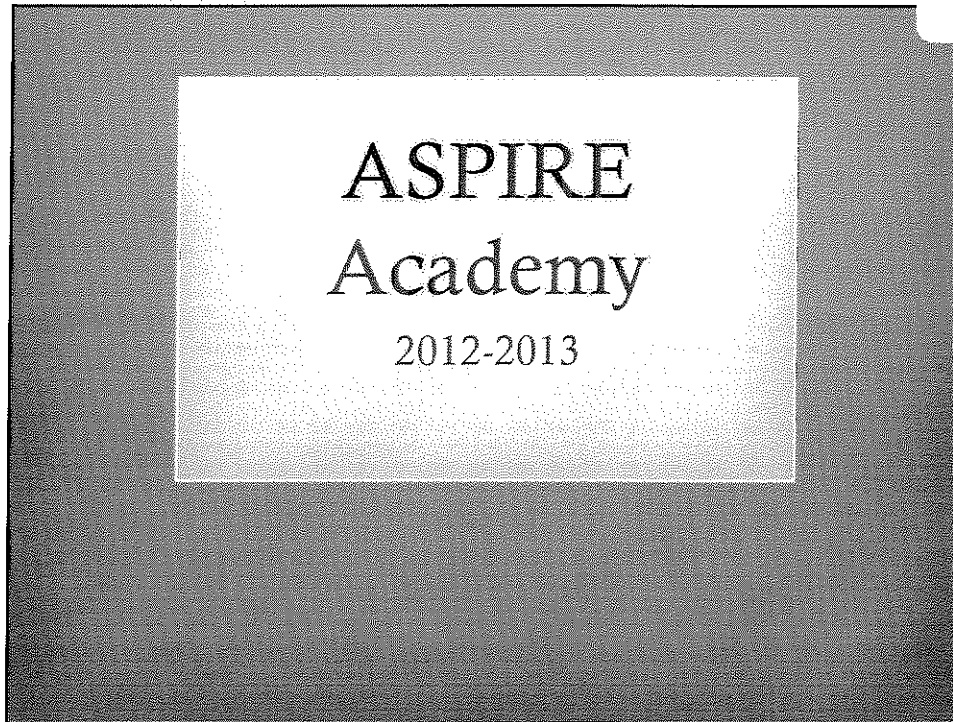


ITEM 3

ITEM 4



2012-13 School Year

- ❖ 5.5 Teachers
- ❖ 1 Part-time Counselor
- ❖ Average of 85 students
- ❖ Piloted Uniform policy
- ❖ New on-line curriculum aligned to CCSS
- ❖ **25 graduates**

Student Investment

- ❖ Family Atmosphere
- ❖ Buy in and ownership by the students
- ❖ Personal attention and high expectations from teachers
- ❖ Student accountability for academics and behavior

Community Service Projects

- ❖ Random Christmas gift card give-away at WalMart
- ❖ Feeding and clothing the homeless in Reno
- ❖ MES Study Buddies
- ❖ Nature Conservancy
- ❖ Community Garden behind ASPIRE building

Student Demographics

- ❖ 103 students
 - ❖ 8th grade – 2
 - ❖ 9th grade – 14
 - ❖ 10th grade – 28
 - ❖ 11th grade – 33
 - ❖ 12th grade - 26

Credit Recovery

Year	Credits Earned
06-07	17
07-08	51
08-09	163
09-10	235
10-11	242
11-12	410
12-13	530

HSPE Results

Math	Grade 10	Grade 11	Grade 12
Pass	8 %	81 %	92%
Fail	80 %	19%	8%
Not Taken	12 %		

Reading	Grade 10	Grade 11	Grade 12
Pass	44 %	84 %	92 %
Fail	48 %	16 %	8 %
Not Taken	8 %		

HSPE Results

Science	Grade 10	Grade 11	Grade 12
Pass	40 %	90 %	92%
Fail	52 %	10 %	8%
Not Taken	8 %		

Writing	Grade 10	Grade 11	Grade 12
Pass	N/A	77%	100 %
Fail	N/A	16 %	
Not Taken	N/A	7 %	

Logistical Challenges...

- ❖ PowerSchool is linked to the site, not the student, so **attendance**, **scheduling**, **testing**, and **accountability** reporting is complicated and potentially inaccurate.

And more...

- ❖ Longitudinal tracking of student data is problematic. Data is lost when the student transfers back to DHS.
- ❖ Records are maintained at the home school so staff does not have access to cum folders, transcripts or competency records.

From the Survey Data...

- ❖ Reputation
- ❖ Curriculum
- ❖ Sense of home
 - ❖ “Second-Class citizen”

If we were to become ASPIRE Academy High School

...

- ❖ Require the accreditation process
- ❖ Require a full-time administrator
- ❖ Require a full-time counselor
- ❖ Require foreign language support
(online resource or part-time
personnel)

If we were to become
ASPIRE Academy High School...

- ❖ Our own graduation ceremony
- ❖ Our own dances/prom
- ❖ Our own clubs and extracurricular activities

If we were to become
ASPIRE Academy High School...

- ❖ Maximize alternative education options – JHS, ASPIRE, TDC, and Adult Education under one umbrella
- ❖ Possibility of bringing in students that are currently homeschooled or attending other alternative education options

If we were to become
ASPIRE Academy High School...

**Students would have a home
and a sense of belonging**

Next Steps...

- ❖ Development of student contract with terms of acceptance and student obligation
- ❖ Classes at DHS – CTE and ROTC, if it supports career path or if space is available
- ❖ May see a decrease in student numbers as we build the school and it's reputation

Budget Implications

- ❖ Personnel
 - ❖ Administrator
 - ❖ Counselor
 - ❖ Teaching Assistant
 - ❖ Foreign Language teacher/software
- ❖ Increase in discretionary/operating funds
- ❖ Approximately \$240,000

Board Overview Document

This is a one page Board summary document to be provided as a cover sheet for Action Items.

<p>Why is this a Board action item? The Board has the option to make ASPIRE a stand-alone high school rather than continuing as a "program."</p>	
<p>Which Strategic Plan goal does this request relate to and how? Goal 1: Curriculum – Intervention for struggling learners as well as acceleration opportunities Goal 4: Climate Goal 5: Parents and Community Goal 6: Effective and Efficient Systems</p>	
<p>Which NRS, NAC, District Policy, Administrative Regulation, etc. does this relate to? Should the Board decide to move in this direction, the district must follow the accreditation process outlined by AdvanceEd®.</p>	
<p>What is the Fiscal Impact or potential fiscal impact? Estimate an additional \$250,000 per year for required personnel and operating budget.</p>	
<p>Pros to approving this action</p> <ul style="list-style-type: none"> ASPIRE would become an accredited high school. Students would have a sense of ownership/home/school spirit. PowerSchool would accurately reflect credits, attendance, and students' schedules (reducing the possibility of complications or errors). High stakes testing would become streamlined and attached to one site. Additional staffing adds time and value to students and increase the possibility of their success. 	<p>Cons to approving this action</p> <ul style="list-style-type: none"> Increased costs Students will be required to make a choice between the two high schools. "Can't have it both ways."
<p>Implications if not acted upon at this meeting? The accreditation process needs to begin this season if the Board wants to go this direction.</p>	
<p>What is the Superintendent's recommendation? The Board of Trustees move to pursue accreditation for the ASPIRE program to become ASPIRE Academy High School.</p>	



*Self Assessment of Readiness for Accreditation
for Schools*

AdvancedED® is dedicated to advancing excellence in education worldwide. The North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancedED.

© 2012 AdvancedED®

Self Assessment of Readiness for Accreditation for Schools

Introduction

AdvancED promotes a philosophy that accreditation is an on-going, never-ending process of improvement, not an event that occurs only once every five years. To that end, AdvancED wants institutions to be aware of all requirements before they begin the journey toward accreditation. This Self Assessment of Readiness for Accreditation will help you and others to determine if your institution has the capacity to pursue and achieve accreditation.

Directions for Completing the Report

In order to complete the Self Assessment of Readiness, consider the following steps:

1. In this document, select “Meets” if you believe your school meets the intent of the indicator. Otherwise, select “Needs Improvement.” Selecting “Needs Improvement” does not jeopardize your pursuit of accreditation. AdvancED values honest reflection.
2. After completing ratings of all indicators, respond to the prompts for student performance, stakeholder perceptions, and assurances.
3. After you have completed the report, email a copy to your AdvancED state office.

Enter School Name:

Standards

Standard 1	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.	Meets	Needs Improvement
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.		
1.2	The school 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.		
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.		

Standard 2	The school operates under governance and leadership that promote and support student performance and school effectiveness.	Meets	Needs Improvement
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.		
2.2	The governing body operates responsibly and functions effectively.		
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.		
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.		
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.		
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.		

Standard 3	The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	Meets	Needs Improvement
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.		
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.		
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.		
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.		
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.		
3.6	Teachers implement the school's instructional process in support of student learning.		
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.		
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.		
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.		
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.		
3.11	All staff members participate in a continuous program of professional learning.		
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.		

Standard 4	The school has resources and provides services that support its purpose and direction to ensure success for all students.	Meets	Needs Improvement
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.		
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.		
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.		
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.		
4.6	The school provides support services to meet the physical,		

	social, and emotional needs of the student population being served.		
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.		

Standard 5	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.	Meets	Needs Improvement
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.		
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.		
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.		
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.		
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.		

Student Performance

Briefly describe recent student performance results, areas of strength and areas for improvement. These descriptions should not be complete statistical analyses, simply brief narratives. If applicable, give examples of awards your institution has garnered (Blue Ribbon or similar recognition from states or other organizations, National Merit Scholars, etc.).

Recent Results

Strengths

Areas for Improvement

Stakeholder Perceptions

Please briefly describe the perceptions and opinions of your stakeholders in terms of strengths and areas for improvement. If you have administered stakeholder surveys, provide a brief review of the results. If you have not administered formal surveys, write a brief synopsis of comments, complaints, or testimonials you have from stakeholders.

Strengths

Areas for Improvement

Assurances

We have reviewed the requirements set forth in the AdvancED Assurances.	Yes	No
--	-----	----

Please identify any assurances that are not being met and describe what needs to be done to address the expectations in the Assurance.

© AdvancED 2012

Users may reproduce these materials for noncommercial, educational purposes only, provided all copyright and other proprietary notices contained on the materials are retained. Unauthorized use of the AdvancED logo is not permitted.