

**The Report of the
Accreditation Visiting Team**

**Wasatch High School
930 South 500 East
Heber City, Utah 84032**

October 27-28, 2010



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

**Wasatch High School
930 South 500 East
Heber City, Utah 84032**

October 27-28, 2010

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah

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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, October 27-28, 2010, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Wasatch 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 Paul A. Sweat is also commended.

The staff and administration are congratulated for their desire for excellence at Wasatch 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 Wasatch High School.

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State Superintendent
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WASATCH HIGH SCHOOL
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Steve Sanderson Assistant Principal
Tod Johnson Assistant Principal

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Dan Dahl Counselor
Larry Huntington Counselor
Lori Hendry..... Counselor

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Brandon Wilson
Sara Wright
Brett Zabel
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WASATCH HIGH SCHOOL

MISSION STATEMENT

The mission of Wasatch High School is to ensure that all students learn at high academic levels and function effectively in society as productive, caring, and responsible citizens.

BELIEF STATEMENTS

We believe:

- Every student has dignity and worth and the potential to learn and excel.
- Students and their sincere beliefs must be safe at school.
- Interdependence exists between the quality of education and the quality of life.
- Education includes intellectual, emotional, social, physical, and moral development of individuals.
- Education should focus on the individual student.
- Researching and using the best practices for high quality instruction is an ongoing pursuit.
- Collaboration at all levels is vital to excellence in education.
- Everyone in the school community is a learner.
- Our work at school influences the quality of our society.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- Effective Communication
 - Students identify and organize key ideas to communicate appropriately with clarity, purpose, and understanding of audience.

- Increase ACT score to one point above the State average in each area by 2011.
 - Increase numeracy and literacy by 3% as measured by State CRTs.
 - Students demonstrate competence in verbal and visual communication through the use of a variety of media and forms.
- Critical Thinking
 - Students identify a problem or question.
 - Students locate, identify, and apply relevant information.
 - Students integrate and use a variety of sources to solve the problem.
 - Students are able to effectively communicate and justify their conclusions or solutions.
- Positive Contribution to Community
 - Students demonstrate positive citizenship by assuming responsibility for their actions.
 - Students recognize and respect alternative points of view and work collaboratively to create solutions that appropriately respond to diverse needs.
 - Students participate in community projects and service learning opportunities.

Date of visit: October 27-28, 2010

MEMBERS OF THE VISITING TEAM

Glo Merrill, Murray School District, Visiting Team Chair

Dan Barney, South Ogden Junior High School, Weber School District

Michelle Kersey, Roy High School, Weber School District

Dave McNaughtan, Park City High School, Park City School District

Mitch Nerdin, Cottonwood High School, Granite School District

VISITING TEAM REPORT

WASATCH HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Wasatch High School is a comprehensive high school tucked away in rural Heber Valley. The school moved from being a 10-12 to a 9-12 comprehensive high school in the fall 2009 as the beautiful new school building was opened. The new school is very spacious and modern, but the principal ensured that elements were included to allow all stakeholders to recognize the strong sense of community and traditions of the school.

There are 1,429 students enrolled, and the majority of the students come from middle-class families. Many of the students have grandparents who live in the Heber Valley and graduated from Wasatch High School. Since the last team visit, there has been a slow but steady growth in the number of ethnic minority students, from six percent to 13 percent. In addition, the school's principal and assistant principals were assigned to their positions since the last team visit. However, all the members of the administrative team taught at the school before becoming administrators, which has allowed the school to continue implementing the school's original goals.

The school started Professional Learning Community training four years ago. The principal has taken 10 to 12 teachers to Adlai Stevenson High School and Rick DuFour PLC Training for the past three years. The PLC model was evident in every department of the school. In addition, the school has adopted a schedule that includes an intervention time during the school day for students.

Wasatch High School offers a wide variety of courses, including AP and concurrent enrollment. Each student at the school is encouraged to belong to at least two teams, clubs, or organizations. This has built enormous pride and support for their school among the students.

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

The Visiting Team commends the school for implementing a comprehensive attendance policy. As a result of the new policy, average daily attendance improved from 91.7 percent to 96.77 percent. However, the school did not disaggregate the data by gender, grade, ethnicity, etc. Therefore, the Visiting Team could not determine whether the students struggling with regular attendance had improved their attendance. The assistant principal who administers the program is commended for tracking students on a daily basis, meeting with students and parents, and encouraging students to expect to excel.

The school's goal to improve ACT scores was addressed in the profile, and the school has raised ACT English scores from 20.4 to 21.3 since the initial visit. The ACT math, reading and science scores have remained about the same. The ethnic minority

students are scoring approximately four points below their peers on the ACT. The Visiting Team would encourage the school to address this achievement gap and keep longitudinal data regarding ethnic minority students and high-stakes testing, as well as classroom and departmental formative and summative tests.

Wasatch High School is commended for doubling the number of AP tests administered with very little change in the percentage of student passing the test. It may be helpful for the school to track improvement in student learning for special population students by tracking longitudinally the number of students enrolled in the AP courses as well as the grade, gender and ethnicity of each AP student.

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

Wasatch High School provided aggregate data for high stakes testing. However, the school did not identify who is not learning and who is not. The Visiting Team recommends that school collect and analyze longitudinal data on struggling students. In addition, individual teachers and departments could use high-stakes testing data along with data from the school's common formative and summative assessments to track improvement in specific courses, departments or school-wide. It would be helpful to list the percentage as well as the number of actual students on many of the charts used in the profile.

Currently, the school has a small ELL population. The school may choose to begin tracking the progress of the ELL students. If students are enrolled in core courses taught by an ESL-endorsed teacher, does their language acquisition proceed at a faster rate than students who are not enrolled in courses taught by an ESL-endorsed teacher? Are the ELL students achieving more than a year's growth in the CRTs each year? The school should be asking these and other questions about its ELL population.

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

The school clearly identified the strengths of the school in the school profile. The Visiting Team commends the counselors for helping students receive scholarships and enroll in post-secondary institutions. However, the school did not identify the school's limitations, nor did it include any information regarding the implementation of a DRSL school-wide.

In addition to disaggregating data, the Visiting Team would encourage the school use a parent/student/staff survey that would be completed by enough stakeholders to make the results valid and reliable. In addition, the questions on the survey should address perceived areas of concern. The school may want to ask students their grade, gender, and ethnicity on the survey. Parents representing each special population should have the opportunity to complete the survey. The school may ask parents to identify the area of the school boundaries that they live in, and possibly how long

they had lived in their current residence, to determine whether newcomers or certain neighborhoods have different perceptions of the school.

Suggested Areas for Further Inquiry:

- The Visiting Team recommends that Wasatch High School disaggregate high-stakes testing and school data by grade, gender, ethnicity, ELL, special education and economic disadvantage to identify who is and who is not learning at Wasatch High School.
- The Visiting Team recommends that Wasatch High School develop a school-wide rubric to measure improvement in student learning with regard to a very specific DRSL indicator. After one rubric is institutionalized in every classroom, the school should begin the process with another goal.

**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?*

The mission and beliefs of the school reflect a high level of commitment to student achievement. Recently the school revised the mission statement to address the current goals of the school and the needs of students. However, parents, staff members and students were not involved in the process. The school motto "Expect to Excel" was quickly identified by parents, students, staff and community members, and the Visiting Team suggests that the school consider adopting the motto as the mission statement.

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

Wasatch High School's mission, belief statements and DRSLs are aligned. It appears that the process of developing and refining the DRSLs involved a limited number of stakeholders. The staff is in the process of defining measurable indicators for the DRSLs, and the school has not developed a school-wide system to collect DRSL data that can be analyzed to track student learning across all curricular areas.

Student knowledge of the DRSLs seems lacking. It is clear, however, that anyone involved with the school is aware of the “Expect to Excel” philosophy of the school.

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

The school has institutionalized a new attendance policy and tracked the improvement in daily attendance. However, the profile did not include disaggregated data for each subgroup regarding the number of students with truanancies or students who missed more than ten school days each year.

There is evidence that the school has worked hard to develop a culture of learning. The Math and Science Departments led the way in aligning curricula and developing common formative and summative assessments. The DRSLs were recently reviewed, and the administration has a clear understanding of the necessity for a school-wide assessment to measure the impact of implementing the DRSL on student learning. Though the students may not have a complete understanding or knowledge of the verbiage of the DRSLs, it is evident that the administration and teachers were completely honest in the self-study process.

- e) *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?*

The Visiting Team observed evidence of the mission, beliefs, and DRSLs in the culture of the school. However, there is little evidence of deliberate institutionalizing of a specific DRSL in classroom instruction and/or the policies and decisions of the school. The staff, parents, community members and students were unaware of which specific goal (DRSL) the school was working on. However, every parent, student and community member knew students at Wasatch High School are “expected to excel.”

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?*

Wasatch High has not yet institutionalized any of the DRSLs. The school may consider reviewing *Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*, as well as analyzing data related to student learning to guide efforts to institutionalize the DRSLs. The Visiting Team encourages the school to revisit and simplify the DRSLs.

The Visiting Team commends the administration and faculty of Wasatch High School for their efforts to create formal Professional Learning Communities. The Math and Science Departments led the way in aligning curriculum to State Core standards, as

well as the ACT quality standards. Through collaborative efforts, the departments have aligned curriculum maps and created common formative and summative assessments, and are beginning to collect and analyze data to improve student learning for **all** students.

In addition, the administration created a schedule that allows the faculty to meet in their departmental PLC groups on a weekly basis. Over the past four years, teachers have gone from resisting the collaboration time and the tasks associated with the work of a PLC to embracing PLCs to the point that teachers report it is part of the culture. There is a clear plan in place at Wasatch High School to ensure that **all** students can learn.

Wasatch High School has started the process of aligning curriculum vertically. The Visiting Team commends the Math Department for its efforts to ensure that the curriculum for each course includes the essential concepts that will prepare students for the next level. The Visiting Team would encourage the Social Studies, Language Arts, and Science Departments to follow the example of the Math Department.

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

It is clear that the curriculum has the scope and sequence to engage all students. However, it is not clear how often the students are challenged to inquire and use problem solving and higher-order thinking skills. The goal to increase the ACT scores is admirable. As teachers begin to use the ACT curriculum, both teachers and students should be aware of the levels of Bloom's Taxonomy and begin to use all levels of complexity in discussions, tasks, writing assignments, etc.

The Visiting Team commends the school's administration for incorporating intervention time into the daily schedule. This time allows students to re-test, get individual help from their teachers, or complete work.

- 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 staff at Wasatch High School has embraced the PLC model of collaboration and is striving to improve student achievement. However, there is little evidence that the faculty or administration clearly understands the process to implement and measure student understanding and improvement of the DRSLs. The Visiting Team recommends that the school choose one DRSL indicator and create a measurement tool (rubric) that to measure student understanding of the DRSL school-wide. Data pertinent to the each DRSL should be collected and analyzed. The assessment tool should track what students are asked to do rather than what faculty members are doing.

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

The faculty has spent a great deal of time, energy and hard work in recent years to develop common assessments for many of the core courses. Several faculty members who teach elective courses have worked together to develop common rubrics that can assess student knowledge, understanding, and ability in project-based courses. It is very clear that all the teachers are trying to increase the rigor of the curriculum. The Visiting Team suggests that the school define what rigor is and how rigor could be recognized and assessed in each classroom.

Teachers are effectively using PLC collaboration time to ensure that there is open and regular communication regarding the challenges they are facing in meeting the needs of **all** students.

Instruction:

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

During the visit, many faculty members were relying upon direct instruction to deliver the curriculum. The Visiting Team was impressed with the instructional technology in the classrooms. In some classrooms, the students were engaged in hands-on projects.

The Visiting Team recommends that the faculty and administration investigate and implement research-based instructional practices school-wide. Improving classroom instruction and classroom management could be the focus of future school-wide professional development. Each PLC could work together to implement a specific strategy, observe one another using the strategy and discuss ways to use the strategy effectively.

- 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?*

Some departments were working on writing or presentation DRSLs independently, but there was no evidence that a DRSL was being implemented school-wide. At this time, the school has not generated a rubric to assess a DRSL to determine the level of implementation and impact on student learning. However, it was very clear that faculty members had high expectations for their students and were teaching them to be good citizens.

- 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 commends the school for holding school-wide professional development on a regular basis. The school is studying Marzano's book *The Art and Science of Teaching*, and each teacher will have the opportunity to reflect on and improve his or her own instructional practices.

The Visiting Team suggests that the school focus future school-wide professional development on the book, *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*.

- 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?*

It is evident that the teachers at Wasatch High School are knowledgeable in their content areas and have been sharing curriculum, instruction strategies and assessment strategies with their colleagues. A next step may be to include conversations regarding instructional strategies and classroom management in the PLCs. Many faculty members have advanced degrees in their content area. The school is commended for seeking relevant professional development opportunities for the faculty members.

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

It does not appear that there is an organized plan to integrate technology into the school's curriculum, instruction, and assessments. However, it is evident that teachers quickly adapted to using the new technology that is available in the new school. The Visiting Team would encourage the school to introduce technology that will assist in instruction as well as help students to better understand the curriculum.

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?*

Wasatch High School has made a concerted effort to study the USOE Core Curriculum as well as ACT Quality curricula. The Visiting Team was very impressed that the school has created a common curriculum in each of the core areas. With this common curriculum as a base, departments have created and are using common assessments. The Science, Math and CTE Departments are commended for unpacking

standards, aligning curricula, and effectively using common and formative assessments. Many faculty members are looking at the data from the common assessments to drive future curriculum development as well as adjust instructional strategies.

- 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 Visiting Team commends the school for adopting the Professional Learning Community model as the way they are planning for and assessing instruction. This collaboration has enabled teachers to create common assessments. However, the school has not started the discussion regarding standards based assessment, the grading of student work, or whether a “B” grade in one course would be equal to a “B” grade in the same course taught by a different teacher.

Faculty members are regularly tracking individual student achievement in order to determine which students will stay for intervention time. The extra help students receive during intervention helps students to understand the material and demonstrate proficiency on summative assessments (i.e., CRT growth).

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

Wasatch High School provided a longitudinal view of summative data in its school profile. This view has allowed teachers, departments and leadership to set goals with respect to summative student achievement. The school has increased the daily average attendance rate by the effective implementation of the new attendance policy. The assistant principal who handles attendance is very well respected by the students and community and works to develop positive relationships with individual students.

- 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?*

The school has regular school-wide professional development, as well as dedicated time during the school day for PLCs to meet. The professional development time is valued by the faculty. During this time, all members of the different PLCs study curriculum, assessment and best teaching practices. The administration has methodically taken the faculty through these big steps in implementing the academic model of the school.

The Visiting Team found evidence in many classrooms that teachers are writing the daily objective on the board. The Visiting Team encourages the faculty to work on effective questioning as part of the school-wide professional development plan. This technique, when practiced regularly, may improve classroom management as well as encourage students to think critically and could eventually lead to Socratic Seminars.

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

Wasatch High School recently created a school-wide rubric with the intent of using the tool to guide evaluation of progress toward implementation of each DRSL. However, the Visiting Team would recommend that a separate rubric be created for each DRSL indicator and used as the DRSL is implemented systematically in every classroom. The school should design rubrics to measure student knowledge and understanding of the DRSL. The current rubric helps define goals but does not set forth a clear evaluation procedure.

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?*

The Visiting Team commends the administration and faculty for creating an academic learning climate. It was obvious that all stakeholders know that students who attend Wasatch High School “Expect to Excel.” The school leadership and the departments work collaboratively through PLCs to improve student learning and achievement. All stakeholders demonstrate great pride in their school and are striving to improve student learning.

- 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 leadership primarily utilized high-stakes testing data to direct the implementation of academic and early intervention programs to improve student learning and achievement. Regular collaboration time is woven into the school schedule, enabling faculty members to make sound educational and instructional decisions. In addition, numerous interventions are available to help struggling learners.

Community members have solid support for the administration, faculty and staff at Wasatch High School. However, the community members who spoke with the Visiting Team did not understand the school improvement process, nor were they given the opportunity to review the Wasatch High self-study. In addition, there is little evidence that the School Community Council regularly reviews disaggregated school data to help set priorities.

- 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 of Wasatch High School provides skillful stewardship. The school environment is safe, secure, and inviting. The school is well maintained and has a positive learning environment. Resources are utilized effectively to promote school goals and to improve academic achievement.

- 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 Visiting Team found that the management of the school is shared between the administrative team and the Faculty Council. The management of the school is sight-based. The Faculty Council directs school-wide professional development, and the PLCs promote faculty autonomy and stewardship among all stakeholders at Wasatch High School. Through collaboration and committee meetings, teachers have the opportunity to participate in the decision-making process. The Visiting Team found limited effort to involve all stakeholders. The school has utilized traditional avenues for soliciting input and participation of all stakeholders. The Visiting Team encourages Wasatch High School to find avenues to involve all stakeholders in the process of building a community of support for continual school improvement.

- 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?*

The Visiting Team observed that the Counseling Department has taken an active role in assisting students in academics and college and career planning. The intervention time was created to allow teachers to work with specific students to improve student learning and achievement. The administration and faculty are united in encouraging all students to be involved in a wide variety of school activities. The Visiting Team commends them for their efforts to make Wasatch High School a great school and encourages them to continue to provide the necessary interventions to improve academic achievement.

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?*

The Visiting Team commends Wasatch High School for its commitment to PLCs. The administration and staff are committed to researching and finding means, through PLCs, to improve student learning and knowledge of curriculum. The school needs to continue to foster an understanding of the change process among various stakeholder groups. The focus needs to be on collecting evidence and disaggregating data to ensure that all subgroups are making continual academic progress. The Visiting Team recommends that the administration and Faculty Council review *Collaborating for Student Achievement* to ensure all components are implemented.

- 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?*

Wasatch High School has provided time for faculty member training and collaboration. Dedicated time allows faculty members to improve instruction, curriculum, and assessment, as is evident from the school's CRT results. Professional development training has encompassed attending professional conferences, implementing PLCs, and finding means to enhance teaching instruction through Marzano's guide, *The Art and Science of Teaching*. The administration has a clear vision of continuous improvement as evident in Wasatch High School Academic Learning Model. Staff members are engaged in ongoing professional development and follow-up through PLC collaboration.

- 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 Wasatch High School revisit its action plan to ensure that it has a clear focus on improving learning for **all** students. The current action plan does not align with currently targeted school-wide initiatives. The action plans need to be refined, with considerable focus given to what kinds of school data could be collected to inform the decision making process. The data team is encouraged to closely monitor school-level data so that appropriate adjustments of the school improvement plan are made. The data collection should drive the decision-making process for school-wide improvement.

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

Wasatch High School has developed a culture of open communication among faculty, and staff. Many community members are involved and provide support to the school. However, community members need to be included in conversations regarding who is learning and who is not learning at Wasatch High School. It will be helpful to have all stakeholders involved in supporting productive change and continuous school improvement.

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

It appears that the school has an informal action plan in place. However, the Visiting Team did not find evidence that the school has updated the action plan annually, nor that it has used the action plan as a tool for tracking change in policy, procedures, or implementation of the school improvement plan.

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

The major recommendations of the previous Visiting Team have been used to guide the school improvement plan, and are a high priority to the administration and faculty members. Wasatch High School is committed to addressing the recommendations of the Visiting Team to ensure that **all** students excel academically.

CHAPTER 5: COMMUNITY BUILDING

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

Wasatch High School's faculty, counselors, and administration strive to foster community building within the school. The Visiting Team quickly recognized the positive, friendly climate at the school. Students know that the teachers,

administration and staff care about them. Students feel that their voices are heard, and know they have an advocate that they can turn to if needed. Students also overwhelmingly stated that they feel safe at school.

An integral part of the Wasatch High School community is supporting extracurricular activities. Wasatch High School offers many athletic, scholastic, and leadership opportunities for students. The combination of academic opportunities and athletic traditions has helped build a strong sense of school pride.

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

The school engages parents, families, and local business as partners. There is evidence of productive links between the school and the community that enhance opportunities for student support and achievement. The Visiting Team has no doubt that these partnering networks will continue to exist and be strengthened as the school community demonstrates continued need and success.

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

Limited effort has been made to involve all stakeholders in the school improvement process. Staff, students, parents and business partners were unaware of the process, and also unaware that they were to be included in the discussion of improving student learning. There is little evidence that the school engaged any group aside from the administration and key faculty members as integral participants in the six-year school improvement process.

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

School improvement results are clearly communicated to the faculty. However, the Visiting Team would encourage the school to post data on the website and share the good news with the students, parents and community. There does not seem to be a specific delivery tool for communicating with all stakeholders. The school intends to update the school website, but information posted on the web may not be available to all stakeholders. Students and some parents use the online SIS program for checking grades and attendance.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the Wasatch High School administration for building consensus for the school improvement process, and for making positive changes in response to the major recommendations from the last accreditation visit.
- The Visiting Team commends the administration, faculty, and staff for creating a safe and comfortable learning environment for all students. Students know they have adult advocates who are willing to help them with academics, give advice on college or career goals, or simply listen to their problems. Students know their teachers expect them to excel, and are very aware of their academic standing.
- The Visiting Team commends Wasatch High School for its commitment to the study and implementation of Professional Learning Communities throughout the school. The faculty is commended for its willingness to experiment with the curriculum, instruction and assessment, and make adjustments as necessary to improve student learning.
- The Visiting Team commends the faculty members for warmly accepting the ninth grade students and their teachers into Wasatch High School.
- The Visiting Team commends Wasatch High School for creating the expectation that every student can excel in academics. The Visiting Team also commends the school for continuing the school's tradition of excellence in athletics, clubs and leadership organizations.

Recommendations:

- The Visiting Team recommends that Wasatch High School revisit the DRSLs to define measurable indicators, develop school-wide rubrics to measure specific improvement in student learning, and align the school goals with the action plan. The school should explore methods of collecting and disaggregating pertinent school data with regard to improving student learning.
- The Visiting Team recommends that Wasatch High School involve **all** stakeholders in the school improvement process.
- The Visiting Team recommends that the school improve communication with parents, students and the community regarding the school improvement process. In addition, the education foundation, PTA and School Community Council have information that should be shared with all stakeholders. The Visiting Team also recommends that critical

information and school documents be translated into Spanish so that all parents can be involved in their child's education.

- The Visiting Team recommends that Wasatch High School faculty members study and implement research-based instructional strategies to better address the learning styles of all students.