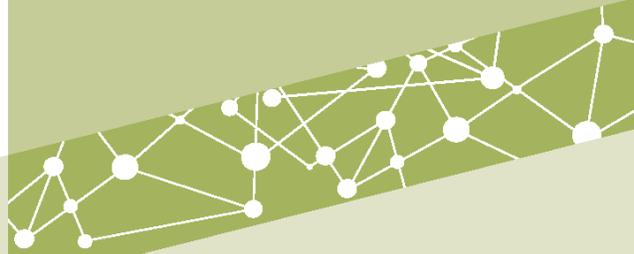**April 18 & 19, 2018**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» Results for:

Pershing County High School
1215 Franklin Avenue, Box 990
Lovelock, NV 89419

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Introduction

AdvancED Performance Accreditation and the Engagement Review

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

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

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

Stakeholder Groups	Number
Administrator	1
Teachers	8
Students	6
Parents	2
Community members	1
Total	18

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

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

AdvancED Continuous Improvement System

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

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

Continuous Improvement Journey Narrative

Pershing County High School has a continuous improvement process in place. A motto and mission statement exists. The motto has been recently updated and reviewed by staff and students. The mission statement, with well-defined expectations, should be reviewed and revised on a consistent basis allowing for all stakeholder input. The school has procedures in place to collect data but needs to continue to expand to a more systematic approach to ensure they use a wide range of data that can help guide their instructional practices in the classrooms. The measurable goals are based on appropriate data sources. The activities and resources to meet the goals are defined in the improvement process. The school is encouraged to define a high-impact collaborative process to ensure all departments are analyzing data and using it to address individual student learning goals. Feedback data from multiple stakeholders need to be collected and analyzed to make informed decisions about school improvement.

AdvancED Standards Diagnostic Results

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

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

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

Learning Capacity Domain

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

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

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

Resource Capacity Domain

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

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

Effective Learning Environments Observation Tool® (eleot®) Results

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

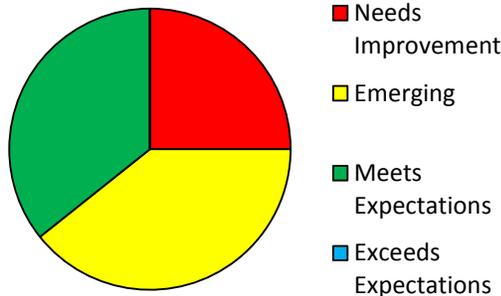| eleot® Observations	
Total Number of eleot® Observations	**13**
Environments	**Rating**
Equitable Learning Environment	**3.23**
Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.21
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.26
Learners are treated in a fair, clear and consistent manner	3.24
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	3.19
High Expectations Environment	**3.20**
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.21
Learners engage in activities and learning that are challenging but attainable	3.19
Learners demonstrate and/or are able to describe high quality work	3.20
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.21
Learners take responsibility for and are self-directed in their learning	3.20
Supportive Learning Environment	**3.27**
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.27
Learners take risks in learning (without fear of negative feedback)	3.26
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.28
Learners demonstrate a congenial and supportive relationship with their teacher	3.27
Active Learning Environment	**2.94**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.96
Learners make connections from content to real-life experiences	2.91
Learners are actively engaged in the learning activities	2.97
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.90
Progress Monitoring and Feedback Environment	**2.79**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.78
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.80
Learners demonstrate and/or verbalize understanding of the lesson/content	2.80
Learners understand and/or are able to explain how their work is assessed	2.78

eleot® Observations	
Total Number of eleot® Observations	**13**
Environments	**Rating**
Well-Managed Learning Environment	**3.37**
Learners speak and interact respectfully with teacher(s) and each other	3.39
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.37
Learners transition smoothly and efficiently from one activity to another	3.37
Learners use class time purposefully with minimal wasted time or disruptions	3.35
Digital Learning Environment	**1.74**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.95
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.70
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.50

eleot® Narrative

The Engagement Review Team completed thirteen observations to identify and document observable evidence of classroom environments that are conducive to student learning. The highest ratings occurred in Environment F (Well-Managed Learning) followed by Environment C (Supportive Learning). Observers noted that learners were respectful and supportive of peers and teachers and expectations were clearly communicated. This was supported by student interviews where 100% of students stated their teachers cared about them and knew their personal strengths and weaknesses. Lower ratings occurred in Environment D (Active Learning). While observers noted that a few classrooms were conducting hands-on project-based learning for career readiness, most classroom observations depicted students working independently on quizzes, notetaking, and handouts. This was also evidenced in student interviews where 66% of the students stated they worked by themselves on assignments. Similarly, in Environment E (Progress Monitoring) it was unclear whether students knew how they were doing. Sixty-six percent of students interviewed stated they know they are learning by making good grades on their tests. Seventy-five percent of teachers interviewed stated learning is shown as a priority by holding students responsible for their own learning and recognizing students who make good grades or show improvement. Observers noted there was no evidence of consistent formative assessment for students to monitor their progress. Goal 2 in the school's improvement plan is to implement a strategic goal-setting program for students. Environment G (Digital Learning) was the lowest environment recorded. While two classrooms have invested resources for 1:1 laptops for students, there was little evidence to support digital tools/technology being used to conduct research, solve problems, and/or create original works for learning. There was also no evidence to support that technology is used to communicate and/or work collaboratively for learning. Student interviews supported this with 66% of students stating they use technology to work on projects or presentations while 33% stated their teacher calls on them to go to the SMART board. Fifty percent of teachers stated they use the classroom's SMART board. Student and staff interviews indicated that technology was used in the capacity to finish projects and look for information on the internet, however, not necessarily to support higher levels of critical thinking.

Findings

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

Rating	Number of Standards
Needs Improvement	7
Emerging	11
Meets Expectations	10
Exceeds Expectations	0

Legend:
- Needs Improvement
- Emerging
- Meets Expectations
- Exceeds Expectations

Powerful Practices

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

Powerful Practice #1
The institute has implemented a system to promote a positive relationship with all staff and students.
Primary Standard: 3.7 (Secondary Standards 2.3, 2.4)
Evidence:
Building positive relations is an important effort for the school as explained during the principal and staff presentation. During this discussion, an overview of Project Aware was shared. The initiative stems from the Positive Behavior Intervention System (PBIS) that has also been implemented at the elementary school and middle school in Pershing County. Through Project Aware, staff assists students with social/emotional concerns. The administrator stated discipline problems have decreased since the implementation of Project Aware. While a small-school atmosphere lends itself to more student involvement and opportunities for stronger student and staff relationships, the staff commented they have seen an increase in positive relationships with students who are not usually involved in student activities. Comments from community members suggested a higher percentage of positive relationships with businesses and coalitions within the community since the focus on building positive relationships with stakeholders. Classroom observations also indicated positive teacher and student relationships.

Opportunities for Improvement

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

Opportunity for Improvement #1
Formalize a systemic and systematic professional learning plan to train staff to analyze data in order to determine areas of progress in student achievement and collaborate on ideas to improve student learning.
Primary Standard: 2.11 (Secondary standards 3.1,3.2)

Evidence:
Teacher interviews indicated that professional learning has been offered by Regional Professional Development Program (RPDP) trainers pertaining to content knowledge and curriculum expectations. The Project Aware coordinators have also conducted professional development on classroom strategies to enhance positive behaviors. Staff and leadership interviews also indicated most professional learning opportunities were available through online courses, peer observations, and feedback from the administrator. Staff interviews indicated there

has been very limited training on the use of data to guide individual student improvement The school improvement Goal 1 is to implement a system-wide student growth data collection system. Goal 2 is to implement a strategic goal-setting program for students. Consistent professional learning on data analysis can be utilized to assist in the implementation of these goals.

Improvement Priorities

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

Improvement Priority #1
Establish a process to collect and analyze a range of data and feedback in order to inform and include all stakeholders in collaborative decision making that results in continuous improvement.
Primary Standard: 1.3 (Secondary standards 1.10, 2.7, 2.12)

Evidence:
Documentation provided indicated meetings with stakeholder were limited to staff members. While parent input was included in the documentation, staff interviews indicated most parents were staff members. Interviews with community members and parents, not employed by the school, indicated the school has kept them informed of school activities and decisions but were not involved in collaborative decision making based on data analysis.

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

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

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

Institution IEQ	266.69

Conclusion Narrative

Pershing County High School is commended for striving to improve student and staff relationships. Principal presentation, school documents, and staff interviews detailed the use of Project Aware, PBIS, and informal strategies to develop positive relationships. The school has made efforts to improve student performance on the writing portion of the ACT (Goal 3) by increasing the amount of time writing in the English classrooms. The administration and teacher interviews indicated the school is waiting to implement Goal 1 (implement a system-wide student growth data collection system) and Goal 2 (implement a strategic growth-setting program for students) of the school improvement plan in the upcoming school year. All three goals were created based on data reviewed during the AdvancED school improvement process. Parents, staff, students and community members

commented on the number of caring staff members and the open-door policy that has increased communication between stakeholders. The staff and community truly believe students are in a safe, supportive and caring environment.

As the school moves forward with priorities to enhance the school improvement process, the Engagement Review Team recommends that the school begins to gather student achievement data more frequently and train teachers to analyze data in order to improve school-wide student achievement. This will help the school meet their improvement goals. While continuing to maintain communication with stakeholders, it is recommended the school involve all stakeholders in the decision-making process.

Adhering to the recommendations of the AdvancED Engagement Review Team and participating in a continuous school improvement process will result in increased student achievement at Pershing County High School. The school is encouraged to continue to use AdvancED resources such as surveys, inventories, and diagnostics as important tools in their ongoing efforts of self-assessment and reflection on practice as this will help all elements of the school become stronger. The 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.

Next Steps

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

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

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

Team Roster

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

Team Member Name	Brief Biography
Keri Pommerening – Lead Evaluator	Keri Pommerening is the Director of Secondary Curriculum, Instruction, and Assessment for the Lyon County School District in Yerington, Nevada. In that position, she coordinates the curriculum implementation, instruction and assessment activities for five high schools and five middle schools in Lyon County. Mrs. Pommerening holds an MA degree in Educational Leadership and Administration from the University of Phoenix. She also has her BS degree in Elementary and Special Education. Mrs. Pommerening has experience as a teacher and administrator in education as an elementary teacher, K-12 instructional coach and principal, K-12 professional development manager, and secondary district director. Mrs. Pommerening also writes a weekly blog for Two Literacy Leaders, twoliteracyleaders.com which is published on Twitter, Facebook, and Instagram. She has served on several AdvancED Engagement Reviews and continues to serve as a lead evaluator and AdvancED council member for Nevada.
Patrick Peters – team member	Patrick Peters has been a principal at Silver Stage High School in Lyon County School District for the past thirteen years. Prior to that, he was the assistant principal at the school for three years. He taught for eight years at Silver Stage Middle School where he taught technology, social studies, and math. Patrick graduated from Douglas High School in Minden, Nevada. He attended college at Lassen College in Susanville, California and at Sonoma State University in Rohnert Park, California. He earned his teaching degree at Sierra Nevada College in Incline Village, Nevada and his master's degree in administration at the University of Phoenix in Reno, Nevada.
Robert K. Jones – team member	Robert Jones is a school administrator for Lyon County School District in Yerington, Nevada. He has been serving as a principal at Fernley High School for the past 9 years. Previous to that, he served two years as an Assistant Principal of Dayton High School and one year as an Assistant Principal at Battle Mountain High School. Mr. Jones holds an MA degree in Educational Leadership and Administration from the University of Phoenix. He also has his BS degree in Secondary Education and a minor in Geography. Robert has been in the education field for the past 18 years. He has been a member of the Nevada ACT Council for the past 9 years and has served as the chair-elect. Mr. Jones has served on AdvancED External Review teams since 2008 and is excited to participate as a member of several external review teams in 2018.

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About AdvancED

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