# Annual Report
## and
## Standards for Accreditation

# Utah K-12 School
## Annual Report
## 2010-2011

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

www.NorthwestAccreditation.org

## 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 | | 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, 2010in 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) | | Total Enrollment This Year (2010) | |

2. ☐ Public  ☐ Nonpublic

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

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

> 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 _____

your last response team visit?    (Northwest Policy 6.2)    ☐ Yes    ☐ No

| 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 STANDARD

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 community 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, beliefs and desired results for student learning (DRSLs) are developed by the school community and are approved and supported by the professional staff, the school board, and any other schoolwide governing organization.
      ☐ **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 school defines schoolwide academic, civic, and social learning expectiations that are measurable and reflect the school's mission and are consistent with and reinforce the Utah's *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* and each core curricula's intended learning outcomes.
      ☐ **Met**       ☐ **Sufficiently Met**       ☐ **Partially Met**       ☐ **Not Met**

1.4    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**

1.5    The school uses indicators to assess the school's progress in achieving schoolwide civic and social expectations.
      ☐ **Met**       ☐ **Sufficiently Met**       ☐ **Partially Met**       ☐ **Not Met**

1.6    The school's mission statement, beliefs, and the school's DRSLs 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**

**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.**

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## 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. 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

2.1 Each curriculum area identifies those schoolwide academic expectations for which it is responsible.
☐ 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 written curriculum:
a. prescribes content that aligns to the Utah State Core Curriculum;
☐ Met ☐ Sufficiently Met ☐ Partially Met ☐ Not Met
b. integrates relevant schoolwide learning expectations reflecting the Utah *Life Skills: A guide to Knowledge, Skills, and Dispositions for Success;*
☐ Met ☐ Sufficiently Met ☐ Partially Met ☐ Not Met
c. includes course/subject-specific intended learning outcomes from the Utah State Core Curriculum;
☐ Met ☐ Sufficiently Met ☐ Partially Met ☐ Not Met
d. suggests instructional strategies;
☐ Met ☐ Sufficiently Met ☐ Partially Met ☐ Not Met
e. suggests assessment techniques including the use of schoolwide expectations for student learning.
☐ 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 The school provides opportunities for **all** students to extend learning beyond the normal course offerings and the school campus.
☐ Met ☐ Sufficiently Met ☐ Partially Met ☐ Not Met

2.7 There is effective curricular coordination and articulation between and among **all** academic areas and/or grades within the school as well as with other schools in the district, as applicable.

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

2.8 Academic programs offered outside of the school (on-line, correspondence, early college, dual credit, equivalent credit for music, P.E., travel credit, etc.) are consistent with the school's curriculum.

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

2.9 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 for **all** students.

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

2.10 The materials are up-to-date.

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

2.11 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 intended learning outcomes.

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

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

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

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

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

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

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

2.15 The school has a written policy statement concerning the selection of educational materials.

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

**Utah specific indicators -- Curriculum**

2.16 The curriculum is adapted to meet the individual student learning needs of **all** students.

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

2.17 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.

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

2.18 The school language acquisition curriculum for English Language Learners (ELL) is based on the Utah English Language Proficiency Standards.*

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

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

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

2.20 The curriculum includes patriotic education as outlined in Board Rule R277-475-3.*

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

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

**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.**

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**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**

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 self-reflection;
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**
h.   recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population to allow for diverse learning styles.
☐ **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.

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    Analysis of instructional strategies is a significant part of the professional culture of the school.

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

3.6    Technology is integrated into and supportive of teaching and learning.

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

3.7    Library information services are available to students and faculty and utilized to improve teaching and learning.

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

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

3.9    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**

3.10   Instructional time is allocated and protected to support student learning.

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

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

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

## 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 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 to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

## 4. ASSESSMENT

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 data (climate survey, empirical, etc.) to assess the success of the school's efforts in achieving its civic and social expectations.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

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, district mission, as applicable, and state and national standards.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

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

4.5   Teachers base classroom assessment of student learning on schoolwide and subject/course-specific intended learning outcomes.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

4.6   Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not 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.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

4.8   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**

4.9   The school's professional staff communicates individual student progress in achieving schoolwide academic expectations to students and their families.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

4.10  The school's professional staff communicates the school's progress achieving all schoolwide expectations to the school community.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

4.11  A record that documents the results of **all** students' performance is maintained.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

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

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

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

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

**Utah specific indicators – Assessment Standard**

4.14 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 |

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

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

> **Please submit or attach *secondary* course descriptions <u>including proficiency criteria</u> _____ --- URL, electronic file or hard copy.**

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

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

☐ Not Applicable

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

**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.**

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**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

5.1 The principal 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 principal provides leadership in the school community by creating and maintaining a shared vision,

direction, and focus for student learning.

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

5.3    The student to administrator ratio does not exceed 550 students to each qualified administrator or prorated fraction thereof.

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

5.4    Staff members as well as administrators other than the principal provide leadership essential to the improvement of the school.

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

5.5    The school evaluates staff turnover and addresses any concerns about staff retention.

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

5.6    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**

5.7    Student grouping patterns reflect the 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**            ☐ **Sufficiently Met**            ☐ **Partially Met**            ☐ **Not 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.

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

☐ **Met**            ☐ **Sufficiently Met**            ☐ **Partially Met**            ☐ **Not 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 schoolwide DRSLs.

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

5.11   The professional staff members collaborate within and across departments or grade levels in support of learning for **all** students.

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

5.12   All school staff is involved in promoting the well-being and learning of students.

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

5.13   Student success is regularly acknowledged, celebrated, and displayed.

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

5.14   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**

5.15   The school engages in practices that promotes safety and has established a plan that includes preventions, interventions, crisis management, and post-crisis recovery.

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

5.16 The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration, and patrons that is communicated to all stakeholders.

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

5.17 The administration is significantly involved in the selection, assignment, and retention of personnel.

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

5.18 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**

5.19 The school meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption.

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

**Utah specific indicators – Leadership and Organization**

5.20 The school has a written policy prohibiting discrimination as per Board Rule R277-112-3-C, and regular training is provided to insure compliance.

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

5.21 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**

5.22 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**

**Please** submit copy of school/district credit policy. _____

5.23 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**

**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 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**

**Student Support Services**

6.1    The school's student support services are consistent with the school's 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 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**          ☐ **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 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**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

List 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 one administrative support staff member for each 350 students or major prorated fraction thereof.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

6.7    **The total number of students instructed by any one teacher in any one grading period does not exceed 180 for a traditional school schedule, 160 for trimester school schedules, and 210 for block school schedules.** *(Northwest standard – 160 for traditional, 140 for trimester and 180 for block schedules.)*
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

Type of *yearly* schedule (i.e. Semester, trimester, year round) _____ *Daily* schedule (i.e. Block, traditional, other) _____

Total number of teachers in school _____ Teachers with excessive loads _____
Percentage of teachers with excessive loads _____

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.

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

6.10  The school has clearly defined registration procedures that are made known to potential students and their parents.

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

**Utah Specific Standards – Student Support Services**

6.11  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.

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

6.12  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.

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

6.13  The school has a process in place to identify the specific needs of **all** students including:
   a.  a "student find" process that is implemented with student registration;
   b.   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

**Guidance Services**

6.14  The school provides a full range of comprehensive guidance services, including:
   a.  individual and group meetings with counseling personnel;

☐ **Met**  ☐ **Sufficiently Met**  ☐ **Partially Met**  ☐ **Not Met**
   b.  personal, career, and college counseling;

☐ **Met**  ☐ **Sufficiently Met**  ☐ **Partially Met**  ☐ **Not Met**
   c.  student course selection assistance;

☐ **Met**  ☐ **Sufficiently Met**  ☐ **Partially Met**  ☐ **Not Met**
   d.  collaborative outreach to community and area mental health agencies and social service providers;

☐ **Met**  ☐ **Sufficiently Met**  ☐ **Partially Met**  ☐ **Not Met**
   e.  appropriate support of special education services for students.

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

6.15  The ratio of students to certified school counselors does not exceed 350 students to each certified counselor or prorated fraction thereof.

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

   **Student to counselor ratio: _____**

6.16  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 soundproof offices for each counselor, installed telephones, computer connections, etc.)

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

**Utah specific indicators – Guidance Services**

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

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

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

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

6.19 School counselors are conducting SEOPs with students and parents/guardians at prescribed times and implementing reviews and evaluations of the student's progress in meeting their SEOP and curricular departments work with school counselors and professional staff to ensure matching of student course schedules with the student's SEOP.*

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

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

## Health Services

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

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

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

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

## Library Information Services

6.22 The library media program is directed by a certified library media specialist.
   a. Library staff in schools of **fewer than 250 students** need not be certified, but are under the direction of a qualified library media specialist.
   b. Schools with an **enrollment between 250 and 500 students** have a full-time qualified library media specialist.
   c. Schools with more than **500 students** have a full-time library media specialist and have additional library media personnel.
   d. Personnel are under the direction of a qualified library media specialist.

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

**Name(s) of Librarian Media Personnel** _____ FTE _____ Certified Y ☐ N ☐

6.23 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience.

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

6.24 The library/information services program fosters independent inquiry by enabling students and faculty to

use various school and community information resources and technologies.

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

6.25 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**

**Utah specific indicators – Library Information Services**

6.26 The Library collection and information resources are relevant, up-to-date and of sufficient size to meet the program of curricular and literacy needs of the students and faculty (10 volumes per student but need not exceed 12,500 volumes).

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

**Special Education Services**

6.27 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

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

**Family and Community Services**

6.28 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**

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

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

**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 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 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 desired results for student learning.

## 7.   FACILITIES AND FINANCE

7.1   The school site and plant support all aspects of the educational program and the support services for student learning.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not 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**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

7.3   Equipment is adequate, properly maintained, catalogued, 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 school plant.
☐ **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 building administrators have active involvement in the budgetary process as it supports all aspects of the educational program.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not 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**          ☐ **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 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**

7.12  Terms of tuition and/or fees payment are clearly defined in the application, as applicable.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

7.13 Any advertising and promotional literature is completely truthful and ethical.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

7.14 Any 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 Tuition/fees collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, as applicable.
☐ **Met**          ☐ **Sufficiently Met**          ☐ **Partially Met**          ☐ **Not Met**

7.17 The administration has the authority to administer its discretionary budget, as applicable.
☐ **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 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**

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.
☐ **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 team at least once every six years.
☐ **Met**                ☐ **Sufficiently Met**                ☐ **Partially Met**                ☐ **Not Met**

Date of last **full-team** accreditation visit: _____

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**                ☐ **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**

8.6   The school improvement process is the result of a school self-study that addresses the major recommendations for improvement as identified in the self-study and and/or the latest visiting team.
☐ **Met**                ☐ **Sufficiently Met**                ☐ **Partially Met**                ☐ **Not Met**

8.7   The school and community work together 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 school improvement is identified.
☐ **Met**                ☐ **Sufficiently Met**                ☐ **Partially Met**                ☐ **Not Met**

8.10  The school improvement process involves a site-based council or advisory committee including representation from all stakeholders.
☐ **Met**                ☐ **Sufficiently Met**                ☐ **Partially Met**                ☐ **Not Met**

**Utah specific indicator – Culture of Continuous Improvement**

8.11  The school incorporates the recommendations from the Report of the Accreditation Visiting Team into the school improvement plan
☐ **Met**                ☐ **Sufficiently Met**                ☐ **Partially Met**                ☐ **Not Met**

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

_____

**Culture of Continual Improvement 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."**