



Accreditation Report

Las Vegas High School

Clark County School District

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Executive Summary

Introduction

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

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

Description of the School

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

Las Vegas High School is a public, suburban school in the Clark County School District. The roots of Las Vegas High School go back to 1905, when classes were first held in a two-room tent. Through the years the school has grown into and out of several facilities. In 1993, Las Vegas High School moved to its current location that is built to house 2,750 students, but it has maintained the namesake and traditions of the oldest high school in Nevada. To honor these traditions, we have a strong partnership with the alumni association. One of our strongest traditions, is including the "Golden Grads" in our yearly commencement ceremony, where we have anywhere from 12 - 30 different alumni each year. With this ceremony, we also have a luncheon so our current students can interact with those students that graduated fifty-years ago, ensuring they understand the importance of staying actively involved in their school. Furthermore, we have brought the trophies from the previous campus into our school, and have built a "centennial room" where we display the history from the old campus and highlight our prominent alumni from years past. Additionally, each year during our homecoming game our alumni include a float in our annual parade and share the evening with our current students and staff and we have over 4,000 people attend the annual Bone Game, which is a 56 year tradition between Rancho HS and Las Vegas HS. These activities are very much part of the success of Las Vegas High School, as due to the pride the alumni maintain we continue to have families stay within our community to ensure their children attend the same school they graduated from years before.

Over the past three years, the student population has been fairly consistent with 2,800 - 3,000 students. Las Vegas is unique in that we have 490 students attending our school through the use of Residential Affidavits and another 149 students attending because they have been granted zone variances from surrounding schools. Additionally, we have 57 students enrolled on Conditional or Trial Enrollments from other schools, where they have faced a behavior challenge and had to choose a new school to attend after being expelled. We maintain pride in the fact that students choose to attend our school, but it brings with it the challenge of maintaining the staffing and facilities to house the larger than projected numbers each year. Over the past three years, the district has under projected the enrollment numbers by several hundred students, requiring us to hire 6 - 8 teachers each year in early October. Unfortunately, this limits the number of qualified candidates and has led to the use of three or four long-term substitutes each year.

The student body of Las Vegas High School is very diverse and includes 8.7% African American, 6.0% Asian, 0.8% Pacific Islander, 6.39% Multi, 0.4% American Indian/Alaskan Native, 15.87% White, and 62% Hispanic students. These numbers have been fairly consistent over the past three years, with the largest decreases in the White (7%) and African American (4%) subgroups and the largest increase of in the Hispanic subgroup (6%). Furthermore, our IEP subgroup is 10% of our student population with less than a 1% fluctuation over the past three years. We have seen a 5% increase in our LEP subgroup, with 16.65% being our current enrollment. Our largest change in any subgroup can be seen in our FRL subgroup. In 2010, 35.77% of our population qualified and in 2012, 62% of our student population qualified. Due to our large FRL numbers, we were named a Title I school for the 2012-2013 school year.

Las Vegas High School has seen a small, less than 8% turnover in staffing over the past three years, with only three teachers leaving our school to teach in another school in the district. We did have increased enrollment, multiple retirements and several teachers move to other states or leave the profession which has required us to hire 23 new teachers. Currently the school is staffed at 93%, with 126 certified professional staff members and 36 school-based support staff personnel. The majority (87%) of the staff holds a master's degree or above, 98% are highly qualified in the subjects they are teaching, and we have four long-term subs due to vacancies that cannot be filled with

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qualified candidates. Our support staff has been very stable, with less than a 5% turnover over the past three-years. The staff of Las Vegas High School includes 4.8% African American, 3.2% Asian, 0.8% Pacific Islander, 3.2% Multi, 1.6% American Indian/Alaskan Native, 73.4% White, and 9.7% Hispanic. These numbers have been consistent over the past three years. We are aware that staff demographics are not parallel with the student demographics and when hiring staff we attempt to add more diversity; however, we must always hire the most effective teachers.

The community surrounding Las Vegas High School is diverse, with single family homes and several apartment complexes surrounding the school. We face many challenges getting our parents and guardians involved, due to hours required to work in the tourism industry. It has been noted by staff that many of their students come from single parent homes and extended families. Over the course of the past three years, the number of students who come from homes where Spanish is the primary language spoken has been roughly one-third of our population. In the 2010-11 school year 1196 students, in the 2011-12 school year, 1161 students and in the 2012-13 school year 989 come from families where English is not the primary language spoken at home.

School's Purpose

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

Las Vegas High School began to review its mission statement during the fall of the 2011-2012 school year. A committee was formed that consisted of parents, teachers and support staff members. They first reviewed the Northwest standards to determine if the original mission was in alignment with our current practices and beliefs. It was determined that the standing mission, "Winners In Life Demonstrating the Continuous Ability To Succeed," was a slogan more than a mission, and did not provide direction for the school. The committee used the current CCSD mission as well as samples from other schools to begin the conversation about how our mission needed to align with that of the school district as well as how the LVHS statement measured up to other statements. As an activity to give the committee the opportunity to see a mission statement in alignment with a company actions, members of the committee took a tour at Zappos. This proved to be motivating and encouraged the members to ensure the mission statement could be incorporated into the everyday actions of the school.

In November 2011, a meeting was held with a group of parents and students at a community meeting. During this community meeting, a parent suggested we don't indicate in our mission statement what our students will do, as every student has their own dreams and aspirations. The other parents agreed and they asked if we could leave the mission statement open ended so students could complete their reason for success in school. This was of special note, since the parents advocating for the open-ended mission statement were both parents of valedictorian candidates that did not feel we should determine ones future, but provide them with the knowledge so they could make an educated decision. Their suggested mission statement was, "Las Vegas High School will open student minds so they can ...". Students would then fill in the blank according to their future aspirations. This was shared with the staff and they agreed with the "open-ended" statement. After several months of leaving the statement open, a few more decisions were made to ensure there was a distinct direction for Las Vegas High School. First, the statement was changed to "develop their minds" and then the open ended statement was changed to state "achieve their desired future goals," with students still determining their career/college pathway. Not everyone on the committee was in agreement with closing the statement, but it was determined that the students still had the ability to determine their destination but gave more clarity to the community.

Mission Statement: Las Vegas High School will develop the minds of the students so they can achieve their desired future goals.

Las Vegas High School embodies this mission through the vast course offerings that are available to students. During times of high academic accountability and budget constraints, we take pride in the fact that we increased our CTE, performing arts, visual arts, and foreign language courses. We believe that students must have a variety of course offerings and that the elective courses students choose play a vital part in their future desires. Furthermore, we continue to increase our Advanced Placement Courses to help prepare students for college. As a school, we believe all students must take the most rigorous course offerings and maintain this high expectation for all students. Hence, we have developed AP support labs in addition to our proficiency preparation labs, available to students Tuesday thru Friday in order to receive extra assistance. We have established a committee to begin building an AP academy. The purpose of the academy is to provide support to for students as well as training for staff.

Once the mission statement was developed, the belief statements had to be solidified. As a school, we have been working under the Professional Learning Committee model for the past nine years and our beliefs about student learning are strong:

1. All students can achieve academic success in the courses that challenge their intellect when support is provided.

2. All students reach mastery of the standards at different times and staff must accommodate their individual needs.
3. All students must be provided the opportunity to take a variety of courses that prepare them for their future aspirations.
4. All students must be provided access to a variety of clubs, sports, and activities to fully develop their interests and talents.
5. All students must treat the school, the staff, and their peers with respect.
6. All students benefit when staff collaborates and develops lessons that meet the differentiated needs of students.
7. All students need to have at least one adult on campus that connects with them on a personal and academic level.

Our beliefs are embodied in our everyday actions. We have a unique grading policy where students can re-do assignments or retake quizzes and exams, allowing them to continue to master the standards at any time during the semester. Additionally, we have a daily guidance period that allows 30 minutes within the school day for students to get additional support/instruction. This includes labs for the students taking Advanced Placement courses, as we know many are extending their intellect and they require the extra support. Furthermore, we have a vast number of clubs, sports, and activities and have over 2,000 students participating. Over the past three years, we have seen a decrease in discipline incidents that require removal from school from 1767 in 2010-11 to 1063 in 2011-12 to currently 185 in 2012-13 and a significant decrease in physical altercations 72 in 2009-10, 79 in 2010-11, and 41 in 2011-12.

We contribute all of these positive increases on our strong beliefs of positive behavior and high educational expectations.

Notable Achievements and Areas of Improvement

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

Las Vegas High School has many notable achievements over the past years, as we continue to see our achievement levels increase despite cuts to our schools due to budgetary restraints. Clark County School district has currently developed a School Performance Framework that will replace AYP this school year. Within that framework, schools can earn one to five stars depending on many different factors and we have earned the point total to make us a four star school, but due to us not making AYP in the 2011-2012 school year we are considered a three-star school. With the waiver for AYP, our school goal is to increase our points SPF points by 11 so we earn a five-star rating and autonomy. The three areas we will focus on are AP enrollment, completion of four years math and three years science, and increase the first time pass rates of 10th grades students in math, reading and science. Within these three areas we can possibly earn 20 points.

One focus of the school was to increase the number of first time pass rates on the proficiency exams of the 10th grade students. Most recent data available demonstrates that the Median Growth Percentile for Grade 10 students exceeds the Clark County School District average in Math (9 percentile points) and in Reading (2 percentile points). In Math, LVHS exceeded CCSD for the Median Growth Percentile in all subgroups and in Reading, LVHS exceeds CCSD for the Median Growth Percentile in FRL, Minority and Girls' subgroups. We will continue to focus on this area, as it will increase our pass rate and increase the growth points.

ELA and math achievement is a continuous focus. We have seen tremendous growth in the area of math according to 11th grade pass rates on the Nevada High School Proficiency Exams. In 2010, our percent proficient was 71.36% and in 2012 it was 81.27%. An 8 - 10% increase was seen consistently in all subgroups, except for the following where the increases exceeded the average: African-American (22.3%); IEP (37.27%); and LEP (12.19%). Additionally, there has been a decrease in the numbers of students that earned all credits but failed to pass the NHSPE, resulting in a non-grad status, in 2009-10 (27), 2010-11 (22), and 2011-12 (15). With this increased math achievement, we increased the number of students enrolled in the more rigorous math courses: AP Calculus (19 to 30) and AP Stats (from 32 to 109).

In the area of ELA, we saw a decrease in our reading and writing proficiencies. Reading decreased by an overall average of 10%, with the largest decrease of 17.73% in the LEP subgroup. In writing, there was an average decrease in proficiency of 10%, with all subgroups seeing a 8 - 14% decrease. It is to be noted that both of these tests and their complexities were changed prior to the curriculum implementation. When results came back in April, reflecting this problem, Las Vegas High School chose to roll out the Common Core Standards one year earlier than the district requirements. This remains a focus of Las Vegas High School, and we are striving to increase the proficiency rates in ELA over the next three years.

Another focus has been to increase the number of credit efficient students. Data indicates that we have made progress toward this goal, by increasing the number of credit efficient students from 77.58% in 2009-10 to 86.57% in 2011-12. This is an 8.99% reduction during the past three years. We will continue to offer credit retrieval courses and the multiple support systems to ensure students earn credits needed for graduation. To help us increase our ELA achievement, the English and social studies departments are collaborating cross-curricularly to ensure all of the common core standards can be mastered.

LVHS has fluctuated in AP Course enrollment over the past three years. In 2010-11, we administered 463 Advanced Placement (AP) exams in 11 subjects, with the largest numbers being in AP World History and AP English courses. This can be attributed to the "push" in mentality we took to increase rigor for students. This mentality lead to a decrease in students passing their exams and courses. Therefore in 2011-12, we enrolled a smaller number of students in AP courses, but added pre-AP courses and increased the rigor in all courses to better prepare

students for future AP courses. In this year we administered 367 (AP) exams. During this current year we have 835 students on track to take Advanced Placement (AP) exams in 12 subjects. With this increase, we have also increased the support systems for these students including daily AP labs and a formation of an AP Committee to continuously explore potential supports to further benefit this population of students.

As we continue to move toward a five-star rating, it will be of paramount that we ensure the other areas of strength within the framework are monitored for continuous growth or maintain their maximum points.

Additional Information

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

Professional Learning Community: Las Vegas High School has been operating under the premise of a PLC, using the Rick DuFour model, for the past nine years. As a PLC, we have been successful at maintaining a bell schedule that allows for all teachers to meet vertically and/or horizontally for one hour per week. During this collaboration time, the teachers develop common quarterly assessments that are correlated to the state and national standards; analyze data from district and course assessments; utilize the data analysis to scaffold their lessons; and identify the areas of strength in the data and share best practices with colleagues. Of special note, are the folders and data files that they maintain for each course that is being taught on the campus of Las Vegas High School. These folders are updated each week and include the assessments, lesson plans, materials, data analysis files, and other relevant items.

Guidance Period: We have built into our schedule a daily, 30 minute, guidance period. The purpose of this guidance period is to ensure there is one staff member on campus that knows every student, while providing academic support and social guidance. The student's guidance teacher contacts the homes of these 30-35 students to address concerns with grades, attendance or other items needing parental support. These guidance rooms are built by grade level, so our grade level counselors and one administrator are also assigned to the rooms to help assist with the struggling students. Additionally, we have built into this model an "Open Guidance Period" for any 10-12 grade students that earn "C's" or higher in all courses each quarter. These students can then choose to go to the library (books and computer use), cafeteria (free/study time), gym (basketball or other sports), or to one of the many AP study labs (tutoring) during this daily time.

Freshman Academy: Four years ago, Las Vegas High School developed a Freshman Academy to assist the ninth grade students with the transition to high school. There are many levels of the academy as listed below:

- ☐ All classes located in same area of building to limit transition with upper classmen and keeps the majority of all freshmen on the same lunch.
- ☐ Freshmen Kick-Off is held the Friday before school starts each year and students get to attend school without upper classmen. They receive their schedule, their lockers, and attend several assemblies that help assimilate them to the campus.
- ☐ Freshmen Guidance classes have 4-5 mentors assigned to their classroom to assist them with their school work, while also helping them with the entire transition process.
- ☐ Weekly lessons in guidance that assist them with career/college pathways.

ELL Support: Three years ago, we paid for 14 teachers to earn their TESL endorsement and we now use these teachers to provide sheltered instruction in math, English, science and social studies. In these sheltered classes, a variety of effective ELL strategies are used to ensure the academic success of our ELL students.

Special Education Support: We integrate the special education teachers into the department they instruct within, to ensure they too are knowledgeable of the general education curriculum and expectations. This integration has made for a very strong collaborative process, where students are the benefactors not only in the general education classrooms, but also in the resource rooms.

School-Wide Grading Policy: Three years ago, we developed a school-wide grading policy to ensure all grades were measuring the mastery of the standards. There are many requirements of the grades assigned to students as listed below:

- ☐ Teachers must remove behavior from grades
- ☐ Extra credit can only be assigned to students if it directly measures or expands on the mastery of a standard

¢ Mathematical errors are removed from all grades, including outliers and unequal grading intervals

¢ Students are allowed to redo assignments and quizzes until mastery of standards is met;

PAL program Founded in 1996, the PAL (Partnership at Las Vegas) Program is designed to bridge the gap between school and work. This unique school-to-career program is the only one of its kind in Southern Nevada. PAL provides juniors and seniors with a full class schedule along with weekly, unpaid internship experiences at various organizations throughout the Las Vegas Valley. PAL functions as a "school within a school" and is made up of a team of six teachers and up to 150 students. Academic courses stress the connection between school and work and include: language arts, mathematics, social studies, science, computer applications, and other business related elective courses. Essential program aspects include business etiquette lessons, group and team identification, field trips, guest speakers, and constant monitoring of student progress by PAL teachers and internship supervisors.

Academic Support Programs: LVHS staff understands that we set high expectations for our students, and believe support systems must be in place to ensure students can reach the expectations. Therefore, we provide a daily "Academic Opportunity Period". This time provided students each day after school, is used when students fails to complete homework or do less than quality work. We have National Honors Society students available for tutoring as well as teachers from every department. Additionally, we also have five credit retrieval courses where students are provided the opportunity to take multiple courses they had previously failed.

Proficiency Support: We provide tutoring to non-proficient students on a daily basis through proficiency tutoring guidance and various after school and weekend tutoring sessions.

Advance Placement Support: We have designated tutoring labs built during guidance where students can get additional support with their advanced placement classes. Furthermore, we have teachers that offer Saturday study sessions.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •Expectation Sheets 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•Department PLC Data	Level 3

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

As we reflect upon Indicator 1.1, our rating of a three was due to the lack of a formal and regular review schedule of our school's purpose. As a school, we need to implement a formal schedule with fidelity. We will formally review the plan with all staff during the first three-days upon return. During this review, we will share the current status of the school, achievement data, the improvement plan, and how it relates to the school's purpose. During the first week of school, a video presentation highlighting the above information will be shared through Cable in the Classroom technology, the school website, and at Open House.

Once the information is disseminated, the second week of school will be used to identify random representatives from all stakeholder groups to review and provide input for the upcoming school year. After all revisions have been made, the information will be summarized and shared with all stakeholders by the end of week four.

As we reflect upon Indicator 1.2, our rating of a three led to many discussions regarding the survey definition of "all". Additionally, we do not have a formal measurement tool to document our professional practices. This type of tool is necessary so all staff can gain a clear understanding of the instructional practices being used throughout all classrooms. Furthermore, the constant turnover of administration has created a lack of consistency in supervisory expectations and practices. This is evident by the two departments having the same administrator over the past three-years showing the highest achievement gains.

To address these concerns, we will develop a formal tool that will be used by all staff when visiting classrooms. The tool will include a rubric to determine the implementation of the school-wide expectations. This will ensure consistency when gathering information regarding instructional practices and their support of the school's mission and purpose. This will also ensure consistency when experiencing administrative turnover.

Reflecting upon indicator 1.3, we feel we are a strong three, but need to ensure the process is reviewed and evaluated regularly and provides

documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

The school improvement plan continues to lead Las Vegas High School in the clear and focused direction that it has successfully followed in the past. Stakeholders affirm through communications and survey results that Las Vegas High School is strongly committed to student success. The improvement plan was developed after review and reflection of current practices and student achievement results. The administration and staff continuously collaborates during staff development and Professional Learning Community (PLC) time to strengthen and develop ideas.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Governing body training plan •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan 	Level 3

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

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

As we reflect the Leadership and Governance standard, we feel our strengths are in indicator 2.1 and 2.4. We have a strong leadership team, consisting of our administration, the instructional leaders from each department, and a variety of staff members that sit on various committees and focus groups. Our main focus is in the monitoring of effecting instruction and assessment, with policies and practices being reviewed regularly. All stakeholders are collectively accountable for student learning through their PLC's, where they continuously review data and share best practices for increased student achievement. Additionally, leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. All staff encourage, support, and expect all students to be held to high standards in all courses of study, as evident through our ever increasing number of Advanced Placement courses, the inclusive practices in special education and ELL, and the decreased number of students needing remedial courses. Moreover, these expectations can be seen through the master schedule and the many different educational opportunities provided to the students'.

Furthermore, our requirements for fiscal management are clear. The instructional leaders determine the where the budget monies will be spent each year, and we hold monthly financial meetings to determine the spending of the School Generated funds where staff and students take part in these decisions. This can be evidenced through our SGF meeting agendas and through conversations with teachers and Instructional Leaders regarding their budget allocations.

Indicators 2.2, 2.5 and 2.6 are all rated at level three. These are not at a four level due to a variety of reasons, all within our control. One reason is us not having in place a strong process to evaluate our decisions and actions and not requiring our governing members to participate in formal professional development process. We allow teachers and staff to participate in PD, but we do not require them to attend those in alignment with our school purpose. We do believe our strength in indicator 2.2 is that our members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.

Another weakness within these indicators that must be addressed is the lack of stakeholder participation in the school improvement process. We realize that we, as school leaders, must be proactive and persistent in getting our parents and community positively engaged to increase the sense of community and ownership. We have begun to address this lack of engagement, but will need to continue to focus on stakeholder participation, as we know they play a vital role in our school community.

The last indicator that we want to see increase to a level four is 2.6. We currently have a process for supervision and evaluation, but we need to be sure it is consistently implemented and analyzed across all administrators so it results in increased student achievement and effective instructional practices. The principal has been serving on multiple committees outside of the school that has increased her knowledge of the supervision process and will continue to share and train the other administrators to ensure all supervisory interactions have a positive impact on student achievement and instructional practices.

Indicator 2.3 is a level two, but not one that we feel we can address without earning autonomy through a five-star rating. We identified this as a two, because the governing body outside the school generally protects, supports, and respects the autonomy of school leadership, but doesn't always allow important changes to be made to accomplish goals for improvement in student learning and instruction. A few examples of this is the yearly struggle to maintain our bell schedule that allows for us to keep our Professional Learning Committee in place; the placement of three different ineffective administrators into positions for three consecutive years; the movement of effective administrators into other schools; and the lack of filling administrative positions for an entire school year.

Las Vegas High School has been without a full administrative team since the beginning of 2011, causing many items to be handled in a reactive and not proactive way. Furthermore, the staff has had to have many different supervisors for short periods of time, not allowing strong instructional feedback to be provided. However, we have been able to solidify those teachers that serve as Instructional Leaders and they have been consistent in the providing support and guidance in their department.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •PLC Data 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •PLC Data 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •PLC Data Folders 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •PLC Data Folders 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Master Schedule 	Level 4

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

As we reflect upon Indicator 3.3, our rating of a two was due to inconsistent use of instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Although many teachers utilize collaboration it is not done with the frequency we desire. There is some personalization of instructional strategies and interventions. We want to increase the use of individualized instruction based upon student needs show in data. Furthermore, there is limited integration of content and skills across curriculum.

LVHS will create a formal tool that will be used by all staff when visiting classrooms. The tool will include a rubric to determine the use of instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. This will ensure consistency when gathering information regarding highly effective instructional practices. All teachers will be required to walk classroom to provide feedback regarding the use of these teaching strategies. Administration will focus on these teaching techniques during supervisory interactions and classroom observations. Professional discussion that describes best practices will occur in PLC's and highly effective lessons will be shared with colleagues through the PLC folders.

As we reflect upon Indicator 3.4, our rating of a three was due to inconsistency of administration in monitor instructional practices through supervision and evaluation procedures beyond classroom observation. There has been a high turnover in the administrative team and not everyone engaged their teachers in meaningful pre and post observation meetings.

The administrative team will have pre and post observation meetings with all staff to discuss: 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

As we reflect upon Indicator 3.6, our rating of a two was due to inconsistent use of an instructional process that informs students of learning expectations and standards of performance. There is not a consistent process that provides students with specific and timely feedback about their learning. Some teachers do not provide high quality timely feedback to students. We believe that mastery of standards is paramount for students and have enacted policy that requires teachers to allow students to redo assignments, test, and other work that was not completed to a mastery level. However, in multiple cases students do not receive quality feedback; therefore they cannot correct their deficiencies for redone work. The purpose behind the policy is to allow students the opportunity to learn from their mistakes and demonstrate mastery, if high quality improvement suggestions are not given in a timely fashion the policy has no effect.

Administration will monitor student feedback to ensure that students are receiving appropriate feedback. Student work will be monitored and teacher expectations will require all teachers to provide high quality timely feedback. Teachers will discuss what high quality feedback looks like through their PLC's.

As we reflect upon Indicator 3.8, our rating of a three was due to no formal evaluation process for programs that engage families in meaningful ways in their children's education. Families are provided multiple methods of staying informed of their children's learning. Families frequently do not take advantage of them. They include: school website with teacher classroom pages, ParentLink, and parent nights, funded by the Title I program.

We will develop a formal evaluation process that evaluates our parent engagement programs. It will include components that address not only the effectiveness of the program, but will address strategies for increasing family attendance.

As we reflect upon Indicator 3.10, our rating of a three was due to our common grading and reporting policies, processes, and procedures not being implemented without fail across all grade levels and all courses. They are implemented consistently but not "without fail". Common grading and reporting policies, processes, and procedures are developed within PLC's and are frequently discussed and adjusted as needed. Administration frequently reviews grade books and policies and there is a school wide grading policy. The policy requires that teachers 1) remove any behaviors from grades, 2) allow for retakes and redo's of assignments and assessments, 3) correct mathematical errors with outliers and unequal intervals as well as unbalanced weighting systems, and 4) grades are reviewed in conjunction with administration to ensure that they are truly a measurement of student levels of mastery on the standards being taught.

As we reflect upon Indicator 3.11, our rating of a three was due to an inconsistent participate in a rigorous, continuous program of professional learning and that professional development is based upon the needs of the individual. Many staff members do participate in a rigorous program, several having earned doctorates, however not all do. Professional development is not individualized with all staff members.

Administration will work with staff to develop professional development plans to address each staff member through supervisory interactions. Rigorous training aligned with the school's purpose, improvement goals and needs will be planned. It will be encouraged that all staff members take advantage of professional development opportunities to increase their knowledge and skills.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.29

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Survey results •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process 	Level 3

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

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

As we reflect upon Indicator 4.1, our rating of a three was due to current CCSD financial issues. Over the past three years we have been staffed at 93% forcing us to increase class sizes. Furthermore, the staffing formula has forced us to work creatively within the master schedule to keep vital elective courses in performing arts, career and technical education and foreign language. The funding and staffing allocation are beyond the control of the school and we will continue to look for creative ways to provide qualified personnel for our students. As we reflect upon Indicator 4.3, our rating of a three was due to an inconsistent expectation for maintaining safety, cleanliness, and a healthy environment. The physical structure of LVHS is 20 years old and this is a concern. There is an issue with ventilation at times, which distracts from the teaching and learning process. Despite the frustration that comes with the issue, students and teachers make learning their number one priority. This and the majority of facility issues are handled by personnel outside of the school. Las Vegas High School is required to follow CCSD procedures which greatly limit our ability and control of repairs, upgrades, and maintenance. We continue to work with CCSD to maintain the safety, cleanliness, and healthy environment of LVHS.

As we reflect upon Indicator 4.5, our rating of a three was due to the technology infrastructure not being modern, fully functional, and meeting the teaching, learning, and operational needs of all stakeholders. The demand for increased numbers of updated computers has not been fully met. There are updated labs available for some classes on campus, but the ratio of students to working computers is about 60 to 1. This ratio creates challenges for implementing technology driven lessons and district technology initiatives like Discovery Education and online proficiency exams. Furthermore, many teachers have outdated computers that become a hindrance with their speed and memory capabilities.

LVHS does have a technology plan designed to continuously improve the technology use on campus, however with CCSD budget cuts over the last several years the ability and funding to maintain all technology at an appropriate level is not there. We attempt to upgrade the highest need areas but cannot keep up with the demand without increased funding or outside assistance.

The technology plan has provided some powerful tools on campus which are utilized extensively across the curriculum. Math teachers each have iPads and collaborate regularly on the development of more creative lessons. Smart Boards are used on an almost daily basis in 80 classrooms throughout the school to actively engage students in the learning process, move beyond traditional classroom parameters, and engage students in hands-on learning. This technology is combined with Audience Response Systems clickers to further create a cooperative learning environment enabling our students to share their ideas with classmates through the use of interactive activities. Classrooms at Las Vegas High School are also equipped with amplified sound systems to ensure all students have equal access to lessons. Another powerful technology tool is the use of Elmos in every classroom allowing teachers to project students' writing, share and analyze exemplars, and implement peer response practices. These resources draw on the learning styles of students who have grown up in a multimedia age and give them the skills to make sense of and use the information that surrounds them. At the same time, our students, families, and guidance teachers can access assignments and grades for all classes, which are updated every week.

As we reflect upon Indicator 4.6, our rating of a three was due to a lack of group counseling for issues facing our students. Counselors meet with students regularly to assist with their physical, social, and emotional needs. However, we believe the creation of support groups for students would allow them the opportunity to interact with each other in a way that benefits their physical, social, and emotional needs. Counselors at LVHS will establish groups to meet this need. They will identify students that will benefit from the support group, identify common issues and create a meeting schedule within the first month of school. Meeting will occur monthly, bi-weekly, or weekly depending on the issues and needs of the group members.

As we reflect upon Indicator 4.7, our rating of a three was due to the lack of valid and reliable measures of program effectiveness and the lack of formal improvement plans related to these programs. There is no measurement of program effectiveness we currently evaluate our programs based upon assumptions and informal feedback. We do make adjustments to our programs based upon informal feedback but do not have a formal improvement plan with regards the counseling, assessment, referral, educational, and career planning needs of all students.

LVHS will create a tool that allows for reflection and assessment of our counseling, assessment, referral, educational, and career planning

needs. The tool will include an exit evaluation survey for students. The form will be given to students in May of each school year for a global polling of our needs and at the conclusion of specific events that students participate in. The data obtained from this tool will be utilized to create an annual improvement plan.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•Executive summaries of student learning reports to stakeholder groups	Level 3

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

As we reflect upon Indicator 5.1, our rating of a three was due to inconsistent measurement across all classrooms and courses. Although many assessments are reliable and bias free, some are not. The system is not regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. Not all courses have developed common assessments beyond the quarter tests. These courses are in the initial stages of creating common assessments.

LVHS Professional Learning Communities (PLC's) are required to create and utilize common assessments. They analyze assessment results and adjust instruction based upon the data. PLC's will expand their procedures to include rubric based grading to ensure all grading and measurements are consistent across courses. Assessments will be reviewed to determine their reliability and to ensure they are bias free. Reviewing grading rubrics and procedures as well as assessments will be a requirement at weekly PLC meetings. Common unit assessments as well as quarter and semester exams will be developed within all PLC's. Teachers will receive small group professional development on assessment writing within their PLC's. The professional development will focus on writing assessments that are based upon standards, are bias free and are a reliable measurement of students' levels of mastery.

As we reflect upon Indicator 5.2, our rating of a three was due to inconsistent processes and procedures for collecting, analyzing, and applying learning from all data sources. The processes and procedures that are utilized are not consistent across PLC's and are inconsistently documented. Although school wide data from standardized testing does include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. Assessments created in PLC's are not consistently broken down and analyzed at this level.

Professional development on how to break down and utilize data from reliable assessments will be provided to staff through their PLC's. An assessment evaluation tool will be created that assists in determining the reliability of an assessment and ensures that items are directly linked to standards. The processes and procedures for collecting, analyzing, and applying learning from all data sources will be formalized and included in teacher expectations.

As we reflect upon Indicator 5.3, our rating of a two was due to the lack of training related to the evaluation, interpretation, and use of data. There has been minimal training in the use of data for staff members. There has been specific training on the Inform data system, but it was focused on how to use the system not how to utilize the data. CCSD offers some professional development opportunities, however they are inconsistently utilized.

Professional development will be planned for the spring of 2013 on the evaluation, interpretation, and use of data. All staff will be required to participate. The professional development will be reinforced through PLC discussions and supervisory interactions with administration. Tools will be created to assist teachers in summarization of data and they will be required to submit analyses of assessment data into their PLC folders.

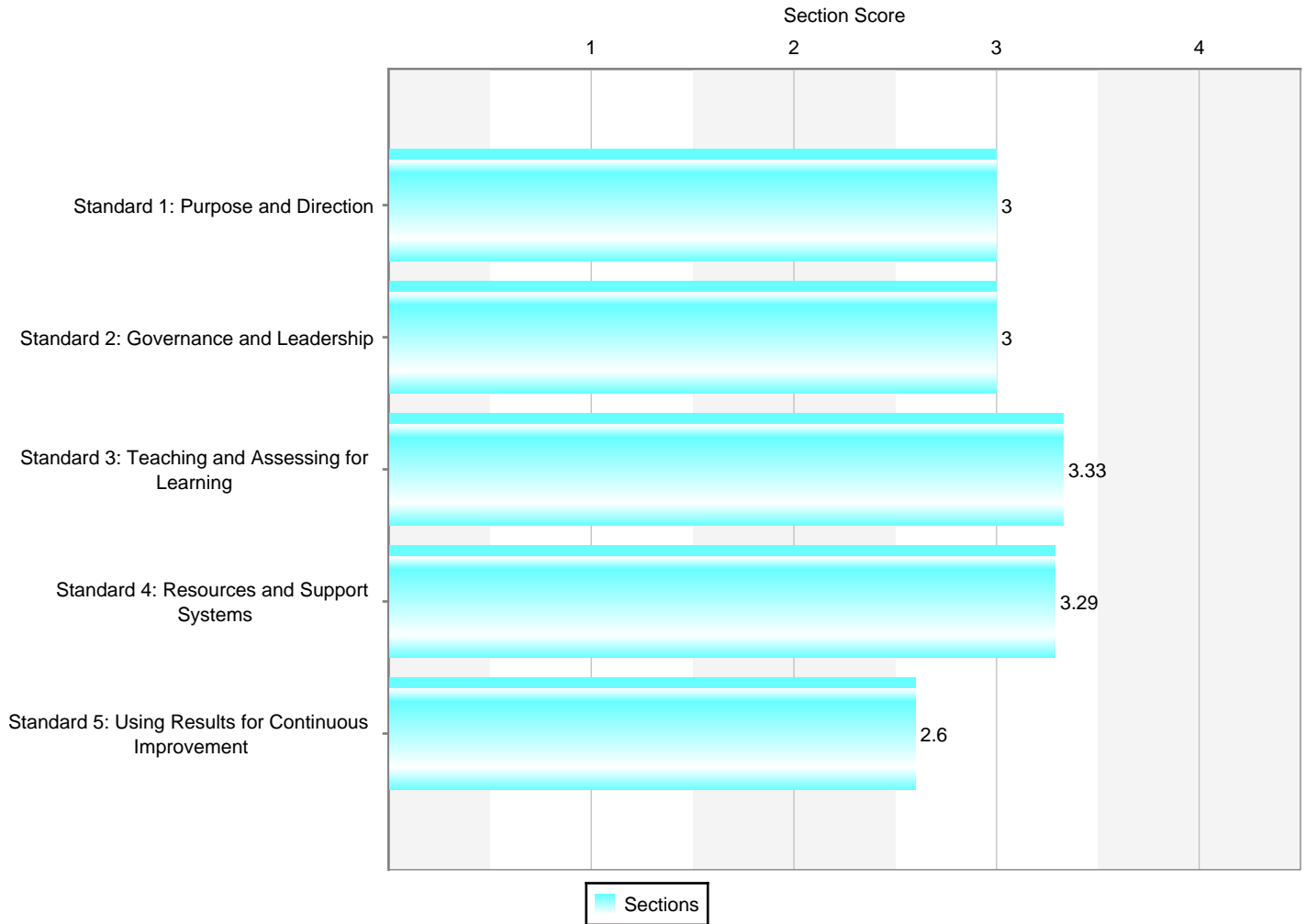
As we reflect upon Indicator 5.4, our rating of a two was due to the lack of a formal policy or procedure that describes a process for analyzing data that determines verifiable improvement in student learning, including readiness for and success at the next level. Data is analyzed from curricular assessments; teachers are able to continuously work to improve assessment and instruction based upon the data. An analysis is done on common quarter exams, pre-test and post-test results. Courses that have common assessments in addition to the quarter tests use PLC time to analyze those results as well. Instruction is adjusted based on the results of the data analysis.

On a school-wide level, data from district and state assessments is also analyzed by PLC's, the School Improvement Planning (SIP) team and administration to generate ideas for continuous school improvement. The current school improvement plan was developed through an analysis of trend data in NHSPE pass rates, graduation rates, growth data, AP enrollment, and college and career readiness factors. After analysis was taken, input was obtained from parents, teachers and students. PLC time and staff development meetings shaped the given information to set the improvement goals.

LVHS will create a formal policy for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. The policy will be developed through the SIP team and communicated to all staff at the professional development day in the spring of 2013.

Report Summary

Scores By Section



2012-13 Las Vegas High School Improvement Plan

Overview

Plan Name

2012-13 Las Vegas High School Improvement Plan

Plan Description

Continuous school improvement is integral to student success and achievement. Upon reviewing data from the self-assessment process, School Performance Framework (SPF), AYP, and 3 year trend data, the Las Vegas High School SIP team found that there are two primary areas with opportunity for improvement. First, students need to have all the opportunities to earn a diploma available to them. The team determined there should be a focus on graduation factors, specifically proficiency exam pass rates and ensuring students maintain credit sufficiency. Secondly, students who are already meeting graduation standards need to be continuously challenged. It was determined that it is necessary to increase student enrollment in advanced coursework as well as provide supports for the more challenging curriculum.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Las Vegas High School will graduate with the skills necessary to achieve at levels that provide opportunities for continued success throughout their lives.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$8000
2	Las Vegas High School will increase its enrollment in honors and AP courses in English, math and science.	Objectives: 3 Strategies: 3 Activities: 12	Academic	\$16200

Goal 1: All students at Las Vegas High School will graduate with the skills necessary to achieve at levels that provide opportunities for continued success throughout their lives.

Measurable Objective 1:

collaborate to ensure all students achieve mastery levels of understanding by 06/05/2013 as measured by credit sufficiency data and Nevada High School Proficiency Exam pass rates.

Strategy 1:

Professional Learning Communities (PLC) - Las Vegas High School employs the Richard DuFour collaboration model of Professional Learning Communities (PLC) to develop and improve instruction. Las Vegas High School has been actively engaging in PLC collaboration since the 2004-2005 school year. Our PLC process is continuously evolving and improving in an effort to ensure we continue to meet the needs of students (standard 3.5). Several other schools in the Clark County School District have visited and studied Las Vegas High School as a model in developing their schedules and PLC practices. Las Vegas High School collaborates in PLC's on a weekly basis. The administration understands the importance of PLC's in the success of our school and has fought to keep PLC time built into the schedule despite district wide budget cuts that have threatened its continuation (standard 2.3). As part of the Professional Learning Communities, Las Vegas High School has an adjusted bell schedule that allows for the release of students an hour early on Mondays, giving teachers one hour each week to work within their PLC to analyze data, discuss best practices, share effective instructional practices, and align their curriculum and instruction (standard 5.2).

Additionally, as part of the Richard DuFour model, LVHS has built in an extra support system within the day. This period is utilized to provide extra support for students, as their individual needs dictate. The needs of the individual students can be determined through the conversation and data analysis that occurs within the PLC time each Monday (standard 3.5). It is also during this time, that the counselors and administration visit classrooms and work with the teachers to provide additional support and guidance. The students assigned to these classrooms will stay with the same teacher for four years, ensuring they are known by at least one adult on campus (standard 3.9). Additionally, it is during this time that juniors and seniors that have not passed their proficiency exams receive additional tutoring to ensure they are successful on their proficiency exams. This guidance time also includes open AP Labs, for students to go retrieve additional support in their AP classes (standard 3.12).

Teachers now have access to more detailed data about their students than has previously been possible. Data from Clark County School District's INFORM system and the Discovery Education's Launch Into Teaching assessments will be reviewed during PLC time to develop high quality instruction that will meet the needs of students (standard 3.2). In addition to lesson development, results from these sources allow teachers to identify strengths and weaknesses in students. Teachers will have the ability to create enrichment opportunities that address specific areas that may need improvement as well as create more rigorous and challenging opportunities for students who are achieving at a higher level (standards 3.6, 3.12). Collaboration will not be limited to administration and teachers collaborating amongst themselves.

A key component to student success is family involvement. The Clark County School Districts new assessment initiative, Discovery Education, will provide teachers detailed information regarding student achievement and academic levels. Reports will be generated and shared with students and their families so that they are aware of what their strengths are as well as where they may need additional assistance. Sharing this information with students and families will help develop a working

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relationship between the school and home (standard 3.8). Additionally, teachers will use assessment results to build enrichment opportunities for students.

The counseling department will continue to collaborate in their PLC meetings to ensure students remain on track to graduate. Counselors will conduct credit checks, grade checks and attendance checks on all students. Counselors will also help students develop college and career goals. Counselors will use professional development opportunities to develop and build college and career readiness opportunities for students. When student issues arise academically or behaviorally in classes, counselors, teachers and administration will take advantage of PLC time to develop strategies to help the struggling student(s) (standard 4.7).

Research Cited: DuFour's model of Professional Learning Communities and collaboration.

Activity - Teacher Training on Utilizing Data to Drive Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to access their student achievement data on Clark County School District's INFORM data engine and on Launch Into Teaching! from Discovery Education. They will also learn how to interpret the results to develop and modify high quality classroom instruction.	Professional Learning	08/27/2012	06/06/2013	\$0	No Funding Required	School Administration Instructional Leaders PLC Leaders Learning Strategist
Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC time will be utilized to create common unit assessments. The assessments will be given within the same relative time frame (same day or within a day of each other) to help maintain appropriate pacing within subjects. Results from these assessments will be analyzed to determine areas of student success and areas where students continue to struggle. Analyzing and discussing results will help teachers modify existing lessons, develop new lessons, and create enrichment opportunities for students.	Direct Instruction	11/26/2012	06/10/2015	\$0	No Funding Required	PLC Leaders Instructional Leaders Teachers
Activity - Teacher Training on Effective Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration for school improvement will not be limited to PLC times. The administration and staff of Las Vegas High School will continue to utilize staff development opportunities to develop further instructional strategies to engage and help students catch up, keep up and move up academically, physically and emotionally. Resources will include teacher leaders within the building, administration, district level coaches and specialist and webinar opportunities. Title I funding will provide faculty opportunities to attend professional development seminars conducted by outside, professional organizations. The strategies and information learned by the faculty who participate in these professional development opportunities will be disseminated during professional development days and PLC meetings.	Professional Learning	11/26/2012	06/11/2015	\$8000	Title I Schoolwide	Learning Strategist PLC Leaders Instructional Leaders Administration

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Activity - Monitor Implementation of Effective Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The learning strategist and administration will collaborate with all departments to provide support and assistance with implementing instructional strategies. The learning strategist will provide support within the classroom ensuring teachers are successfully implementing new strategies and differentiating instruction to meet the needs of all students. The learning strategist will help teachers, administration, students and families interpret and understand data from assessments.	Policy and Process	11/26/2012	06/11/2015	\$0	No Funding Required	Learning Strategist Administration

Goal 2: Las Vegas High School will increase its enrollment in honors and AP courses in English, math and science.

Measurable Objective 1:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior enrolling in AP and Honors courses in English Language Arts by 09/07/2015 as measured by student enrollment in Honors and AP courses.

Strategy 1:

Collaboration with data - Teachers now have access to detailed achievement and performance data about their students. Reports generated from Clark County School District's INFORM data management system, common assessments, and the Discovery Education's Launch into Teaching assessments will be reviewed during PLC time (standards 3.2 and 3.5). These reports and assessment results will be utilized by teachers to develop high quality instruction that will meet the needs of all students (standard 3.5; 3.6).

Following the principles of Clark County School Districts, catching up, keeping up and moving up, personalized instructional opportunities will be created by teachers (standards 3.3; 3.12). Results from Discovery Education will provide teachers with a starting point in developing interventions and enrichment opportunities for students who need to catch up (standard 3.2). Students who are keeping up, will be challenged with instruction that continues to reinforce what they know while introducing them to more challenging content within the curriculum so that they can become students who are moving up (standard 3.5).

The moving up students will be identified and provided with exploration opportunities within the curriculum that will challenge them (standard 3.5), utilizing the curriculum engine to identify effective strategies.

Teachers will review data collected from INFORM, Discovery Learning Assessments, common unit assessments and classroom observation to identify students who will benefit from the challenges of a more rigorous curriculum (standard 3.2). However, students cannot simply be placed into honors and/or Advanced Placement classes without being taught the required prerequisite academic, emotional and organizational skills. Vertical articulation of the curricula will allow advanced coursework teachers to work with lower grade level teachers in development of prerequisite academic and organizational skills that students must possess in order to find success in advanced classes and coursework (standard 3.1). Teachers will also compare data from multiple sources to identify any potential discrepancies or gaps in instruction (standard 5.2), with extensive training provided to all staff in the evaluation, interpretation, and use of data (standard 5.3).

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Advanced Placement teachers will attend additional seminars and training from the College Board to supplement their instructional knowledge and practices (standard 3.11). Advanced Placement teachers will share the resources and practices within their respective departments to provide prerequisite teachers a general framework of the Advanced Placement curriculum. Teachers will adapt and apply these resources and practices to meet the needs of their students (standard 3.11).

Counselors will review data and collaborate with teachers, students and parents concerning the placement of students in advanced courses (standard 3.8). Academic and emotional support will be provided to students who may feel they are struggling with the challenges of advanced coursework (standard 3.9). Counselors will also discuss with students and parents the financial-aid opportunities that are available for students when it comes time to pay for an Advanced Placement test.

The learning strategist will review data with teachers in order to identify students who need to be challenged in classes. The learning strategist will also help teachers differentiate classroom instruction to challenge the high achieving students while still fulfilling the academic needs of the \hat{A} catching up, students (standard 3.2). The learning strategist will also review data with parents and students to make them better aware of what interventions or opportunities can be provided for them while they are students at Las Vegas High School (standard 5.5)

Administration will review data and collaborate with teachers, counselors, students and parents to better identify students who will benefit from the challenges of advanced coursework. Administration will also provide training to staff on how to evaluate, interpret and use data (standard 5.3).

Research Cited: Las Vegas High School incorporates the Richard DuFour model of Professional Learning Communities to increase and improve teacher collaboration.

Activity - Professional Development for AP classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/05/2015	\$5000	District Funding	AP and pre-AP teachers; administrators
Activity - Staff Training on Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all staff using the, trainer-of-trainer model, on the evaluation, interpretation and use of data during PLC each week.	Professional Learning	01/07/2013	05/27/2013	\$2400	General Fund	Administration PLC Leaders Instructional Leaders Learning Strategist
Activity - Individualize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	05/29/2015	\$0	No Funding Required	Teachers
Activity - Monitor Use of Data to Increase Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Monitor the use of data to increase achievement through PLC and program fidelity checks.	Policy and Process	11/26/2012	05/29/2015	\$0	No Funding Required	Administration Instructional Leader PLC Leaders
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Measurable Objective 2:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior enrolling in AP and Honors courses in Mathematics by 05/31/2013 as measured by the number of students enrolled in AP and honors mathematics courses..

Strategy 1:

Collaboration with Data - Teachers now have access to detailed achievement and performance data about their students. Reports generated from Clark County School District's INFORM data management system, common assessments, and the Discovery Education's Launch into Teaching assessments will be reviewed during PLC time (standards 3.2 and 3.5). These reports and assessment results will be utilized by teachers to develop high quality instruction that will meet the needs of all students (standard 3.5; 3.6).

Following the principles of Clark County School Districts, catching up, keeping up and moving up, personalized instructional opportunities will be created by teachers (standards 3.3; 3.12). Results from Discovery Education will provide teachers with a starting point in developing interventions and enrichment opportunities for students who need to catch up (standard 3.2). Students who are keeping up, will be challenged with instruction that continues to reinforce what they know while introducing them to more challenging content within the curriculum so that they can become students who are "moving up" (standard 3.5).

The moving up students will be identified and provided with exploration opportunities within the curriculum that will challenge them (standard 3.5), utilizing the curriculum engine to identify effective strategies.

Teachers will review data collected from INFORM, Discovery Learning Assessments, common unit assessments and classroom observation to identify students who will benefit from the challenges of a more rigorous curriculum (standard 3.2). However, students cannot simply be placed into honors and/or Advanced Placement classes without being taught the required prerequisite academic, emotional and organizational skills. Vertical articulation of the curricula will allow advanced coursework teachers to work with lower grade level teachers in development of prerequisite academic and organizational skills that students must possess in order to find success in advanced classes and coursework (standard 3.1). Teachers will also compare data from multiple sources to identify any potential discrepancies or gaps in instruction (standard 5.2), with extensive training provided to all staff in the evaluation, interpretation, and use of data (standard 5.3).

Advanced Placement teachers will attend additional seminars and training from the College Board to supplement their instructional knowledge and practices (standard 3.11). Advanced Placement teachers will share the resources and practices within their respective departments to provide prerequisite teachers a general framework of the Advanced Placement curriculum. Teachers will adapt and apply these resources and practices to meet the needs of their students (standard 3.11).

Counselors will review data and collaborate with teachers, students and parents concerning the placement of students in advanced courses (standard 3.8). Academic and emotional support will be provided to students who may feel they are struggling with the challenges of advanced coursework (standard 3.9). Counselors will also discuss with students and parents the financial-aid opportunities that are available for students when it comes time to pay for an Advanced Placement test.

The learning strategist will review data with teachers in order to identify students who need to be challenged in classes. The learning strategist will also help teachers

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differentiate classroom instruction to challenge the high achieving students while still fulfilling the academic needs of the "catching up, students (standard 3.2). The learning strategist will also review data with parents and students to make them better aware of what interventions or opportunities can be provided for them while they are students at Las Vegas High School (standard 5.5)

Administration will review data and collaborate with teachers, counselors, students and parents to better identify students who will benefit from the challenges of advanced coursework. Administration will also provide training to staff on how to evaluate, interpret and use data (standard 5.3).

Research Cited: Richard DuFours, Professional Learning Communities

Activity - Professional Development for AP classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/11/2015	\$2000	General Fund	AP and Pre-AP teachers Administration
Activity - Individualize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/11/2015	\$0	No Funding Required	Teachers
Activity - Staff Training on Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all staff using the, trainer-of-trainer model, on the evaluation and use of data during PLC each week.	Professional Learning	01/07/2013	05/27/2013	\$2400	General Fund	Administration PLC Leaders Instructional Leaders Learning Strategist
Activity - Monitor Use of Data to Increase Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the use of data to increase achievement through PLC and program fidelity checks.	Policy and Process	11/26/2012	05/29/2015	\$0	No Funding Required	Administration Instructional Leader PLC Leaders

Measurable Objective 3:

A 15% increase of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior enrolling in AP and Honors courses in Science by 05/30/2013 as measured by the number of students enrolled in AP and honors science courses..

Strategy 1:

Collaboration with Data - Teachers now have access to detailed achievement and performance data about their students. Reports generated from Clark County School District's INFORM data management system and common assessments will be reviewed during PLC time (standards 3.2 and 3.5). These reports and assessment

results will be utilized by teachers to develop high quality instruction that will meet the needs of all students (standard 3.5; 3.6).

Following the principles of Clark County School Districts, catching up, keeping up and moving up, personalized instructional opportunities will be created by teachers (standards 3.3; 3.12). Results from pre-test common assessments will provide teachers with a starting point in developing interventions and enrichment opportunities for students who need to catch up (standard 3.2). Students who are keeping up, will be challenged with instruction that continues to reinforce what they know while introducing them to more challenging content within the curriculum so that they can become students who are moving up (standard 3.5).

The moving up students will be identified and provided with exploration opportunities within the curriculum that will challenge them (standard 3.5), utilizing the curriculum engine to identify effective strategies.

Teachers will review data collected from INFORM and common unit assessments and classroom observation to identify students who will benefit from the challenges of a more rigorous curriculum (standard 3.2). However, students cannot simply be placed into honors and/or Advanced Placement classes without being taught the required prerequisite academic, emotional and organizational skills. Vertical articulation of the curricula will allow advanced coursework teachers to work with lower grade level teachers in development of prerequisite academic and organizational skills that students must possess in order to find success in advanced classes and coursework (standard 3.1). Teachers will also compare data from multiple sources to identify any potential discrepancies or gaps in instruction (standard 5.2), with extensive training provided to all staff in the evaluation, interpretation, and use of data (standard 5.3).

Advanced Placement teachers will attend additional seminars and training from the College Board to supplement their instructional knowledge and practices (standard 3.11). Advanced Placement teachers will share the resources and practices within their respective departments to provide prerequisite teachers a general framework of the Advanced Placement curriculum. Teachers will adapt and apply these resources and practices to meet the needs of their students (standard 3.11).

Counselors will review data and collaborate with teachers, students and parents concerning the placement of students in advanced courses (standard 3.8). Academic and emotional support will be provided to students who may feel they are struggling with the challenges of advanced coursework (standard 3.9). Counselors will also discuss with students and parents the financial-aid opportunities that are available for students when it comes time to pay for an Advanced Placement test.

The learning strategist will review data with teachers in order to identify students who need to be challenged in classes. The learning strategist will also help teachers differentiate classroom instruction to challenge the high achieving students while still fulfilling the academic needs of the catching up, students (standard 3.2). The learning strategist will also review data with parents and students to make them better aware of what interventions or opportunities can be provided for them while they are students at Las Vegas High School (standard 5.5)

Administration will review data and collaborate with teachers, counselors, students and parents to better identify students who will benefit from the challenges of advanced coursework. Administration will also provide training to staff on how to evaluate, interpret and use data (standard 5.3).

Research Cited: Richard DuFours, Professional Learning Communities

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Activity - Professional Development for AP classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/05/2015	\$2000	General Fund	Science AP and PreAP
Activity - Staff Training on Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all staff using the, trainer-of-trainer model, on the evaluation, interpretation and use of data during PLC each week.	Professional Learning	01/07/2013	05/27/2013	\$2400	General Fund	Administration Science PLC Leaders Science Instructional Leader
Activity - Monitor Use of Data to Increase Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the use of data to increase achievement through PLC and program fidelity checks.	Policy and Process	11/26/2012	05/25/2015	\$0	No Funding Required	Administration Science PLC Leaders Science Instructional Leader
Activity - Individualize Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/05/2015	\$0	No Funding Required	Science Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Training on Use of Data	Train all staff using the, trainer-of-trainer model, on the evaluation and use of data during PLC each week.	Professional Learning	01/07/2013	05/27/2013	\$2400	Administration PLC Leaders Instructional Leaders Learning Strategist
Staff Training on Use of Data	Train all staff using the, trainer-of-trainer model, on the evaluation, interpretation and use of data during PLC each week.	Professional Learning	01/07/2013	05/27/2013	\$2400	Administration PLC Leaders Instructional Leaders Learning Strategist
Professional Development for AP classes	AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/11/2015	\$2000	AP and Pre-AP teachers Administration
Staff Training on Use of Data	Train all staff using the, trainer-of-trainer model, on the evaluation, interpretation and use of data during PLC each week.	Professional Learning	01/07/2013	05/27/2013	\$2400	Administration Science PLC Leaders Science Instructional Leader
Professional Development for AP classes	AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/05/2015	\$2000	Science AP and PreAP
Total					\$11200	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for AP classes	AP and pre-AP teachers will attend AP institutes and workshops to continuously develop and focus instruction, and administration will attend workshops to ensure they can monitor and support the AP program.	Professional Learning	06/07/2013	06/05/2015	\$5000	AP and pre-AP teachers; administrators

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Total \$5000

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Effective Instructional Strategies	<p>Collaboration for school improvement will not be limited to PLC times. The administration and staff of Las Vegas High School will continue to utilize staff development opportunities to develop further instructional strategies to engage and help students catch up, keep up and move up academically, physically and emotionally. Resources will include teacher leaders within the building, administration, district level coaches and specialist and webinar opportunities.</p> <p>Title I funding will provide faculty opportunities to attend professional development seminars conducted by outside, professional organizations. The strategies and information learned by the faculty who participate in these professional development opportunities will be disseminated during professional development days and PLC meetings.</p>	Professional Learning	11/26/2012	06/11/2015	\$8000	Learning Strategist PLC Leaders Instructional Leaders Administration
Total					\$8000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualize Instruction	Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	05/29/2015	\$0	Teachers
Develop Common Assessments	PLC time will be utilized to create common unit assessments. The assessments will be given within the same relative time frame (same day or within a day of each other) to help maintain appropriate pacing within subjects. Results from these assessments will be analyzed to determine areas of student success and areas where students continue to struggle. Analyzing and discussing results will help teachers modify existing lessons, develop new lessons, and create enrichment opportunities for students.	Direct Instruction	11/26/2012	06/10/2015	\$0	PLC Leaders Instructional Leaders Teachers

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Monitor Implementation of Effective Instructional Strategies	The learning strategist and administration will collaborate with all departments to provide support and assistance with implementing instructional strategies. The learning strategist will provide support within the classroom ensuring teachers are successfully implementing new strategies and differentiating instruction to meet the needs of all students. The learning strategist will help teachers, administration, students and families interpret and understand data from assessments.	Policy and Process	11/26/2012	06/11/2015	\$0	Learning Strategist Administration
Individualize Instruction	Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/11/2015	\$0	Teachers
Teacher Training on Utilizing Data to Drive Instruction	Teachers will learn how to access their student achievement data on Clark County School District's INFORM data engine and on Launch Into Teaching! from Discovery Education. They will also learn how to interpret the results to develop and modify high quality classroom instruction.	Professional Learning	08/27/2012	06/06/2013	\$0	School Administration Instructional Leaders PLC Leaders Learning Strategist
Monitor Use of Data to Increase Achievement	Monitor the use of data to increase achievement through PLC and program fidelity checks.	Policy and Process	11/26/2012	05/29/2015	\$0	Administration Instructional Leader PLC Leaders
Individualize Instruction	Teachers will use data to individualize instructional strategies to ensure they are catching up, moving up, or keeping up every student.	Direct Instruction	11/26/2012	06/05/2015	\$0	Science Teachers
Monitor Use of Data to Increase Achievement	Monitor the use of data to increase achievement through PLC and program fidelity checks.	Policy and Process	11/26/2012	05/25/2015	\$0	Administration Science PLC Leaders Science Instructional Leader
Monitor Use of Data to Increase Achievement	Monitor the use of data to increase achievement through PLC and program fidelity checks.	Policy and Process	11/26/2012	05/29/2015	\$0	Administration Instructional Leader PLC Leaders
Total					\$0	

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	

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

Las Vegas High School

Clark County School District

Debbie Brockett
6500 East Sahara Ave.
Las Vegas, NV 89142

Date: November 26, 2012 - November 27, 2012

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Introduction to the External Review Process

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 specified for their institution, demonstrate high levels of or improvement of student performance if applicable, and provide evidence of stakeholder satisfaction with the operation of the institution. The accreditation standards focus on conditions and processes within a system that impact student performance and organizational effectiveness. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

Institutions participate in an External Review by a team of highly qualified evaluators who examine the institution's adherence and commitment to the accreditation criteria. The External Review is the hallmark of AdvancED Performance Accreditation as it energizes and equips the leadership and stakeholders of an institution 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 examination of evidence and relevant data, interviews with stakeholders, and observations of instruction, learning, and operations.

The AdvancED External Review Team used the AdvancED Accreditation Standards and Indicators and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the AdvancED External Review Team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Findings

The Findings section presents the External Review Team's evaluation of the AdvancED Accreditation Standards and Indicators. It also includes Powerful Practices and Opportunities for Improvement identified by the External Review Team, observations of the Learning Environment, as well as Required Actions.

Accreditation Standards and Indicators

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's Standards for Quality were developed by a committee comprised of effective 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 ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Accreditation Standards and Indicators, conclusions concerning Powerful Practices and Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the External Review Team. Indicators are evaluated and rated individually by the External Review Team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

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 own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions' vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard		Standard Performance Level
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.		3.0
Indicator	Source of Evidence	Performance Level
1.1	<p>The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</p> <ul style="list-style-type: none"> •Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Schedule of Guidance Periods, AP Supports, Mentoring Lists, Freshmen Studies Program, Proficiency Prep Program, PD Agendas 	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Negotiables document, course expectations, minutes from mission team process 	3
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Discovery Dataset, 	3

Powerful Practices

Indicator

1. The leadership, faculty and staff have established expectations for student learning that align with the vision and mission then clearly communicated these learning expectations to all stakeholders.

1.2

Interviews and observations show a commitment to excellence in education with a strong emphasis on values, respect and responsibility while maintaining high expectations. The school's web-site, staff meetings, school assemblies, parent meetings, newsletters and other forms of communication are used to inform all stakeholders of this information.

Setting learning expectations that align with the vision and mission then communicating those expectations ensures the direction for the school is focused on student achievement and school improvement.

2. The school's leadership has initiated a continuous improvement process to hold school personnel accountable for and evaluate the overall quality of the implementation of interventions and strategies.

1.3

The Non-Negotiables/Negotiables agreement document, the presence of administrators as observers and/or participants in the school's PLC's, and the administrative facilitation of the Guidance Wings and the Academic Opportunity Period indicate the strong commitment and extraordinary effort to foster improved student performance.

Standard 2: Governance and Leadership

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 school leadership research, Leithwood & 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 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 school communities to attain school 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 school 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 has found through its own evaluation of best practices in 30,000 institutions around the world 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		Standard Performance Level	
The school operates under governance and leadership that promote and support student performance and school effectiveness.		3.0	
Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Budgets 	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">•Governing body minutes relating to training•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest•List of assigned staff for compliance•Governing body training plan•Communications about program regulations•Historical compliance data•Governing body policies on roles and responsibilities, conflict of interest•Governing code of ethics	3
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.	<ul style="list-style-type: none">•Roles and responsibilities of school leadership•School improvement plan developed by the school•Stakeholder input and feedback•Maintenance of consistent academic oversight, planning, and resource allocation•Communications regarding board actions•Agendas and minutes of meetings•Interviews with Instructional Leaders, PLC Leaders, and Administration	4
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan	3
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none">•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports	2

Powerful Practices

Indicator

1. The governing body (administration, Instructional Leaders and PLC Leaders) has established policies and facilitating the effective administration of the school. There are established policies and practices regarding professional growth of staff and the policies and practices support the school's direction and effective operation. Well-defined governance structure with broad participation; clearly written Expectations and Commitments; and clearly written Support Staff Expectations are articulated and in place. Through these systems and practices, the school has put student learning at the forefront of everything they do.

2.1

Standard 3: Teaching and Assessing for Learning

A high-quality and effective 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 to 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, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school'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 et al, 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 et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "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 through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that 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.

Standard	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	2.83

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none">•Survey results•Lesson plans•Learning expectations for different courses•Posted learning objectives•Representative samples of student work across courses•Course schedules•Enrollment patterns for various courses•Course descriptions•Classroom observations, interviews with teachers, students, parents, and administrators	3
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.	<ul style="list-style-type: none">•Curriculum guides•A description of the systematic review process for curriculum, instruction, and assessment•Common assessments•Surveys results•Curriculum writing process•Lesson plans aligned to the curriculum•Classroom observations, interviews with teachers, students, parents, and administrators, Staff Development agendas	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none">•Professional development focused on these strategies•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Surveys results•Interdisciplinary projects•Classroom observations - Digital Classrooms 1.6, Classroom observations - Active Learning Environment 2.6, interviews with teachers, students, and administrators	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none">•Peer or mentoring opportunities and interactions•Recognition of teachers with regard to these practices•Surveys results•Self-Assessment rationale	2
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none">•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project•Common language, protocols and reporting tools•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results•Examples of improvements to content and instructional practice resulting from collaboration•Shared folders on network by content, interviews with teachers	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Survey results•Examples of assessments that prompted modification in instruction•Classroom observations, interviews with teachers, students, and administrators	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none">•Records of meetings and walk thru/feedback sessions•Survey results•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices•Shared folders on network by content, interviews with teachers	3
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none">•Survey results•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Interviews with teachers and administrators	3
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.	<ul style="list-style-type: none">•List of students matched to adult advocate•Survey results•Curriculum and activities of formal adult advocate structure•Master schedule with time for formal adult advocate structure•Description of formal adult advocate structures•Interviews with teachers, students, and administrators,	4

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting•Interviews with teachers, students, and administrators	3
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Survey results•Crosswalk between professional learning and school purpose and direction•Interviews with administrators and teachers, PD agendas,	3
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students•Interviews with teachers, students, and administrators	3

Powerful Practices

Indicator

- | | |
|--|-------------|
| <p>1. Las Vegas High School has established a platform for productive PLCs. This structure supports both formal and informal collaboration across grade levels and content areas.
Examination of student work, assessment results and discussion of instructional strategies is noted in PLC minutes, agendas and Staff Development Day activities. New ideas have emerged and common assessments have been designed. Math and reading remediation and interventions have been developed as a result of PLCs.</p> | <p>3.5</p> |
| <p>2. Las Vegas High School has a positive school climate that encourages positive connections with students. The school has established formal structures that give students long-term, personalized interactions with adults and a sense of belonging to the school.
Numerous programs such as Freshmen Studies, weekly Guidance Period, Academic Opportunity Periods, and the House approach to student discipline responsibilities of administrators all support a personalized learning environment and positive student and teacher relationships.</p> | <p>3.9</p> |
| <p>3. Las Vegas High School has developed a common grading policy that supports mastery learning.</p> <p>Teachers have collaboratively defined a common set of expectations for the quality of student work. Grading and reporting are based on clearly defined criteria representing the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> | <p>3.10</p> |
| <p>4. The staff participates in a continuous program of professional learning that is aligned with the school's purpose and direction.
Teachers have opportunities to determine their individual professional development needs as well as the needs of the department/PLC. This flexibility provides the framework for designing a rigorous and continuous program of professional development.</p> | <p>3.11</p> |

Standard 4: Resources and Support Systems

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, 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 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs 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 to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard		Standard Performance Level	
The school has resources and provides services that support its purpose and direction to ensure success for all students.		3.0	
Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Assessments of staffing needs •Documentation of highly qualified staff •Interviews with teachers and administrators, artifacts on staffing allocations 	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar •Interviews with administrators and teachers 	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none">•Survey results•Documentation of compliance with local and state inspections requirements•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.•System for maintenance requests•Maintenance schedules•Safety committee responsibilities, meeting schedules, and minutes•Interviews with Crisis management	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Data on media and information resources available to students and staff•Interviews with administrators, librarian, and teachers	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none">•Assessments to inform development of technology plan•Survey results•Interviews with administrators and teachers	3
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Survey results•Schedule of family services, e.g., parent classes, survival skills•List of support services available to students•Interviews with administrators and teachers	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Description of referral process•Interviews with administrators and teachers	3

Powerful Practices

Indicator

1. The results of improvement efforts are systematically evaluated. Upon receiving results of high stakes tests, the administration provides results to stakeholders who then disaggregate the data and share findings to PLCs. Within PLCs, data is then used to drive instructional planning and practices addressing the needs of students. 4.2
2. School personnel provide or coordinate programs necessary to meet the needs of all students. The guidance period provides an avenue for students to keep current on homework as well as receive guidance on the completion of projects. It is used as a motivator encouraging students to keep grades at a C or higher in all assigned classes 4.7

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & 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 et al., 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 school 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).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world 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		Standard Performance Level	
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.		2.6	
Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Interviews with teachers and administrators 	3

External Review

Las Vegas High School

Indicator		Source of Evidence	Performance Level
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.	<ul style="list-style-type: none">•Survey results•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning	3
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Documentation of attendance and training related to data use•Training materials specific to the evaluation, interpretation, and use of data•Interviews with teachers and administrators	2
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.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•Evidence of student readiness for the next level•Evidence of student success at the next level•Interviews with teachers and administrators	2
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.	<ul style="list-style-type: none">•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups•Interviews with teachers and administrators	3

Powerful Practices

Indicator

- | | |
|---|-----|
| 1. Las Vegas High School collects assessment data from multiple measures. The school engaged in analysis of the the data for comparison and trends, providing a complete picture of student learning. | 5.1 |
| 2. Las Vegas High School has developed a strong commitment to continuous school improvement. Leadership regularly communicates achievement data to stakeholders through multiple delivery. | 5.5 |

Learning Environment

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. External review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 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 7 learning environments included in ELEOT.

Effective Learning Environments Observation Tool

<i>Environments</i>	<i>Level</i>
A. Equitable Learning Environment	2.5
B. High Expectations Environment	2.5999999046325684
C. Supportive Learning Environment	2.700000047683716
D. Active Learning Environment	2.700000047683716
E. Progress Monitoring and Feedback Environment	2.700000047683716
F. Well-Managed Learning Environment	3.0999999046325684
G. Digital Learning Environment	1.600000023841858

Conclusion

Summary of the External Review

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

Las Vegas High School was prepared and enthusiastic to host the two-day External Review Team. School staff provided the team with an accurate and honest self-reflection through their reports, artifacts interviews and evidence collated to support their self assessment. The AdvancED process provided LVHS an opportunity to engage in a quality self-assessment and review that affirms the quality of their school against research-based standards. It served as a valuable opportunity for staff members and stakeholders to engage in meaningful collaboration and dialogue.

In off-site and on-site review sessions, the AdvancED External Review Team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations. Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Accreditation Standards and Indicators.

Las Vegas High School has put forth an extraordinary effort to improve teaching and learning. Interviews with students and community stakeholders all yielded strong beliefs that the staff and administration of the school care deeply about the success of the students, both personally and academically. Students and parents commented on the fact that teachers were willing to spend time both before and after school to help students. Interviews provided evidence that the school administration was deeply invested in student success and that was the foundation of their educational efforts. The commitment and involvement of the staff and administration fosters a strong learning environment and a willingness to improve for the benefit of the students. The school works as a positive learning organization and is a large school with a small school feeling. The dedication of the staff will continue to foster strong community support for school initiatives.

Stakeholder groups are involved in collaborative efforts to foster a school culture consistent with the school's purpose and direction. Parents and students were interviewed and offered several examples in support of the school's effective fulfillment of the mission and contribution to overall student success. Teacher interviews provided the team with additional insight into the schools nurturing and learning-rich environment fostered by shared leadership, mutual respect and a camaraderie that is clearly evident. There are numerous programs in place that effectively engage stakeholders in the school's activities.

The school has effectively implemented policies and practices requiring and giving direction, professional

growth of staff and policies regarding fiscal oversight. The governing body has mechanisms for monitoring effective instruction and the daily operations of the school. The leaderships and staff have fully implemented evaluation processes and use those results to analyze and monitor professional practices and ensure student achievement and learning. There is a shared commitment to clear understanding of respective roles and responsibilities of the administration and teachers.

In an effort to effectively communicate with a diverse student body Las Vegas High School produces correspondence in both Spanish and English. The school provides copies of policies and practices to document the effective administration of the school. The school leadership has autonomy to meet goals for achievement, instruction and daily operations. Stakeholders are provided leadership opportunities on various committees including, yet not limited to: Professional Learning Communities (PLC), School Improvement Planning, the Self-Assessment on AdvancED standards, department chairs, advisor to student clubs and activities.

The school's curriculum, instructional design, and assessment practices guide ensure teacher effectiveness and student learning. A valid, comprehensive, research-based curriculum promotes exploration and higher-order thinking skills leading students to develop responsibility for learning and increased academic success. The school maintains and communicates a purpose and direction committed to high expectations for learning as well as shared values and beliefs about teaching and learning.

Student progress is monitored and data from assessments guides instructional practices with teachers continuously providing feedback to improve student learning. Student achievement is improving in this supportive learning environment which allows them a safe place to take educational risk and demonstrate positive attitudes about the learning process under the guidance of their teachers, staff and administration.

During the on-site review, members of the External Review Team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team evaluated the quality of instruction and learning that took place classified around seven constructs or environments: equity, high expectations, support, engagement, progress monitoring and feedback, management, and use of technology.

In our observations of the learning environment at Las Vegas High School the team confirmed that the school is focused on effective instruction and equitable and challenging learning experiences. Differentiated learning opportunities were evident and used effectively to ensure students the opportunity to resources, discussions, activities and support. It was evident that students were aware of classroom and school procedures and self regulated accordingly. The team found that in many classrooms, students were asked higher order thinking questions and provided exemplars of high quality work. The learning environment observations also revealed that while a number of students used digital tools and technology, this number was not significant across grade levels. The school is implementing a process to improve consistent use of the digital learning environment.

Las Vegas High School takes collective responsibility for the improvement of the school and is committed to the continual process of improving student achievement and professional development as well as

fostering a sense of ownership and support. The learning environment at Las Vegas High School created by teachers, fostered by the administration and supported by the stakeholders has greatly contributed to student success and the schools learning gains.

Congratulations on your commitment to accreditation. As you engage in the accreditation process, you will find that all elements of your school become stronger. Your school will become more sophisticated as a system, as its understanding of systems improvement increases. The entire school community, and most importantly, students benefit, as the school works to improve its systems and processes to increase school-wide effectiveness and enhance student learning.

The External Review Team would like to sincerely thank the administration, teachers, staff, parents, and students of Las Vegas High School for their open, honest, patient dedication to the process of continuous improvement. Without exception, the Team noted there is a strong, positive feeling of commitment to the academic and social well-being of the students that was reflected throughout the visitation. It is evident that the community cares deeply about increasing students' future opportunities in life through improving education. Students who attend Las Vegas High School will benefit from the commitment found in the school's mission to develop the minds of the students so they can achieve their desired future goals.

Required Actions

1. Develop and incorporate a systematic and systemic process for the analysis and use of data and its alignment with student performance.

Primary Indicator(s) or Assurance(s):

5.3

Las Vegas High School is rich in data. Interviews revealed that professional development for teacher understanding of data has occurred. Presentations are made about assessment results. However, data analysis is not consistently used by administrators and teachers to drive the development of professional development, classroom interventions, student placement and curriculum decisions. Observations and interviews revealed that some teachers are effectively using data, but it is not evident in all classrooms.

A systematic and systemic approach to data analysis will enable the school to better meet the needs of all students. This analysis can validate current curriculum and instruction, as well as focus areas in need of improvement.

2. Conduct a systematic and systemic analysis of assessment tools and their use in impacting student achievement.

Primary Indicator(s) or Assurance(s):

5.4

Interviews and artifacts demonstrate that a wide variety of assessment tools are being used. Teachers use various individual classroom assessments, district assessments, and state assessments. Evidence does not demonstrate that there is a systematic and systemic process in place for determining the effectiveness of the assessment tools and their impact on student achievement.

An analysis of the assessment tools and their impact on student achievement will allow the school to determine the validity of the tools and focus on those assessment tools which have the greatest impact on student learning. The development of reliable and effective assessment tools for improving instruction, student learning, and the conditions that support learning will support the school's mission of continuous improvement.

Addenda

Next Steps

The institution should:

1. Review and discuss the findings from this report with all 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. Develop action plans to address the Required Actions made by the team. Include methods for monitoring progress toward the Required Actions.
4. Use the report to guide and strengthen the institution's efforts to improve student performance and system effectiveness.
5. Following the External Review, submit the Accreditation Progress Report detailing progress made toward addressing the Required Actions. Institutions are required to respond to all Required Actions. The Required Actions should be completed before the Accreditation Progress Report is submitted. The report will be reviewed at the state and national level to monitor and ensure that the system has implemented the necessary actions to complete the Required Actions. The accreditation status will be reviewed and acted upon based on the completion of the Required Actions and the resulting improvement.
6. Continue to meet the AdvancED accreditation standards, submit required reports, engage in continuous improvement, and document results.

Celebrating Accreditation

Following the External Review, the Team submits the final report to AdvancED for review and for action by the AdvancED Accreditation Commission, which confers accreditation and upon the institution. Upon receiving its accreditation, the institution should share its achievement with internal and external communities.

About AdvancED

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, along with 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 (founded 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

External Review

Las Vegas High School

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, and national boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.