



Accreditation Stakeholder Analysis

Table of Contents

Climate Surveys	3
Student Surveys	3
WCSD Climate Survey	3
High School Engagement Survey	4
High School Inventory	5
Climate and Culture Survey	6
Discussion of Student Surveys	7
Parent Surveys	9
Parent Survey	9
Climate and Culture Survey	9
Discussion of Parent Surveys	10
Staff and Faculty Surveys	11
Teacher Climate and Culture Survey	11
Staff Climate and Culture Survey	11
School Quality Factors	12
Discussion of Staff and Faculty Surveys	15
Observational Analysis	17
Eleot Tool	17
Behavior Management Cycle	20



Accreditation Stakeholder Analysis

Climate Surveys

enCompass Academy provides an annual student climate survey through the Washoe County School District (WCSD). In addition, for purposes of a deeper dive for the accreditation process, enCompass also completed the Student Climate Survey through AdvancEd and the Student Engagement Survey. The parents were surveyed using the Climate and Culture Survey as well as the Parent Perception Survey. Finally, the teachers have completed the NCCAT-S survey, the Climate and Culture survey, the Teacher Inventory, and the SQF. Each of the following will be analyzed and organized based upon stakeholder group and assessment, with a final connecting summary.

Student Surveys

WCSD Student Climate Survey

- Students demonstrated a favorable improvement in **all** measures for the Climate and Culture Survey including: adult respect, adult support, attitudes toward substance use, bullying, SEL measures (relationship skills, responsible decision-making, self-awareness of emotions, self awareness of self concept, self-management of emotion, self-management of goals, self-management of schoolwork, social awareness), safety, student engagement, student respect, and victimization.
- In SY 1819, in comparison with WCSD high schools, enCompass performs better in adult respect, adult support, bullying, SEL measures (relationship skills, responsible decision-making, self-management of emotion, self-management of school-work), safety, student engagement, and student respect.
- In SY 1819, in comparison with WCSD high schools, enCompass performs less favorably in the attitudes towards substance use, SEL (self-awareness of emotions, self-awareness of self-concept), and victimization.
- The school saw the greatest gains in the following measures between SY 1718 and SY 1819: student respect (20% improvement), student engagement (15% improvement), safety (14% improvement), and self-management of emotion (13% improvement).
- Areas with the least percentage of gain between SY 1718 and SY 1819 include: self-awareness of self-concept (2% improvement), self-management of goals (2% improvement), victimization (2% improvement), adult support (3% improvement), and social awareness (3% improvement).
- In a crosswalk of the comparison to WCSD high schools, and the least amount of improvement, self-awareness of self-concept and victimization would be beneficial to focus on for the school's SEL supports. Specific focuses within the self-awareness of self-concept include Q.1 (Knowing what my strengths are) and Q.2 (Knowing how to get better at things that are hard for me to do at school). Specific focuses for victimization include Q.2 (being cursed at, verbally threatened, or made fun of by someone being mean), Q.8 (receiving cruel, vicious or threatening messages through texts, email, or social media), and Q.9 (having had someone take a picture of the student and forward it on



Accreditation Stakeholder Analysis

to other people's phones or posted it on the internet with knowledge or consent).

- Based upon the focus of the school, the key improvements in the Adult Respect measure, specifically Q.5 (The rules and school-wide expectations for behavior are very clear at my school) improved from 79% to 95% between SY 1718 and SY 1819. Q.6 (Teachers and staff always make sure students follow rules and expectations for behavior) also saw significant improvement from 79% to 89% in SY 1819.

High School Engagement Survey (HSES)

Analysis relating to student disposition:

- Based upon the HSES, there are some trends that come up throughout the questions. Many students complete requirements to get a passing grade, but are often not going beyond. For example, 41% of students state they "do just enough to make a good grade", 25% "strive to do their very best," 21% of student "look for activities that challenge me," 25% "memorize only the facts and information needed for a good grade" when preparing for a test, and success for 46% of the students is "when they have completed class requirements."
- Students tend to be extrinsically motivated. For example, 28% of students note that they participate in extracurricular activities "when the teacher gives a grade for participating." This extrinsic motivation is tied to the students doing just what they have to do to pass their classes.
- Students do not set aside time to do prepare for school success outside the school day. For example, 32% of students study "right before the test," and 25% "rarely prepare for tests." Only 10% of students "set aside time daily for reviewing work and notes."
- 62% of students recognize that challenging activities cause them to "work harder than normal" (37%) and "strive to do their best." (25%) Still, 28% of students "feel nervous or scared" or "stop doing the assigned work."

Analysis relating to student disposition about teachers methods:

- 82% of students feel they can "go to teachers about anything" (31%), "make sure that students do their best work at all times" (18%), and note that "teachers work with them on difficult content" (32%).
- 55% of students feel that they are "more involved in lessons" (31%) and "don't get as bored" (24%), when teachers change their method of instruction.
- Technology is something that students feel favorable toward in the classroom. 81% of students feel it "helps them stay focused and better understand the lesson" (35%), "keeps their attention long enough to get some work done" (26%), and "makes them want to complete the assigned task" (19%). The definition of the use of technology is not given (i.e. video clips on the screen, PowerPoint, use of computers, use of cell phones, etc.)



Accreditation Stakeholder Analysis

- Students value their teachers very much, as evidenced by their recognition of teacher support. To further support this, 50% of students note that even though “classroom activities are difficult, they know that their teachers want them to participate in them” (21%), and even though they aren’t fun, students “participate anyway” (29%).

Analysis related to the student disposition about the school as a whole:

- 75% of students are favorable about school rules, recognizing that “rules are established for good reason” (49%), “help students to monitor their actions” (16%), and “are established for maximum student success”(10%). 25% of students find rules “hard for them to follow” (21%) and “not applicable to them” (4%)

Analysis related to student disposition about the material students learn:

- 40% of students do not feel the class activities they participate in relate to their life, and 4% state they “do not try.”
- 71% of students note that skills they learn “change the way they think about things” (31%) and “help them pass the course” (40%).
- 68% of students are not completely favorable about their ability to use their voice. 32% feel that they can use their voice to influence the opinions of others. 34% feel that “no one is listening to them” (13%) and they “never voice their opinion” (21%). 28% feel comfortable sharing when they have “the same opinion as others in the class” and 6% don’t feel their opinion is “what their teacher is interested in hearing.”

High School Inventory

C. Purpose and Direction

- Only 5% of students feel they never set academic goals with their parents or teachers. 55% feel it is 3-6+ times per year, and 40% feel it is 1-2 times a year.
- 77% use counseling services at least 1-2 times per year.
- Only 5% of students never plan for college and/or career opportunities. 95% are planning at least 1-2 times per year.
- Only 10% of students feel they never investigate or choose plans for their projects.
- 35% of students do not participate in before or after school activities. This would be an improvement over previous surveys in that students now participate in tutoring/extended-day, BGCTM, and even home zoned sports activities.

D. Governance and Leadership

- 23% of students do not feel they are working on real-life problems, and 43% feel they are working on real-life problems in at least 1 of their classes.
- Most students feel that in at least one class, they are required to give a class presentation and share their work with classmates and they are working on assignments that extend beyond the class period.



Accreditation Stakeholder Analysis

E. Teaching and Assessing for Learning

- A majority of students recognize that the following activities occur in at least one of their classes, with a majority of the activities occurring in at least half of their classes.
- Participation in activities in over half of classes include: completing assignments that meet personal needs (67%), working in groups or pairs (67%), using digital tools (63%), receiving targeted feedback (70%), receiving opportunities to correct/improve work (75%), and receiving acknowledgement or praise about work (63%).
- Participation in activities where the participation is more between one class to half of classes includes: completing meaningful homework to review what is learned in class and to prepare (63%) and using a rubric or scoring guide (67%).

F. Resources and Support

- A majority of students feel safe at school. (58% in all classes, 15% in at least half of the classes)
- 79% of students feel they have the materials they need to be successful in school in at least half of their classes, with 52% feeling they have the materials in all classes.
- 82% of students feel they complete challenging work in at least half of their classes.
- 62% of students are participating in the class activities in at least half their classes.

Climate and Culture Survey

- Expectations for students at enCompass: “I am learning” (71%), “I understand” (62%), and “I should ask the teacher” (51%).
- Teachers say: “We will be working on...” (56%) and “Explain it.” (40%) The statements least said by teachers are: “Repeat it.” (16%) and “You are being taught...” (16%)
- When completing assignments, the majority of students feel: “Calm” (59%), there is “usually enough time” (60%), “relaxed” (49%). The statements least felt by students are: “hectic” (24%) and “never enough time” (24%).
- A majority of students feel that teachers are: “honest” (59%) and “caring” (60%). The statements the least amount of students felt about teachers included: “lazy” (8%), “untrustworthy” (10%), “curious” (11%), and “uninterested” (11%).
- Students feel the things they most often DO in class include: “listen to teachers” (57%), “write” (48%), and “work with others.” (44%). The statements students felt they were doing the least include: “completing brief (10%) or long (2%) projects,” “giving project demonstrations” (5%). Of special consideration, 38% of students feel they complete easy work, and 17% feel they complete challenging work.
- Students describe their experiences in class as: “normal” (46%), “random”



Accreditation Stakeholder Analysis

(40%), “rowdy” (33%), and “easy” (33%). The statements that the least percentage of students felt described their class experiences were: “rushed” (11%) and “negative interactions with others” (11%).

- Students describe interactions with adults as: “supportive” (63%), “respectful” (63%), “helpful” (57%), “trusting” (56%). The statements that the lowest percentage of students used to describe interactions with adults were: “useless” (16%), and “distant” (17%).
- Students describe the physical spaces within the school as: “comfortable” (56%), “stable” (51%), “open” (49%), and “stressful” (41%). The statements that the lowest percentage of students felt describe the physical spaces were: “neglected” (11%) and “closed” (21%).
- Students describes their feeling at school as: “tired” (51%), “bored” (40%), “happy” (38%), and “supported” (37%). The statements that the lowest percentage of students felt while at school was: “afraid” (11%), “angry” (19%), and lonely “(19%)

Discussion of Student Surveys

Promising Practices:

Improved School Culture Practices

The school culture and climate is going through some changes from years past. The school has worked hard to solidify and standardize its goals, routines, and expectations for students, however the process is still in flux. Of note, most students understand the rules and the purpose of rules and expectations. This is noted in all the student surveys: the WCSD climate survey saw a 16% increase from SY 1718 (when many of these measures were first implemented) to SY 1819 on the question of whether or not the school-wide expectations for behavior are clear at the school (95% of students responded favorably); 75% of students are favorable about school rules, recognizing that “rules are established for good reason” (49%), “help students to monitor their actions” (16%), and “are established for maximum student success” (10%). The school has worked hard to refine and standardize its “codes” including: expectations about uniform and cell phone use, implementing the hierarchy of consequences, developing a set of enCompass core values, enhancing incentive and reward systems to honor those who are doing the right things rather than those who are not, and providing a space for camaraderie and competition through school-wide teams.

Adult Support in a Safe School

Overall, students feel that enCompass is a safe school, and a place they can be to accomplish their goals. The majority of enCompass students see staff, faculty, and administration as supportive of their experience, and as trusting and respectful individuals who wish to support students with their goals. This is evidenced on the WCSD survey, which saw the adult respect measure increase by 11% to 81% (8% higher than other WCSD high schools) and the adult support measure increase by 3% (5% higher than other WCSD high schools). Students feel 95% of the time that the teachers believe they can get good grades with effort, and 84% of students believe their teachers care about them.



Accreditation Stakeholder Analysis

SEL Programs

It is of note that the culture and climate has increased dramatically from previous years. enCompass staff and faculty have worked to create an environment that is safe and supportive of all students, regardless of their academic past. They have also created a space where most students feel they are safe and believed in, and that they can accomplish their goals. The counseling department should continue to use the climate survey to refine programs to support students, and use the cross-walk technique to look at specific questions and indicators through their restorative circles.

Opportunities for Improvement:

Academic Rigor Across All Classes

enCompass students do not always feel that the workload they have is challenging in all classes. Approximately 1/3 of students use words to describe their experience at school like “easy” and describe themselves as being “bored.” 38% of students feel they complete “easy” work, however 82% of students feel they complete challenging work in at least half of their classes. Also of note is the recognition that most classes feature teacher-directed learning, and students are not being graded through the use of rubrics in most situations. In fact, student voice is sometimes hampered in lieu of control within the classes. There is room to increase the level of rigor and expectation in classes, especially with the amount of additional support that students receive. There is also room to improve the independence of the student-learner in the classroom, and begin to reduce the individual control of the instructor so that learning can become more active rather than passive. This can occur as the culture continues to improve throughout the school, and teachers continue to push to use new strategies.

College and Career Readiness

Students feel that the work they are completing does not have a direct link to their future careers. Some of the concern comes from the amount of teacher-led instruction and passive engagement of students. Most students see the value of the diploma as a milestone and gatekeeper to future paths, however most do not use their time at enCompass as preparation for career. 23% of students do not feel they are working on real-life problems, and 43% feel they are working on real-life problems in at least 1 of their classes. enCompass could improve its programs to develop more connections between the curriculum and students’ future careers.



Accreditation Stakeholder Analysis

Parent Surveys

Parent Survey

Parents were overall very favorable about what is happening at enCompass. 45% of parents participated in the survey, and the overall perspective of parents was higher than that of the rest of the network. The highest scoring areas were:

C. Purpose and Direction

- The school's purpose and vision, which is clearly focused on student success (4.51) and has established goals for improving student learning (4.46).

D. Governance and Leadership

- Parents felt that the school communicates about the school's goals and activities (4.49).

E. Teaching and Assessing for Learning

- Parents felt their student has up-to-date access to computers and technology (4.36).

F. Resources and Support Systems

- The school provides students with opportunities to participate in activities that interest them (4.36) and the school ensures the effective use of financial resources (4.36).

G. Using Results for Continuous Improvement

- My child is prepared for success in the next school year (4.36).

The lowest scoring areas were:

D. Governance and Leadership

- The school's governing body does not interfere with the operation or leadership of the school (4.00).

E. Teaching and Assessing for Learning

- All of my student's teachers give work that challenges my child (3.95), keep me informed regularly of how my child is being graded (4.03), use a variety of teaching strategies and learning activities (4.05), and work as a team to help my child learn (4.13).

Climate and Culture Parent Survey

- Teachers say to students: "We will be working on..." (59%), "Explain your work" (44%), and "I am interested in what you're thinking" (44%). The statement teachers say the least according to parents is: "repeat what you



Accreditation Stakeholder Analysis

said" (6%), "you should do it this way" (13%), "you are being taught" (13%), and "what are you doing?" (13%)

- Students most often do the following: "think" (66%), "listen to teachers" (63%), and "work with others" (50%). The statements parents feel students do the least are: "complete easy work" (3%), "give project demonstrations" (6%), "make presentations" (9%), and "complete long projects" (3%).
- Parental interactions with staff are: "supportive" (81%), "helpful" (66%), "respectful" (56%), and "comfortable" (56%). The statement that parents describe their interactions with staff the least include: "brief" (6%), "distant" (3%), and "uncomfortable" (3%).

Discussion of Parent Surveys

Parents were overwhelmingly supportive of the school, and even categories that were the lowest scores were still very positive. There are, however, some areas that seem to stand out as very similar to the visions of students.

Promising Practices

Improved School Culture Practices

Similar to the student perspective parents felt that the school has a clear direction and purpose in how student learning is supported, and the school has ways to communicate with parents about school goals and activities.

Adult Support in a Safe School

Much like the student perspective, parents felt that their interactions with staff and faculty were "supportive" (86%) and "helpful" (66%).

Opportunities for Improvement

Academic Rigor Across All Classes

Parent reaction to the statements: "all of my student's teachers give work that challenges my child (3.95), keep me informed regularly of how my child is being graded (4.03), use a variety of teaching strategies and learning activities (4.05), and work as a team to help my child learn (4.13)" demonstrate very high scores, however the scores are the lowest of all the categories. As such, this is an area that could be improved upon. Some parents are reluctant about the challenge level of all classes.



Accreditation Stakeholder Analysis

Staff and Faculty Surveys

Culture and Climate Survey: Teachers

- Expectations for students at the school: “students are learning” (100%), “students can explain” (100%), “students should ask a teacher” (75%). The statement teachers felt described expectations the least: “students are busy” (25%), “students understand” (25%), “students should find it themselves” (25%)
- The breakdown of what teachers say to students has no clear trends.
- How teachers feel at work: “patient” (75%), “deliberate” (75%). The statement that is used to describe feelings the least is: “rushed” (25%), and “hurried” (25%).
- Teachers feel that their colleagues are: “caring” (100%).
- In general, teachers feel that the activity most students do in their classrooms are: “work with others” (100%), “classroom work” (75%). The statements that teachers note are not the activities most done in classrooms are: “challenging work” (25%), “working alone” (25%), “long projects” (25%).
- Teachers feel that their interactions with other teachers are: “respectful” (75%), “supportive” (75%), and “collaborative” (75%). The statement that describes those interactions by the least number of teachers is: “brief” (25%).
- Teachers feel that the physical spaces are: “bright” (75%) and “open” (75%). The statements that describe the physical spaces by the least percentage of teachers are: “inviting” (25%), “chaotic” (25%), “stable” (25%), “neglected” (25%).
- 100% of teachers feel “challenged,” “appreciated,” and “supported” at work. The statements that reflect how teachers feel the least while at work: “encouraged” (25%) and “excited” (25%).

Climate and Culture Survey: Staff

- Expectations for students at the school: “students are learning” (100%), “students are expected to be good at some things” (75%), and “students should ask a teacher” (75%). The statement teachers felt described expectations the least: “students understand” (25%), “students know” (25%), “students are able to explain” (25%), “students should find it themselves” (25%)
- When completing responsibilities, staff feel: “calm” (75%). The statements that described how staff felt the least were: “rushed”, “hurried”, “deliberate”, “pressured”, and “usually enough time” (25%).
- Staff feel that their colleagues are: “caring” (100%), “active” (75%), and “inconsistent” (75%).
- Staff feel that their interactions with other staff are: “respectful” (75%), “supportive” (75%), and “collaborative” (100%). The statement that describes those interactions by the least number of staff is: “brief” and



Accreditation Stakeholder Analysis

“isolating” (25%).

- Staff feel that the physical spaces are: “bright” (100%), “flexible” (75%), and “open” (75%). The statements that describe the physical spaces by the least percentage of staff are: “stable” (25%) and “neglected” (25%).
- 75% of staff feel “challenged” and “appreciated” at work. The statements that reflect how staff feel the least while at work: “angry” (25%), “interested” (25%) “lonely” (25%), and “tired” (25%).

School Quality Factors

The School Quality Factors (SQF) was given teachers to complete on paper anonymously. Each SQF response was then coded a number 1-4 (few learners/not embedded = 1 and most learners/fully embedded = 4). These responses were averaged to note trends, promising practices, and opportunities for improvements. The staff and faculty sat together through each section to discuss and highlight after the averages were presented. Staff and faculty had the opportunity to revisit, and state their case in areas where there was conflict. The following highlights the final discussion; each section had a promising practice and opportunity for improvement.

A. Clear Direction

The capacity to define and clearly communicate to stakeholders the direction, mission, and goals that the institution is committed to achieving. The staff and faculty averaged a 2.64 out of 4 on this category.

Promising Practices:

- A3A: Instructional staff commits to the path for improvement and understands their role (3.14)
- A7B: Many parents, families or legal guardians agreement with the direction and priorities (3.14)

Opportunities for Improvement:

- A1A: Learners have input and are informed about their institutions priorities for learning. (2.28)

B. Healthy Culture

The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful. The staff and faculty averaged a 2.69 out of 4 for this category.

Promising Practices:

- B2A: Learners have supportive and healthy relationships with their peers. (2.85), and B2B: this is often true (3.42)



Accreditation Stakeholder Analysis

- B6A: Instructional staff has relationships with learners that are supportive, caring and congenial. (3.14)
- B13A: Parents, families and legal guardians perceive the learning environment safe for and supportive of their children. (3.14)

Opportunities for Improvement:

- B11A: Parents, families and legal guardians of all backgrounds are actively involved in their children's learning and school experiences. (1.71)

C. High Expectations

An institution's stated commitment to expectations for all stakeholders, including student learning outcomes, teacher quality, leadership effectiveness, community engagement, and parent involvement. The staff and faculty averaged a 2.60 out of 4 in this category.

Promising Practices:

- C6A: Leadership's actions, words and attitudes demonstrate their belief that all learners can meet high standards. (3.71)
- C7A: Other school staff supports learners in their pursuit of challenging goals. (3.14)

Opportunities for Improvement:

- C1A: Learners experience rigorous and challenging tasks, activities, and projects that focus on developing higher order thinking skills and problem-solving. (2.28)
- C3A: Instructional staff is held to high standards for pedagogy and content knowledge. (2.57)

D. Impact of Instruction

The capacity of every teacher to purposefully and intentionally create an environment that empowers all learners to be successful and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway. The staff and faculty averaged 2.46 out of 4 in this category.

Promising Practices:

- D6A: Other school staff implements actions that support teaching, learning and overall learner success (3.14), D6B: mostly embedded (3.14)
- D2A: Learners demonstrate success in achieving challenging goals (2.57), D2B: often (2.71)

Opportunities for Improvement:

- D4A: Instructional staff demonstrates the impact of instruction through



Accreditation Stakeholder Analysis

formative, summative and/or other outcome data (2.57).

- D7A: Parents, families and legal guardians connect their children's school experiences with engagement, outcomes and overall learner success (2.14), D7B: some families (1.71)

E. Resource Management

The ability of an institution to plan, secure, and allocate its resources (human, material, and fiscal) to see the needs of every learner. The school averaged a 2.80 out of 4 in this category.

Promising Practice:

- E2A: Learners receive services and support that align with their needs (3.42).

Opportunities for Improvement:

- E7A: Parents, families and legal guardians support the institution by contributing time, resources or other types of demonstrable involvement (1.28)
- E8A: The community's assets are leveraged by the institution to improve outcomes and drive learner success (2.42)

F. Efficacy of Engagement

The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes. The staff and faculty averaged a 2.80 out of 4 in this category.

Promising Practice:

- F7A: Leadership focuses on learner engagement as a driving force for improving outcomes and learner success (3.33), and F7B the practice is mostly implemented (3.16).

Opportunities for Improvement:

- F6A: Leadership demonstrates how stakeholder feedback (learners, staff, parents and/or community) directly affects changes at the school. (2.66), and F6B the practice is mostly implemented (2.5).
- F9A: Parents, families and legal guardians take part in activities that gather their perceptions, opinions and feedback (1.83), and the practice is F9B partially embedded (2.16).

G. Implementation Capacity

The ability of an institution to consistently execute actions designed to improve organizational and instructional effectiveness. The staff and faculty averaged a score of 2.88 out of 4 in this category.



Accreditation Stakeholder Analysis

Promising Practice:

- G4A: Leadership has the capacity to drive the implementation of actions designed to improve the institution's culture and organization effectiveness (3) with G4B good quality (2.66).
- G6A: Leadership has the capacity to drive the implementation of actions designed to improve learner engagement (3) with G6B good quality (3.16).
- G7A: Other school staff implements deliberate actions that improve their respective areas of purview in support of learner's success (3.66) G7B often (3.5).

Opportunities for Improvement:

- G3A: Instructional staff has the content knowledge and pedagogical skills to implement high quality learning experiences (2.83) G3B some of the staff (2.33).
- G9A: Community representatives (business, civic, etc.) provide support to build the capacity of the institution to improve learner success. (2.2)

Discussion of Staff and Faculty Surveys

Promising Practices:

Improved School Culture Practices

The school culture and climate is going through some changes from years past. The school has worked hard to solidify and standardize its goals, routines, and expectations for students, however the process is still in flux. The staff and faculty are dedicated to a culture of improvement for the school culture, and its relationship to improved academic rigor, as a foundational structure. Leadership has the capacity to drive the implementation of actions to improve the culture and organizational effectiveness, and has the capacity to drive the implementation of actions designed to improve learner engagement (3.0). The school culture is reflected in the interactions between staff and faculty.

Adult Support in a Safe School

Overall, the staff and faculty recognize that the school is filled with “caring” (100%) individuals who are dedicated to the students they serve. The staff and faculty work in a collaborative environment that is “supportive, challenging, and appreciative” (100%). The capacity of the adults in the building to drive change, and maintain a supportive environment for all students, is noted throughout surveys.

SEL Programs

It is of note that the culture and climate has increased dramatically from previous years. According to staff and faculty, learners are getting services and support that meets their needs (3.42). Additionally, school staff implements actions that support teaching, learning and overall learner success (3.14).



Accreditation Stakeholder Analysis

Opportunities for Improvement:

Academic Rigor Across All Classes

enCompass staff and faculty recognize the need to continue to improve rigor in the academic domain. This is reflected in the SQF and the climate survey. Teachers note in the climate survey that independent work, challenging work, and long projects are not completed with regularity. The SQF further defined some aspects of this issue: C1A: Learners experience rigorous and challenging tasks, activities, and projects that focus on developing higher order thinking skills and problem-solving. (2.28) C3A: Instructional staff is held to high standards for pedagogy and content knowledge. (2.57) There are questions to both the experiences that students have, and the push by leadership to drive higher expectations in all classrooms.

College and Career Readiness

Based upon the SQF, enCompass staff and faculty would like to see the community become a greater partner for learning. Community organizations and nonprofits are involved heavily with the school, however entrepreneurial, business, and industry is not represented as much as necessary within the school community. Staff and faculty would like to see more community representatives (business, civic, etc.) provide support to build the capacity of the institution to improve learner success (2.2). While the communities resources are leveraged with like-minded nonprofits (BGCTM, Solace Tree, Children's Cabinet, Equus Insight, Reno Bike Project, Great Basin Institute, Reno Art Works, Holland Project, Urban Lotus, Sierra Arts, etc.), the staff and faculty would like to see more of the community's assets leveraged by the institution to improve outcomes and drive learner success (2.42).

Parental Participation

Parental participation has been noted as an area of weakness since the school's inception. Currently, there are several ways that the school has worked to increase parental participation: intake meetings with student and parent upon intent to enroll, "data days" at the first quarter to look at grades and student assessments, special events (i.e. bi-annual art show, Dia de los Muertos, college and career days, etc.), and quarterly parental newsletters sent through MailChimp. The engagement of parents and guardians is still limited. Staff and faculty do not feel that parents, families and legal guardians take part in activities that gather their perceptions, opinions and feedback (1.83) on a regular enough basis. In addition, staff and faculty do not feel parents, families and legal guardians connect their children's school experiences with engagement, outcomes and overall learner success (2.14). Interestingly, parents feel they have strong interactions with staff and faculty, and students do not note any concerns about their parents' involvement.



Accreditation Stakeholder Analysis

Eleot

enCompass Academy uses the Effective Learning Environments Observation Tool (Eleot) as one tool to assess teacher expectations and effectiveness, classroom environment, and student engagement. This is a learner-centric observation tool that focuses on seven key areas: equitable learning, high expectations, supportive learning, active learning, progress monitoring, well-managed learning, and digital learning.

Observation Analysis

Equitable Learning – Overall Score 2.26

- The results of the Eleot observations at enCompass Academy show that, with a score of 2.86, teachers do best at setting up the structures of their classrooms to make sure that students have “equal access to classroom discussions, activities, resources, technology, and support.” enCompass Academy is located in the Boys & Girls Club of Truckee Meadows Pennington Facility, giving students access to two computer labs. Our school also provides students with all of their school supplies. Teachers and staff at enCompass Academy have also worked with the Academy of Urban School Leadership (AUSL) based in Chicago to focus on curriculum, behavior management, and classroom structure.
- Meanwhile, with a score of 2.1, an area of opportunity for teachers at enCompass Academy is working on engaging learners in differentiated learning opportunities.
- The area of most need for enCompass Academy learners is to have the opportunity to “develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.” In this category enCompass Academy teachers earned a score of 1.43, showing this is an area of potential growth for us.

High Expectations – Overall Score 2.52

- In this category, the overall scores of enCompass Academy teachers range from 2.38 to 2.67.
- enCompass Academy teachers do best in the area of engaging students in activities that are “challenging but attainable.” Teachers scored a 2.67 in this category.
- The area in which enCompass Academy teachers have the highest opportunity for improvement, with a score of 2.38, is making sure the students “engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking.”
- Through the turnaround process enCompass Academy has implemented over the last three years there has been a focus on classroom management and attendance. enCompass Academy has made significant gains in this area and part of our improvement going forward will be to place more focus on



Accreditation Stakeholder Analysis

high academic expectations.

Supportive Learning- Overall Score 2.79

- enCompass Academy Eleot observations show that overall, providing a supportive learning environment is our strongest area.
- The area in which teachers had the highest score is making students feel “supported by the teacher, their peers and/or other resources to understand content and accomplish tasks.” A score of 3.05 and conversations with students show that students feel confident that they will be able to receive help from their teachers inside and out of the classroom.
- Another area of strength for enCompass Academy, with a score of 2.9, is that “learners demonstrate a congenial and supportive relationship with their teacher.” Through our work with AUSL, enCompass Academy teachers have spent time learning about developing, maintaining, and repairing relationships with students. Part of our school belief system is that all students can achieve, regardless of their educational background. Our teachers take this to heart and clearly show that to our students through their support.
- The area in which teachers could most improve classroom climate and culture in this category is encouraging students to take more “risks in learning (without fear of negative feedback). The overall score for enCompass Academy in this category is 2.52. Many students are willing to sit back in class and allow a small few answer all of the teacher’s questions. Teachers at enCompass Academy are working on improving student engagement and cold-calling in order to encourage more student participation.

Active Learning - Overall Score 2.36

- According to the averages from the Eleot observations, overall this learning environment is one of enCompass Academy’s greatest opportunities for improvement.
- enCompass Academy could improve in making sure that “learners’ discussions/dialogues/exchanges with each other and the teacher predominate.” Our score in this area is 2.24. This is because our teachers spend a lot of time doing the talking in classes. Our work with AUSL has shown us this and it is something teachers are beginning to work on in their classes.
- Another area in which enCompass teachers scored 2.24 is making connections “from content to real-life experiences.” Based on conversations with students, as well as their responses to surveys, we can see that most do not see how the content they are learning relates to their real lives. enCompass Academy teachers and staff will find ways to work on this in the



Accreditation Stakeholder Analysis

future.

Progress Monitoring – Overall Score 2.54

- In this learning environment, the area in which enCompass Academy could most improve is in making sure that students “monitor their own learning progress or have mechanisms whereby their learning progress is monitored.” Our score in this area is 2.1. enCompass Academy students have access to their grades in Infinite Campus, however it seems that many students are not aware of their current class grades. Our teachers and staff need to encourage students to monitor their own progress more frequently and make it a part of classroom routines.
- An area of strength for enCompass Academy, with a score of 2.71, is that students “understand and/or are able to explain how their work is assessed.” Teachers in each classroom do their best to make sure that students understand the requirements and expectations for classwork, homework, and assessments.

Well-Managed Learning – Overall Score 2.68

- Based on the overall scores of the Eleot observations this learning environment is one of enCompass Academy’s greatest strengths.
- With a score of a 2.86, enCompass Academy’s teachers do well at making sure “learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.” Part of our partnership with AUSL is working on classroom routines and procedures. At the start of the school year teachers worked with each other to make sure they were all on the same page and they tried to make sure that rules would be consistent across classrooms. This is an area in which enCompass Academy has made some drastic changes. At the start of the 2017-2018 school year enCompass Academy instituted a uniform policy as well as a stricter cell phone policy. These new policies have improved school climate and culture. While our staff continues to work to enforce these rules, they are areas in which we also work to become more consistent.
- An area with opportunity for improvement is that students “use transition smoothly and efficiently from one activity to another.” Transitions can be a challenge for any classroom, and our score of 2.48 demonstrates that this is an area we could focus on more often.

Digital Learning – Overall Score 1.46

- Eleot observations show that this is the learning category in which enCompass Academy has the most room to improve.
- enCompass Academy has access to two computer labs, a small laptop cart,



Accreditation Stakeholder Analysis

and has large televisions for projection in each classroom.

- The important thing to note in the descriptions of this learning environment is that the learners should be using technology for a variety of things, including gathering and evaluating information, problem-solving and conducting research, creating original works, communicating, and working collaboratively.
- As most teachers know, it can be a challenge to allow students to use technology and maintain one's classroom management. Classroom management is an area in which enCompass Academy teachers are continuing to work to improve, and branching out to make sure students are using technology in meaningful ways is an important next step for us.

Behavior Management Cycle

Through our work with the Academy of Urban School Leadership (AUSL) enCompass Academy has begun using the Behavior Management Cycle (BMC) to help teachers improve their classroom management. According to the manual given to enCompass Academy teachers, "the Behavior Management Cycle is a research-based, four-step approach to classroom management designed to enable teachers to motivate all students to follow directions quickly, get on task, and stay on task." The four-steps of this cycle are: giving explicit directions, narration, corrective action, and providing incentives and restoring relationships. In addition to implementing the BMC, teachers are observed in their classrooms in order to provide them with feedback as to their use of the cycle.

Observations of Behavior Management Cycle are new to enCompass Academy, but we have noticed some areas of strength and areas in which teachers have room to improve within the cycle.

- A major area of strength for enCompass Academy teachers and staff is providing incentives to students who are doing what they are supposed to, and developing and repairing relationships with our students. According to the Behavior Management Cycle Manual, "Teachers provide motivation with incentives to recognize students who consistently comply with classroom expectations. Teachers restore relationships with students who have experienced corrective actions to remind them that every day is a new start."
- Of course, different teachers at enCompass Academy have different areas in which they can improve. Overall, however, the areas in which most staff need to improve are clearly communicating explicit directions and taking corrective actions.
- There are several things teachers must do while giving explicit directions. Teachers must first use an attention signal, and use their strong voice to give directions. The BMC Manual then states that when teachers "give directions to students, be sure to communicate your expectations for how they are to behave related to three specific areas." These three areas are expectations for verbal behavior, physical movement, and participation in the activity. To follow up, teachers should then check for understanding of the directions. This is a seemingly long process for what one would think is a simple task,



Accreditation Stakeholder Analysis

however each step is important for ensuring students know the expectations for any given task. This entire process is an area in which enCompass Academy teachers could improve. Many times teachers forget one or two steps. Students are not mind readers, and when they do not know all the expectations behavior in the classroom can easily break down.

- According to the BMC Manual taking corrective action means that “teachers then need to calmly and firmly take corrective action with students who are not complying with their directions.” Many of our teachers need to improve on remaining calm, or on being firm while taking corrective action. Furthermore, some teachers choose not to take corrective actions in some situations or with some students, but do in other situations or with other students. This shows our students that we are inconsistent, and students often interpret this as being unfair. For those reasons our teachers and staff will continue to work on improving their part of the Behavior Management Cycle.