Annual Report

and
Standards for Accreditation

Utah Distance and Online Education Schools
Annual Report
2010-11

The mission of the Northwest Accreditation Commission is to advance excellence in education through the process of accreditation.

PREFACE

This document serves as the annual report template for the Northwest Accreditation Commission. The *Standards* for all categories of schools, elementary, middle level, high school, K-12, special purpose, distance education, international, travel study, supplemental education, and postsecondary non-degree granting schools are the same. There are differences in the indicators reflecting uniqueness between groups of schools. With commission approval, states may be using a different annual report process and template.

HISTORICAL PERSPECTIVES

The Northwest Association of Secondary and Higher Schools was formed as a voluntary organization on April 5, 1917 with a membership of 25 secondary schools and eight higher institutions in four northwestern states. By December 2009, this membership increased to 2099. Presently, the organization functions in seven states: Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington along with other geographical areas of the United States and the world. In December 1974, the title of the Association was changed to: Northwest Association of Schools and Colleges. In December 2001, the association's name was changed to the Northwest Association of Schools and of Colleges and Universities. On August 1, 2010 the association's name was changed to its current name, the Northwest Accreditation Commission.

PURPOSES

The purposes of the Northwest Accreditation Commission, as stated in the Articles of Incorporation are to:
1. Advance the cause of education in the schools of the Northwest and elsewhere as approved by the Board of Trustees.
2. Develop educational policies and activities that will extend and improve educational opportunities and services.
3. Develop criteria of evaluation that will continually stimulate, evaluate, and accredit vital educational efforts.
4. Promote cooperative relationships among categories of schools in order to attain these ends.

The Commission on Schools implements these purposes through constructive and continual effort. Member schools are accredited on the basis of standards developed by the Commission. Each member school is required to participate in self- and team-evaluations during each six-year period using a means of self-evaluation approved by the State Accreditation Committee. All member schools are required to accept credits from schools accredited by the Middle States Association of Colleges and Schools, North Central Association of Schools and Colleges, New England Association of Schools and Colleges, Northwest Accreditation Commission, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges, subject to state laws and Commission policies. As a service to our membership, the Commission publishes electronic newsletters, research reports, web pages, and pamphlets.

ORGANIZATION

The officers of the Commission include the President, First Vice President, and Second Vice President, each of whom is a member of and entitled to vote on the Board of Trustees.

Commission on Schools
The Commission on Schools consists of the combined Accreditation Committees from all the member states and the International and Transregional Committee (ITC), three at-large representatives including non-public schools, higher education, and one public member. The Accreditation Committee of each state and the International and Transregional Committee shall consist of four (4) members, three elected commissioners and a director. One of the three commissioners may be a member of the State Department of Education or a member of the State Board of Education in that state. One of the committee members shall serve as the Accreditation Committee Chair. The Director of each accreditation committee serves as the contact person for each accreditation committee.

INTRODUCTION

The eight *Standards for Accreditation* serve as the benchmarks by which the Northwest Accreditation Commission makes accreditation decisions.

Written and approved by the school membership, the *Standards for Accreditation* establish those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support for teaching and learning.

In order to maintain accredited status, schools must demonstrate that they meet the *Standards for Accreditation* and continually work to

improve student performance. They do this by participating in a three-phase accreditation cycle that involves:

1. Conducting a nearly 12-month self-study in which the school assesses the degree to which its work is characterized by the practices articulated in the *Standards for Accreditation*.
2. Having an on-site visitation by an external team of peer reviewers, known as the Response Team or Visitation Team that determines the extent to which the school meets the *Standards for Accreditation* and writes an evaluation report describing strengths and recommendations for improvement in terms of the *Standards for Accreditation*.
3. Developing an action or school improvement program in which the school demonstrates through regular reporting (Annual Report) to the State Accreditation Committee that it is addressing identified needs in a timely fashion.

Classification Ratings

Based on evaluations made by the State Accreditation Committees (SACs), schools are "Approved," "Advised," "Warned," or "Dropped" from the list of accredited schools. The SAC considers the number of standards not met in assigning ratings. A member school is considered "Withdrawn" when it voluntarily chooses to discontinue its membership.

A school is classified as "Approved" when it mostly meets the standards of the Commission. A school may be "Approved with Comment" when it has identified and is addressing standards that are "not presently met."

A school is classified as "Advised" when it fails to identify or is in the process of addressing standards that are "not presently met." Schools will also be placed on the "Advised" list when no observable effort has been made, by the second year, to identify or address standards that have been previously identified as "not presently met." An "Approved with Comment" classification need not precede an "Advised" classification.

A school is classified as "Warned" when a significant number of the standards are "not presently met." A "Warned" classification is usually given after a school has been "Advised" and the failure to meet the standard persists. A school may be moved from "Approved" to "Warned" when the failure to meet the standard is such that it should not be allowed to persist beyond the current year. A school shall be "Dropped" from membership after two consecutive "Warned" assignments, with the understanding that the SAC has the authority to liberalize this rule. If such an exception is made, it should be followed with an explanation by the SAC. Schools receiving a "Dropped" status have the right to appeal as outlined in the *Bylaws of the Northwest Accreditation Commission.*

STANDARDS FOR ACCREDITATION

The *Standards for Accreditation* for member schools include minimum requirements that have been substantiated by research, direct observation, or the judgment of experienced educators as basic requirements for a satisfactory program of education. Many of the standards are derived from the New England Association of Schools and Colleges, Commission on Public Secondary Schools in an effort to provide consistency among accreditation regions.

TEACHING AND LEARNING STANDARDS
1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING
2. CURRICULUM
3. INSTRUCTION
4. ASSESSMENT

SUPPORT STANDARDS
5. LEADERSHIP AND ORGANIZATION
6. SCHOOL SERVICES
   - Student Support Services
   - Guidance Services
   - Health Services
   - Library Information Services
   - Special Education Services
   - Family and Community Services
7. FACILITIES AND FINANCE

SCHOOL IMPROVEMENT STANDARD
8. CULTURE OF CONTINUAL IMPROVEMENT

Northwest ANNUAL REPORT

PLEASE REMOVE THE FRONT SECTION (all the pages before this page) BEFORE SUBMITTING COMPLETED REPORT. MAIL THIS REPORT TO THE UTAH STATE ACCREDITATION COMMITTEE. c/o Georgia Loutensock, Utah State Office of Education, 250 East 500 South, P.O. Box 144200, Salt Lake City, UT 84114-4200.

INSTRUCTIONS FOR COMPLETING THIS TEMPLATE: This template is protected for the use of the text boxes and marking the rating scale. Simply type in the gray shaded text boxes and/or click on the standard indicator gray boxes and an X appears. You must unprotect the document to type in any other areas or cut and paste responses into the document. When the template is unprotected you will not be able to use the text boxes or rating boxes.

This should be the first page of your submitted report.

School Name		State	
Address		City	
County Country		District	
ZIP		Telephone/FAX	/
Building Administrator		E-mail	
For private schools, owner of record		Licensed as non-profit corporation ☐ Yes ☐ No	

1. Student Enrollment on October 1, 2010 in grades covered in this report:

Pre-K	K	1st	2nd
3rd	4th	5th	6th
7th	8th	9th	10th
11th	12th	13th	14th
Total Enrollment on Last Annual Report (2009-10)		Total Enrollment This Year (2010-11)	

2. ☐ Public ☐ Nonpublic

3. ☐ Elementary ☐ Middle Level ☐ High School ☐ K-12
   ☐ Special Purpose ☐ Residential School ☒ **Distance Ed/On-line** ☐ Supplemental
   ☐ Travel Study ☐ International ☐ Post-Secondary ☐ Wilderness

4. Type of Schedule: ☐ Traditional ☐ Block ☐ Trimester ☐ Other

5. Has your school experienced a "substantive change" that may have altered the objectives, programs, offerings, etc. since your last response team visit? (Northwest Policy 6.2) ☐ Yes ☐ No

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I (we) hereby certify that the statements in this report are true to the best of my (our) knowledge and belief.

Principal's Signature _____

Superintendent's Signature _____

Signature of Person Completing Report _____

Year of Last Self-Study:	Planned Year for Next Self-Study:

A Self- and Team-Evaluation is required every six (6) years.

TEACHING AND LEARNING STANDARDS

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. **MISSION, BELIEFS AND DESIRED RESULTS FOR STUDENT LEARNING**

1.1 The school's mission statement and desired results for student learning (DRSLs) clearly convey the purpose and goals of the program. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and support from stakeholders is a critical component of a mission statement.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**

1.2 The school's mission statement represents the school community's fundamental values and beliefs about student learning.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**

1.3 The mission statement reflects the individual character of the school and indicates its special purposes.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**

1.4 The mission statement reflects the characteristics and needs of the student population, by clearly and concisely stating who the organization is, what it does, and whom it serves.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**
☐ **Not Applicable#**

1.5 The school defines individual academic, civic, and social learning expectations that are measurable and reflect the school's mission, are consistent with each core curricula's intended learning outcomes and uses indicators to assess individual's progress in achieving those expectations.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**
☐ **Not Applicable#**

1.6 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**

1.7 The school's mission statement, beliefs and the school's desired results for student learning guide the procedures, policies, and decisions of the school and are evident in the culture of the school.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**

1.8 The mission statement is reviewed periodically and is made available to the public.
☐ **Met** ☐ **Sufficiently Met** ☐ **Partially Met** ☐ **Not Met**

May be used only by those distance education schools not awarding diplomas.

Mission, Beliefs and Desired Results for Student Learning Standard

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become

"Met."

Also
1. **Identify those indicators, if any, upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and**
2. **Identify the strategies that will be used to make improvements.**

_____

TEACHING AND LEARNING STANDARD

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 (DRSLs). The curriculum links the school's beliefs, its DRSLs, 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. CURRICULUM
A quality program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.

2.1   Each curriculum area has clearly stated and attainable educational goals.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.2   The curriculum is aligned with the schoolwide academic expectations and ensures that **all** students have sufficient opportunity to achieve each of those expectations.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.3   The curriculum:
a.   prescribes content that aligns to the Utah State Core Curriculum;
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
b.   integrates relevant learning expectations;
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
c.   includes course-specific intended learning outcomes;
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
d.   suggests instructional strategies; ~~and~~
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
e.   suggests assessment techniques SP including the use of schoolwide DRSLs;
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
f.   provides for high-degree of interaction between teacher and learners;
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
(Online schools only)
g.   course organization and navigation is clear and coherent;
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
h.   is designed to accommodate different learning styles;
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
i.   is designed with consideration for time and place limitations of students.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not 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.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.6 There is effective curricular coordination and articulation between and among all academic areas within the school.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.7 The school has a written policy statement concerning the selection of quality educational materials and appropriate technology to enable and enrich student learning.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.8 The instructional materials are selected to support the specific objectives of the individual courses as well as the school's overall mission and goals. There are substantive checks and balances throughout the design, development, and quality assessment processes to ensure the effectiveness of materials and assessments.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.9 The materials provided to the student are adequate to meet the course objectives.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.10 Instructional materials, technology, equipment, supplies, facilities, and staffing levels are sufficient to allow for the effective of the curriculum.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.11 The reading level of the materials is appropriate to the reading-level competence of the students.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.12 The materials are reviewed and evaluated regularly to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.13 The procedures for granting credit and/or for determining progress toward graduation are consistent with the school's stated purposes.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.14 The policies and procedures for granting and/or transferring credit are in writing and are available to enrolled students. Policies and procedures for granting and/or transferring credit conform to the Northwest Accreditation Commission requirements in Policies and Procedures 5.6.6.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.15 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.16 Professional development activities support the development and implementation of the curriculum.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.17 The program of studies meets the appropriate state and national standards, ADA compliance, and copyright and fair use.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Utah specific indicators – Curriculum Standard

2.18 The curriculum is adapted to meet the individual student learning needs of **all** students.
      ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.19 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.
      ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.20 Rules and policy that require parent or guardian notification are followed.
      ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

2.21 The curriculum includes patriotic education as outlined in Board Rule R277-475-3.*
      ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
      ☐ **Not Applicable**

                                                         *Do not necessarily apply to non-public schools

(Distance Ed schools only)

2.22 The school provides opportunities for all students to extend learning beyond the normal course offerings.
      ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
      ☐ **Not Applicable#**

                  # May be used only by those distance education schools not awarding diplomas.

Curriculum Standard

      For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

      Also
      1. **Identify those indicators upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and**
      2. **Identify the strategies that will be used to make improvements.**

TEACHING AND LEARNING STANDARD

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 DRSLs, supported by research in best practice, and refined and improved based on identified student needs.

Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

A quality program takes a comprehensive and integrated approach to ensuring excellent teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development.

3.1 Instructional strategies are consistent with the school's mission statement and desired results for student learning (DRSLs).
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.2 Teachers use a variety of instructional strategies to:
a. personalize instruction to allow for diverse learning styles;
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met
b. make connections across disciplines;
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met
c. engage students as active learners;
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met
d. engage students as self-directed learners;
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met
e. involve students in higher order thinking;
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met
f. provide opportunities for students to apply knowledge or skills;
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met
g. promote student self-assessment; and
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met
h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.4 Teachers are proficient in their content area, knowledgeable about current research on effective age appropriate instructional approaches, and reflective about their own practices.
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.5 All teachers are given appropriate orientation training in distance education or online learning methodologies and technologies prior to their teaching assignments.
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.6 Analysis of instructional strategies is a significant part of the professional culture of the school; teachers regularly review and adapt their strategies based on changes in student demographics.
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.7 Technology is integrated into and supportive of teaching and learning.
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.8 Failing students are provided special assistance and counseling.
☐ Met   ☐ Sufficiently Met   ☐ Partially Met   ☐ Not Met

3.9   The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

3.10   Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Utah specific indicators – Instruction Standard

3.11   The teaching and learning program focuses on and utilizes educationally accepted best practices.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Online Schools Only

3.12   The school establishes and holds teachers accountable for timely teacher to student communication and meaningful assessment feedback.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

3.13   The school provides timely, effective support to teachers.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

 # May be used only by those distance education schools not awarding diplomas.

Instruction Standard

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Also
1. **Identify those indicators, if any, upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and**
2. **Identify the strategies that will be used to make improvements.**

TEACHING AND LEARNING STANDARD

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 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. ASSESSMENT

A quality learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders.

4.1   The school has a process to assess both schoolwide and individual student progress in achieving the academic expectations of the mission.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.2   The school's professional staff uses assessment data (climate survey, empirical, etc.) to determine the success of the student in achieving civic and social expectations.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
☐ **Not Applicable#**

4.3   The school regularly reviews its mission statement, beliefs, and DRSLs using a variety of data to ensure that these reflect student needs, community expectations, the district mission, as applicable, and state and national standards.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.4   For each learning activity, the relevant academic expectations and course-specific intended learning outcomes and relevant schoolwide DRSL(s) that will be assessed are clearly articulated for students.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.5   Assessments of student learning are based on course-specific intended learning outcomes.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.6   Teachers or instructional materials employ varied assessment strategies and activity types to determine student knowledge, skills, and competencies and to assess student growth over time.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.7   The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
☐ **Not Applicable#**

4.8   The school's professional staff communicates individual student progress to students and their families in a timely manner.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.9   Assessment enables students to monitor their own learning progress.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.10 Grading policy and practices are published to students and easy to understand.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.11 Each course must have defined exit levels of performance that will ensure comparable achievement by the student to what they might receive in traditional programs or by other methods of teaching and learning.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.12 Results and analysis of assessment are used to drive curriculum and instruction.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.13 A record that documents the results of **all** students' performance is maintained.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.14 Every student must sign an honor code verifying that they are responsible for completing all work themselves and that no person has unfairly assisted them.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

4.15 All final examinations are monitored by trained persons other than parents or those who might be considered to have a conflict of interest.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

#May be used only by those distance education schools not awarding diplomas.

Utah specific indicators

4.16 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.)

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Annual Report---Please submit or attach secondary course descriptions including proficiency criteria via URL, electronic file or hard copy.

Assessment Standard

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Also
1. **Identify those indicators upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and**
2. **Identify the strategies that will be used to make improvements.**

SUPPORT STANDARD

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. LEADERSHIP AND ORGANIZATION

Governance is typically provided by a Board of Directors, a School Board, or proprietors. Leadership is responsible to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and belief/vision statements. Governance and leadership work hand-in-hand developing the operations policies for the program and its leadership and staff.

5.1   The school administrator has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and DRSLs.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.2   The school administrator provides leadership in the school by creating and maintaining a shared vision, direction, and focus for student learning.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.3   Staff members as well as administrators provide leadership essential to the improvement of the school.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.4   Staff turnover does not impact school effectiveness.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.5   The organization of the school and its educational programs promotes the achievement of the school's mission, beliefs, and DRSLs.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.6   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.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.7   There is a formal system through which each full-time 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**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.8   Clearly defined roles and responsibilities are evident to create collaborative teams to assure effective delivery of quality education.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.9   All school staff is involved in promoting the well-being and learning of students.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.10 Student success is regularly acknowledged, celebrated, and displayed.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.11 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.12 The school engages in practices that promotes safety and has established a plan that includes preventions, interventions, crisis management, and post-crisis recovery. For online programs, this includes policies and terms of use of online interaction.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.13 Policies pertaining to the discretionary authority of the administration of the school are clearly defined.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.14 The administration is significantly involved in the selection, assignment, and retention of personnel.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.15 The school employs adequate staff, both professional and non-certificated, to support student enrollment and to realize its stated purposes.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.16 The school meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption. The corporate status is clearly defined with no legal or proprietary ambiguities.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.17 The role of the board is well-defined in the bylaws of the school or organization. The board fulfills the role defined for it in the bylaws.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.18 The governing board includes person(s) that reflect the public interest.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.19 The governing board is responsible for establishing and monitoring school policy.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.20 The school has measures in place to ensure quality, integrity and validity of student data, including completion and retention rate.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.21 A school that functions under the authority of another organization has a demonstrated commit from the parent organization to support the implementation and ongoing operation of this school
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.22 Sustainability of the school is articulated through strategic and operational planning and implemented through ongoing operations, e.g., commitment to sustainable funding, maintaining quality staff and compliance with applicable educational statutes.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.23 Assessment of the operational continuity under the condition of change of ownership, as applicable, has been conducted in cooperation with the Northwest Accreditation Commission.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

#May be used only by those distance education schools not awarding diplomas.

Utah specific indicators – Leadership and Organization Standard

5.24 The school has a written policy prohibiting discrimination, (Board Rule R277-112-3-C) and regular training is provided to insure compliance.
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

5.25 The administration has created and implemented a plan to monitor and provide a support network for all new teachers. Level I teachers are mentored in accordance with the EYE expectations in board rule R277-522 in their assigned area where feasible.*
☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

☐ **Not Applicable**

5.26 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. *
    ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
    ☐ **Not Applicable**

    Annual Report - submit copy of school/district credit policy, as applicable. _____

5.27 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.
    ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

*Do not necessarily apply to non-public schools

Online Schools ONLY

5.28 Board members have knowledge of the K-12 online education field, or receive appropriate training after joining the board.
    ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Leadership and Organization Standard

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Also
1. **Identify those indicators, if any, upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and**
2. **Identify the strategies that will be used to make improvements.**

    _____

SUPPORT STANDARD

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.

6.   SCHOOL SERVICES

<u>**Student Support Services**</u>
    Student support services address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

6.1   The school's student support services are consistent with the mission, beliefs, and DRSLs.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.2   The school allocates resources, programs, and services so that **all** students have an equal opportunity to achieve the school's expectations for student learning.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.3   Student support personnel enhance 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**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.5   All administrative, teaching, and counseling staff are in compliance with the Utah Educator Licensing requirements and are appropriately endorsed for all assignments in accordance with Board Rule R277-501.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Annual Report ---List all underqualified professional personnel, if any

Non-public schools – Please submit complete roster of *all* educators, noting position, assignment(s) and FTE.

6.6   There is sufficient administrative support staff to accomplish the mission of the school.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.7   There are sufficient numbers of instructional staff to meet the requirements of the state and accomplish the mission of the school.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.8   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**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.9   Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law. **(Distance Ed Schools only)**

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.10   The school has a procedure for the timely transfer of students' records.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.11   The school provides written materials that clearly define its program and its expectations for students so that the students being served can make appropriate and informed choices before they apply for admission while selecting courses.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.12   The school has clearly defined eligibility requirements and admission procedures that are made known to potential students and their parents.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.13 The school only admits those students who have potential for a reasonable chance of benefit from the instruction and completion of the course(s).

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.14 The written enrollment/registration agreement and other written materials clearly specify what the student can expect from the course(s), the services that will be provided by the school, and student obligations, including financial.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.18 Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Utah specific indicators – Student Support Services

6.19 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.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.20 The school has a process in place to identify the specific needs of **all** students.*
   a. schools include a "student find" process that is implemented with student registration;
   b. a home language survey
   c. a valid reliable language proficiency assessment of English proficiency in listening, speaking, reading, writing and comprehension for program placement.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
☐ **Not Applicable**

* Do not necessarily apply to non-public schools

Online School ONLY – Student Support Services

6.21 Information is provided to students, parents, and mentors on how to communicate with the online teacher and student support services, including information on the process of those communications.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.22 The school provides an orientation to online technologies and successful online student practices for students and parents.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.23 The school provides timely and effective technical and student services support.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Guidance Services

Guidance services support students to ensure the success of the program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental online programs, these services may be provided by the local school.

6.24 The school provides a full range of comprehensive guidance services, including:
    a.   personal counseling;
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
        ☐ **Not Applicable#**
    b.   career, and college counseling;
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
        ☐ **Not Applicable#**
    c.   student course selection assistance;
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
        ☐ **Not Applicable#**
    d.   collaborative outreach to community and area mental health agencies and social service providers;
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
        ☐ **Not Applicable#**

6.25 The ratio of students to those who provide guidance and counseling is sufficient to meet the requirements of the state and accomplish the mission of the school.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Library Information Services

6.26 All students have access to library services through a traditional or virtual library, overseen by a qualified library media specialist.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
        ☐ **Not Applicable#**

6.27 A wide range of materials, technologies, and/or other library/information services that are responsive to the school's student population are available to students and faculty and utilized to improve teaching and learning.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.28 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.29 Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Family and Community Services

6.30 The school engages parents and families as partners in each student's education and encourages their participation in school programs.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

6.31 The school fosters productive business/community/higher education partnerships that support student learning.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
☐ **Not Applicable#**

 # May be used only by those distance education schools not awarding diplomas.

School Services Standard

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Also
1. **Identify those indicators, if any, upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and**
2. **Identify the strategies that will be used to make improvements.**

_____

SUPPORT STANDARD

Guiding Principle: The administrative site (consisting of buildings, equipment, and services) is an important factor in the functioning of the educational program. The administrative site serves as a vehicle for the implementation of the school mission. In addition, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and desired results for student learning.

7. FACILITIES AND FINANCE
Adequate financial and material resources are allocated for meeting the mission of the school. These resources are appropriately planned for and expended using sound business practices.

7.1 The administrative site supports and enhances all aspects of the educational program and the support services for student learning.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.2 The administrative site meets all applicable federal and state laws and is in compliance with local fire, health, and safety regulations.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology

needs as well as capital improvements.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.6   Faculty and administrators have active involvement in the budgetary process, as it supports all aspects of the education program.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.7   The school has 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**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.8   The school is not in or in the prospect of moving into protection under the auspices of bankruptcy.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.9   Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.10 The school's accounts are independently reviewed or audited annually.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.11 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, as applicable.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
☐ **Not Applicable**

7.12 Terms of tuition and/or fees payment are clearly defined in the application, as applicable.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**
☐ **Not Applicable**

7.13 All advertising and promotional literature is completely truthful and ethical and compliant with all state and federal laws.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.14 All advertising and promotional literature clearly states the purpose of the school's program of instruction.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.15 None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

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

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Online Schools ONLY – Facilities and Finance

7.17 The school provides an online learning environment that is appropriately maintained, secure and is a productive and safe work environment for students and staff.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

7.18 The school provides a work environment consisting of the resources, tools, and organizational policies that enables staff to implement the program's mission, beliefs and objectives.

| ☐ **Met** | ☐ **Sufficiently Met** | ☐ **Partially Met** | ☐ **Not Met** |

 # May be used only by those distance education schools not awarding diplomas.

Facilities and Finance Standard

For any boxes above that are marked other than "Met" please provide an explanation using the following text box as to why the standard is not being met and what might be accomplished to become "Met."

Also
1. **Identify those indicators upon which school improvement efforts are focused or which were part of a recommendation of the last Visiting Team and**
2. **Identify the strategies that will be used to make improvements.**

_____

SCHOOL IMPROVEMENT STANDARD

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 should be measurable.

8.   CULTURE OF CONTINUAL IMPROVEMENT
Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision.

8.1   The school has developed and implemented a comprehensive school improvement using *Collaborating for Student Achievement*, the Utah accreditation plan that is reviewed and revised on an ongoing basis.
| ☐ **Met** | ☐ **Sufficiently Met** | ☐ **Partially Met** | ☐ **Not Met** |

8.2   Results of school improvement are identified, documented, used, and communicated to **all** stakeholders.
| ☐ **Met** | ☐ **Sufficiently Met** | ☐ **Partially Met** | ☐ **Not Met** |

8.3   The school improvement effort is externally validated on a periodic basis by an onsite accreditation visiting team at least once every six years.
| ☐ **Met** | ☐ **Sufficiently Met** | ☐ **Partially Met** | ☐ **Not Met** |

8.4   The school improvement plan is consistent with external accountability requirements to which the school is accountable, such as the state, ministry, or federal accountability requirements.
| ☐ **Met** | ☐ **Sufficiently Met** | ☐ **Partially Met** | ☐ **Not Met** |

8.5   The school improvement process provides an orderly system for:
a.   Selecting the most appropriate areas upon which to focus improvement efforts.

☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

b.   Developing strategies that are designed to improve student performance.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

c.   Implementing those strategies.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

d.   Monitoring the process.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

e.   Evaluating the process to ensure that success has been attained.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

f.   Regularly conducting and analyzing data based on national, state, or program metrics.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

g.   Determining program success by measuring student achievement and satisfaction based on assessment techniques.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

h.   Ensuring students participate in state and national standardized testing, as appropriate, and evaluating results against state and national data.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not 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-evaluation and/or the latest visiting team./or outside team report.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

8.7   The school staff and administration work to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

8.8   Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

8.9   A reasonable, specific timeline for the implementation of each area within the school's action plan for improvement process is identified.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

8.10 The school improvement process includes a measure of student satisfaction with the program.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

Utah specific indicators – Culture of continual improvement

8.11 The school incorporates the recommendations of the latest *Report of the Visiting Team* into their school improvement plan.
        ☐ **Met**   ☐ **Sufficiently Met**   ☐ **Partially Met**   ☐ **Not Met**

        Annual Report ---Please submit copies of school's action plans for the previous (2009-10) and current year (2010-11). *(Action plans should address recommendations of the latest visiting or review team.)*

        For any boxes above that are marked other than "Met" please provide an explanation using the

following text box as to why the standard is not being met and what might be accomplished to become "Met."