The Northwest Association of Accredited Schools
Advancing the quality of education worldwide

The Evaluation Report for School Accreditation

REX PUTNAM HIGH SCHOOL

Accreditation Review Visit

December 13, 2007
Northwest Association of Accredited Schools

The Evaluation Report for School Accreditation

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School Web Site:

Date of Visit: Thursday, December 13, 2007

Grades included in NAAS accreditation: 9-12

Enrollment: 1424

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<th>Grades</th>
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7-12 Total 1424
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Introduction

Purpose

Rex Putnam High School is seeking full/continued accreditation by the Northwest Association of Accredited Schools (NAAS) as a 9-12 public high school. NAAS is one of the premier American education accrediting agencies that accredits over 1,770 public, private, and special category schools throughout the United States and internationally. NAAS offers accreditation systems to education providers around the world and is dedicated to increasing educational quality. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators.

In addition to meeting rigorous standards, schools accredited by NAAS are committed to continual improvement through strategic planning and can be trusted to provide students with the educational services promised. NAAS accreditation provides worldwide recognition of each school’s quality, accountability, and trustworthiness.

This document is the report of the response team conducting the visit for accreditation. The purpose of the on-site evaluation visit is to: 1) validate the completion and accuracy of the school’s self-study; 2) verify that the school meets the NAAS standards; 3) facilitate development and implementation of an effective school improvement plan; and 4) provide commendations and recommendations to enhance the school’s quality.

Evaluation

An evaluation team was assembled by NAAS, which had extensive expertise in accreditation, school improvement, international education and American education. The team members have graduate degrees in education and many years of cumulative experience as educators and administrators.

The evaluation was based on NAAS standards and quality indicators. It utilized the school’s mission and beliefs, as well as the quantitative and qualitative findings of the self-study. Evaluation activities and methods used included review of the self-study materials, classroom observations, and facilities. There were also individual and group interviews of teachers, administrators, parents and students. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus, thus Likert ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person’s opinion.

An oral report highlighting the commendations and recommendations was presented to administrators and steering committee members on the final visit day. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be substantially met at the time of the review visit, the school must identify the needs and be working toward substantially meeting each indicator.
This report includes ratings and findings, as well as, commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school. Sometimes the best school receives more recommendations because it is deemed capable of even higher levels of achievement.

Conclusions

The Response Team concurs with the findings of the self-study. The team’s on-site evaluation confirmed that:

- The self-study was appropriately conducted and well translated.  
  [Yes ☒ No ☐]
- The findings are accurate and valid.  
  [Yes ☒ No ☐]
- The planned improvement efforts are based on solid evidence.  
  [Yes ☒ No ☐]
- The improvement endeavors are worthy of devoting human and financial resources.  
  [Yes ☒ No ☐]
- The planned improvement efforts, if consistently implemented, are likely to produce improved student academic performance and enhance school quality.  
  [Yes ☒ No ☐]

In addition to review of the NAAS Standards for Accreditation the following items were explained and/or clarified:

1. The school is registered and licensed with the appropriate department of education, state, or government agency. Copies (in English) of licenses, certificates, and other documents were examined.  
   [Yes ☒ No ☐]
2. The dues structure of NAAS.  
   [Yes ☒ No ☐]
3. The due date of the annual report is October 15.  
   [Yes ☒ No ☐]
4. Site visits are required at least every six years thereafter.  
   [Yes ☒ No ☐]

THE ONSITE RESPONSE TEAM RECOMMENDS FULL/CONTINUED ACCREDITATION?  
[Yes ☒ No ☐]

Part 1  School Description

Rex Putnam is one of three comprehensive public high schools operated by the North Clackamas School District. The school has a Day 1, Day 2 block schedule with 86 minute periods. Every day
there is almost an hour before school commences during which staff do team meeting, planning, and participate in staff development. The high school is predominately white (73%), with Hispanics (10%) the next largest racial group; and Black/Afro American and Asians (3% each). In a recent study ("My Voice Student Report") 83% indicated college plans. The District-wide Focused Program of Study -- for grades 7-12 -- presents rigorous study options in six areas. Many students also participate in the specialized courses at the Sabin-Schellenberg center. Over half participate in sports, a third do music and theater, with but a quarter indicating they were not involved in activities. Rex Putnam's mission statement: CONNECTED TO STUDENTS, COMMITTED TO LEARNING, is clearly the guiding principles around which the entire school experience is organized. There is currently an exceedingly well-planning initiative which will yield membership as an International Baccalaureate School.

Part 2  Self-Study

State Schools are responsible for each district’s Continuous Improvement Plan (CIP) and Division 22 Oregon Administrative Rules which satisfy self-study requirements.

PART 3  Findings

A nine member site visitation team, representing over 238 years' experience in teaching and administration spoke to at least 98 faculty/staff and well over 75 students during the five hours it spent interviewing this wide variety of members of the Rex Putnam high school community. The purpose was to validate the eight standards which comprise the Northwest Association of Accredited Schools' Annual Report and to further examine the implementation of the school’s Improvement Goals for 2007-2008--and to see to what extent both documents reinforce and support each other.

There has been a high favorably impressive amount of planning and training --supported by the District--to apply for membership in the International Baccalaureate School scheme. Many staff have gone to regional trainings and visited other IB school sites. The faculty is clearly excited about the potential and challenges of this very rigorous program of study. (There is some concern about the implications for the continuation of its very rich elective programs.)

The on-site response team verified the Self-Study. The team was impressed with the school’s administrators’ commitment to continually improve its programs and services and seek recognition of its successful programs. Schools that conduct thorough self-studies usually have accurately identified their strengths and areas needing improvement.

PART 4  Comments, Commendations, and Recommendations

NOTE: Each of the items on the NAAS Annual Report for 2007-2008 was reported as "Substantially Met." The team came to the conclusion that the reporting was fair and very accurate.

As a result of the visit, the Response Team determined that there were several commendations regarding the school and program and as well some recommendations for the school staff, administration and owners to consider during the next cycle of accreditation. These follow and represent both general impressions and some that are specifically related to the Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected to report annually on its progress toward achieving those recommendations in the annual report in addition to being prioritized in the school’s improvement plan.

GENERAL COMMENDATIONS:
Rex Putnam High School is to be commended for:

1) Its deep commitment to the school's mission by offering a rigorous program of study ensuring access at the highest degree of equality. The staff is very satisfied at being at RPHS, share its values, and are willing to do the hard work required.
2) Committing 1.5 full time positions, one for a Schools to Careers Coordinator, and .5 for Professional Development (and working to mentor new teachers).
3) Continued implementation of the Teacher Learning Teams (Schmoker Teacher Groups)--the valuing of collaborative planning, using data to drive decision making, and sharing resources.
4) Exploring and planning for IB which is scheduled to begin in 2008-2009--pending a positive response from the international team visit in October, 2007 Currently there is an Honors House for 9-10 grade and many other advanced courses. These plans will all be considered as IB implementation progresses.
5) Initiating the survey data contained in the "Promising Schools Network"--My Voices. As part of the intentional effort for serving student needs, careful study of the survey data re: the role of student aspirations is important and holds great potential for enriching the school's mission statement: Connected to Students, Committed to Learning. (Major goal #2 of School Improvement Plan).

GENERAL RECOMMENDATIONS:

Rex Putnam High School needs to focus on the following:

1) The challenge of major change in the curriculum presents opportunities to continually examine ACCESS of courses/experiences by all students.
2) The decision to offer Math Support classes so that the 9th grade math entry class level is Algebra 1 is laudable. Continue to collect data, and examine the demands of the textbook so that the goals are consistently met and that students continue in the math sequence of courses. The technology (PLATO and a S.M.A.R.T. board for math support classes (see Technology goal in School Improvement Plan) holds great promise.
3) Currently, in support of the school-wide literacy goal, daily silent sustained reading activity is part of all Freshmen Houses, taking place in each of the three core areas of science, social studies, and English. Perhaps other disciplines at other levels might consider following suite.
4) The biology pass rate (School Improvement Goal #1--Core Academic Learning): perhaps this initiative can be evaluated in the same way that the Algebra I initiative is.

Part 5 The Standards

INDICATOR RATINGS BY THE EVALUATION TEAM

The following represents the Response Team’s renderings on the Standards for Accreditation and whether in their collective judgment each respective indicator is being substantially met.

CONSENSUS SELF-STUDY RESULTS

TEACHING AND LEARNING STANDARD
Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. **MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING**

1.1 The school’s mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization.
   - ☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

1.2 The school's mission statement represents the school community's fundamental values and beliefs about student learning.
   - ☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school’s mission.
   - ☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.
   - ☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

1.5 The school uses indicators to assess the school's progress in achieving school-wide civic and social expectations.
   - ☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

1.6 The school’s mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.
   - ☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

1.7 The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national standards.
   - ☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

Commendations: COMMENTS: The Rex Putnam High School mission, "Connected to Students--Connected to Learning" is evident throughout the Rex Putnam learning environment. Teachers are focused on helping all students meet the learning goals and outcomes expected for high school completion and preparation for life after high school. The school's mission and beliefs are embedded in the school's daily operations and policy.
decisions. For example, teachers are engaged in curriculum and organizational decisions (e.g. advisories) and student requirements and expectations (i.e. Senior Seminar experience, four-year plan). Faculty is engaged through site council focus groups, teacher learning teams (TLC), and the pyramid strategy. The staff is energetic, highly motivated and respected of each other and of students. Faculty and staff are focused on helping students prepare for postsecondary opportunities that are realistic and relevant.

COMMENDATIONS:
1) The mission, beliefs and values of Rex Putnam HS are observable and tangible throughout the teaching and learning environment. Learning is truly student-centered and personalized.
2) Administrators, faculty and staff have created a safe and comfortable environment for students to seek help in meeting learning goals and expectations.
3) The Senior Seminar experience requires critical thinking and application of learning connected to students' postsecondary goals and plans.
4) Support for, and focus on, life-long learning for faculty and staff which is modeled for students (e.g. focus on reading, preparation for next steps through the Senior Seminar experience).
5) Community involvement formally and informally: site council involvement, parent volunteers in the career center, volunteer activities.

Recommendations: No recommendations for Standard # 1.

TEACHING AND LEARNING STANDARD

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and expectations for student learning. The curriculum links the school's
beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2. **CURRICULUM**

2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.3 The written curriculum:

a. prescribes content;

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

b. integrates relevant school-wide learning expectations;

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

c. includes course-specific learning goals;

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

d. suggests instructional strategies;

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

e. suggests assessment techniques including the use of school-wide expectations for student learning.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.4 The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.6 The school provides opportunities for all students to extend learning beyond the normal course offerings and the school campus.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.7 There is effective curricular coordination and articulation between and among all academic areas within the school as well as with other schools in the district (where applicable).

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.8 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the implementation of the curriculum.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met

2.9 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

- [ ] Substantially Met  ■ Partially Met  ■ Not Presently Met
Commendations: COMMENTS: The Principal's Statement contained in the current Course Catalogue speaks to high school as "a time when you should receive strong basic education but also is a time when you should broaden your educational horizons as well." The curriculum at Rex Putnam High School provides all students with the opportunity to receive a strong basic education and their partnership with the Sabin-Schellenberg Professional Technical Center provides students with an amazing opportunity to explore and pursue curriculum outside of their basic educational opportunities at Putnam. In addition, students have the opportunity to receive dual credit through partnerships with Clackamas Community College and Portland State University.

The staff at Rex Putnam is in the final stages of becoming an IB school and will be the IB school for the District. Staff has buy-in and is making curricular adjustments to transition to being an IB school. An example is moving Biology to the 9th grade to better fit with the IB curriculum which will impact the house structure from 3 team teachers at the 9th grade level to 2 team teachers at the 10th grade.

As a result of a District Office decision and the new three year math State graduation requirement, Rex Putnam is requiring 3 years of math beginning with Algebra. To meet the needs of their students, math support is provided with every day math to ensure success for all students.

The math, social studies, science and English departments are aligned or working on alignment and are working with their feeder school to ensure that curriculum is aligned grades 7-12. Common staff development times is a challenge, both schools are working to see that curricular alignment is happening.

COMMENDATIONS:
1) Rex Putnam has a culture of continuous improvement as demonstrated through the staff knowledge and understanding of the School Improvement Plan. Staff chooses one of the School Improvement Goals as one of their personal goals for the school year. The Site Council uses a pyramid Structure which is led by a site council member which provides a forum for discussion of school issues, concerns and topics. They have plans for student focus groups as well.
2) New Teacher support is provided for non-contract teachers (Probationary) through a 1/2-time professional development specialist on staff. She meets monthly with new staff where she leads an activity which teachers can implement in their own classroom. New teachers are also paired with a 'buddy' from their department for mentoring and support.
3) In addition to a full time attendance secretary, Rex Putnam has an attendance advisor who focuses on the student. She supervises lunches and is able to visibly interact with students regarding their attendance. (Several visiting team members wished they could do the same at their sites.)
4) Rex Putnam is currently articulating with its feed school, Alder Creek, in the area of Algebra. The year end
district assessment results are being studied by both middle school and high school teachers to determine where
the strengths and weaknesses in their program exist, and then work together to ensure that there is a common
agreement for essential skills to be developed and for outcomes for students exiting Algebra 1.

Recommendations: 2.8 Several staff members indicated a need for improved technology--S.M.A.R.T. boards,
document cameras and easier access to computer labs for all teachers.
Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

3.1 Instructional strategies are consistent with the school's mission statement and expectations for student learning.

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

3.2 Instructional strategies:

a. personalize instruction;

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

b. make connections across disciplines;

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met
c. engage students as active learners;

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met
d. engage students as self-directed learners;

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met
e. involve students in higher order thinking to promote depth of understanding;

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

f. provide opportunities for students to apply knowledge or skills;

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met
g. promote student self-assessment and self-reflection;

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

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

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

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

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

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

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

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

☐ Substantially Met  ☒ Partially Met  ☐ Not Presently Met

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

☒ Substantially Met  ☐ Partially Met  ☐ Not Presently Met

Commendations: COMMENTS: Teachers at Rex Putnam High School demonstrate a clear understanding of the School Improvement Plan, and how it relates to priorities in classroom instruction. SIP goals include focus on increased scores in reading, writing, and math. Activities to support these goals include interventions for students who struggle in reading and math. Literacy efforts are under way with increased reading in all content areas.

There are two themes running concurrently that are helping to sharpen focus on instruction:

1) Implementation of the International Baccalaureate program, and
2) Teacher Learning Teams.

Preparation for the IB program has certainly captured the attention of the community, but it has also caused teachers to look deeply into their own lessons and assignments. Some teachers indicate they are are thinking about, or proceeding with, plans to change their instruction as a way of enhancing students' preparation for participating in IB. This can potentially increase the rigor of students' classroom learning, even before IB has been implemented. Although Teacher Learning Teams are not necessarily focused directly on instruction and assessment, they are certainly increasing the collaboration and sharing among staff. TLTs seems to be producing the secondary benefit of strengthening opportunities for instructional sharing. This has implications for future team structures that can be formed around instruction.

COMMENDATIONS:

1) 3.2 RPHS students report a high level of appreciation for their teachers and the quality of instruction at the high school. Students particularly mention the teachers whose classes have provided a combination of very high academic expectations along with strong interpersonal connections.

2) 3.3 RPHS Staff members are becoming accustomed to using feedback from a variety of sources such as the District survey, My Voice survey, and in-building studies to approach issues that can improve how instruction is organized.

3) 3.8 Probationary staff at RPHS are supported by a Professional Development Specialist who works with them in group and individual activities to address classroom instruction, management, and school resources. The PDS demonstrates a clear understanding of priorities to strengthen instructional practices and align them with school-wide priorities. Several Visitation Team members visited the session with new teachers and were very favorably impressed at the degree of openness to share their needs in their classrooms.

Recommendations:

1) 3.2h It appears that an important cultural shift is underway in which more students from diverse ethnic backgrounds are enrolling in all classes, including honors and AP (and presumably IB next year). Efforts to quantify and monitor these changes should be made more public, at least to the staff. Data should be shared with staff to encourage increased use of SIOP strategies, as well as choosing themes for lessons and assignments that support increased diversity in all classes.

2) 3.5 and 3.8 As Teacher Learning Teams and Pyramids have become firmly rooted in the school staff culture, some teachers are eager to develop Professional Learning Communities that would take direct aim at topics around classroom instruction. PLCs would be particularly helpful in large departments where multiple sections of the same course are taught by multiple teachers. This should be taken into consideration for staff development in the future.

TEACHING AND LEARNING STANDARD
Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4. ASSESSMENT

4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.2 The school's professional staff uses data to assess the success of the school in achieving its civic and social expectations.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.3 For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.4 Teachers base classroom assessment of student learning on school-wide and course-specific indicators.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.5 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.6 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.7 The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.8 The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.9 The school’s professional staff communicates the school's progress achieving all school-wide expectations to the school community.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.10 A record that documents the results of all student performance is maintained.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

4.11 Results and analysis of assessment are used to drive curriculum and instruction.
   - [ ] Substantially Met   [ ] Partially Met   [ ] Not Presently Met

Commendations: COMMENTS: The Guiding Principal for Assessment indicates its purpose is to inform students about their learning progress and provide teachers information that can inform areas to adjust curriculum and instruction to respond effectively to the learning needs of students.
The school's self-evaluation of the components in the Assessment Standard (# 4) was "substantially met" in all categories. In conversations with staff and students, observations, and review of support materials this score was consistently validated. It is evident that the school and teachers firmly believe in the use of assessment data to inform decisions around curricular offerings and program enhancements.

Teachers use a variety of assessment strategies to determine student knowledge/skills and to assess student growth from statewide assessment teaching results to a common assessment used as a "final" by district math teachers.

There is general buy-in by all staff of new programs and/or approaches to expanding learning options for students such as the IB program, math beginning at the Algebra 1 level, Math Support class, etc.

This school has an exemplary program of professional development. Teachers work in "Teacher Leadership Teams." They are able to choose involvement in areas of particular interest or relevance to their practice. Teachers help design and deliver professional development to their peers. This recognition of teacher expertise is appreciated by the staff and is an effective model of delivery. Teachers are provided with multiple opportunities to meet within content areas, in their TLTs, and in a pyramid system to provide feedback to administration and site council. Teachers definitely feel part of the "process." The pyramids are facilitated by site council members and include certified and classified staff, but not (as yet) parents or students.

All teachers appeared aware of the school's four improvement goals and were able to identify how the SIP goals apply to their teaching practice. Teachers must set a least one goal that directly relates to the SIP. Teachers used the language of Core Learning, Stretch Learning, Student Engagement and Personal Skill Development in discussions with Site Visit team members. The SIP goals are specific and measurable and related activities are defined in terms that are clear and understandable by a variety of readers—students, parents, community members and school teachers and staff. The goals directly relate to the ICLE/SPN/Gates initiative and provide a consistency of approach to school improvement.

First year teachers are provided individualized on-site teacher support with a dedicated .5 FTE Professional Development Specialist. Groups have a dedicated meeting once a month as well as one-on-one consultations. This "investment in quality teaching" provides new teachers and those new to the NCSD with the support to transition into this education system, understand the school mission, improvement goals, and their role in the success of students and the educational system.

Site council seems to be well-established and effective and involved in the development of the SIP. Parents and students are a prominent piece of the site council configuration.

The ODE school report card was mailed to parents and students in both English and Spanish; is posted on the school's website, and included in the monthly newsletter. Information about the IB program has been distributed in the same manner as mailings to the "Putnam neighborhood."

**COMMENDATIONS:**
1) The school has created a system that is directly in support of the SIP and emphasizes teacher collaboration and at the same time has put structures in place to facilitate collaboration, new teacher support, data sharing
and program improvement. The culture of the school is of excellence through quality programs, high expectations of students, commitment to making learning rigorous and relevant for students.

2) Moving Future Focus class to 1st semester provides these students with the understanding, knowledge and skills to be effective in the forecasting process. Students seem to understand the Focus Program of Study selection process and how to choose related-focus electives.

3) Students in Math Support class benefited from the additional focus on math skill development and seemed to understand the benefits of this class. Many understood that past performance (i.e., home completion patterns and test performance) were responsible for them being placed in this "support" class.

4) The atmosphere of the school is welcoming, signage in the hallways are always framed in positive terms. Students appeared to respect teachers, were engaged in the learning process, and could verbalize why they were at Putnam High School. It is evident that teachers cared about the students and their success in the classroom and preparing them for their next steps beyond high school. The administrative team is well-respected by their staff and have created a system of inclusion. It was wonderful to have this inside look at why Putnam High School is respected within the State and nationally recognized.

Recommendations: NO recommendations for Standard 4 are needed.
5. LEADERSHIP AND ORGANIZATION

5.1 The principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and expectations for student learning.

- Substantially Met  - Partially Met  - Not Presently Met

5.2 The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.

- Substantially Met  - Partially Met  - Not Presently Met

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

- Substantially Met  - Partially Met  - Not Presently Met

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

- Substantially Met  - Partially Met  - Not Presently Met

5.5 Staff turnover does not impact school effectiveness.

- Substantially Met  - Partially Met  - Not Presently Met

5.6 The organization of the school and its educational programs allows for the achievement of the school's mission, beliefs, and expectations for student learning.

- Not Substantially Met  - Partially Met  - Not Presently Met

5.7 Student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and expectations for student learning.

- Substantially Met  - Partially Met  - Not Presently Met

5.8 The schedule is driven by the school's mission, beliefs, and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment.

- Substantially Met  - Partially Met  - Not Presently Met

5.9 Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.

- Substantially Met  - Partially Met  - Not Presently Met

5.10 There is a formal system through which each student has an adult member who knows the student well and assists the student in achieving the school-wide expectations for student learning.

- Substantially Met  - Partially Met  - Not Presently Met

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

- Substantially Met  - Partially Met  - Not Presently Met

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

- Substantially Met  - Partially Met  - Not Presently Met
5.13 Student success is regularly acknowledged, celebrated, and displayed.

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met

5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.

☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

5.15 The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration, and patrons.

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met

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

☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

Commendations: COMMENTS: There is an obvious strength of leadership at RPHS. Staff and students seem engaged and feel they have an opportunity to participate in the decisions that affect their lives at Putnam. The goals of the SIP are based primarily on improving course rigor and student academic achievement while building good relationships and core values. There is a great deal of excitement and anticipation about the IB program that may start next year. A good deal of work has been done on this and the district, as well as the administration and staff, appear to be on board with the changes. There is a little anxiety about what this will mean to some of the elective departments and the honors and AP classes. There is also some concern that the IB program will not be accessed equally by the members of all demographics, even though they are eligible.

In speaking with several members of the math department, there is a difference of opinion about how the changes in the math program took place. While some felt that the department discussed the elimination of the pre-algebra classes and Every Day Algebra, others stated that the decision was top down from the District and Every Day Algebra could have worked if the right teachers had been selected instead of the newest teachers. Overall, there seems to be support of the changes and of the IB program that may start.

Though there seems to be no impact on the school's effectiveness because of staff turnover, several staff members commented on their perception of the high rate of turnover and how many teachers were new or only had a couple of years in. This was also mentioned when asked about the climet of the school and some concerns were mentioned that there was a reduced sense of cohesiveness and family among the staff because of turn overs. This of course seemed hardest for staff who had been at RPHS for a long time.

COMMENDATIONS:
1) 5.2 The principal has provided leadership in the school community and maintains a shared vision and focus for student learning. The SIP is clear and had goals that are addressed by the activities and program developments stated in the Plan. Staff that were asked knew the goals and understood the direction of the school. Additionally, they appreciated the increase in course rigor and the focus on academic achievement for all.

2) 5.4 and 5.9 The staff is actively involved in the decision making process and has a sense of ownership of the programs in the school. Staff are involved through the Site Council as well as a Pyramid that involves a process to disseminate information and address concerns. Students have input via a vehicle called "My Voice" as well as through the Site Council. Students have felt that there was an opportunity to be heard. Staff members, both certified and classified, stated that the administration had an open door and felt that their ideas or concerns were listened to and that they had input and ownership of the issues and decisions that the school makes.
3) 5.14 The climate of the school is safe, positive and respectful. The halls are clean, even during lunch. Students are respectful to staff and to each other. There is no graffiti or inappropriate markings in the school. Students and the campus security personnel have a positive relationship. Even though most of the Site Visitation members were strangers, we were asked by students if they could assist us when we were looking for a room and any students we approached to talk to were respectful. We attribute this to the climate that the principal, administrators and staff have created.

Recommendations: There are NO recommendations for Standard #5.
Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

6. SCHOOL SERVICES

Student Support Services

6.1 The school's student support services are consistent with the school's mission, beliefs, and expectations for student learning.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.2 The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.4 All student support services are regularly evaluated and revised as needed to support improved student learning.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.5 All professional personnel are in compliance with the certification requirements of the state in which the school is located.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.6 There is one administrative support staff member for each 350 students or major prorated fraction thereof.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.7 The total number of students instructed by any one teacher in any one grading period does not exceed 160 for a traditional school schedule, 140 for trimester school schedules, and 180 for block school schedules.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.8 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

6.9 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) and state law.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

Guidance Services
6.10 The school provides a full range of comprehensive guidance services, including:

a. individual and group meetings with counseling personnel;
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

b. personal, career, and college counseling;
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

c. student course selection assistance;
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

d. collaborative outreach to community and area mental health agencies and social service providers;
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

e. appropriate support of special education services for students.
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

6.11 The ratio of students to those who provide guidance and counseling services does not exceed 400 students to those respective individuals.
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

6.12 The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with soundproof offices for each professional school counselor, installed telephones, computer connections, etc.)
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

**Health Services**

6.13 The school has a current health service plan providing resources to meet the needs of all the students.
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

6.14 The school has a crisis response plan that is tested and updated annually.
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

**Library Information Services**

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

6.16 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
   - Substantially Met ☒ Partially Met ☐ Not Presently Met

6.17 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
Substantially Met  □ Partially Met  □ Not Presently Met

6.18  Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.
Substantially Met  □ Partially Met  □ Not Presently Met

Special Education Services

6.19  The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.
Substantially Met  □ Partially Met  □ Not Presently Met

Family and Community Services

6.20  The school engages parents and families as partners in each student's education and encourages their participation in school programs.
Substantially Met  □ Partially Met  □ Not Presently Met

6.21  The school fosters productive business/community/higher education partnerships that support student learning.
Substantially Met  □ Partially Met  □ Not Presently Met

Commendations: COMMENTS: Rex Putnam High School provides a full complement of services to students to include school counseling that addresses the academic, social and emotional needs of students. The school provides a full time media specialist and assistants who support content area classes in research, texts and media. (The handouts for APA and MLA documentation models is an example of this positive support.) The school improvement goal of increased literacy support is evident in this area.

A full time school psychologist is available for educational testing and consultation for placement of students in special education. Students receive the appropriate accommodations as outlined in their Individual Education Plans. Regular education teachers are apprised of student accommodations as they are adjusted and the teachers immediately comply with the instructional needs for each student.

Parent and community volunteers are utilized every year, with over 350 volunteers providing more than 3500 hours of service to students in the Schools to Careers center, student activities and athletics. In the Senior Seminar Experience, each senior student has a community consultant/mentor who provides technical assistance and general support for this required project.

COMMENTS:
1) 6.10  Rex Putnam HS has vigorously embraced 4-year planning for students. The District plan for student career investigation of career exploration using the University of Oregon Career Information Service (CIS) was developed and piloted at Putnam. The goal of 4-year planning is that students will see the connection between their next steps after high school and the necessity for their current schooling.
2) 6.13  Putnam High has developed a community relationship with the Juvenile Assistance of Clackamas County. This relationship provides a full time staff person on campus who is able to work with students and families to access resources such as the Oregon Health Plan, job shadows, SAT preparation, and helps students with drug prevention. This person runs groups and does community outreach with students helping to ensure their continuing attendance at school.
3) 6.17  The media specialist provides preparation for college literary research to students enrolled in advanced college English classes at the Putnam library as well as getting the students to the library at Portland State University.
4) 6.19  The Structured Learning Center for Behavior (SLC-B) classroom staff communicates with the entire staff on a weekly basis by email on the growth and development of their emotionally disturbed students in attaining their goals of becoming acclimated to participating in a more global environment.

Recommendations:  6.10  For 4-year planning, it is recommended to keep track of data to ensure that students find their time invested over the 5 years of planning is a valuable tool for post-secondary next steps.
GUIDING PRINCIPLE: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of ALL persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7. FACILITIES AND FINANCE

7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning.
   - Substantially Met
   - Partially Met
   - Not Presently Met

7.2 The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
   - Substantially Met
   - Partially Met
   - Not Presently Met

7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.
   - Substantially Met
   - Partially Met
   - Not Presently Met

7.4 A planned and adequately funded program of building and site management ensures that the appropriate maintenance, repair, and cleanliness of the school plant.
   - Substantially Met
   - Partially Met
   - Not Presently Met

7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
   - Substantially Met
   - Partially Met
   - Not Presently Met

7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.
   - Substantially Met
   - Partially Met
   - Not Presently Met

7.7 The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
   - Not Substantially Met
   - Partially Met
   - Not Presently Met

7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
   - Not Substantially Met
   - Partially Met
   - Not Presently Met

7.9 The school’s accounts are independently audited annually.
   - Substantially Met
   - Partially Met
   - Not Presently Met
7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration.

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met ☐ Not Applicable

7.11 Terms of tuition and/or fees payment are clearly spelled out in the application, where applicable.

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.12 Any advertising and promotional literature is completely truthful and ethical.

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.13 Any advertising and promotional literature clearly states the purpose of the school’s program of instruction.

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met

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

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.15 Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met ☐ Not Applicable

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

☐ Substantially Met ☐ Partially Met ☐ Not Presently Met ☐ Not Applicable

Commendations: COMMENTS: The facilities at RPHS, considering the age of the building, are well-taken care of. The building clearly meets all the federal and state laws along with local fire, health and safety regulations (7.2). The building will undergo a major renovation next year, allowing for expansion and some up-dating (7.5). In light of this fact, the students, faculty and staff take great care of the building. The students seem to take great pride in keeping the building clean. Students, at lunch time, keep the cafeteria clean, and the hallways stayed clean the entire day of the Site Team's visit. The facility has reasonable lighting, heat, and access to all parts of the campus. Most classrooms provided adequate space to instruct effectively (7.1). Most equipment issues have been handled appropriately and items have been replaced when necessary (7.3). Appropriate budgeting allows for proper site management to ensure maintenance, repair, and cleanliness are a constant (7.4).

The budgeting process is handled appropriately, and moves from the classroom level up through the administration (7.6). Rex Putnam provides adequate resources for the education process (7.7). The school administrators and the office secretarial staff handle budgetary expenditures appropriately and follow reasonable and generally accepted accounting principles, including an annual audit (7.8 and 7.9). Fees and other expenses are clearly made known to students and families (7.10 and 7.11). All literature about the school's programs and activities are done in good taste, are truthful and are kept positive (7.12, 7.13, and 7.14). Tuition collection, when applicable, is done with sound and ethical business standards and protect the financial interests of the school (7.15). School administration has the ability to independently administer the school's discretionary budget when applicable (7.16). Staff expressed some minor concern about the ability to review their yearly budget expenses and balances instantly from the Lawson budget computer program provided by the District.
COMMENDATIONS:
1) RPHS is a warm and inviting school from a facilities standpoint and from a staff and student standpoint as well. Hallways and rooms are well lit and the temperature was warm and constant throughout the building. Students and staff welcomed the Site Visitation team, offered us direction and provided a lot of smiles.
2) Many of the Visitation Team witnessed staff and students picking up trash that was not theirs, to assist in keeping the school clean.
3) Safety plan, organization, and process is excellent. The plan is clear and the committee's commitment to school safety is supported by strong evidence.
4) Budgeting process allows for many stakeholders to be involved, which allows funds to go to where they are most needed. Administrators are as transparent as possible with the budgetary process, according to staff and teachers.

Recommendations: NO recommendations for Standard # 7 are offered at this time.
SCHOOL IMPROVEMENT STANDARD

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and should be measurable.

8. CULTURE OF CONTINUAL IMPROVEMENT

8.1 The school has developed and implemented a comprehensive school improvement plan that is reviewed and revised on an ongoing basis.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

8.2 Results of school improvement are identified, documented, used, and communicated to all stakeholders.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

8.3 The school improvement effort is externally validated on a periodic basis.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

8.5 The school improvement process provides an orderly system for:
   a. Selecting the most appropriate areas upon which to focus improvement efforts.
      - [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met
   b. Developing strategies that are designed to improve student performance.
      - [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met
   c. Implementing those strategies.
      - [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met
   d. Monitoring the process.
      - [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met
   e. Evaluating the process to ensure that success has been attained.
      - [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

8.6 The school improvement process is the result of a school self-evaluation that addresses the major recommendations for improvement as identified in the self-evaluation.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

8.7 The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met

8.8 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
- [x] Substantially Met  [ ] Partially Met  [ ] Not Presently Met
8.9 A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

8.10 The school improvement process involves a site-based council or advisory committee.

- [ ] Substantially Met
- [ ] Partially Met
- [ ] Not Presently Met

Commendations: COMMENTS: The high school has developed and implemented a comprehensive School Improvement Plan (SIP) consisting of four goals:

1) Core Academic Learning
2) Student Engagement
3) Stretch Learning
4) Personal Skills Development.

The staff demonstrated knowledge of the fore-mentioned plan by citing the four goals in the SIP and discussing how the site council played an integral part in the development of the goals.

The SIP is a "living document" that is referred to during staff development and which is reviewed regularly. The activities in the SIP are directly related to the achievement of the goals. Though there is a belief that the parents or community might not know specifically what the SIP is, the same groups would know what the school's goals and focus are.

Two to three times a month, the staff has professional development time to meet in self-selected groups to discuss school improvement goals. [Every Wednesday morning is a staff meeting/development time. The first Wednesday is reserved for general all-staff meeting (administrative driven) and the other 2-4 Wednesday mornings are either professional development time or Site Council discussion groups (Pyramids).] It seems the teachers have embedded goals into their teaching styles and in their delivery of instruction. References to success in future careers and areas of interest were made in three of the four classrooms most Site Visitation teams visited. Teachers emphasized the importance of academic rigor in order to be successful.

The school appears to be focused on meeting the needs of all learners, and by providing more opportunities for success. The focus on implementation of the International Baccalaureate (IB) program is another evidence of continual culture of improvement. Those who are directly, and indirectly, involved mentioned the positive impact this program would have on school climate and student success.

COMMENDATION: The positive and high energy demonstrated by staff and students regarding the school climate was contagious. The actions to improve the culture of learning are impressive, and should continue to provide further growth to the school.

Recommendations: NO recommendations for Standard # 8 are offered at this time.

Summary of Indicator Analysis

For any indicator marked by the Response Team as other than “Substantially Met,” the school should address the indicator in the next six-year cycle as an area that should be part of the School Improvement Plan. Progress in working towards full compliance should be reported separately as part of Standard Eight (8) “Culture of Continual Improvement” yearly on the annual report or as a separate addendum to the annual report.