Her previous administrative experience took place at Clark High School, White Middle School, Green Valley High School, and Liberty High School in the Clark County School District. She holds a Bachelor's degree in Elementary Education (K-8), a Master's degree in Elementary Education with an emphasis in Diversity, a Master's degree in Educational Leadership (K-12), and has finished the course requirements to obtain her Executive Doctorate in Educational Leadership. She has served as an Advance-Ed accreditation team member for two years.
Mrs. Nakia McKeever	Nakia Barker McKeever is a native from Las Vegas, Nevada. She is a graduate from Grambling State University with a B.S. in Mathematics Education, and the University of Nevada-Las Vegas with a M.A. in Educational Leadership. She has been in education for the past 14 years and currently, is a Middle School Administrator for the Clark County School District. Mrs. McKeever professional experiences include, but are not limited to: Dean of students, High School Math Teacher, Alternate Evaluator, Danielson Teachescape Instructional Coach, Curriculum Administrator, Grant Coordinator, and Testing Coordinator. Mrs. McKeever has background and expertise in purpose and direction, governance and leadership, teaching and assessing learning, resources and support systems, and using results for continuous improvement. One of Mrs. McKeever's favorite quotes is, "If you want to go fast, go alone. But, if you want to far, go together." This quote has helped her to understand the core of service to mankind. She holds several membership roles in the community such as, NACF-Aliante Campus Education Coordinator, Veritas Speaks, Vice President of Education, and the Las Vegas Urban League of Young Professionals - Secretary.

Member	Brief Biography
Mrs. Jill Pendleton	<p>Jill Pendleton is currently the principal of Ed W. Clark High School in Las Vegas, Nevada where she presides over the Academy of Math, Science, Arts, and Technology; the Academy of Finance; and the TEACH magnet programs. During her tenure, Clark was named one of America’s Most Challenging Schools, a Magnet Schools of America School of Excellence, and a Title I Distinguished School. She has been a teacher and administrator in the Clark County School District for twenty years and has lived in Las Vegas for thirty years. She earned both her masters and bachelor degrees at the University of Nevada, Las Vegas. She is the President of the Board of Control for the Nevada Interscholastic Activities Association and President-Elect for the Representative Council for the Clark County Association of School Administrators.</p>
Mike Piccininni	<p>Mike Piccininni is currently the principal of Coronado High School and has held this position since 2013. He also has served as the Principal at West Prep K-12 and Global Community High School (a new-comer high school servicing all immigrant students) beginning in 2005. Prior, Mike was an assistant principal at Mike O’Callaghan Middle School, a Dean of Students at Bob Miller Middle School, and was a 4th/5th grade teacher at Estes McDoniel Elementary School, beginning his career in the Clark County School District in 1999. His undergraduate studies were in Elementary Education and graduate work was in Educational Leadership. His experiences with accreditation spans 8 years, serving as a review team member for more than 12 schools in that time. In addition, he was part of the accreditation review process as school principal at Global Community High School in 2009 and Coronado High School in 2016 through AdvancedED.</p>
Mrs. Lakeisha Young	<p>Ms. Young is currently the Assistant Principal at Desert Pines High School in Las Vegas, Nevada. Her education credentials include, a Bachelors of Arts in Liberal Studies from the University of California Riverside. She received a Master of Arts in Curriculum and Instruction at California State University Los Angeles. Ms. Young has over 17 years of teacher and administrative experiences. She has worked and taught at the elementary and middle school level. Administrative experiences include school based and central office experience.</p>

Next Steps

1. Review and discuss the findings from this report with stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the Powerful Practices section to maximize their impact on the institution.
3. Consider the Opportunities for Improvement identified throughout the report that are provided by the team in the spirit of continuous improvement and the institution's commitment to improving its capacity to improve student learning.
4. Develop action plans to address the Improvement Priorities identified by the team. Include methods for monitoring progress toward addressing the Improvement Priorities.
5. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
6. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Improvement Priorities. Institutions are required to respond to all Improvement Priorities. The report will be reviewed at the appropriate state, national, and/or international levels to monitor and ensure that the system has implemented the necessary actions to address the Improvement Priorities. The accreditation status will be reviewed and acted upon based on the responses to the Improvement Priorities and the resulting improvement.
7. Continue to meet the AdvancED Standards, submit required reports, engage in continuous improvement, and document results.

About AdvancED

AdvancED is the world leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

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