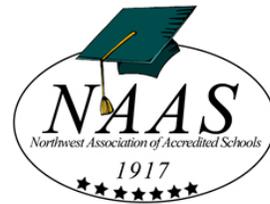


**The Report of the  
Accreditation Visiting Team**

**Telos Academy  
870 West Center Street  
Orem, Utah 84059**

**October 24, 2008**



**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**

**Telos Academy  
870 West Center Street  
Orem, UT 84059**

**October 24, 2008**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, 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 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, October 24, 2008, 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 Telos Academy is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Patrick Bagley, Academic Director, is also commended.

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

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

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

**UTAH STATE BOARD OF EDUCATION**

250 East 500 South  
P. O. Box 144200  
Salt Lake City, UT 84114-4200

**District 1**

Teresa L. Theurer  
33 Canterbury Ln  
Logan, UT 84321  
Phone: (435) 753-0740

**District 6**

Michael G. Jensen  
4139 S Aubrey Ln  
West Valley City, UT 84128  
Phone: (801) 968-5960

**District 11**

Bill Colbert  
14866 Village Vista Dr.  
Draper, UT 84020  
Phone: (801) 572-1608

**District 2**

Greg W. Haws  
5841 West 4600 South  
Hooper, UT 84315  
Phone: (801) 985-7980

**District 7**

Randall A. Mackey  
1172 East 100 South  
Salt Lake City, UT 84102  
Phone: (801) 582-4237

**District 12**

Mark Cluff  
645 West Hubbard Cir  
Alpine, UT 84004  
Phone: (801) 756-7623

**District 3**

Richard Moss  
3514 E Fairway Cir  
Spanish Fork, UT 84660  
Phone: (801) 787-1676

**District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

**District 13**

Thomas Gregory  
1037 S 290 W #D  
Provo, UT 84601  
Phone: (801)607-4702

**District 4**

Richard Sadler  
875 Edgewood Dr.  
Ogden, UT 84403  
Phone: (801) 479-7988

**District 9**

Denis R. Morrill  
6024 South 2200 West  
Taylorsville, UT 84118  
Phone: (801) 969-2334

**District 14**

Dixie Allen  
218 West 5250 North  
Vernal, UT 84078  
Phone: (435) 789-0534

**District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

**District 10**

Laurel Brown  
5311 South Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

**District 15**

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

**Josh M. Reid\***

201 S Main St. Ste 1800  
Salt Lake City, UT 84111  
Phone: (801) 536-6787

**Rosanita Cespedes\***

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

**Cyndee Miya\*\***

1833 Ridge Road  
Layton, UT 84040  
Phone: (801)546-4830

**Patti Harrington**

Executive Officer

**Twila B. Affleck**

Secretary

\*Board of Regents Appointments

\*\* CMAC Representative Appointment

7/25/2007

**TELOS ACADEMY**

**OWNERSHIP**

Owners of Record .... Tony Mosier, Craig LaMont, Tony Hansen, Sam Coates, Greg Rush  
Craig LaMont..... Corporate Officer

**BOARD OF DIRECTORS**

Tony Mosier ..... Member  
Craig LaMont..... Member  
Tony Hansen ..... Member  
Sam Coates..... Member  
Greg Rush ..... Member

## ADMINISTRATION AND STAFF

### School Administration

Patrick Bagley ..... Academic Director  
Kristin William ..... Principal/Director of Admissions  
Tony Hansen ..... Director of Marketing  
Tony Mosier ..... Program Director  
Paul Verbecky ..... Transition Program Director  
Latricia Nell ..... Director of Human Resources  
Shaun Christian ..... Director of T3  
Marianne Springer ..... Controller  
Gary Mosier ..... Facilities Manager

### Counseling/Therapy

Greg Rush ..... Director of Clinical Services  
John Hall ..... Clinical Director  
Barry Fell ..... Assistant Clinical Director  
Chris Black ..... Residential Director  
Larry Smith ..... Therapist  
Melissa Staska ..... Therapist  
Aubrey Beazer ..... Therapist  
Shannon Weaver ..... Therapist  
Adam Miner ..... Therapist  
Blu Robinson ..... Therapist  
Kim Brimhall ..... Therapist

### Support Staff

Dr. Sam Coates ..... Medical Director  
Janet Stodtmeister ..... Nursing Manager  
Lindsay Smith ..... LPN/CNA  
John Manwaring ..... Physicians Assistant  
Doan Curtis, Suzy Avondet ..... Receptionists  
Brennen Rabins ..... Assistant Bookkeeper  
Sue George ..... Chef

### Faculty

Jamie Geary  
Jefferson Hall

Robert McDonald  
Darelyn Rock

Sarah Schmid

## **MEMBERS OF THE VISITING TEAM**

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

Jennifer Capellen, Teacher, Island View RTC, Syracuse, Utah

Joe Kelly, Principal, Landmark High School, Nebo School District

## **INTRODUCTION**

### **Purpose**

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

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

### **Evaluation**

A Visiting Team was assembled by the Utah State Office of Education whose members have 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 exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

# **TELOS ACADEMY**

## **MISSION STATEMENT**

The mission of Telos Academy is to guide our students in a process of positive intellectual growth toward academic competency. We strive to develop healthy attitudes that support lifelong learning and productive citizenship.

## **BELIEF STATEMENTS**

- All students can learn.
- Education is standards based and meets individual needs.
- Exceptional teaching and learning can be achieved when inspirational people utilize human relationships, individual student learning styles, and specific curriculum objectives.

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

1. Thinking and Reasoning
  - a. Students will acquire, organize, and evaluate information to make informed decisions.
  - b. Students will identify and explain cause and effect relationships.
  - c. Students will utilize and adapt a variety of critical and creative thinking strategies to solve problems.
  - d. Students will integrate new learning with existing knowledge and experiences.
2. Responsible Citizenship
  - a. Students will take responsibility for personal actions.
  - b. Students will work effectively with others.
  - c. Students will respect themselves and others.
  - d. Students will act as responsible citizens and participate in activities that promote the public good.
3. Effective Communication
  - a. Students will select, plan and organize ideas to communicate.
  - b. Students will communicate with clarity, purpose, and understanding of audience.
  - c. Students will actively listen, respond appropriately, and acknowledge the ideas of others.
  - d. Students will integrate and use a variety of communication forms and skills (verbal, non-verbal, written, electronic, and listening).

## **VISITING TEAM REPORT**

### **TELOS ACADEMY**

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

Telos Academy is a small, all-male residential school located in Orem, Utah that began operation in January 2007. Owners are licensed clinicians and are directly involved in all facets of programming, including carrying a caseload and running therapy groups. Telos Academy works hand in hand with residential and therapeutic staff to provide positive growth and healthy lifestyle choices for their students. This includes an intensive physical education program that involves training for triathlons. The school and program provide a familial setting in which students are encouraged to grow in all areas of their lives. The Telos staff believes that all students can learn and that education is standards-based.

Classes run daily from 10:00 a.m. to 2:30 p.m., with a five-minute passing time between classes. Classes are small and students receive much individual attention from faculty. Frequent monitoring of student progress by teachers, as well as students, is seen as essential to student success.

Recently, Telos has undergone some significant changes, including the addition of a new functional academic wing to the existing treatment facility. It is evident from this report that the faculty and staff are whole-heartedly dedicated to their students and to improving the environment that enables their students to make positive changes in their lives.

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

The overall perceptions of teachers, students and faculty at Telos are very positive. The parent surveys indicate that parents are satisfied with the educational information provided to them through educators during Family Days and through Power School (online). Student surveys appear to indicate that students feel they have the opportunity to receive a good education at Telos; they feel as if teachers are using a variety of learning styles to accommodate them; and they also feel as if they are given adequate resources to help them learn. It is also apparent from this report that the students feel that the academic staff is genuinely interested and concerned about their students. One area of concern that students indicated on the survey was not feeling guided in planning their education after leaving Telos. Students also indicated that this was an area of concern during student interviews. It is evident that efforts are being made to transition students and provide career planning through a local high school.

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

The faculty and staff agreed that a more formal, longitudinal study needs to be developed in order to track student outcome data. Staff members agreed that they

do receive information from former students; however, a formal study using concrete data would validate the work and progress that students make at Telos Academy and beyond. In addition to a longitudinal study, a more formal parent and educational consultant satisfaction survey should be added in order to assess opinions of major stakeholders. The Family Days Satisfaction Survey appears to be limited in its ability to assess perceptions specifically about education.

There appears to be a great deal of interest among the teachers, administration, and staff regarding the process of self-study and process of advancement. Surveys, focus groups, and feedback sessions involving all stakeholders would aid in having everyone buy into the process of school improvement at Telos. Results of these focus groups and feedback from stakeholders should be examined and analyzed in order to provide future topics for self-study and improvement.

While student performance and student perception data was provided in the school profile, there is an absence of written analysis and evaluation of that data. Staff and faculty members appear to be aware and very willing to analyze future data and its implications for Telos Academy. With the DRSLs, the administration and faculty must collect valid and reliable quantitative data on student performance over time and develop common assessments within departments that focus on DRSL indicators. Furthermore, the entire education team should express a common understanding of how each DRSL should be interpreted and that they share in the responsibility for teaching and assessing the DRSLs.

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

Telos Academy's self-study appears to reflect the school's current limitations and strengths, even though more achievement data is needed. The school appears to understand its specific limitations and appear much invested in making changes happen. It was evident to members of the Visiting Team that all staff and faculty at Telos were very aware of the school's strengths as well. The staff is vibrant, dedicated, and invested not only in providing a great educational opportunity to students, but in providing a family-like environment that is conducive to student change.

### **Suggested Areas for Further Inquiry:**

- As Telos begins to develop the DRSLs for student and teacher use, the school should explore ways to collect data in order to assess whether or not students are showing progress in the following three areas: thinking and reasoning, responsible citizenship, and effective communication. In the area of critical thinking, students should be able to gather information from a variety of credible sources, provide rationales for its use, and be able to organize, summarize, and document sources used. In addition, students should be able to consider, sort, and evaluate alternatives, and select and justify an opinion.

- Explore or develop a pre and post assessment system that will track academic progress throughout a student's stay at Telos. Attempting to marry an academic assessment system with the current CQI process of tracking therapeutic progress may be invaluable in showing student academic progress.

## **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 according to 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.

**Substantially Met**

- 1.7 The school regularly reviews its mission statement, beliefs, and DRSLs using a variety of data to ensure that they reflect student needs, community expectations, the district/governing body mission, and state and national standards, as applicable.

**Partially Met**

### **Comments of the Visiting Team – Mission, Beliefs, and DRSLs Standard**

It is evident to the Visiting Team that the Telos educators are desirous of doing what is best for the students, and the mission, beliefs, and DRSLs bear this out.

The academic director must continue to solidify members of the teaching staff commitment toward a common set of learner outcomes, regardless of the specific content they may teach. There is a need to continue to collaborate among the different content areas and between the various stakeholder groups within the school community.

The faculty is to be commended for arriving at consensus on the set of indicators (measurable student behaviors) which further define each DRSL.

## **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:

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

**Substantially Met**

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

**Substantially Met**

- c. Identifies course-specific intended learning outcomes.

**Substantially Met**

- d. Suggests instructional strategies.  
**Substantially Met**
  - e. Suggests assessment techniques including the use of school-wide expectations for student learning.  
**Partially Met**
- 2.4 The curriculum engages **all** students in inquiry, problem-solving, and higher-order thinking, as well as providing opportunities for the authentic application of knowledge and skills.  
**Substantially Met**
- 2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.  
**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.  
**Substantially Met**
- 2.10 The instructional materials are selected to support the specific objectives of the individual courses as well as the school's overall mission and goals.  
**Substantially Met**
- 2.11 The materials provided to the students are adequate to meet the course objectives.  
**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.  
**Substantially 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.  
**Substantially 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.  
**Substantially Met**
- 2.21 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.  
**Substantially Met**
- 2.22 Professional development activities support the development and implementation of the curriculum.  
**Substantially 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 policy that require parent or guardian notification are followed.  
**Substantially Met**

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

\* Does not necessarily apply to non-public schools.

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

Telos Academy is strong in the curriculum standard. There are several lines of evidence that support strength in this area. The teachers at the school have aligned courses to the State Core Curriculum. Telos also uses Power School, a program that allows parents to closely follow the academic progress of their students. Parent-teacher conferences are held every six to eight weeks. Teaching is individualized to meet the unique needs of each student; classes are under ten students in each subject area. The staff meets daily to discuss student needs and goals. The therapy team works closely with the academic team to meet the academic and therapeutic needs of each student. The Academic Director has a strong academic vision for the school.

Telos is very committed to the professional development of the teaching staff. Each teacher has a stipend of \$600 per year that he/she can use to attend trainings and conferences. All teachers are certified in their content areas.

### **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 practices, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

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

**Substantially Met**

3.2 Teachers use a variety of instructional strategies to:

a. Personalize instruction by providing concrete examples.

**Substantially Met**

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

**Substantially Met**

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

**Substantially Met**

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

**Substantially Met**

- e. Involve students in higher-order thinking.  
**Substantially Met**
  - f. Provide opportunities for students to apply knowledge or skills.  
**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**                      **Partially Met**                      **Not Presently 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.)  
**Substantially Met**
- 3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.  
**Substantially 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.  
**Substantially 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**

It was evident during the visit that teachers are using a variety of instructional strategies and are able to personalize instruction for their students through concrete examples and analogies. Individual differences among students appear to be celebrated and accepted by teachers as well as peers. Teachers appear very proficient in their content areas and are offered a great deal of support and resources in order to pursue additional professional development opportunities. Instructional leaders make sure each of the teachers has a “thought partner” when facing the challenge of differentiating instruction to produce learning for all.

Academic time appears to be protected and valued by all staff at Telos.

### **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.

**Partially Met**

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

**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.

**Partially 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.

**Partially Met**

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

**Not Applicable**

\* Do not necessarily apply to non-public schools.

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

The Visiting Team commends Telos for utilizing the Woodcock-Johnson III for attempting to measure overall performance across reading, mathematics, and written language achievement domains, but there is a need to do more with assessment at Telos. The staff needs to look at concrete ways to measure DRSL outcomes, as mentioned earlier in this report. Pre and post data, in addition to the W/J III, is critical to use for incoming and outgoing students so the faculty can adjust instructional strategies as needed, based on this vital quantitative data, over time. Academic growth from time of admission to time of discharge is imperative. The school needs to implement focus groups to evaluate the **overall** quality of the program so that all stakeholders will have buy-in to the entire process of school improvement.

The school leadership must offer staff development activities that focus on building staff expertise in teaching and assessing the DRSLs. The goal in the next six-year cycle must be to institutionalize at least one of the DRSLs.

## CHAPTER 3: NAAS SCHOOL SUPPORT STANDARDS

### 5. LEADERSHIP AND ORGANIZATION

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

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

**Substantially Met**

- 5.2 The academic administrator provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.

**Substantially Met**

- 5.3 The student to academic administrator ratio does not exceed 450 students to each qualified administrator or prorated fraction thereof.

**Substantially Met**

- 5.4 Staff members as well as administrators, other than the academic administrator; provide leadership essential to the improvement of the school.

**Substantially Met**

- 5.5 Excessive staff turnover does not impact school effectiveness. The school evaluates staff turnover and addresses any concerns about staff retention.

**Substantially Met**

- 5.6 The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs.

**Substantially Met**

- 5.7 Student grouping patterns reflect the ethnic diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and DRSLs.

**Substantially Met**

- 5.8 The schedule is driven by the school's mission, beliefs, and DRSLs and supports the effective implementation of the curriculum, instruction, and assessment.

**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.  
**Substantially 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 and Organization Standard**

The academic director at Telos is a very strong instructional and institutional leader. He has a positive working relationship with the teaching staff, who appear to respect his strong leadership. There has not been any staff turnover since the school began four years ago. The teachers are happy and loyal to the institution.

Teachers collaborate daily on the goals of the school and the needs of individual students. The school mission and DRSLs are reviewed regularly. Teachers demonstrate high levels of concern for students. Lessons in the classroom are engaging and relevant to students. Student participation in the classroom is high.

The Utah Life Skills Curriculum is integrated into the overall academic and therapeutic program at Telos.

## **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 each of 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**

- 6.20 The school has a current health service plan providing resources to meet the needs of all the students.  
**Substantially Met**
- 6.21 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**

- 6.22 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**

6.23 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**

6.24 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**

6.25 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**

6.26 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**

6.27 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**

6.28 The school engages parents and families as partners in each student's education as appropriate to the school's program.  
**Substantially Met**

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

## **Comments of the Visiting Team – Student Support Services Standard**

The support services at Telos are very strong. Because Telos is a residential treatment center (RTC), students are closely supported in emotional and behavioral issues. Students have access to health, psychological, career, athletic, and other services at a high level. Telos has a great partnership with Utah Valley University (UVU) for career guidance services for each student.

Class sizes are small at Telos, the ratio for most classes is under ten students to one teacher. Power School is used to communicate with parents concerning the academic progress of students. The school holds parent teacher conferences every six to eight weeks.

Library facilities and access to books is adequate for the number of students at the school.

## **7. FACILITIES AND FINANCES**

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

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

**Substantially Met**

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

**Substantially Met**

- 7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.

**Substantially Met**

- 7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.

**Substantially Met**

- 7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

**Substantially Met**

- 7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.

**Substantially Met**

- 7.7 The school has sustainable financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.  
**Substantially Met**
- 7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.  
**Substantially Met**
- 7.9 The school's accounts are independently audited annually.  
**Substantially Met**
- 7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to parents at the time of their application and/or registration, where applicable.  
**Substantially Met**
- 7.11 Terms of tuition and/or fees payment are clearly defined in the application, where applicable.  
**Substantially Met**
- 7.12 Any advertising and promotional literature is completely truthful and ethical.  
**Substantially Met**
- 7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.  
**Substantially Met**
- 7.14 None of the school's advertising and promotional literature is offensive or negative 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 Telos Academy ownership has just gone through and is finishing up on a very ambitious remodel and addition to the old facility. The results are positively accepted and approved by all stakeholders. There is a need to look into a more functional science lab. Students are afforded very comfortable and pleasing residential amenities.

## 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.  
**Partially Met**
- 8.2 Results of school improvement are identified, documented, used, and communicated to **all** stakeholders.  
**Partially Met**
- 8.3 The school improvement effort is externally validated on a periodic basis by an onsite accreditation visiting team.  
**Substantially Met**
- 8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.  
**Substantially Met**
- 8.5 The school improvement process provides an orderly process for:
- Selecting the most appropriate areas upon which to focus improvement efforts.  
**Partially Met**
  - Developing strategies that are designed to improve student performance.  
**Partially Met**
  - Implementing those strategies.  
**Partially Met**
  - Monitoring the process.  
**Partially Met**
  - 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.  
**Substantially 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—C ulture 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.

**Substantially Met**

### **Comments of the Visiting Team – Continuous Improvement Standard**

During the visit, recommendations regarding development of an action plan were readily agreed to by the faculty and staff, specifically in regards to the three DRSLs.

Development of outcome indicators, timelines, and assigning responsibility to staff are areas of need. Eventually, a system to track student progress on the DRSLs will also need to be implemented and evaluated. The school must strive to institutionalize at least one DRSL during the six-year cycle.

The tracking and documentation of student performance are also in need of development; specifically, a pre and post assessment system (including the Woodcock-Johnson III) that will track a student's academic progress from time of admission to time of discharge. Also, involving all stakeholders in the school improvement process through development of focus groups will help evaluate the effectiveness of the educational program, and hence help develop a more fluid school improvement plan for the future.

## **CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

As result of the onsite visit, the Visiting Team determined that there were commendations to be made 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 Telos Academy for its leadership and highly qualified teaching team; they are enthusiastic, competent, and well-respected. They are led by a highly competent academic director.
- The Visiting Team commends Telos Academy for providing individualized instruction that focuses on students' unique needs.
- The Visiting Team commends Telos Academy for using Power School, which allows parent and educational consultants to track academic progress.
- The Visiting Team commends Telos for holding parent teacher conferences every eight or nine weeks.
- The Visiting Team commends the strong integration of the therapeutic, academic, and residential pieces to benefit the individual child.
- The Visiting Team commends the Telos faculty for taking all the standards of the State Core Curriculum and dissecting them into the categories of “need to know,” “nice to know,” and “ought to know.”
- The Visiting Team commends Telos Academy for providing an academic program that is engaging, hands-on, and provides variety of learning opportunities for all students.
- The Visiting Team commends Telos Academy faculty and staff for making an effort to internalize the school mission, beliefs, vision, and DRSLs on a daily basis.
- The Visiting Team commends Telos Academy ownership team for the facility, especially the new academic wing. The commitment the ownership has made to the overall facility and program is outstanding.
- The Visiting Team commends Telos Academy for providing an annual stipend to teachers for professional development that mirrors the goals of the CQI Program.

### **Recommendations:**

- The Visiting Team recommends that Telos Academy develop a specific action plan for each of the three DRSLs, and identify outcome indicators, timelines, and staff responsibility. In addition, all staff members must work together in meeting the goal of institutionalizing at least one DRSL in the next six-year cycle.

- The Visiting Team recommends that Telos Academy develop a longitudinal study that will track student outcome data. This will help validate the work and progress that students make at Telos Academy and beyond.
- The Visiting Team recommends that Telos Academy develop a pre and post assessment system that will track student progress to a greater degree. Student academic growth from time of admission to time of discharge is imperative.
- The Visiting Team recommends that Telos Academy implement focus groups to evaluate the overall quality of the program so that all the stakeholders will have buy-in to the entire process of school improvement.