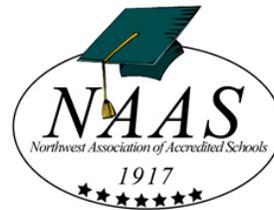


**The Report of the
Accreditation Visiting Team**

**Dorius Academy
2405 North 400 West
Layton, Utah 84041**

April 19, 2010



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Dorius Academy
2405 North 400 West
Layton, Utah 84041**

April 19, 2010

UTAH STATE OFFICE OF EDUCATION

**Larry K. Shumway, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Brenda Hales, Associate Superintendent

**Lynne Greenwood, Director
Curriculum and Instruction**

**Gerolynn Hargrove, Coordinator
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction**

Salt Lake City, Utah

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education.....	iii
Dorius Academy Ownership, Board of Directors, Administration and Staff	1
Dorius Academy Mission Statement, Belief Statements, and DRSLs.....	2
Members of the Visiting Team	3
Visiting Team Report.....	4
Chapter 1: School Profile.....	4
Suggested Areas for Further Inquiry.....	4
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards.....	5
Mission, Beliefs and Desired Results for Student Learning (DRSLs).....	5
Curriculum	5
Instruction	6
Assessment.....	7
Chapter 3: NAAS Support Standards.....	9
Leadership and Organization	9
School Services	10
Facilities and Finances	10
Chapter 4: NAAS School Improvement Standard	10
Chapter 5: Community Building.....	12
Chapter 6: Major Commendations and Recommendations of the Visiting Team	12

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, April 19, 2010, 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 Dorius Academy 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 James Hombs is also commended.

The staff and administration are congratulated for their desire for excellence at Dorius Academy 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 Dorius Academy.

Larry K. Shumway, Ed.D.
State Superintendent
of Public Instruction

UTAH STATE BOARD OF EDUCATION

250 East 500 South
P. O. Box 144200
Salt Lake City, UT 84114-4200

District 1

Tami W. Pyfer
52 Ballard Way
Logan, UT 84321
Phone: (435) 753-7529

District 2

Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 3

Craig E Coleman
621 South Main St.
Genola, UT 84655
Phone: (801) 754-3655

District 4

David L. Thomas
7875 South 2250 East
South Weber, UT 84405
Phone: (801) 479-7479

District 5

Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

Meghan Holbrook*

775 North Hilltop Road
Salt Lake City, UT 84103
Phone: (801) 539-0622

Douglas J. Holmes***

274½ 25th Street
Ogden UT 84401
Phone: (801) 479-8163

District 6

Michael G. Jensen
4139 S Aubrey Ln.
West Valley City, UT 84128
Phone: (801) 968-5960

District 7

Leslie B. Castle
2465 St. Mary's Drive
Salt Lake City, UT 84108
Phone: (801) 581-9752

District 8

Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 9

Denis R. Morrill
6016 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334

District 10

Laurel Brown
5311 South Lucky Clover Ln.
Murray, UT 84123
Phone: (801) 261-4221

Rosanita Cespedes*

1470 S 400 E
Salt Lake City, UT 84115
Phone: (801) 466-7371

Larry K. Shumway

Executive Officer

District 11

David L. Crandall
13464 Saddle Ridge Drive
Draper, UT 84020
Phone: (801) 501-9095

District 12

Carol Murphy
463 West 140 North
Midway, UT 84049
Phone: (435) 729-0941

District 13

C. Mark Openshaw
3329 Piute Drive
Provo, UT 84604
Phone: (801)377-0790

District 14

Dixie Allen
218 West 5250 North
Vernal, UT 84078
Phone: (435) 789-0534

District 15

Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Charlene Lui**

766 N 900 W
Orem, UT 84057
Phone: (801)230-5109

Twila B. Affleck

Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

***UCAT Representative

7/22/2009

DORIUS ACADEMY

OWNERSHIP

Owner of Record.....Dixie Evans

BOARD OF DIRECTORS

Alison Bond Member
Justin C. Bond..... Member
Dixie Evans..... Member

ADMINISTRATION AND STAFF

School Administration

James W. Hombs Principal
Jesse Taylor..... Vice-Principal

Counseling

Dixie Evans..... Education Coordinator

Support Staff

Natasha J. Call	Juana Leon	Dallin Stephens
Sidney Johnson	Karen S. Pechin	

Faculty

Barbara Ann Adams	John R. Hubenthal	Pamela Scott
Stanley Earl	Daniel Mildon	Ronald Taylor

DORIUS ACADEMY

MISSION STATEMENT

The mission of Dorius Academy is to help at-risk individuals achieve success in meeting academic goals.

BELIEF STATEMENTS

- Each student has a unique learning style that affects educational needs.
- Students need to assume responsibility for their academic progress in order to become self-directed learners.
- Students need to develop their thinking and reasoning skills in order to make logical choices.
- A safe and comfortable environment promotes student learning.
- Students should be provided with a variety of instructional approaches.
- All students need to be treated with respect, acceptance, trust, and encouragement.
- All people have a right and a responsibility to be educated.
- Every student can learn.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Responsible Citizenship
2. Effective Communication
3. Lifelong Learning

Date of Visit: April 19, 2010

MEMBERS OF THE VISITING TEAM

Robert Stillwell, Consultant, Northwest Association of Accredited Schools
(NAAS), Utah State Office of Education (USOE), Visiting Team
Chairperson

Judy Jacques, Educational Director, Island View Residential Treatment Center,
Syracuse, Utah

Dennis Liddel, Owner/Director, Oak Grove School, Ogden, Utah

VISITING TEAM REPORT

DORIUS ACADEMY

CHAPTER 1: SCHOOL PROFILE

Dorius Academy is a special purpose, nonprofit private school. Dorius Academy is a collaborative program that functions as the education component for students in area residential treatment centers, providing tutoring and teaching instruction to at-risk individuals. In addition, Dorius Academy services students who have formal IEPs and who qualify for the Carson Smith Special Needs Scholarship. Academic goals set by Dorius Academy enable struggling students to reenter regular schools or earn their high school diploma while enrolled in the residential treatment center.

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

The school has identified three appropriate DRSLs and now needs to develop assessments.

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

The current school self-study was the result of training and following NAAS and USOE standards and protocols. Updating to current standards has improved the school profile.

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

The school did a thorough self-study in which focus groups were utilized. Two of the DRSLs will require identification of additional measurements of success.

Suggested Areas for Further Inquiry:

- Identify data on school success in achieving the civic and social expectations.
- Provide meaningful professional development on assessment strategies.

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 used a collaborative method for revising the mission, belief statements and DRSLs. Focus groups were utilized, and a School Improvement Committee is ongoing.

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

The school's mission and beliefs led to the development of appropriate DRSLs. Crossroads RTC had input into the behavioral goals.

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

Rubrics have been developed for student's self-assessment of progress on the DRSLs. It would be helpful in the future if teachers used the same rubrics to assess student progress.

- 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 school emphasizes credit recovery. The students appreciate the structure of the packet system of curriculum delivery.

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?*

It is evident that the curriculum is aligned with the State Core Curriculum and Life Skills. The school has a system in place whereby the originators of the curriculum packets sign off on alignment, and the curriculum is then approved by a Curriculum Review Committee before it is put into use.

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

It was evident from the classroom observed that higher-order thinking skills and problem solving are expected from all students. It was recommended by the Visiting Team that more higher-level thinking skills be included in the curriculum, and that measurements be added and data collected for future reports.

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

This was evident from meetings with the staff. The teachers had input into the development of the DRSLs, and are focused on them. Two of the DRSLs are non-academic and will require additional assessments.

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

The students who attend Dorius Academy are usually not performing at an appropriate level, either academically or behaviorally, in their regular school. Student achievement is evaluated by either the Woodcock-Johnson III Tests of Achievement or the TABE in order to provide screening and evaluation of educational aptitude and achievement in learning. The results of the assessments are used to support additional services in the school setting.

Instruction:

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

The primary instructional method utilized by Dorius Academy is individualized student completion of curriculum booklets under the supervision, guidance and tutelage of licensed and credentialed teachers. The curriculum materials have been developed by licensed and credentialed teachers for North Ridge Learning Center, and are purchased for use by Dorius students. On-site teachers enhance the curriculum booklets by incorporating group instruction and activities to supplement the individualized curriculum booklets.

- 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?*

Dorius Academy's identified DRSLs correlate with the behavioral needs of the specific student population the school is serving. The current DRSLs are in the

initial stages of implementation; however, rubrics have been developed for each DRSL. The rubrics are incorporated into a score card for each DRSL in order to develop a baseline for improvement, as well as incorporate the DRSLs into daily school activities.

- 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?*

Throughout the current school year, professional development has focused on training with respect to the accreditation process. Trainings offered by the Utah State Office of Education have been attended by Dorius staff and administration. Collaboration with regard to professional development toward the goal of improving instruction and promoting student achievement occurs during staff meetings, during which each student is evaluated according to needs and situations that arise during the course of their studies.

- 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?*

All curriculum booklets have been designed by licensed and credentialed teachers. On-site teachers who supervise student completion and mastery of the material are also licensed and credentialed in a variety of subject areas. Principals visit classrooms, observe the teaching that is taking place and during teacher evaluations, and provide feedback to promote continuous self-improvement.

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

Dorius Academy has a few computers for the primary use of students needing to access the Electronic High School and American Academy, as well as Pioneer Library and other Internet research sites. Some students complete course credits through the Electronic High School. Students may also be required to do research using the computer for curriculum booklets or group activities.

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 curriculum booklets are based on clearly defined expectations for student mastery, both in terms of coursework and assessments. Such clearly defined

expectations provide motivation to the unique student population of Dorius Academy, which includes students who have previously failed, become disengaged from the academic environment, or otherwise not made school a priority.

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

Students participate in the TABE or Woodcock-Johnson Achievement tests, which are standardized, norm-based tests. Students are provided individualized instruction on curriculum booklets. In addition, students are not permitted to earn credit for a course until they pass the course assessment at a 90 percent mastery level. Students are provided with learning resources such as additional one-on-one instruction until the student successfully completes the course assessment at that level.

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

As stated above, students are not issued credit for course completion until the course is passed at 90 percent mastery. Student work is checked throughout the course in order to ensure student understanding. Student progress is measured by learner objectives accomplished, independent work completed successfully, portfolio assessments, formal presentations, and curriculum-based assessments.

- 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?*

Professional development throughout the current year has focused on training with respect to the accreditation process. The Dorius Academy staff should explore professional development opportunities to develop a broad range of student assessment strategies with the intent of measuring student achievement as an indicator of the school's success.

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

Rubrics have been developed for each DRSL. In addition, a score card is used that allows students to measure their acquisition of the identified DRSL. These score cards are used in collaboration with the on-site teachers with the intent of promoting conversations between students and teachers regarding level of performance and the areas for improvement.

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?*

The school leadership team does promote a positive school climate that is supportive of its students. Teachers are empowered to enhance the curriculum through group discussions. The students expressed appreciation of the structure of the academic program.

- 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 leadership team reached out during the accreditation process to collaborate with the staff. In addition to focus groups, a School Improvement Team has been created. The school developed its DRSLs with input from its main client, Crossroads RTC. Two of the three DRSLs are behavioral, and one is academic. The school will need to collect behavioral data on its students and decide how best to report student progress in these areas.

- 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?*

It was evident on the day of the visit that the students and teachers have a standard routine for accomplishing their goals. The students and teachers were on task. The environment was positive and very supportive. There was a recommendation from the previous visit regarding the appearance of the school and the condition of classrooms. Those concerns have been addressed. The Dorius Academy school is in a house next door to North Ridge Learning Center. The upkeep of the grounds was adequate, and the condition of the classroom was satisfactory to the Visiting Team.

- 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 commitment of the staff is high. As reflected in the school's values and beliefs, there is a shared responsibility for student learning. Collaboration was

evident from the progress made in one year complying with accreditation standards that the Visiting Team observed.

- 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?*

Because of the nature of the partnership between Dorius Academy and Crossroads RTC, students receive individual and group therapy for their treatment issues. The Dorius Academy teachers meet weekly to discuss student progress. The students are expected to do a portion of their schoolwork independently, but teachers and tutors are available to help. The students know where to go for assistance with their schoolwork.

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?*

In the past year, the school leadership team has received training on NAAS and Utah-specific standards. It was evident from reading the self-study and visiting the school that the school improvement plan followed the processes outlined in *Collaborating for Student Achievement*. The school has developed action plans that are goal oriented and specific as to resources needed and responsible persons to follow through.

- 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?*

This year, the focus of professional development was on bringing the school into alignment with accreditation standards. The Visiting Team recommends that in the coming year the focus on professional development be directed toward assessment strategies.

- 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 plans are sound. There is a specific goal statement for developing meaningful assessments to measure school progress, and a goal statement for relocating the library collection for better student access.

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

It is evident from the changes seen in the past year that the school supports continuous improvement. The faculty and staff have a good start with their DRSL scorecards. They now need to collect data on student progress on DRSLs and decide how best to report it.

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

The one-year accreditation from the last full-team visit gave the school the time and opportunity to conduct a new self-study that meets the current accreditation standards. The primary action plan for this year was to go to the USOE training and redo the self-study; this was done.

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

The school was given seven recommendations in 2009. Training on accreditation standards has been addressed. Ninety percent mastery is required for earning credit on packets. DRSL scorecards have been developed. Focus groups were conducted on seven accreditation standards. The school team conducted a departmental analysis. Landscaping has been cleaned up and broken furniture replaced. There are 3,000 books in the school's library collection, and students receive instruction on accessing the Pioneer online library.

CHAPTER 5: COMMUNITY BUILDING

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

The staff seems to work well together, and there were indications of a shared responsibility for student learning.

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

The networking to support the Dorius students who reside at Crossroads RTC is extensive.

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

The process used to conduct the current self-study followed established guidelines. The teachers were fully engaged in the accreditation process. Members of the Board were included in focus groups.

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

Dorius Academy conducted a thorough self-study involving its stakeholders. The Dorius staff and the Crossroads staff meet weekly. Parents do not interface directly with Dorius for the students residing in Crossroads RTC. Carson Smith Scholarship students receive their instruction at Northridge Learning Center. The Visiting Team did not meet with the parents of the special education students. The Board of Directors and the Advisory Board get regular updates on the progress of the school.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Dorius Academy for developing DRSL rubrics.
- The Visiting Team commends Dorius Academy for action plans that are specific and goal oriented.

- The Visiting Team commends Dorius Academy for the level of commitment of the staff to student success.
- The Visiting Team commends Dorius Academy for its progress in the past 12 months in meeting the recommendations of past Visiting Team.
- The Visiting Team commends Dorius Academy for maintaining the low teacher-student ratio that promotes personalized success for students.

The Visiting Team commends Dorius Academy for providing group direct instruction to enhance the core in cross-curricular writing.

Recommendations:

- The Visiting Team recommends that Dorius Academy gather data on school success in achieving civic and social expectations.
- The Visiting Team recommends that Dorius Academy involve the staff in professional development on assessment strategies.
- The Visiting Team recommends that Dorius Academy include higher-order thinking skills in the curriculum and gather data on results for future reports.
- The Visiting Team recommends that Dorius Academy conduct a thorough analysis of student achievement data to help drive instruction.
- The Visiting Team recommends that Dorius Academy have teachers use the DRSLs scorecard to assess student progress.
- The Visiting Team recommends that Dorius Academy add a writing component to the Effective Communication DRSL.