

**The Report of the  
Accreditation Visiting Team**

**Mountain High School  
490 South 500 East  
Kaysville, Utah 84037**

**November 8-9, 2011**



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

**Mountain High**  
**(Davis Alternative Education System)**  
**490 South 500 East**  
**Kaysville, Utah 84037**

**November 8-9, 2011**

**UTAH STATE OFFICE OF EDUCATION**

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

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## **FOREWORD**

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 8-9, 2011, 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 Mountain 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 Kathleen Chronister is also commended.

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

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

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\*\*\* CMAC Representative Appointment

\*\*\*\*\*Charter School Representative Appointment

\*\*UCAT Representative

\*\*\*\*USBA Advisory Representative Appointment

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Rulon A. Homer..... School Director-Senior High  
Kristi Frodsham ..... School Director-Elementary  
John Sheffield ..... School Director-Elementary  
Kathy Chisholm ..... Director-Special Education  
Rick Ashby..... Director-Purchasing  
Brad G. Christensen ..... Director of Student Services/Admissions  
Peggy Hill ..... Administrator-Adult Education  
Becky Williams..... Director-Human Resources  
Dr. Patti Brown ..... Director-Curriculum  
Gary R. Payne, AIA ..... Administrator-Facilities  
Muriel Mann ..... Director-Career and Technical Education

**MOUNTAIN HIGH SCHOOL  
(DAVIS ALTERNATIVE EDUCATION SYSTEM)**

**ADMINISTRATION AND STAFF**

**School Administration**

Kathleen Chronister ..... Principal, Davis Alternative Education  
Greg Wuthrich ..... Administrator, Mountain High School  
Loretta Neilson..... Administrator, Canyon Heights High School  
Blake Daniels .....Administrator, Davis Junior High School  
Peggy Hill .....Administrator, Adult Education  
Suzanne Buchanan .....Administrator, Youth In Custody Program

**Administrative Support Staff**

**Mountain High School**

Chris Darley ..... Head Secretary  
Cindy Bain ..... Secretary  
Sean Cummings .....School Technology Specialist  
Daron Heslop ..... School Resource Officer  
Marci Christiansen ..... Nurse

**Canyon Heights High School**

Judy Niderost ..... Head Secretary  
Joy Brown ..... Attendance Secretary

**Davis Junior High School**

Vicky Faulkner..... Secretary

**Youth In Custody Program**

Cindy Porter ..... YIC Secretary  
Sylvia Stevenson..... Farmington Bay Secretary

**Davis Adult Education**

Sandy Orddorff .....Registrar/Secretary  
Luciane Mayhue..... Utopia Administrator  
Darece Sperry..... ESOL Coordinator  
Sandra Tsushima..... ESL Program Manager  
Mornie Sims..... Davis Community Learning Center  
Tiffany Jesperson ..... DCLC Coordinator

**Career and Technology Education**

Dennis Hoskins ..... Career & Technology Education Coordinator

Judy Mauchley ..... CTE Secretary  
Robin Campbell ..... DATC Tracker

**Counseling**

**Mountain High School**

Katherine Johnson ..... Counselor  
Irvin Crouse ..... Social Worker

**Canyon Heights High School**

Virginia Parry ..... Counselor  
Aliah Hall ..... Social Worker

**Davis Junior High School**

Sharon Buchanan ..... Counselor

**Support Staff**

**Mountain High School**

Michael Maynor ..... Head Custodian  
Mario Merida ..... Custodian  
Paul Hadley ..... Custodian

**Canyon Heights High School**

Danny Smith ..... Head Custodian  
Clark Kunz ..... Custodian  
Ryan Tribe ..... Custodian  
Matthew Warren ..... Custodian  
Marilyn Smith ..... Head Cook  
Anna Olivares ..... Cook  
Carla Fullmer ..... Cook

**Davis Junior High School**

Danny Smith ..... Custodian

**Instructional Aides**

**Mountain High School**

Elayne Tuttle ..... Media Center  
Linda Gerner ..... Tutor  
La Rae Mc Entire ..... Special Education Assistant

**Davis Junior High School**

Ramona Case ..... Teacher Assistant

Eileen Sawyer ..... Teacher Assistant

**Youth In Custody Program**

James Chapin ..... Teacher Assistant  
Michelle Nelson ..... Teacher Assistant  
Wendy Olsen..... Teacher Assistant  
Tara Ombach ..... Teacher Assistant  
Kathyratcliffe ..... Teacher Assistant  
Marty Strain ..... Teacher Assistant

**Davis Adult Education**

Becky Tripp ..... Teacher Assistant  
Vivienne Loira ..... Office/Teacher Aide

**Faculty**

**Mountain High**

Cody Banks ..... Science  
Martin Barry..... Art  
Cindy Black .....Special Education  
Ron Caulford..... CTE  
Sean Cummings .....STS  
Jodi DeRouchey .....Social Studies  
Tyler Hoch ..... English & Social Studies  
Marv Magalei..... Physical Education & Health  
Sharalyn Maughan ..... Independent Study  
Tomee Pace..... CTE & Psychology  
Jonathan Pierce ..... CTE  
Cheryl Richards ..... CTE  
Jon Roberts..... Math & Computer Programming  
Becky Smith..... CTE & Financial Literacy  
Federicdo Urquijo-Ibarrola ..... Math  
Meredith Villalba ..... English & Music

**Canyon Heights**

Kristine Burch..... English  
Megan Crivello ..... Theatre  
Ila Renee Eisert .....English and Geography  
Jamie Fox .....Physical Education  
Jolene Huddleston .....Spanish  
Ryan Jones ..... Science and History  
Brenda Raccuia ..... Science  
Karen Shepard..... Business and Technology  
Lynette Wilkes ..... CTE

**Safe Schools**

Paul Gunderson..... Renaissance Teacher  
Carrie Johnson ..... English  
Glen Loveland..... Social Studies  
Ted Madsen..... Special Education  
Stacy Tilelli..... Science

**Youth In Custody**

Vickie Dimond..... Teacher  
Marv Luddington ..... Teacher  
Ted Madsen..... Teacher  
Sherrie Quilter..... Teacher  
Spence Robinson..... Teacher  
Bonnie Rogers..... Teacher  
Valeria Shakarforoosh ..... Teacher  
T.J. Strain ..... Teacher  
Erica Sweeten..... Teacher

**Davis Adult Education**

Alyn Bone ..... Teacher, Weber County Jail  
Jessica Bowen ..... Evening Teacher  
Erin Clark..... ESL Teacher, DATC  
Chris Convery ..... Teacher, Davis County Jail  
Jade Crown..... Evening Teacher, ESL, DATC  
Jana Fowers..... Teacher, Davis County Jail  
Katie Frederiksen ..... ESOL Teacher  
Doneta Gatherum ..... Evening Teacher, Lincoln  
Cynthia Harris ..... Teacher, Mountain High, Adult Ed.  
Tiffany Jespersion ..... Davis Community Learning Center Coordinator  
Tracie McEwen ..... Evening Teacher  
Jamie Paskins ..... Teacher, ESL DATC  
Steve Robins ..... Teacher DATC  
Mornie Sims..... ESL Teacher  
Darece Sperry..... ESOL Teacher  
Sandra Tsushima ..... ESL Program Manager  
Darci Weaver ..... Evening Teacher, Lincoln

**VISITING TEAM REPORT**  
**MOUNTAIN HIGH SCHOOL**  
**(DAVIS ALTERNATIVE EDUCATION SYSTEM)**

**MISSION STATEMENT**

Create a community of empowered learners in a safe structured environment where they are inspired to attain high standards in accomplishing academic, social and career goals.

**BELIEF STATEMENTS**

- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- All students can learn. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- Students learn best when all stakeholders actively engage in the learning process.
- A safe learning environment promotes student learning.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- Assessments reflect previously clarified expectations and provide varied opportunities to demonstrate student achievement.
- The commitment to continuous improvement is imperative if our school is going to enable students to become responsible, confident, self-directed, lifelong learners.

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

1. Personal and Social Responsibility
2. Literacy

Date of visit: November 8-9, 2011

## **MEMBERS OF THE VISITING TEAM**

Robert Stillwell, USOE/NWAC Accreditation Consultant, Visiting Team Chairperson

Earl Shaver, Cedar Ridge High School, Sevier School District

Joe Kelly, Landmark High School, Nebo School District

Eulogio Alejandro, George Washington High School, Ogden School District

Matt Webb, Dale Young Community High, Box Elder School District

Michele Callahan, Granite Peaks High School, Granite School District

Renee Hyer, Southpointe Adult High School, Jordan School District

**VISITING TEAM REPORT**  
**MOUNTAIN HIGH SCHOOL**  
**(DAVIS ALTERNATIVE EDUCATION SYSTEM)**

**CHAPTER 1: SCHOOL PROFILE**

Davis School District has recently organized its alternative education program/schools under a common umbrella model with Mountain High School as the flagship for accreditation. The Davis Alternative Education System (Mountain High/DAES) includes the alternative high school programs, safe school, Youth in Custody and adult education program/schools collaborating under the new model and structure.

- Mountain High is the alternative school serving 11<sup>th</sup> and 12<sup>th</sup> grade students who are generally behind in credit for graduation. Mountain High has a capacity of 300 students and curriculum is organized under eight mini-terms per year. New students enroll at the end of any mini-term.
- Canyon Heights High is the alternative school and serves 9<sup>th</sup>-12<sup>th</sup> grade students who are parenting or emotionally fragile students. Canyon Heights has a capacity of 130 students and follows the schedule of eight mini-terms, with new students enrolling at the end of any mini-term.
- Davis Jr. High is a safe-school location for serving 7<sup>th</sup>-9<sup>th</sup> grade students who have safe schools violations. Capacity at Davis Jr. High is 50 students, and students are assigned through the District Case Management Team.
- The Renaissance Program is a safe-school self-contained program serving 10<sup>th</sup>-12<sup>th</sup> grade students who have safe schools violations. Capacity at Renaissance is 16 students, and students are assigned through the District Case Management Team.
- Davis School District Youth in Custody (YIC) program has three sites: Farmington Bay Youth Center for Detention and Observation and Assessment, the YIC Group Home (which serves up to 48 students who reside in a Level Six Sex Offender group home), and the YIC classroom (which serves up to 16 students who generally are coming out of a residential/treatment facility and is located on the safe school campus of Davis Jr. High).
- Davis Adult Education serves students age 16 and older. Adult education classes have multiple locations and serve students who desire an Adult High School Diploma or a Utah State Office of Education High School Completion Diploma through the GED test, or adults who are learning English in the English for Speakers of Other

Languages (ESOL) classes. Davis Adult Education also provides educational services at the Davis and Weber County Jails.

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

- Mountain High—The increase in attendance over the past four years has resulted in more credits earned and increased graduation rates. The implementation of the Pyramid of Interventions provides for continuous school improvement and a decrease in discipline referrals and incidents. Student proficiency scores on the CRTs are below the district average.
- Canyon Heights—The school's low discipline rates reflect a calm and safe learning environment. Student proficiency scores on the CRTs are below the district average and trending down for Language Arts and Math. Parental support and student commitment were the two lowest overall indicators.
- Davis Jr. and Renaissance—The program has undergone changes since the data collection occurred. The data did indicate that many students feel they cannot trust adults. Student behavior and attendance continue to be obstacles for students to achieve credits and success to return to their home schools.
- YIC programs—Tracking credits toward graduation is critical for students to meet their goals, and a need for a better tracking system was identified. Moving in and out of these programs will be an ongoing issue with these students.
- Adult Education—Most of the adult students entering the program possess skills below high school level. The data indicating the strengths of the program included clear expectations, trusting relationships, and rewards and recognitions.

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

Define specific indicators for each program/school for each DRSL:

- a. Mountain High
- b. Canyon Heights
- c. Davis Jr. and Renaissance
- d. YIC
- e. Adult Education

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

The staffs at all the various schools/programs within the Davis Alternative Education System are dedicated and committed to providing strategies and support systems for

all students. There is strong support for the effectiveness of the Pyramid of Interventions in place. There are clear and high expectations for all students who are enrolled, and emphasis on each student maintaining school attendance. The commitment to collaboration between programs and schools was evident as the Visiting Team visited each site. Each program/school identified goals in its action plan for school improvement.

**Suggested Areas for Further Inquiry:**

See the “Recommendations” section (in Chapter 6).

**CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST)  
TEACHING AND LEARNING STANDARDS**

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

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

DRSLs do not seem to be shared yet among all programs/schools (i.e., Mountain High, Adult Education, and Youth in Custody). The DRSLs need to be similar in type, implementation and assessment within all programs under Davis Alternative Education System accreditation. Separate indicators were identified for the Literacy DRSL. Similar work needs to be completed on appropriate measures of Literacy for the different programs.

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

The mission and beliefs of all programs/schools are well aligned. They are working in Mountain High School, but lack implementation in the Adult Education and YIC settings.

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

Data regarding average number of credits earned, graduation rates and TABE Test data are used to assess progress on the DRSLs.

Very well planned lessons, mostly tied to the DRSLs, are professionally developed by teachers and engaging for students.

- 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?*

DRSLs will need to be implemented in the Adult Education and YIC programs with greater effectiveness. Mountain High School has established a good working model that the other programs can adapt.

### **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?*

Continued work will be needed, but focus groups have been set up, and the programs/schools do share the same mission and belief statements as well as the same DRSLs.

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

Time has been spent to develop well planned lessons; most are tied to the DRSLs. Lessons are professionally developed by teachers and are engaging for students.

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

Collaborative staff work is emerging and will require some progress monitoring.

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

SEOPs, the intake process, and advisory are used to build relationships with students. Assessments other than the TABE test are unknown; therefore, further progress monitoring will be needed.

### **Instruction:**

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

Teachers in the Davis Alternative Education System (Mountain High/DAES) use a broad variety of instructional strategies to meet the needs of all students in the following ways:

- Computer-based instruction that is self-paced
- Hands-on projects that apply to everyday life
- Multimedia

- One-on-one tutoring for remediation
- Group projects and cooperative learning activities
- Service-learning, in both the school and community
- Electronic self-directed learning in the form of podcasts

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?*

DRSLs are posted in classrooms and throughout the facilities. The DRSLs are simple and achievable. In short, they are about student literacy and social responsibility. Literacy is interwoven throughout the curriculum in the several subject areas.

Social responsibility is interwoven with classroom presentations, activities, and in program/school-wide activities. This DRSL is woven into the entire culture, beginning when students come to the school and continuing in daily and weekly activities.

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

Mountain High/DAES provides a variety of professional development activities through the school and through Davis District. Teachers attend training in their subject areas on a regular basis; additionally, they receive specialized training in dealing with alternative and at-risk students.

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

All teachers are certified in their specific content area. Teachers stay current through staff collaboration and professional development. Team teaching and administrative and peer feedback facilitate self-reflection on instructional practices.

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

Technology is evident throughout the program/school, and the use of technology is compatible with the action plans. Teachers in each subject area use technology for instructional delivery and assessment, and students use technology to create assignments and complete assessments. Mountain High/DAES also uses a program called NOVA Net to deliver instruction to students as part of its credit recovery and independent study programs.

**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?*

Instructional units are tied to the State Core and then broken into sub-standards. Student expectations are clear and tied to both formative and summative assessments.

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

Mountain High/DAES has a very progressive system in place to assess students in the classroom and school-wide. Assessments are tied to instructional objectives so that all students are held to the same standard. Instructional units are tied to the State Core. Students who do not meet expectations have an opportunity for remedial instruction and retesting.

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

Both school-wide and individual student data are evaluated at a weekly staff meeting. Instructional practices are then adjusted based on the data to better meet student needs.

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

Professional development occurs during weekly staff meetings. Teachers collaborate on curriculum, student performance, student data, and school-wide data. Teachers are then able to adjust and develop additional instructional and assessment strategies.

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

Mountain High/DAES teachers seem to be on the same page in formulating DRSLs and then delivering them. These DRSLs are tied to the Utah State Core. Common school assessments, as well as CRT scores, provide a school-wide measure for student progress.

## CHAPTER 3: NORTHWEST SUPPORT STANDARDS

### **Leadership and Organization:**

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

The district leadership promotes quality instruction by fostering workshops, conferences, and clinics for district personnel in all schools and organizations.

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

The school leadership employs effective decision making to the extent that the Davis Alternative Education System has consolidated data to monitor progress of student achievement.

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

The Davis Alternative Education System flow chart is a great example of the thought that has gone into organizing the system for efficiency as it aligns school goals, DRSLs, and school improvement.

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

It is very evident that the Davis alternative Education System allows everyone from the top to the bottom to do their share of the educating of Davis County students.

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

The interaction the Visiting Team noted between the staff and the students shows that students are comfortable with the staff, and thus their education has instilled a sense of ownership and a desire to gain an education.

### **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 Davis Alternative Education System has developed a plan focusing on the DRSLs of Personal and Social Responsibility and Literacy. Each DRSL has an accompanying Goal Statement which succinctly summarizes the school goal, as well as accompanying Action Steps, Timeline, Estimated Resources, Persons Responsible, and “Ways to Assess” which correspond to it.

- 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 builds skills and the capacity for improvement through an excellent professional development plan. Teachers, administrators, parents, and staff are all involved in the professional development programs happening at the site. All components of the Davis Alternative Education System provide opportunities for professional development in relationship to school goals. Staff development is available at individual schools as well as on the state and district levels.

- 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 plan appears to be adequate in addressing the critical areas for follow-up. There is sufficient commitment by stakeholders to all components of the action plan. The administration and faculty members are encouraged to attend staff development. There is a cohesiveness of goals and values among the stakeholders. Administrators, staff members, and district personnel seek to adapt and improve the system already in

place for an ever-changing student population. Adequate time is allocated for planning opportunities and the opportunity for open dialogue and communication.

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

Open lines of communication among all stakeholders seem to be prevalent. District support is openly visible in all areas of the Davis Alternative Education System, which is an important component of a successful program/school. The administration allows for opportunities to express meaningful dialog and provide continuous training and planning. Schools continue to evaluate and have made a commitment toward continuous improvement. Positive reinforcement and a good working climate seem to be present. Administrators, even at the district level, seem to be open-minded and to encourage involvement from all stakeholders.

## **CHAPTER 5: COMMUNITY BUILDING**

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

Davis Alternative Education System has many integrated teams working in and across its program/schools. The teamwork is remarkable in its efficiency and positivity.

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

Davis School District has developed multiple levels of support for students with a full continuum of needs.

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

By choosing to combine three major program/schools for an accreditation umbrella, the Davis Alternative Education System team has undergone an extensive and intensive examination of how they can best serve the learning needs of many diverse students living in Davis County. The program is to be commended for creating something great. There was no mold; they made their own in the ways that worked the best and meant the most to those doing the work.

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

The Davis Alternative Education System has the full support and involvement of the Davis Board of Education and the Superintendent. They have published their full self-study on the Mountain High School web-site.

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

### **Commendations:**

- The Visiting Team commends Davis Alternative Education System's comprehensive and holistic approach to student success.
- The Visiting Team commends Davis Alternative Education System for the concept, implantation and structure of its Safe Schools program.
- The Visiting Team commends Davis Alternative Education System for building and maintaining community and agency partnerships.
- The Visiting Team commends Davis Alternative Education System for creating a climate where students thrive and learning takes place. The faculty and staff are advocates and mentors for the students enrolled in each of the various program/schools. They have created positive energy and a culture of advocacy.
- The Visiting Team commends the Davis Alternative Education System faculty and staff for expressing hope for their students' futures.
- The Visiting Team commends Davis Alternative Education System for the high quality of the majority of campus facilities. The layout and proximity of the sites allows for optimum usage of staff and other resources. The majority of sites are well designed in both form and function. The facilities provide a professional backdrop which indicate that learning and appropriate behavior are priorities.
- The Visiting Team commends Davis Alternative Education System for the leadership of Kathleen Chronister. The organization and thoroughness of the self-study is evidence that school improvement and continuous progress are embraced by their leader.

### **Recommendations:**

- The Visiting Team recommends that Davis Alternative Education System further define indicators for measuring the Personal and Social Responsibility DRSL. The Literacy DRSL shows means of evaluating effectiveness specified for each

program/school. It is recommended that indicators be specified for Personal and Social Responsibility in a similar fashion.

- The Visiting Team recommends that Davis Alternative Education System's Adult Education Program be established in a common location for the administration, staff and teachers. Easier access for adult students should also be considered.
- The Visiting Team recommends that Davis Alternative Education System increase the counseling services in the Safe Schools program. The needs of the students require more counselor time.