



## **External Review**

**Las Vegas High School**

**Clark County School District**

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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"> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•Schedule of Guidance Periods, AP Supports, Mentoring Lists, Freshmen Studies Program, Proficiency Prep Program, PD Agendas</li> </ul>	3

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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"><li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li><li>•Survey results</li><li>•The school's statement of purpose</li><li>•Negotiables document, course expectations, minutes from mission team process</li></ul>	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"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•Discovery Dataset,</li></ul>	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"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Budgets</li> </ul>	3

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

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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"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li></ul>	3
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"><li>•Governing body policy on supervision and evaluation</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	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

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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"><li>•Survey results</li><li>•Lesson plans</li><li>•Learning expectations for different courses</li><li>•Posted learning objectives</li><li>•Representative samples of student work across courses</li><li>•Course schedules</li><li>•Enrollment patterns for various courses</li><li>•Course descriptions</li><li>•Classroom observations, interviews with teachers, students, parents, and administrators</li></ul>	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"><li>•Curriculum guides</li><li>•A description of the systematic review process for curriculum, instruction, and assessment</li><li>•Common assessments</li><li>•Surveys results</li><li>•Curriculum writing process</li><li>•Lesson plans aligned to the curriculum</li><li>•Classroom observations, interviews with teachers, students, parents, and administrators, Staff Development agendas</li></ul>	3

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

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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"><li>•Examples of learning expectations and standards of performance</li><li>•Survey results</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Classroom observations, interviews with teachers, students, and administrators</li></ul>	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"><li>•Records of meetings and walk thru/feedback sessions</li><li>•Survey results</li><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li><li>•Shared folders on network by content, interviews with teachers</li></ul>	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"><li>•Survey results</li><li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li><li>•Interviews with teachers and administrators</li></ul>	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"><li>•List of students matched to adult advocate</li><li>•Survey results</li><li>•Curriculum and activities of formal adult advocate structure</li><li>•Master schedule with time for formal adult advocate structure</li><li>•Description of formal adult advocate structures</li><li>•Interviews with teachers, students, and administrators,</li></ul>	4

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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"><li>•Survey results</li><li>•Sample communications to stakeholders about grading and reporting</li><li>•Policies, processes, and procedures on grading and reporting</li><li>•Interviews with teachers, students, and administrators</li></ul>	3
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"><li>•Evaluation tools for professional learning</li><li>•Survey results</li><li>•Crosswalk between professional learning and school purpose and direction</li><li>•Interviews with administrators and teachers, PD agendas,</li></ul>	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"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Data used to identify unique learning needs of students</li><li>•Interviews with teachers, students, and administrators</li></ul>	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.<br/>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.<br/>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.<br/>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"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Interviews with teachers and administrators, artifacts on staffing allocations</li> </ul>	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"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Interviews with administrators and teachers</li> </ul>	3

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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"><li>•Survey results</li><li>•Documentation of compliance with local and state inspections requirements</li><li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li><li>•System for maintenance requests</li><li>•Maintenance schedules</li><li>•Safety committee responsibilities, meeting schedules, and minutes</li><li>•Interviews with Crisis management</li></ul>	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"><li>•Budget related to media and information resource acquisition</li><li>•Survey results</li><li>•Data on media and information resources available to students and staff</li><li>•Interviews with administrators, librarian, and teachers</li></ul>	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"><li>•Assessments to inform development of technology plan</li><li>•Survey results</li><li>•Interviews with administrators and teachers</li></ul>	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"><li>•Agreements with school community agencies for student-family support</li><li>•Survey results</li><li>•Schedule of family services, e.g., parent classes, survival skills</li><li>•List of support services available to students</li><li>•Interviews with administrators and teachers</li></ul>	3

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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"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Description of IEP process</li><li>•Description of referral process</li><li>•Interviews with administrators and teachers</li></ul>	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"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Interviews with teachers and administrators</li> </ul>	3

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

<b><i>Environments</i></b>	<b><i>Level</i></b>
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.

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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

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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.