

**The Report of the
Accreditation Visiting Team**

**Logan River Academy
1638 South Highway 89/91
P.O. Box 3662
Logan, Utah 84323**

April 14, 2009



**Utah State Office of Education
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**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Logan River Academy
1683 South Highway 89/91
P.O. Box 3662
Logan, Utah 84323**

April 14, 2009

UTAH STATE OFFICE OF EDUCATION

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FOREWORD

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

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

The evaluation, April 14, 2009, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Logan River 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 Kirk L. Farmer is also commended.

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

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

Patti Harrington, Ed.D.
State Superintendent
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*Board of Regents Appointments

** CMAC Representative Appointment

12/30/2008

LOGAN RIVER ACADEMY

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BOARD OF DIRECTORS**

Larry Carter..... Executive Director
Jeff Smith..... Director of Operations
Lori Connin..... Financial Director
Mark Peterson..... Human Resources Director
Dr. Robert Crist.....Medical Services Director

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School Administration

Kirk Farmer Principal
Julie Williams Academic Supervisor

Counseling

Ryan Williams Academic Services Coordinator

Support Staff

Elliot Rich..... Registrar
Dana Lyle..... Tutor

Faculty

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Eric Alder Cyndi Johnson Julie Williams
Clint Firth Andrew Kraning
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MEMBERS OF THE VISITING TEAM

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Angie Alvey, Academic Director, Alpine Academy, Erda, Utah

Dr. Steve Chadaz, Principal, Dale Young Community High School, Box Elder School District

Introduction

Purpose

Logan River Academy is seeking continued accreditation by the Northwest Association of Accredited Schools (NAAS). NAAS is one of the premier American education accrediting agencies, accrediting over 1,800 public and private schools throughout the Northwest region of the United States and many other places in the world. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators and consultants, as needed.

This document is the report of the evaluation team. The purpose of the on-site evaluation visit is to (1) validate the completion and accuracy of the school's self-study; (2) verify that the school meets the NAAS standards; (3) facilitate development and implementation of an effective school improvement plan; and (4) provide commendations and recommendations to enhance the school's quality.

Evaluation

A Visiting Team was assembled by the Utah State Office of Education whose members have extensive expertise in accreditation, school improvement, international education and American education. The team members have graduate degrees in education and over 90 years of cumulative experience as educators and administrators.

The one-day evaluation was based on NAAS standards and quality indicators. Evaluation activities and methods used included review of the self-study materials, observations, and facilities. There were individual interviews of teachers, students and administrators. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus; thus, ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to the administrator. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, an advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully meeting each indicator.

This report includes ratings and findings as well as commendations and recommendations. Ratings address the degree to which the school meets the standards

and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement; therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

LOGAN RIVER ACADEMY

MISSION STATEMENT

To provide a meaningful academic environment for all students, while helping them obtain and practice positive life skills that will prepare them for the next step in their educational journey

BELIEF STATEMENTS

We believe:

- That our school should provide a meaningful, sound and challenging academic environment.
- That students are ultimately responsible for their education.
- That students experiencing emotional, behavioral, or learning difficulties can learn.
- That providing a safe, consistent and accountable educational environment is essential to our students' success.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Knowing How to Learn

Knowing how to learn means developing the skills of learning and fundamental principles of education, being able to apply these skills to new situations, being able to make independent decisions based on sound principles, and being self-directed and enthusiastic toward learning.

Preparing for the Future

Students preparing for the future demonstrate self-reliance by being engaged self-starters in the classroom, displaying responsibility as citizens through positive participation in their current social systems, and by obtaining and developing skills that will increase their career awareness and employability.

Effective Communication

An effective communicator will choose from the various modes (reading, writing, speaking, listening, dramatizing, dancing, painting...) to elicit and assert information, opinion and constructive criticism in daily interaction with others.

Date of Visit: April 14, 2009

VISITING TEAM REPORT

LOGAN RIVER ACADEMY

CHAPTER 1: SCHOOL PROFILE

Established in September of 2000, Logan River Academy is a private residential treatment center licensed by the state of Utah to serve 104 students (2009). The campus is situated on a beautiful piece of property close to the Logan River on the outskirts of the university town of Logan, Utah. With a staff of nine full-time teachers, an administrator, a registrar, a student services coordinator, and various tutors, the school offers a variety of core and elective courses for students in grades seven through 12.

Students attending Logan River are from all over the United States and some foreign countries, and over the past four years the average length of stay ranged from seven to eleven months. Students are typically referred for social and/or emotional issues, and historically 70 percent of the population is male and 30 percent female.

Logan River has seen a dramatic increase in the number of students with Individualized Education Plans, the large majority of whom are classified as having an emotional disturbance. There are three special education teachers on staff to meet the needs of these students. As specified in student IEPs, the school provides accommodations and modifications to the curriculum. In addition, more special education in-service is made available to all teachers.

To provide additional academic support, Logan River has small class sizes (ranging from 8-15), a daily tutorial period, access to teachers after school, and a regular one-hour study hall each day. School reports are sent home to parents every month, students' classroom performance and behavior is scored weekly, and student academic progress is reported every two weeks.

The faculty and staff are warm and caring educators working diligently to serve the students of Logan River Academy. The Logan River Academy facilities are superior and well-cared for, from the cafeteria to the gymnasium, and there is a shared feeling of ownership—a distinct feeling of camaraderie and a common goal prevalent in the classrooms and hallways.

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

The number of students at Logan River with special needs (IEPs) is steadily increasing, thus changing the landscape of the classroom and the supports necessary to meet the needs of these students. School officials have found it necessary to focus professional development efforts on improving the staff's knowledge of disabilities affecting student learning and how to implement instructional practices to address the learning challenges faced by special

education students.

The number of students at Logan River who received one or more F's has decreased significantly since the summer of 2007. Reasons cited include a decreased student population (which facilitates a better teacher-student ratio) and improved instruction using special education training.

Logan River's School Improvement Committee recognizes the need for a formalized way of truly measuring departmental need and using that data to drive change. Barriers to this include the transient nature of the student population and the high turnover rate of teachers (Logan River Academy has replaced 30-40 percent of the teaching staff in each of the last three years).

Based on data presented in the school's profile, Logan River has already implemented a plan to increase the amount of communication provided to parents. The alternate Wednesday schedule and the monthly e-mail to parents are two responses to requests generated by parents.

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

When considering strategies for developing a future profile, it is suggested that Logan River Academy include further student achievement data (SAT/ACT, PSAT, reliable pre- and post-tests to assess student abilities before and after Logan River Academy, criterion-referenced exams, etc.), in addition to grade point average. Additional consideration should be made for including longitudinal studies that explore the academic success rates of students who have attended Logan River Academy and then moved on to other educational settings.

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

Logan River Academy's profile is an honest effort to determine their program's strengths and limitations. The document reveals what is important to all stakeholders of the school and indicates what efforts have been made, what is currently the focus, and plans for future endeavors. The profile is a snapshot of the day-to-day business of learning at Logan River Academy, and there is a distinct willingness to solicit feedback and adjust improvement plans as necessary.

Suggested Areas for Further Inquiry:

- Investigate reasons for the high rate of staff turnover, and which, if any, of those reasons can be addressed by the Logan River Academy administration.
- Include individual student achievement data.
- Include curriculum maps.

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

The following represents the Visiting Team’s renderings on the Core Standards for Accreditation and whether in their collective judgment each respective indicator is being substantially met.

1. MISSION, BELIEFS, AND DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The desired results for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school must focus on enabling all students to achieve the school's desired results for student learning.

- 1.1 The school’s mission statement and desired results for student learning (DRSLs) are developed by the school and are approved and supported by the professional staff and any other school-wide governing organization.
Substantially Met
- 1.2 The school's mission statement and beliefs represents the school’s fundamental values and beliefs about student learning.
Substantially Met
- 1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school’s mission and beliefs and are consistent with and reinforce the Utah’s *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* and each Core Curriculum’s intended learning outcomes.
Substantially Met
- 1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.
Partially Met
- 1.5 The school uses indicators to assess the school’s progress in achieving school-wide civic, where applicable, and social expectations.
Substantially Met
- 1.6 The school’s mission statement, beliefs, and DRSLs guide the procedures, policies, and decisions of the school and are evident in the culture of the school.
Substantially Met
- 1.7 The school regularly reviews its mission statement, beliefs, and DRSLs using a variety of data to ensure that they reflect student needs, community expectations, the district/governing body mission, and state and national standards, as applicable.
Partially Met

Comments of the Visiting Team—Mission, Beliefs, and DRSLs Standard

The Visiting Team recommends that teachers continue to improve ways to measure academic growth of students in each course and use the data obtained to drive change in curriculum planning and instructional strategies.

2. CURRICULUM

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and desired results for student learning. The curriculum links the school's beliefs, its desired results for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

- 2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.

Substantially Met

- 2.2 The curriculum is aligned with the school-wide academic expectations and ensures that **all** students have sufficient opportunity to achieve each of those expectations.

Partially Met

- 2.3 The written curriculum:

- a. Prescribes content that aligns with the Utah State Core Curriculum.

Substantially Met

- b. Integrates relevant school-wide learning expectations reflecting the *Utah Life Skills: A guide to Knowledge, Skills, and Dispositions for Success*.

Substantially Met

- c. Identifies course-specific intended learning outcomes.

Partially Met

- d. Suggests instructional strategies.

Substantially Met

- e. Suggests assessment techniques including the use of school-wide expectations for student learning.

Partially Met

- 2.4 The curriculum engages **all** students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.

Substantially Met

- 2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.

Partially Met

- 2.6 The school provides opportunities for **all** students to extend learning beyond the normal course offerings and the school campus.

Partially Met

- 2.7 There is effective curricular coordination and articulation between and among **all** academic areas within the school and the student's home school/district.
Substantially Met
- 2.8 A record that documents the results of all students' performance is maintained.
Substantially Met
- 2.9 The school has a written policy statement concerning the selection of educational materials.
Substantially Met
- 2.10 The instructional materials are selected to support the specific objectives of the individual courses as well as the school's overall mission and goals.
Substantially Met
- 2.11 The materials provided to the students are adequate to meet the course objectives.
Partially Met
- 2.12 The reading level of the materials is appropriate to the reading-level competence of the students.
Partially Met
- 2.13 The materials are up to date.
Partially Met
- 2.14 Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students.
Substantially Met
- 2.15 Lessons and examinations are graded promptly and the results communicated to the students and their parents/guardians.
Substantially Met
- 2.16 Student (parent/guardian) inquiries are answered promptly and satisfactorily.
Substantially Met
- 2.17 The procedures for granting credit and/or for determining progress toward graduation are consistent with the school's stated purposes.
Substantially Met
- 2.18 The procedures for granting credit are in writing and are available to enrolled students.
Substantially Met
- 2.19 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, and the resources of the library/media center are sufficient to allow for the effective implementation of the curriculum.
Partially Met

2.20 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

Partially Met

2.21 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.

Partially Met

2.22 Professional development activities support the development and implementation of the curriculum.

Partially Met

2.23 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.

Substantially Met

2.24 The curriculum is adapted to meet the individual student learning needs.

Partially Met

2.25 The students are aware of the curriculum being taught and are appropriately involved.

Substantially Met

Utah-Specific Indicators—Curriculum Standard

2.26 The curriculum meets the Utah graduation and credit requirements and **all** courses align to, meet or exceed Utah State Core Curricula in accordance with Board Rule R277-705.

Substantially Met

2.27 Rules and policy that require parent or guardian notification are followed.

Substantially Met

2.28 The curriculum includes patriotic education as outlined in Board Rule R277-475-3.*

Not applicable

* Does not necessarily apply to non-public schools.

Comments of the Visiting Team—Curriculum Standard

Standard indicator 2.20 states that the professional staff should be actively involved in the ongoing development, evaluation, and revision of the curriculum, and that these decisions should be based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals. Logan River's rate of staff turnover has made this difficult, and it is suggested that, in order to drive curriculum decision-making, the school develop a method for assessment that provides specific student achievement data as it relates to the Core Curriculum.

Both teachers and students believe that there is a need for more elective courses—i.e., keyboarding, languages, off-campus learning opportunities, etc. In addition, both staff

(clinical, education) and students desire more rigor for those students who are prepared for the challenges.

Valid and reliable assessments are needed so the data can be utilized to alter curriculum as needed and to review and assist educational planning and instructional strategies.

3. INSTRUCTION

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of desired results for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and desired results for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

- 3.1 Instructional strategies and practices are consistent with the school's stated mission, beliefs and DRSLs.

Substantially Met

- 3.2 Teachers use a variety of instructional strategies to:

- a. Personalize instruction by providing concrete examples.

Substantially Met

- b. Make connections across disciplines by linking examples to other subjects.

Substantially Met

- c. Engage students as learners by using a variety of strategies.

Substantially Met

- d. Engage students as self-directed learners by providing opportunities for problem solving.

Substantially Met

- e. Involve students in higher-order thinking.

Substantially Met

- f. Provide opportunities for students to apply knowledge or skills.

Partially Met

- g. Promote student self-assessment and self-reflection of what has been taught.

Substantially Met

- h. Recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.

Substantially Met

- 3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors and parents as a means of improving instruction.

Partially Met

- 3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices. (See 6.5 for reporting licensing and endorsements.)

Partially Met

3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.

Partially Met

3.6 Technology is integrated into and supportive of teaching and learning.

Partially Met

3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.

Substantially Met

3.8 The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

Partially Met

3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of **all** students.

Substantially Met

Utah-Specific Indicator—Instruction Standard

3.10 Instructional time is allocated and protected to support student learning.

Substantially Met

3.11 The teaching and learning program focuses on and utilizes educationally accepted best practices.

Partially Met

Comments of the Visiting Team—Instruction Standard

The Visiting Team recognizes that Logan River Academy's teachers are obviously very caring and qualified individuals who take a thoughtful approach to teaching. They implement best practices and demonstrate a willingness to participate in professional development exercises in an effort to improve. As noted in the Teacher Survey, teachers desire more in-service/conferences with regard to curriculum ("not just special education"). Also, there is a need for more professional peer observation.

As suggested in the student and teacher survey results, it is advised that the use of technology in the classrooms be increased where possible.

There is a need for more performance assessment that requires students to create an answer or product that demonstrates knowledge/skills. The school needs to continue its efforts to investigate valid standardized testing in order to compare Logan River students with other students in their grades.

4. ASSESSMENT

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the parents the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

- 4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.

Partially Met

- 4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the school success in achieving its civic and social expectations.

Substantially Met

- 4.3 Teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.

Partially Met

- 4.4 Teachers base classroom assessment of student learning on school-wide and course-specific indicators for intended learning outcomes.

Substantially Met

- 4.5 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.

Partially Met

- 4.6 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.

Partially Met

- 4.7 The school's professional development program provides opportunities for teachers to collaborate in developing a broad range of assessment strategies.

Substantially Met

- 4.8 The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.

Substantially Met

- 4.9 Results and analysis of academic assessment are used to drive curriculum and instruction.

Partially Met

- 4.10 A record that documents the results of all student performance is maintained.

Partially Met

Utah-Specific Indicators—Assessment Standard

- 4.11 Teachers receive and use the results of standardized assessments in a timely manner to facilitate and improve instruction.* (For public school this would include the CRT, Iowa Test and UBSCT results.)

Substantially Met

- 4.12 Proficiency criteria are explicitly described in course descriptions per Board Rule R277-700-3.

Substantially Met

- 4.13 The school assesses English acquisition using annual measurable achievement objectives.*

Not Applicable

* Do not necessarily apply to non-public schools.

Comments of the Visiting Team—Assessment Standard

The Visiting Team recommends that Logan River Academy continue its efforts to seek ways to conduct pre- and post-assessments of all cohort groups attending the school. The data should serve as a barometer in measuring student academic growth while enrolled in the program.

All academic departments should continue to find ways to measure the academic growth of students in each course and use the data obtained to drive change in curriculum planning and instructional strategies, as needed.

The Visiting Team was very impressed with Logan River Academy and its academic expectation for its students, but should investigate ways to add more rigor for those students who are requesting it.

CHAPTER 3: NAAS SCHOOL SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

- 5.1 The academic administrator has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and DRSLs.

Substantially Met

- 5.2 The academic administrator provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
Substantially Met
- 5.3 The student to academic administrator ratio does not exceed 450 students to each qualified administrator or prorated fraction thereof.
Substantially Met
- 5.4 Staff members, as well as administrators other than the academic administrator, provide leadership essential to the improvement of the school.
Substantially Met
- 5.5 Excessive staff turnover does not impact school effectiveness. The school evaluates staff turnover and addresses any concerns about staff retention.
Partially Met
- 5.6 The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs.
Substantially Met
- 5.7 Student grouping patterns reflect the ethnic diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and DRSLs.
Substantially Met
- 5.8 The schedule is driven by the school's mission, beliefs, and DRSLs and supports the effective implementation of the curriculum, instruction, and assessment.
Partially Met
- 5.9 Meaningful roles in the decision-making process are accorded to students, parents, and **all** members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
Substantially Met
- 5.10 There is 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.
Substantially Met
- 5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for **all** students.
Partially Met
- 5.12 All school staff is involved in promoting the well-being and learning of students.
Substantially Met
- 5.13 Student success is regularly acknowledged, celebrated, and displayed.
Partially Met

- 5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.
Substantially Met
- 5.15 The school has a written code of student conduct.
Substantially Met
- 5.16 Teacher supervision and evaluation processes are used to improve instruction.
Substantially Met
- 5.17 The academic administrator is significantly involved in the selection, assignment, and retention of instructional personnel.
Substantially Met
- 5.18 The school employs adequate staff, both professional and non-certified, to support student enrollment and to realize its stated purposes.
Substantially Met
- 5.19 The school meets all applicable state requirements and regulations for licensure, organization, academic administrators, and control, unless state authorities have granted official exemption.
Substantially Met

Utah-Specific Indicators—Leadership and Organization Standard

- 5.20 The school has a written policy prohibiting discrimination and regular training is provided to insure compliance in accordance with Board Rule R277-112-3-C.
Substantially Met
- 5.21 The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277-705-3.
Substantially Met
- 5.22 Teachers have reviewed and are familiar with the *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* document and implemented them into the curricula they are teaching.
Substantially Met

Comments of the Visiting Team—Leadership Standard

A continued effort to retain teachers should be of high priority.

Students and teachers feel more electives are needed and more rigorous courses as well. Teachers would like to experience more peer observation and in-service that is valuable to their personal and professional growth.

The school leader is a valuable asset to the school and possesses many years of valued

experience.

6. SCHOOL SERVICES

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

Student Support Services

- 6.1 The school's student support services are consistent with the school's mission, beliefs, and DRSLs.

Substantially Met

- 6.2 The school allocates resources, programs, and services so that all students have a reasonable opportunity to achieve the school's expectations for student learning.

Substantially Met

- 6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.

Substantially Met

- 6.4 All student support services are regularly evaluated and revised as needed to support improved student learning.

Substantially Met

- 6.5 All professional personnel are in compliance with the Utah Educator Licensing requirements and are appropriately endorsed for all assignments in accordance with Board Rule R277-501.

Partially Met

- 6.6 The total number of students instructed by any one teacher **does not exceed 160.**

Substantially Met

- 6.7 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

Substantially Met

- 6.8 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law.

Substantially Met

- 6.9 All teachers are given appropriate orientation training.

Substantially Met

6.10 Teachers are carefully supervised by the academic administrative staff.

Substantially Met

6.11 The non-professional clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their position.

Substantially Met

6.12 Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, and sex.

Substantially Met

Utah-Specific Indicators—Student Support Services

6.13 All school employees have been instructed regarding their responsibilities and follow required procedures in cases of suspected child neglect and physical or sexual abuse in accordance with Board Rule R277-401-3.

Substantially Met

6.14 The school communicates to parents/guardians all assessment practices used by teachers in the preferred language of the parents and facilitates direct involvement in their children's education i.e., English as a second language programs, English literacy programs, homework programs and home assessment tools.

Substantially Met

Guidance Services

6.15 The school provides a full range of comprehensive guidance services, including:

a. Individual and group meetings with guidance personnel.

Substantially Met

b. Personal, career, and college counseling.

Substantially Met

c. Student course selection assistance.

Substantially Met

d. Appropriate support in the delivery of special education services for students, as applicable.

Substantially Met

6.16 The ratio of students to those who provide guidance and counseling services does not exceed 400 students to those respective individuals.

Substantially Met

6.17 The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with offices for each professional school counselor, installed telephones, computer connections, etc.)

Substantially Met

Utah-Specific Indicators—Guidance Services

6.18 The Comprehensive Guidance Program (Board Rule R277-462) reflects the school's mission, beliefs and DRSLs.*

Not Applicable

6.19 School counselors can provide evidence that the Comprehensive Guidance Program is contributing to student achievement.*

Not Applicable

* Do not necessarily apply to non-public schools.

Health Services

6.21 The school has a current health service plan providing resources to meet the needs of all the students.

Substantially Met

6.22 The school has a crisis response plan that is tested and updated annually as outlined in Board Rule R277-400.

Substantially Met

Library Information Services

6.23 The library media program is directed by a certified library media specialist.

- a. Library staff in schools of **fewer than 250 students** need not be certified, but are under the direction of a qualified library media specialist.
- b. Schools with an **enrollment between 250 and 500 students** have a full-time qualified library media specialist.
- c. Schools with more than **500 students** have a full-time library media specialist and have additional library media personnel.
- d. Personnel are under the direction of a qualified library media specialist.

Partially Met

6.24 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

Partially Met

6.25 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.

Partially Met

6.26 The school has a written policy concerning the selection and removal of information resources and the use of technologies and the Internet.

Substantially Met

Utah-Specific Indicator—Library Information Services

6.27 The library collection and information resources are relevant, up-to-date and of sufficient size (10 volumes per student) to meet the program of curricular and literacy needs of the

students and faculty.

Substantially Met

Special Education Services

6.28 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws, as applicable.

Substantially Met

Family and Community Services

6.29 The school engages parents and families as partners in each student's education as appropriate to the school's program.

Substantially Met

6.30 The school fosters productive business/community/higher education partnerships that support student learning appropriate to the school's program.

Substantially Met

Comments of the Visiting Team—Student Support Services Standard

The facilities of Logan River Academy are commendable, and the school design is very beneficial to learning and teaching.

Logan River Academy should continue efforts to improve library resources and access to all students.

Retaining the services of a highly qualified guidance counselor would benefit students.

7. FACILITIES AND FINANCES

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning.

Substantially Met

7.2 The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

Substantially Met

- 7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.
Substantially Met
- 7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.
Substantially Met
- 7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
Substantially Met
- 7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.
Substantially Met
- 7.7 The school has sustainable financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
Substantially Met
- 7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
Substantially Met
- 7.9 The school's accounts are independently audited annually.
Substantially Met
- 7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to parents at the time of their application and/or registration, where applicable.
Substantially Met
- 7.11 Terms of tuition and/or fees payment are clearly defined in the application, where applicable.
Substantially Met
- 7.12 Any advertising and promotional literature is completely truthful and ethical.
Substantially Met
- 7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.
Substantially Met
- 7.14 None of the school's advertising and promotional literature is offensive or negative toward other schools or educational agencies.
Substantially Met

7.15 Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.

Substantially Met

7.16 The administration has the authority to administer its discretionary budget, where applicable.

Substantially Met

Comments of the Visiting Team—Facilities and Finances Standard

Logan River's educational facility is exemplary in many ways. The school's owners are to be commended for their financial efforts made on behalf of students.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

8.1 The school has 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.

Substantially Met

8.2 Results of school improvement are identified, documented, used, and communicated to **all** stakeholders.

Substantially Met

8.3 The school improvement effort is externally validated on a periodic basis by an onsite accreditation visiting team.

Substantially Met

8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.

Substantially Met

8.5 The school improvement process provides an orderly process for:

a. Selecting the most appropriate areas upon which to focus improvement efforts.

Partially Met

b. Developing strategies that are designed to improve student performance.

Partially Met

c. Implementing those strategies.

Partially Met

d. Monitoring the process.

Partially Met

e. Evaluating the process to ensure that success has been attained.

Partially Met

8.6 The school improvement process is the result of a school self evaluation that addresses the major recommendations for improvement as identified in the self-study.

Partially Met

8.7 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.

Partially Met

8.8 A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.

Substantially Met

8.9 The school improvement process involves a site-based council or advisory committee.

Substantially Met

Utah Specific Indicator—Culture of Continuous Improvement Standard

8.10 The school incorporates the recommendations from the external evaluation (Report of the Visiting Team) into their school improvement plan.

Partially Met

Comments of the Visiting Team—Continuous Improvement Standard

The Visiting Team felt that this area needs some work. The Visiting Team recommended the school investigate valid and reliable tool(s) that can be used for pre- and post-assessment. The Visiting Team also recommended that departments team together and collaborate to align with the implementation of the action plan.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the onsite visit, the Visiting Team determined that there were commendations regarding the school and program, as well some recommendations for the school staff and administration to consider during the next years of accreditation. These follow and represent both general impressions and some that are specifically related to the Core Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected, as part of its annual report,

to account for its progress toward achieving those recommendations as prioritized in the school's improvement plan.

Commendations:

- The Visiting Team commends Logan River Academy teachers and staff for their genuine willingness to help their students with academic and personal growth. They are sincere, warm, caring and accessible to students. Students expressed a high degree of respect for their teachers and staff, and it is apparent that some collaboration exists between the educational team.
- The Visiting Team commends the owners of Logan River Academy for providing the resources to build and maintain a quality campus and state-of-the-art facilities. They are also to be commended for involving key stakeholders in the design of the school plant, which has evolved into an environment that is conducive to teaching and learning.
- The Visiting Team commends Logan River Academy for its self-study report, which is honest, forthright, and provides a valid long-range plan for school improvement and recognizing a need for greater assessments on behalf of student growth.
- The Visiting Team commends the low student-teacher ratio at the school, and encourages maintaining the ratio in the future to continue student academic achievement.
- The Visiting Team commends Logan River Academy for the transitional programs offered at the Tavasi campus. These use proven and meaningful methods to prepare students for their next level of personal and educational growth. Students interviewed expressed appreciation for the life skills learned, which they feel will help them greatly upon leaving Logan River Academy.
- The Visiting Team commends Logan River Academy for allowing teachers one day a month for academic planning purposes.
- The Visiting Team commends Logan River Academy for their communication model, i.e., Wednesday Communication Day, teacher reports, e-mails to parents, etc. The communication facilitates timely and regular collaboration for the benefit of students.

Recommendations:

- The Visiting Team recommends that Logan River Academy explore ways to improve teacher retention for the continuity of a quality and consistent educational program that benefits students' learning.
- The Visiting Team recommends that Logan River Academy investigate a meaningful, valid, and reliable pre- and post-assessment instrument to serve as a barometer in measuring student academic growth while enrolled at Logan River Academy. Various cohort groups should be assessed. The data should be used to facilitate educational planning and curriculum review, and to alter instructional strategies as needed.
- The Visiting Team recommends that Logan River Academy explore ways to retain the services of a qualified high school guidance counselor on a part-time basis, as a consultant or as needed.
- The Visiting Team recognizes the efforts of Logan River Academy to meet the varied challenges of the special education population and recommends further and more intensive professional development in this area. The school leadership should be applauded for the work done so far in this arena.
- The Visiting Team recommends that each academic department find meaningful ways to measure the academic growth of students in each course and use the data obtained to drive change in curriculum planning and instructional strategies as needed.