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April 21, 2020

Jason Zona, Principal
Pioneer High School
202 East Corbett Street
Carson City, NV 89706

Dear Mr. Zona:

On February 26, 2020, the Department of Education conducted the on-site program review visit at Pioneer High School for 1 (one) CTE program.

The program review process involves three phases: (1) the self-assessment and submission of evidence completed by the local school staff, (2) an on-site visit and report completed by the Department of Education staff, and (3) a final response and submission of any required action items completed by the local school staff.

The enclosed report includes the following sections: (1) an introduction, rationale, and QPS rating definitions, (2) a comprehensive overview of each Quality Program Standard, (3) individual CTE program of study performance scoring, (4) summary of commendations and recommendations, (5) required actions, and (6) the individual program of study scoring sheets.

To complete the program review process, please submit the required action items listed in the report on the appropriate state forms (attached). All corrective action plan (CAP) items should be submitted on one form. Each identified program of study should be submitted on an individual continuous improvement plan (CIP), if required. All required action item descriptions should be a brief explanation of how a "Needs Improvement" rating will be addressed. If the district or school believes a "Needs Improvement" rating is the result of a lack of evidence versus a lack of implementation, please respond accordingly. Please submit the response and action items by July 14, 2020, before 5:00 pm.

The intent of the program review process is to stimulate comprehensive program improvement for CTE at the site. That is, the expectations in meeting the Quality Program Standards are that all programs "Meets Standard." All QPS performance standards reviewed that received a "Meets Standard" are at an acceptable level according to the evidence provided and the opinion of the on-site review team.

On behalf of the Department of Education, I sincerely appreciate you and your staff's willingness to engage in this process. Again, thank you for your support and please contact me at (775) 687-7281 or awillard@doe.nv.gov if you have any questions.

Sincerely,

Anne Willard, Education Programs Professional
Office of Career Readiness, Adult Learning & Education Options

Attachments

c: Amy Friesmidl, CTE Coordinator
Craig Statucki, Director
Randi Hunewill, Assistant Director
Denise Burton, Education Programs Professional
File

CTE Quality Program Standards Program Review Summary Report

School District: CARSON CITY SCHOOL DISTRICT
High School: PIONEER HIGH SCHOOL
School Year: 2019-2020
On-site Visit Date: FEBRUARY 26, 2020
CTE Administrator: AMY FREISMYDL
School Administrator: JASON ZONA
DOE Review Team Member: ANNE WILLARD
Summary Report Date: APRIL 21, 2020

Introduction, Rationale, and QPS Rating Definitions

The Office of Career Readiness, Adult Learning & Education Options (OCRALEO) at the Nevada Department of Education (NDE) developed the Nevada Career and Technical Education (CTE) Quality Program Standards (QPS). The program standards are to be used as a model for school districts and charter schools to design, implement, assess, and improve CTE programs. The standards represent rigorous and relevant expectations for program organization and delivery. The standards illustrate the common responsibilities of the student, teacher, counselor and school administrators that are needed to establish and maintain highly effective CTE programs.

The summary report of the on-site visit identifies the performance rating of each Program of Study determined by the Department of Education review team based upon the on-site visit interviews and evidence provided.

Rating	Definitions
Highly Effective (Rating = 5)	<ul style="list-style-type: none"> • Ensures extremely effective program performance. • Significantly above criteria for a successful program. • Surpasses the expectation.
Meets Standard (Rating = 3)	<ul style="list-style-type: none"> • Adequate for effective program performance. • Meets criteria relative to quality and quantity of behavior required for a successful program. • Is the expectation.
Needs Improvement (Rating = 1)	<ul style="list-style-type: none"> • Insufficient for performance requirements. • Does not meet criteria relative to quality and quantity of behavior required for a successful program. • Is below the expectation.
Not Applicable	<ul style="list-style-type: none"> • No criterion is obtainable for effective performance.

The local district is encouraged to utilize this report for the CTE program's improvement. This report and recognition system does not affect the Nevada School Performance Framework evaluation.

Quality Program Standards Program Review Summary Report

On February 26, 2020, Pioneer High School (PHS) participated in the on-site visit as part of the Nevada CTE Program Review process. The CTE program at PHS reviewed on this visit was Health Information Management. During this visit, administrators, counselors, and the teacher that are involved with the one (1) listed program were interviewed. Each interview lasted approximately 60 minutes to verify the completed materials previously submitted to the Nevada Department of Education to ensure accuracy and accountability. A facility tour was also part of the process to review accessibility, safety, and the use of instructional materials. During the visit the PHS staff was extremely accommodating and made the review team feel very welcome. All personnel interviewed were gracious and willing to share what PHS is providing their students. All stakeholders were positive and expressed their support for outside feedback on the CTE program.

Overall PHS CTE Quality Program Standards

QPS 1.0: Career Guidance

Students have an academic plan prior to the 9th grade which is updated annually. There is one Guidance Counselor at PHS who assists with career development activities by helping each student to identify their career interests and goals. Pioneer High School does not have a dedicated space for a Career Center for college and career planning. A variety of student support materials are made available by the CTE teacher and includes college and career planning activities within the classroom setting.

QPS 2.0: Program and Instruction

Printed notices of non-discrimination statements are posted on the school website and in the school setting which supports accessibility for all students, including supporting access to the Health Information Management (HIM) program CTE program at PHS. The first student graduation from the HIM program occurred in 2018/2019 school year. Currently there is a cap of 20 students per classroom; the average class size is 20 students. The CTE course curriculum guide is aligned with the appropriate state standards. Currently, there are 5 students enrolled in HIM (and 11 in Health Science (HS)). The HIM teacher uses a variety of instructional materials and methods such as lecture, question and answer, group work, demonstration, skills applications and performance, and informal and formal assessments. Project-based learning, hands-on learning, group work, writing skills development, and interpersonal communication skills are important in overall skills development. Students often work collaboratively on classroom assignments, as teamwork is emphasized in HIM. This practice of teamwork also supports work-based learning opportunities in the classroom setting. The classroom teacher provides clear expectations before the hands-on lessons and emphasizes the importance of following routines to support teamwork development. HIM students may choose to participate in a “job shadow” at Carson Medical Group; and the HIM program has Physician Select Network as a Business & Industry (B & I) partner. Field trips (e.g., to Premier Physical Therapy) are arranged by the teacher. Students may qualify to earn industry certifications, such as Cardiopulmonary resuscitation (CPR) certification. There is no documented work experience available, as students need to be 18 years old in order to participate. Currently there are no postsecondary credit options available with Western Nevada College.

QPS 3.0: Leadership Development

The HIM teacher is the lead HOSA Advisor for Carson High School (CHS), Pioneer High School, and Carson Middle School. She regularly collaborates with CHS HIM/HS teachers and HOSA advisors. Although the student member participation is less than 50% there is an active HOSA Career & Technical Student Organization (CTSO). The HOSA program of activities includes **all** students who can select and participate in local competitions; some students go onto compete at the state level.

QPS 4.0: Educational Personnel

Ms. Atkinson has a professional development plan and is focused on areas of improvement which are identified through the Nevada Educator Performance Framework. The teacher is appropriately endorsed to teach Health Information Management, maintains a membership in the American Health Management Association, is a certified Cardiopulmonary Resuscitation (CPR) trainer and is qualified to provide CPR Certification for her students.

QPS 5.0: Program Planning and Promotion

The CTE teacher has been given a budget to purchase instructional materials and classroom supplies. There is a local plan for program and equipment expansion, and the plan is annually reviewed and updated with the school site coordinator. Program promotion includes talking with students, school announcements, posters, flyers, websites, and participation in the 8th grade visit (booth) to the middle school allowing opportunities for students to learn about CTE programs of study. All CTE teachers are encouraged to utilize brochures, posters, or other means of promotion and not to rely too heavily on "word of mouth."

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

The building expansion construction was completed at Pioneer High School at the end of the school year 2018/2019 creating an opportunity for a new Health Science Lab and classroom. All equipment is purchased through available federal or state grant funds; instructional materials, supplies and equipment meet students' needs and are industry standard. The facilities are accessible to meet the needs of all students (exceptions are noted) and classrooms are safe, organized, and clean to ensure the effective delivery of program curriculum. Adequate and secure storage space is provided for materials, supplies, equipment, and essential files. There is a system in place for the repair or replacement of equipment and classroom supplies. An inventory of equipment and instructional tools should be updated annually. A plan is in place to itemize HIM equipment categorized as items of value. Equipment purchased through grant funds should be appropriately labeled with state or federal stickers supplied by the NDE Office of Career Readiness, Adult Learning and Education Options (OCRALEO).

QPS 7.0: Community, Business and Industry Partnerships

The HIM teacher is a member of the Carson City School District Advisory Technical Skills Committee (ATSC) and attends the annual Joint Technical Skills Committee (JTSC) meeting. The local program does not currently have a Program-Level Industry Committee (PLIC). Business and Industry (B & I) Partnerships include Physician Select Network, Premier Physical Therapy, and Sports Performance.

QPS 8.0: Evaluation Systems and Accountability

Currently there is not a structured student feedback system in place for HIM. The PHS Support Team reviews program performance each year. The first students participating in the HIM Program graduated last year (2019) and there was one completer who passed the Workplace Readiness Assessment (WRS). One student passed the Health Information Management End of Program (EOP) Assessment and passed for a total of 100% for both the WRS and EOP Assessments.

CTE Program of Study Performance Scoring

The following table lists the overall performance rating for each Program of Study. The individual performance score is based upon total points earned by the CTE program reviewed during the on-site visit. Please refer to the *QPS Guidance Handbook* for the complete recognition system requirements. After the commendation, recommendation, corrective action, and continuous improvement section of this report, the individual scoring reports are included for each CTE program reviewed.

CTE Program of Study	Performance Score	Recognition Level
Health Information Management	176	Excellence

Summary of Commendations and Recommendations

QPS Summary of Commendations
<ul style="list-style-type: none"> • Student CTE guidance services start during middle school. • Collaboration occurs between all stakeholders to assist students with their career goals. • The HIM program maintains a student-teacher ratio that promotes effective instruction and safe working conditions. • The HIM CTE teacher utilizes a variety of instructional methods. • The overall learning environment is positive, safe, and organized to accommodate all students. • Current technology is available to deliver instruction and simulate work-based learning activities. • Students have access to work-based learning activities aligned with the program content standards. • Students are obtaining industry recognized credentials. • Students have the opportunity to participate in CTSOs that are aligned with their program of study. • Relevant CTSO instructional activities are integrated into the local curriculum. • The HIM teacher participates in professional development activities that align with their program area. • All CTE teachers are members of a professional educational organization. • Promotional strategies and materials are utilized to promote the CTE programs. • Classrooms and lab areas are safe, organized, and clean. • Storage space is adequate and securable. • Inventory is maintained and updated annually. • PHS and local business and industry representatives have established strong partnerships.

QPS Summary of Recommendations
<ul style="list-style-type: none"> • None

Required Actions

The following tables list the corrective action plan (CAP) and Continuous Improvement Plan (CIP) items that need to be submitted by **July 14, 2020**. Please submit **one** CAP that includes all items and submit one CIP for **each** identified Program of Study. Utilize the *Self-Assessment Tool* to guide the completion of the CAP and CIP. The included state forms must be used for this submission.

Some “Needs Improvement” rankings were due to *no* evidence submitted by the submission deadline or provided during the on-site interview.

Required Corrective Action Plans (CAPs)

- None

Required Continuous Improvement Plans (CIPs)

- Complete a CIP for the Health Information Management System POS – address all “Needs Improvement” rankings by Quality Program Standard area.

Quality Program Standards

CTE Program Scoring Report

District Name:

School Name:

School Year:

Program Name:

DOE CTE EPP:

Highly Effective	Meets Standard	Needs Improvement	N/A
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QPS 1.0: Career Guidance

- 1.1 Initiation of Guidance Services
- 1.2 Academic Plan
- 1.3 Collaboration of Stakeholders
- 1.4 Integration of Career Development
- 1.5 Career Center

QPS 2.0: Program and Instruction

- 2.1 Program Accessibility
- 2.2 CTE Program Course Sequence
- 2.3 Student Enrollment
- 2.4 CTE Program Elements
- 2.5 CTE Course Curriculum
- 2.6 Instructional Methods
- 2.7 Instructional Improvement
- 2.8 Learning Environment
- 2.9 Availability of Technology
- 2.10 Work-based Learning
- 2.11 Industry Certifications
- 2.12 Work Experience
- 2.13 Postsecondary Credit
- 2.14 Program Accreditation/Certification

QPS 3.0: Leadership Development

- 3.1 CTSO Chapter Establishment
- 3.2 CTSO Advisor Participation
- 3.3 CTSO Student Membership
- 3.4 CTSO Student Member Participation
- 3.5 CTSO Integration

QPS 4.0: Educational Personnel

- 4.1 Teacher Licensing
- 4.2 Professional Development Plan
- 4.3 Professional Development Participation
- 4.4 Professional Memberships

Highly Effective Meets Standard Needs Improvement N/A

QPS 5.0: Program Planning and Promotion

- 5.1 Budgeting
- 5.2 Use of Funds
- 5.3 Student Recruitment and Sustainability
- 5.4 Promotional Strategies and Materials
- 5.5 Program Promotion

QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies

- 6.1 Accessibility
- 6.2 Safety
- 6.3 Instructional Tools, Equipment, and Supplies
- 6.4 Inspection and Maintenance
- 6.5 Program and Equipment Enhancement
- 6.6 Storage Space
- 6.7 Inventory

QPS 7.0: Community, Business and Industry Partnerships

- 7.1 Advisory Technical Skills Committee Membership
- 7.2 Advisory Technical Skills Committee Input
- 7.3 Advisory Technical Skills Committee Actions
- 7.4 Advisory Technical Skills Committee Recommendations
- 7.5 Joint Skills Technical Advisory Committee
- 7.6 Program Level Industry Committees
- 7.7 Business and Industry Partnerships

QPS 8.0: Evaluation Systems and Accountability

- 8.1 Program Evaluation
- 8.2 Student Feedback
- 8.3 Student Follow-up
- 8.4 Retention and Completion
- 8.5 Workplace Readiness Assessment Participation Rate
- 8.6 Workplace Readiness Assessment Pass Rate
- 8.7 End-of-Program Assessment Participation Rate
- 8.8 End-of-Program Assessment Pass Rate
- 8.9 Certificate of Skill Attainment

Highly Effective = 5 pts Meets Standards = 3 pts Need Improvement = 1 pt N/A = 0 pts

Total Points:

All Six Triggers Met: Yes No

Program of Excellence: Yes No N/A **Program of Distinction:** Yes No N/A
(150 Points) *(180 Points)*



Education Programs Professional

Date