



Accreditation Progress Report

East Career & Technical Academy

Clark County School District

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Introduction

The Accreditation Progress Report provides this institution the opportunity to engage in a structured continuous improvement process to review, analyze, reflect, and report on progress it has made subsequent to the External Review. Additionally, the process facilitates ongoing professional learning, collaboration, and cooperation among the institution's staff and key stakeholders in identifying and articulating progress made in the areas most in need of improvement.

As such, this Accreditation Progress Report is the summary of this institution's focused improvement efforts, actions, and activities that demonstrate how it has addressed Improvement Priorities resulting from an AdvancED External Review. AdvancED uses the report to assess the progress this institution is making in improving its impact on teaching and learning, leadership capacity, and use of resources.

This Accreditation Progress Report includes the analysis and response by AdvancED to the institution's self-reported progress. Based on the findings in this report AdvancED re-assesses this institution's accreditation status. This determination is communicated through a formal letter from AdvancED and includes next steps, if appropriate, in the process.

About AdvancED

AdvancED® provides accreditation and school improvement services that are supported by state-of-the-art educational technologies, policy and advocacy outreach, education research and innovation to education providers of all types to create a world of opportunities for every learner. AdvancED works with over 32,000 institutions in more than 70 countries serving over 20 million students. AdvancED is the parent organization for the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

Progress Assessment

DRAFT

Improvement Priority 1

Statement:

Develop and participate in ongoing Professional Learning Communities (PLC) that meet both informally and formally on a regular schedule to promote productive discussion about student learning including vertical and horizontal alignment of courses, emphasizing an ongoing analysis and evaluation of formative and summative data from multiple sources and an examination of best practices in order to make adjustments and devise interventions that will be data driven for increased student achievement in high stakes tests, e.g., college entrance assessments, Advanced Placement (AP) exams and End-of-Program Technical Assessments.

Description:

In interviews, teachers and administrators stated that some members of the school staff participated in PLC's, both formally and informally, but admitted that it was not a consistent practice. Some teachers reported that most PLC time was spent in informal discussion about student learning rather than a regular practice of reflecting and using assessment results to drive instruction, which would result in better instructional practices for improved student achievement. Review of artifacts did not reveal meaningful agendas and accountability for regular PLC's consistently across all disciplines. Although the school improvement plan provides for English and Math PLC's and common assessments, available math documents, as mandated by the school district, were only templates. Meaningful artifacts were evident for strong collaboration for interdisciplinary PLC's and Project Based Learning. Survey data supported that teachers were not participating in collaborative learning communities to improve instruction and student learning. Survey data showed that 69 percent of staff agree/strongly agree that the "school has a systematic process for collecting, analyzing, and using data", suggesting that almost a third of teachers were not involved in a systematic process to analyze data for instructional purposes. Interestingly, 87 percent of staff agree/strongly agree that "school leaders were monitoring school data related to school improvement", although not all staff members were doing the same. Fifty-four percent of students agree/strongly agree that "teachers provided students with specific and timely feedback about their learning", suggesting that almost half of students did not feel they were getting timely feedback about their learning. Using PLC's to reflect and analyze formative assessments in each subject area, both horizontally and vertically, and relaying that information to students before taking summative assessments will increase student performance.

Indicator 3.5

Teachers participate in collaborative learning communities to improve instruction and student learning.

Primary Indicator

Indicator 3.5

Institution Response

Progress Status:

Implemented

Response:

East Tech developed and has implemented for the 2016-2017 school year a structured, ongoing professional development and teacher collaboration protocol called Titan Purposeful Planning. Teachers meet weekly in different group structures, including department and program groups, grade-level groups and house groups in order to discuss the following:

1. vertical and horizontal alignment of courses (department meetings, program meetings)
2. formative and summative assessment data and developing protocols both to implement quality common assessments across curricular areas and use data collected from those assessments to improve student achievement on high-stakes college and career ready assessments, including the ACT, Advanced Placement Exam and End-of-Program Assessments in Program Courses (department and grade-level meetings)
3. best practices in order to make adjustments and devise interventions that will be data-driven so as to increase student achievement on high-stakes testing.

During department meetings, department and program areas are actively discussing vertical alignment of courses to ensure students are progressing (on-going agenda item). During grade-level meetings, teachers are discussing horizontal alignment to ensure all students are receiving quality instruction and progressing towards standard mastery in all content areas (on-going agenda items). During department and program meetings, discussions regarding ACT, AP exams and end-of-program assessments are taking place, and teachers are discussing interventions and protocols that can help improve student scores. In addition, East Tech has developed and implemented Sophomore and Junior AP Studies Courses, where students work directly on the skills necessary to improve scores on a variety of high-stakes testing, and East Tech has continued to offer tutoring services to students to prepare them for ACT and AP exams.

Attached are the following: a schedule of TPP Meeting times and subjects, an explanation of TPP Meetings and their focuses, information regarding TPP group leaders, Sample agendas for the meetings listed above and the course expectation document for the AP Studies courses.

Attachments:

- 3 TPP Team Leaders and Dates
- 2 Titan Purposeful Planning FAQs
- 6 TPP Marketing and Hospitality Agenda
- 1 TPP East Tech Schedule
- 7 AP Studies Course Expectations

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4 TPP English Dept Agenda

5 TPP Math Dept Agenda

Reviewer Response

Status:

Response:

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Teachers participate in collaborative learning communities to improve instruction and student learning.		2.00	0.00

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	Increase the percent of students passing Advanced Placement Exam, ACT Exam and College Credit (EOP Assessment) by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the percent of students passing Advanced Placement Exam, ACT Exam and College Credit (EOP Assessment) by 2017.

Measurable Objective 1:

achieve college and career readiness by guiding students toward greater achievement on AP, ACT and EOP measures by 06/08/2017 as measured by results on AP, ACT and EOP Assessments.

Strategy 1:

Study Course Development - East Tech will create a team to develop a course and course content that prepares students for a variety of college placement exams and college-level writing.

Research Cited: Best practices in college exam readiness

Best practices in critical reading and writing development

Activity - Course Development Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This committee will develop a robust and varied curriculum that will expand students' depth and mastery of the critical reading and writing strategies and timed-environment strategies needed to achieve college-level results on college readiness assessments.	Academic Support Program	11/10/2015	06/06/2016	\$0	No Funding Required	Committee members Supervising administrator Curriculum administrator Counseling staff

Improvement Priority 2

Statement:

Plan and implement training, as part of the school improvement process, that includes all staff in the evaluation, interpretation, and use of data; in doing so, establish a systematic process to involve staff in continuously collecting, analyzing, and applying learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions to ensure that students are successful at the next level, including post-secondary.

Description:

Student performance data in college and career readiness testing suggests that a continuous process to analyze data and apply it to learning was not in place. During the 2014-2015 school year, low student performance on college readiness exams with a American College Testing (ACT) composite score of 19.7 and AP exams with a 31.2 percent pass rate, as well as End-of-Program Assessments with a 47.2 percent pass rate indicated that the school has not effectively incorporated data analysis to positively impact student achievement. In addition, the trends of all three assessments have stagnated (ACT) or declined (AP and End-of-Program exams). In the 2013-2014 school year, 33.4 percent of students obtained a 3 or better on the ACT with a decline of over two percent in the following year. In 2013-2014, 248 recipients received certificates based on their End-of-Program exams, versus 198 in 2014-2015. Interviews indicated that there was no systematic process in place to analyze data to drive instruction that included a range of data sources including comparison and trend data. In interviews, teachers explained their varied use of data to drive instruction. Some teachers stated they collaboratively used some common parts of assessments, but the overall assessments were not uniformed. Program teachers alluded to collaborating with content teachers to learn teaching strategies to increase the End-of Program pass rates. Review of the PLC, professional development and department chair agendas, along with math and English common assessments, did not reveal the existence of administration and faculty consistently using quality data to design, implement and continuously improve instruction to increase student achievement. In addition, professional development and meeting agendas did not assure that staff members were fully trained in the evaluation, interpretation and use of data. Staff trained on conducting comprehensive on-going data analysis, including comparison and trend data, about student learning is vital to ensure college and career readiness standards are met.

Indicator 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.

Indicator 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

Primary Indicator

Indicator 5.2

Institution Response

Progress Status:

Plan Created

Response:

As a part of the Nevada Educator Performance Framework, for the first time ever, teachers in the Clark County School District MUST use data collection, analysis and application of findings as a part of their teacher evaluation. Because of this, and because East Tech is working toward a more effective approach to the use of data to measure student growth and help drive instruction, East Tech will provide two data-based trainings to all teachers, to help them understand how to use data to improve student mastery and drive growth, and to close the achievement gap our students face on college-ready examinations.

The first training was held on Wednesday, August 24th and provided information regarding 1. HOW to choose a quality assessment 2. WHAT the use of assessments to drive growth can do to help drive instruction and improve student achievement and 3. WHY the use of assessment to measure student learning is a vital part of ensuring standards mastery and college and career readiness for all students. In addition, administrators provided coaching to teachers to assist them in creating a student learning goal, use a high-quality measure to evaluate student growth, and understand the importance growth based on improved performance on a high-quality assessment measures.

The second training will be held on Wednesday, January 11th, 2017. This training will focus on the work done in department and program meetings during October, November and December. During that time, programs and departments will take a deeper look at the assessments they use, look for and adopt high quality common assessments and decide how best to use them, and discuss achievement gaps on college and career ready assessment performance and strategize regarding how to assist students to improve overall scores on these measures, including the ACT exam, AP exam and End-of-Program exams. This presentation will dive deep into the following topics:

1. Evaluation, interpretation and use of data
2. The importance of establishing a more transparent systemic process that will involve all staff in continuously collecting, analyzing and applying what is learned from high quality data sources
3. Understanding comparison and trend data about student learning and what conditions lead to success in college and create a pathway for students to show college and career-ready level mastery on ACT, AP, End-of-Program and End-of-Course Exams.

During the Department and Program Meetings in February, March, April and May, teachers will begin to put into practice the following: evaluating data from their chosen source(s), apply what's learned from data to direct and improve instruction, collect additional data in the form of formative assessments to measure growth

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toward standard mastery, compare data across courses and grade levels to find trends and act appropriately on findings and ultimately lead students toward measured growth in their college and career ready battery of assessments.

Attached are the following: agenda from August 24th training, NEPF Goals document and instructions, agenda for the January 11th meeting, sample agendas from November department and program meetings, and sample agendas from program meetings being held in February-May.

Attachments:

- 6 TPP English Dept Ongoing Agenda Items
- 5 TPP Math Dept Agenda
- 1 August 24th SMART Goal Training
- 7 TPP Math Dept Ongoing Agenda Items
- 2 NEPF Document Info
- 3 January 11 Data Training
- 4 TPP English Dept Agenda

Reviewer Response

Status:

Response:

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	Professional and support staff are trained in the evaluation, interpretation, and use of data.		2.14	0.00

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Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Student Performance Evaluation	Equity of Learning		4.00	4.00
Student Performance Evaluation	Test Administration		4.00	4.00
Stakeholder Feedback Evaluation	Stakeholder Feedback Results and Analysis		3.00	3.00
Standards Diagnostic	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.		2.14	0.00

Goals Summary

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1	Increase the percent of students passing Advanced Placement Exam, ACT Exam and College Credit (EOP Assessment) by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the percent of students passing Advanced Placement Exam, ACT Exam and College Credit (EOP Assessment) by 2017.

Measurable Objective 1:

achieve college and career readiness by guiding students toward greater achievement on AP, ACT and EOP measures by 06/08/2017 as measured by results on AP, ACT and EOP Assessments.

Strategy 1:

Study Course Development - East Tech will create a team to develop a course and course content that prepares students for a variety of college placement exams and college-level writing.

Research Cited: Best practices in college exam readiness

Best practices in critical reading and writing development

Activity - Course Development Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This committee will develop a robust and varied curriculum that will expand students' depth and mastery of the critical reading and writing strategies and timed-environment strategies needed to achieve college-level results on college readiness assessments.	Academic Support Program	11/10/2015	06/06/2016	\$0	No Funding Required	Committee members Supervising administrator Curriculum administrator Counseling staff

Improvement Priority 3

Statement:

Plan, implement and maintain a defined and comprehensive student assessment system, and engage all staff in a continuous process to determine verifiable improvement in student learning including readiness and success at the next level.

Description:

Student performance in college and career readiness upon graduation does not reflect the school's vision to provide college and career ready students, indicating that a defined student assessment system designed to include a continuous process of determining improvement and student readiness and success at the next level is needed. The 2014-2015 school year End-of-Program exam results were below the state average with a 47 percent passage rate versus 55 percent for Nevada. The 2014-2015 school year SAT Reading Mean at 462 was below Nevada's at 495. The SAT Math Mean at 464 was below Nevada's at 494. The 2014-2015 school year ACT composite average was 19.7 versus the national and state composite average of 21. Stakeholder interviews reinforced that a common assessment system that was used to continuously assess improvement in student learning and readiness for the next level was not in place. During the interviews, teachers and leadership agreed that some subjects and classes were committed to both data collection and analysis; this was not the case across all curricular areas. Teachers volunteered that there was not a process for assessing vertical and horizontal alignment of courses to prepare students for the next level. There was agreement that common course assessments were not routinely used in all same subjects. During teacher interviews, there was resounding feedback that teachers wanted an assessment system to inform their instructional decisions and share relevant data with colleagues and parents. Some teachers report that there was a culture for professional learning communities at ECTA while other teacher were removed from the process due to the constraints of their schedule. In the Self Assessment, the school acknowledged that the system generally provided consistent measurement across classrooms and courses. School personnel sometimes used these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness and success at the next level. It was further stated that although some subjects and classes were committed to both data collection and analysis, this was not the case across all curricular areas. The Self Assessment mentioned a gap between Advanced Placement and ACT data and students' overall grade point averages. The Executive Summary recognized that one of the challenges was overcoming students' struggle to achieve at or above the national standard on college-readiness measures, including the SAT/ACT and AP Exams. Having a comprehensive student assessment system that engages all staff in a continuous improvement process will improve instruction to ensure that students are successful at the next level.

Indicator 5.1

The school establishes and maintains a clearly defined and comprehensive student assessment system.

Indicator 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.

Primary Indicator

Indicator 5.1

Institution Response

Progress Status:

Plan Created

Response:

The issues surrounding this priority stem from the Nevada Department of Education making changes to graduation requirements and assessment programs state-wide. In the presence of the vacuum created by this transition and time needed for implementation, it's become clear that while East Tech students achieved mastery on the former battery of state-wide assessments known as the Nevada High School Proficiency Exam (NHSPE) Series, students are not performing as well on the college and career-ready measures, including ACT exams, AP exams and End-of-Program exams.

While the state is working to implement new End-of-Course exams to replace the NHSPE series, East Tech is working to take a long look at these other measures and coordinating an effort through Titan Purposeful Planning and other, related training and collaboration to help students improve their scores on these college and career ready measures.

East Tech is coordinating and implementing this effort in the following ways:

1. Providing structured department and grade-level meeting time to allow teachers to select and use high-quality common assessments
2. Providing training on how to mine data for relevant information needed to drive instruction and assist students with standards mastery on college and career readiness measures
3. Providing continuous support to teachers regarding the use of trend data and how to create positive trends that lead to improved assessment performance for ALL students

It is East Tech's aim to clearly articulate to all stakeholders what common assessments will be used by all content areas (core and program) in order to gather relevant data aimed at guiding all students toward standards mastery and achievement of college and career readiness on ALL high-stakes measures, including the End-of-Course Exams (still under development/implementation at the State Level), End-of-Program Assessments, the ACT Exam and all Advanced Placement Exams. East Tech will use this year to select common assessments and train teachers in the use of data to help drive instruction and achieve college and career readiness for all students.

Attached are the following: Math and English Department Agendas for common assessment adoption, Math and English agenda starters for meetings held from February-May (where teachers will continue to work on using assessment data after adopting high quality common assessments), department/program leader

meeting agenda for May where teachers will discuss effectiveness of adoption and training in data, use of data and next steps regarding improving our practices using data to improve student performance on college and career ready measures.

Attachments:

- 2 TPP Math Dept Agenda for Common Assessments
- 1 TPP English Dept Agenda for Common Assessments
- 3 TPP English Dept Ongoing Agenda Items
- 4 TPP Math Dept Ongoing Agenda Items
- 6 Department and Program Leader Meeting to Examine Progress
- 5 TPP Marketing and Hospitality Ongoing Agenda Items

Reviewer Response

Status:

Response:

Diagnostic/Evaluation Criteria

Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Standards Diagnostic	The school establishes and maintains a clearly defined and comprehensive student assessment system.		2.29	0.00
Student Performance Evaluation	Assessment Quality		2.00	2.00
Standards Diagnostic	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.		2.29	0.00

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Name	Statement or Question	Source of Evidence	Initial Performance Level	Updated Performance Level
Student Performance Evaluation	Quality of Learning		2.00	2.00

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Goals Summary

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#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of students graduating each year.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Increase the percent of students passing Advanced Placement Exam, ACT Exam and College Credit (EOP Assessment) by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the percentage of students graduating each year.

Measurable Objective 1:

improve graduation rate to 100% by 06/06/2016 as measured by overall graduation rate.

Strategy 1:

Focus on Seniors - There will be, especially in semester two, a coordinated effort among core and program teachers, as well as tutoring staff, counseling, achievement coach and support staff to work with seniors to ensure:

1. They pass all courses required for graduation
2. They receive the support they need through tutoring, small and large group presentations and sessions and encouragement across all curricular areas in order to pass their remaining NHSPE exams
3. Students know exactly at all times where they stand in terms of graduation, including teachers continuous grade book updates, early identification of struggling students and counseling and administrative efforts to provide real-time support for all students.
4. East Tech will embrace an active and robust social media campaign to encourage students to achieve 100% graduation and to keep parents up-to-date on students' progress as a whole
5. Boot Camp experiences for students designed to provide information, encouragement, support and fun so that they feel strengthened in their resolve to walk across the stage on graduation day.

Research Cited: Student Surveys

Parent Input

Best Practices in Student Support

Best Practices in remediation and tutoring

Best Practices in grading and assessment

Activity - You're Almost There, Seniors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend a two-day workshop experience where they will participate in grade checks, senior project support services, financial planning for post high school and work with alumni to prepare for both graduation and the life that comes after.	Academic Support Program	03/17/2016	03/18/2016	\$0	No Funding Required	Achievement Coach Counselors Senior Math Teachers East Tech Alumni Officers

Goal 2: Increase the percent of students passing Advanced Placement Exam, ACT Exam and College Credit (EOP Assessment) by 2017.

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Measurable Objective 1:

achieve college and career readiness by guiding students toward greater achievement on AP, ACT and EOP measures by 06/08/2017 as measured by results on AP, ACT and EOP Assessments.

Strategy 1:

Study Course Development - East Tech will create a team to develop a course and course content that prepares students for a variety of college placement exams and college-level writing.

Research Cited: Best practices in college exam readiness

Best practices in critical reading and writing development

Activity - Course Development Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This committee will develop a robust and varied curriculum that will expand students' depth and mastery of the critical reading and writing strategies and timed-environment strategies needed to achieve college-level results on college readiness assessments.	Academic Support Program	11/10/2015	06/06/2016	\$0	No Funding Required	Committee members Supervising administrator Curriculum administrator Counseling staff