The Report of the
Accreditation Visiting Team

Mountain View High School

665 West Center
Orem, Utah 84057

April 9 & 10, 2003

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

THE REPORT OF THE

VISITING TEAM REVIEWING

Mountain View High School

665 West Center
Orem, UT 84057

April 9-10, 2003

UTAH STATE OFFICE OF EDUCATION

Steven O. Laing, Ed.D.
State Superintendent of Public Instruction

DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Patti Harrington, Associate Superintendent

Vicky Dahn, Director
Curriculum and Instruction

Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction

Salt Lake City, Utah

TABLE OF CONTENTS

Foreword ii
Utah State Board of Education iii
Alpine School District Board of Education and District Administration 1
Mountain View High School Administration and Staff 2
Mountain View High School Mission Statement and Beliefs 4
Members of the Visiting Team 5
Visiting Team Report 6
Chapter 1: School Profile 6
    Suggested Areas for Further Inquiry 7
Chapter 2: The Self-Study Process 8
Chapter 3: Instructional and Organizational Effectiveness 9
    Shared Vision, Beliefs, Mission, and Goals 10
    Curriculum Development 11
    Quality Instructional Design 12
    Quality Assessment Systems 13
    Leadership for School Improvement 14
    Community Building 16
    Culture of Continuous Improvement and Learning 17
Chapter 4: Northwest Association of Schools and of Colleges and Universities (NASCU) Standards I-XI 18
Chapter 5: School Improvement Efforts – Action Plan 19
Chapter 6: Major Commendations and Recommendations of the Visiting Team 20

FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 9-10, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Mountain View High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Richard Clark is commended.

The staff and administration are congratulated for the generally fine program being provided for Mountain View High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Mountain View High School.

Steven O. Laing, Ed.D.
State Superintendent
of Public Instruction

UTAH STATE BOARD OF EDUCATION
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

District 1
Teresa L. Theurer
66 Canterbury Circle
Logan, UT 84321
Phone: (435) 753-0740

District 2
Greg W. Haws
5841 West 4600 South
Hooper, UT 84315
Phone: (801) 985-7980

District 3
Edward Dalton
1323 Bryan Road
Erda, UT 84074
Phone: (435) 882-4498

District 4
Joyce W. Richards
930 East 5000 South
Ogden, UT 84403
Phone: (801) 479-5370

District 5
Kim R. Burningham
932 Canyon Crest Drive
Bountiful, UT 84010
Phone: (801) 292-9261

District 6
Tim Beagley
3084 South 3550 West
West Valley City, UT 84119
Phone: (801) 969-6454

District 7
John C. Pingree
1389 Harvard Avenue
Salt Lake City, UT 84105
Phone: (801) 582-5635

District 8
Janet A. Cannon
5256 Holladay Blvd.
Salt Lake City, UT 84117
Phone: (801) 272-3516

District 9
Denis R. Morrill
6024 South 2200 West
Taylorsville, UT 84118
Phone: (801) 969-2334

District 10
Laurel Brown
5311 South Lucky Clover Ln
Murray, UT 84123
Phone: (801) 261-4221

District 11
David L. Moss
1964 Hawk Circle
Sandy, UT 84092
Phone: (801) 572-6144

District 12
Mike Anderson
455 East 200 North
Lindon, UT 84042
Phone: (801) 785-1212

District 13
Linnea S. Barney
1965 South Main Street
Orem, UT 84058
Phone: (801) 225-4149

District 14
Dixie Allen
1065 South 500 West
Vernal, UT 84078
Phone: (435) 789-0534

District 15
Debra G. Roberts
Box 1780
Beaver, UT 84713
Phone: (435) 438-5843

Jed H. Pitcher*
Regence Blue Cross Blue Shield of Utah
PO Box 30270
Salt Lake City, UT 84108
Phone: (801) 583-2375

Sara V. Sinclair*
1340 North 1500 East
Logan, UT 84341-2851
Phone: (435) 754-0216

Steven O. Laing
Executive Officer

Twila B. Affleck
Secretary

**Board of Regents Appointments* *10/30/03*

ALPINE SCHOOL DISTRICT

BOARD OF EDUCATION

JoDee Sundberg ..... President
Keith Swain ..... Vice President
Donna Barnes ..... Member
Jim Evans ..... Member
Andrea Forsyth ..... Member
Guy Fugal ..... Member
Chrissy Hannermann ..... Member

DISTRICT ADMINISTRATION

Vernon M. Henshaw ..... Superintendent
Kenneth Beck ..... Director Data Processing
Dick Belliston ..... Director Transportation
Tim Brantley ..... Director Adult & Community Education
Michael Browning ..... Director Special Ed, K-12 North
John Burton ..... Administrator K-6 Schools Central
Ilene Carter ..... Director Food Services
John Childs ..... Administrator 7-9 Schools
Clay Christensen ..... Director Applied Technology Education
Kay Clark ..... Director Special Education
Bill Delaney ..... Assistant Superintendent 7-12 Schools
Bruce Farrer ..... Director Special Ed, K-12 Central
Cindy Grace ..... Director Special Ed, K-12 South
Barry Graff ..... Administrator K-6 Schools South
Pam Hallam ..... Director Information Services
James Hansen ..... Director Budget Student Accounting
Stan Harward ..... Director Literacy K-12
Greg Holbrook ..... Director Accounting
David Holdaway ..... Director Physical Facilities
Tina Howard ..... Administrator K-12 Curriculum & Instruction
John Jesse ..... Director Research & Evaluation
Virginia Johnson ..... Assistant Superintendent Instruction Supervision
Martin McKinney ..... Director Purchasing
Linda Otte ..... Director Special Education, K-12 Support Pers Comp
Ken Pierce ..... Director Pupil Services
Gary Seastrand ..... Assistant Superintendent K-6 Schools
Bob Smith ..... Assistant Superintendent Business Administration
Susan Stone ..... Assistant Superintendent Personnel
Karen Wathen ..... Director Math K-12

MOUNTAIN VIEW HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Richard D. Clark ..... Principal
Layne Billings ..... Assistant Principal
Jeanie Wilson ..... Assistant Principal
Asa Nielson ..... Administrative Intern
Jerod Sites ..... Administrative Intern

Counseling

Wallace Fairbanks ..... Counselor
Joyce Harrison ..... Counselor
Will Verburg ..... Counselor
George Young ..... Counselor

Support Staff

Secretaries
- Evelyn Baugh
- Carol Hansen
- Kathie Hausauer
- Denise Jensen
- Gaylene Rosenthal
- Tammy Tolman
- Carol Wilson

Support Staff
- Betty Baxter
- Karmel Clay
- Mack Fieldsted
- Danielle Hoagland
- Mike Hunter
- Jolene Memmott
- Todd Moake
- Suzanne Porritt
- Heidi Vogeler
- Becky Warmington
- Alanna Wilson

Custodians

Day Staff
- Val Rasmussen
- Dave Jarvis
- Genie Lee
- Dave Sanders

Night Staff
- Harold Collings
- Billy Hoff
- David Johnson
- Stephanie Jones
- William McWhorter
- Todd Noall
- Brad Wagoner

Lunchroom Staff
- Jane Bullock
- Joyce Daley
- Mirta Francucci
- Mary Thomas
- Connie Marsh

District Support Staff
- Alyson Jenkins
- Kit Westbrook
- Diana Thalman

Faculty

Dorothy Ah Quin
Michael Allred*
Mellissa Bahr*
Steve Barsh
Chelsey Befus*
Greg Beveridge
Jeff Biddulph
Tim Blatter
Jeffery Bond
John Bowman
Margaret Buttars
Kathleen Carlile
Dave Carpenter
Britney Christensen
Jack Chruma
Eugene Clark
Chris Cooper
Gary Cramer
Nathan Criman
Jon Fairbanks
Jordan Fong
Stefani Gappmayer-Knaupp
Diane Gardner
Joel Gardner
Elizabeth Gessell
Lisa Gosper-Espinosa
Mary Greer
Jeff Gustin
David Haight
Mike Hendriksen*
Eli Herring
Dave Houle
Mike Hunter*
Brent Hymas
Rod Jackman
Nancy Jasperson*
Richard Jenkins
Ingrid Jimenez
Laura Johnston*
James Jones
Joni Judd
Nancy Kelley
Mike LaHargoue
Stephen Laney
Harold Madsen*
Blaine Malquist
Rosemary Mathews
Austin McNaughton
Doug Meek
Jeralyn Merrill
Todd Mower*
Wilf Mueller
Don Palmer
Lorraine Peterson
Maribeth Pettigrew
Andrea Powell
Marti Read
Randy Rehrer
Steve Revelli
Frankie Reynolds
Gordon Reynolds
Brian Rich
Doreen Robinson
Laura Romo
Jessica Savage*
Marci Smith
Sam Steadman
Robert Stoddard
Brent Sumner*
Jane Trane
Karsten Walker
Kayla Walker
Fred Ward
David Williams
Larry Witherspoon
Wayne Wood*
Jason Young
Gail Zera*

*Paraprofessionals

MOUNTAIN VIEW HIGH SCHOOL

MISSION STATEMENT

All students will leave Mountain View High School prepared to successfully meet the challenges of life and contribute in a positive way to their communities.

BELIEF STATEMENTS

- A safe, nurturing environment is essential to a quality education.
- Individual student effort and commitment, parental and community involvement, and teacher professionalism are all necessary for excellence in education.
- Students' individual learning needs are met by establishing attainable expectations and using effective teaching practices and resources which include a variety of instructional and assessment methods.
- Positive relationships, effective communication, and mutual respect among all members of the school community enhance the learning environment.
- Continuous improvement is imperative for all individuals to become confident lifelong learners.
- In order to contribute positively to their community, individuals must demonstrate integrity and be held accountable for their learning and actions.

MEMBERS OF THE VISITING TEAM

Catherine Jensen, West Hills Middle School, Jordan School District, Visiting Team Chairperson

Eric Bergman, Taylorsville High School, Granite School District

Wendy Curtis, Highland High School, Salt Lake City School District

Chris Earnest, South Ogden Junior High School, Weber School District

Julie McMillan, Hillcrest Junior High School, Murray School District

Pamela Pedersen, East High School, Salt Lake City School District

Jan Wilde, Jordan School District

VISITING TEAM REPORT

MOUNTAIN VIEW HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Mountain View High School has been open since 1981. The enrollment this year is 1,464, and enrollment is declining at a rate of about fifty students per year. The school services grades 10-12. Minority populations comprise about 10 percent of the enrollment. The number of LEP students is increasing. The largest minority group is Hispanic. The school's socioeconomic makeup is largely middle class. The number of students receiving free and reduced-price lunch comprises 19 percent of the student body and is increasing.

The staff is comprised of fifty-seven full-time teaching faculty members and nine part-time teaching faculty members. Full-time teachers have an average of 16.8 years of teaching experience. Ten teachers have been with the school since its opening. Over half of the faculty members hold advanced degrees. Two years ago, a new administrative team consisting of a principal and two assistant principals assumed leadership at Mountain View. One of the assistants had previously been a teacher at the school. This team has led the accreditation process over the last year.

Mountain View is very proud of its athletic programs, fine arts, and other extracurricular activities. It boasts over 70 State Championships and two National Championships, and consistently performs to a high standard of excellence.

The school is located in Orem, Utah. The building is aesthetically pleasing and is well maintained.

Mountain View has only worked on its self-study during the current year. Their efforts over this relatively short period of time are evident.

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

The written profile contains data regarding SAT 9, ACT, AP, and ATE Competency tests for the past five years. No disaggregation of these scores is given. Overall performance on these tests has remained fairly static since the 1998-1999 school year. Other information is given for the No Child Left Behind (Language Arts CRT) Test Results. These results are for one year only and are disaggregated. They indicate a concern for the performance of LEP students on this test. Mountain View attendance, mobility, graduation, and dropout statistics are listed. Information is given from Utah Valley State College regarding numbers of MVHS students requiring remedial help in reading, English, and

math. Numbers of students placed on academic warning at the college are also listed.

The NSSE Opinion Inventory was utilized to gather the opinions of students, teachers, and community members about the school's progress toward school improvement. Survey data indicates teachers consistently ranked the school higher than students or community members. In all cases, the students ranked the performance of the school lower than the other two groups.

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

The profile is a good beginning of data collection. The administration indicated this was a first attempt at schoolwide data collection and data use. The school staff is to be commended for its efforts. Encouragement is given to the school to commit to a continued process of data collection, disaggregation, and management. The disaggregated data must be maintained over a period of years to determine trends. Data then can be more effectively used to guide decisions in the school and inform instructional practices. As data is collected, disaggregated, and managed, more lines of possible inquiry will become evident.

The report states, "Mountain View should focus on immediate improvement in reaching and facilitating the 'invisible' student." Additional data sources that are fully disaggregated would be helpful in identifying this group of students and creating a sense of need in the entire staff to address this concern. If the additional student achievement data had been collected, it could have informed some of the work on the department and focus group reports. This, in turn, might have brought to the surface the students who are not learning, and created greater alignment between the profile, department, and focus group reports. All data collection should serve to inform and adjust instruction in order to determine which teaching practices are most effective.

Suggested Areas for Further Inquiry:

- Add all CRT scores.
- Disaggregate all data by ethnicity, socioeconomic status, special education, and gender.
- Include discipline records (suspensions, truancy, safe-school violations, drug and alcohol violations).
- Include grade point averages, including students receiving failing grades; also disaggregate.
- Add data regarding current instructional practices and assessment tools.
- Add information on participation in school activities.

In analyzing student achievement data, the school should also pursue exploring possible correlations between student achievement and other measures of student success, such as attendance, course grades, participation in school activities, etc. Some questions that might drive further inquiry might include: Do we have students who attend regularly, but are not performing? Are high achieving students making adequate yearly progress in our classes? Are students who participate in school activities more likely to achieve? Are there patterns or trends in attendance and achievement that can be attributed to a certain grade level and gender, grade level and ethnicity, or grade level and subject area?

Lastly, the staff may want to pursue examining the correlation between class grades and CRT scores. Are students passing classes but failing to pass state tests? Are students passing state tests, but performing poorly in class? How do we reconcile these differences? As schools move to a standards-based curriculum, assessment methods, grading systems, and data collection will need to come into alignment with measuring and monitoring student learning. Mountain View High School has taken a first step in this direction.

CHAPTER 2: THE SELF-STUDY PROCESS

a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Responses from the PTSA and School Community Council indicate that parents were very involved from the beginning in the process. They brainstormed on the mission statement and helped develop the beliefs and DRSLs. They participated in the focus groups. They felt that their voices were heard, and they were valued members of the groups. Their participation helped them to better understand the workings of the school and have an appreciation for the good things that happen there.

The school is to be commended for its sincere efforts in initial steps toward "Collaborating for Student Achievement."

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

The school expended a great deal of effort in order to accurately reflect its current reality. It is to be commended for its efforts, which were accomplished in a relatively short period of time. The self-study indicates a high level of faculty participation. It describes many of the strengths of the school. Those findings were supported and expanded during the site visit. Discussions with the administration and faculty disclosed a willingness to further explore areas where

the school can make improvement. The report indicates a recent acknowledgement of the individual needs of the increasing LEP population. Effort has recently been made to address these needs. In the past, the success and achievement of the high performing students has overshadowed the need to identify and serve the "invisible," low-achieving and/or otherwise disenfranchised students. Additional data sources are necessary to identify these students and their needs. The administration has expressed a dedication to leading the staff to not only recognize these students, but also change instructional practice in order to better serve their needs.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Mountain View High School's desired results for student learning are as follows:

1. Communication
   - Demonstrates and uses diverse methods of communication: listening, writing, speaking, technology, and creative expression

2. Value System
   - Develops an awareness and appreciation for the contributions and efforts of others (demonstrates civic consciousness)
   - Develops own value system with qualities such as respect, cooperation, responsibility, compassion, and perseverance
   - Consistently accepts responsibility for actions which are results of their choices

3. Interpersonal Skills
   - Demonstrates an understanding and appreciation of others' ideas to achieve group goals

4. Expand and Integrate
   - Demonstrates basic literacy in various disciplines
   - Demonstrates the ability to use a broad base of knowledge to acquire new knowledge, develop new skills, expand understanding, and complete tasks

5. Creative and Critical Thinkers
   - Demonstrates complex thinking and problem-solving skills to provide accurate interpretation of new information

Shared Vision, Beliefs, Mission, and Goals:

a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

In working through the accreditation process, the administration and faculty examined their existing mission statement and decided it did not accurately reflect their collective purpose. Through multiple discussions, the faculty worked collaboratively to develop a new mission statement. Certificated staff and parents completed this process. Students and classified staff did not participate. Discussion with the department chairs, focus groups, and faculty members indicated a lack of consensus regarding the compelling purpose and direction of the mission statement. Inclusion of all stakeholders might have helped refine and gain consensus on the mission statement.

b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The school is to be commended for its commitment to supporting the "spirit of excellence." A set of belief statements has been written to address student achievement and success. While all teachers were involved, the Visiting Team is unsure about the level of support and acceptance of defined belief statements. The relatively short period of time that MVHS has been working on this process may be part of the reason for this. Perhaps, as the staff has more time to work with the mission, beliefs, and DRSLs, more support and acceptance will be developed. The self-study process allows for continual refinement and adjustment as needed.

Since beliefs represent core principles intended to guide adults in their decisions that affect student learning, the Visiting Team suggests that Mountain View High School revisit some of its belief statements. The school needs to keep in mind that organizational belief statements should be **limited to principles for which the adults within the organization <u>hold themselves accountable</u>**, and not the students. Although we might desire such things as "personal integrity, mutual respect and student effort and commitment" as a result of our educational system, this may not represent a belief or value of our students. Belief statements should reflect the commitment of educators on behalf of students, not state educators' expectations of them. The belief statement, "Students' individual learning needs are met by establishing attainable expectations and using effective teaching practices and resources which include a variety of instructional and assessment methods" is an excellent example of what should be communicated. Some of the belief statements may be restated to reflect commitment on the part of adults to a certain ideal in order to foster and promote that ideal among the students and parents.

c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The DRSLs and belief statements are aligned with Mountain View's mission statement and beliefs. For example, the belief statements mention effective communication as a necessary life skill. The communication DRSL supports this and describes possible implementation in the classroom. Effective communication will allow students to "successfully meet the challenges of life." In addition to ensuring belief statements that reflect the accountability and dedication of the adults in the belief statements, the next step must include developing observable and measurable indicators as well as determining expected levels of performance of the DRSLs. The DRSLs directly relate to the mission statement and are in alignment with the Utah Life Skills adopted by the Utah State Board of Education.

Curriculum Development:

a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Each teacher is expected to know the Utah Core Curriculum for his or her respective area of study. Some departments have developed curriculum maps aligned with the Utah State Core Curriculum. Work is in process to ensure all departments are in alignment with specific standards. Although time was not available to verify alignment in all departments, evidence of this was observed in various classes across departments. One specific example is found in the Academy Model. Essential knowledge and skills in most content areas are identified and are usually given priority in the development of the curriculum. However, the development of the curriculum does not fully take into account the need to support and challenge all students to excel in their learning. Furthermore, the plan for supporting the implementation of the curriculum is not fully developed. Some efforts are made to align teaching practices, instructional support and resources, and the assessments of student learning with the curriculum. This evidence was found in classroom visits, discussion with teachers, and review of the work of the focus group on curriculum development.

c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The teaching staff is in the early stages of collaborating in their efforts to focus on the school's DRSLs. More work is needed in this area. Currently efforts are made to coordinate the curriculum within departments, but these efforts do not yet lead to a shared vision for student learning across subject areas. For example,

some departments require a culminating project. Combined efforts from departments could lead to one project supported by interdisciplinary classes, allowing for more in depth study and research. Mountain View is commended for its early work in the process of identifying DRSLs. Every indication supports the future inclusion of the DRSLs in the curriculum. In the future, careful attention should be given to infusing the DRSLs through teaching the State Core Curriculum in every classroom.

Quality Instructional Design:

a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Classroom visits demonstrated a variety of strategies being used to actively engage students in the learning process. Group work, role playing, layered curricula, student-led instruction, labs, student performances and presentations, practicing skills, and use of technology, as well as the more traditional method of paper-and-pencil activities were all observed. Classroom visits and discussions with teachers and focus group representatives point to efforts to align instruction and engage students in meaningful learning. The next step is to gather qualitative and quantitative data to determine the actual level of effectiveness. The Visiting Team applauds the efforts of those teachers who understand and use a wide variety of instructional methods, and recommends that the staff as a whole continue to expand their repertoire of research-based "best practices."

b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Many programs exist to support the needs of different learners:

- Special education programs, including co-taught classes
- Peer tutoring for LEP students
- ESL classes
- Adult trackers
- Peer leadership program
- Modified-pace Algebra I class
- Newcomer program
- Alternative school program
- Tutors provided by school land trust funds

Students who excel in academic and athletic arenas are given school and faculty support in their efforts to participate and compete in activities that challenge them and broaden their school experience.

Mountain View is encouraged to continue to identify other groups of diverse learners and to make informed instructional decisions to meet their unique needs.

c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

A variety of additional opportunities that support student learning are available at the school. A large number of school clubs and extracurricular activities that support fine arts, athletics, and specific academics are available to students. The staff and administration feel that this is one of the great strengths of the school. The school is central to the community, with great participation by both parents and students in before- and after-school opportunities.

The Visiting Team recommends that the school continue its efforts to adopt additional strategies, programs, and resources to address the needs of the "invisible student" and upcoming requirements of No Child Left Behind.

Quality Assessment Systems:

a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Traditionally, Mountain View High School has collected national and state standardized testing assessment data. They have taken a significant step in identifying and describing desired results for student learning. The self-study indicates that limited attention has been given to assessment based on clearly articulated expectations for student achievement. Schoolwide quality assessments have not yet been developed. The next step is to determine a variety of assessment methods, which can be used to evaluate student learning and instructional effectiveness for both the DRSLs and the Core Curriculum.

b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The Visiting Team observed multiple teaching strategies; however, assessment of student learning as a result of these strategies was not immediately evident. The assessment focus group reports that no current schoolwide standard for classroom assessment is in place. The school administration and faculty should consider an examination of classroom assessments and engage in a discussion of what practices might be developed to assure the assessment of student learning and understanding. Care should be taken that assessment tools are developed and used not only to sort and describe students, but also to inform instructional effectiveness and practice.

c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Although there is no indication that assessment practices are unfair, administration and faculty concur that further study needs to be completed in this area. Specific attention should be given to the equity issue surrounding the assessment of diverse learners in the classroom (IH, ESL, at-risk students, and students attending the ALLC program.)

Leadership for School Improvement:

a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The administration and faculty of Mountain View High School have established a climate of striving for excellence. They recognize the need to move away from the traditional form of departmentalization. Continued effort is needed to overcome the departmentalization and isolationism that are still evident in order to effectively work toward schoolwide goals.

The administration has provided direction and time for teachers to participate in the self-study process, with the intended outcome of improved student learning. Additional professional development opportunities such as the Associates Program, Six Traits Writing, and the Jane Schaffer Model are made available.

As Mountain View High School continues to develop and incorporate research-based "best practices" into its classrooms and organization, decisions regarding what type of professional growth activities to support need to be addressed. Research shows that some professional development activities are more likely to lead to improved teaching than others. Care should be taken to provide research-based professional development activities.

b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The administration is dedicated to a schoolwide plan to enhance student learning. Decision making should be data-driven and research-based. Since the process of collecting and analyzing schoolwide data is new to Mountain View, there has not been sufficient time to demonstrate decision making based on data. As more data is collected and properly disaggregated, future decisions must be made based on this new information. Until now, the school has largely felt comfortable with the positive data that reflects passing AP tests and successful athletic and fine arts performances.

This self-study has begun the school's discussion on examining not only strengths but also weaknesses. More effort must be given to determining who is not learning and/or succeeding at school and determining research-based methods in order to close the gap for these students. The Visiting Team is confident the school will continue to improve in effective decision making that is data-driven, research-based, and collaborative.

c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The administration is dedicated to a schoolwide plan to enhance student learning. Decisions should be data-driven and research-based. Since the process of collecting and analyzing schoolwide data is new to Mountain View, there has not been sufficient time to demonstrate decision making based on data.

Future efforts must include effective management of standardized data along with appropriate disaggregation. In addition, schoolwide assessment systems should be developed to determine progress toward DRSLs. When these are in place, the leadership will be better equipped to reflect on the effectiveness of current practices and programs. The Visiting Team is confident this will occur.

d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team compliments the leadership team on their united effort in providing skillful stewardship. It is obvious that the facility is well maintained and that the students, staff, and community support and admire the efforts of the administration. Staff, parents, and students feel comfortable approaching the administration with their problems and concerns. It is evident that Mountain View High School is working to provide a safe, comfortable environment for the students, staff, and community. Parents feel positive about their school and are proud to send their children there.

With the implementation of recommendations from this report, the Visiting Team is confident that under the current leadership (both formal and informal), the management, operations, and resources of the school will reach a new level of effectiveness and efficiency.

e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The school administration has allocated a considerable amount of time and resources to develop the goals and activities identified in the school improvement

plan. The DRSLs were so recently developed that resource allocation to meet these expectations is just beginning. It is evident that the past year has been dedicated to the conversation and work of self-study and improvement. Available staff meeting time has been dedicated to this process. The conversations must be allowed to continue through continued allocation of time and effort.

The work of the past year must be continued to the next steps of schoolwide implementation of DRSLs, assessment systems, data collection and management, and continual self-reflection of progress to school improvement.

f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school administration shows great commitment in empowering the school community to be involved in their students' education, as evidenced by parent and community volunteers. Interviews with the faculty, PTSA, School Community Council, and students indicate that all are encouraged to participate and provide input.

A feeling of departmentalization is still very strong in the school. The administration has expressed concern over this and is dedicated to facilitating a more holistic approach and shared responsibility for student learning. Continued discussions and implementation of the DRSLs across curriculum areas should help this situation.

Community Building:

a) *To what extent does the school foster community building and working relationships within the school?*

A positive and productive relationship exists among most students, teachers, administrators, and support staff. Mountain View has a very active PTSA organization and School Community Council. The parent groups have a voice in the improvement process. They are also very supportive of the school administration and value the education their children receive. The parent groups have confidence in the school's ability to provide their children with a safe environment and appropriate educational opportunities.

b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Several programs are in place that extend the school community through collaborative networks that support student learning:

- Concurrent enrollment
- Distance learning
- Community internships
- Job shadowing
- Co-ops
- Translation of the school newsletter into Spanish
- Spanish translator
- Business partnerships

In addition, other community resources are available to help students with personal issues or who are in crisis.

Culture of Continuous Improvement and Learning:

a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Several opportunities for ongoing professional development are made available to teachers. In addition to the programs provided by the district, the school has dedicated professional development time to "Collaborating for Student Achievement." The English Department has provided inservice training on the Jane Schaffer and Spandel writing models. At the beginning of this year, all teachers had the opportunity to receive computer training.

Teachers expressed some concern that time for implementation of newly learned methods and programs is somewhat shortchanged. They feel that more is being "added to their plates" without the required time for implementation. The staff may benefit from professional development regarding the change process, with its expected conflicts and challenges. In addition, staff and administration must "strategically abandon" those practices and programs that are time-consuming but not in alignment with the school goals and expected outcomes in order to provide valuable time for research-based and data-driven practices.

b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school has shown a flexibility and willingness to change midstream when a need arises. This is evidenced by the implementation of a modified Algebra I class when it became clear the students needed extra help. Also, the student assembly procedures have been completely revised to provide a more conducive environment. Faculty members who have seen programs come and go express some concern for "staying the course" with the new accreditation process. They stated that the administration has stressed its commitment to the process, that it will be continual and long-lived. Administrators and teachers expressed a desire

to improve communication between home and school. They feel that better-informed parents will be more adequately equipped to support continuous improvement and learning.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS AND OF COLLEGES AND UNIVERSITIES (NASCU) STANDARDS I-XI

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is not met. Several teachers do not have preparation time, and two teachers have student loads in excess of 210 students.

Standard X – Activities

This standard is met.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?

Mountain View High School is commended for its efforts to develop a school action plan as part of its first effort at "Collaborating for Student Achievement." The action plan is typically not complete at the time of the first review. Mountain View has plans to address three of the five DRSLs in its action plan. In addition, the school has included what it calls Teacher Results for Student Learning (TRSLs). The administration explained that TRSLs would be a forum for the teachers to have some of their concerns about student responsibility addressed. Many of the ideas addressed in the TRSLs are very valid and should probably be included in the overall action plan. Some reflect reluctance to be reflective about and willing to change instructional practices. Rather they continue to describe what students should bring to the table. The staff is still transitioning from "What should we do about the kids?" to "What should we do **for** the kids?" As they continue their work on school improvement, it is expected the focus will turn to improved teacher implementation of defined DRSLs and meeting the needs of diverse students.

The action plan reported to Northwest Association of Schools and of Colleges and Universities does not completely align with the plan included in the self-study. These action plans seem to have been completed by different groups at different times. In the future, the two plans should align.

b) To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?

The administration is completely committed to schoolwide and systemwide improvement. The staff is willing, and does not want to see this improvement process changed for some other process. They want to know that their efforts will

be continual and long-term. Work must be done to keep the process collaborative and active. Individuals and departments should begin to feel the responsibility to be accountable for all aspects of the process.

The current action plan will require some revision to reflect the major recommendations resulting from the site visit. The Visiting Team is confident that the site leadership will work to create awareness and commitment among the staff to these recommendations as well.

c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The action plan is still emerging. Those action steps that are clearly defined list a means of evaluation that will provide evidence of success, a time line, estimated resources, and person(s) responsible. There seems to be an alignment problem between what are listed as DRSLs and the action steps. The action steps support the idea of the DRSL, but not all relate to how the DRSL will be implemented, taught, and evaluated in students. It is expected that, as the school begins work on the plan, revisions and additions will be made.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Mountain View should be commended for the work that has been accomplished on the school improvement process over a very short period of time. The Visiting Team commends the administration, staff, and parents for their pioneering effort in establishing a collaborative process for addressing school goals.

- The school administrative team is responsive, engaging, and respected by the school and community. They are very capable of gently leading the school through the change process. The Visiting Team commends the administration team for its attention and commitment to building a learning community that empowers all stakeholders to participate in school decisions. Additionally, the administrative team is to be commended for recognizing the need to move the organization to greater levels of effectiveness based on research-based practices and data-driven decision making.

- Staff members are commended for their responsiveness, flexibility, and deep concern for the well-being and education of their students. It was evident to the Visiting Team that the Mountain View High School community cares about the students and parents they serve, and are willing to continually grow and learn on

their behalf. There is a strong and positive academic learning climate and a culture of high expectations for the students and staff.

- The school is commended for the excellence of its programs and the successes of its students. Reports of exceptional performance in academics, athletics, and performing and fine arts were evident.

Recommendations:

- Mountain View should continue to develop and disaggregate student data to improve student learning. A plan for data collection, disaggregation, and management must be put in place. This will facilitate decision making that is research-based and data-driven. The data should include information regarding who is and is not learning, and why. The profile should be expanded to include more demographic information as well as other school data, including grade point averages and other information that will aid the school in effectively describing current reality and guide decisions for school improvement. Development of the school profile should be responsive to the guiding questions listed in the accreditation document.

- Mountain View should develop a variety of performance-based assessments across departments to address the newly developed DRSLs and school aligned curriculum. Assessments should show progress towards student acquisition of the skills addressed in the DRSLs. Departmental assessments should be developed to determine progress toward periodic acquisition of the Core Curriculum. Information from all assessments should be used to inform and change instructional practice.

- Mountain View should continue to explore and implement current "best practices." Professional development time should be provided for teachers to develop those teaching strategies that have surfaced as essential to improving student learning from the improved school profile and assessment systems.

- Mountain View should continue with the "Collaborating for Student Achievement" process. Continual effort should be made to include all stakeholder groups in the collaborative process. The focus groups should meet with the objective of using the NSSE rubrics in order to determine effectiveness. Departments should respond to the eleven essential questions listed in "Collaborating for Student Achievement." This work will probably suggest improvements to the other aspects of the collaboration process. The action plan should be expanded to include all DRSLs. The action plan should be succinct and not stray from the collaboratively developed schoolwide goals. Care should be taken to ensure efforts and resources are dedicated to the specific school improvement goals and not diluted to address every concern of individuals. The

plan and continual effort should be focused on commonly held beliefs and the desired results for student learning of the school community.