

**The Report of the
Accreditation Visiting Team**

**North Ogden Junior High School
575 East 2900 North
Ogden, Utah 84414**

March 4-5, 2010



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

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**North Ogden Junior High School
575 East 2900 North
Ogden, Utah 84414**

March 4-5, 2010

UTAH STATE OFFICE OF EDUCATION

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

**DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

Brenda Hales, Associate Superintendent

**Lynne Greenwood, Director
Curriculum and Instruction**

**Gerolynn Hargrove, Coordinator
Curriculum and Instruction**

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

Salt Lake City, Utah

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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, March 4-5, 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 North Ogden Junior 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 Gina Butters is also commended.

The staff and administration are congratulated for their desire for excellence at North Ogden Junior 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 North Ogden Junior High School.

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

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Salt Lake City, UT 84114-4200

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Phone: (801) 261-4221

District 15
Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

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

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

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

Douglas J. Holmes***
274½ 25th Street
Ogden UT 84401
Phone: (801) 479-8163

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NORTH OGDEN JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Gina Butters Principal
Janice Hoch Assistant Principal

Counseling

Dominique Sanders Counselor
Rhett Fronk Counselor

Support Staff

JoAnne Kelly Head Secretary
Diane Hall Attendance Secretary
Kathleen Aragon Counseling Aide
Martha Roskelley Office Aide
Tracy Christensen Writing Lab Aide
Dana Smith Special Education Aide
Crista George Option Aide
Natalie Judkins Orchestra Aide
Joe Kruger Computer Tech
Jerry Folker Custodian
Bryant Adams Custodian
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Nora Costello Lunch Worker
Elaine Draper Lunch Worker
Karen Gardiner Lunch Worker
Karla Jensen Lunch Worker
Michal Radle Lunch Worker
Kathy Storey Lunch Worker
Carol Thorpe Lunch Worker

Faculty

Maxine Bernett
Jed Broberg
Rachel Campbell
Miriam Chambers

David Cullison
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Chad Reese
Dixi Rivas
Amy Southwick
David Sowby
Shannon Sowby

Kim Stokes
Vicki Stanger
Justin Urry
LeNisha Wright
Harold Zentz

VISITING TEAM REPORT
NORTH OGDEN JUNIOR HIGH SCHOOL

MISSION STATEMENT

North Ogden Junior High School is where:

Cooperation with school and community are taught,

Accountability is expected from students, teachers, and parents,

Respect for others and their property is incorporated,

Enthusiasm for life and learning is instilled and,

Success in academic, emotional, social, and

a physical area is expected.

BELIEF STATEMENTS

- We provide a quality learning environment and expect all students to work to their potential in all content areas.
- We provide an extensive and ongoing character education program.
- We expect excellence from students, teachers, administration, and staff.
- We hold students, parents, staff, and colleagues to very high standards of involvement and performance.
- We promote positive collaboration between teachers, students, and parents.
- We provide equitable access to technology for all students.
- We celebrate individual differences and promote tolerance.
- We provide learning opportunities that are applicable to everyday life.
- We believe that reading, writing, listening, and speaking skills are essential to success in every aspect of life.
- We believe math skills are essential to success in every aspect of life.
- We actively teach and encourage higher level thinking skills, curiosity, exploration, discovery, and the creative process.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Literacy

Indicators:

- Increase reading comprehension skills in our students.
- Increase school-wide enthusiasm for reading.
- Assess every student's reading comprehension level yearly.
- Increase writing in all content areas.

Numeracy

Indicators:

- Students will improve and increase their ability to use and apply essential mathematical skills.
- Assess every student's mathematical skills yearly and provide effective remediation for students with math skills deficits.

Character Development

Indicators:

- A school-wide behavior plan will continue to be developed and implemented focusing on high expectations for appropriate student behavior in the following areas: dress, attendance, conduct, respect, ethics, social responsibility and citizenship.
- A school-wide character education plan will continue to be developed and implemented.
- Students will be recognized for exemplary behavior.

Date of visit: March 4-5, 2010

MEMBERS OF THE VISITING TEAM

Spencer D. Hansen, Syracuse Junior High, Davis School District,
Visiting Team Co-Chairperson

Edward (TJ) Barker, Fairfield Junior High, Davis School District,
Visiting Team Co-Chairperson

Jeanne Andersen, Box Elder Middle School, Box Elder School District

Brook Blair, Syracuse Junior High, Davis School District

Brent Stephens, Bountiful Junior High, Davis School District

VISITING TEAM REPORT

NORTH OGDEN JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

North Ogden Junior High School currently serves students from Bates, Majestic and North Ogden Elementary Schools. North Ogden is also an exclusive feeder to Weber High School. Enrollment patterns indicate a stable enrollment of around 660 students for the past five years. North Ogden has a very homogenous student population, with roughly 90 percent of the student body being Caucasian. Special education student rates are stable, but the percentage of economically disadvantaged students is on the rise, from 18.5 percent in 2008-2009 to 23.46 percent in 2009-2010. North Ogden students consistently perform well on standardized measures, outperforming both district and state averages. North Ogden's staff and students report a strong school climate combined with support services designed to benefit all students that attend the school.

The staff consists of a principal, an assistant principal, two counselors, 32 teachers, two secretaries, four aides, two full-time custodians, one law enforcement officer, and one media specialist.

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

North Ogden Junior High is a school that functions well when compared with national, state and school district averages. Enrollment is stable, but the school is seeing increases in special education students and economically disadvantaged students. Currently 25 percent of the grade class is reading below grade level. The school has been responsive to this issue by incorporating the Literacy DRSL as the focus for the upcoming term of accreditation. The action plan indicators appear to be closely aligned to this focus.

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

The Visiting Team would like the school to consider the following modifications to their upcoming profile: (1) The disaggregation of student achievement data. The school needs to move beyond using aggregate test scores to justify above-average standing in the school district to using that same data to determine students that are not meeting required academic learning benchmarks. (2) The inclusion of the previous action plan up for review and a brief narrative describing the progress achieved on the previous action plan. (3) Revision of the current action plan to eliminate action plan steps that are not specific and measurable, or that are a simple continuation of the previous action plan.

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

The Visiting Team feels strongly that the school self-study is a valid reflection of the school's strengths and weaknesses. There is a strong connection between the mission, DRSLs and action plan. The profile does expose the weakness of the school's data collection, disaggregation and analysis of student achievement data.

Suggested Areas for Further Inquiry:

- Disaggregation of student achievement data by minority subpopulation, specifically looking longitudinally for trends in achievement
- Thoughtful, written analysis of student achievement data that demonstrates an awareness of student achievement gaps and articulates plans tied to the action plan to address those gaps.
- Due to the recent focus on character development in the previous action plan, consider more data sources when reporting student discipline data beyond out-of-school suspension data.

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

- 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 discovered that the school's educational agenda has been built over a period of several years. The previous Visiting Team recognized the extensive "consensus-building process" utilized in articulating a vision for the school, and that there were "numerous revisions" that culminated in the current product. It was mentioned that other stakeholders such as students and community members—and specifically the Community Council and PTSA—should have had a primary role in the process, but did not. North Ogden has remedied that concern with extensive input from both of those groups as the school reviewed and revised its mission statement, beliefs and DRSLs. It is recommended that the school involve the students in the next round of accreditation.

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

The Visiting Team found there was a strong alignment of the school's mission and beliefs with the school's DRSLs. Both the mission and DRSLs were displayed together in each classroom in the school and on a mural in the main hallway. The belief statements were revised to address each DRSL specifically, and the mission was simplified and supports the institutionalization of each DRSL as well. It is recommended that the school align its

character development DRSL more tightly with a separate school goal to have a “code of conduct” to improve behavior.

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

The Visiting Team observed that North Ogden Junior has created an action plan, complete with indicators and action steps, developed to assess the development and implementation of each DRSL. Each measure has a timeline, resources available, person responsible and an evaluation tool. It was recommended that the school document its progress and then focus on two or three action steps for each DRSL to make the implementation of the action plan more manageable.

- d) *To what extent do the school’s mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

The Visiting Team found that the Community Council carefully weighed each decision regarding the expenditure of any Utah State Trust Lands monies to make certain it aligned with the school’s vision. It is also evident that school-wide programs and procedures are guided by the educational agenda. For example, the decision to have each department create specific lesson plans and assessments to measure student progress in comprehension of expository texts was guided by the DRSL to improve literacy levels across the curriculum.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The Visiting Team acknowledges that the administration and faculty have made a sustained effort to meet regularly and collaborate. This collaboration has led to departments aligning themselves with the Utah State Core Curriculum and the Utah Life Skills. Faculty and staff meetings are scheduled on Wednesdays. The first each month is used for department head meetings, the second for late-start professional learning communities, the third for faculty meetings, and the fourth for late-start professional development and departmental collaboration. When asked, faculty members were able to clearly define the curriculum standards and goals they were working to achieve.

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

The Visiting Team witnessed a variety of teaching styles incorporated in the implementation of the curriculum, with the aim of reaching and teaching students. Higher-order thinking skills were observed in various courses where students were

expected to formulate questions and responses, and hands-on skills when applying concepts to applications. Students were taught to analyze and synthesize information.

- c) *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 found that the faculty has worked collaboratively in focus groups and departments to connect the curriculum with the school's DRSLs. This collaboration was observed in the school-wide behavioral plan and character education program and the partially implemented literacy and numeracy goals. Departments should be commended for their willingness to participate in reading comprehension strategies that are used school-wide to encourage students' reading skills. Fifteen minutes of reading time is allocated daily for literacy, as well as a weekly 35-minute advisory for makeup and character education.

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

Through observation and interviews with teachers, the Visiting Team found that assessment information is available to the faculty from various sources. DRP scores and information obtained from CRTs were the driving forces behind the increased focus on literacy and numeracy. Students are given support/remediation in math through extra classes in Math Lab, and "Homework Haven" is offered after school. Reading is being supported by supplemental offerings—reading skills and advanced reading classes. Entrance into these courses is done through tests scores, teacher recommendation, self-referral, and parent request.

Instruction:

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

The Visiting Team found that the North Ogden faculty employs numerous instructional strategies that enhance student learning. The Visiting Team observed direct instruction, role playing, performance tasks, modeling, peer-teaching, group activities, and lab work with a good variety of technology employed. Questioning of students was found on different levels. Teachers are using staff development to enhance their instructional strategies. The Visiting Team recommends that teachers continue with training and with department analysis to meet the needs of all students.

- 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?*

The Visiting Team determined that the school has developed a plan to address a literacy DRSL based on evidence collected from a data review. The plan includes action steps

that extend across the curriculum. A DRSL poster is found in each classroom. Each teacher is aware of the targeted DRSL, and evidence is found that in most cases the students receive instruction that is clear and helps students make strong connections between the curriculum and the DRSL.

- 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?*

The Visiting Team found that the school's professional development plan was guided by concerns over an alarming downward trend in literacy rates identified in a review of collected data. Once the need was identified, professional development was designed to address the need and to give teachers the tools they needed to help students improve their skills. Departments addressed the implementation of the DRSL in their classrooms through departmental meetings. Teachers are given additional workshop and conference opportunities to improve the identified instructional strategies.

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

The Visiting Team was able to observe numerous examples of teachers being proficient in their content areas. Classroom visits found that teachers were also proficient in their instructional approaches. All teachers in the school are endorsed, and all but one are highly qualified to teach in their content areas.

Teachers have had many opportunities to access current research and receive the training needed to stay current in their content areas. The Visiting Team suggests that the faculty take more time to reflect on the information received and to be given the opportunity to share the information in staff development trainings.

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

The Visiting Team found a well established plan for the integration of technology driven mainly by the district. The plan includes a computer refresh system. The school uses technology money to update labs and to take care of software needs and repairs. Projectors have been installed in each classroom, and the Visiting Team found them used across the curriculum. There are plans in place to enhance the use of the projector system to allow for single broadcast to all classrooms.

The Visiting Team found that the use of additional technology to be more evident in certain content areas. All teachers have access to a computer lab, and it is heavily used across the curriculum.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The Visiting Team determined that individual teachers had developed or used their own individual classroom performance standards. The school has not yet implemented school-wide assessments or evaluation rubrics in the DRSL area of Literacy.

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

The Visiting Team noted that there were many examples of individual progress assessments within teachers' classrooms: tests, quizzes, projects, oral reports, research papers, etc. The Visiting Team did see evidence of assessment rubrics addressing the Literacy DRSL.

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

The Visiting Team determined that, to a large extent, the school is still in the early stages of developing its understanding and utilization of student achievement data. The school understands this to be a weakness and is making attempts to address this issue. Please see the Visiting Team Recommendations for a further explanation.

- 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 was able to see evidence of structured time designed to meet teacher professional development needs during Thursday's late-start time. Faculty meetings are also avenues for assessment sharing. Currently, the departments are identified monthly and deliver professional development on particular strengths in their instructional delivery. Teachers polled appreciated this approach to staff development and felt that it helped them become better teachers.

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

The Visiting Team found evidence of a strong commitment to a school-wide scoring tool for the Literacy DRSL. This commitment will be the key to implementing of the DRSL in the school's current action plan.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

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

The Visiting Team commends the leadership team and entire faculty on creating a safe and positive learning environment where students know they are cared for. The faculty is pleased and proud of the supportive role the administration has in the school. There are also individuals in the departments and community who actively participate in the leadership of the school. The administration is encouraged to continue to find more frequent ways to recognize and celebrate faculty and staff achievement.

- 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 Visiting Team found that North Ogden Jr. High's DRSLs and action plan were created by means of end-of-level scores analysis and collaboration through department and faculty meetings. The Visiting Team encourages the school leadership to continue to collect data through monthly assessment and data collection, and make future decisions based on this data. We would also encourage the leadership to look at disaggregation of data to make sure that all stakeholders' needs are being met.

- 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 Visiting Team credits the administration with a great vision for the school and the support to carry out that vision. All stakeholders agree that North Ogden Jr. High is a safe, student-centered climate for learning, and recognize the recent efforts in continued improvement through the UBI, "Noble Knight," and character education programs. Policies and operations within the school are consistent with the school's beliefs and mission, and the programs that have been implemented promote high standards and student achievement.

- 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 Visiting Team commends the leadership team for its vision and progress in the recent implementation of their action plan. The administration and North Ogden Jr. High invite participation and commitment from faculty, staff and students. The school leadership has

created opportunities for all faculty and staff members to be involved in creating and executing the action plan, and should continue to encourage the entire faculty to support and participate as outlined.

The Visiting Team also recognizes the increase in community participation through the growth of the Community Council over recent years, and encourages the leadership team to make the general community better able to share the responsibility by becoming more aware of the beneficial programs that are being implemented at the school.

- 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 Visiting Team recognized that the school's teachers have a genuine interest in their students' lives. The students know that their teachers care, and students feel comfortable speaking in confidence with their teachers. Currently, there is a limited time-frame allocated for interventions and advisory. The Visiting Team recommends that the scheduled advisory time on Thursday could be more formally developed to ensure each student have a specific faculty advocate.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?*

The Visiting Team found that North Ogden Junior had created a thorough school improvement plan that is continually being reviewed by the stakeholders in the school community.

- 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?*

North Ogden Junior has created a structure in order to provide its teachers with professional development which aligns and focuses on the school improvement plan. Each department meets weekly and periodically, has district personnel present research-based instructional strategies. In addition, the district has been presenting on the implementation of PLCs.

The Visiting Team recommends that departmental and whole-staff professional development continue to focus on DRSL implementation, such as developing common formative assessments to help determine who is learning and who is not, and developing interventions to ensure that all students are learning at a high level.

- 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 Visiting Team found that North Ogden Junior High has developed a new action plan that is adequate in addressing the key components of the school improvement plan. For example, the school discovered that 25 percent of incoming seventh graders were below district reading level. The Language Arts Department pinpointed the area in which students struggled and formulated a plan to address that weakness. The Visiting Team recommends that all departments continue to support the effort to increase literacy across the curriculum.

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

North Ogden Junior High provides late-start days for professional development and for collaboration among departments to create and revise lessons that are specifically targeted at improving literacy in all content areas. This scheduled time has allowed every department to create a literacy lesson to implement during reading time. The school has created 15 minutes daily to help improve literacy through practice and application of reading strategies. In addition, time has been scheduled to help institutionalize DRSLs on a weekly basis.

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

The Visiting Team found that North Ogden Junior High had made significant progress in implementing the original action plan, but the data was lacking. As stated in this report, there was no disaggregation of relevant data. This missing data is addressed in the recommendations at the end of this report.

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

The previous Visiting Team reported that there was a considerable amount of concern that the Community Council and PTSA had little to no role at all in the creation and review of the school's action plan. However, during this most recent visit, it was evident that these stakeholders had a primary role and voice in which direction the school was moving. This illustrates significant progress on this major recommendation of the previous Visiting Team.

As noted in other portions of this report, North Ogden needs to disaggregate data to determine specifically which students are not learning and why, and then create specific steps to help all of those students learn at high levels.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team found a high degree of loyalty and a sense of community at North Ogden Junior High. Through a strong character education program, students develop empathy and respect for the other students and teachers. Teachers are a cohesive unit and demonstrate that they care about the students and what is best for them. The Counseling Department is a major force behind efforts to continue and build on the good relationships that exist at the school.

The Visiting Team found strong support from parents for the community-building efforts at the school. They not only support but feel they are also included in the working relationships at the school. A well organized PTSA group and Community Council organization is also part of the school community.

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

The Visiting Team identified several collaborative community efforts on the behalf of students in the school. The PTSA includes a large student committee that is given voice to what takes place within that organization. The Community Council is well versed in Trust Land policies and has earmarked money to align with school goals. Faculty, students and parents were found to be working together for the betterment of the school. Numerous other examples exist of the collaborative efforts of all stakeholders in the educational process here at school.

While there are many evidences of regular communication found between the school and parents, the Visiting Team recommends furthering efforts to improve communication with parents. It was noted that while teachers have blogs to communicate with parents and students, some blogs are not updated in a timely manner. A quarterly newsletter could also be replaced with a cheaper and easier form of communication on a more regular basis.

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

The Visiting Team found that all stakeholders were involved in a recent self-study process. All expressed knowledge of the accreditation process and were represented on all focus groups. Parents and students also expressed the teachers' and administrators' willingness to listen to concerns. The parents and students both stated that they felt they had a voice in what takes place in the education process at the school.

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

The Visiting Team found that the results of school improvement were found on the school web page and were shared with both the Community Council and the PTSA. Teachers have also been shown and have access to the results. The faculty has used recent results to revise their DRSLs and to drive their staff development efforts. While students may have access, they may not take the opportunity to review them or understand the results. There is a need to examine results in more detail and to look at what the results mean for school subpopulations.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the faculty, staff, students, parents, and administration for a thoughtful, honest and complete accreditation process. It is evident to the Visiting Team that North Ogden Junior High has taken this process seriously and has much to show for its efforts.
- The Visiting Team commends the faculty of North Ogden Junior High for creating a positive and nurturing school climate in which students feel safe, cared for, challenged and focused on learning. Parents are supportive and appreciative of the school's efforts.
- The Visiting Team commends the faculty of North Ogden Junior High for its institutionalization of the Character Development DRSL on their previous action plan. North Ogden's distinction as a "National School of Character" in 2008 is but one indicator of the school's effectiveness in this area. In addition, we would like to commend the school counselors for their leadership and dedication to the implementation and refinement of their character education lessons.
- The Visiting Team commends North Ogden Junior High for heeding the previous Visiting Team's recommendations in which PTSA, Community Council and community stakeholders played a more active and pronounced role in the school's improvement efforts and creation of the current action plan.

- The Visiting Team commends the school community for sustaining a culture of continuous improvement despite frequent changes in school administration and key faculty members.

Recommendations:

- The Visiting Team strongly recommends that North Ogden Junior High heed the previous Visiting Team's recommendation to disaggregate summative student achievement data (CRTs) and look longitudinally at impacted subpopulations that are not closing the learning gap. While as an aggregate North Ogden Junior High does perform well, there needs to be a greater expectation that **all** students meet or exceed academic performance standards. This can only be accomplished by a focused exploration of all student achievement data.
- The Visiting Team recommends that North Ogden Junior High utilize various school committees to create, implement and evaluate formative assessment tools to determine who is learning and who is not. Once identified, it is critical to evaluate the data to determine the effectiveness of academic interventions/support in order to refine and improve these services. This cycle of data analysis should progress on a continual basis and be reflected in the next accreditation visit.
- The Visiting Team applauds the current action plan focus on the Literacy DRSL given recent student achievement data demonstrating this as a need. The Visiting Team recommends that all members of the school community understand and support the institutionalization of this DRSL, which will require consistent support and implementation effort. Furthermore, the Visiting Team recommends a balanced approach to literacy development that includes both fictional and informational text reading.
- The Visiting Team recommends that North Ogden Junior High continue to refine and improve its character development DRSL. For instance, it is suggested that character education lessons align with the Knight Code of Conduct. It is important that each teacher play an active role in the continued implementation and reinforcement of this DRSL.