

WESTERN ASSOCIATION  
OF SCHOOLS AND COLLEGES



**SELF-STUDY  
ACCREDITATION REPORT**

April 2020

**North Tahoe High  
School**

TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT



# The Purpose of WASC

- Involve all school stakeholders in self-evaluation, goal setting, and action planning
- Establish focus areas for improvement
- Provide outside input
- Provide accreditation, assuring that our institution meets all of the Western Association of Schools and Colleges' (WASC) standards

# The Self-Study Process

- Last full Self-Study was Spring 2014
- Part of the Continuous Improvement Cycle guided by our annual Accountability Plan
- Involves all stakeholders in focus groups:
  - Organization, Curriculum, Instruction, Assessment, Culture
- Craft School's Graduation Goals
- Identify key questions to investigate
- Identify schoolwide strengths and challenges
- Identify Critical Areas of Need
- Develop schoolwide goals and action plan

# Critical Learner Needs from 2014

- Increase rigor in all content areas
- Strengthen Support for ELD for students and programs
- Continue professional development in mathematics and literacy
- Deepen and integrate curricular and extracurricular programs
- Increase collaboration and articulation with middle school
- Continue to provide a wide variety of programs with the ultimate goal of having all of them function as stand-alone classes
- Investigate and implement a grading and data management system
- Expand the Wellness Center offerings

# NTHS Graduation Goals

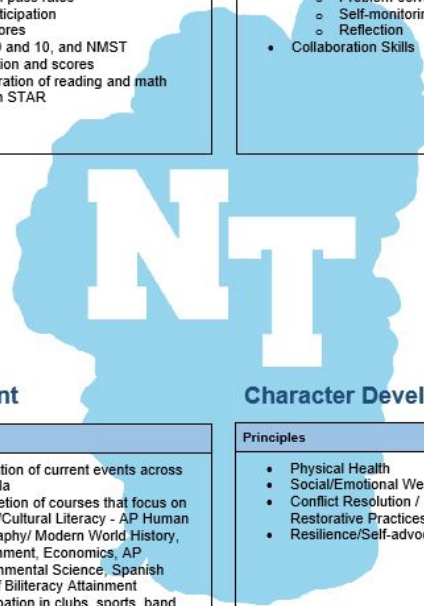
A Laker graduate has demonstrated:

## College/Career Readiness

Principles	Measurables
<ul style="list-style-type: none"> <li>Broad academic preparation</li> <li>Specific career/ professional education</li> <li>College and Career research and planning</li> </ul>	<ul style="list-style-type: none"> <li>CTE Pathways enrollment, completion, and work-based learning</li> <li>Post-high school planning</li> <li>Attainment of A-G Requirements</li> <li>National Student Clearing House Post-graduation Data</li> <li>AP and Pre-AP class enrollment, grades, and exam pass rates</li> <li>GRIT participation</li> <li>SBAC scores</li> <li>PSAT 8/9 and 10, and NMST Participation and scores</li> <li>Demonstration of reading and math growth on STAR</li> </ul>

## Communication Skills

Principles	Measurables
<ul style="list-style-type: none"> <li>Clear spoken and written communication</li> <li>Active listening skills</li> <li>Integration of technology</li> <li>Professional etiquette               <ul style="list-style-type: none"> <li>Etiquette for tech use</li> </ul> </li> <li>Critical thinking               <ul style="list-style-type: none"> <li>Problem-solving</li> <li>Self-monitoring</li> <li>Reflection</li> </ul> </li> <li>Collaboration Skills</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide Scales for: Work Ethic and Professionalism, Presentations, Academic Discourse, Writing, Research, Collaboration, and Socratic Seminars</li> <li>Portfolios/Senior Project</li> <li>Assignments involving reading and writing across the curricula</li> <li>Seal of Biliteracy Attainment</li> <li>Google Suite for Education               <ul style="list-style-type: none"> <li>Classroom, drive, docs, sheets, gmail, and drawing</li> </ul> </li> </ul>



## Community Engagement

Principles	Measurables
<ul style="list-style-type: none"> <li>Global Awareness</li> <li>Community Service</li> <li>School Involvement</li> <li>Bilingual Communication</li> </ul>	<ul style="list-style-type: none"> <li>Integration of current events across curricula</li> <li>Completion of courses that focus on Global/Cultural Literacy - AP Human Geography/ Modern World History, Government, Economics, AP Environmental Science, Spanish</li> <li>Seal of Biliteracy Attainment</li> <li>Participation in clubs, sports, band, and Leadership/ASB</li> <li>Cultural events on campus—Cinco de Mayo, Kermes for conferences</li> <li>ARC participation</li> <li>30 hours of community service</li> <li>Student organized political events</li> </ul>

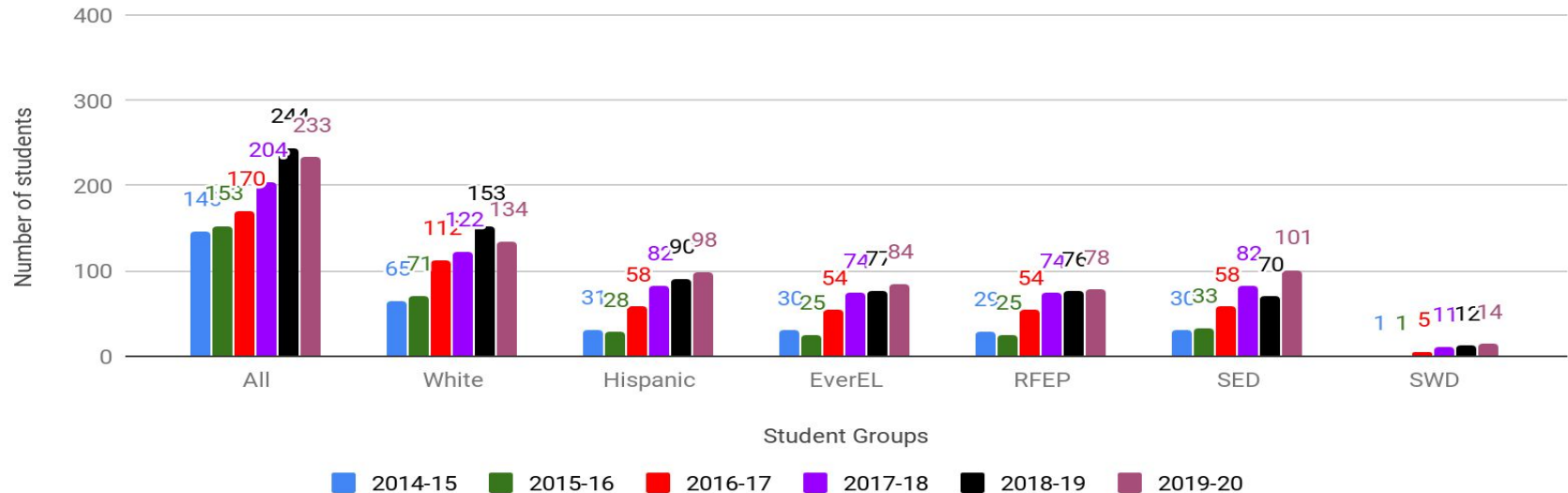
## Character Development

Principles	Measurables
<ul style="list-style-type: none"> <li>Physical Health</li> <li>Social/Emotional Wellness</li> <li>Conflict Resolution / Restorative Practices</li> <li>Resilience/Self-advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Participation in athletics, clubs, and leadership</li> <li>PE/Health, PE 2, and culinary curricula</li> <li>Participation in wellness groups, wellness center support, and mindfulness activities</li> <li>Identification of personal resources</li> <li>Community service completion</li> <li>Work ethic scales</li> <li>Positive culture-Leadership, Link Crew, Athletes Committed, and relationships</li> </ul>

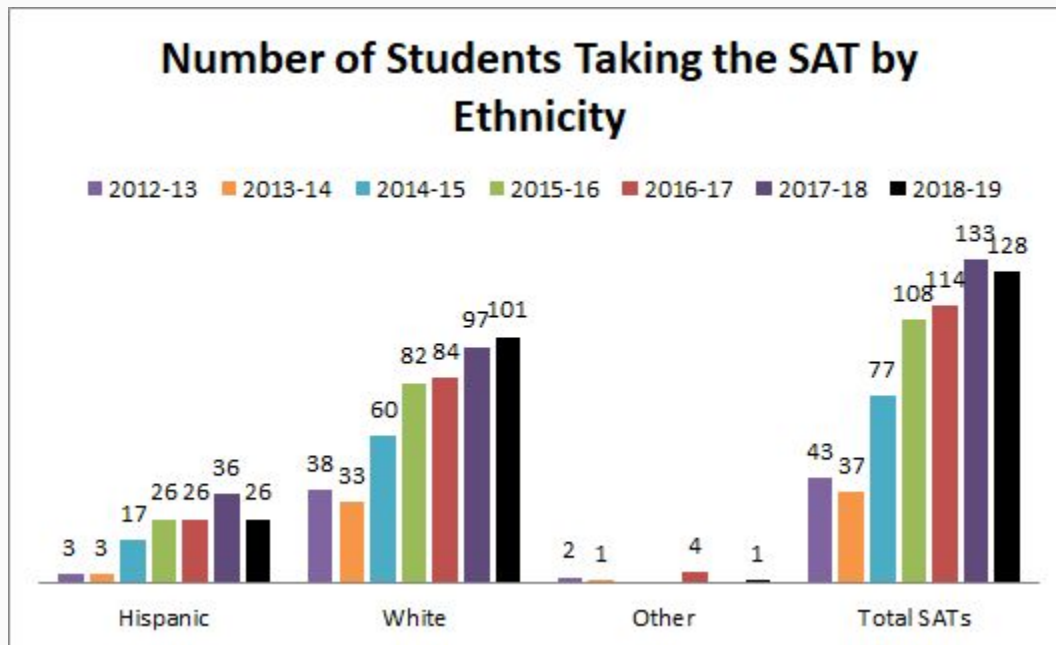
# The Data - AP

## AP Course Enrollment

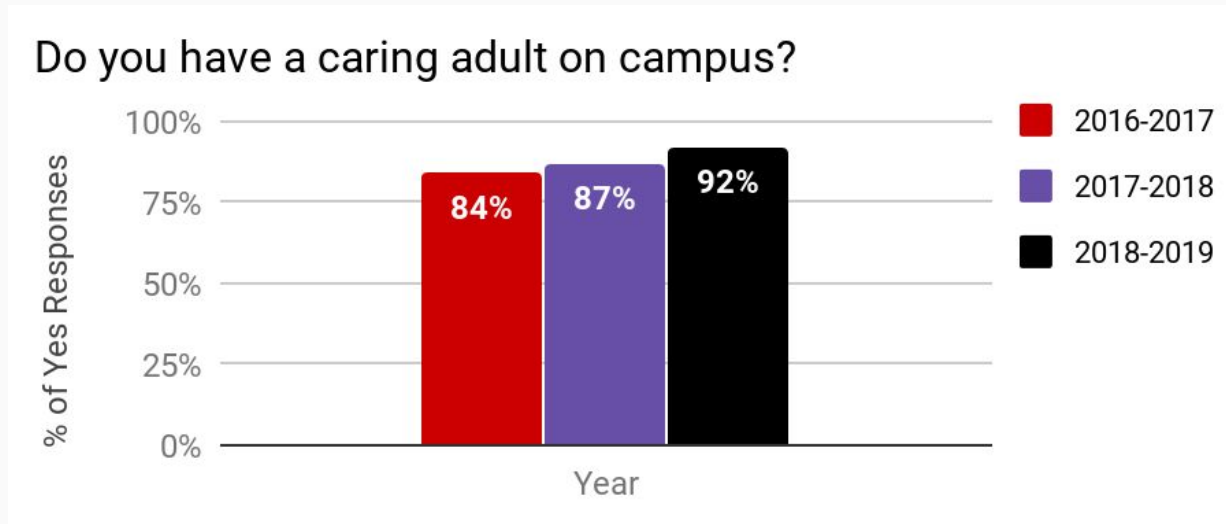
Students enrolled in at least one course



# The Data - SAT



# The Data - Culture/Connections

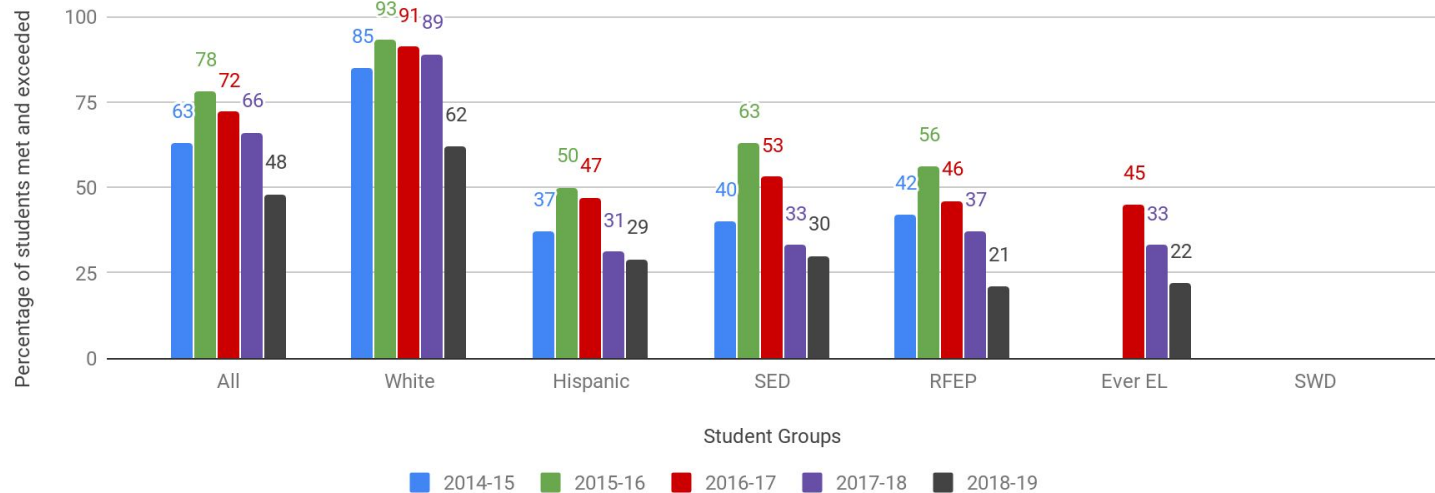




# The Data - ELA

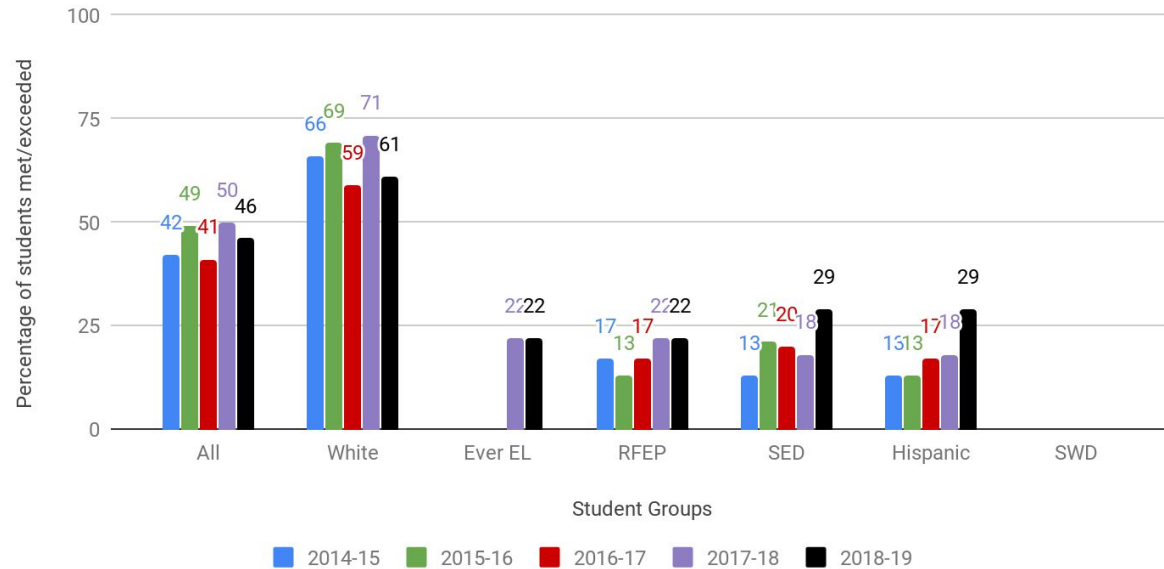
## ELA CAASPP Percent 11th Grade

Students Met/Exceed Standard by Subgroup



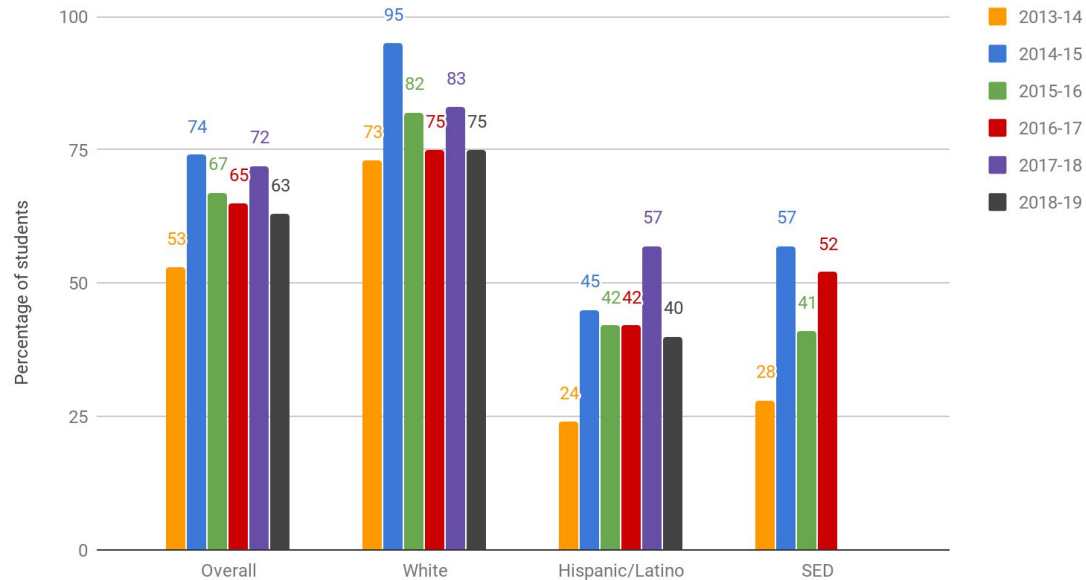
# The Data - Math

CAASPP Math 11th grade



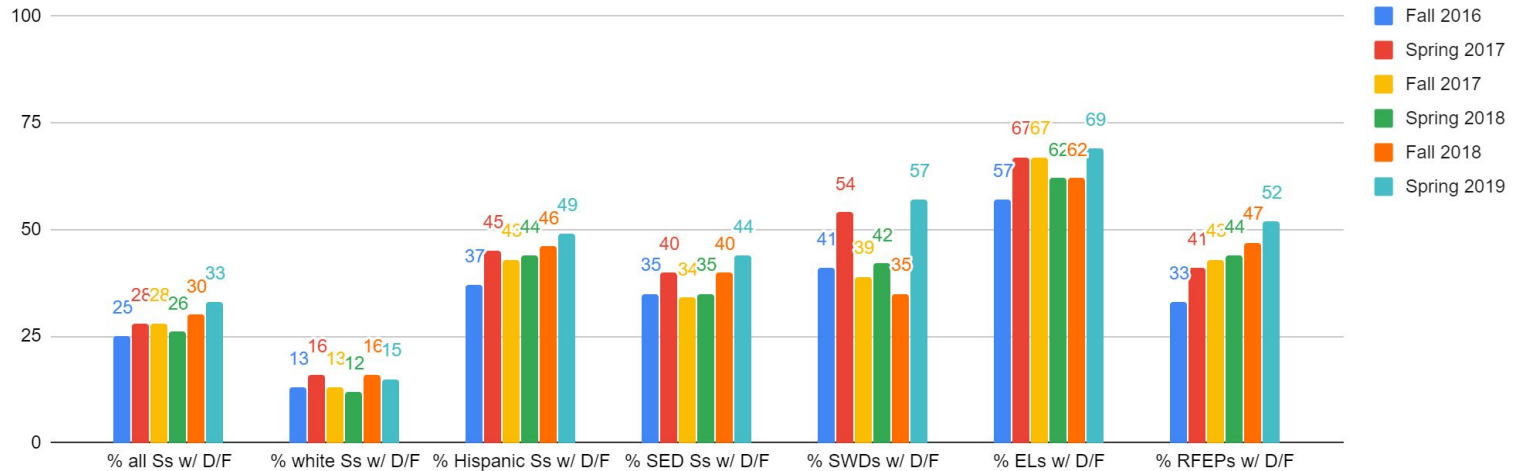
# The Data - A-G

Percent of Graduating Class Meeting A-G Requirements by Subgroup



# The Data - Grades

D/F List by Subgroup - % subgroup on D/F list



# Critical Questions and Preliminary Student Learner Needs

- 1) What College and Career target should we be using (Grades/A-G requirements)? Are we too AP focused? Is A-G for ALL our goal?
- 2) What are the wellness needs of our students? How do we establish a tier-one social-emotional skill curriculum?
- 3) How do we remediate effectively? What supports are we providing for the mid-range students? How can RTI/Intervention be more effective?
- 4) The achievement gap in academics - Are STAR reading and math effective measures of student levels? What is the level of rigor in classes?

# Findings: Schoolwide Strengths

- School Culture - Connections, Spirit, Family feel
- Academic Culture and Supports
- Student Involvement - Extra-curriculars
- Student Leadership - ASB, Link Crew, Grit, Athletes Committed - Voice
- Wellness Center
- Modified Block Schedule - year long, Intervention, Pathways & Lab/Project periods
- Course offerings - AP and Support
- Ski Academy and Cold Stream partnership
- Community and District Support

# Findings: Critical Areas of Need

- Address the Achievement Gap with a specific focus on intervention and credit recovery--Academic Achievement Goals for English and Math.
- Develop a multi-tier approach to social-emotional learning in order to address student wellness needs--School Climate Goal.
- Prepare students for life after high school, including preparation for a variety of career pathways--School Focus Goal and College/Career ready.

# Critical Areas of Need: Address the Achievement Gap with a specific focus on intervention and credit recovery

- Reflected in ELA and Math academic goals & College Readiness goal
- A-G Rates (grades)
- Actions:
  - Improve systems of intervention and differentiation
  - Maintain AP and support classes
  - Expand supports for Grit students to promote college-going culture amongst Latinx and SED subgroups
  - Improve credit recovery opportunities
  - More grade Level specific PLC time



# Critical Areas of Need: Develop a multi-tier approach to social-emotional learning in order to address student wellness needs

- Reflected in the school climate goal
- Actions:
  - Develop a multi-tiered approach to Social Emotional Learning
  - Professional Development on Trauma-Informed Education
  - Expand mindfulness, SEL lessons, restorative conversations in Pathways and classes
  - Increase parent outreach events
  - Support positive student attendance

# Critical Areas of Needs: Prepare students for life after high school, including preparation for a variety of career pathways

- Reflected in the School Focus, College/Career Readiness Goal
- Actions
  - Incorporate professionalism and career skills into all classes
  - Increase grade level PLC time
  - Investigate expansion of CTE programs
  - Expand the Grit program and its supports
  - Investigate AVID program
  - Provide students with more information about post-secondary opportunities beyond 4 year college

# WASC Visit

- April 26-29
- 4 Members of the Visiting Team
- Meet with focus groups, parent, student and staff groups
- Interview students
- Observe classes
- Validate and recommend focus areas for improvement