

**The Report of the
Accreditation Visiting Team**

**Weber Basin High School
7400 South Cornia Drive
Ogden, Utah 84405**

March 11, 2010



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

**Weber Basin High School
7400 South Cornia Drive
Ogden, Utah 84405**

March 11, 2010

UTAH STATE OFFICE OF EDUCATION

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FOREWORD

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

The evaluation, March 11, 2010, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Weber Basin High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Donica Bigelow is also commended.

The staff and administration are congratulated for their desire for excellence at Weber Basin High School and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

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

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

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WEBER BASIN HIGH SCHOOL
UNITED STATES DEPARTMENT OF AGRICULTURE
FOREST SERVICE

WEBER BASIN JOB CORPS

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School Administration

Donica Bigelow Principal

Counseling

William Springer..... Counseling Manager

Matthew Nielsen Career Technical Training Manager

Support Staff

Ailien HatchRegistrar

Faculty

Academic Staff

Martell Beeton
Brent Blackham
JoAnn Cook
June-Lee Hernandez
Charlene Shepard
Ann Water

Career Technical Training Team

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Jack Jones
Scott Moss
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Tim Welburn
Ken Woodward

INTRODUCTION

Purpose

Weber Basin High School, Ogden, 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, and American education. The team members have graduate degrees in education and wide range 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 school administrator. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Although 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.

WEBER BASIN HIGH SCHOOL

MISSION STATEMENT

To provide the opportunity for students to succeed

BELIEF STATEMENTS

- All students have equal opportunity to learn regardless of ethnic or cultural background.
- Every student is valued and has a right to learn in a safe environment.
- We must provide alternative learning approaches for students with learning disabilities.
- Student use of drugs, alcohol, violence or any gang related activities are detrimental to success and will not be tolerated on center.
- The student is ultimately responsible for his/her own education.
- A variety of instructional approaches are necessary to help students meet their various learning needs.
- We are committed to continuous improvements that will enable students to become confident, self-directed life-long learners and successful, employable members of society.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Competent Reader
2. Capable Math Problem Solver
3. Employable Citizen

Date of visit: March 11, 2010

MEMBERS OF THE VISITING TEAM

Robert Stillwell, Accreditation Consultant, USOE, Visiting Team Chairperson

Judi Jacques, Education Director, Island View RTC, Syracuse, Utah

Scott Carson, Assistant Principal, Landmark High School, Spanish Fork, Utah

VISITING TEAM REPORT

WEBER BASIN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Weber Basin High School is a secondary education program that works in tandem with Weber Basin Jobs Corps in providing a wide array of educational and vocational opportunities for disadvantaged and troubled youth. The goal of the program is to help students obtain and keep meaningful employment, enter the military or pursue post-secondary education. To help support this, the center emphasizes social skills training and personal growth along with the academic and vocational course offerings.

The center was established in 1965 and has a total capacity of 225 students, plus ten percent allowable overage. This number remains relatively constant, and is mandated by the Department of Labor. The beautiful campus is situated at the mouth of Weber Canyon and is located on a 360-acre parcel of land that has several buildings, including a recreation center, health center, multiple administration buildings, dormitories, gymnasium, education center, dining hall and seven other buildings that house vocational programs.

Job Corps provides a comprehensive program, including career-oriented training, by combining academic and career training, work-based learning, hands-on vocational training (VST) opportunities, and integrated social learning experiences. Using a career management approach, students gain important new skills increase their employability. To assist in sustainable job placement, students are provided with an array of transitional support services, such as assistance with obtaining housing, transportation, and child care, as well as access to ongoing mentoring support.

The program serves economically disadvantaged youth aged 16-24, who must also be one or more of the following: basic skills deficient; a school dropout; homeless; a runaway or foster child; a parent; or an individual who requires additional education, vocational training, or intensive counseling and related assistance in order to participate successfully in regular school work or to obtain and keep employment.

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 for teachers to conduct departmental analysis using Essential Questions from USOE training guides.

The focus group(s) should be structured following NSSE rubrics.

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

Teachers should conduct departmental analyses using the USOE training guide.

More effort is needed to convene a school focus group or groups, as directed by NSSE standards.

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

Weber Basin High School staff did a fine job with the self-study. There were a few areas that needed more work, but 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.

Met

- 1.2 The school's mission statement and beliefs represents the school's fundamental values and beliefs about student learning.

Met

- 1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable, reflect the school's mission and beliefs, and are consistent with and reinforce Utah's

Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success and each Core Curriculum's intended learning outcomes.

Met

1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.

Met

1.5 The school uses indicators to assess the school's progress in achieving school-wide civic (where applicable) and social expectations.

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.

Met

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

The mission of the Job Corps Program is set at the national level. The belief statements and DRSLs were developed by the staff, and a plan for annual review has been established.

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.

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.

Met

2.3 The written curriculum:

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

Sufficiently Met

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

Met

c. Identifies course-specific intended learning outcomes.

Sufficiently Met

- d. Suggests instructional strategies.
Sufficiently Met
- e. Suggests assessment techniques including the use of school-wide expectations for student learning.
Sufficiently 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.
Sufficiently Met
- 2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.
Met
- 2.6 The school provides opportunities for **all** students to extend learning beyond the normal course offerings and the school campus.
Not Applicable Students have limited opportunities for activities and learning off campus.
- 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.
Met
- 2.8 Academic programs offered outside of the school (online, correspondence, early college, dual credit, equivalent credit for music, P.E., travel credit, etc.) are consistent with the school's curriculum.
Met
- 2.9 A record that documents the results of all students' performance is maintained.
Met
- 2.10 The school has a written policy statement concerning the selection of educational materials.
Sufficiently Met
- 2.11 The instructional materials are selected to support the specific objectives of the individual courses as well as the school's overall mission and goals.
Sufficiently Met
- 2.12 The materials provided to the students are adequate to meet the course objectives.
Sufficiently Met
- 2.13 The reading level of the materials is appropriate to the reading level competence of the students.
Sufficiently Met
- 2.14 The materials are up to date.
Partially Met
- 2.15 Adequate provisions are made for the prompt delivery and return of instructional

materials, lessons, and examinations to and from the students.

Sufficiently Met

2.16 Lessons and examinations are graded promptly and the results communicated to the students and their parents/guardians.

Sufficiently Met

2.17 Student (or parent/guardian) inquiries are answered promptly and satisfactorily.

Sufficiently Met

2.18 The procedures for granting credit and/or for determining progress toward graduation are consistent with the school's stated purposes.

Sufficiently Met

2.19 The procedures for granting credit are in writing and are available to enrolled students.

Sufficiently Met

2.20 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

2.21 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.

Sufficiently Met

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

Sufficiently Met

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

Sufficiently Met

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

Met

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

Met

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

Met

Utah-Specific Indicators—Curriculum Standard

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

Sufficiently Met

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

Sufficiently Met

2.29 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

2.14, 2.20 There is a need for updated textbooks and computers. Limited budgets are available for upgrades. Computers used by students have been previously used elsewhere.

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.

Sufficiently Met

3.2 Teachers use a variety of instructional strategies to:

a. Personalize instruction by providing concrete examples.

Sufficiently Met

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

Sufficiently Met

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

Sufficiently Met

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

Met

e. Involve students in higher-order thinking.

Sufficiently Met

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

Met

- g. Promote student self-assessment and self-reflection of what has been taught.
Sufficiently Met
 - h. Recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
Met
- 3.3 Teachers use feedback from a variety of sources, including other teachers, students, supervisors and parents, as a means of improving instruction.
Sufficiently 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.)
Sufficiently Met
- 3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.
Sufficiently Met
- 3.6 Technology is integrated into and supportive of teaching and learning.
Sufficiently Met
- 3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.
Sufficiently 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.
Sufficiently Met
- 3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of **all** students.
Sufficiently Met

Utah-Specific Indicator—Instruction Standard

- 3.10 Instructional time is allocated and protected to support student learning.
Sufficiently Met
- 3.11 The teaching and learning program focuses on and utilizes educationally accepted best practices.
Sufficiently Met

Comments of the Visiting Team—Instruction Standard

As a result of the school's open enrollment program, individual instruction is the norm in most classrooms.

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 desired results 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.

Sufficiently 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.

Met

- 4.3 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

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

Sufficiently Met

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

Sufficiently Met

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

Sufficiently Met

- 4.7 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.

Sufficiently Met

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

Sufficiently Met

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

Sufficiently Met

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

Sufficiently Met

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

Sufficiently Met

4.12 Technology in the classroom is available and increases student performance.

Sufficiently Met

Utah-Specific Indicators—Assessment Standard

4.13 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

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

Sufficiently Met

4.15 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 school would benefit from conducting focus groups and departmental analysis.

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 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.

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.

Met

- 5.3 The student-to-academic administrator ratio does not exceed 450 students to each qualified administrator or a prorated fraction thereof.
Met
- 5.4 Staff members, as well as administrators other than the academic administrator, provide leadership essential to the improvement of the school.
Met
- 5.5 Excessive staff turnover does not affect school effectiveness. The school evaluates staff turnover and addresses any concerns about staff retention.
Met
- 5.6 The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs.
Sufficiently 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.
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.
Sufficiently 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.
Sufficiently 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.
Met
- 5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for **all** students.
Met
- 5.12 All school staff members are involved in promoting the well-being and learning of students.
Met
- 5.13 Student success is regularly acknowledged, celebrated, and displayed.
Met

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

Utah-Specific Indicators—Leadership and Organization Standard

- 5.20 The school has a written policy prohibiting discrimination, and regular training is provided to ensure compliance in accordance with Board Rule R277-112-3-C.
Sufficiently 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.
Sufficiently 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.
Sufficiently Met

Comments of the Visiting Team—Leadership and Organization Standard

- 5.19 The school has stated a goal of hiring a special education teacher.

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.

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.

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.

Met

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

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.

Met

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

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.

Met

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

Met

6.9 All teachers are given appropriate orientation training.

Sufficiently Met

6.10 Teachers are carefully supervised by the academic administrative staff.

Met

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

Met

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

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.

Sufficiently 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.

Sufficiently Met

Guidance Services

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

a. Individual and group meetings with guidance personnel.

Met

b. Personal, career, and college counseling.

Met

c. Student course selection assistance.

Met

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

Partially 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.

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.)

Met

Utah-Specific Indicators—Guidance Services

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

Not Applicable

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

Not Applicable

* Do not necessarily apply to non-public schools.

Health Services

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

Met

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

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.

Sufficiently 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.

Sufficiently 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.

Sufficiently 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.

Sufficiently 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.

Sufficiently 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.

Not 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.

Met

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

Met

Comments of the Visiting Team—Student Support Services Standard

6.28 The school makes accommodations under ADA, but does not currently have a formal special education program. The school has placed a goal in its action plan to add a special education teacher.

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.

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

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

Not Applicable

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

Not Applicable

Comments of the Visiting Team—Facilities and Finances Standard

Technology needs to be upgraded. Most computers used by students have been given to the school program after use elsewhere.

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.

Sufficiently Met

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

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.

Met

8.5 The school improvement process provides an orderly process for:

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

Sufficiently Met

- b. Developing strategies that are designed to improve student performance.
Sufficiently Met
 - c. Implementing those strategies.
Sufficiently Met
 - d. Monitoring the process.
Sufficiently Met
 - e. Evaluating the process to ensure that success has been attained.
Sufficiently 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.
Sufficiently Met
- 8.7 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
Sufficiently Met
- 8.8 A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.
Sufficiently 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 (i.e., the Report of the Visiting Team) into the school improvement plan.
Sufficiently Met

Comments of the Visiting Team—Continuous Improvement Standard

- 8.1 The school needs to revisit the focus group process as support in the development of a comprehensive school improvement plan.
- 8.9 A site-based council or advisory committee needs to be formalized.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the on-site visit, the Visiting Team determined that there were commendations regarding the school and program, as well as some recommendations for the school staff and administration to consider during the next years of accreditation. These follow, and represent both general impressions and recommendations 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 Weber Basin High School for teaching students to be goal oriented. All students learn the skills of goal setting and set realistic goals.
- The Visiting Team commends Weber Basin High School for its concerted efforts to keep class sizes small enough for teachers to offer individualized help to students.
- The Visiting Team commends Weber Basin High School for assessing students and moving them forward in student achievement.
- The Visiting Team commends Weber Basin High School for having teachers who find ways to accommodate rolling admissions and consistently meet a wide variety of student needs.
- The Visiting Team commends Weber Basin High School for providing a counseling program that is thorough. The counselors address the needs of students educationally, vocationally and in their personal and transition needs into life post-Job Corps.
- The Visiting Team commends Weber Basin High School for the work of Principal Donica Bigelow, new to the school this year, who has the support and appreciation of the entire staff for increasing the educational integrity of the school program.
- The Visiting Team commends Weber Basin High School for its student leadership as it mentors new students and implements Career Success Standards.
- The Visiting Team commends Weber Basin High School for its facility-wide organization that focuses the whole school in accomplishing its mission.

Recommendations:

- The Visiting Team recommends that Weber Basin High School conduct focus group analysis using NSSE rubrics and include all stakeholders (i.e., teachers, other staff members, student representatives and business partners).
- The Visiting Team recommends that Weber Basin High School complete departmental/teacher analysis, and that each teacher reflect on the Essential Questions included in the USOE training guide.

- The Visiting Team recommends that Weber Basin High School teachers explore the possibility of offering more direct small group instruction.
- The Visiting Team recommends that Weber Basin High School revise its action plan to include recommendations from the March 2010 full-team visit.