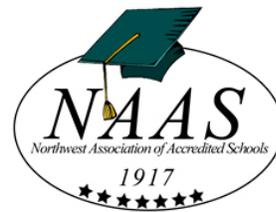


**The Report of the  
Accreditation Visiting Team**

**Provo Canyon School  
4501 North University Avenue  
Provo, Utah 84604**

**June 6, 2009**



**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**

**Provo Canyon School  
4501 North University Ave  
Provo, Utah 84604**

**June 6, 2009**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, Ed.D.  
State Superintendent of Public Instruction**

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Salt Lake City, Utah

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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, June 6, 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 Provo Canyon 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 Academic Director David Campbell is also commended.

The staff and administration are congratulated for their desire for excellence at Provo Canyon School, 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 Provo Canyon School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

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Secretary

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\*\* CMAC Representative Appointment

12/30/2008

**PROVO CANYON SCHOOL**

**OWNERSHIP**

Owner of Record.....Universal Health Services  
Allen B. Miller .....CEO  
Marc D. Miller .....President  
Steven G. Filton ..... Senior Vice President, Chief Financial Officer  
Michael Marquez .....Senior Vice President

**BOARD OF DIRECTORS**

Allen B. Miller .....President  
Marc D. Miller ..... Member  
Leatrice Ducat ..... Member  
John H. Herrell ..... Member  
Robert H. Hotz ..... Member  
Anthony Pantaieoni ..... Member  
Ricky Santorum ..... Member

**PROVO CANYON SCHOOL**

**ADMINISTRATION AND STAFF**

**School Administration**

David Campbell ..... Academic Director  
Karen Hills .....Academic Supervisor - Orem  
Donnell Johnson..... Academic Supervisor  
Kathleen Wilson..... Academic Supervisor  
Steven Barton.....Special Ed. Supervisor

**Counseling**

Diana Cornaby .....Guidance Counselor

**Support Staff**

Rachel Barth..... Special Ed Coordinator  
Douglas Kotter ..... Special Ed Coordinator  
Eleanor LaFlamme.....Librarian  
Sandy Tennyson ..... Academic Testing  
Mary Norton..... ACA Assistant  
Joyce Turner..... Academic/EA Secretary  
Linda Johnson .....Student Services Manager  
Brent Esplin ..... Director of Admissions  
Larry Winn.....Program Director – Somerset  
Sam Hill ..... Program Director, Girls  
Jennifer Morgan Smith ..... Program Director, Boys  
Aislinn Kelly..... Therapy Supervisor  
Gary Starr..... Therapy Supervisor  
Wade Taylor..... Therapy Supervisor  
Daniel Woodbury..... Therapy Supervisor  
Dennis Knapp..... Director of Plant Operations  
Janene Branin..... Housekeeping Supervisor  
Christine Alberts ..... Director of Food Services  
Dianne Carr.....Dietician

**Faculty**

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Samarie Barber  
Beth Boldman

Marshall Christensen  
Steven William Crandell  
Anthony Cummings

Dennis Fay  
Josh Flake  
Ben Francis

Delberet Hildreth  
Daniel Horne  
Jennifer Johnson  
Jamie Lette  
Cheryl Lindsey  
Julie Lolohea

Robert Marsh  
Kinzo Masuda  
Melanie McCloud  
Matthew Merkley  
Angela Nicholson  
Joyce Nolte

William Olds  
Marina Payne  
Gloria Richardson  
Kathijo Smith  
Dana Tew  
Raymond Zentz

## **MEMBERS OF THE VISITING TEAM**

Ted P. Lovato, Accreditation Consultant, Utah State Office of Education and Northwest Association of Accredited Schools, Chairperson

Judy Jacques, Education Director, Island View RTC, Syracuse

Gary Jensen, Administrator/Teacher, American Leadership Academy, Spanish Fork

Abraham Kimball, Administrator, Cairn Academy RTC, Provo/Mt. Pleasant

## **INTRODUCTION**

### **Purpose**

Provo Canyon School, Provo, Utah, 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 had 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 exceeded 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.

## **PROVO CANYON SCHOOL**

### **MISSION STATEMENT**

Provo Canyon School will provide an on-going, high quality education to emotionally troubled youth in an environment that maximizes students' talents and abilities in their academic and personal lives while providing a safe therapeutic setting in which the student can learn.

### **BELIEF STATEMENTS**

- We Provo Canyon School respect individual potential.
- We will be patient, polite and sensitive to individual needs.
- We will provide quality learning opportunities, support systems, and needed accommodations.
- We recognize a student's right and responsibility to learn.
- We will celebrate students' discovered talents and academic victories.
- We will help students prepare to be responsible citizens.
- We will help students prepare for life long learning.

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

1. Communication
2. Developing Leadership
3. Civic Responsibility

Date of Visit: June 4, 2009

## **VISITING TEAM REPORT**

### **PROVO CANYON SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Provo Canyon School is considered a pioneer in the residential treatment center (RTC) model for providing for the therapeutic and academic needs of emotionally troubled youth. Originally called Oak Hill School, the school began classes for its first students in March 1971. The school consisted of the two founders, two teachers, two group living staff, a secretary, and five students. Provo Canyon School originated in Mapleton, Utah, a city 15 miles south of Provo, and was designed to be a group home for boys.

Over the years the school grew and prospered, and today it has grown to three campuses serving 246 students in grades 3 through 12. Students come from all parts of the nation, and the average stay is 10 months. The Provo Canyon School is owned by Universal Health Services, which is based in King of Prussia, Pennsylvania. The Orem Campus serves high school-aged females, the Provo Campus serves high school-aged males and, the Springville Campus (formerly known as the Academy at Canyon Creek) serves younger students—as young as third graders, and on up to ninth grade.

Many students who come to Provo Canyon School have struggled with academic performance in a traditional school setting. Other factors include problems related to family, personal and emotional problems, and problems with community and social relationships. The school offers students the opportunity to work toward their full potential through a supportive academic environment that includes positive incentives for good grades, two-week monitoring of each student's academic progress, daily study-hall time, access to individualized teacher help, and daily feedback on assignment completion. Provo Canyon School offers a library and a career counseling center for high school students.

Provo Canyon School operates on a year-round schedule, three semesters per year, five days per week. Students are enrolled in six classes and a study-hall. Providing three full semesters of coursework per year enables students who are credit deficient to work toward earning a high school diploma and provides opportunities for students to overcome learning gaps they may have developed due to truancy and other negative factors in their lives.

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

- School-wide improvements are the result of collaboration and hard work by all staff members.
- A continued and more focused effort is needed so the development of the school's DRSLs of Civic Responsibility, Communication, and Leadership can be completed and assessed.

- The Tracking the Leadership component of the DRSLs needs to be closely monitored and assessed to see if goals are being met in this vital area.

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

- Include additional pre and post assessments of students and show how the data reflects the school's efforts with tracking student academic progress, curriculum adjustments (as needed), planning, and review of effective teaching strategies.
- More effort is needed for the school focus groups, as dictated by NSSE standards. Expanding their function and utilizing their findings in order to improve the overall school program is recommended.
- There needs to be continued effort to refine the DRSLs to make them more student centered and a more fundamental part of the school culture.
- Display how professional development efforts are helping teachers be more effective with their instructional efforts.
- Explore ways to use a more data-driven instructional design and find additional ways for teachers to be more involved with useful collaboration.

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

The Provo Canyon School staff did a fine job with the self-study; it offers an accurate and honest description of the school and its many worthwhile programs.

**Suggested Areas for Further Inquiry:**

See b) above.

**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 curricula'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.  
**Substantially 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.  
**Partially 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**

Some integration of the school's standards is visually evident within the school, as are its personnel's commitment to the student achievement. The Visiting Team recommends that Provo Canyon School continue to refine the DRSLs to make them more student centered and a more fundamental part of the school culture. Their regular review by administrators, teachers and students for continued adaptation is also recommended.

## 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.  
**Substantially Met**
- 2.3 The written curriculum:
- Prescribes content that aligns with the Utah State Core Curriculum.  
**Substantially Met**
  - Integrates relevant school-wide learning expectations reflecting the *Utah Life Skills: A guide to Knowledge, Skills, and Dispositions for Success*.  
**Substantially Met**
  - Identifies course-specific intended learning outcomes.  
**Substantially Met**
  - Suggests instructional strategies.  
**Substantially Met**
  - 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.  
**Substantially Met**
- 2.6 The school provides opportunities for **all** students to extend learning beyond the normal course offerings and the school campus.  
**Substantially 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.  
**Partially 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.  
**Substantially Met**
- 2.12 The reading level of the materials is appropriate to the reading-level competence of the students.  
**Substantially 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.  
**Substantially 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 policies 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**

Provo Canyon School has done a good job aligning its curriculum to both Utah and California standards. Its dedicated and caring staff and faculty provide quality academic instruction and student support across the board. The nightly “homework due” list and the issuing of grades and report cards every two weeks help motivate students and keep them on task.

However, the self-study report and the Visiting Team's recommendations indicated that Provo Canyon School needs to adopt and implement a school-wide assessment program of student learning and achievement, including comprehensive pre- and post-assessments. Instructional materials and technology need to be updated in some cases.

More professional development opportunities need to be available, and teachers need more time to collaborate and refine the curriculum. The DRSLs also need refinement to make them more student-centered. This will further enhance Provo Canyon School’s ongoing integration into the established curriculum.

### 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.  
**Partially 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.  
**Substantially 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.  
**Substantially 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.  
**Substantially 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.  
**Substantially Met**

### **Comments of the Visiting Team—Instruction Standard**

Provo Canyon School has an exemplary, knowledgeable faculty whose members use a variety of teaching strategies and techniques to motivate and inspire their nontraditional student clientele. They work hard to teach effectively and to serve as role models for their students. The Visiting Team consistently saw evidence of this in the classrooms and in teacher/staff interaction with students.

The next logical step for the faculty and administration is to make the DRSLs even more student-centered, since they have already become very school-centered. Expanding and increasing the work and functions of the seven NSSE focus groups, which are still in the emergent stage at present, will greatly enhance this entire process.

Implementation of more data-driven instructional design will only improve the high quality of instruction. Increased involvement in professional development opportunities for faculty and staff members will also render big dividends. All these efforts will greatly add to the high quality of instruction that was evident to the Visiting Team in each class visited.

## **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.  
**Partially Met**
- 4.3 Teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.  
**Substantially 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.  
**Substantially 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.  
**Substantially Met**
- 4.7 The school's professional development program provides opportunities for teachers to collaborate in developing a broad range of assessment strategies.  
**Partially 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.  
**Substantially 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.)\*  
**Not Applicable**

- 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 teachers at Provo Canyon School use a wide variety of assessments within their classrooms. Many teachers use rubrics to promote student learning as it directly ties to the assessment. The diversified staff is willing to take risks and experiment with assessment strategies to help evaluate student progress toward learning goals within the classroom. The teaching faculty at Provo Canyon School uses in-class assessment strategies and results to evaluate both student learning and instructional practices, and should be commended for being active self-reflecting practitioners.

Currently, Provo Canyon School is in need of a school-wide and valid assessment program that identifies the academic progress of all Provo Canyon School students, which should include some components of pre and post testing. This will allow them a greater depth of understanding as to the types of students who are learning and the extent to which they are learning, as well as allowing for more in-depth analysis of instructional practices. Additionally, Provo Canyon School should continue to develop a comprehensive assessment system to measure student growth on the DRSLs. This will promote greater integration of the DRSLs into the overall school culture

## **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 support 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.  
**Substantially Met**
- 5.6 The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs.  
**Partially 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.  
**Substantially 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.  
**Substantially 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/Organizational Standard**

Provo Canyon School should investigate ways to increase meaningful collaborative opportunities for all teachers and staff on the three campuses. These efforts will have a positive impact on student learning and personal growth.

Provo Canyon School must continue to work on refining the DRSLs as to make them more student centered and a more fundamental part of the school culture.

## **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.  
**Substantially 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.\*  
**Substantially Met**

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

**Substantially Met**

\* 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.

**Substantially 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.

**Substantially 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.

**Substantially 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**

Provo Canyon School's excellent services are thorough and broad. The Visiting Team recommends that Provo Canyon School continue to evaluate and utilize all of its quality therapeutic, educational and residential services for its 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 students.  
**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 towards 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**

The owners (Universal Health Services, Inc.) and management of Provo Canyon School are commended for the resources expended on behalf of students' safety and physical and emotional well being.

## **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 on-site 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.  
**Substantially Met**
  - c. Implementing those strategies.  
**Substantially Met**
  - d. Monitoring the process.  
**Substantially 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.

**Partially 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 noted that there has been gradual but steady progress by Provo Canyon School in the analysis and restructuring of its school action plan over the past four years. DRSLs and objectives/action steps can be revised, changed, or even eliminated, because the action plan is really a roadmap of where a school wants to go and how it plans to get there—a living, ongoing, changing document to be revised when necessary or warranted.

Areas of emphasis may need to be changed—the NSSE focus group process can be most helpful here. A school-wide assessment program can more effectively track student progress and achievement. The current plan should be revised to reflect the main, key recommendations made in both the Provo Canyon School self-study and the Visiting Team Report.

Success in achieving these objectives should be consistently measurable. The Visiting Team thanks Provo Canyon School for its continuing efforts to educate, inspire, and help build strong character traits in its students.

## **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 and 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 Provo Canyon School and its dedicated, caring, and highly qualified faculty and staff for providing quality academic services and support for the personal growth of its diverse, at-risk clientele.
- The Visiting Team commends Provo Canyon School's academic leadership team for its highly effective organizational structure across three campuses and programs that foster a dynamic learning environment.
- The Visiting Team commends Provo Canyon School for implementing a comprehensive character building initiative through its "Value of the Month" program, which ties into the school-wide DRSL Civic Responsibility.
- The Visiting Team commends Provo Canyon School owners and administrators for providing the resources to maintain a low student-to-teacher ratio, which allows for greater student achievement and individual needs to be addressed.
- The Visiting Team commends Provo Canyon School for instituting a two-week grading cycle that increases student motivation and success.
- The Visiting Team commends Provo Canyon School for successful integration of academic and therapeutic services to address individual needs, fostering student achievement.
- The Visiting Team commends Provo Canyon School for aligning Core Curriculum Standards with both Utah and California requirements.
- The Visiting Team commends Provo Canyon School for developing an honest and thorough self-study report that accurately portrays the current program.
- The Visiting Team commends Provo Canyon School for highly effective collaboration and cooperation within and among departments.

- The Visiting Team commends Provo Canyon School for the high quality of its facilities, which support a positive academic environment.

**Recommendations:**

- The Visiting Team recommends that Provo Canyon School continue to develop a valid, school-wide assessment program that identifies the academic progress of all students. Additionally, the Visiting Team recommends that Provo Canyon School implement a comprehensive pre and post assessment system to measure student achievement in order to improve curriculum development and instructional strategies.
- The Visiting Team recommends that Provo Canyon School further adhere to NSSE standards with regard to focus groups by expanding their function and utilizing their findings in order to improve the overall program.
- The Visiting Team recommends that Provo Canyon School continue to refine the DRSLs to make them more student centered and a fundamental part of the school culture.
- The Visiting Team recommends that Provo Canyon School continue to promote and facilitate professional development among its teaching faculty.
- The Visiting Team recommends that Provo Canyon School use more data-driven instructional design. Additionally, teachers should be given more opportunities for meaningful planning and collaboration.
- The Visiting Team recommends that Provo Canyon School explore ways to further update curriculum materials, such as textbooks and technology, over time.