

EXECUTIVE SUMMARY

In April 2006, the Northwest Committee compiled data from the surveys taken from parents, students, teachers, and the community. Based on the most frequently listed concerns and test results from the Iowa Tests of Educational Development (ITED), the School Improvement Plan (SIP), and the Nevada High School Proficiency Exam (NHSPE), the Committee drafted three goals for Hug High School in order to initiate the achievement of the school's beliefs:

- Every sub-group will meet or exceed the 95% participation goal for both ELA and Math.
- Meet or exceed Safe harbor status (reduce the percentage of non-proficient students by 10% in all sub-groups) in ELA.
- Meet or exceed Safe harbor status (reduce the percentage of non-proficient students by 10% in all sub-groups) in Math.

After consulting with the RPDP representative, these three goals were evaluated and found to be academic, measurable, and provable.

In November 2006, concerned stakeholders discussed any potential obstacles that might hinder the achievement of the drafted goals. Faculty and staff were requested to prioritize the needs of the school. The strengths and weaknesses of the infrastructure and pedagogy of Hug High were examined. Based on a compilation of the discussions, various solutions and possibilities for improvement were devised and presented to staff



SECTION III- Inquiry Process

and faculty. The needs, problems, strengths, and weaknesses were compiled and presented to the Northwest Committee for further consideration and research to solve and implement potential solutions and avenues for improvement.

In consideration for implementing a variety of modifications and solutions toward the achievement of the goals, many of the areas of concern addressed in the School Improvement Plan (SIP) were incorporated into the three goal areas.

The school profile outlines the current identity of Hug High School based on its curriculum, programs, brief history, and people. Through the accreditation self-study process, this identity has been envisioned into future years and projected into the existing beliefs statement. It is the desire of Hug High School to live out the stated beliefs and statement of purpose through the gathering of the school's artifacts to ensure they represent valid instruments representing all beliefs of each stakeholder group. In order to meet this purpose, approximately 1,500 surveys were submitted to various stakeholder groups, such as parents and community, students, administration, and staff.

According to the responses, the stakeholders were most concerned about expectations from teachers toward students and the effect of student-teacher relationship to overall success. The primary interest of the participants was the success in school of all students regardless of economic or social status. The second highest concern was the ability of all students to have a positive educational experience while attending Hug High. In order to address these concerns, the strategies outlined in the *Ten Common Principles of the Coalition of Essential Schools*, *Breaking Ranks II: Strategies for*



SECTION III- Inquiry Process

Leading High School Reform (2004) and Robert J. Marzano's, *Classroom Instruction that Works* (2001), specifically *the Nine Essential Program Components*, were implemented as a foundation for other interventions and strategies to come in future instruction.

The school profile outlines the current identity of Hug High School based on curriculum, programs, brief history, and people. Through the accreditation self-study process, this identity has been pushed into the future and projected into the ten beliefs of the school. It is important to describe the way in which those beliefs were discerned and the strengths and weaknesses exposed in the gathering of the school's artifacts to ensure their validity. In the exposition of the school's successes and challenges lay implications for what is working at Hug High School and the things that can be improved in the future. If effective improvement is undertaken, it must address the concerns of all stakeholders. In order to compile the concerns of community members, parents, students, teachers, and staff, the accreditation committee used a variety of methodologies to contact approximately 1,500 stakeholders. The responses were significant. Over 550 parents and the community responded to Connect-Ed surveys that were administered in Spanish and English. The staff responded with 35 surveys and the credentialed faculty submitted 80 responses. Students voiced their opinions with 743 answers.

Through the use of Connect-ED, administrators telephoned an 800-number, recorded their personalized voice message, and sent it to parents and concerned community members. The status of the phone call was reported back to the sender via e-



SECTION III- Inquiry Process

mail, which ensured measurable results. Data was then synchronized, compiled, and used for data with charts combined in the text of this document and the Appendix.

The parent and community responses to the surveys indicated that as an overall trend, these groups of stakeholders were concerned that the students at Hug High have a positive educational experience and Hug was seen as an asset for the surrounding areas. Few concerns were expressed but Connect-ED does not allow for interactive responses other than the three choices of yes, maybe, and no to questions asked. Future studies should be administered that allow the stakeholders to have an active voice in the implementation of policies at Hug High.

Community responses were significant in response to concern for students' preparedness to continue on to higher education and most felt that Hug prepared students for this experience after graduation. It seems that the community perception is that students leave Hug High prepared to continue their education as well as apply what they have learned to the general work setting.



Community and Parent Data

A series of nightly questions were asked using Connect-ED in a seven-day subsequent poll. A total of 2,500 parents were contacted was made through a survey in English and Spanish in order to gather attitudes and beliefs about education. Nightly, over 500 parents responded to the likert scale questions. This response was significant and several interpretations can be made from the answers.

There is a high parent interest in the student education at Hug High. The accreditation process held interest for the parents and the responses indicated that there was understanding and a positive response to all of the questions asked. Another indication that might be assumed is that there is a strong bond of communication between parents and the staff at Hug High. This is reflected in the use of EdLine for parents to access student grades and teacher concerns nightly. It may be assumed that information related to important school issues is reaching parents.

Another significant source for communication with the community at large is the positive newspaper coverage of recent events at Hug High that include a mentor program, outstanding sports teams, and changes in the school structure. Over 10 recent articles graced the front page of the Reno Gazette Journal with pictures of the students and quotations about the excitement that is felt as a member of Hug High.

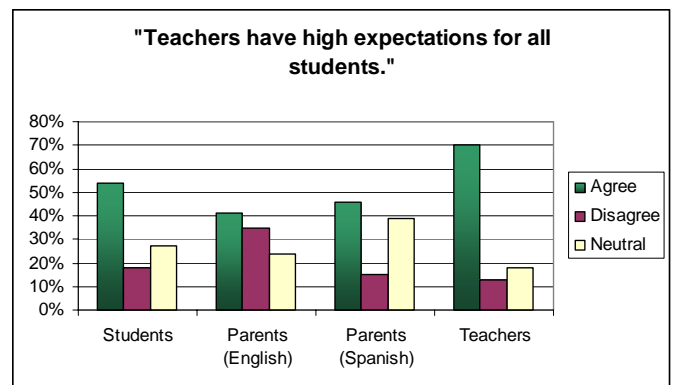
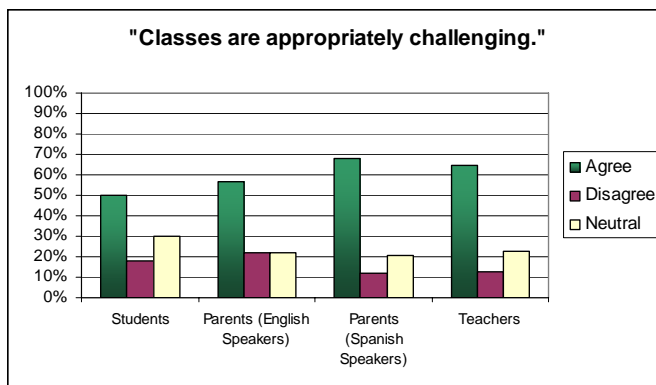
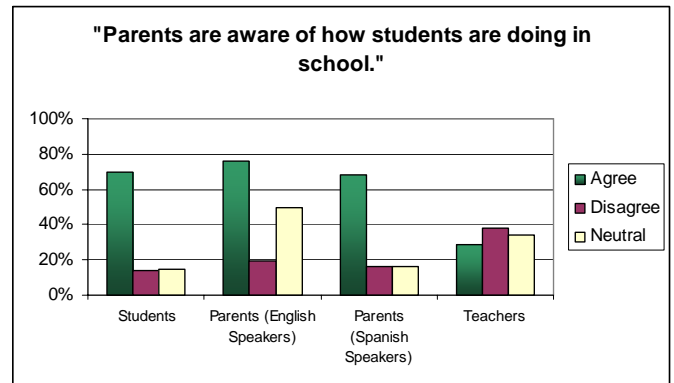
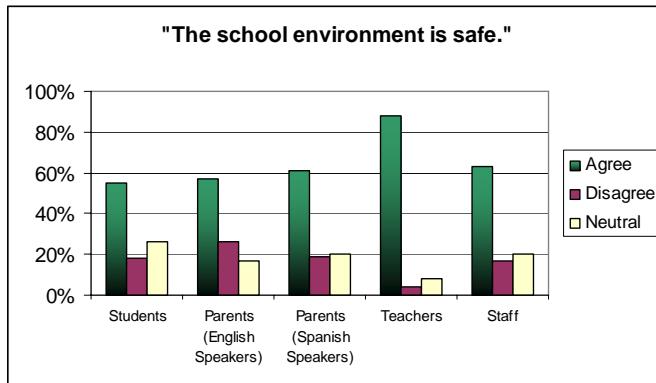
Of the parents that responded, parents indicated an overall approval of 57% for the safety of the school environment. There was a consensus that the classes were appropriately challenging (56%) and an awareness of how individual students were doing in school (75%).



SECTION III- Inquiry Process

The only parent response that was not over 50% of approval was in the area of teachers having high expectations of all students (40%). This concern is addressed in the newly adopted Mission and beliefs statement.

It can be assumed that parents believe that students are capable of learning in Hug's school setting and that students are prepared to function adequately in society after graduation. Students were thought to have adequate technological skills to function competently outside of school. The physical environment of the school was thought of positively and considered to be clean, neat, and comfortable.



Student Data

The student body, 743 students, was asked to respond to questions about their beliefs and perceptions of education at Hug High School. The Student Survey was administered to the students in Advisory classes. The survey was designed to sample students from a cross section of grade and academic levels and a proportional representation of the ethnic groups of the school. Students, like their parents, were concerned over the student-teacher relationship and its effect upon student success.

The second biggest concern of students was in the area of learning or earning a good education. Students' concerns were centered on the education offered at Hug High. Little if anything reflected concerns related to social aspects of the experience at school. Students reacted strongly to the survey, posting scores above 3 out of five choices offered on most items.

Positively, students felt that they were prepared for the real world in relation to their ability to perform academically. Students' perception of their intellectual ability was also listed as a perceived strength of students by parents.

Of least concern to the students were issues related to the schedule used at Hug High and the availability of school activities and athletic opportunities. It appears that extracurricular groups have been quickly established to accommodate student needs in the history of the school and stand out as a strength.



Teacher Data

A majority of the teachers surveyed offered their opinions about educational issues at Hug High. The Teacher Survey was administered to teachers during the March 2007 staff meeting. This is a contributing factor to the high frequency of responses recorded by the teachers (100% participation).

Unlike student and parent responses, teachers were most concerned over parental awareness (2.9) of what and how students were doing in school. This concern ranked number one among teachers' responses. An appropriate curriculum that challenges the students ranked a close number two for concern for teachers (2.9). Students, parents, and teachers shared a feeling of safety in the school environment. The survey indicated a 4.2 in this area.

Teachers reported that clear educational goals and objectives guide their instruction, representing a perceived strength in planning purposeful lessons for students. Teachers also believe that they adequately explain the connection of subject matter to real life applications. The school facility itself again was seen as positive among teachers, agreeing that the school environment feels relatively clean, neat, comfortable, safe, and orderly.



Academic Inquiry

While the social, physical, and perceived effectiveness of the school is important, the proof and primary purpose of a school is academic. Many of the stakeholders' concerns can be followed directly back to the academic performance of students at Hug High. In order to evaluate the strengths and weaknesses of students' academic performance, the Committee considered pass rates on the NHSPE. Certainly, there are other indicators of academic success, though none weight as heavily toward a student's attainment of a state approved diploma. These results provide easily quantifiable standards against which students are held in an academic setting.

According to NHSPE results, the majority of Hug High students fall into the in the area of "Meets Standard - Student consistently applies skills/strategies without need for remediation." (54% in reading and 48.1% in Math) Students who "exceed Standard - Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations" make up 1.6% of the test takers in math and 18% in reading. White/Caucasian students possessed an overall pass rate of 92% in reading and 71.8% in math. Sixty six percent of Pacific Islander students passed the test in reading and 38% in math. Sixty seven percent of Hispanic American students passed in reading and 45% in math. Results indicate that Black/African American students passed the test in the lowest numbers, but posted a close 66% percent in reading and 36.8% in math. By gender, male students passed the math test in a higher percentage (52%) than female students 45% did.



SECTION III- Inquiry Process

Female students passed the reading test with a significantly higher percentage (79%) than male students 67% did.

NHSPE Math Results 2005-2006- Hug High School

	Number Enrolled	Not Tested	% Above AMO	1	2	3	4
	196	3.6%	-2.6%	13.8%	36.5%	48.1%	1.6%
Male	116	5.2%	0.4%	14.5%	32.7%	50.9%	1.8%
Female	80	1.3%	-6.7%	12.7%	41.8%	44.3%	1.3%
American Indian/Alaskan Native	-	-	-	-	-	-	-
Asian/Pacific Islander	22	4.5%	-14.2%	4.8%	57.1%	38.1%	0.0%
Hispanic	108	0.9%	-7.4%	15.0%	40.2%	43.0%	1.9%
Black/African American	21	9.5%	-15.5%	26.3%	36.8%	36.8%	0.0%
White/Caucasian	42	7.1%	19.5%	10.3%	17.9%	71.8%	0.0%
IEP	32	6.3%	-42.3%	63.3%	26.7%	10.0%	0.0%
LEP	35	0.0%	-29.4%	25.7%	51.4%	22.9%	0.0%
FRL	132	3.0%	0.0%	10.9%	36.7%	50.8%	1.6%

NHSPE Reading Results 2005-2006- Hug High School

	# Enroll	Not Tested	% Above AMO	1	2	3	4
	196	3.6%	-5.9%	4.2%	23.8%	54.0%	18.0%
Male	116	2.6%	-10.6%	7.1%	25.7%	53.1%	14.2%
Female	80	5.0%	1.0%	0.0%	21.1%	55.3%	23.7%
American Indian/Alaskan Native	-	-	-	-	-	-	-
Asian/Pacific Islander	22	4.5%	-11.2%	4.8%	28.6%	52.4%	14.3%
Hispanic	108	4.6%	-11.9%	2.9%	31.1%	53.4%	12.6%



SECTION III- Inquiry Process

Black/African American	21	0.0%	-11.2%	14.3%	19.0%	52.4%	14.3%
White/Caucasian	42	2.4%	14.8%	2.4%	4.9%	58.5%	34.1%
IEP	32	6.3%	-47.9%	20.0%	50.0%	26.7%	3.3%
LEP	35	5.7%	-47.6%	6.1%	63.6%	30.3%	0.0%
FRL	132	1.5%	-6.4%	3.1%	25.4%	55.4%	16.2%

(Nevada Report Card – Hug High)

1. Emergent/Developing - Student occasionally/does not apply skills/strategies and requires extensive remediation.
2. Approaches Standard - Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
3. Meets Standard - Student consistently applies skills/strategies without need for remediation.
4. Exceeds Standard - Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.

IEP = Students with disabilities.

LEP = Students with Limited English Proficiency.

FRL = Students qualifying for Free/Reduced Lunch.

2005-2006 HSPE results reflect proficiency rates that are aligned with those used for the calculation of Adequate Yearly Progress.

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that this population was not present.

'**' indicates that these data were not available.

In the area of reading, NHSPE results indicated that the majority of Hug High students are proficient. However, certain subgroups, such as students in special education, show the highest need for improvement. This population did not show sufficient improvement over previous years' scores to meet state established standards. Therefore, the school as a whole is not considered proficient in Reading under the criteria of No Child Left Behind (NCLB). For students' long-term benefit and the school's good standing with the state, Hug High stakeholders must affect a change in students' reading proficiency. If not merely for the altruistic purpose of producing a more literate community, the task should be undertaken out of necessity of the school to graduate



SECTION III- Inquiry Process

students with state approved diplomas. Communicating the importance of attending school the day of the test could raise test scores, since much of the reason for Hug's non-proficient status is a result of a lack of participation in the test.

Specific areas of deficiency on the reading test are reading skills and strategies, reading to comprehend, interpret, and evaluate informational texts, and word analysis. Students need to improve their reading skills by more effectively locating essential information, predicting, drawing conclusions, and making inferences in literary, informational, and functional texts. Students need to better identify the main idea of a variety of different reading selections, and improve their analysis of character, plot, setting, theme, and point of view all literature. In addition, there is need to improve the use of textual evidence to analyze a theme or the meaning of a selection. Students need to strengthen their ability to use context clues to understand new vocabulary in readings, improve their understanding of figurative and literal language, better use knowledge of Greek and Latin roots to understand words, and discern subtle differences in similar words.

The math portion of the NHSPE clearly presents the biggest academic challenge to stakeholders at Hug High. With an overall pass rate of over 60%, students' abilities in math fell well short of state standards. Again, an insufficient increase in the cumulative pass rate on the mathematics portion of NHSPE resulted in students being considered non-proficient in math.



SECTION III- Inquiry Process

An increase in student abilities needs to be realized in math. Nevada State Standards and benchmarks need to be reviewed in math instruction and attacked using Marzano's strategies as a base and the consistent implementation of master plan interventions.

Little is mentioned about the math performance in the teacher, parent, or student surveys, but NHSPE results clearly show a need for improvement in this area. To ensure state approved diplomas, the good standing of the school with the state and the long-term benefit of students, something must be done to improve students' math performance. With the implementation of Marzano and the specific interventions listed on the Master Plan, the math department, SIP, and the Northwest Committee will be closely monitoring students' performance in math in future NHSPEs. The acquiescence of the math issue among survey results and the apparent misconception of parents and students about reading abilities may also indicate the need for a push to heighten awareness concerning math and reading deficiencies.

Given results of the stakeholder surveys and NHSPE results, the Northwest Committee began to discern the need for a reasonable number of goals that were, according to the guidance of the Regional Professional Development Program (RPDP), academic, measurable, and provable. From the surveys, goals were drafted. Regarding the parental involvement issue among survey responses, efforts will be stated in the Master Plan that includes more of a parental involvement in the future. Academically



SECTION III- Inquiry Process

three goals were formed to guide the school toward higher academic achievement and the fulfillment of state mandated standards of education.

Following the guidance of the RPDP, the following three goals were developed for Hug High School:

1. Every sub-group will meet or exceed the 95% participation goal for both ELA and Math.
2. Meet or exceed Safe harbor status (reduce the percentage of non-proficient students by 10% in all sub-groups) in ELA.
3. Meet or exceed Safe harbor status (reduce the percentage of non-proficient students by 10% in all sub-groups) in math.

Although apparent that absolutely not every concern posed by the surveys and NHSPE results has been addressed with these three goals, the fruition of the goals will require the improvement of multiple issues not explicitly stated within them.

