

Late Material

Meeting Date: 6/21/18

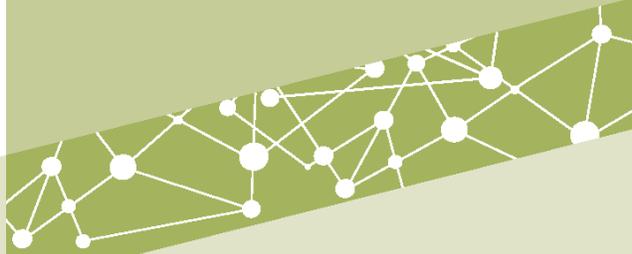
Item #: 35d

May 10 & 11, 2018

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## AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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- » **Results for:**  
Pioneer High School  
202 E. Corbett St.  
Carson City, NV 89706

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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board of Trustees member	1
Principal	1
Parents	3
Students	5
Teachers	2
Social Worker	1
<b>Total</b>	<b>13</b>

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Exceeds Expectations

### Continuous Improvement Journey Narrative

Pioneer High School has a continuous school improvement process in place. A motto and mission statement exists and aligns to the school improvement goals. It is included on the school’s website, newsletters, and pamphlets. The school has procedures in place to collect a wide-range of data to focus on well-documented continuous school improvement goals. The measurable goals are based on appropriate data sources and analysis that address the needs of various subgroups. The activities and resources to meet the goals are clearly defined in the improvement process. It is noted that an analysis of the results of improvement in learner outcomes beyond graduation is documented. The plans indicate that the school has identified resources available to reach student goals. The school is encouraged to continue to define their high-impact collaborative process to ensure all teachers are analyzing data and using it to address individual student learning goals. The school is to be commended for their varied and reliable trend data that is being analyzed in order to help individual students.

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its 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 implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Emerging
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Exceeds Expectations

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Meets Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Emerging

Learning Capacity Standards		Rating
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Meets Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Emerging
2.8	The institution provides programs and services for learners' educational futures and career planning.	Needs Improvement
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Emerging
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

### Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Exceeds Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations

Resource Capacity Standards		Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>8</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	<b>3.22</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.85
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.50
Learners are treated in a fair, clear and consistent manner	3.50
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	3.0
<b>High Expectations Environment</b>	<b>2.85</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.50
Learners engage in activities and learning that are challenging but attainable	3.25
Learners demonstrate and/or are able to describe high quality work	2.75
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.50
Learners take responsibility for and are self-directed in their learning	3.00
<b>Supportive Learning Environment</b>	<b>3.09</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	2.55
Learners take risks in learning (without fear of negative feedback)	3.25
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.55
Learners demonstrate a congenial and supportive relationship with their teacher	3.00
<b>Active Learning Environment</b>	<b>2.50</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.75
Learners make connections from content to real-life experiences	2.25
Learners are actively engaged in the learning activities	2.60
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.0
<b>Progress Monitoring and Feedback Environment</b>	<b>2.47</b>

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>8</b>
<b>Environments</b>	<b>Rating</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.25
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.50
Learners demonstrate and/or verbalize understanding of the lesson/content	2.60
Learners understand and/or are able to explain how their work is assessed	2.35
<b>Well-Managed Learning Environment</b>	<b>3.31</b>
Learners speak and interact respectfully with <u>teacher(s)</u> and each other	3.45
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.35
Learners transition smoothly and efficiently from one activity to another	3.50
Learners use class time purposefully with minimal wasted time or disruptions	3.22
<b>Digital Learning Environment</b>	<b>1.96</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.50
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.75
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.45

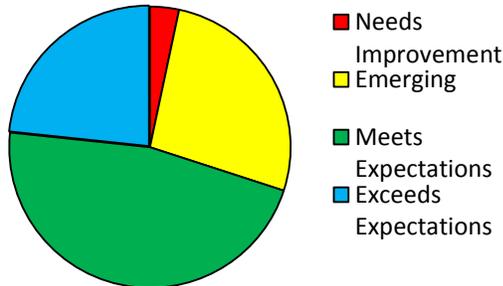
### eleot® Narrative

The Engagement Review Team completed eight observations during the on-site review obtaining a well-represented sample of classes at the school. The highest overall school rating was the Well-Managed Learning Environment, with observers noting that students demonstrated respect and followed the classroom rules and expectations. The next highest rated was the Equitable Learning Environment, with higher scores in the learners having equal access to classroom discussions, activities, resources and support and higher scores in learners being treated in a fair and consistent manner. The next highest rating was the Supportive Learning Environment with the highest rating in learners being supported by their teachers, peers and other resources, followed by a high score on learners feeling free to take risks. This was supported by the student interview responses as well. Students commented that their teachers care about them.

The lowest score for the school was in the Digital Learning Environment. During staff, student, and parent interviews, it was stated that there was access to technology, but the technology was primarily used for projects and presentations and to search the internet rather than for collaborative work. The observers noted technology in the traditional classrooms was used to view the teacher's power point or to look for information. There was little evidence of students working collaboratively to use technology for communication or creating original works.

## Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	1
Emerging	8
Meets Expectations	14
Exceeds Expectations	7

### Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

#### Powerful Practice #1

The school has implemented practices to promote collegiality and collaboration in their professional learning.

**Primary Standard:** 3.2 (Secondary standard 3.1)

**Evidence:**

In the principal’s presentation, it was noted that the staff has a list of norms for collaboration that is used every time they meet for professional learning. These norms are centered around presuming positive intentions and providing data. It was also noted the staff is beginning to work with a vendor that will further assist them in analyzing data for the upcoming year. Staff and principal interviews stated professional learning communities were one of the main sources of receiving professional learning. It was also noted in the teacher interviews that leadership expects them to collaborate with colleagues.

### Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

#### Opportunity for Improvement #1

Provide professional development for teachers to learn to monitor and adjust instruction to meet individual learner’s needs.

**Primary Standard:** 2.7

**Evidence:**

The elect observations indicated progress monitoring was relatively low. Learners were not observed monitoring their own progress. The elect observations also noted fairly low DOK levels in the instruction. The Learner-Centered Model in the school’s 90 Day Plan addresses monitoring and adjusting instruction to meet individual learner’s needs.

### Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

**Improvement Priority #1**  
 Develop a plan to provide programs and services for learners’ educational futures and career planning.

**Primary Standard:** 2.8

**Evidence:**  
 The principal noted one of his important findings from the student surveys was that students are doing just enough to pass. Principal classroom observations also confirmed this belief. The principal interview indicated students are not looking at mastery but instead pass or fail. The school is working to increase student achievement in Jump Start, ACT results, and CTE completers however recently, scores have started to decline. The counselor interview indicated there would be a new schedule for the upcoming school year with an advisory class to address social, emotional learning and career and future planning.

## Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

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

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

<b>Institution IEQ</b>	315.94
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### Conclusion Narrative

Pioneer High School is commended for striving to meet an increasingly diverse school population by providing alternative avenues to success for students. Staff interviews and the School Quality Factors Diagnostic detailed the number of formal structures in place such as Jobs After Graduation (JAG), Career and Technical Education (CTE), online courses, college courses and discovery projects outdoors that help students see there are many different avenues to a final destination. Staff have made huge gains in helping students with credit recovery while also meeting the demands of students who have personal lives that do not allow them to attend a regular brick and mortar school.

Parents and students commented on the number of caring staff, who pay attention to their children and their

concerns. The parents and students felt that helpful adults at the school increased student success. This was also supported by the observations, and AdvancEd parent and student surveys. There was a consensus that the principal truly cares about the school and has added many programs and activities to help students be successful in all aspects of their education. They consistently spoke of the lack of bullying on campus, attributing it to the positive culture and overall caring and support of all staff.

As the school moves forward in its opportunity to enhance the continuous school improvement process, the Engagement Review Team recommends that the school begin to develop a plan for students to work toward mastery and plan for a future beyond Pioneer High School. Additionally, it was noted that there are some inconsistencies in monitoring and adjusting instruction to meet the needs of individual learners.

Adhering to the recommendations of the AdvancED Engagement Review and participating in a school continuous improvement process will result in the continuous increase of student achievement for Pioneer High School. Throughout the improvement process, communication with all stakeholders needs to be fluid and well expressed. As the school addresses the recommendation to develop systems that will ensure all students are provided a rigorous, innovative learning experience, student learning will increase.

## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Keri Pommerening – Lead Evaluator	Keri Pommerening is the Director of Secondary Curriculum, Instruction, and Assessment for the Lyon County School District in Yerington, Nevada. In that position, she coordinates the curriculum implementation, instruction and assessment activities for five high schools and five middle schools in Lyon County. Mrs. Pommerening holds an MA degree in Educational Leadership and Administration from the University of Phoenix. She also has her BS degree in Elementary and Special Education. Mrs. Pommerening has experience as a teacher and administrator in education as an elementary teacher, K-12 instructional coach and principal, K-12 professional development manager, and secondary district director. Mrs. Pommerening also writes a weekly blog for Two Literacy Leaders, <a href="http://twoliteracyleaders.com">twoliteracyleaders.com</a> which is published on Twitter, Facebook, and Instagram. She has served on several AdvancED Engagement Reviews and continues to serve as a lead evaluator and AdvancED council member for Nevada.
Kim Cuevas	Kim Cuevas is the 6/7-12 ELA Curriculum Coordinator for the Washoe County School District in Reno, NV and has been an educator for twenty-four years. In her current position, she coordinates program implementation, curriculum writing, and professional development for all middle and high schools in Washoe County. Dr. Cuevas holds a Ph.D. in Education with a research focus on writing and curriculum development from the University of NV, Reno. She has an MA in the Teaching of English with an emphasis on teaching writing and a BA in Education. Dr. Cuevas has served on AdvancEd External Review teams in various counties in Northern Nevada since 2012. She has also served on an AdvancEd Diagnostic Review team. She enjoys the school improvement process and looks forward to learning about schools through accreditation.
Marty Swisher	Marty Swisher is the principal at ASPIRE Academy High School in Minden, Nevada. This is his first year at this alternative high school. He also supervises Douglas County School District’s adult education program, juvenile detention, Jacobsen High School for adjudicated youth, and summer school. Formerly he was the principal of Douglas High School for twelve years, principal at Carson Valley Middle School for three years, and an English, speech, and PE teacher for seventeen years. Marty has been involved with accreditation in northern Nevada for the past ten years as a visiting team member and the Lead Evaluator for a number of visitation teams.



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Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963

9115 Westside Parkway, Alpharetta, GA 30009



## About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

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# AdvancED Accreditation 2018

Carson High School  
Pioneer High School

AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide.

# Accreditation

An international protocol for institutions committed to systemic, systematic and sustainable improvement

- Builds capacity of the school to increase and sustain student learning
- Stimulates and improves effectiveness and efficiency throughout the school system

# External Review

A diagnostic process to stimulate and guide continuous improvement with a focus on:

- Leadership Capacity
- Learning Capacity
- Resource Capacity



Domain

## Leadership Capacity

The External Review Team examined:

- Institutional purpose and direction
- Governance and leadership effectiveness
- Stakeholder engagement
- Improvement capacity
- Results

# Domain

## Learning Capacity

The External Review Team examined:

- Teacher/learner relationships
- Curriculum quality and efficacy
- Student performance results
- Instructional quality
- Learner and family engagement
- Support services for student learning
- Assessment practices

# Domain

## Resource Utilization

The External Review Team examined:

- Allocation and use of resources
- Support for professional learning for all staff
- Equity of resource distribution to need
- Level and sustainability of resources
- Long range capital and resource planning effectiveness

# External Review

Professional judgment by the External Review Team results in:

- ELEOT Observation Feedback
- Index of Education Quality (IEQ)
- Powerful Practices
- Opportunities for Improvement
- Improvement Priority

# Carson High School

ERT Visit May 3<sup>rd</sup> & 4<sup>th</sup>



# CHS eleot™

	<b>Domains</b>	<b>External Review</b>	<b>AEN</b>
<b>1</b>	Equitable Learning Environment	2.94	2.7
<b>2</b>	High Expectations Environment	2.89	2.8
<b>3</b>	Supportive Learning Environment	3.24	3.07
<b>4</b>	Active Learning Environment	2.73	2.92
<b>5</b>	Progress Monitoring and Feedback Environment	2.64	2.76
<b>6</b>	Well-Managed Learning Environment	3.29	3.14
<b>7</b>	Digital Learning Environment	1.82	1.84

# What is an IEQ?

## Index of Education Quality™ (IEQ™)

- Impact of teaching and learning on student performance
- Capacity of leadership to guide and ensure effectiveness in carrying out strategic direction of institution
- Utilization of resources to meet diverse needs of students and institution
- Use as a tool for formative analysis and continuous improvement
- Connection for the conditions, processes, and practices to evidence including student performance

# IEQ Results

The IEQ results indicate that the school system is performing within acceptable ranges as compared to expected criteria as well as other institutions in the AdvancED network.

# CHS IEQ Results

	External Review IEQ Score	AE Network Average
Overall Score	327.21	282.45

# CHS Powerful Practice

## Powerful Practice #1

The school has a systemic and systematic process for ongoing professional development.

**Primary Standard:** 2.9 (Secondary Standard 3.1, 3.2, 3.3)

# CHS Powerful Practice

## **Evidence:**

Professional development at Carson High School has been determined based on school needs. It was noted in the interviews with administrators that the first year of professional development was used to create a curriculum map with the help of Race to the Top funding and Mastery Connect. The second year of professional development was used to help teachers learn how to integrate instruction with technology as Chromebooks had been purchased for a 1:1 initiative. The third year of professional development was based on student achievement data and how to use effective research-based instructional strategies. The professional development time for the upcoming year will be used to analyze ACT data and crosswalk the English Language Arts and math data with the Nevada Academic Standards in those courses. It was also noted that the school has implementation specialists to meet the various needs of staff. The administrative team at Carson High School also meets once a month with district office administrators for collaborative professional development. The principal mentor's several administrative interns and included them in the engagement review process.

# CHS

## Opportunity for Improvement

### Opportunity for Improvement #1

Develop a system to improve common grading practices.

**Primary Standard: 2.10**

# CHS

## Opportunity for Improvement

### Evidence:

In the principal's presentation, it was noted that the implementation of Mastery Connect has helped to align the curriculum and create common formative assessments. In interviews, it was mentioned that common grading practices had not been implemented to align with the common curriculum and assessments. In the eleot observations, observers noticed that students received feedback from teachers, but few learners were able to monitor their own learning progress or have mechanisms whereby their learning progress was monitored. Learners were not able to explain how their work was assessed other than a good grade on the test.

# CHS Improvement Priority

## Improvement Priority #1

Develop a system where instruction is monitored and adjusted on a frequent and ongoing basis to meet individual learner's needs and the institution's learning expectations.

## Primary Standard: 2.7

# CHS Improvement Priority

## Evidence:

There was no evidence in the artifacts to show that teachers use current, relevant, or insightful data to monitor or adjust instruction on a daily basis in order to meet individual learners' needs. In the elite observations, there was very little evidence of learners engaged in differentiated learning opportunities and/or activities that met their needs. While teacher interviews indicated there was a blend of whole group and small group instruction, observers noted they saw primarily whole group instruction. In the co-taught classes that were observed, the observers noticed one teacher doing the instruction and the other teacher just making sure everyone was working.

# CHS Conclusion Narrative

“Carson High School is commended for striving to meet the needs of a diverse student population and help all students see the potential for future success. Interviews, artifacts, and presentations detailed the number of formal structures in place to guide students to college that don’t typically see that as an avenue to success.”

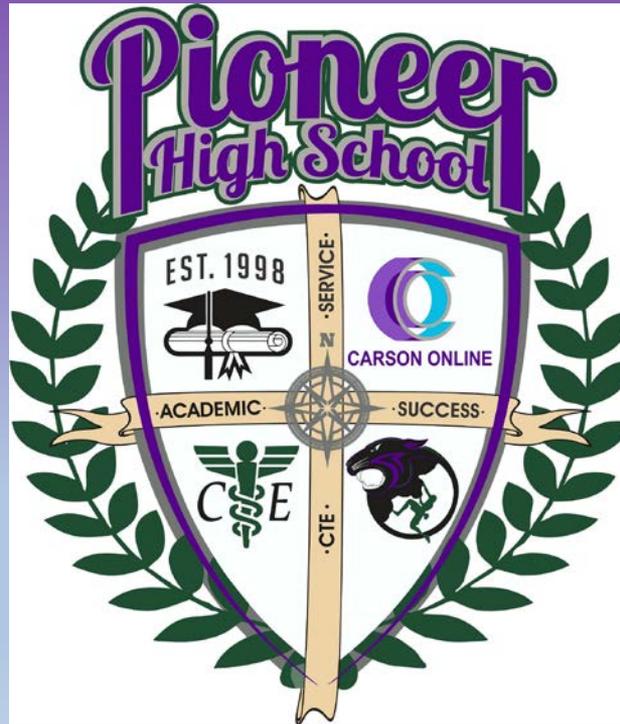
# CHS Conclusion Narrative

“The school’s continuous effort to improve instruction for all learners is evident in their goals of closing the achievement gap, offering high-quality support services, and increasing staff capacity through collaboration and focused professional development. They have revised their core beliefs to meet the needs of the students’ social, emotional, and learning needs. These beliefs are evident as 100% of the students interviewed stated: “every day is a good day”.

# CHS Conclusion Narrative

“Parents and students commented on the number of caring staff, who pay attention to their children and their concerns. The parents and students felt that helpful adults at the school increased student success. This was also supported by the observations, and AdvancED parent and student surveys. There was a consensus that the principal truly cares about the school and has added many programs and activities to help students be successful in all aspects of their education. They also consistently spoke of the lack of bullying on campus, attributing it to the positive culture and overall caring and support of all staff.”

# Pioneer High School Carson Online



# Accreditation Visitation Team:

Keri Pommerening, Lead Evaluator, Coordinator of  
Secondary Instruction & Development,  
Lyon County School District

Marty Swisher, Principal, Aspire Academy,  
Douglas County School District

Kim Cuevas, Curriculum Coordinator  
Washoe County School District

# PHS Accreditation Team

Cary Jordan, Counselor  
Rebecca Allen, English Teacher  
Rey Sarmiento, Math Teacher

## PHS Leadership Team

Jill Council, Carson Online Coordinator  
Cary Jordan, Counselor  
Danielle Langum, SSP  
Monica Ward, Office Manager  
Tanya Watts, Teacher



**PHS STAFF 2017-2018**

**Professional Development with Project Discovery**

# PHS STAFF OVERVIEW

- 10 Certified Licensed Classroom Teachers (Including 1 Special Education Teacher)
- 1 JAG Specialist
- 1 Counselor
- 1 Safe School Professional
- 1 Carson Online Coordinator
- 6 Classified Support Staff (Office Mgr., Truancy Clerk/CO Lab Assistant, CO Lab assistant, Special Education Para 4, Custodian)
- 1 Part Time School Psychologist
- 1 Part Time Nurse
- 2 LTS PE and Carson Online Lab
- 1 Administrator

**2018-2019**

Adding 1 Special Education  
Teacher

Adding Part Time Clinical  
Psychologist

- 60% of PHS staff have a Master's Degree or Higher
- 60% have 4 or more years at the school



AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey.

The areas are as follows:



# Commitment to Continuous Improvement

## Rating By Visitation Team

1. The institution has collected sufficient and quality data to identify school improvement needs.

**PHS Meets Expectations**

2. Implications from the analysis of data have been identified and used for the development of key strategic goals.

**PHS Meets Expectations**

3. The institution demonstrates the capacity to implement their continuous improvement journey.

**PHS Exceeds Expectations**



# Continuous Improvement Journey Narrative

- Pioneer High School has a continuous school improvement process in place.
- A motto and mission statement exists and aligns to the school improvement goals. It is included on the school's website, newsletters, and pamphlets.
- The school has procedures in place to collect a wide-range of data to focus on well-documented continuous school improvement goals.
- The measurable goals are based on appropriate data sources and analysis that address the needs various subgroups.



- The plans indicate that the school has identified resources available to reach student goals.
- The school is encouraged to continue to define their high-impact collaborative process to ensure all teachers are analyzing data and using it to address individual student learning goals.
- The school is to be commended for their varied and reliable trend data that is being analyzed in order to help individual students



# Powerful Practice

The school has implemented practices to promote collegiality and collaboration in their professional learning.

**Primary Standard: 3.2**  
(Secondary standard 3.1)



# Evidence:

- The staff has a list of norms for collaboration that is used every time they meet for professional learning. These norms are centered around presuming positive intentions and providing data.
- It was also noted the staff is beginning to work with a vendor that will further assist them in analyzing data for the upcoming year.
- Staff and principal interviews stated professional learning communities were one of the main sources of receiving professional learning.
- It was also noted in the teacher interviews that leadership expects them to collaborate with colleagues.

# Opportunity for Improvement

Provide professional development for teachers to learn to monitor and adjust instruction to meet individual learner's needs.

## Improvement Priority

Develop a plan to provide programs and services for learners' educational futures and career planning.



# Index of Education Quality (IEQ)

The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Network Avg. 282.45

**PHS Institution IEQ 315.94**



# Conclusion Narrative

- Pioneer High School is commended for striving to meet an increasingly diverse school population by providing alternative avenues to success for students.
- Staff interviews and the School Quality Factors Diagnostic detailed the number of formal structures in place such as Jobs fir America's Graduates (JAG), Career and Technical Education (CTE), online courses, college courses, and Project Discovery outdoor character building that help students see there are many different avenues to a final destination.
- Staff have made huge gains in helping students with credit recovery while also meeting the demands of students who have personal lives that do not allow them to attend a regular brick and mortar school.
- Parents and students commented on the number of caring staff, who pay attention to their children and their concerns.



- The parents and students felt that helpful adults at the school increased student success. This was also supported by the observations, and AdvancEd parent and student surveys.
- There was a consensus that administration truly cares about the school and has added many programs and activities to help students be successful in all aspects of their education.
- They consistently spoke of the lack of bullying on campus, attributing it to the positive culture and overall caring and support of all staff.



# Next Steps

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
  - Celebrate the successes noted in the report
    - Continue the Improvement Journey



# BALANCE



# Continuous Improvement

- Improvement Priorities must be addressed within two years
- Beginning of a journey of improvement
- Deliberate and strategic actions to ensure that every child, *every day is being prepared and achieving success for their future*

# Final Thoughts

# *Create a world of opportunities for every learner*



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