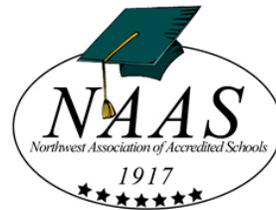


**The Report of the  
Accreditation Visiting Team**

**Jordan High School  
95 East Beetdigger Blvd. (9825 South)  
Sandy, Utah 84070**

**May 13-14, 2010**



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

**Jordan High School  
95 East Beetdigger Blvd. (9825 South)  
Sandy, Utah 84070**

**May 13-14, 2010**

**UTAH STATE OFFICE OF EDUCATION**

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State Superintendent of Public Instruction**

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## TABLE OF CONTENTS

Foreword .....	ii
Utah State Board of Education.....	iii
Canyons School District Board of Education and District Administration .....	1
Jordan High School Administration and Staff .....	2
Jordan High School Mission Statement, Belief Statements, and DRSLs .....	4
Members of the Visiting Team .....	5
Visiting Team Report.....	8
Chapter 1: School Profile.....	8
Suggested Areas for Further Inquiry.....	9
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards.....	10
Mission, Beliefs and Desired Results for Student Learning (DRSLs).....	10
Curriculum .....	11
Instruction .....	13
Assessment.....	15
Chapter 3: NAAS Support Standards.....	17
Leadership and Organization .....	17
School Services .....	19
Facilities and Finances .....	19
Chapter 4: NAAS School Improvement Standard .....	19
Chapter 5: Community Building.....	21
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....	22

## **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, May 13-14, 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 Jordan 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 Tom Sherwood is also commended.

The staff and administration are congratulated for their desire for excellence at Jordan 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 Jordan High School.

Larry K. Shumway, Ed.D.  
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Rand Winward

Shauna Young

## **JORDAN HIGH SCHOOL**

### **MISSION STATEMENT**

Celebrating a century of tradition and legacy,  
our mission is to establish life long learning by  
encouraging, guiding, and challenging all of our students.

### **BELIEF STATEMENTS**

1. Learning will have meaningful connections between curricula and everyday life.
2. Students, parents, and teachers will seek school wide improvement.
3. Education will provide a foundation for life in academics, social skills, cultural acceptance, technological literacy, and marketable skills.
4. Student learning will be the central priority for the school.
5. Students, parents, and teachers will have accountability and responsibility for thie role in the educational process.
6. Students, parents, and teachers will be committed to developing contributing members of society.
7. Everyone will be treated with dignity and respect.
8. Critical thinking and problem solving will be a curricular priority.
9. Clear goals and high expectations will be established schoolwide.
10. Students, parents, and teachers will work together to provide a safe learning environment.

**DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)**

**Critical and Complex Thinking**

**Life-long Learning**

**Effective Communication**

**And**

**Responsible Citizen**

Date of Visit: May 13-14, 2010

## **MEMBERS OF THE VISITING TEAM**

Glo Merrill, Murray School District, Visiting Team Chairperson

Susan Berrend, Intermountain Christian School

John Hall, Park City High School, Park City School District

Marilla Jameson, Granger High School, Granite School District

Roseanne Markham, Curriculum Department, Granite School District

Nancy Peebles, Bonneville High School, Weber School District

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## VISITING TEAM REPORT

### JORDAN HIGH SCHOOL

#### CHAPTER 1: SCHOOL PROFILE

Jordan High School has been existence for 100 years and is a school rich in tradition. Many of the current students had parents, grandparents and great-grand parents attend the school. The school has 1,675 students in grades 10 through 12. Since the last accreditation, there have been several changes in the administrative team. The current principal was an assistant principal before he became the principal in February 2009. Jordan High School is one of four high schools in the new Canyons School District. In addition, there has been a substantial turnover in faculty members. These changes have impacted the school's progress toward its accreditation goals.

There are 419 students who are attending Jordan High School on permit. This is an indication of the high quality educational programs that are available to the students of Jordan High School. There has been a slow, steady growth in the number of ethnic minority students enrolled, as well as the number of students receiving free or reduced-price lunch. In addition, the school has experienced a gradual decline in overall student enrollment during the past six years.

Jordan High School received a Federal Small Learning Communities grant, and has the foundation for a strong academy program in place. Daily attendance improved substantially after the school implemented a new school-wide attendance policy. In addition, the school implemented Sophomore Houses, Academy Advisory Program, and a late-start schedule as well as Early Enrichment, Academic Center, and Saturday School. Faculty members now have time dedicated to collaboration several times a month.

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

During the 2005-06 school year the school did not achieve Adequate Yearly Progress (AYP). Through improved academic achievement, subgroup participation and safe harbor, the school achieved AYP for 2007, 2008 and 2009.

The number of AP tests given at the school, as well as the pass rate, has slowly declined. In contrast, the number of students enrolled in concurrent enrollment courses has increased during the same time period. Biology and chemistry students have improved their CRT results.

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

The school did not identify who is learning and who is not learning. The school did provide high stakes assessment data, but did not provide school or department disaggregated data that would help identify the struggling learners at Jordan High School.

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

The self-study identifies the strengths of the school. One assistant principal led the school improvement process for several years, and the administration and faculty members worked hard to include accurate information and an honest evaluation of the school's programs.

The data regarding attendance at Early Enrichment and the Academic Center was helpful in identifying the number of students accessing the program. It is unclear whether struggling learners are taking advantage of these programs. The Visiting Team would encourage the school to identify the struggling learners and monitor their attendance at Early Enrichment and the Academic Center.

It is commendable that 100 percent of the ELL students are receiving support from ESL-endorsed faculty members. The Special Education Department is commended for implementing the inclusion model for the majority of the special education students, and it is admirable that the students elected a special education student as a student body officer.

**Suggested Areas for Further Inquiry:**

- Jordan High School recognizes the need to collect, disaggregate, and analyze school-level data regarding the success of new programs, implementation of the DRSLs, and improvement in individual student learning. This process will allow the school leadership team to recognize the strengths in the school's academic programs, as well as identify and address the gaps in student learning.
- The Visiting Team recommends that Jordan High School identify at least one DRSL to institutionalize for the next full team visit. A simple measurement system should be designed and implemented school-wide. Data must be collected, analyzed, and shared with all stakeholders on a regular basis to ensure that the improvement efforts are making a difference for the struggling students at Jordan High School.

## CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (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 commends the school's efforts to revisit the mission and beliefs since the last review. The mission and belief statements focus on student learning. However, there appears to be little evidence that a consensus of all stakeholders was achieved in the revision process. The Visiting Team recommends that all stakeholders be involved in any future revision of the mission, beliefs or DRSLs.

The mission provides a compelling purpose and vision for the school to support student achievement. The Visiting Team supports the focus group's conclusion that there are too many belief statements. Jordan High School's DRSLs are clear and provide broad application to many subject areas. Measurable indicators have not been identified for the DRSLs, and there is little evidence that DRSLs have been implemented school-wide. In addition, there has not been a DRSL measurement tool designed that could be used school-wide to gather data relating to student learning.

Jordan High's unique motto is to be commended, and the motto clearly links Jordan High's past, present and future.

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

Jordan's mission is succinct and supports the school's commitment to student learning. The faculty and students are aware of the DRSLs, and some faculty members have started to implement DRSLs in their classroom. The belief statements align with the school's DRSLs.

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

The Visiting Team recommends that the school focus on institutionalizing one DRSL. Evidence exists that departments have created a list of implementation activities that the school is currently using as indicators to assess the school's progress. The Visiting Team recommends that indicators with measureable

student learning outcomes be developed for the DRSLs. Data should be used to prioritize the school-wide implementation of the DRSLs.

- 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?*

Jordan High School has a friendly, inviting climate, and students indicated that they are happy and are achieving academic success. Some evidence exists that Jordan's mission, beliefs and DRSLs guide some procedures, policies and decisions of the school. The implementation of the Responsible Citizenship DRSL through the new attendance policy provides some evidence that the school's academic climate has improved. However, the school has not collected disaggregated data to determine whether the attendance policy has made a significant impact on various groups of struggling learners (i.e., girls, boys, sophomores, disadvantaged, ethnic minority).

There is no evidence of school-wide implementation of a DRSL by all faculty members in all departments. Nor has an assessment tool been designed or implemented to measure improvement in student learning.

### **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 school has made a concerted effort to align its curriculum with the Utah State Core Standards, and the Utah Life Skills are integrated into the curriculum in many classrooms.

Dedicated time has been set aside for staff members to work collaboratively; the Visiting Team observed special education, Spanish and math teachers doing this. These departments could serve as effective models for other departments. Spanish and math teachers have started vertical teaming and are developing common assessments. CTE classes and PE classes display clear expectations and defined standards in their rooms so that students will understand expectations.

The Visiting Team recommends that Jordan High School continue to use the Professional Learning Communities (PLCs) model, and consider setting professional development goals such as collaborating to produce curriculum course maps for common classes, developing common assessments, and reviewing assessment results in order to improve student achievement.

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

The administration is commended for implementing several new programs to help improve student learning—Sophomore Houses, Career Academies, Academic Center, and free-of-charge remediation—as well as offering tutoring in faculty member classrooms before school several times a week.

The school has also dedicated time for faculty collaboration each week. Science teachers set up labs together. Special education and Spanish teachers vertically align their curricula. The English and History Departments have aligned some cross-curricular topics. Each teacher has set a goal to focus on one DRSL in his/her own classroom. The school has moved from the seven goals to focus on three goals. There is no data to demonstrate the achievement of stated goals.

The Visiting Team recommends that the school focus upon one DRSL, integrate the DRSL into curricula, and develop an assessment tool to measure student progress and achievement.

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

Each fall the math, science and language arts faculty members review their individual results for CRT, AP and ACT scores. Teachers do not collaboratively review scores to reflect upon best teaching practices or backward design of the curriculum. English 10 uses MyAccess writing software twice per year, but does not review the data that is generated by the software program. The Visiting Team found no evidence that data is regularly and systematically reviewed.

The Visiting Team recommends that the school continue using MyAccess to help monitor and improve student writing. Faculty and students could gather data to review and reflect on improving student writing. In addition, students can be challenged to assess determine their own weaknesses and monitor improvements in their writing. MyAccess may be used school-wide to increase opportunities for student writing.

When common assessments are developed by subject area, departments will be able to clearly identify gaps and/or weaknesses in curriculum design. After the common assessments are implemented, teachers can also review data regarding student understanding of the core and design lessons to improve student knowledge and understanding.

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

The Visiting Team observed many classrooms and found students actively engaged in inquiry, problem-solving and higher-order thinking skills within individual classes. Teachers are commended for using a wide variety of teaching and learning strategies to effectively engage **all** students. Students and teachers enjoy positive personal interaction. In addition, technology is widely used in many departments to enhance learning. The Visiting Team recommends that the school identify who the struggling learners are (GPA less than 2.0 and/or not proficient on CRT). Once the struggling learners have been identified, the administration, counselors, and teachers can work together to increase support services for these students.

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

Jordan High School has highly qualified teachers. However, it does not appear that the teachers have designed or implemented subject-specific or school-wide common assessments. There was little evidence that explicit expectations are given for writing assignments, projects, or presentations before the teacher critiques student work.

A school-wide writing rubric was developed for the first accreditation visit. However, faculty members have not used the rubric, nor has disaggregated data been kept to measure improvement in student writing. The school may consider revisiting the rubric and implement the tool school-wide. The Visiting Team commends the faculty members who are designing and implementing cross-curricular projects.

Before the next full accreditation visit, Jordan High School could develop ongoing professional development to help the teachers gain a better understanding of how to use data to recognize gaps in student learning and revise the curriculum to better meet the needs of the students.

**Instruction:**

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

The Visiting Team observed teachers actively using a variety of instructional strategies (e.g., cooperative learning, labs, small group discussion, student portfolios, projects, presentations, online resources) to enhance student learning. Students know their teachers care about them and are highly engaged in their coursework. The Visiting Team commends the teachers for being available for students three days a week during early enrichment. This common time allows students to make up work and benefit from one-on-one time with their teacher.

- 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?*

Although the staff developed specific instructional strategies for implementing the DRSLs, there was little evidence that the strategies were being used by teachers. The faculty members were asked to complete a checklist each quarter of the instructional strategies that were used in their classroom. However, there does not appear to be a school-wide effort to teach the DRSLs within content areas.

The Visiting Team commends the school for implementing Career Academies. Students enjoy their teachers, their classmates, and the integrated curriculum.

- 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?*

Recent professional development has focused on faculty members sharing research-based instructional strategies with the entire faculty. In addition, the faculty has received training on increasing rigor by having students apply their newly acquired knowledge. The Visiting Team would encourage the school to focus on student learning data rather than the number of times an instructional strategy is used. There does not appear to be a correlation between using a wide variety of instructional strategies and improving student learning.

The Visiting Team recommends that the school leadership team design future professional development to help the faculty members continue to develop effective PLCs. The work of a PLC is to design common assessments, collect and analyze data, and discuss as a team what changes in curriculum or instruction may improve student learning.

- 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?*

Jordan High School teachers are highly qualified and have a solid knowledge of their content areas. Teachers are appropriately endorsed for the courses they teach, and many have obtained advanced degrees. The teachers are to be commended for their personal commitment to life-long learning.

Faculty members' work with their peers to develop and implement common assessments will give individual teachers the opportunity to reflect upon their own practice, as well as discuss student learning with their peers who teach the same course.

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

Jordan High School has a wide variety of technology tools for teacher and student use. Ceiling-mounted projectors, document cameras, and Smart Boards are utilized by many teachers. Teachers also use WebAssign and MyAccess software to assign and evaluate student work online. The Physics Department is commended for having students use computers and sensors in their labs. The CTE Department is also commended for having a wide assortment of the latest technology available for student use in completing projects.

The school's new website will improve communication between all stakeholders. The school may want to consider showcasing data regarding student learning on the website. Also, departments and individual faculty members could post their curriculum maps as well as due dates for assignments, tests, etc.

**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 professional staff at Jordan High School used summative data such as CRT, UBSCT, AP, and ACT scores to assess the success of the school. Few departments use common curriculum maps, common formative assessments, or benchmark tests to inform instruction during the year. Summative data was not disaggregated, and limited sources of data were used in the self-analysis process. The self-study did not identify who is learning and who is not learning at Jordan High School.

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

A DRSL has not been implemented school-wide, so there has not been a school-wide assessment developed to measure the implementation or impact on student learning. As the school leadership team moves forward with the implementation of the DRSLs, it will be necessary to develop common performance standards that can be implemented and assessed throughout the school.

The students believe their teachers are fair in determining grades. However, there does not appear to be consistency from teacher to teacher. The school may consider a school-wide grading scale so students and parents would not have to remember different grading policies for each teacher. A long-term goal may be that students' grades are partially determined by the use of common assessments,

projects, or assignments, so the expectations for student learning are the same for all students enrolled in a course (e.g., Biology, Geometry, English 11).

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

It should be noted that the recent split between Jordan School District and Canyons District has negatively affected data analysis, because the new district does not have a data system in place to help schools analyze their data efficiently.

Jordan High School received a substantial federal grant to create small learning communities. As part of the grant, an outside source has collected and provided extensive disaggregated data on the school and on how this grant has affected student learning. However, the small learning community data was not reviewed by the school's professional staff nor used in the self-study. It appears that the grant has been seen as separate from the school's goals and the school action plan. This is one example of the disconnect between the many outstanding things that are happening at Jordan High School and the need for explicit alignment with school goals and outcomes.

- 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 Visiting Team commends Jordan High School for embedding collaborative time in teachers' daily schedule. The Visiting Team commends the administration for encouraging teachers to use this time to develop common formative assessments and to use the data to inform instruction. Some departments have started this important work, and faculty members are beginning to collect and analyze data. Accountability for collaboration time should also become a norm at Jordan High School, and a reporting mechanism should be put into place.

Teachers report that they are unsure how to create common formative assessments or how to use the data collected to improve curriculum and instruction. The Visiting Team recommends that future professional development be designed to help teachers understand formative assessment and how to use a variety of common assessment tools to determine student knowledge and understanding of State Core standards.

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

Jordan High School continued its focus on the four DRSLs identified for the school's last accreditation visit. The process of development and refinement of the DRSLs involved a limited number of stakeholders. The school made an effort to

implement the DRSLs, but allowed individual faculty members to choose which DRSL to implement. A school-wide scoring tool has not been developed.

The school has developed measurable indicators for two DRSLs: Effective Communication and Responsible Citizenship. Teachers received training in Six Traits writing. However, there is little evidence that the rubric results were analyzed by departments or school-wide to determine improvement in student writing. The school leadership team may need to provide additional professional development for implementation of the school-wide writing DRSL.

Jordan High School is commended for its consistent implementation of the new attendance policy. It is impressive that the computer grading system automatically adds a “no grade” when a student needs to make up time for excessive absences or tardies. The attendance office is commended for improving communication with parents and students regarding attendance.

### **CHAPTER 3: NORTHWEST SUPPORT STANDARDS**

#### **Leadership and Organization:**

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

Jordan High School has had three different principals since the initial Visiting Team visit. The current principal was the school’s assistant principal before being appointed principal. All stakeholders respect and support the current principal. The administrative team is very supportive of the needs of the students.

The administration and department heads promote quality instruction by fostering an academic learning climate that actively supports teaching and learning. Individual teachers and departments focus on teaching the State Core Curriculum. The administration provides opportunities for professional development that include school-wide, department, and individual teacher professional development.

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

Jordan High School has a cohesive leadership team that collaborates for improving student learning. However, decisions regarding student learning have not been based on data. It is recommended that a leadership team be created that includes teacher-leaders, administrators and parents. The school should engage in

a sustained effort to collect and analyze data that would identify who is and who is not learning. This would help the school make informed decisions regarding professional development, course offerings, and the type of data that should be collected in the future.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, resources, allocation and use of resources of the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs and school improvement?*

The administration provides skillful stewardship of the school's organization, operations, and resources. School-wide policies and operational procedures are consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. The management of the federal grant has followed all governmental requirements. The administration should be commended for maintaining a safe, efficient, and effective learning environment.

- 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 current principal is to be commended for creating an environment of trust and supportive relationships with students, parents, faculty and staff. The members of the administrative team work well together, and they recognize the need for continuous improvement of the school's academic learning climate and teaching practices. The Visiting Team recommends that the administrative team share the responsibility for student learning with the School Leadership Team, School Community Council and Parent-Teacher-Student Association.

A visitor can feel the pride that students feel for their school from the moment he/she walks through the door. Students enjoy each other, and there was no evidence of tension between different groups of students. The custodial staff is commended for keeping the facility extremely clean.

- 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 DRSLs?*

The school and administration are to be commended for implementing an advisory program in which each student is assigned an advisor responsible to review the students learning outcomes and guide the student through his/her individual educational decisions, goal setting, and accomplishment of those goals. However, teachers commented that the time allotted is insufficient to effectively meet the individual needs of students or to develop meaningful relationships with the 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 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?*

The school has made some progress in the school improvement process. The administrative team is commended for gaining teacher buy-in to the school improvement efforts. However, there does not appear to be a systematic approach for collaboration for student achievement. The school did include an action plan and timeline of implementation, but there does not appear to be a cohesive system of annual review and revision that involves 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 school has time dedicated to regular professional development. There does not appear to be a long-range professional development plan that supports implementation of the DRSLs or improving student learning. Currently, a menu of professional development sessions are offered and taught by faculty members.

Jordan High School has MyAccess software, but it is not currently being used by all departments to measure improvement in student writing. The Visiting Team would suggest that the school provide professional development on the use of the

software and begin collect data on student writing. In addition, faculty members suggested topics that could be addressed in future professional development, such as fair and consistent grading, using formative and summative data to revise the curriculum, tracking individual student progress,; and the development of valid common assessments.

- 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 current action plan addresses the continued implementation of literacy, numeracy and character education. Since disaggregated data has not been collected on the DRSLs, the school-wide action plan does not address the critical areas for follow up. The Visiting Team would suggest that the action plan be revisited after the gaps in student learning have been identified.

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

Jordan High has developed a culture of open, honest dialogue among faculty members. Parents expressed that the administration, counselors and teachers were easy to approach, open to their concerns, and willing to help solve problems. Jordan's warm climate allows the faculty, staff, students and parents to honestly express opinions and concerns regarding all aspects of the school.

The late-start schedule has allowed ample time for professional development and collaboration for student success. The Visiting Team would suggest that the school reduce the number of committee meetings (e.g., evidence-based learning, individual evidence-based learning, staff meetings, academy planning meetings, academy lead planning meetings, collaboration meetings) and allow faculty members more time to work with their PLCs. However, an accountability system for the PLCs must be developed.

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

The action plan from the first visit was included in the current self-study, and it was obvious that the school made great progress on completing the tasks listed.

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

The Visiting Team commends all stakeholders for developing and implementing a new attendance policy that is consistent and fair. In addition, there has been improved collaboration within departments, and some departments are beginning to develop and use common assessments. There was little evidence that the school

disaggregated data to determine who is learning and who is not learning. The action plan does not indicate how teachers will utilize data and professional development information to improve student achievement.

## CHAPTER 5: COMMUNITY BUILDING

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

After many conversations with students, the Visiting Team was very impressed with the students' pride in their school. Students reported that their teachers know them personally and want them to succeed. The ISQ results in the self-study reported that many minority students do not feel safe. The school may consider responding to the data provided by the ISQ. It is recommended that the school community work to include all parents in formal school organizations such as PTSA and SCC, as well as informal organizations such as boosters for the sports teams, and the performing arts.

Jordan High School has been in existence for more than 100 years, and the Visiting Team commends the alumni organization that continues to foster unity in the community.

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

The school recently started Early Enrichment, Small Learning Communities and the Academic Center to support all students in their learning. However, there does not appear a system to determine whether struggling learners are taking advantage of the new programs.

The counselors kicked off the year by having students stop by for donuts and to get to know their counselor. The school is commended for supporting the Standing Tall program for American Indian students, as well as Latinos in Action. The school offered a back to school night for the Latino population last fall.

The school updated its web page to include information in English and Spanish. The school may also consider making the parent newsletter, *Beetdigger Bulletin*, and other pertinent information also available in Spanish as well as English, and mailing it home. A multicultural assembly was held for the first time, and received very positive response from all students. Some of the students who performed in the multicultural assembly were invited to perform at feeder schools.

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

The PTSA, SCC, and Alumni Association play active roles in supporting Jordan High School, and parents and students were included in the focus groups. The PTSA is commended for its support of teachers and students and Jordan High School. The PTSA sponsors a Student of the Month program and scholarships. The Alumni Association supports the traditions of the school by being visible and active at school functions, as well as providing scholarships. However, it appears that much of the self-study report was compiled with very little input from **all** stakeholders.

The Visiting Team commends all stakeholders on their support of many charitable endeavors, such as raising \$35,800 for the Invisible Children Fund. In addition, many teams and clubs are involved in projects in the feeder elementary schools.

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

The self-study was recently published, and includes general data regarding student learning on summative assessments, ISQ findings, recommendations of the focus groups, and areas for growth in each department. This information was clearly communicated to the administration and faculty members. The Visiting Team asked staff members and parents whether they had the opportunity to read the self-study, and discovered that the report was recently published but had not been shared with **all** stakeholders.

The Visiting Team would recommend that the profile information be updated annually and used to respond to the needs of struggling learners as well as to guide professional development.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- Jordan High School is commended for developing a positive academic learning climate where students feel safe, comfortable, and accepted. From the moment you walk through the door at Jordan High School, you feel the pride that students, faculty and staff have for their school.
- The Visiting Team commends the faculty members for their willingness to help students find success. Faculty members are highly qualified, energetic, and

knowledgeable. The Visiting Team was impressed with the critical thinking and problem-solving discussions and personal projects in which students were engaged throughout the school.

- The Visiting Team commends the school for successfully implementing a school-wide attendance policy. The policy has had a positive impact on student learning due to the Early Enrichment, Academic Center, and Saturday School options that students have to remediate their excessive absences or tardies.
- Jordan High School is commended for having the latest technology available for students and faculty members to use.

### **Recommendations:**

- The Visiting Team recommends that the school identify who is and is not learning by developing a comprehensive assessment system to gather, disaggregate, analyze and use pertinent data. These efforts should extend to gathering and using data to monitor and evaluate school-wide improvements efforts, as well as departmental and individual course improvement efforts.
- The Visiting Team recommends that one additional DRSL be institutionalized before the next full team visit. Indicators should be developed for the DRSL and a school-wide measurement tool implemented. As data is collected and disaggregated, the school will be able to determine whether its efforts are effective in improving student learning.
- The Visiting Team recommends that Jordan High School develop a school leadership team to guide the school improvement process. The school leadership team should develop and implement a multi-year professional development plan that aligns with the implementation of the DRSLs and addresses the needs of all students. The professional development plan should also include the opportunity for faculty members to align curriculum (horizontally and vertically), create common assessments, and learn how to analyze and use data to improve student learning in their classrooms and in their departments.