

# Clark County SD

## School Support Collaborative



Working with APQC helped us develop a unified plan for school improvement that is both standardized across schools and flexible. Jack Grayson's visit to Clark County included time with the Nevada Department of Education staff which helped to ensure support from the State. We couldn't have done it without partnering with APQC.

—Deb Roberson, Director, School Improvement Department, Clark County School District

The Clark County School District is organized into five service areas and one educational services division, each with its own associate superintendent. When the District began its Process and Performance Management initiative, 65 of its 352 schools were in the restructuring or turnaround planning implementation stages. Everyone was approaching the improvement process differently and when individual schools achieved improvement, the staff was unable to pinpoint specifically what had contributed to their success. The question that needed to be answered was, "What are the things we are doing that are successful in our schools?" The first step was to develop a process for using data to inform the school improvement process and bring the Data Coordinators together with other district staff to analyze data that determines true causes when schools made progress.

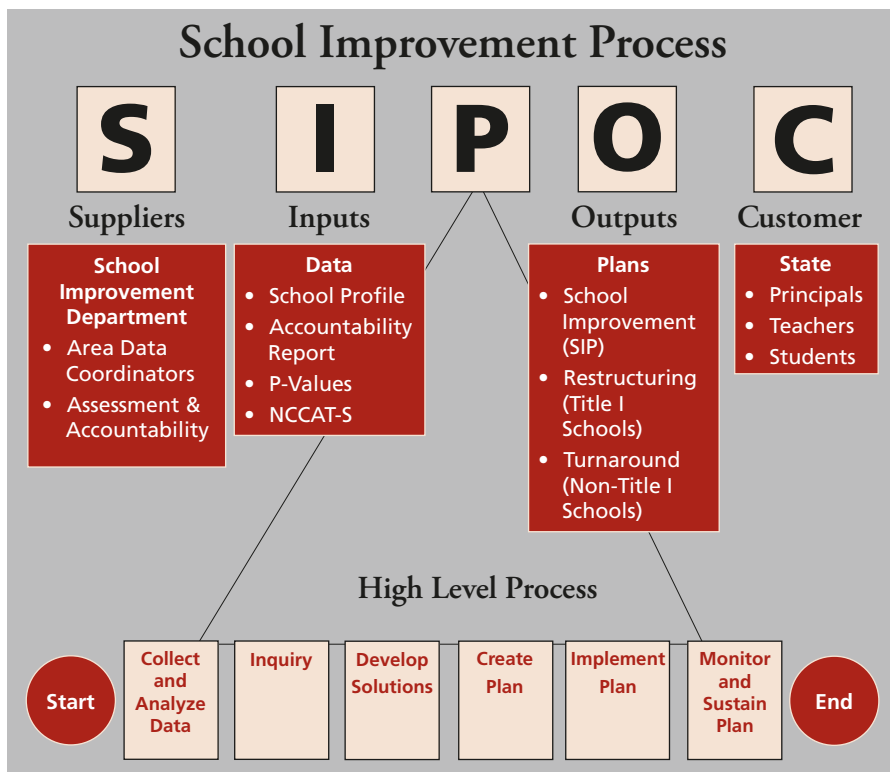


District staff leaders determined that 56 schools were approaching year five of not making Adequate Yearly Progress (AYP) and that many of the services provided to those schools by the District were not coordinated. To address this challenge, division and department administrators were assembled to begin coordinating efforts in the 56 target schools. The administrators laid out a menu of services provided throughout the District and then prepared a master calendar, so school efforts could be built on each other. Process and Performance Management strategies were used to focus this activity and include all the data necessary for enhanced coordination and personalized delivery of services.

## CLARK COUNTY SCHOOL DISTRICT

- Fifth largest school district in the US with 310,000 students
- Serves Clark County: 7,910 square miles, including Las Vegas, its metropolitan area, all outlying communities and rural areas
- District vision: *All students will graduate from high school having the knowledge, skills, attitudes, and values necessary to achieve academically, prosper economically, and participate in democracy.*
- Diverse student population: 42% Hispanic, 32% Caucasian, 12% African American, 7% Asian, 7% other
- Specialized programs that include:
  - Magnet Schools and Career and Technical Academies
  - Empowerment Schools
  - Accelerated/Honors Programs
  - English as a Second Language
  - Educational Options and Adult Education
  - Special Education

The School Support Collaborative and the district administrative team, set up meetings twice a month to ensure information was shared and targeted resources for schools could be identified and deployed. One person from the team was assigned to each school and schools were called in individually to meet with the collaborative team to review progress. This process helped to focus on individual school needs, ensure that professional staff was using a shared vocabulary and allow early identification of unique school challenges.



**THE CLARK COUNTY PUBLIC SCHOOLS SCHOOL SUPPORT COLLABORATIVE BELIEVES IN:**

- Aligning instructional support, technical assistance, and professional development by ensuring that all messages, tools, and strategies aimed at supporting identified school needs are consistent and share a unified vision for quality teaching.

The School Support Collaborative was designed to

- create a transparent approach to sharing information and resources for schools needing targeted assistance,
- provide a venue for key personnel to collaborate on an ongoing basis, regarding how to move a school forward and meet the identified needs of the students and staff, and
- establish a central area online to serve as a warehouse for school support calendars, services, databases, and school contact logs.

The results of this work have been exceptional and include the creation of a collaborative structure and district culture, a flow analysis, and tools from the District for next steps for improvement. And, most impressively, the District has met AYP for three of the last four years—the only district of the nation’s 10 most populous to achieve this status.