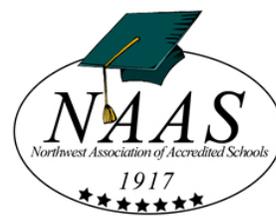


**The Report of the
Accreditation Visiting Team**

**Beaver High School
195 East Center
P.O. Box 71
Beaver, Utah 84713**

April 16-17, 2009



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
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**THE REPORT OF THE
VISITING TEAM REVIEWING**

Beaver High School

195 East Center

P.O. Box 71

Beaver, Utah 84713

April 16-17, 2009

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction

DIVISION OF

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 16-17, 2009, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Beaver High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal David Green is also commended.

The staff and administration are congratulated for their desire for excellence at Beaver High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Beaver High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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12/30/2008

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Larry White..... Counselor

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BEAVER HIGH SCHOOL

MISSION STATEMENT

Beaver High School fosters educational excellence as we prepare students to develop life and learning skills that enable them to become competent, productive, caring, and responsible citizens in our fast-changing world.

BELIEF STATEMENTS

- All students have the right to expect and receive an opportunity to develop skills and acquire knowledge that will enable them to become life-long learners.
- Students should develop personal values and morals in which judgment involving personal decisions reflects a philosophy of life, which is beneficial to their welfare and the community in which they live.
- Teachers must design and prepare high quality work for students that will engage them in productive outcomes, cause them to persist in learning, and, when successfully completed, results will increase their learning skills and abilities.
- Students should develop their talents, sportsmanship, and leadership skills and experience personal growth as they participate in co-curricular activities.
- Students should develop individualized programs and set goals to meet their individual needs.
- Faculty should upgrade their skills through in-service and personal staff development activities.
- Students must be recognized for their accomplishments.
- The community must be involved in education.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Students at Beaver High School will:

1. Improve academic performance by developing a commitment to learning
2. Demonstrate technology skills that will enable them to be lifelong learners
3. Demonstrate effective use of communication skills across the curriculum
4. Develop values and improve interpersonal skills.

Date of visit: April 16-17, 2009

MEMBERS OF THE VISITING TEAM

Dr. John Goldhardt, Washington County School District, Visiting Team
Chairperson

John R. Pruitt, Richfield High School, Sevier School District

VISITING TEAM REPORT
BEAVER HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Beaver City has had a unique demographic setting from its colonization on February 6, 1856 to the present. Beaver High opened its doors in September of 1920 as a junior high school. Senior high classes were started in 1922. Several additions and buildings were built, and then in 1996 a new high school building was constructed. The school serves a rural population, with the state being the largest employer. The student body includes grades 7-12.

a) *What significant findings were revealed by the school's analysis of its profile?*

The profile shows how Beaver High implemented the recommendations from the interim team visit.

b) *What modifications to the school profile should the school consider for the future?*

The testing data is very good, but it would be nice to see what the results of internal departmental testing. This can be as useful as any of the other tests. It would also be good to see in the profile the extent to which the collaboration has been done; this was evident during the visit, but not so much from the profile.

c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study is an honest appraisal of what is happening at Beaver High School. It is well organized and very easy to follow. It is refreshing to see the positive things that are going on at Beaver High School for the sake of students.

Suggested Areas for Further Inquiry:

- Utilize content common assessment data.
- When disaggregating data, include poverty as a subgroup.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

The school community has been involved since the new principal came to Beaver High School. He has kept all stakeholders involved and informed. In so doing, the school community has helped develop the mission statement/beliefs and DRSLs.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The DRSLs are aligned with the mission statement and belief statements. The DRSLs have been streamlined and modified from the earlier visits to reflect the growth and change of the school. The school is treating its profile as a "living document" that changes as needs and situations change for the school.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

The focus groups have used data to assess progress in the school. They have looked at the data from assessments, performance and self-analyses to drive the school's progress and direction.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

It is apparent that the mission, beliefs and DRSLs are the guiding force of the school. The culture of the school is one of consideration, cooperation and collaboration. Teachers work together well and share ideas and experiences.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The Visiting Team was satisfied that the faculty and leadership are using the state content standards as the basis for unit plans and lesson plans. There was also ample evidence with regard to collaboration.

- b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?*

There was some evidence that the curriculum engages students. There is a need for greater engagement and involvement of students in lessons.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

Staff members worked together collaboratively to develop the DRSLs, and they are in an emerging stage with regard to collaboration.

- d) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

There have been great strides in this area. Teachers are beginning to utilize data to drive decision-making and to see who is learning and who is not learning.

Instruction:

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

Some teachers are utilizing effective, research-based instructional strategies. However, there is a need for more teachers to effectively implement to use of instructional strategies that promote student engagement and content mastery.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

This is in an emergent state. The work the staff has done to implement the action plan through a collaborative process should help staff members focus on the DRSLs with regard to instruction.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

While there has been effective professional development that focuses on instruction, there is a need for a comprehensive professional development plan that is aligned with the learning needs of students and the action plan.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

There is ample evidence that the teachers are proficient in their respective content areas. There is less evidence that teachers are knowledgeable concerning current research on effective instructional approaches.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

With the limited resources available, the school has done a remarkable job integrating technology with curriculum, instruction, and assessment. There was evidence of teachers utilizing educational software, web-based resources, projection systems, and Smart Boards.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

It appears that the teachers are working toward uniform assessment in each discipline within a department; however, since some of the departments consist of one person, this is easier to do. The departments are working together on many different levels to make sure students have the opportunity to succeed.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

The data is disaggregated to show the growth or lack thereof for all students and groups. This is especially important because of the potential for diversity in the future, with the demographic changes in the county. Teachers have access to the testing data that will show the disaggregated data for use in their content areas.

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

Most staff members are using the data in conjunction with the Core Curriculum to meet academic expectations. The freedom teachers allow in classrooms is

refreshing and effective, as is the freedom teachers are given to use their own individual methods of teaching.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

Whether formal or informal, there is a great deal of collaboration on subject matter as well as students. The Visiting Team heard discussions on how class size could be handled better by one teacher than another (both teachers were involved in the conversation). There was much discussion on how best to accommodate the students that were struggling.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

This has evidently been decided upon in staff meetings or some other venue, because it is apparent that the faculty and staff have agreed upon what needs to be done and how best to do it. It is working and the DRSLs are displayed in all classrooms, the main office and the commons area.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?*

There was ample evidence to indicate that the current principal is an instructional leader and has provided a greater focus on academic learning and effective curriculum design and aligned assessments.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

This is the greatest strength of the school leadership. There has been a concerted effort and focus for the last two or three years with regard to data-based decision making. The teachers and leadership analyze data together and then use the data to make decisions about using available resources.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of*

resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

The Visiting Team is convinced that the school is managed and led well, that school resources are aligned with data outcomes, and there is a positive and safe climate in the school.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

Teachers are fully involved with decision-making, curriculum, action planning, and communication. Teachers consistently let the Visiting Team know that they feel like they are listened to, and that their ideas and/or concerns are taken seriously.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

Beaver High is fortunate to have a small student body, and to be in a geographic location where teachers all live in the same small community as the students. These circumstances allow for teachers to have a more active role in students' lives both in school and out of school. Many students told the Visiting Team that the best thing about Beaver High is the close connection between teachers and students.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process that is reviewed and revised on an ongoing basis?*

The school has sent people to training for focus groups, and these have come back and trained other people at the school and in the community to be a part of the focus groups, as well, so that the mission/belief statements mean something to all stakeholders.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The administration has worked to get in-service training for teachers, individually and collectively, on various skills, including collaboration and classroom management, as well as using technology in the classroom. This is evident in the classrooms visited.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

The action plan is in place and appears to be functional at this time. The plan looks forward very nicely with the intent of moving the school forward with as little “discomfort” as possible. All stakeholders appear to be on board with the action plan and feel a part of the school community.

- d) *To what extent does the school create conditions that support productive change and continuous improvement?*

The leadership has worked to make sure the staff is trained in the use of technology and the process used for the accreditation. This has been very useful to the staff and very educational for the students. The use of Smart Boards in virtually every discipline enhances the educational experience for the students.

- e) *What significant progress has been made in implementing the original action plan since the last full visit?*

The school’s stakeholders seem to have become more involved in the total educational program. Parents and the community are a big part of the school at

this point. Progress is being made on all action plans; however, a school-wide program has been implemented to work specifically on action plan three, with school-wide emphasis on writing and communication.

The general trend in CRT scores has been an improvement in language arts, math and science over the three-year period just completed. Language arts, math, and science data shown continual improvement. The greatest increase in scores was among the Hispanic population, indicating that the school's ESL program is very effective.

- f) *What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?*

All four major recommendations from the previous Visiting Team have been addressed. The school adhered to the recommendation to utilize focus groups appropriately. The leadership team also participated in the USOE training.

CHAPTER 5: COMMUNITY BUILDING

- a) *To what extent does the school foster community building and working relationships within the school?*

This has been a goal for the principal since coming to Beaver High School. He has involved his staff in all parts of the process and has encouraged input from all stakeholders. Additionally, he has made sure his staff has been trained not only in accreditation practice, but also in the process. This has been conveyed to all stakeholders, and they have been involved in the process.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Owing to the size of the school and the closeness of the community, much collaboration is done on behalf of students. Much of it appears to be informal, but nevertheless effective. There is also formal collaboration happening in departments and throughout the school.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The self-study has been a school community project from the beginning. It is supported by the community, school and district leadership, and is successful because of the importance that has been placed on it by all stakeholders.

- d) *How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?*

The school distributes the school newspaper to the community and puts copies in strategic locations. The school uses the SIS system that allows parents to check grades, attendance, lunch account balances, etc. In addition, the school uses a system that allows it to send phone messages to parents individually or en masse.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Beaver High School for its culture of caring and acceptance. The school is very personal. Students feel secure that teachers care and will help them. Teachers demonstrate responsibility and a sense of ownership for their students.
- The Visiting Team commends the condition of the physical plant. The physical facility is kept in great condition. There is very little trash in the halls, and the school is clean and well maintained.
- The Visiting Team commends the leadership of Beaver High School. The leadership has gone to great lengths to assure involvement on all levels, with all stakeholders represented. This is a community effort to make Beaver High School the best it can be.
- The Visiting Team commends the students for their commitment to their school, and for their politeness, caring attitudes, and respect toward their teachers.
- The Visiting Team commends the staff for its dedication to the students and the school. They seem to be such a major part of the community that it is hard to determine a point of separation.

Recommendations:

- The Visiting Team recommends that a professional development plan that is completely aligned with the action plan be implemented. It should be as comprehensive as necessary to assist the school in reaching its action plan goals.

- The Visiting Team recommends that Beaver High develop a school-wide collaboration program that is structured so that there is continual and consistent collaboration with regard to addressing the following essential questions:
 - 1). What should our students know, understand, and be able to do?
 - 2). What evidence do we need to show that our students are proficient in the content?
 - 3). What will we do if our students are not proficient in the content?

- The Visiting Team recommends that data be disaggregated for income as well as ethnicity in an effort to reach those students who are not able to afford the same opportunities as other students.