

**The Report of the
Accreditation Visiting Team**

**Davis High School
325 South Main
Kaysville, Utah 84037**

February 15-16, 2012



**Utah State Office of Education
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Davis High School
325 South Main
Kaysville, Utah 84037

February 15-16, 2012

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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and 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 in a three-step 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, February 15-16, 2012, 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 Davis 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 Dee Burton is also commended.

The staff and administration are congratulated for their desire for excellence at Davis High School and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for 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 most 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 Davis High School.

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*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

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DAVIS HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Dee Burton Principal
Kathy Evans Assistant Principal
Richard Firmage..... Assistant Principal
Scott Nielson..... Assistant Principal

Counseling

Alan Porter Head Counselor
Christine Burrows Counselor
Truman Carver Counselor
Karl Hall..... Counselor
Gene Kawa..... Counselor
Debbie McDonald..... Counselor
Robyn Anderson Counselor
David King..... Vocational Counselor

Support Staff

Beckie Lewis..... Head Secretary
Kathy Hall..... Secretary
Toni Salisbury..... Secretary
Juanita Olsen..... Secretary
Marsha Morgan..... Attendance Secretary
Jay Welk..... Athletic Director
Amy Mortensen School Technology Specialist
Tim Barlow School Resource Officer

Faculty

Natalie Abendroth..... English
Jeff Agnello.....Resource
Mike Aitken Art
Trevor Alters.....Resource
Kayla AndersonEnglish/Speech
Steve Anderson English
Karen Ashbridge..... Art/Finance
Colleen Bagley..... Science

Marie Barber	Child Development
Corine Barney	Mathematics
Melody Beutler	Foods
Ryan Bishop.....	Body Conditioning
Robert Bodily.....	Carpentry
Cory Borup.....	Spanish
Marisa Brough	Mathematics
Kimberlee Call.....	Mathematics
Michelle Christensen	Health
Pam Coburn	Psychology
Becky Collett	Resource
Darron Corry	English/Spanish
John Costley.....	History
Alissa Cowdin.....	Science
Ashley Cross	English
Wendy Dau	History
Sherrie Davis	Foods/Finance
James Dickson	Driver Education
Bradley Dobson	English
Bryan Fahrenbach.....	Medical Anatomy
John Flint	Drivers Education/Health
Jamie Fox.....	Health/PE
Andrew Glaze	Mathematics
Jenifer Gold.....	English
Kathleen Gooch	Computer Technology
Lisa Grant.....	English
Linda Greenwood.....	Digital Media
Teresa Hall	English/Journalism
Jennifer Harward.....	History
Erica Haskin.....	Animal Science/Greenhouse Management
Gordon Haueter.....	Physics
Steven Hendricks	Band
Davis Henroid	Science
Camille Hogge	Desktop Publishing
Ben Horne	PE/Health
Joyce Horstmann.....	English/Creative Writing
Thomas Housley	Auto Tech
Stacey Howell	Science
LeeAnn Hyer.....	Debate
Aaron Jerome	Engineering
Pingli Ji	Chinese
Lucille Jones	Resource
Lona Karras.....	Ceramics
Kimberly King	Dance
Kelly Kurtz.....	Exercise Science/Health
Tim Larsen	English
Angela Leedy	History
Dane Leifson.....	Drafting

Marci May.....	Choir
Jeff McCauley.....	Marketing
Rhoni Mckay.....	Resource
Tracey Meade.....	Mathematics
Emilee Midget.....	Resource
David Miller.....	French
Carla Money.....	Mathematics
Michael Navidomskis.....	History
Bailee Neering.....	Mathematics
Kathleen Ogden.....	Medical Anatomy
Sheila Okal.....	American Sign Language
Lisa Olsen.....	Psychology
Kelly Oram.....	Art History/Economics
Jenny Pack.....	Mathematics
Preston Parrish.....	Psychology
Pam Pearce.....	Resource
Doris Peterson.....	Critical Work Skills
Soulyvanh Phongasavath.....	History
Mark Rice.....	History
Jami Robison-Healey.....	Science
Lori Salvo.....	PE
Michael Shaw.....	Mathematics
Adell Simmons.....	General Finance
Rick Smith.....	Health/PE
Bryan Sorensen.....	Woodworking
Mark Spencer.....	English
Frank Stevens.....	Science
Corbin Talley.....	English
Megan Tarbet.....	History
Andra Thorne.....	Theatre
Paul Timothy.....	Mathematics
Linda Tuke.....	Orchestra
Janae Tuttle.....	CAN
Corrie Vigil.....	English
Andrew Wahlstrom.....	History
Kathryn Waller.....	Mathematics
Shauna Ward.....	Accounting
Michelle Wenzbauer.....	Science
Amber Williams.....	Interior Design/Sewing
Mylei Zachman.....	Science

DAVIS HIGH SCHOOL

MISSION STATEMENT

The mission of Davis High School is to prepare all students to become productive members of society.

BELIEF STATEMENTS

- Students learn best when they are actively engaged in the learning process.
- Student learning is the chief priority for the school.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Students need not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- Teachers, administrators, parents and the community share the responsibility for advancing the school's mission.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- All students can learn.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- **Critical Thinking:**
Indicators:
 - Students will use a variety of strategies to solve problems; i.e. gather, analyze, interpret, and apply information.
 - Students will make a commitment to create quality work and strive for excellence.

- **Communication:**
Indicators:
 - Students will express their knowledge and ideas through effective written and verbal communication.
 - Students will work with peers, teachers and parents to and achieve goals.

- **Character:**
Indicators:
 - Students will demonstrate responsibility, respect, integrity and dependability.

Date of Visit: February 15-16. 2012

MEMBERS OF THE VISITING TEAM

Deborah Sorensen, Murray High School, Murray School District, Visiting Team Co-chairperson

Vicci Gappmayer, Wasatch School District, Visiting Team Co-chairperson

Nancy Peebles, Bonneville High School, Weber School District

David McNaughtan, Park City High School, Park City School District

Marilla Jameson, Granger High School, Granite School District

Don Morse, Wahlquist Junior High School, Weber School District

VISITING TEAM REPORT

DAVIS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

From the first day in 1914 when students stepped into the original Davis County Central High School, to the multi-million dollar building they now call home, Davis High has been synonymous with tradition and academic excellence. The school's theme of "Defend the tradition—Find the Hero Within," echoes a belief in the outstanding character of the school and students.

Three junior high schools feed into Davis High. The school population is now 2,241 students who are predominantly Caucasian. Six percent of the student body is made up of other racial groups. Eleven percent of the students are economically disadvantaged and six percent of the students have special needs.

Although Davis High is a large high school, students feel cared for by their administrators and teachers. By implementing a school-within-a-school structure, students receive more individual attention and personalized instruction. Teachers collaborate to ensure more students achieve at high levels. Students exhibit friendly camaraderie and strong school spirit. The school enjoys a great deal of support from parents and the community.

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

Over the last six years, two major changes have helped shape the school. First, the new high school was designed for a "school-within-a-school" format, which Davis High has continued to develop and refine. Five smaller schools allow teachers to know students individually and provide personal direction for their academic success.

Second, the school has focused on identifying and providing support for the 40 percent of the student body who achieve at average levels. The principal has allocated additional resources, time, and personalized programs to help these students improve their performance. Teachers know these students and have built positive relationships with them. Teachers work with the students to develop strategies to ensure they meet their educational goals.

Other innovations are weekly late start days for teachers, providing time for collegial collaboration. The introduction of advisory and tutorial periods gives students opportunities to access teachers for additional help. The school has also implemented a "Summer Boot Camp," which provides incoming ninth grade students a chance to make up five quarter credits before they start their sophomore year.

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

The Visiting Team suggests that the school continue to systematically collect and analyze data to measure student progress and identify areas for future growth. As data

is gathered, teachers and administrators can discuss and reflect on the information to discover trends and patterns of learning. Data should be disaggregated by gender, ethnicity, economic level, and special education status to determine gaps in achievement.

As departments develop common assessments, that information should be added to the profile to guide instruction and curriculum. Of particular interest will be the achievement levels of the middle 40 percent of students.

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

The current profile shows that most of the students are achieving at high levels. Students in Advanced Placement classes lead the state with remarkable scores on test performance. Concurrent enrollment classes attract over 50 percent of their student body. In 2011, 5,362 college credits were earned by 1,764 students.

Adequate yearly progress scores show that minority students achieve at equivalent levels in language arts but lag behind in math. Students with disabilities are making progress, but continue to score significantly lower than the regular education students.

Suggested Areas for Further Inquiry:

The Visiting Team recommends that the school continue to examine data to identify individual students who need academic assistance.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) 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 Visiting Team found that the mission and belief statements and DRSLs articulate a shared vision at Davis High School. It is evident that the accreditation process allowed the school and its stakeholders to redefine the belief statements and revise the mission statement to be succinct and memorable.

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

The mission and belief statements were developed collaboratively by parents, students, teachers, staff, and administrators. The mission and beliefs are closely aligned with the DRSLs.

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

The school has developed indicators for each DRSL that focus on student behaviors. These indicators list expected skills, but are general and difficult to quantify. The school is encouraged to develop assessment methods to measure specific student progress over time.

- 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?*

The culture of the school reflects the school's commitment to the DRSLs and mission and beliefs statements. Students are expected to use critical thinking to solve problems and learn to think creatively. The school has focused on the communication DRSL by requiring students to write in every classroom. The DRSL of character is apparent in the mutual respect among the students, parents and school personnel. Students appreciate and emulate the respect they receive from teachers, staff, and administrators. The focus of advisory, tutorials, PLCs, SLCs, supports all three DRSLs.

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 found substantial evidence that Davis High School is working collaboratively to develop a curriculum that meets the standards listed in Utah Life Skills and the Utah Core Curriculum. Resources and technology are available to enhance the curriculum. It is expected that Davis High teachers will continue to work in small learning communities and collaborate as they implement the new Utah Core Curriculum standards.

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

Teachers at Davis High primarily use traditional instructional methods. However, students reported they work in groups, and all students praised their teachers as being caring and hard-working. The accreditation team observed students actively engaged and participating in activities that help students develop logical reasoning, critical thinking, and analysis skills.

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

Teachers at Davis High School have time during their late-start day to meet together and collaborate on curriculum that focuses on student achievement. The Visiting Team encourages teachers to use their meeting time to design methods to explicitly teach and measure the DRSLs .

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

The Visiting Team has found evidence that Davis High is using the results from CRTs, standardized tests, AP, and certification tests to adjust the curriculum to help students reach intended learning outcomes. Davis High School uses assessment data to appropriately place students in courses and establish individual learning goals. The Visiting Team recommends that teachers develop common assessments for all disciplines in order to measure student learning and direct decisions about curriculum and instruction.

Instruction:

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

The Visiting Team observed a variety of instructional methods in classrooms. Strategies included cooperative learning groups, problem-solving tasks, study activities, and technology-based lessons. These engaging activities increase student motivation and enhance student learning.

- 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?*

Davis High School has developed strategies to explicitly teach the DRSLs in every classroom. Writing skills are improved as students are required to write quality essays, research papers, and lab reports throughout the school. Teachers develop critical thinking skills by challenging students to analyze and solve problems. Character is addressed in the advisory period as students reflect on qualities such as hard work, integrity, and honesty.

- 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?*

Professional development takes place on a regular basis through the late-start days. Teachers meet in their small learning communities and departments to address the instructional needs of students. In addition, the school leadership team has been instrumental in promoting other professional development opportunities. The SLC

grant has enabled the school to send teachers to conferences to explore and implement effective teaching strategies.

- 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?*

Davis High School has a highly qualified staff, many of whom hold advanced degrees. Through their involvement with small learning communities, the faculty members are continually trained in research-based instructional strategies. Davis High's teachers reflect on student achievement data to modify practices and implement effective instructional strategies.

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

Davis High School's state-of-the-art facility accommodates technology into every classroom. Students use technology to take standardized tests, create PowerPoint presentations, conduct research, and compose papers. Many teachers have websites, blogs, and podcasts that can be accessed by parents and students.

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?*

The Visiting Team notes that Davis High students achieve at high levels on standards-based tests. Some departments have developed common assessments for units of study and rubrics that articulate expectations for student achievement. However, the school has not yet developed a school-wide evaluation tool to measure progress toward the DRSLs.

- 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 self-assessment report of Davis High School provides much information and evidence that assessments are fair and equitable. Data collection and analysis is done mainly on a departmental level. Remediation and accommodation opportunities are available for qualified students. Students also report that advance notice is given, in most cases, to help them prepare for upcoming exams.

Teachers also use various assessment methods, including traditional paper tests, original productions, portfolios, technology projects and cooperative learning exercises. These varied methods ensure that evaluations gauge achievement through different learning styles.

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

The Visiting Team observed that student performance data and other information are available to the staff of Davis High School. Data is collected from various sources, including CRT, ACT and AP exams. Student and parent surveys, as well as many informal classroom assessments, are also used to assess the success of the school.

- 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?*

The faculty at Davis High School provides multiple opportunities for teachers to collaborate. Faculty members are part of PLCs and SLCs. Teachers are given time during late-start days to collaborate and develop common assessments.

The Visiting Team observed that some departments are working well together and share common assessments, rubrics and strategies for evaluating student performance. Many opportunities also exist for faculty members to improve assessments through participation in outside professional development offerings.

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

Teachers at Davis High school use the Six Traits of Writing rubric to assess quality writing in individual classrooms. Many departments share common rubrics and assessments, but these are not used school-wide to measure the communication DRSL. No other school-wide scoring tools are presently developed.

CHAPTER 3: NORTHWEST 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?*

The school community has revised its mission and belief statements to reflect a community that is focused on academic learning. The administration works with teachers in departments, PTCs, and SLC to develop a viable and guaranteed curriculum for all students, with special attention to meet the needs of the middle 40 percent. Professional development for teachers is readily available through the SLC grant.

- 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?*

The administrators and teacher leaders collect data and collaborate to determine who is learning and who is not. It is through this process that the school administrators have chosen their goal of helping the middle 40 percent of students they believe can move from their present academic achievement levels to higher levels.

- 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?*

School administrators work closely with the leadership team, department chairs, and deans of the small learning communities to ensure the school is a safe, efficient, and effective learning environment. The school leaders are committed to a rigorous examination of data to make sure all students are improving and meeting expected learning outcomes. The DRSLs are emphasized in faculty meetings, professional development experiences, and teacher training. Students come to understand the DRSLs through explicitly taught lessons in advisory and other classes. It was apparent to the Visiting Team that the school has a strong commitment to uphold its tradition of academic excellence and continuous school improvement.

- 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?*

The principal of Davis High has created a strong team approach to school leadership. He encourages and allows all teachers and other stakeholders to play a meaningful role in the decision-making process. Members of the Community Council, the Library Board, and PTA have a strong voice in the allocation of funds spent to support student learning. They play a vital role in key decisions at the school. Teachers, deans, department chairs, and the leadership team are also involved and take responsibility for decisions that affect student learning.

- 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?*

Davis High school initiated advisory classes where small groups of students can be guided by a caring adult teacher. The teacher tracks their academic progress and attendance. The advisory teacher builds a strong, supportive relationship with the students and encourages them to meet their academic goals. The school has also provided a tutorial period so students can access any teacher during the regular school day for extra help on assignments, to retake tests, or to receive additional instruction.

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 Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST 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?*

Davis High School used the Utah accreditation process to develop a school improvement plan. The school profile and action plans were developed collaboratively by all stakeholders. Focus groups used the NSSE rubrics, and departmental analyses were completed using the essential questions. The school has a leadership structure in place to review and revise the process on an ongoing basis.

- 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?*

Davis High School has implemented a late-start model to provide time for teacher training and collaboration. The professional development activities align with the school's goals for improvement by including technology training, reading and writing instruction, character building lessons, and building critical thinking skills.

- 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?*

Davis High School's action plan was developed and accepted by the faculty as a guide for school improvement. The goals were determined collaboratively. The Visiting Team suggests that the action plan be revised to be more student-driven and

specify proficiency levels for student learning outcomes. Goals should be measurable, aligned with the DRSLs, and time bound.

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

Davis High School has implemented programs and organized a leadership structure to support productive change and continuous improvement. For example, teachers participate in small learning communities that promote curricular and cross-curricular collaboration. The administration works with faculty, counselors, staff and community, to create a culture of continuous reflection and improvement.

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

Since the last full visit, Davis High School has focused on the communication DRSL by requiring reading and writing across the curriculum. The school has continued to support the character DRSL through lessons and activities in advisory classes and tutorials. The action plans have been revised to reflect the school's strong commitment to every student's academic success.

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

The interim review team recommended that Davis High School organize focus groups consisting of all stakeholders. It is evident that this has been done. The interim review team also recommended that the departments review the guiding questions and complete a self-study. The departments met and graded themselves on the NSSE rubrics. It was further recommended that Davis High continue to develop its action plan, linking it to the DRSLs. The original action plan was revised and will continue to be refined in the future. The counseling staff was encouraged to be more accessible, and has made significant progress in this area.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team observed strong involvement of students, parents, faculty, staff and administrators during the visit. It is evident that Davis High School has a community that is supportive and involved in every aspect of the school. All stakeholders were extremely positive and appreciative of the culture of the school and the strong working relationships among all groups. School pride motivates alumni and community members to be actively involved as volunteers and participants at school events and extracurricular activities.

The Visiting Team observed that the PTSA and Community Council are extensively involved in the school. Their input and recommendations are taken seriously by the school administrators and help guide the school in determining funding allocations and setting academic goals.

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

The school collaborates with the community through the PTSA, Community Council, business partners and parent volunteers. Information about coursework is available online to students and parents through wiki-spaces, blogs, podcasts, etc. The school web-site and e-mails are used to communicate with the school community.

Students have opportunities to learn through internships in local businesses and community organizations. The school partners with local universities to provide a number of concurrent enrollment courses. This helps students to become familiar with local universities while earning college and high school credit.

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

The Visiting Team observed that all stakeholders were engaged in the self-study process. Parents and students joined with teachers and staff members in focus group discussions. They were involved in reviewing the mission and belief statements, determining DRSLs, and creating an action plan for school improvement.

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

Davis High School uses data from standardized tests to identify and document school improvement. The data is used for student placement in courses, improvement in curriculum delivery, and instruction. This information is shared publicly with the stakeholders through the district website, SEOPs, parent conferences, Community Council, PTSA meetings and other reports. The school's tradition of excellence and the expectation to continue and improve on this tradition are well-known to students.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the faculty for the very fine self-study that was done to prepare for the accreditation visit. The profile, department analyses, and focus group

reports were created collaboratively and gave an accurate and candid view of the school.

- The Visiting Team commends Davis High School for the fine tradition of academic excellence it has fostered over numerous years. The students demonstrate high levels of achievement well above the state's average scores. The number of students taking and passing AP exams at high levels is especially impressive.
- The Visiting Team commends the remarkably strong relationships among the faculty, administration, and students. Students know that their teachers care about them and are willing to give them extra assistance before and after school, as well as during the tutorial period. Administrators are to be commended for showing personal concern for each Davis High student.
- The school is to be commended for continuing the Summer Boot Camp program for struggling learners. This program provides a crucial intervention to get at-risk students back on track and headed for a high school diploma.
- Davis High School is to be commended for designing a school-within-a-school format that sequences classes to prepare students for college and/or career pathways. Even in this large school, this format allows teachers to better understand and address individual student needs.
- Davis High School is to be commended for its focus on the middle 40 percent of students, giving them additional resources, time, and personalized programs to improve their academic achievement. In addition to academic support, these students benefit from peer mentors in advisory classes and peer tutors in tutorial classes.
- The Visiting Team commends Davis High School for revisiting the DRSLs and selecting communication, critical thinking, and character to guide instruction and curriculum throughout the school. Students, parents and faculty collaborated to develop the DRSLs and stakeholders exhibit a strong understanding and commitment to these intended student outcomes.
- The Visiting Team commends Davis High School for building time into the schedule through a late-start day to provide time for departmental and PLC collaboration. Teachers have developed interdisciplinary units that allow students to understand important connections between content areas.
- The Visiting Team appreciates the very positive and collegial school climate where students feel safe and valued. There is a feeling of mutual respect between students, parents, and staff.
- The school has a very warm and beneficial relationship with parents and community members. Parents expressed that they feel welcome in the school and at extracurricular activities. Teachers and administrators listen to and respond to parents' concerns in a timely fashion.

Recommendations:

- The Visiting Team recommends that Davis High School continue to collaborate, map curriculum, and develop common assessments to enhance student learning. Professional development activities should focus on these skill sets for teachers.
- Davis High School is encouraged to continue refining the advisory program, making it a meaningful and vital program that supports the school's academic goals and DRSLs. Through quality advisory activities and lessons, teachers make personal connections with students and become advocates for student learning.
- The Visiting Team recommends that Davis High School faculty members and other stakeholders work with the administration to design indicators with measureable student growth outcomes for each DRSL. This task is complicated and will take creativity and ingenuity to accomplish.
- The school is encouraged to revisit the action plan and align the action steps with desired student outcomes. The action plan should include specific indicators of progress toward each DRSL.
- The Visiting Team recommends that Davis High School take advantage of the technology available to improve communication with the community. Through e-mail, blogs, web pages and the like, current classroom assignments, test dates, extra-curricular activities, and other pertinent information can be delivered to parents and patrons.
- Davis High School is encouraged to seek ongoing feedback from constituents through surveys and open forums. Information from the ISQ (Indicators of Schools of Quality) survey should be examined to better understand the strength of the school and areas for school improvement.