Accreditation Report

Academy for Career Education

Washoe County School District

Leigh Berdrow, Director
2800 Vassar St
Reno, NV 89502-3214

TABLE OF CONTENTS

Executive Summary

Self Assessment

Assurances Report

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

Student Performance Diagnostic

Student Performance Diagnostic

Student Performance Diagnostic

Student Performance Diagnostic

Student Performance Diagnostic

Increasing Student Data from Assessments

Create a Professional Development Framework to Analyze Data Collected from Formative and Summative Assessment

Executive Summary

Introduction

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

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

Description of the School

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

Academy for Career Education, ACE High School, is a tuition free comprehensive high school for 9th - 12th grade students who are interested in a career in construction, diesel technology, or computer assisted drafting and design (CADD). The first year of operation for the charter school was in 2002-2003. ACE was the second charter school to be founded in the state of Nevada. ACE High School is accredited by the Northwest Accreditation Commission (NWAC), now known as Advanc-Ed.org, and sponsored by the Washoe County School District (WCSD).

ACE focuses on academics (reading, writing, math, social studies, and science) through the application and integration of construction skills. ACE's goal: High school graduation, with the ability to pursue post-secondary training in any construction field from management, engineering, architecture, to the trades, such as plumbing, diesel technician, CADD operator, electrician, carpentry, etc., as well as immediate employment.

The school is located at 2800 Vassar Street in Reno, Nevada 89502. This address is adjacent to the Reno Tahoe International Airport in an industrial area of Reno The main building that houses ACE is comprised of seven classrooms, library, conference room, CADD lab, science lab, administrator offices, and shop area that can accommodate more than one building trades class. The school moved into this address beginning in the 2006-2007 school year. This facility required $1.4 million in improvements prior to the 2006-07 school year so that the facility would be able to accommodate the needs of a high school. In addition, the diesel technologies classes and the advanced building trades class are conducted at offsite locations. The diesel technologies classes are conducted at Truckee Meadows Community College Edison Campus on a daily basis. The advanced building trades program meets at the class jobsite on Hombre Way in SE Reno when the class is in the construction phase of the house project.

Since ACE is a charter school the students that attend the school are not zoned to attend ACE High School. Students choose to attend ACE High School regardless of their zone school in WCSD. Therefore, the student who attend ACE does not necessarily live in the area where the ACE campus is located. In fact, ACE students come from all of the different high school zones in Washoe County. ACE currently has a student population of 196 students. The student-teacher ratio fluctuates between the low twenties to the high teens. For the 2012-2013 school year, the student-teacher ratio is approximately 18:1. Of the 196 students who attend ACE, 160 are males and 36 are females. Over a three-year period, ACE averages a population of 192 students, with an average of 159 males and 33 females. During this same three-year period, ACE's ethnicity and special student population averages are: American Indian (0%), Asian (0.33%), Black (0.83%), Hispanic (36.5%), Pacific/Islander (0%), White (54.7%), IEP (12.6%), LEP (0%), and FRL (14.1%). The average graduation rate for students at ACE over the three-period is 77.3%. According to student applications the majority of ACE students come from a lower middle class economic structure where one or both parents/guardians work. Upon graduation most ACE students attend the University of Nevada, Truckee Meadows Community College, begin apprentice program, join the workforce directly, or join the military.

Presently there are seventeen staff members at ACE. Of the seventeen staff members there are eleven teachers, three administrators, and three support staff individuals. All teachers and administrators are highly qualified in his or her licensed subject as required by the No Child Left Behind Act of 2001. Consequently, of the eleven teachers and three administrators at ACE, eight staff members hold a Master's degree. In the latest three year period there has been noteworthy staff turnover. At the administrator level, ACE's former assistant principal became the school's principal. The assistant principal position was filled by an ACE teacher who began as a dean then advanced to the school's assistant principal position. Changes in the teaching staff are seen in the hiring of four new teachers in the last three years. These positions include two English teachers and two building trades teachers. It is important to note, the director of the school, as well as one of the school's founders, is still in her position as the driving force of ACE.

There are unique challenges that ACE encounters while trying to serve its stakeholders. Two of these challenges are (1) student transportation and (2) the ongoing economic downturn in the Reno/Sparks area related to construction. Unlike the WCSD schools, ACE does not currently have the financial resources to provide transportation for its students. When parents and students make the decision to attend ACE, they must consider the fact that they are responsible for student transportation to and from school each day. The school provide daily shuttle service to and from the diesel and advanced building trades programs during the school day for those students who participate in these career programs. The school does try to assist in a small way by providing free Citifare bus passes for eligible students. Unfortunately, this does not solve the transportation issue and some students cannot attend ACE because their families do not have the financial means to provide their students transportation to and from school. This hurdle directly effects ACE's enrollment. In 2008 with a significant downturn in the economy greatly impacted the construction industry in the Reno/Sparks community. This impact effected ACE's recruiting efforts because a portion of the community were reluctant to send their children to a school whose major focus was on the construction trades. This lack of understanding of ACE's educational model and learning opportunities within in the industry by the community is a ongoing struggle for the school in educating people about ACE and charter schools in general.

Reno, Nevada is located in Washoe County. Washoe County is the second most populated county in Nevada and the seventh largest county in the state. The land area of the county is 6,342 square miles. Washoe County borders California to the West and Oregon to the North. Surrounding Nevada counties to Washoe are Humbolt, Pershing, Churchill, Storey, Lyon, and Douglas. According to the United States Census Bureau (2011), Washoe County has a population of 425,710 residents. The ethnicity of this population is: American Indian (0%), Asian (5.5%), Black (2.6%), Hispanic (22.7%), Pacific/Islander (0.7%), and White (65.5%).

School's Purpose

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

Academy for Career Education - ACE High School

School Profile
ACE High School is comprehensive high school for 9th - 12th grade students who are interested in a career in construction, diesel technology, or computer assisted drafting and design. ACE High School is accredited by the Northwest Accreditation Commission (NWAC) now known as Advanc-Ed.org.

ACE focuses on academics (reading, writing, social studies, math and science) through the application of construction skills. Our goal: High school graduation, with the ability to pursue post-secondary training in any construction field from management, engineering, architecture, to the trades, such as plumbing, diesel technician, CADD operator, electrician, carpentry, etc., as well as immediate employment.

ACE meets all the requirements established by the State of Nevada and standards set forth by the Washoe County School District (WCSD). An ACE diploma is equivalent to any other public high school diploma in Washoe County and will actually have more value within the construction industry because of its Career and Technical Education endorsement.

ACE currently has 196 students enrolled and a teaching staff of 12 top educators from the local area. All teachers are licensed, highly qualified as measured by NCLB, possess multiple credentialed areas of expertise, and have several years of experience in the classroom. They are dedicated to the success of each and every student.

From 2003 to 2010, ACE's advance building trades construction students, performing all the work themselves, built a house each school year. However, due to current economic conditions in the local housing market and nationally, the program has adjusted to these conditions by constructing a home on a 2 year time schedule. This new time table allows for more depth of instruction of building practices and current innovations in the construction field. ACE houses have sold at or above market value every year with the high value of $325,000. Proceeds from the sale of the homes go directly to the following year's program. ACE CADD and Diesel students work with technology in state-of-the-art labs. These programs use tools and techniques that are current and industry standard.

ACE is not an -at-risk school or a dumping ground. However, students who don't do as well in a traditional environment of "answering questions at the end of the chapter" may do very well in our hands-on and meaningful learning atmosphere. ACE is an opportunity for high school students to pursue a successful career in the construction industry that employs more then 5 million people in the United States and offers some of the most lucrative and widest assortment of professions, including design, management, skilled trades, human resources, planning, public relations and many more.

ACE represents the future in education - a partnership with industry to provide better educational opportunities for our students, while simultaneously building a better workplace.

ACE is tuition free, offer small class sizes, have a more intensive focus on fewer subjects for mastery, in a hands-on, applied learning environment.

ACE offers its students a tuition-free, construction trades, engineering charter high school for grades 9-12. Providing 3 signature career programs in Intermediate & Advanced Building Trades, Computer Assisted Drafting & Drafting, and Diesel Technology. A fourth and new program in Renewable Energy is anticipated to begin in the fall of 2013.

ACE subscribes to small class sizes for personal attention - a school that's all about the student.

- Advance building trades students can build a house each year - completing all phases of construction

- CADD students use the most current software and equipment as part of the elite Autodesk Design Academy (Revit, Inventor, and AutoCAD programs)

- Diesel students work on heavy equipment in state-of-the-art lab and shop

- Students focus on 2-3 core subjects every 9 weeks earning 1.5 - 2 credits, versus 5-6 subjects over 18 weeks

- All freshmen are enrolled in 8 credits their freshmen year

- Freshmen students learn effective time management, study skills, and goal setting as part of ACE's Freshmen Success program

- Math, English, Science, and Social Studies teachers center assignments around ACE's 3 career programs

- Hands-on, applied learning environment

- All credits transfer to local high schools

- Students can earn college credit

- Various continuing education opportunities and job placement

- Students can still play sports at their zoned high school, if eligible

- Students can take specialized classes not offered by ACE at any local high school, based on availability such as Band, Drama, ROTC, Foreign Language, etc.

- The school is supported by local industry - students make valuable contacts!

Mission Statement

Academy for Career Education High School (ACE HS) teaches skills for today's construction & engineering industry through integrated academics and with a focus on employability skills which prepare students to graduate and be productive citizens.

Beliefs

- We believe that through Career and Technical Education and academic opportunities we prepare our students for post-secondary education and continued lifelong learning.

- We believe that through Career and Technical Education we prepare students to enter society as productive, responsible citizens with marketable skills that are college and career ready.

- We believe students thrive in small innovative learning communities that recognize individual achievement.

- We believe our curriculum should be student-driven and relevant to the construction and engineering industry.

Notable Achievements and Areas of Improvement

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

The most notable achievement that ACE High School would like to highlight is its commitment to its stated purpose as a charter school. By definition, ACE has to be unique in it educational design and purpose. With the dramatic changes in education recently, ACE has continued to forge ahead in reaching new levels of success for its students while still being true to its core principles of Career and Technical Education (CTE). For 11 years ACE has kept its focus on the mission and vision of what a dedicated college and career ready CTE high school should be while meeting all district, state and federal requirements in addition to graduating students above the district and state average. ACE believes and practices the true idea of preparing its student body to be college and career ready by valuing and fostering post-secondary choices and employability skills in all classes for all careers. The school uses a common language of "Employability" in the context of college and career readiness on a daily basis. ACE has worked hard in keeping class size small - under 22 students per class, parent communication constant and frequent, a quarter system instructional model, investing and updating all CTE programs, a collaboration model that is student centered and individualized, and fostering and promoting the importance of CTE to all its stakeholders. ACE is in the category of few schools nationwide that has such unique purpose and focus in its application of Career and Technical Education.

ACE has seen a high level of success in the last 4 years with its freshmen by creating and refining its Freshmen Success Program. Beginning in 2008, the school's freshmen have been mentored and guided through the first year of high school by targeted interventions, freshmen only classes, and staff collaboration to find strategies to improve success. A grade tracker was created last year to give the mentor teacher immediate feedback how the student was performing on a weekly basis. Students needing extra support were placed into a "working lunch" model. This action created a positive outcome with freshmen staying on campus during lunch giving them the chance to get caught up and improve their grades. As a process of continual improvement, the mentor teachers are looking at how to improve the grade tracker by integrating Infinite Campus data into the form. The school would like to expand the freshmen program from its current 40 students to possibly 60. This program has been a tremendous success for ACE, allowing freshmen students to complete their first year on track to graduate with most earning 8 credits and a program success rate over 90%.

The self-study process has provided ACE the opportunity to have open and honest discussions in identifying areas of needed improvement. One of the most evident areas is in data collection and assessment. ACE has very few assessments and it library of data is limited to only the HSPE and subject grade analysis. With the focus moving to the Nevada School Performance Framework, ACE has begun looking at additional assessment measures to evidence student learning and teacher effectiveness. Beginning next year, ACE teachers will be using common finals in their core classes. Additionally, the integration of the common core will impact the instruction goals as they pertain to assessment in individual content area. The school addressed the common core integration in mathematics through a textbook adoption in early 2013. For the 2013-14 academic year, instructors will begin recording their test data of their common finals. All teachers will update their curriculum maps to reflect new assessments and the common core. In addition, all teachers' curricular maps will reflect the state CTE employability standards. With policy changes through the department of education and the Nevada Legislature, ACE will need to be cautions in selecting assessment that are useful and practical for its unique mission. Possible assessments are MAPS, ACT WorkKeys, PLAN and other skill competency tests. With any new assessments introduced, ACE will need to address how it plans to use, collect, analyze, and disaggregate the test data in a meaningful way with its unique student body and school purpose. ACE understands that staff will need to be trained and new protocols will need to be established and maintained. A site coordinator for data gathering and inputting may be needed to address this area of needed improvement.

Tied into the goal of establishing more assessments and data will be the need for a more structured professional development program for staff. Currently ACE encourages staff to continue their professional development based upon their own individual needs. The current system asks staff members to approach the administration with a plan and a rational for the requested professional development. The

rational must include how the professional development will improve their teaching and impact student learning. This structure has not limited staff from accessing these opportunities but staff felt a more structured system would allow for greater exposure and increase frequency of staff's participation. The self study showed ACE the need for a professional development framework that would address areas of data analysis and collection, SBAC, Explore, PLAN, common core, and other assessments as well as continuing education opportunities related to improving instructional programs and student outcomes. Moving forward the school will need to assign an administrator the role of professional development coordinator. The coordinator will be the person who will work with the staff to create the framework and supporting materials to help staff members find the needed education. The administration will need to integrate continuing education as a part of the goals of each staff member as part of their evaluation. The Friday collaboration meetings will need to be expanded to allow dedicated time to discuss, plan, and share professional development opportunities.

Additional Information

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

The History of ACE High School

The Academy for Career Education (ACE) began as a result of the local construction industry's desire to better career and technical education in our community. The Nevada Chapter of the Associated General Contractors (AGC) was an active supporter of charter school legislation, specifically, SB 220. As a result, there is language in this legislation specific to "construction" charter schools. In 1998, the Nevada Chapter AGC surveyed its membership on the level of support each member would be willing to provide for start-up costs not provided in legislation and for time and resources. This survey also asked questions regarding member thoughts about how a construction charter school would operate and differ from a traditional school. At this time, industry could not find support from educational experts to pursue this idea.

Charter school legislation was created in Nevada in 1997 with the intent to promote innovation in public education. Charter schools, by design, are not supposed to look or act like traditional public schools. In 2001 the opportunity to do something different through charter school law, combined with the construction industry's desire for better technical education options is what led Forrest Gorden, Leigh Berdrow, and Ed Horan to join together to begin the formation of a charter construction/engineering high school.

The plan for ACE was to create a school that focused career, technical, and academic education specifically to building trades and engineering. ACE would teach an integrated curriculum that incorporated aspects of building trades and engineering industry into math, science, language arts, and social studies. By creating courses that provided relevant materials to students, the belief was that students would retain more information, learn better, and excel in high school.

The planning team drafted the charter and proposal and presented it to various industry leaders to seek their support in the "idea" of ACE High School. The team specifically did not ask for financial support. The team sought and received conceptual support with the idea that if ACE operated as designed the industry would provide any needed support in the future, but that we had an obligation to "prove" ourselves, first. A "committee to form" was created from local industry representatives and educators, which ultimately came to be the make-up of our governing board. This committee oversaw the process of obtaining charter approval. The application for the ACE charter was approved by the state in October 2001, and approved by the Washoe County School District in March of 2002.The charter was again approved in 2007.

Once the charter was approved, the governing board was formed, primarily from members of the committee to form. Teachers were recruited and hired based on experience and their willingness to work in a fully collaborative environment. Faculty would, ultimately, determine how they could best create this integrated environment. As a result, the Friday collaboration meetings were in place the first week of operation. These meetings have proven invaluable in allowing teachers the time and resources to work together so that their class time supports the curriculum in other classes as well as their own.

ACE began the first year with seven employees (became eight in October) and 104 students located in the Plumber and Pipefitters Apprenticeship Training Center on Greg Street. In 2003, ACE moved to a larger facility at 1375 Greg Street. This facility, once a warehouse, was constructed specifically for ACE with 5 classrooms, a shop, and office space. By 2004/05 enrollment was at 130 with a waiting list of over 60 students and ACE had 10 employees. The board felt that an expansion was again in order to accommodate the demand by students, and also that additional programs needed to be added. An informal survey was conducted with local contractors and the results indicated a need for a diesel technician program and a computer aided drafting and design program.

In 2005, the board began a search for a larger facility and ultimately partnered with the Airport Authority to renovate the property at 2800 Vassar Street. This new facility required $2.4 million in improvements, which the industry performed during a three-month period for approximately $400,000. The new school opened in 2006, with 18 employees and 189 students. The board also successfully negotiated a

lease with Truckee Meadows Community College to share their diesel shop space. The diesel program is now a "dual enrollment" program, therefore ACE no longer leases space from TMCC, but instead pays the tuition of the students.

With the new building, in 2006, ACE was able to add first-year freshmen to the program. This program was designed around data that indicated most high school frosh fail at least one class their 9th grade year, and that they struggle with organization, time management, and the added responsibility of being a high school student. With this in mind we developed a "freshmen success" program that placed 9th grade students in a cohort with a mentor teacher. This teacher saw the students M-Th for 100 minutes working on those skills that we recognized as being critical to their educational success. Frosh students may earn a minimum of 8 credits in 9th grade, a minimum of 7 their 10th grade year, 6 their junior year, meaning that most graduate with 23+ credits. Each will take 4 years of math, English, social studies, and 3 years of science, They do not take classes in lieu of any required courses, but they take additional course work. To date, we have seen tremendous success with this program and find that our 9th grade students continue to be our "best" students throughout their high school career.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school continuous improvement plan	Level 3

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

ACE High School's 'Purpose and Direction' is a commitment to high expectations allowing students to develop the skills necessary to succeed in secondary and post-secondary endeavors. ACE maintains and communicates this idea through their shared values and beliefs that focus on integrated academics and collaborative learning. ACE High School teaches the skills necessary to succeed in today's construction and engineering careers while preparing them to graduate and be productive citizens.

ACE High School's mission statement is a strong representation of the purpose of the school clearly focusing on the values and beliefs the school has for its stakeholders. A commitment to shared values through a career and technical education (CTE) program is demonstrated through the school's integration of career and academic classes. This cross-curricular model is supported and enhanced by ACE's weekly collaboration meetings attended by all staff. The school is continually working to maintain and improve the school's purpose to improve student outcomes. ACE integrates an Employability Rubric into the structure and organization of the school and each individual classroom. Students are reminded of these qualities on a daily basis through a common language and shared expectations by staff. This integration supports the ongoing belief of preparing students for college and career readiness. ACE maintains a culture of active student engagement, depth of understanding, and an application of knowledge and skills through the school's career programs while being integrated and supported in the content area classes. The school's instructional design allows for this to occur through small class, schedule flexibility, and individualized instruction for learners. School staff and administration meet continually throughout the year in formal and informal settings to discuss proper implementation of collaboration ideas, student progress, curricular issues, and school-wide concerns to enhance and improve student achievement. Stakeholders are continually informed of the school's and students' progress through a variety of social media, written correspondence, phone calls, and meetings through the year.

Evidence to support the strengths of ACE High School come from a multitude of sources which include the school's ongoing practice of its mission and belief statements, the school's weekly collaborative staff meetings, teacher and school wide communication to stakeholders, the school improvement plan, the school's accountability report, and survey results collected through the accreditation process. The school's unique educational design allows all staff to meet every Friday to collaborate and discuss student success and ways to improve student learning and school outcomes. The meeting's agenda gives staff a purpose and structure to become engaged and participatory through the collaboration process. A very effective communication tool used by staff is the "Good News" postcards detailing success of individual students in the classroom to their parents. In addition, the school sends home flyers and other notices detailing important events and information for the stakeholders. The school's use of social media, Facebook, and the ACE website allows for ongoing and updated information to be disseminated to stakeholders on an ongoing basis.

ACE High School has a solid foundation is Standard 1, Purpose and Direction. Using the valuable input through the self examination process, the school may need to examine some areas as outlined through the various indicators to improve student outcomes. Using Indicator 1.1, the school may want to examine additional strategies of involving more stakeholders in the educational process by possibly developing a more structured process to engage additional participation. Indicator 1.2 shows that additional focus may be needed in integrating more challenging educational programs, such as dedicated honors classes and AP courses dependent upon the needs of the student body. Indicator 1.3 highlighted the school's need to examine ways of collecting and analyzing data to improve student results. ACE's current assessment measures are not sufficient enough to provide the needed data.

ACE only uses three assessments to monitor student progress, the ASVAB, PSAT, and HSPE results. The school should begin to examine additional assessment opportunities such as pre and post tests in some subjects, common finals for academic classes, and begin developing a plan to implement the use of more assessments like MAPS, Work Keys, SBAC, PLAN, etc. to help guide instructional outcomes. With these additional assessments will be additional data that will need to be used to help guide any needed change. Assessment and data interpretation is an area that ACE has recognized as an area of improvement and will begin looking at ways to improve what is already in place.

The "Purpose and Direction" of ACE is clear to all its stakeholders. ACE is a positive CTE educational experience for its students and staff. The shared belief in its purpose and instructional design continues to be extremely effective for its students. The school's leadership and staff are committed to creating a challenging educational experience for all students with life-long skills and possible careers learned along the way. The school will always strive to be on the cutting edge of a successful CTE high school but acknowledges there are areas that need to be examined to increase student outcomes. The school understands that the ability to adapt to its ever changing student population is what will be required to continue with its history of success. ACE prides itself on being able to meet the needs of its students through an innovative and common sense approach. Its ability to adapt and change is one of the school strengths.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Governing body minutes relating to training •Governing body training plan •Communications about program regulations •Historical compliance data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	Level 3

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

Academy for Career Education's board of directors and administration are very effective in providing governance and leadership to promote student performance and school effectiveness.   The board of directors allows the administration the autonomy to run the day to day operations of the school while overseeing the school overall direction and purpose. Many of the board members represent local industry and have been members of the board since its inception, thereby providing continuity in maintaining the school's vision.

The school is effective in implementing indicators 2.1, 2.3, 2.4 and 2.6. Indicator 2.1 addresses the governing body establishing policies and support practices to ensure effective administration. Board meetings are held monthly, wherein, administration reports to the board regarding the operation of the school, and the board provides direction when necessary. Evidence of this can be found in the school's charter with Washoe County School District, which has been approved by the State of Nevada. This is also evidenced in the by-laws which address policies, procedures, and practices of the governing board. The school communicates its policies to stakeholders through its handbook given to all parents, students, and staff at the beginning of each year.

Indicator 2.3 highlights the school's leadership autonomy to meet goals for achievement and instruction while managing the day-to-day operations of the school. The school's board continues to show its support of the administrative staff's ability to manage the school. The

board votes on matters of policy knowing the implementation of such policies is the responsibility of administration. This is supported by stakeholder survey results and evidenced by board meeting minutes also validate administration's autonomy in decision making.

Indicator 2.4 addresses how leadership and staff foster a culture that is consistent with the school's purpose and direction. The school is particularly adept at fostering collaboration, innovation, shared leadership, and professional growth. This is accomplished through weekly staff collaboration meetings, which all staff attends. Discussions regarding student learning, teaching strategies, and academic and career integration are routinely discussed. Individual student concerns are addressed, and actions are taken to support student success and outcomes. The advantage of this collaboration is that all instructors of a particular student can share information and work together for the success of that student. An example of this may include scheduling the student into a fourth period class for remediation in preparation for the HSPE.

Indicator 2.6 addresses how leadership and staff supervision and evaluation processes result in improved professional practice and student success. The school annually evaluates its instructors, which includes identifying areas of improvement and goal setting. As a result, instructors benefit from continuous and ongoing communication with administrators regarding instructional strategies. Additionally, the school's small size promotes constant collaboration and administrative involvement, resulting in better professional practice and improved student learning. Administrators have an open door policy and are always available to staff and students. Because of the school's small campus and limited number of classrooms, administrators are continuously in classroom as part of their daily routine. This access allows for administrator to accurately monitor teacher and student performance. A map of the building clearly illustrates the proximity between administrators, staff, and classrooms.

Indicator 2.2 and 2.5 are areas identified in need of improvement. Indicator 2.2 focuses on the governing body operating responsibly and effectively. An area of concern is that board members do not regularly participate in professional development. It is important to note that some of the board members did participate in profession development when first volunteering to serve on the board when the school opened. Because the members are volunteers from private industry, it is difficult for them to leave their livelihood to attend professional development on a regular basis. The administration will concentrate on discovering more opportunities for board member professional development and disseminating this information to them.

Indicator 2.5 states that leadership engages stakeholders effectively in support of the school's purpose and direction. Board members are directly involved with any school improvement plans or major decisions, since these items are discussed at board meetings. Although the staff, board, and parents responded to this survey question positively, after a closer examination during the accreditation process it has been determined that the school can better communicate to provide more opportunities for stakeholder involvement. The school's small size allows the administration and staff to identify and address potential problems quickly and effectively. The school utilizes its website, Facebook, announcements, parent conferences, Infinite Campus, and school functions to communicate with stakeholders. However, the school will need to continue to explore additional ways of communicating its purpose and direction to its stakeholders.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students •Survey #'s 15, 16, 17	Level 2

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

ACE High School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. This can be shown through the unique curriculum, personalized instruction, and continuous collaboration. However, it has been identified that to improve teaching and assessing for learning, the school can improve professional development and mentoring, monitoring assessment, and addressing unique learning needs.

The school's curriculum is unique because it is created to provide collaboration between CTE and academic classes. With the school having an emphasis in career readiness, the curriculum has been created so that CTE concepts and practices are integrated into academic classes. This is achieved by common messaging and language, in addition to continuous collaboration between CTE and academic teachers. In addition to emphasizing career readiness, academic classes also strive to prepare students to be college ready. With the completion of any required course, students will meet the basic requirements to enter college. The curriculum ensures that students are not only career and college ready, but they will also have gained lifelong skills. Because the school engages students in relevant learning opportunities to their futures, students are more invested and successful with the curriculum.

The unique curriculum is enhanced because of personalized instruction. The school's size creates small classes and a small school environment, and this gives the opportunity to provide individualized instruction and attention to the students. The school is exceptional in that staff is able to interact with every students who attends. This creates a safe school environment in which all students are accounted for and feel welcome. The staff not only knows all of the students, but they also take the time to meet all the needs of the different learners. Instruction is differentiated and personalized as needed so that all students can achieve and be successful. In addition to addressing this through instruction, the staff has increased communication between all stakeholders so that no student is able to fall below standards without all those involved being aware of the situation. When students do fall below standards, the staff and stakeholders work to meet the needs of the individual so that they are able to succeed. This makes for easy access to teachers, and all school personnel are constantly looking for ways to provide communication for students and stakeholders.

Also due to the size of the school, the staff is able to maintain continuous collaboration. The staff has access to peers and administration on a continual basis, and they are using each other to solve problems and help with instructional strategies daily. The majority of this collaboration is informal, but is takes place every day with every member of the staff. However, there is also formal collaboration between staff that occurs through the Friday meetings. Students are dismissed early every Friday so that staff can share common practice ideas, and maintain consistency in instructions, school policies, and expectations. But, the main purpose of the meetings since the school's inception has been to foster the connection between CTE and academic courses. As previously mentioned, what makes this school unique is that it has CTE curriculum integrated into the academic classes. The school is founded on the idea that all of our courses function together, and this requires ongoing collaboration between all staff. CTE staff not only provides current information that academic teachers can utilize, but they also share the latest information from business, industry, and post secondary that will impact our students. In addition to promoting the connection between CTE and academic courses, the individual subject areas also work to align their curriculum within content areas. The final purpose of the Friday meetings is to collaborate on how know and work with the students more effectively. This is accomplished by sharing experiences and knowledge about students, and creates advocates for the students who need help to succeed. All these aspects of the meetings and the informal collaboration create a crosswalk between staff and administration, and therefore make the school overall connected.

While ACE High School is proud of the strengths in teaching and assessing for learning, it does recognize that there are areas for improvement. Professional development and teacher mentoring needs to be improved upon to ensure teachers are effective and promote student learning. This is visible with a lack of formal programs for professional development and mentoring. In addressing this, ACE is taking the approach of ensuring the word is passed on from administration to teachers or teachers to teacher about professional development opportunities. Mentoring is being addressed by ensuring that staff collaborates to share effective strategies for teaching to help promote student learning and achievement.

In addition to professional development and mentoring, it has also been determined that monitoring of instructional practices and assessment is an area of improvement. This is linked to the way staff looks and use assessment data. Since multiple forms of assessment data are lacking, staff is not able to monitor and adjust the curriculum and instructional practices accordingly. The teachers are able to adjust practices at a micro level, but having more access to assessment data will allow the teachers to adjust and monitor curriculum and instruction with the big picture in mind, instead of looking at only the small pieces. ACE will have all of its teachers overcome this hurdle by looking at having common finals in core curriculum classes so that student progress can be looked at over several years, and to look at students' personal growth and understanding throughout the completion of a course. Improving the forms and way that teachers analyze assessments will also help to provide support services to meet the unique learning needs of students. Teachers will begin to systematically and continuously use multiple forms of assessment to identify learning needs of all students, and they will also work to stay current on research related to learning that can provide individualized support.

ACE High School is currently utilizing its teaching and assessing for learning in order to ensure effectiveness. The school identifies that having a unique curriculum, personalized instruction, and continuous collaboration are the main components to making its teaching and assessing for learning successful. It has also been identified that to progress in this area, the school can improve professional development and mentoring, monitoring assessment, and addressing unique learning needs. ACE will continue to sustain successful practices currently in place, and strive to address the areas for improvement.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Survey results •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Schedule of family services, e.g., parent classes, survival skills •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Description of IEP process •Description of referral process	Level 3

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

Standard 4, Resources and Support Systems, addresses how ACE has sufficient resources and services to support its purpose and direction to ensure success for all students. The school ranked itself a three in all indicators expect 4.4 and 4.5. The indicators scoring a two showed more needs to be done related to overall school media and technology. This narrative addresses ACE's strengths as well as areas in need of improvement in this general category. This narrative also addresses how ACE will both maintain and continually develop its core strengths, while finding new ways to turn its areas in need of improvement into areas of strengths.

ACE has several areas of strength. Primary among these is its unique educational model of a quarter system. This design enables students to focus on only four curricular areas every quarter, 80 minute class periods meeting everyday, flexibility in scheduling to individualize instruction for students, and the ability to earn up to eight credits in an academic year. This system allows educators to monitor and assess student progress and career focus, accommodate students and their needs, and redirect individual students with interventions to increase their level of success. Once an area of concern is determined, the school's model allows staff to adjust a student's schedule to facilitate success before continuing onward. With a average class size rarely exceeding 20, students are able to spend more time with teachers on a one-to-one basis, gaining specific tutoring and interventions aligned to their individual learning needs. The schedule also allows teachers time to increase course rigor allowing for greater levels of mastery. Constant communication between ACE Staff, students, and parents allows these stakeholders to be held accountable for the responsibility in ensuring student success.

ACE's Freshmen Success program is another example of a support system that continually demonstrates positive outcomes. The program's structure provides freshmen support and guidance in the educational habits and practices necessary to be successful in both school and life beyond secondary education. In this program each student is monitored throughout the year on a daily basis by an assigned 9th grade teacher mentor during 4th period. The school focuses on the program through its Friday meetings and develops strategies and interventions to enhance student outcomes continually by this collaboration. The ability to focus on a particular student(s) allows for immediate interventions and support, giving little opportunity for any student to unknowingly fall behind.

Other strengths are ACE's outreach into the community. The school has used its Team Up, C-Core Mentoring programs as well as the Nevada Works grant to match students with opportunities outside the school for mentoring and personal growth. These programs expose students to industry leaders and leadership opportunities, as well as continuing education (training) for possible future careers. ACE's CTE programs, Building Trades, Diesel Technology, and CADD, ready students for success in post-secondary vocational careers or develop the pathway for opportunities to further their education in a variety of educational settings. These programs increase the relevance and integration of core curriculum content through the lens of a vocational program. The information for these programs and possible opportunities are consistently disseminated to parents from a variety of family services including senior night, open houses, school correspondences, ongoing administration and teacher communication, and parent conferences.

The school is always looking for additional financial assistance through grants and industry support. The school is proud of its track record of seeking out and being awarded additional funding sources and resources. However, the cost of providing necessary financial support for all career and content area classes continues to be a hurdle. Charter schools do not have access to bond money through the district to offset some of these costs. Historically, vocational programs are very expensive to maintain with material and equipment costs much higher than a traditional classroom. The school acknowledges the need to continue updating the technological infrastructure. Stakeholder input indicates the need for continual improvement in the areas of computers, tablets, handheld devices, and increased access to the ever-changing technology landscape. New curriculum and assessments will require new and additional online capability. Assessments, in particular the SBAC, will require a technological component that the school will need to address moving forward. ACE will need to find a way to add and integrate the increasing hardware and software requirements into their curriculum design.

Another area that stakeholder feedback identifies as an area in need of improvement is in transportation services. ACE does not have transportation services for its students. Again a constraint of being a charter school is that charters are not eligible for any financial support for transportation. Students and their families bear the burden in transporting their child to and from school each day. The school realizes this is a tremendous obstacle for its families and is doing what it can to help those in need. ACE provides students with free Citifare bus passes when needed. This offer of help does not help all students because of the limited area the city buses travel and the bus schedule availability. ACE realizes it must do more to offer a more predictable access to the campus. ACE is currently working with the Washoe County School District to add the ACE to their bus routes. These efforts have been ongoing for years and it is hoped that the new superintendent will help make this a reality. The lack of transportation services is a primary reason a number of potential students are unable to attend ACE.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 1.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Indicator 5.1 scoring 1 ACE currently uses the results of the HSPE to gather data to evaluate its assessment system. Past performance measures used proficiency rather than student growth to measure school effectiveness. ACE has identified this current model is no longer sufficient to analyse and collect assessment data to ensure school performance. The school will need to gather data through various assessments to improve instruction, student learning, and conditions that support learning.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Survey results •Indicator 5.3 scoring a 1 This is an area of identified needed improvement. Because the school's size and limited number of staff, data analysis by a dedicated professional is not feasible due to budgetary constraints. ACE does not have access to the data professionals or services through the district without incurring a cost. ACE will look to address this concern by finding ways current staff can be trained in data collection, interpretation, and its use. Additional assessments will be needed.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 3

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

ACE High School uses the results of assessment systems to guide continuous improvement; however, the school is lacking in the implementation of varied assessment systems that generate a range of data about student learning and school effectiveness. In relation to

student learning, the school utilizes the Nevada High School Proficiency Exams (HSPE), ASVAB, and PSAT, but no other assessments are implemented at this time. Overall, the school recognizes that standard five is in need of improvement and has identified several actions to take.

An area of the school's strength is in the monitoring and communication of comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Due to the school's small student population, staff members are able to effectively communicate with all stakeholders on a regular basis. ACE High Schools' leadership is able to regularly communicate information about student learning to stakeholders using multiple delivery methods. Delivery methods include Infinite Campus, parent phone calls, the school's website, and Facebook account. In addition to these methods of communication, ACE mails its annual accountability reports, report cards, failure notices, and HSPE, ASVAB, and PSAT results. This is an area of strength for ACE as identified by staff.

In order to sustain this area of strength, ACE must continue to communicate effectively with all stakeholders. ACE recognizes that the most effective form of communication is one-on-one contact with parents and guardians. Staff will continue to make this type of communication a priority. Furthermore, ACE will work to maintain accurate records so that contact can be made regularly. School leadership will continue to pursue new methods of communication to successfully reach stakeholders. For example, ACE created a Facebook page in 2012 to better meet the diverse needs of all stakeholders. These steps will help sustain this area of strength.

After self-reflection, it is apparent to all staff members that ACE lacks a sufficient comprehensive student assessment system that allows for accurate analysis of student growth. Currently, the school uses HSPE, ASVAB, PSAT, and ACT as its only formal assessment measures. All ACE students take a proficiency exam in the areas of mathematics, reading, writing, and science. These exams provide an accurate assessment of a student's proficiency in each subject; however, these assessments are meant to measure proficiency and not growth. As for the ASVAB, PSAT, and ACT, very few ACE students participate in these exams. Over a three year average, 15 percent of all students participated in the ASVAB; whereas 18 percent of sophomores participated in the PSAT, and only 10 percent of juniors and seniors take the ACT. This lack of participation by students in these forms of assessment does not provide the school with an adequate amount of data to analyze student growth compared to other students in Nevada or the nation as a whole. Furthermore, ACE does not participate in district-wide assessments or provide its teachers with common finals. This limits the amount of data collected by teachers to assess student learning in the classroom. Additionally, teachers and staff are not trained in the evaluation, interpretation, and use of data which would stem from other forms of assessment. This data is often used to determine student success at the next level. ACE lacks a formal procedure to determine student readiness to begin a career or post secondary education. As ACE transitions into the future, it is imperative that the school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results for continuous improvement. In addition to an assessment system, ACE must also implement a more formal process that determines verifiable improvement in student learning, including readiness and success at the next level. Currently, ACE uses HSPE scores to drive decision making. Personalized interventions are applied after scores are received, and students are placed in courses that will aid them in meeting the required expectations for graduation. Student progress is also discussed in detail during weekly meetings which helps staff decide whether or not a student is ready to progress to the next level.

In order to improve the areas of need, ACE will be implementing several assessment tools. The data received from new assessments will be used to measure student growth and teacher effectiveness. The Nevada State High School Proficiency Examinations will transition to SBAC (Smarter Balanced Assessment Consortium). The school will benefit from this change as the SBAC is more useful for measuring student growth over time rather than proficiency at a specific grade level. In addition to state testing, the school will incorporate new forms of academic and CTE assessments. Common content area finals, pre and post testing in academic classes, and other assessment form are needed to begin to develop the framework for comprehensive data gathering. Work Keys or other forms of CTE assessment tools will provide teachers and administrator with feedback regarding growth and competency in the school's CTE programs. These tools will assist staff in analyzing a wider range of data. Washoe County School District is also transitioning from the PSAT to PLAN since Nevada universities require ACT scores for acceptance. In the past, ACE has experienced a low level of participation in the PSAT and the ASVAB. A low level of participation in the PSAT may be connected to the cost of the test; therefore, the school will seek additional funding to encourage tenth and eleventh grade participation in PLAN. Additionally, ACE will develop an incentive program in order to increase participation in the ASVAB.

Changes in assessment expectations will help ACE High School maintain a more clearly defined and comprehensive student assessment system.

ACE High School has identified that standard five is an area in need of improvement. The school will continue to monitor and communicate information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. Varied means of communication will be explored in order to effectively reach the stakeholder population. ACE will begin to examine the use of more comprehensive assessments to generate data in order to enhance student learning and evaluate teacher effectiveness. These assessments will help guide the staff in continuous improvement of educational practices inside the classroom.

Report Summary

Scores By Section

Section Score

	1	2	3	4
Standard 1: Purpose and Direction			3	
Standard 2: Governance and Leadership			2.83	
Standard 3: Teaching and Assessing for Learning			2.67	
Standard 4: Resources and Support Systems			2.71	
Standard 5: Using Results for Continuous Improvement		1.8		

Sections
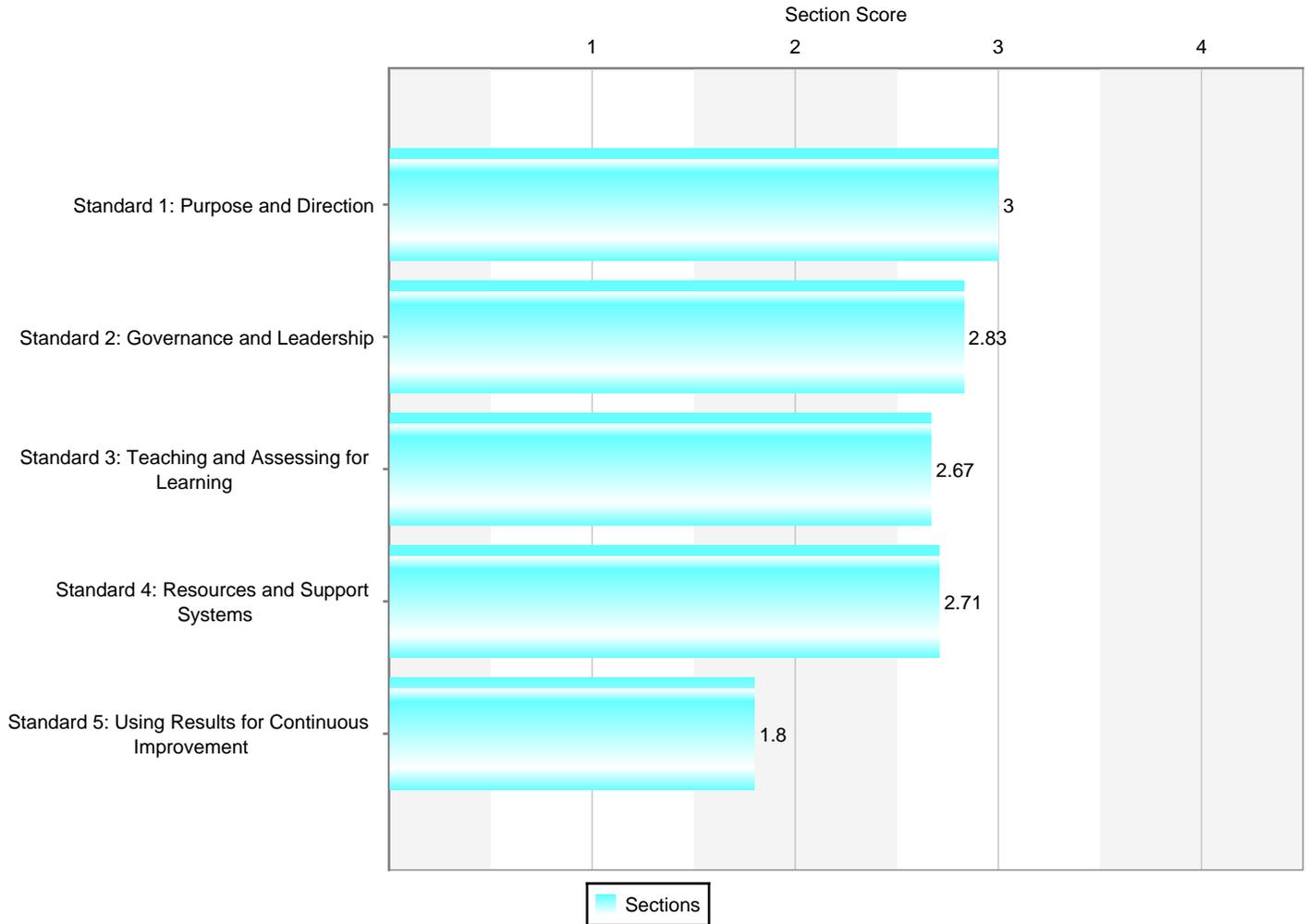
Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	As a charter school ACE is required by statute to have an independent financial audit completed each year that is then submitted to the state and sponsoring school district for review. In addition, the school has a quarterly review of its financial standing by an independent CPA as required by statute. ACE has always received a satisfactory review of its finacial practices. Attachment: 2011-2012 Indep. Financial Audit by Barnard Vogler
The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	Attachment: WCSD SIP 2012-2013
The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Attachment: ACE High School EOP

The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Criteria for Assessing Stakeholder Feedback

Statement or Question	Response	Evidence	Rating
Select the rubric level obtained from the Stakeholder Feedback Worksheet.	Level 4: Minimum response rate was met. Two or more of the stakeholder surveys had average item values of 4.30 or higher (on a 5.0 scale). All surveys had an average item value of 3.20 or above (on a 5.0 scale).	•Evidence of survey responses •Evidence of survey response rates •Four surveys were conducted to include parents, students, staff, and board of directors. Three of the four surveys had averages at or above 4.3. The response rates for the three, parents, staff, and board, were 70%, 100%, and 60% respectively. The average scores were 4.3, 4.34, and 4.72 from each survey.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Overall, the stakeholders are very satisfied with the Academy for Career Education and its purpose. All survey groups, board of directors, staff, students, and parents, scored the school very high in all areas of the surveys. The total average score from all groups was a 4.3. The highest average score for a standard was a 4.56 from the staff survey in the area Purpose and Direction. Parents, staff, and board of directors' survey results indicate a common belief in the school's value as an educational institution. In examining the students, staff, and parent surveys, the schools strengths lied in standards 1 and 2. Standard 1 had scores of 4.41, 4.56, 4.13 within the subgroups. Giving the average between the three groups of 4.37. The indicators for this standard from the survey all showed scores above a 4.1. The second area of strength was standard 2 with an overall average among these stakeholders of 4.20.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The surveys represent the school baseline values for each stakeholder group. Therefore, these survey results do not allow the school to determine a positive trend or approval satisfaction rating.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Currently the school does not use any structured and formal feedback sources to compare the current survey findings with stakeholder feedback satisfaction.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 5 showed the lowest overall average from stakeholder surveys. The scores from students, staff, and parents were 3.8, 4.07, and 4.25 respectively. Indicator 3.8 had the lowest average score from the student survey with a score of 3.37.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Currently the school does not use any structured and formal feedback sources to compare the current survey findings with stakeholder feedback dissatisfaction.

What are the implications for these stakeholder perceptions?

The limitations in the feedback area existed with the board of directors survey. Currently Advanc-Ed has no survey for boards or trustees. Since this is an vital component of the stakeholder group, the feedback gained by ACE from its board is not formalized and tied to specific indicators or standards. ACE constructed its own survey using a combination of staff and parent questions to get some feedback from this important stakeholder group.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Currently the school does not use any structured and formal feedback sources to compare the current survey findings with stakeholder feedback.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	2.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	2.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	12.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	20.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

This test is unique to each participant looking for potential strengths, weaknesses, and interests when choosing a career path upon graduating from high school. Therefore, there is not a single trend in student performance in an above performance level in one single category tested in the ASVAB. However, the ACE students that participated in the ASVAB tended to score the highest in math skills, general science, word knowledge, and paragraph comprehension. This is not necessarily surprising since ACE has met the math and ELA requirements to meet AYP every school year since the adoption of the No Child Left Behind ACT of 2001.

Describe the area(s) that show a positive trend in performance.

The areas in which ACE students show a positive trend in performance are math skills, general science, word knowledge, and paragraph comprehension. These four performance areas tested in the ASVAB coincide with the subjects students tested in the Nevada High School Proficiency Exam (HSPE). This is a positive trend because it shows that ACE students are proficient in HSPE, which is reflected in the ASVAB.

Which area(s) indicate the overall highest performance?

The areas that indicate the highest levels of performance are math skills then verbal skills respectively. On average ACE students scored highest on the math skills portion of the ASVAB closely followed by verbal skills.

Which subgroup(s) show a trend toward increasing performance?

Prior to this accreditation cycle ACE has not collected ASVAB data on subgroups due to the number of students who participate in the exam. Over a two year average 14 students a school year participates in the ASVAB. Of these 14 students the average subgroups represented are: 3 Hispanic students, .5 African-American students, .5 Asian students, 3 FRL students, and 2 IEP students. However, ACE recognizes that moving forward that the collection of data of subgroups regardless of each group's N-size is necessary to determine positive or negative trends in all student performance. Please note that one of ACE's goals in this accreditation is to collect testing data from all students in all subgroups.

Between which subgroups is the achievement gap closing?

Prior to this accreditation cycle ACE has not collected ASVAB data on subgroups due to the number of students who participate in the exam. Over a two year average 14 students a school year participates in the ASVAB. Of these 14 students the average subgroups represented are: 3 Hispanic students, .5 African-American students, .5 Asian students, 3 FRL students, and 2 IEP students. However, ACE recognizes that moving forward that the collection of data of subgroups regardless of each group's N-size is necessary to determine positive or negative trends in all student performance. Please note that one of ACE's goals in this accreditation is to collect testing data from all students in all

subgroups.

Which of the above reported findings are consistent with findings from other data sources?

The results from the ASVAB that are consistent are found in the subjects math skills, general science, word knowledge, and paragraph comprehension. These four performance areas tested in the ASVAB coincide with the subjects students are tested in the Nevada High School Proficiency Exams (HSPE). The high scores exhibited in these subjects are reflected in the fact that ACE meets AYP on a consistent basis.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The area in which ACE is below the expected level of performance is in the number of students who participate in the exam on a yearly basis. Over a two year average only 14 students participate in the ASVAB. Only 7.5% of the student population is participating in the ASVAB yearly. ACE will encourage more students to participate in the ASVAB moving forward.

Describe the area(s) that show a negative trend in performance.

The only area in which ACE students showed a negative trend in performance over a two year period is in electronics information. Of the eight ASVAB tests ACE students tended to score the lowest in this area.

Which area(s) indicate the overall lowest performance?

The area that indicates the lowest level of performance is electronics information.

Which subgroup(s) show a trend toward decreasing performance?

Prior to this accreditation cycle ACE has not collected ASVAB data on subgroups due to the number of students who participate in the exam. On average 14 students a school year participates in the ASVAB. Of these 14 students the average subgroups represented are: 3 Hispanic students, .5 African-American students, .5 Asian students, 3 FRL students, and 2 IEP students. However, ACE recognizes that moving forward that the collection of data of subgroups regardless of each group's N-size is necessary to determine positive or negative trends in all student performance. Please note that one of ACE's goals in this accreditation is to collect testing data from all students in all subgroups.

Between which subgroups is the achievement gap becoming greater?

Prior to this accreditation cycle ACE has not collected ASVAB data on subgroups due to the number of students who participate in the exam. On average 14 students a school year participates in the ASVAB. Of these 14 students the average subgroups represented are: 3 Hispanic students, .5 African-American students, .5 Asian students, 3 FRL students, and 2 IEP students. However, ACE recognizes that moving forward that the collection of data of subgroups regardless of each group's N-size is necessary to determine positive or negative trends in all student performance. Please note that one of ACE's goals in this accreditation is to collect testing data from all students in all subgroups.

Which of the above reported findings are consistent with findings from other data sources?

ACE does not have any other findings that are consistent to show a low level of performance in electronics information.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	2.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	2.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	26.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Due to the nature of the PSAT and its individualized student assessment for the PSAT, ACE does not have an expected level of performance for its students. Therefore, the school does not recognize an above expected level of performance for the PSAT.

Describe the area(s) that show a positive trend in performance.

One area that ACE shows a positive trend in performance is the number of 10th and 11th grade students who pay to participate in the PSAT. However, ACE is looking for funding to pay for the PSAT so that all 10th and 11th grade students can participate in the exam in future years. This will allow the school to disseminate more accurate student performance for the school as a whole in the future.

Which area(s) indicate the overall highest performance?

In examination of the PSAT results, overall highest student performance over a three year period was found in the area of mathematics.

Which subgroup(s) show a trend toward increasing performance?

In examination, there were not enough ACE students who participated in the PSAT to determine a subgroup. However, ACE is looking for funding to pay for the PSAT so that all 10th and 11th grade students can participate in the exam in future years. This will allow the school to disseminate more accurate student performance for the school as a whole in the future.

Between which subgroups is the achievement gap closing?

In examination, there were not enough ACE students who participated in the PSAT to determine which subgroups the achievement gap is closing. However, ACE is looking for funding to pay for the PSAT so that all 10th and 11th grade students can participate in the exam in future years. This will allow the school to disseminate more accurate student performance for the school as a whole in the future.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency on a school-wide basis. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

One area that is below the expected level of performance is number of 10th and 11th grade students who participate in the PSAT. On average 17 ACE students participate in the PSAT. However, ACE is looking for funding to pay for the PSAT so that all 10th and 11th grade students can participate in the exam in future years. This will allow the school to disseminate more accurate student performance for the school as a whole in the future.

Describe the area(s) that show a negative trend in performance.

One area that ACE shows a negative trend in performance is the number of 10th and 11th grade students who pay to participate in the PSAT. On average only 17 students participate in the PSAT. However, ACE is looking for funding to pay for the PSAT so that all 10th and 11th grade students can participate in the exam in future years. This will allow the school to disseminate more accurate student performance for the school as a whole in the future.

Which area(s) indicate the overall lowest performance?

In examination of the PSAT results, the area that indicates the overall lowest performance over a three year period was found in the area of critical reading.

Which subgroup(s) show a trend toward decreasing performance?

In examination, there were not enough ACE students who participated in the PSAT to determine a subgroup. However, ACE is looking for funding to pay for the PSAT so that all 10th and 11th grade students can participate in the exam in future years. This will allow the school to disseminate more accurate student performance for the school as a whole in the future.

Between which subgroups is the achievement gap becoming greater?

In examination, there were not enough ACE students who participated in the PSAT to determine a subgroup. However, ACE is looking for funding to pay for the PSAT so that all 10th and 11th grade students can participate in the exam in future years. This will allow the school to disseminate more accurate student performance for the school as a whole in the future.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency on a school-wide basis. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than

simply determining student proficiency.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	28.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

In examination the area above expected levels of performance for the Mathematics HSPE are found in measurement and data analysis: statistics and probability. Of the 10th, 11th, 12th, and adult students who participated in the Math HSPE over a three year period, students scored above the expected level of performance for these two categories.

Describe the area(s) that show a positive trend in performance.

The area that shows the most positive trend in performance with regards to the Math HSPE is the number of students who pass the exam, which proves student proficiency. Over a three year period ACE's 11th grade student cohort has consistently shown proficiency, by meeting or exceeding the AMO in the area of Mathematics.

However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine positive trends in student performance and growth rather than simply determining student proficiency.

Which area(s) indicate the overall highest performance?

In analyzing data analysis: statistics and probability is the area that ACE students have the overall highest performance for the Math HSPE.

Which subgroup(s) show a trend toward increasing performance?

The two subgroups that show a trend toward increasing performance are the school's White and Asians populations.

However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine positive trends in student performance and growth rather than simply determining student proficiency.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the Asian subgroup and the Pacific Islander subgroup with regards to the Math HSPE.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency in the area of math. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The area below expected levels of performance for the Mathematics HSPE are in numbers and operations. Of the 10th, 11th, 12th, and adult students who participated in the Math HSPE over a three year period, students scored below expected level of performance for this category. In fact, most students who scored below expected level of performance in this category did not pass proficiency. Furthermore, had these students performed better in this category they would have met proficiency for the Math HSPE.

Describe the area(s) that show a negative trend in performance.

The area that shows a negative trend in performance are numbers and operations. Over a three year period the student trend was to perform below expectation in this category.

Which area(s) indicate the overall lowest performance?

The area that indicates the overall lowest performance by students is in numbers and operations.

Which subgroup(s) show a trend toward decreasing performance?

The two subgroups that trend toward a decreasing performance in the Math HSPE are the school's Hispanic and IEP populations.

Between which subgroups is the achievement gap becoming greater?

The two subgroups that show the greatest achievement gap are between the school's White population and the school's IEP population.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency in the area of math. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	28.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

With regards to the Reading HSPE 10th, 11th, 12th, and Adult ACE students performed above expected levels in both literacy and expository text. These are both of the categories tested in the Reading HSPE. This is reflected in the fact that ACE consistently meets or exceeds the AMO in the area of ELA.

However, the Nevada Department of Education changed the Reading HSPE beginning in the 2011-2012 school year for the 11th grade AYP cohort. This new Reading HSPE proved to be significantly more challenging for students. Therefore, the proficiency rate for the Reading HSPE in the 2011-2012 school was 36%. This is a decline from the 90% proficiency rate the school met for the 2010-2011 school year. ACE is continuing to meet the new challenges of the current version of the Reading HSPE.

Describe the area(s) that show a positive trend in performance.

The most positive trend in performance with regards to the Reading HSPE is the fact that over a three year period ACE continues to meet the AMO in the area of ELA. This is proven in the fact that ACE meets the requirements of AYP.

However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine positive trends in student performance and growth rather than simply determining student proficiency.

Which area(s) indicate the overall highest performance?

The areas of literacy and expository text indicate the school's overall highest performance with regards to the Reading HSPE.

Which subgroup(s) show a trend toward increasing performance?

The two subgroups that show a trend in increasing performance are found in ACE's White and Asian populations.

Between which subgroups is the achievement gap closing?

The achievement gap is closing the most between the school's White and Asian populations.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency in the area of reading. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The Nevada Department of Education changed the Reading HSPE beginning in the 2011-2012 school year for the 11th grade AYP cohort. This new HSPE proved to be significantly more challenging for students. Therefore, the proficiency rate for the Reading HSPE in the 2011-2012 school was 36%. This is a decline from the 90% proficiency rate the school met for the 2010-2011 school year. ACE students as a whole performed below the expected level of performance.

Describe the area(s) that show a negative trend in performance.

The Nevada Department of Education changed the Reading HSPE beginning in the 2011-2012 school year for the 11th grade AYP cohort. This new HSPE proved to be significantly more challenging for students. Therefore, the proficiency rate for the Reading HSPE in the 2011-2012 school was 36%. This is a decline from the 90% proficiency rate the school met for the 2010-2011 school year. The school's performance in the Reading HSPE overall shows a negative trend in perofrmance.

Which area(s) indicate the overall lowest performance?

There is not an area in which ACE students indicated an overall lowest level of performance.

Which subgroup(s) show a trend toward decreasing performance?

ACE's Hispanic and IEP subgroups show a trend toward decresing performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap between ACE's White population and IEP population is becoming greater.

Which of the above reported findings are consistent with findings from other data sources?

Since the Reading HSPE changed from the 2010-2011 school year to the 2011-2012 year the reported findings are not consistent from data collected from previous years. As ACE collects more data from future exams it is expected that the results will become more consistent.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	28.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The results of the writing exam are not disseminated into specific categories. Students are scored for this exam on a scale of 1-6. Each essay is scored twice then added together to determine a final score. A student must score a 7 or better on a particular essay in order for that essay to considered passing. Therefore, student performance is simply reported as a score. During the 2010-2011 and 2011-2012 school years 11th, 12th, and Adult ACE students scored a proficiency rate of 78% on the Writing HSPE. ACE has consistently met or exceeded the AMO requirement in the area of ELA.

Describe the area(s) that show a positive trend in performance.

The area that shows the most positive trend in performance with regards to the Writing HSPE is the number of students who pass the exam, which proves student proficiency. Over a three year period ACE's 11th grade student cohort has consistently shown proficiency, by meeting or exceeding the AMO in the area of ELA.
However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine positive trends in student performance and growth rather than simply determining student proficiency.

Which area(s) indicate the overall highest performance?

There is not a specific area that indicates the overall highest performance with the Writing HSPE.

Which subgroup(s) show a trend toward increasing performance?

The two subgroups that show a trend toward increasing performance are the school's White and Hispanic populations.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between the White subgroup and the Hispanic subgroup with regards to the Writing HSPE.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency in the area of writing. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Even though ACE's 11th grade cohort has consistently shown proficiency by meeting or exceeding the AMO requirement in the area of ELA, 10% of students scored 5 or lower on the Writing HSPE.

Describe the area(s) that show a negative trend in performance.

Over a three year period there is not a area that shows a significant negative trend in performance.

Which area(s) indicate the overall lowest performance?

Over a three year period there is not an area that indicates an overall lowest performance.

Which subgroup(s) show a trend toward decreasing performance?

The subgroup that shows a trend toward decreasing performance in the school's IEP population.

Between which subgroups is the achievement gap becoming greater?

The subgroups where is the achievements gap is becoming greater is between the school's White and IEP populations.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency in the area of writing. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Assessment Scores

Label	Question	Value
1. Quality Score	Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	4.0

Label	Question	Value
2. Alignment Score	Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
3. Disaggregation/Analysis Score	Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).	3.0

Label	Question	Value
4. Student Results Status Score	Enter the average student results status score from the Student Performance Worksheet.	18.0

Label	Question	Value
5. Improvement Score	Enter the average improvement score from the Student Performance Worksheet.	0.0

Label	Question	Value
6. Overall Student Performance Score	Enter the average overall student performance score from the Student Performance Worksheet.	28.0

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The area above expected levels of performance for the Science HSPE are in Physical and Nature of Science. Of the 10th, 11th, 12th, and adult students who participated in the Science HSPE over a three year period, students scored above expected level of performance for these two categories.

However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine positive trends in student performance and growth rather than simply determining student proficiency.

Describe the area(s) that show a positive trend in performance.

The area that shows the most positive trend in performance with regards to the Science HSPE is the number of students who pass the exam, which proves student proficiency. The Science HSPE is used to determine the graduation rate, which is identified as the Other Indicator for AYP purposes. Over a three year period ACE's 11th grade student cohort has consistently shown proficiency, by meeting or exceeding the AMO in the area of science.

Which area(s) indicate the overall highest performance?

Physical Science and the Nature of Science are the areas that ACE students have the overall highest performance for the science HSPE.

Which subgroup(s) show a trend toward increasing performance?

The subgroup that shows a trend toward increasing performance is the school's White population.

Between which subgroups is the achievement gap closing?

The subgroups where the achievement gap is closing most significantly is between the school's White population from the 2010-2011 school year to the school's White population in 2011-2012.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency in the area of science. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The area below expected levels of performance for the Science HSPE are in Life Science and Earth/Space Science. Of the 10th, 11th, 12th, and adult students who participated in the Science HSPE over a three year period, students scored above below level of performance for these two categories.
However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine positive trends in student performance and growth rather than simply determining student proficiency.

Describe the area(s) that show a negative trend in performance.

The areas that show a negative trend in performance are Life Science and Earth/Space Science.

Which area(s) indicate the overall lowest performance?

The areas that indicate the overall lowest performance are in Life Science and Earth/Space Science.

Which subgroup(s) show a trend toward decreasing performance?

The subgroup that shows a trend toward decreasing performance is the school's Hispanic population.

Between which subgroups is the achievement gap becoming greater?

The White and the Hispanic subgroups is where the achievement gap is becoming greater.

Which of the above reported findings are consistent with findings from other data sources?

Currently ACE only uses HSPE to determine student proficiency in the area of science. However, ACE recognizes that more standardized assessment data must be collected using other assessment sources in order to determine in student performance and growth rather than simply determining student proficiency.

Increasing Student Data from Assessments

Overview

Plan Name

Increasing Student Data from Assessments

Plan Description

Int the first year of the plan, ACE will use its Friday meeting collaboration time to begin to develop and disseminate additional assessment data from new sources. The first year is provided know staff can be committed to completing the tasks and the funding concerns are manageable. During years 2014-15 and 2015-16 the school will need to determine if the proposed assessments fit into their instructional goals related to student outcomes.
A tentative timeline that will require staff's input through its professional development framework is described below:

2013-2013 School Year

1. Diagnostic/Placement test given to all incoming 9th graders in mathematics
2. ACE staff uses common finals in English, Math, Social Studies, and Science
3. Pre & Post tests are given in math classes at the beginning and end of course sequence
4. PLAN test given to all 10th graders
5. HSPE or state mandated graduation test given to required graduation cohorts (10-12 graders)

2014-2015 School Year

1. Diagnostic/Placement test given to all incoming 9th graders in mathematics
2. ACE staff uses common finals in English, Math, Social Studies, and Science
3. Pre & Post tests are given in math classes at the beginning and end of course sequence
4. EXPLORE test given to all 9th graders
5. PLAN test given to all 10th graders
6. SBAC administration begins with 11th graders
7. HSPE or state mandated graduation test given to required graduation cohorts (10-12 graders)

2015-2016 School Year

1. Diagnostic/Placement test given to all incoming 9th graders in mathematics
2. ACE staff uses common finals in English, Math, Social Studies, and Science
3. Pre & Post tests are given in math classes at the beginning and end of course sequence
4. EXPLORE test given to all 9th graders
5. PLAN test given to all 10th graders
6. SBAC administration given to 11 -12th graders
7. HSPE or state mandated graduation test given to required graduation cohorts (10-12 graders)
8. WorkKeys given to all 12th graders

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	ACE High School will collect assessment data from additional sources	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$2500

Goal 1: ACE High School will collect assessment data from additional sources

Measurable Objective 1:

complete a portfolio or performance framework to collect additional student data through formalized assessments for all students by 07/01/2014 as measured by the amount of data collected and disseminated from all students through various assessments.

Strategy 1:

Data Collection -   Using and evaluating data as part of the school improvement process are areas the school will need to focus on as a goal. The school's current set of data collection and analysis is lacking an overall picture of student learning at all levels. ACE's current data focuses mostly on juniors and seniors using primarily summative data such as the HSPE and those that voluntarily take the PSAT or ASVAB. The school will need to focus its attention on acquiring additional data indicators that can display, highlight, and prioritize where the school should focus it attention to improve student learning and outcomes. The collection of additional student data will allow ACE to narrow its focus on creating strategies that will address any needed changes in instruction or school policy to improve student learning.

There are huge hurdles that need to be factored into what ever data collection and assessments ACE uses in reaching their goal. Factors beyond the control of the school that need to be taken into account will be the state's legislature and department of education determination and testing requirements for the state adopted graduation test(s). The current HSPE is in a state of flux with the tests possibly being phased out in the next year or two. The SBAC test is scheduled to go online with testing beginning with the 2014-2015 school year but there has been no clear schedule given to schools to accurately plan and budget future assessment requirements past this year. In addition, the hardware requirements from an online testing format will have to be budgeted moving forward. On a parallel course are the current discussions at the state legislature indicating the possibility of using the ACT test as a college and career readiness measure for graduation. The other major factor that ACE will have to address is the assessment costs associated with acquiring additional data. The school is considering the series of exams Explore, PLAN, ACT, and WorkKeys. A major concern will be the costs to administer these tests. Discussions have begun among the administration with the possibility of passing on the additional costs to students by increase fees which in itself brings additional problems for families who cannot afford ACE's current fees.

The school's Friday collaboration meeting structure will allow staff to develop a professional development model specifically dedicated for data interpretation and collection. These PLC meetings will need to be structured to allow all staff to participate, review, analyze, and discuss relevant data and their associated assessments. Because of its educational design, ACE will need to determine specific assessments to gain relevant data that supports and furthers its mission. Staff will need to examine what types assessments (summative or formative) are to be used. Issues that will need to be solved are testing intervals, taking into account ACE's quarter system where students may be off track from a core content area, grade level and or class level to be tested, cost associated with specific tests, loss of instructional time, and the technological hardware requirement for online testing and its overall impact on the school's budget.

A tentative timeline that will require staff's input through its professional development framework is described below:

2013-2014 School Year

1. Diagnostic/Placement test given to all incoming 9th graders in mathematics

2. ACE staff uses common finals in English, Math, Social Studies, and Science

3. Pre & Post tests are given in math classes at the beginning and end of course sequence

4. PLAN test given to all 10th graders

5. HSPE or state mandated graduation test given to required graduation cohorts (10-12 graders)

2014-2015 School Year

1. Diagnostic/Placement test given to all incoming 9th graders in mathematics

2. ACE staff uses common finals in English, Math, Social Studies, and Science

3. Pre & Post tests are given in math classes at the beginning and end of course sequence

4. EXPLORE test given to all 9th graders

5. PLAN test given to all 10th graders

6. SBAC administration begins with 11th graders

7. HSPE or state mandated graduation test given to required graduation cohorts (10-12 graders)

2015-2016 School Year

1. Diagnostic/Placement test given to all incoming 9th graders in mathematics

2. ACE staff uses common finals in English, Math, Social Studies, and Science

3. Pre & Post tests are given in math classes at the beginning and end of course sequence

4. EXPLORE test given to all 9th graders

5. PLAN test given to all 10th graders

6. SBAC administration given to 11 -12th graders

7. HSPE or state mandated graduation test given to required graduation cohorts (10-12 graders)

8. WorkKeys given to all 12th graders

Research Cited: 1. Guide to Using Data in School Improvement Efforts: A Compilation of Knowledge From Data Retreats and Data Use, Learning Point Associates, http://www.learningpt.org/pdfs/datause/guidebook.pdf

2. How Can Teachers and Schools Use Data Effectively? National Council of Teachers of Mathematics
 http://www.nctm.org/news/content.aspx?id=27192

3.   Implementing Data-Informed Decision Making in Schools - Teacher Access, Supports and Use, U.S. Department of Education Office of Planning,   Evaluation and Policy Development, www2.ed.gov/rschstat/.../data...decision/data-informed-decision.doc

4. Data Driven Decision Making Fact Sheet, www.doe.k12.de.us/.../DataDrivenDecisionMakingFactSheetFINAL.doc

5.Data Based Decision Making, http://www.nasponline.org/resources/principals/Data_Use_Jan11_NASSP.PDF

6. Building the 21st Century Workforce by Assessing Skills and Improving Curricula: ACT WorkKeys, http://www.highereducation.org/reports/Policy_Practice/WorkKeys.pdf

7.

Utilizing EXPLORE and PLAN Results to Improve Student Perfomance, http://wvde.state.wv.us/oaa/pdf/Using%20EXPLORE%20and%20PLAN%20Results.pdf

Activity - Common Finals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common finals in math, English, science, and Social Studies will be given at the end of each quarter. Teachers will begin to acquire data from the finals to assess student outcomes.	Academic Support Program	10/07/2013	05/30/2014	$500	General Fund	All ACE core content teachers and administration will help in the administering of the exams. The data will be taken and inputted to the data library for the school.

Activity - Diagnostic Testing for Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diagnostic test given to all freshmen to determine math class placement, Pre-Algebra or Algebra 1.	Academic Support Program	06/03/2013	09/13/2013	$500	General Fund	ACE math teachers and administrators will give test to incoming 9th graders to determine math placement prior to the start of the school year. Data will be used to determine math program effectiveness.

Activity - Math Course Pre & Post Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Math classes from Pre-Algebra through Algebra 2 will give Pre and Post test assessment to determine student growth. Data will be used to measure individual student growth over time.	Academic Support Program	08/08/2013	05/30/2014	$500	General Fund	Math teachers will administer a diagnostic test for each class that will measure student growth. Data will be collected and disseminated to school. Program effectiveness, student growth, and instruction can be measured.

Activity - PLAN test for 10th graders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLAN test will be administered to all 10th graders to begin to develop a data portfolio on each student.	Academic Support Program	10/04/2013	10/31/2013	$1000	General Fund	Testing coordinator and ACE staff will help in administering PLAN test to all 10th graders. The data will be disseminated to staff to determine student outcome effectiveness.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Course Pre & Post Testing	Math classes from Pre-Algebra through Algebra 2 will give Pre and Post test assessment to determine student growth. Data will be used to measure individual student growth over time.	Academic Support Program	08/08/2013	05/30/2014	$500	Math teachers will administer a diagnostic test for each class that will measure student growth. Data will be collected and disseminated to school. Program effectiveness, student growth, and instruction can be measured.
PLAN test for 10th graders	The PLAN test will be administered to all 10th graders to begin to develop a data portfolio on each student.	Academic Support Program	10/04/2013	10/31/2013	$1000	Testing coordinator and ACE staff will help in administering PLAN test to all 10th graders. The data will be disseminated to staff to determine student outcome effectiveness.

Diagnostic Testing for Math	Diagnostic test given to all freshmen to determine math class placement, Pre-Algebra or Algebra 1.	Academic Support Program	06/03/2013	09/13/2013	$500	ACE math teachers and administrators will give test to incoming 9th graders to determine math placement prior to the start of the school year. Data will be used to determine math program effectiveness.
Common Finals	Common finals in math, English, science, and Social Studies will be given at the end of each quarter. Teachers will begin to acquire data from the finals to assess student outcomes.	Academic Support Program	10/07/2013	05/30/2014	$500	All ACE core content teachers and administration will help in the administering of the exams. The data will be taken and inputted to the data library for the school.
				Total	$2500	

Create a Professional Development Framework to Analyze Data Collected from Formative and Summative Assessment

Overview

Plan Name

Create a Professional Development Framework to Analyze Data Collected from Formative and Summative Assessment

Plan Description

Once ACE has created a timeline to collect data from formative assessment the school must develop a professional development framework to analyze and disseminate that information in order to improve student outcomes.

2013-2014 School Year

1. All incoming 9th graders will be given a mathematics placement/diagnostic exam

2. Administration and math teachers will collect analyze the data from the 9th grade placement exam to determine to freshmen math class placement

3. The data is collected from the pre and post exams given in math classes by math teachers

4. Data is collected from the 10th grade PLAN test

5. Administration attends a PLAN workshop as professional development to gain knowledge of the data produced from the PLAN

6. Data is collected from HSPE or state mandated exit exams given to required graduation cohorts (10th-12th graders)

2014-2015 School Year

1. All incoming 9th graders will be given a mathematics placement/diagnostic exam

2. Administration and math teachers will collect analyze the data from the 9th grade placement exam to determine to freshmen math class placement

3. The data is collected from the pre and post exams given in math classes by math teachers

4. Data is collected from the common finals in English, Math, Social Studies, and Science courses

5. Data is collected from the EXPLORE exam given to all 9th graders

6. Data is collected from the 10th grade PLAN test

7. Administration conducts a professional development course during a Friday meeting for staff to become familiar and interpret the data collected from the 2013-2014 PLAN test and compare that data to the 2014-2015 PLAN test

8. Staff begins to adjust 10th grade instruction, if necessary, to the results found in the 2014-2015 PLAN exam data

9. . Administration attends an EXPLORE exam workshop as professional development to gain knowledge of the data produced from the 9th grade EXPLORE

10. Data is compared from the 2013-2014 HSPE or state mandated exit test to the 2014-2015 HSPE or state mandated exit exam

11. Student schedules are changed to reflect staff data interpretation to provide necessary interventions to students who do not meet the HSPE or state mandated

exams required for graduation.

2015-2016 School Year

1. All incoming 9th graders will be given a mathematics placement/diagnostic exam

2. Administration and math teachers will collect analyze the data from the 9th grade placement exam to determine to freshmen math class placement

3. The data is collected from the pre and post exams given in math classes by math teachers

4. Data is collected from the common finals in English, Math, Social Studies, and Science courses

5. Core teachers examine the data collected the 2014-2015 common finals and make instructional adjustments to curriculum, if necessary, to improve student outcome on common finals

5. Data is collected from the EXPLORE exam given to all 9th graders

6. Administration conducts a professional development course during a Friday meeting for staff to become familiar and interpret the data collected from the 2014-2015 EXLPLORE test and compare that data to the 2015-2016 PLAN test

7. . Staff begins to adjust 9th grade instruction, if necessary, to the results found in the 2015-2016 EXPLORE exam data

8. Data is collected from the 10th grade PLAN test

9. Administration interpret and analyze the data collected from PLAN test

10. Staff begins to adjust 10th grade instruction, if necessary, to the results found in the 2014-2015 PLAN exam data

11 . Administration attends a possible workshop as professional development to gain knowledge of the data produced from the state mandated graduation exam

12. Data is compared from the 2014-2015 HSPE or state mandated exit test to the 2015-2016 HSPE or state mandated graduation exam

13. Student schedules are changed to reflect staff data interpretation to provide necessary interventions to students who do not meet the HSPE or state mandated exams required for graduation

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	ACE High School will develop a professional development framework for staff	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$2000

Goal 1: ACE High School will develop a professional development framework for staff

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to create a professional development program that provide staff the opportunities to learn best practices to improve student performance by 06/06/2014 as measured by the number of professional development hours staff completes in a given year.

Strategy 1:

Professional Development Framework - Once ACE has created a timeline to collect data from formative assessment the school must develop a professional development framework to analyze and disseminate that information in order to improve student outcomes. Currently the teachers and administration at ACE meet every Friday to collaborate and discuss students. These meetings serve as the school's PLC. The goal of these meeting is to track students so that students do not fall behind academically.   However, the current agenda for Friday meetings does not currently include formative data interpretation and analysis. Furthermore, the stakeholders at ACE are not adequately trained to interpret the data collected from additional standardized exams, such as common finals, math placement tests for 9th graders, the Explore, PLAN, ACT, and WorkKeys tests. Therefore, the school requires the implementation of a professional development framework to train teachers and administrators to use the data collected from formative and summative assessments to improve student learning.

Using and evaluating data are important steps to ACE's improvement process. Looking at a wide range of assessment data such as student demographics, achievement gaps, and test scores will allow stakeholders to determine the best interventions to improve student outcomes. Yet, the administration at ACE recognizes the first step in the improvement process is to begin to collect data from common finals, math placement tests for 9th graders, the Explore, PLAN, ACT, and WorkKeys tests to set a baseline to analyze assessment data. This data collection will begin during the 2013-2014 school year. Once ACE begins to collect data then the school will have a baseline of information to interpret and analyze. Additionally, while the school is collecting data during the 2013-2014 school year ACE will also have the time to establish a professional development framework tailored to ACE students in order to give teachers the skills to adjust instruction and provide interventions to improve student learning. Furthermore, according to the websites from the companies that produce the Explore, PLAN, ACT, and WorkKeys exams data analysis is provided to educators that are specific to each exam and grade level of the students who take the exams. The school will have the time and ability to establish a professional development framework that will allow the stakeholders at ACE to interpret and disseminate the data collected from the standardized formative and summative assessments.

 A tentative timeline that ACE will follow to develop a professional development framework is described below.

2013-2014 School Year

1. All incoming 9th graders will be given a mathematics placement/diagnostic exam

2. Administration and math teachers will collect analyze the data from the 9th grade placement exam to determine to freshmen math class placement

3. The data is collected from the pre and post exams given in math classes by math teachers

4. Data is collected from the 10th grade PLAN test

5. Administration attends a PLAN workshop as professional development to gain knowledge of the data produced from the PLAN

6. Data is collected from HSPE or state mandated exit exams given to required graduation cohorts (10th-12th graders)

2014-2015 School Year

1. All incoming 9th graders will be given a mathematics placement/diagnostic exam

2. Administration and math teachers will collect analyze the data from the 9th grade placement exam to determine to freshmen math class placement

3. The data is collected from the pre and post exams given in math classes by math teachers

4. Data is collected from the common finals in English, Math, Social Studies, and Science courses

5. Data is collected from the EXPLORE exam given to all 9th graders

6. Data is collected from the 10th grade PLAN test

7. Administration conducts a professional development course during a Friday meeting for staff to become familiar and interpret the data collected from the 2013-2014 PLAN test and compare that data to the 2014-2015 PLAN test

8. Staff begins to adjust 10th grade instruction, if necessary, to the results found in the 2014-2015 PLAN exam data

9. . Administration attends an EXPLORE exam workshop as professional development to gain knowledge of the data produced from the 9th grade EXPLORE

10. Data is compared from the 2013-2014 HSPE or state mandated exit test to the 2014-2015 HSPE or state mandated exit exam

11. Student schedules are changed to reflect staff data interpretation to provide necessary interventions to students who do not meet the HSPE or state mandated exams required for graduation.

2015-2016 School Year

1, 2, and 3. Same as steps describe above

4. Data is collected from the common finals in English, Math, Social Studies, and Science courses

5. Core teachers examine the data collected the 2014-2015 common finals and make instructional adjustments to curriculum, if necessary, to improve student outcome on common finals

5. Data is collected from the EXPLORE exam given to all 9th graders

6. Administration conducts a professional development course during a Friday meeting for staff to become familiar and interpret the data collected from the 2014-2015 EXLPLORE test and compare that data to the 2015-2016 PLAN test

7. . Staff begins to adjust 9th grade instruction, if necessary, to the results found in the 2015-2016 EXPLORE exam data

8. Data is collected from the 10th grade PLAN test

9. Administration interpret and analyze the data collected from PLAN test

10. Staff begins to adjust 10th grade instruction, if necessary, to the results found in the 2014-2015 PLAN exam

11. Data is compared from the 2014-2015 HSPE or state mandated exit test to the 2015-2016 HSPE or state mandated graduation exam

12. Student schedules are changed to reflect staff data interpretation to provide necessary interventions to students who do not meet the HSPE or state mandated exams required for graduation

Research Cited: Guide to Using Data in School Improvement Efforts: A Compilation of Knowledge From Data Retreats and Data Use, Learning Point Associates,
http://www.learningpt.org/pdfs/datause/guidebook.pdf

2. How Can Teachers and Schools Use Data Effectively? National Council of Teachers of Mathematics
 http://www.nctm.org/news/content.aspx?id=27192

3.   Implementing Data-Informed Decision Making in Schools - Teacher Access, Supports and Use, U.S. Department of Education Office of Planning,   Evaluation and Policy Development, www2.ed.gov/rschstat/.../data...decision/data-informed-decision.doc

4. Data Driven Decision Making Fact Sheet, www.doe.k12.de.us/.../DataDrivenDecisionMakingFactSheetFINAL.doc

5.Data Based Decision Making, http://www.nasponline.org/resources/principals/Data_Use_Jan11_NASSP.PDF

6. Building the 21st Century Workforce by Assessing Skills and Improving Curricula: ACT WorkKeys,
http://www.highereducation.org/reports/Policy_Practice/WorkKeys.pdf

7.
Utilizing EXPLORE and PLAN Results to Improve Student Performance, http://wvde.state.wv.us/oaa/pdf/Using%20EXPLORE%20and%20PLAN%20Results.pdf
8. DuFour PLC Model, http://www.usd450.net/webpages/abeam/resources.cfm?subpage=793900

Activity - 9th grade diagnostic/palcement data collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and math teachers will collect analyze the data from the 9th grade placement exam to determine to freshmen math class placement	Academic Support Program	08/01/2013	08/16/2013	$0	General Fund	Principal, Assistant Principal, and math teachers

Activity - PLAN exam professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An administrator will attend a PLAN assessment workshop in order to gain knowledge of the data collected from the PLAN exam so that the administrator will be able to conduct a professional development seminar for the ACE staff	Professional Learning	09/02/2013	12/13/2013	$500	General Fund	Administrator in charge of testing

Activity - Data collection from common finals in core subjects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data is collected from the common finals given in English, Math, Social Studies, and Science courses	Direct Instruction	10/18/2013	06/02/2014	$0	No Funding Required	All core teachers

Activity - EXPLORE exam professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

An administrator will attend an EXPLORE assessment workshop in order to gain knowledge of the data collected from the PLAN exam so that the administrator will be able to conduct a professional development seminar for the ACE staff	Professional Learning	09/05/2014	12/19/2014	$500	General Fund	Administrator in charge of testing

Activity - Staff professional development of data collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct quarterly professional development during Friday meeting to interpret and analyze data collected from the EXPLORE, PLAN, and HSPE or state mandated exams.	Professional Learning	09/05/2014	05/27/2016	$500	General Fund	Principal or Assistant Principal and all staff members

Activity - Staff professional development of instructional adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will make instructional adjustments to curriculum quarterly to reflect the data analysis from formative and summative assessment	Professional Learning	09/05/2014	06/03/2016	$500	General Fund	Director, Principal, Assistant Principal and all staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data collection from common finals in core subjects	Data is collected from the common finals given in English, Math, Social Studies, and Science courses	Direct Instruction	10/18/2013	06/02/2014	$0	All core teachers
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLAN exam professional development	An administrator will attend a PLAN assessment workshop in order to gain knowledge of the data collected from the PLAN exam so that the administrator will be able to conduct a professional development seminar for the ACE staff	Professional Learning	09/02/2013	12/13/2013	$500	Administrator in charge of testing
EXPLORE exam professional development	An administrator will attend an EXPLORE assessment workshop in order to gain knowledge of the data collected from the PLAN exam so that the administrator will be able to conduct a professional development seminar for the ACE staff	Professional Learning	09/05/2014	12/19/2014	$500	Administrator in charge of testing
Staff professional development of instructional adjustments	Administration and staff will make instructional adjustments to curriculum quarterly to reflect the data analysis from formative and summative assessment	Professional Learning	09/05/2014	06/03/2016	$500	Director, Principal, Assistant Principal and all staff
Staff professional development of data collection	Administration will conduct quarterly professional development during Friday meeting to interpret and analyze data collected from the EXPLORE, PLAN, and HSPE or state mandated exams.	Professional Learning	09/05/2014	05/27/2016	$500	Principal or Assistant Principal and all staff members
9th grade diagnostic/palcement data collection	Administration and math teachers will collect analyze the data from the 9th grade placement exam to determine to freshmen math class placement	Academic Support Program	08/01/2013	08/16/2013	$0	Principal, Assistant Principal, and math teachers
				Total	$2000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By