

Improving Persistently Underperforming Schools

*Clark County School District:
Building Effective Schools by
Design, Not by Chance*

EXHIBIT T - EDUCATION
Document consists of 9 pages.
Entire exhibit provided.
Meeting Date: 02-25-14



Prioritizing Lowest Performing Schools

Turnaround Zone Schools

Priority Schools



Leadership

- Selection of a Highly Effective Principal Behavioral Event Interview
 - ✓ Past behavior and performance predict future performance.
 - ✓ Describe situations and experiences in a previous role.
 - ✓ Four overarching competencies are measured: Driving for Results, Influencing Results, Problem Solving, and Showing Confidence to Lead.

Structures, Functions, and Processes of Highly Effective Schools

TAZ System Levers





Curriculum and Instruction

- Aligned with Nevada Academic Content Standards.
- Utilize the Components of an Effective Lesson and Teacher Expectancies.
- Provide common planning time for teachers.
- Monitor instruction frequently through classroom walkthroughs and supervisory observations.



Assessment

- Aligned with Nevada Academic Content Standards.
- Summative and formative assessments are utilized.
- Collaborative structures are in place for teachers to analyze student achievement data.



School Initiatives

- High School Literacy Initiative
- Response to Instruction
- SpringBoard
- Professional Learning Communities



Professional Development

Focused Professional Development

- Utilization of Data
- Job-Embedded, Individualized Peer Coaching

Ongoing

- Follow-up
- Consistent Monitoring
- Evaluation of Effectiveness



Results

Turnaround Schools

Priority Schools