

**The Report of the
Accreditation Visiting Team**

**Copper Hills High School
5445 New Bingham Highway
West Jordan, Utah 84081**

April 12-13, 2011



**Utah State Office of Education
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Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Copper Hills High School
5445 New Bingham Highway
West Jordan, Utah 84081**

April 12-13, 2011

UTAH STATE OFFICE OF EDUCATION

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FOREWORD

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

The evaluation, April 12-13, 2011, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Copper Hills 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 Todd Quarnberg is also commended.

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

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

Larry K. Shumway, Ed.D.
State Superintendent
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**UCAT Representative

****USBA Advisory Representative Appointment

12/28/2010

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June LeMaster Administrator Human Resources

COPPER HILLS HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

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John Vincent Assistant Principal
Bryan Leggat..... Assistant Principal
Michael Hughes Assistant Principal
Leona Crandall..... Assistant Principal, Intern

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COPPER HILLS HIGH SCHOOL

MISSION STATEMENT

The Copper Hills High School Community builds skills for global living through:

- Critical Thinking
- Communication
- Collaboration
- Citizenship

BELIEF STATEMENT

We believe that

Critical Thinking, Communication, Collaboration & Citizenship

Promote self-confidence, resiliency and empowerment.

DESIRED RESULTS FOR STUDENT LEARNING

- Critical thinking promotes inquiry, perspective, and reflection.
- Communication promotes listening, clarity, and the exchange of ideas
- Collaboration promotes relationships, understanding, and involvement
- Citizenship promotes responsibility, consideration, and patriotism

Date of visit: April 12-13, 2011

MEMBERS OF THE VISITING TEAM

Glo Merrill, Murray School District, Visiting Team Chairperson

Karen Bedont, Lighthouse High School, Carbon School District

Steve Crandall, Summit Academy High School, Utah Charter School

Elizabeth Jacobs, Karl G. Maeser Preparatory Academy, Utah Charter School

Tim Lowe, Dixie Middle School, Washington County School District

Steve Perschon, Cyprus High School, Granite School District

VISITING TEAM REPORT

COPPER HILLS HIGH SCHOOLS

CHAPTER 1: SCHOOL PROFILE

Copper Hills High School opened in the fall of 1995 surrounded by wheat fields. During the past 16 years, the surrounding area has grown exponentially, as has Copper Hills High School. The school currently has 2,286 students enrolled in grades 10-12, and students from Kearns, West Jordan, and other nearby high schools enroll in Copper Hills High School for specific academic programs. The number of ethnic minority students has increased each year and currently represents 25 percent of the student population, with Hispanic students representing 18.41 percent. The average household income is \$60,000 annually, and 27 percent of the students are receiving free or reduced-price lunch.

The current principal has focused on improving the learning climate at Copper Hills High School. All stakeholders expressed appreciation for the principal and his ability to improve moral for students, faculty and staff members. The students reported it was easy to make friends, participate in extracurricular activities, and talk with an adult when they have a problem or question. In addition, the students feel safe, love their teachers, and have extraordinary school pride.

Since the school's last accreditation visit, it has had three principals. The number of students enrolled in Advanced Placement, concurrent enrollment and Jordan Applied Technology courses has steadily increased. The school has initiated a late-start schedule, PAWS (advisory), academies, and the Principal's Round Table. The school has received a Federal Small Learning Community grant; however, it continues to struggle with reading and math proficiency levels.

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

The school profile focused on high-stakes testing. DRSL, department and specific course data has not been collected or disaggregated. Also, the Visiting Team was disappointed that enrollment, attendance, socioeconomic, and ethnicity data for the 10-11 school year was not included. In addition, the school did not include any department, school-wide data or longitudinal data regarding the implementation of DRSLs. However, the school did identify that the largest achievement gap at Copper Hills High School is between the disabled and non-disabled students.

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

It is imperative that the school develop the means for collecting and analyzing individual student data to determine, by name, who is learning and who is not

learning. As departments continue to develop common assessments, specific data should be collected and analyzed by each department so interventions can be implemented and curriculum adjusted throughout the school year. Also, longitudinal data (individual student, department, school-wide) should be available and used by all stakeholders to determine the progress of implementing the DRSLs.

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

The school profile presented the school's strengths, but did not clearly identify who is learning and who is not learning. Some limitations were identified, and minimal information gleaned from the student, faculty, and parent survey was included. It appears that the school has not established a comprehensive data collection system.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that Copper Hills High School clearly define belief statements that represent beliefs of all stakeholders regarding student learning.
- The Visiting Team recommends that the school collect and disaggregate school-level data to make informed decisions regarding student learning. The school should continue to collect and disaggregate high-stakes assessment data.
- Struggling learners need to be identified by name, and appropriate academic interventions provided for the students. As the ELL population continues to grow, special attention should be given to the ELL students.
- The Visiting Team recommends that Copper Hills High School clearly define measurable indicators for each DRSL. Two DRSL indicators should be institutionalized before the next Visiting Team visit. The DRSL indicators should be easily measured, timely, and achievable.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (NORTHWEST) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

There is little evidence that all stakeholders (students, faculty, staff, administration, parents, business partners) have collaboratively revised the school's mission, beliefs, and DRSLs. Faculty members reported that the current mission, beliefs and DRSLs were created by the school leadership team.

It is evident that the faculty, students, and parents are aware of the Four C's: Critical Thinking, Communication, Collaboration, and Citizenship. The school has chosen to use the Four C's as its mission, desired results for student learning, and belief statements rather than following the recommendations of the previous Visiting Team to define belief statements that represent the faculty's beliefs regarding student learning and create indicators for the DRSLs that are measurable, timely, and specific. The school should clearly identify the alignment between the DRSLs and the action plan.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

The mission is understood by all stakeholders and is appropriate. The belief statements should be revisited to more clearly state what all stakeholders believe about student learning at Copper Hills High School. As DRSL indicators are identified, they will provide a guide of what information should be included in the action plan and the timeline for school improvement.

The Visiting Team recommends that the school revisit the beliefs and DRSLs so they accurately reflect what the school believes about its students as well as provide a clear map of where Copper Hills High School is going.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

Teachers report that they have implemented the Four C's. However, Copper Hills High School has not developed a school-wide measurement tool to assess the students' progress.

The school has a focused on the Communication DRSL, and every teacher has been trained to use the Six Traits writing rubric. Some departments have brought student writing to the table to ensure that grading practices are similar. However, student work was not anchored school-wide, and it appears that a systematic collection of student writing data was not developed. As teachers, departments, and the school collect writing data, the data should be disaggregated to determine who is learning and who is not learning.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

Students are aware that the Four C's and the desired results for student learning are posted throughout the school, and every teacher has made an individual effort to implement the Four C's in his/her classroom. A few teachers have developed standards and assessments to measure the level of student understanding of the Four C's.

There is little evidence to show that the DRSLs guide the policies and decisions of the school. The DRSLs are very general and indicators have not been developed, so it is very difficult for faculty members to measure progress in this area.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

Some of the Copper Hills High School departments are collaborating to ensure that the curriculum aligns with State Core standards, and that the curriculum is designed to meet the needs of **all** students at Copper Hills High School. The Visiting Team commends the Social Studies, Math and Science Departments for creating common curriculum maps for their courses. There was substantial evidence that faculty members understand and use of Power Standards and the significant impact they can have on improving student learning.

The school may want to encourage all teachers to complete a curriculum map and update the map annually. In addition, departments should consider adopting a common grading rubric so that student grades are fair and expectations remain similar between different faculty members who teach the same course.

Some departments are using common assessments. However, there is little evidence that data has been collected or disaggregated to determine who is learning and who is not learning. Several faculty members suggested to the Visiting Team that department meeting time should be lengthened so that faculty members will have adequate time for collaboration.

- b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?*

The Visiting Team commends the AP teachers and several science teachers for encouraging **all** students to use higher-order thinking skills. The Visiting Team observed the use of differentiated curriculum by some faculty members. The school may consider developing a rubric to evaluate questions used on assessment as well as in the classroom to promote and measure the use of critical thinking skills in each course.

The Visiting Team commends the ELL teacher's dedication and positive influence on the ELL students. However, the Visiting Team would encourage the school to provide additional support for the ELL program as the number of ELL students continues to increase each year. Additionally, the school may consider additional support for special education students to close the achievement gap.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting Team commends the Visual Arts Department for its creation and implementation of DRSL indicators within the curriculum. As the school identifies DRSL indicators, faculty members will have a clear understanding of the expectation for teaching the DRSLs in every course. In addition, student knowledge and understanding of the DRSLs will improve over time.

The spirit in the school is strong. However, the Visiting Team sees a lack of data-driven instruction and assessment in the school.

- d) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

Several departments are using common assessments such as the Jordan District Benchmark assessments. All faculty members are encouraged to use assessments to identify concepts to re-teach, to improve instruction, or to collect longitudinal data to track improvement in student achievement over several years. The Visiting Team recommends that department chairs develop a climate of trust and respect so that each member of the department feels safe to share assessment results with his/her peers. This is the beginning of important discussions regarding curriculum and the sharing of teaching techniques.

Instruction:

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

The Visiting Team observed classroom teachers using multiple instructional strategies and methods such as bell-ringers, cooperative learning, student-guided presentations, and inquiry-based instruction. However, it appears that students receive most information from teacher-centered direct instruction.

It may be helpful for the school to identify specific instructional strategies and encourage all faculty members to implement the strategy, report progress to their PLC and continue to refine the implementation of the strategy. The school may consider professional development on bell-to-bell student engagement with a focus on decreasing the amount of non-instructional time at the beginning and end of classes.

A bell ringer or startup question could be effective to engage students immediately when they arrive in their classrooms.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The Visiting Team recommends that Copper Hills High School develop a school-wide rubric to identify and measure specific skills and achievement levels for students. All faculty members and students should receive training in the use of the rubric. Students may use the rubric to measure their own growth and progress or to review the work of their peers.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

The Visiting Team observed the positive activities and benefits of the late start time and the PAWS advisory program. The library lab is filled with students during the late start time, and these students there were fully engaged in academic study. Likewise, the majority of the PAWS classes had students engaged in appropriate activities.

Copper Hills High School has a dual professional development system. Professional development conducted on late-start days (PLCs) requires the attendance of all faculty members. The professional development offered by the small learning communities grant is not required, and the teachers receive a stipend for their attendance. The administration and CSIP Team should work together to design long-range and short-range goals for professional development that is guided by identified instructional needs.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

The faculty members are highly qualified and very solid in their content knowledge, and many faculty members hold advanced degrees. Faculty members enjoy collaboration time. However, there appears to be reluctance by some faculty members to fully engage in frank discussions regarding best practices or research-based instructional methods. Several departments requested that an accountability system be initiated so that all faculty members are accountable for improving student learning.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

The Visiting Team observed the use of technology in many classrooms, and the school provides an abundance of equipment and facilities that are available to

students and faculty members. Several faculty members were using PowerPoint presentations, video clips, interactive whiteboards, and calculators to enhance their presentations. The Visiting Team observed limited integrated use of such technology by students in the classrooms. The Visiting Team would encourage the school to increase the opportunity for struggling learners to use technology to help with mastery of academic concepts.

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

The Visiting Team commends Copper Hills High School for using common assessments developed in PLCs as well as the Jordan District Benchmark Tests. The school is using the Six Traits method of assessing student writing. However, the school lacks school-wide data that will measure improvement in student writing. The school should develop a system so that individual students and faculty members will be able to identify struggling writers. There should be a coordinated, school-wide approach to determine the appropriate writing interventions to be used by all faculty members.

The Visiting Team commends the departments that are working together to develop common assessments for specific courses and the departments that are beginning to use the data to improve student learning. The Visiting Team would encourage each department to collect longitudinal and disaggregated data to help them adjust the curriculum and instruction to help **all** students achieve.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

The school participates with the state in state-wide standardized assessment measures. CRT scores, ACT and PLAN scores, AP test scores and SRI (reading) test scores are analyzed to measure academic achievement. The school also uses District Benchmark tests to assess progress. However, departments and faculty members have not collaborated to develop common grading practices for students enrolled in the same course as taught by different teachers.

The school may consider comparing student CRT scores with student GPAs. Are there students scoring a one or two on the CRT with a 3.0 or higher GPA? Are there students scoring a three or four on the CRT with a GPA 2.0 or lower? Is there a correlation between high-stakes test scores and GPAs? Are grades based on knowledge and understanding of the core standards?

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

The Visiting Team was not able to find evidence of the professional staff using data generated by the school to assess school academic success as a whole. It appears that each faculty member has devised his or her own method of grading students, which could lead to inequity for students who are enrolled in the same course but have different teachers.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

Through the Small Learning Communities federal grant, many faculty members are presented with excellent professional development regarding curriculum design, research-based instructional strategies and a broad range of student assessment strategies. Hopefully, the administration and CSIP Team will be able to expand professional development to all faculty members.

The Visiting Team discovered that the faculty members are divided in their opinion of professional development and their participation in it. Some faculty members choose to skip professional development opportunities. It is recommended that the school develop short- and long-range goals for the required professional development, and consider adding accountability measures. Student achievement will improve when faculty members are united in implementing research-based strategies presented during professional development.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

It is very obvious that all stakeholders recognize the school's focus on the Four C's. Individual faculty members have reported on their implementation efforts for the Four C's. There is not a unified understanding of what the Four C's look like in a classroom or how student understanding or improvement of using the Four C's can be tracked. Therefore, a school-wide scoring tool to assess the identified indicators for each DRSL should be developed.

CHAPTER 3: NORTHWEST SUPPORT STANDARDS

Leadership and Organization:

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

Copper Hills High School's principal is commended for creating a positive learning climate in which teaching and learning are actively supported. There is time provided for departments to collaborate, and the principal takes time to celebrate accomplishments of the students and staff. The administration and CSIP Team reviews data and uses it to review progress to a limited degree, but has not used data to change instructional practices. An early-morning mentoring time is provided by the late start; however, there is little evidence that the majority of students or struggling learners regularly take advantage of the mentoring time provided. The administration may consider reviewing the effectiveness of the late start for struggling learners.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

The school reviews high-stakes assessment data, and individual teachers have access to CRT data for each of their students. However, there is little evidence that the CSIP Team, including the administration, is regularly using school data to make educational decisions.

The principal is commended for implementing the PLC model and regularly taking teams of teachers to PLC training offered by Richard DuFour. The CSIP Team is empowered by the principal to plan professional development and initiate new programs such as PAWS. Some departments are beginning to use data to quickly identify struggling learners and provide interventions.

- c) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The administrative team is commended for the excellent leadership it provides to all stakeholders. The school is well organized for students success and provides multiple opportunities for students to be involved in organized clubs, sports, the arts and many other activities. The Visiting Team recommends that the administrative team become more involved in the school improvement process by working with the CSIP Team and all stakeholders to improve student learning for **all** students.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

The administration at Copper Hills High School has provided many opportunities to empower and encourage commitment, collaboration and shared responsibility for student learning. Leadership opportunities are available to the staff, including department heads and CSIP Team.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

There is a formal system, PAWS, to monitor students' academic achievement. Students with deficiencies receive updates on grades and attendance as well as mentoring from their PAWS teacher. In addition, the PAWS teachers know each of their students well and assist them in achieving success at Copper Hills High School.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school 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?*

Copper Hills sent an administrator and team of teachers to the USOE second-round training on Collaborating for Student Achievement. However, there is little evidence that all administrators and faculty members have received training in the *Collaborating for Student Achievement* school accreditation model. Therefore, components of the process were not fully developed.

The Visiting Team recommends that the school send administrators, counselors, parents and faculty members to the USOE-sponsored School Leadership Training offered each year. In addition, the school should have administrators, counselors and

faculty members attend the Visiting Team Training and one or two school accreditation visits each year.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

Faculty members share instructional strategies with their peers for the majority of the professional development offered. The Visiting Team encourages the administration and CSIP Team to work together in developing a formal professional development plan that would include short- and long-term goals to improve student learning. Copper Hills has implemented a late-start model in which time could be devoted to faculty member training and collaboration. The administrative team could also share responsibility for generating and implementing an ongoing professional development opportunities aligned with and focused on the school's goals.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team recommends that Copper Hills revisit its action plan. The action plan should be revised based on student learning. Also, the action plan should be data-driven, with specific proficiency levels for student outcomes. Once the school has developed indicators that address student outcomes and are measurable, it will be easier for the school to develop a school-wide action plan to improve student learning for *all* students. All stakeholders should be involved in defining the annual and long-range school goals, and the action plan should be updated regularly so progress and changes can be noted.

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

The Visiting Team compliments the school on looking for opportunities to increase the effectiveness of its Professional Learning Communities (PLCs). The school plans to send administrators and faculty members to Richard DuFour's PLC Training annually, which will serve as a catalyst for implementing productive change. Copper Hills High School does provide opportunities for early-morning tutoring; however, this is not mandatory, and students who would benefit from the intervention may not attend without an element of accountability.

- e) *What significant progress has been made in implementing the original action plan since the last full visit?*

The action plan explains progress toward the school goals, but does not completely focus on the DRSLs and the plan for improving student learning. The Visiting Team recommends that the school establish DRSL indicators that are measurable and

observable and develop a new action plan. A comprehensive assessment system for gathering, analyzing and using pertinent data is still incomplete.

- f) *What significant progress has the school made in addressing the **major** recommendations of the previous Visiting Team and/or review team?*

Copper Hills has attempted to respond to major recommendations; however, DRSLs must have indicators and a school-wide measurement tool. All members of the administration and several teachers should attend USOE accreditation training and be a part of a visiting site team. All stakeholders should be involved in addressing the major recommendations and help in implementing change.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team commends Copper Hills High School for the strong community that has been built within the school. We congratulate the school on the number of community members on the School Community Council and their active involvement within the school. School attendance at sporting events as well as artistic events is high, and behaviors are commendable. Students feel safe at school and indicate that teachers, staff, and the administration are open and available to them.

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

The school website, newsletter, e-mail, Parent Link, and the Skyward program have enabled the administration, counselors and teachers to reach out to numerous families to involve them in their student's learning. The school is aware that communication with the parents of struggling learners could be improved, and the Visiting Team would suggest that the school translate the newsletter and other pertinent documents into Spanish.

The Visiting Team commends the school for offering the Latinos in Action course to students. The LIA organization offers reading help to the feeder junior high schools and translation help for parent-teacher conferences and other meetings. The Visiting Team is very impressed with the organized efforts of the school's student organizations to participate in service and represent Copper Hills High School in a positive manner. Student officers and all students are commended for their efforts in the annual Sub-for-Santa program, which involves all students in a large-scale community service project as well as providing many opportunities for students to belong to organizations and feel pride in their school.

The principal is commended for continuing his efforts to expand the number of business partnerships by involving local business leaders in the school improvement process.

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

To a limited extent, Copper Hills High School has engaged the school community in a collaborative self-study process in behalf of students. At the time of the visit faculty members, students, parents and staff members were unaware of the self-study document. The Visiting Team recognizes the efforts of the community members who participated in the focus groups; however, additional effort should include **all** stakeholders.

- d) *How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?*

The school completed an ISQ survey and included some information gleaned from the survey in the self-study. The Visiting Team would encourage the school to share the comprehensive results of the ISQ, as well as high-stakes and school achievement data, with all stakeholders (including business partners, parents, staff, and students). As data is shared with all stakeholders, a continual dialogue regarding improving student learning will be the natural outcome.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Copper Hills High School is commended for developing a positive learning climate where students, parents, and business partners feel welcome and safe. The community, parent and student support for school events (i.e., Sub for Santa program, performing arts events, athletics) is phenomenal. When asked, students quickly identified a caring adult that they could turn to if they needed help with academics or a personal problem.
- The Visiting Team commends the departments that are effectively implementing the PLC model and using common assessment data to help improve curriculum development and instructional strategies.
- The Visiting Team commends the administration and staff for their willingness to help each student find success. Faculty members are highly qualified, energetic and

dedicated to their students. The faculty and administration are commended for their honesty and openness during the Visiting Team visit. The administration and faculty readily shared their achievements as well as areas that may need improvement.

- The Visiting Team commends the Copper Hills High School support staff. The building is exceptionally clean, and it is obvious that the support staff know the students by name and help students solve problems on a daily basis.
- The Visiting Team commends all students for making their school a friendly, happy place. From the moment a visitor walks through the door, he/she feels the pride that the students have for their school. The Visiting Team commends the Latinos in Action class. The LIA students are a force for good within the school and provide valuable service to the feeder schools as well as translation for parent teacher conferences.

Recommendations:

- The Visiting Team recommends that all stakeholders revisit the belief statements and DRSLs. The school should clearly define measurable indicators for each DRSL and have two DRSL indicators institutionalized before the next Visiting Team visit. DRSL indicators need to be easily measured, timely, and achievable. School-wide data needs to be collected and analyzed to determine who is learning and who is not learning at Copper Hills High School.
- The Visiting Team recommends that Copper Hills High School use disaggregated high-stakes testing data, as well as disaggregated school/classroom generated data, to identify struggling learners by name and provide appropriate courses or interventions to help these struggling learners achieve academic success.
- The Visiting Team recommends that the Copper Hills High School CSIP Team and administration work together to develop a professional development plan that goes beyond collaboration within a PLC. All faculty members should participate in professional development that is based on research-based strategies for improving curriculum design, instruction and assessment.