



## **Accreditation Report**

**Northern Utah Academy for Math, Engineering,  
and Science (NUAMES)**

**No Ut Acad For Math Engineering & Science (nuames)**

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# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Description of the School

Northern Utah Academy for Math, Engineering, and Science (NUAMES) is a "target assisted" Title I early college high school serving 650 students from Davis, Weber, Morgan, Salt Lake, and Box Elder Counties. NUAMES has 44 "feeder" schools from which students come. NUAMES is located at 2750 N. University Park Blvd. in Layton, Utah (Weber State University, Davis Campus).

NUAMES had a high demand for admission. Consequently, in 2012 the principal and the board chair petitioned the Utah Charter Board and the Utah State Board of Education for and were granted approval to increase the student population cap over three years. Beginning with the 2013-2014 school year student population increased from 500 to 550. Currently our student population is 650, with an anticipated increase to 750 in the 2015-2016 school year. NUAMES has held a lottery for the past three years due to increased interest in attending our institution. The students who attend NUAMES adapt well to the rigorous university atmosphere. The Board of Trustees and the Community Council are heavily involved and provide valuable resources to ensure the success of the school. Close to one hundred percent of students leave NUAMES with some college credit. Many NUAMES students (73 out of 138 in 2014) graduate from high school with an Associate Degree. Over the past four years the average graduation rate has been over 98%. Fifty-one percent of NUAMES students met all four ACT Benchmarks in 2014 (over twice the state average of 25%). For the 2012-2013 school year NUAMES was ranked the number 2 high school in the "Grading Utah Schools" system and number 1 in the "Utah Comprehensive Assessment System." For the 2013-2014 school year NUAMES was ranked number 1 in both systems.

NUAMES currently has 30 teachers, 3 administrators, 2 counselors, 2 secretaries, 1 paraprofessional, and 1 part time IT person who is shared with Weber State University.

For the past two years the specific student demographics are:

October, 2013

Total Students:

548

Gender:

Male 56%

Female 44%

Race/Ethnicity:

American Indian: 0.73%

Asian: 2.37%

African American: 0.55%

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Hispanic: 10.22%

Multiple Race: 2.19%

Pacific Islander: 1.09%

White: 82.85%

October, 2014

Total Students:

650

Gender:

Male 56.2%

Female 43.8%

Race/Ethnicity:

American Indian: 0.46%

Asian: 2.12%

African American: 0.76%

Hispanic: 9.70%

Multiple Race: 2.28%

Pacific Islander: 0.91%

White: 83.76%

The major challenges NUAMES faces are space, expansion, and adapting to a growing population. Weber State University has been an ideal higher education partner and has been exceptional in accommodating our needs. Weber State has purchased a building in close proximity to the Davis Campus which they are renovating to help meet the needs of NUAMES. This new building is slated to be operational school year 2015-2016. The building will be used as a science and engineering center with labs specifically tailored to those disciplines.

Another challenge facing NUAMES is the idea of expanding our facilities to areas in Weber County, particularly in the Ogden area, to make it more convenient for those students to attend our school. We are also exploring expansion to the south in the Kaysville area.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

School's Purpose

The mission of Northern Utah Academy for Math, Engineering, and Science:

"Our mission is to be the school of choice for those seeking a rigorous and supportive early college experience on a university campus."

NUAMES' mission, although short, incorporates our vision, goals, core principles, values, beliefs, and statement of purpose. We believe that high school-age students have great potential for success. As our mission suggests, we are an early college high school (ECHS), and as such we are guided by five core principles, each of which is incorporated into the mission.

Early College High Schools are committed to serving students underrepresented in higher education. We actively recruit students from areas that typically are underrepresented in higher education. We train students on the expectations of a high performing school like NUAMES through classroom instruction, career and college readiness (CCR) meetings, assemblies, and conferences.

Students that are low performing are counseled by administrators and counselors at midterm and at the end of each term.

Parent involvement and support are important components of our teachers, administrators, and counselors' improvement efforts for low performing students.

Early College High Schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

We are data driven and there is an expectation that all teachers use data to improve their teaching and student performance.

Our local Board of Trustees and Community Council support innovation, school progress, and the effective administration of the school.

We have an excellent working relationship with our higher education partner (Weber State University).

Early College High Schools and their post-secondary partners jointly develop an integrated academic plan so all students will earn up to two years of transferable college credit leading to college completion. WSU and NUAMES have developed a relationship that is beneficial to all NUAMES students through concurrent enrollment classes. WSU and NUAMES have an agreement that early college students can attend WSU tuition free for two years after a one year residency at NUAMES. Opportunities exist for NUAMES students to achieve their Associate Degree by the time they graduate from high school.

Early College High Schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for post-secondary completion. WSU has two full-time academic advisors that work exclusively with NUAMES students. NUAMES counselors work closely with WSU academic advisors to ensure students are properly advised. Students are introduced to a "college-like" environment, both academically and behaviorally, that lead to virtually all students obtaining some college credit before graduating from high school.

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Early College High Schools and their postsecondary and community partners work together with intermediaries to advocate for supportive policies and conditions for the Early College High School movement. NUAMES' school environment supports students' ability to earn college credits while in high school. We share our student progress data with the Board of Trustees, Community Council, and all other stakeholders. The principal prepares and presents a "state of the school" report to the board annually.

The NUAMES Compact:

NUAMES has developed a compact between the students and the administration of the school. The compact consists of four promises from the school and four promises for which each student is responsible.

The four promises from the school are:

- 1) Small school environment: small classes and individualized attention.
- 2) Teaching excellence: all of our teachers are excellent teachers. Many are master teachers.
- 3) University partnership: we are on a college campus and we have high expectations for teachers and students.
- 4) Focus on STEM: we focus on science, technology, engineering, and math while also meeting state requirements for graduation from high school.

The four promises students commit to are:

- 1) Citizenship: being respectful to property and people.
- 2) College Readiness: preparing for college by studying, meeting deadlines, and achieving academic success.
- 3) Core Curriculum: meeting all the requirements for graduation in the State of Utah.
- 4) Communication: written and oral communication as well as professional presentation skills.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Notable Achievements and Areas of Improvement

Northern Utah Academy for Math, Engineering, and Science (NUAMES) is an early college STEM high school. Our partnership with our higher education institution, Weber State University, provides students with unique opportunities for achieving success. Academic successes include the amount of money awarded through scholarships, percentage of students receiving scholarships, graduation rates, percentage of students going into post-secondary education, standardized test scores, and grade point average. The following is a list of the school's achievements:

Scholarships:

Early college student scholarship amounts paid by NUAMES by year:

2009.....	\$149,000
2010.....	\$200,000
2011.....	\$280,000
2012.....	\$330,000
2013.....	\$360,000
2014.....	\$440,000

Percent of students receiving post-high school scholarships by year:

2011.....	68%
2012.....	72%
2013.....	73%
2014.....	80%

Total post-high school scholarship awards by year:

2011.....	\$893,000
2012.....	\$1,700,000
2013.....	\$2,100,000
2014.....	\$2,400,000

National Merit Scholarship recognized students by year:

2012	- 2 students
2013	- 2 students
2015	- 4 students

Graduation Rates:

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Percent of senior students graduating by year:

2011.....98%  
2012.....97%  
2013.....99%  
2014.....100%

Post-secondary education:

Percent of students entering college immediately after high school graduation by year:

2010.....62%  
2011.....66%  
2012.....59%  
2013.....44%

Percent of students entering college within two years following graduation by year:

2009.....55%  
2010.....76%  
2011.....82%  
2012.....64%

Recognition:

National recognition:

NUAMES has been reported in U.S. News and World Report as one of America's top high schools.

State of Utah recognition:

"Closing the Achievement Gap Award".....2009 and 2010

"High Performing School Award".....School year: 2011, 2012, 2013, 2014

"Top Ranked High School Overall in Utah".....School year: 2013, 2014

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Additional Achievement Information

Reasons that NUAMES is an Exceptional School:

NUAMES is a state funded public charter school, and like traditional high schools, accepts all students who apply. In the event that more students apply to enroll than our enrollment cap allows, we hold a lottery to choose the next year's incoming students at random.

Academically, NUAMES is one of the highest performing schools in the state of Utah. NUAMES has been ranked in the nation's top high schools by U.S. News and World Report. In the state of Utah we are ranked number 1 in the Utah Comprehensive Accountability System (UCAS) and number 2 in the Grading Utah Schools System (School year 2012-2013). Reports for school year 2013-2014 have NUAMES ranked number 1 in both ranking systems.

NUAMES Senior ACT scores are 16% higher than the Utah state average and 15% higher than the national average.

NUAMES traditionally outperforms other schools in the State of Utah and in the nation in every Project Lead the Way category offered. These categories include aerospace engineering, digital electronics, introduction to engineering, and principles of engineering.

NUAMES has small classes, averaging less than 22 students per class, with highly qualified and extremely supportive staff.

There are very few discipline issues at NUAMES.

NUAMES has several qualities that are unique to our school. We have an outstanding partnership with Weber State University. More than 85% of our sophomores earn university credit. Nearly all of our students earn university credit before they leave NUAMES. 54% of our seniors earned an Associate's Degree at no tuition cost to the student. All of our sophomores participate in an ACT prep course. We have one of the largest engineering programs in the State of Utah.

We moved into our new building on the Davis Campus of Weber State University in the fall of 2013. This allows us to have a very close and unique relationship with Weber State. This also allows our students to experience a university environment. In addition to the physical setting of the college campus, NUAMES students are able to utilize dedicated academic advisors through Weber State University to assist with the navigation of the Early College Experience. Weber State University provides a \$1000 tuition scholarship per semester per student for qualifying students. Weber State University and NUAMES have worked extremely collaborative with the design and utilization of building resources at our current campus. These are further evidences of the strong relationship NUAMES has with Weber State University.

NUAMES has participated in many state, national, and international competitions.

"Within year student transfer report" over the last four years averages 5.2% and is trending downward.

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### Proficiency Rates (CRT):

#### Percent Proficient, Language Arts:

2008.....92.9%  
2009.....97.7%  
2010.....99.1%  
2011.....99.1%  
2012.....99.6%  
2013.....98.8%

#### Percent Proficient, Mathematics:

2008.....58.2%  
2009.....14.1%  
2010.....48.6%  
2011.....65.3%  
2012.....74.6%  
2013.....76.7%

#### Percent Proficient, Science:

2008.....70.3%  
2009.....73.1%  
2010.....76.1%  
2011.....90.1%  
2012.....88.3%  
2013.....92.1%

### ACT Benchmarks:

#### Percent Meeting English Benchmark:

2008.....75.9%  
2009.....89.5%  
2010.....88.9%  
2011.....84.9%  
2012.....93.8%  
2013.....91.5%

#### Percent Meeting Reading Benchmark:

2008.....59.3%  
2009.....71.9%  
2010.....69.7%  
2011.....58.1%  
2012.....72.7%  
2013.....71.6%

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### Percent Meeting Mathematics Benchmark:

2008.....50.0%  
2009.....64.9%  
2010.....63.6%  
2011.....68.8%  
2012.....79.7%  
2013.....71.6%

### Percent Meeting Science Benchmark:

2008.....37.0%  
2009.....43.9%  
2010.....51.5%  
2011.....50.5%  
2012.....58.6%  
2013.....52.5%

### Graduation Rates:

#### Four-Year Cohort Graduation Rate:

2008.....74.0%  
2009.....84.6%  
2010.....82.8%  
2011.....89.7%  
2012.....90.7%  
2013.....97.7%

# Self Assessment

## Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

**Standard 1: Purpose and Direction**

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•The NUAMES Compact, which includes promises from the school and commitments from students, is the basis for success in Indicator 1.1. NUAMES strives to communicate these promises and expectations to all stakeholders and ensures that they are carried out. Results from this include participation in early college, scholarships, and a safe school located on a college campus.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•A culture of shared values and beliefs is fostered at NUAMES in several ways. The principal observes all teachers and meets with them on a quarterly basis for evaluative purposes. Portfolios are kept by all faculty and administration and are geared toward common educational goals. All students are welcomed at NUAMES and efforts are made so that learners of all abilities and backgrounds will succeed. This ensures an ideal experience for advanced students as well as those that struggle in school.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> <li>•On a regular basis, NUAMES administration holds professional development meetings. These trainings are often presented by teachers themselves. Examples of professional development are sharing technology, approaches to classroom management, and pedagogical strategies. One day a month is set aside for departmental collaboration. The administration is also constantly reviewing class offerings (especially AP and CE) in order to broaden opportunities as the need arises.</li> </ul>	Level 4

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**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Indicator 1.1 The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Expectations for student success at NUAMES are defined in the NUAMES mission and compact. NUAMES' mission is "to be the school of choice for those seeking a rigorous and supportive early college experience on a university campus." The NUAMES compact is an "agreement between NUAMES and its students" which consists of "four promises that NUAMES makes to its students and four principles to which NUAMES students commit." The four promises, called pillars, are as follows: small school environment, teaching excellence, university partnership and focus on STEM education. The four principles to which the students commit are: citizenship, college readiness, core curriculum and communication.

Ensuring that students and parents are well aware of the mission and compact is a priority for the administration and faculty at NUAMES. At each assembly, as well as at the monthly junior and senior seminars, the mission and compact are repeated and emphasized. Copies of the mission and compact are displayed in a conspicuous location in every classroom. Parents are also made aware and reminded of these as we recruit, at the incoming sophomore meeting (held on a Saturday in May), at our annual AP and CE (concurrent enrollment) meetings and whenever there is any kind of disciplinary issue.

In accordance with our pillars, we have a small school environment, teachers that excel in knowledge and pedagogical skills, we are located on the Weber State University Davis campus, and promote and require STEM classes beyond the requirements to graduate set forth by the state of Utah.

Success is also being seen in the four principles expected of the students. In regards to citizenship, NUAMES has not had a single physical fight in over three years and student behavior issues are infrequent. Though not all of our students participate in the early college program that we offer, we have 58% of our juniors and seniors (2014-2015 school year) participating. The number of graduates in 2014 that had associate's degrees was 74 which came out to 54% of all graduates. Scholarships that cover all tuition are awarded to qualifying students which give opportunities to those who may not be able to afford a college education otherwise. Money for scholarships in 2014 totaled \$2,471,523. Students work hard in the core curriculum classes and their success can be seen in the test scores. Finally, communication is the key to success and our students generally communicate well with teachers about their work and learning. Teachers encourage students to contact them in order to address concerns about the curriculum or anything else related to their classes. Teachers are also very effective in their communications with students and parents. Not only are areas of improvement and remediation consistently communicated, but positive feedback regarding student improvement and achievement is also relayed to parents.

In our self-assessment, we felt that some improvements could be made in regards to this indicator. The creation, implementation and communication of the mission and compact have been handled primarily by administrators and counselors and the teachers should probably play a more prominent role. Posting the mission and compact in each room has been a step in the right direction. The process for possible revisions and periodical reviews is not as clear to all stakeholders as it could be.

Indicator 1.2 The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

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The NUAMES administration has gone to great lengths to ensure that teachers share the vision of and are performing in accordance with the NUAMES mission and compact. The principal schedules a formal class observation for all teachers on a quarterly basis. Each of these includes a detailed evaluation sheet which the principal fills out. Within a couple of weeks, a meeting is scheduled with each individual teacher to go over the principal's observations and recommendations. Portfolios are required of all teachers, counselors and administrators. These portfolios include personal information, student and parent contact logs, classroom work examples and most importantly, data collected to show that learning of concepts required by each discipline's core curriculum are being learned by students. This is most frequently achieved through pretesting before the materials are taught followed by post-testing at the end of a number of units or at the end of the quarter. Portfolios are examined by the principal during his quarterly meetings with each individual teacher. These portfolios are an excellent way to get teachers "on the same page" in regards to the school's expectations of rigor and remediation for all students.

Despite the rigorous nature of the classes offered at NUAMES and the college atmosphere, students of all academic backgrounds are welcome and readily accepted. IEP and 504 accommodations are taken very seriously and communicated effectively and confidentially to all involved teachers and administrators. Students are never discouraged from attending based on need for special accommodations and NUAMES has taken steps to ensure success for all students. In addition to small class sizes (average of about 22 students per class), study skills and math lab classes are very effective for helping struggling students to get credit while getting the intervention that they need to stay on top of their classes, especially in core subjects that are so critical to their long term success. Annual CCR (career and college readiness) meetings are conducted by the counselors who meet with students and their parents to review academic progress as well as to advise and collaborate about students' future plans.

For students that come to NUAMES very well prepared, there are many options that enable them to have an optimal academic experience and to start earning college credit very early. ACT preparation classes are available to all sophomores to help prepare for college entrance. Concurrent enrollment classes are offered in chemistry, digital electronics, principles of engineering, introduction to engineering design, English, history and math (1030, 1040 and 1050-1060) for students that are ready for the challenge and opportunities that these classes offer. AP classes are also available starting sophomore year in biology, bio tech, calculus, English, European history, and psychology. The NUAMES' board and administration are constantly reviewing the AP and CE class offerings and adding to them as the opportunities arise.

Students who qualify academically to enter into the early college program on scholarship have their tuition paid by a combination of Weber State University and NUAMES. This unparalleled program has given many students who may have otherwise limited opportunities to attend college to earn considerable credit, up to an associate's degree (and at times even somewhat beyond) by the time they graduate from high school, without having to burden their families financially or take on student loans.

All seniors at NUAMES are expected to create a portfolio and present a capstone project at a special evening a few weeks before graduation. All seniors are assigned a mentor teacher that guides and encourages these students through this rewarding process. Presentations are done with families and friends of the students in attendance to see the growth of these amazing seniors. Capstone nights highlight what NUAMES is all about: student achievement, creativity, and confidence.

Indicator 1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

The administration at NUAMES is constantly encouraging and providing opportunities for teacher improvement. All NUAMES teachers and administrators have a monthly professional development meeting where training is given on a wide variety of topics such as technology, student/teacher boundaries, IEP/504 students, classroom management, suicide prevention and many more. The administration is very aware of the successes that teachers are having as they implement various strategies and individual staff members are often invited to perform training sessions to not only instruct the faculty, but to share success stories. These faculty-run training sessions are especially effective

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because teachers know each other and are all working with the same basic student population as the presenter. Recent examples of such training include parent/teacher communication by Diana Bass (history), Canvas training by Nevelyn Headrick (engineering), Google docs and forms training by Aaron Hutchison (math) and Bryan Rudes (engineering), class website training by Chris Grijalva (engineering) and Quizlet training by Alan Baggaley (Spanish).

Each third Thursday is teacher collaboration day. School lets out earlier than normal so that departments can get together to collaborate. Such collaboration enables teachers to work on common goals and assessments and to share with their colleagues what is and is not working in their classrooms. This process helps foster continuous improvement and is key to student success.

The portfolios discussed in indicator 1.2 have very specific requirements that require teachers to provide data showing student improvement and other information that the principal reviews on a quarterly basis. Teachers are also required to contact students and parents about concerns and to keep a log of these contacts. Communication is critical for the success of students.

The administration is constantly looking at different offerings for AP and CE classes based on the needs of the school. Many classes have been added over the last several years.

Twice a year, the principal at NUAMES delivers a "State of the School" address to the entire faculty showing data-driven results that indicate the direction of the school and where improvements can be made.

**Standard 2: Governance and Leadership**

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•The Board has given the task of significant student achievement to the administration and has also given autonomy to the administration to run the school. Student achievement has been increasing over the past five years to sustain favorable state-wide high school rankings. We hire people who fit into our model at NUAMES. There is no tenure because we are an "at-will" employer. Student academic progress is our main focus and high standards of performance are expected of employees and students.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•The Board of Trustees operates and functions effectively. Meetings are noticed in the appropriate timeframe and are open to the public. The Board has been trained in its responsibilities and individual members comply with the laws and regulations. Systematic trainings are held as required by law. The Board functions as a cohesive unit with little turnover of members.</li> </ul>	Level 3

# Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•The administration carries out the will of the Board of Trustees who establishes rules and policies based on our mission to be the school of choice for those seeking a rigorous and supportive early college experience on a university campus. The Board exemplifies "How well, not how will" as its operating standard.</li> </ul>	Level 4

# Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Teachers are formally evaluated once each term and meet individually with the principal to determine the teacher's effectiveness. Effectiveness is determined by using the Utah teacher evaluation standards. The teacher is also responsible for their students' progress data. During the evaluation meeting possible "next steps" to ensure successful student achievement are discussed. Teachers are given 2 ½ hours of formal collaboration time and two hours of professional development time per month.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Communication plan</li> <li>•All stakeholders and prospective new students are invited to our open house recruitment meetings where the mission and compact are clearly explained. Parents are invited to CCRs with counselors and parent meetings are scheduled regarding topics such as suicide prevention. Parents receive weekly email announcements regarding important opportunities and deadlines.</li> </ul>	Level 4

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li><li>•The Principal attended an informative leadership training opportunity in 2013. He meets each term in a formal evaluation with each teacher. Goals and student achievement data are reviewed with a bonus awarded for above and beyond performance. The STEM grant we received should provide some significant improvements in this area because we will have access to a company called Edivation. They provide videos on teaching techniques and methods and a way for the principal to recommend specific media.</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The administration carries out the will of the Board of Trustees who establishes rules and policies based on our mission to be the school of choice for those seeking a rigorous and supportive early college experience on a university campus.

The Board of Trustees has given the task of significant student achievement to the administration. The Board has also given autonomy to the administration to run the school. Student achievement has been increasing over the past five years to sustain favorable state-wide high school rankings. The Board has been very supportive in accepting our recommendations when the administration hires new people. We hire people who fit into our model at NUAMES. New recruits are told that there is no tenure because we are an "at-will" employer. They are also informed that student academic progress is our main focus and that high standards of performance are expected of all employees and students.

Teachers at NUAMES are formally evaluated once each term and meet individually with the principal to determine the teacher's

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

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effectiveness. Effectiveness is determined by using the Utah teacher evaluation standards. The teacher is also responsible for their students' progress data. This data is presented to the principal during the evaluation meeting to discuss possible "next steps" to ensure successful student achievement. NUAMES has offered a significant monetary bonus for each staff member for each of the four terms if goals, student progress, and "going above and beyond" are satisfactory. Each new teacher is given a mentor teacher to help guide them in the day-to-day workings of the school and their progress as a classroom teacher. Every new teacher meets monthly with other new teachers and their mentors in a group meeting to discuss teacher improvement. Teachers are given two and one-half hours of formal collaboration time and two hours of professional development time per month.

"D & F" students are brought into the office, in about a 1-week period of time around midterm and the end of the term, in an attempt to help them be successful. Counselors and administrators consult with students individually. Progress toward graduation is reviewed. Success plans are developed and discussed which include study skills, math labs, and additional supports. Students who make significant improvements or are outstanding are also recognized during the same time so that no other student knows why they are being called from class. As part of this recognition NUAMES has a Student of the Quarter program. These students are recognized for outstanding performance, improvement, and/or citizenship.

Math and reading tests are given to all students when they enter so that we can be more accurate in placing them in the correct classes. This has helped our students be more successful academically.

Improving the evaluation process by making it more technology oriented. The principal is looking for better and more efficient ways to do observations and evaluations. The STEM grant we received should provide some significant improvements in this area because we will have access to a company called Edivation. Edivation specializes in professional development but has included the use of technology to improve efficiency. They provide videos on teaching techniques and methods for our teachers and a way for the principal to recommend specific videos and other media to teachers with specific needs.

With our growth we will need to evaluate our counselor situation and possibly hire an additional counselor. If our cap of 750 is reached for the fall of 2015 that will put our counselors at 375 each. To stay in accordance with the small school environment that our school has, we will need to hire the additional counselor.

Since NUAMES began its first lottery in 2012 it has had one every year since. In 2012, as a result of the increase in public demand to come to NUAMES, the Board and administration went to the Utah State Charter Board to request an increase in our student cap from 500 students to 750 students over a 3 year period. The Charter Board approved the request and sent it on to the Utah State Board of Education for final approval which they granted. NUAMES is currently in the second year of the increase with a student population of 650. We anticipate that we will have another lottery for the 2015 fall enrollment to meet the 750 student population.

**Standard 3: Teaching and Assessing for Learning**

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Graduate follow-up surveys</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•All engineering classes offered at NUAMES are "Project Lead the Way" PLTW. Also, NUAMES offers placement tests for math and reading. Many of the classes offered at NUAMES are concurrent enrollment or AP. These classes prepare students and parents for college expectations and college readiness. In addition many support programs are offered at the school. Examples include ACT prep classes, junior and senior seminars, as well as, study skills.</li> </ul>	Level 3

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Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"><li>•A description of the systematic review process for curriculum, instruction, and assessment</li><li>•Common assessments</li><li>•Surveys results</li><li>•Lesson plans aligned to the curriculum</li><li>•As a means of systematically assessing and adjusting professional practices, all teachers are required to keep a professional portfolio. All teachers at the school are given 4 formal evaluations a year. These evaluations are used to evaluate and assess teacher effectiveness, classroom management, and content knowledge. For these evaluations teachers are given a clear set of guidelines for what is expected. Teachers systematically show data from pre and post-tests when meeting with the principal.</li></ul>	Level 3

# Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•The school asks for parental and student feedback form surveys. Teachers are expected to remediate for students when they do not perform well on tests. Teachers often reteach material when data indicates content was not mastered. All graduating seniors are expected to complete a "senior capstone" as well as keep a professional portfolio. The school schedules professional development meetings once a month for teachers to collaborate and align curriculum.</li> </ul>	Level 4

# Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Curriculum maps</li><li>•Supervision and evaluation procedures</li><li>•Peer or mentoring opportunities and interactions</li><li>•Recognition of teachers with regard to these practices</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li><li>•All faculty and staff at the school are required to keep a professional portfolio. All teachers are supported by the administration. All teachers at the school are given four formal evaluations a year. These evaluations are used to evaluate and assess teacher effectiveness, classroom management, and content knowledge. The school has a very clear mission statement and four pillars to guide and improve instructional practices.</li></ul>	Level 4

# Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•Staff collaboration is encouraged and supported by the administration. Most months one evening and one half day are set aside for collaboration. The monthly staff development meetings supply instruction from colleagues on topics like building partnerships with parents, integrating technology into classrooms, and promoting active participation. NUAMES also has a formal peer coaching program for the new teachers. Departments with multiple teachers coordinate their testing and curriculum content.</li> </ul>	Level 3

**Accreditation Report**

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Survey results</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li><li>•All teachers use multiple forms of assessments. Bell quizzes and formative quizzes are used in all departments. Both provide immediate student feedback. With summative assessments feedback time varies from immediate to a few days. For the Project Lead the Way the objectives are always on the PowerPoints and exemplars of projects are used. Administration has placed an emphasis on reflection and our math teachers will meet with the state after taking third in state on the Sage Test.</li></ul>	Level 3

# Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"><li>•Records of meetings and walk thrus/feedback sessions</li><li>•Survey results</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li><li>•The school has a formal mentoring program for all new teachers. Mentor meetings occur once a month. Administration encourages teachers to visit other classrooms. NUAMES has a policy of four evaluations per year. The mentor program, consistent quizzes, and formative and summative tests support this indicator. Part of our quarterly review process is to review student progress data to date. Data on pretesting, post testing and summative testing is presented and kept in a portfolio.</li></ul>	Level 3

**Accreditation Report**

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parents are engaged through the Capstone projects, weekly emails for upcoming events, annual CCR and biannual parent teacher conferences. An annual meeting is scheduled to inform parents about the CE and AP programs. The Social Studies Department has a Lay Reader Program where parents are taught to work with their students on essay writing. All parents and students have access to their grades, 75% of the faculty members have websites, and two teachers send out newsletters to parents.</li> </ul>	Level 3

**Accreditation Report**

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"><li>•List of students matched to adult advocate</li><li>•Curriculum and activities of formal adult advocate structure</li><li>•Master schedule with time for formal adult advocate structure</li><li>•Our small size helps us impact our students. Teachers are available before and after school, during lunch, and via school email. Teachers regularly contact parents about their child's progress. Students are also fully supported by counselors and administration: all students have CCR conferences, seniors have capstone project advisors, and students with D's and F's meet with an administrator each term. Many fear that this small-school environment may be lost if the school continues to grow.</li></ul>	Level 4

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Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Departments do not believe all teachers consistently use common grading policies that are implemented without fail across all grade levels and all courses. Nor are such procedures formally evaluated. Some departments are further ahead on using common policies, procedures, and grading cut-offs. While we have regularly-scheduled collaboration days to help us align our instruction, frequently the collaboration days are preempted for other projects or trainings, which is a cause of concern.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Survey results</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•All teachers are involved in ongoing professional learning and have quarterly observations and feedback from the principal. Teachers keep professional portfolios and receive bonuses based upon teaching, use of data, and extracurricular efforts. Faculty members participate in training both inside and outside the school, including department collaboration days. Some teachers would like to see more opportunities to learn from their colleagues by being more proximally located to each other.</li> </ul>	Level 4

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•Survey results</li><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li><li>•We have many "safety nets" in place to help students: math labs, study skills classes, and placement tests for math, foreign language, and reading. Parents are contacted on a regular basis regarding student concerns. Students with special needs in regular classes are supported with 504 accommodations, flexible deadlines, and reminders. AP and CE classes, along with early college opportunities, help our high-achieving students succeed.</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Standard 3: Teaching and Assessing for Learning. The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Teaching and assessing for learning at NUAMES is multi-faceted and varied. All students at the school must complete at least two years of Engineering, the engineering department uses the Project Lead the Way "PLTW" curriculum. This curriculum is standardized nationwide and in practice at almost all schools in the nation In addition, many of the departments in the school use common assessments in an attempt to align the teaching goals of each department and show assessment data and department progress from teacher to teacher within the each department.

The school also offers many support programs and learning opportunities for students. For example the school offers programs such as ACT prep classes that is available to all incoming sophomores, as a result the schools ACT scores have improved greatly for both the incoming sophomores and the returning juniors. Another program that the school offers is Math labs for students that are struggling in math. This

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Northern Utah Academy for Math, Engineering, and Science (NUAMES)

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program is available to all students, but is usually given on an as needed basis as the counseling department sees fit. Furthermore, there are a host of AP classes offered at the school to insure there are sufficient opportunities to develop learning. Currently there are five AP classes offered and that number continues to grow every year. Next year there will potentially be more AP classes. Also, the school is an early college high school, and approximately half the students will be taking university classes at Weber State University while still taking high school classes at NUAMES. The early college program is well advertised to all incoming students and heavily encouraged to all qualified students, as a result NUAMES saw students graduate with an associate's degree before graduating high school.

Another focus of NUAMES is to assure challenging learning experiences and life skills that lead to success at the next level is the Concurrent enrollment "CE" program. A CE class is a class where a student can potentially earn college credit for a high school class that would normally have to take. Currently NUAMES offers number of CE classes and slated to offer many more in the coming years. Also, something that is unique to NUAMES is that we are the only school in the state that can offer CE classes to sophomores, as well juniors and senior. All the other schools in the state can only offer CE classes to juniors and seniors.

Indicator 3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Many of the teachers in various departments give pre-tests prior to a lesson and then give post-tests after a lesson. This is done so teachers can adjust curriculum and instruction in response to the results of the pre-tests and post-test differences. In addition, all end of level test data, from all departments is collected and made available to all teachers and administrators. This data is analyzed, discussed, and used to systematically help guide the school to what changes should be made to curriculum and instruction.

Another means of systematically examining professional practice, and adjusting curriculum and instruction is the administration's policies for teacher evaluations. Unlike other schools NUAMES requires all teachers to have a formal evaluation every quarter of the school year. As part of these evaluations, there if a formal rubric used by the principle of the school to evaluate and assess teacher effectiveness in giving instruction, classroom management, and content knowledge, among other things. Furthermore, there are multiple parts to the evaluations. The first part is a classroom observation that is used in conjunction with the rubric. For These observations the principle will visit a classroom while the teacher is giving a lesson and assess the quality of the lesson based on a set of standards. The second is that every teacher is expected to have a set of "Goals". These goals are created by each teacher and are based on some aspects of the teaching process that the teacher thinks he or she needs to improve on. These goals and how they are being achieved is then discussed with the principle.

As means of systematically assessing and adjusting professional practices all of the faculty and staff at the school are required to keep a "Professional Portfolio". These portfolios are used as an additional facet of the formal evaluation that is mentioned above. Faculty and staff are given clear sets of guidelines for what should be put in the portfolios, and what they should be used for. One of the items that NUAMES requires be put in the portfolios is individual teacher assessment data. This requires that every teach collect personal classroom data that is then collected and analyzed and added to the portfolio, then later presented to principle as part of the evaluation process.

In addition to the above mentioned items the NUAMES administration schedules monthly formalized collaboration meetings. These collaboration meetings are used for individual department members to get together for the purpose of aligning curriculum within the department, assuring similar instruction and curriculum content are being presented and discussing various assessment practices as well assessment outcomes and instructional shifts needed based on the assessment outcomes.

Indicator 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

NUAMES is very successful in requiring student collaboration, self-reflection and the development of critical thinking skills. We consistently

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test concepts and assess our student's performance with essays exams and reflections. Teachers, school wide, reteach on a regular basis if assessment results deem it necessary. All of the teachers at the school are available at least 30 minutes before school starts and at least 30 minutes after school, with many of teachers being available to school much longer. Many teachers make themselves available to students during the lunch hour.

IN addition, a very important and frequently utilized strategy that teachers use to ensure achievement of learning expectations is interdepartmental collaboration. Once a month the school schedules a half day for teachers to talk and align curriculum. Also, many of the departments use common assessments so that teachers and administrators can gauge how students are doing not only from classroom to classroom, but also throughout departments.

Furthermore, the school asks for parental and student feedback from surveys as well as formal teacher evaluations from Weber State University for teachers that teach concurrent enrollment. Teachers are instructed to remediate for students when they do not perform well on tests. Also, teachers reteach materials when data indicates that students did not master the content. Many of the departments at NUAMES use a technology based curriculum. For example, all of the engineering classes taught are "Project Lead the Way" PLTW and are all technology based.

Another program that NUAMES implements to engages students to ensure achievement of learning expectations is the capstone program. This program requires all graduating seniors to complete a "capstone" project in order to graduate. This requires the seniors to do some sort of academic project, create a presentation and present it to the school body, fill out an exit senior exit survey, write a reflection report, and finally create a professional "Portfolio". The portfolio is really stressed in this project to be professional, to be a resource for future endeavors, and be something that the students will continue to work on during their academic careers.

Active participation strategies are used throughout the school. Examples include, white boards, student response systems, web scavenger hunts, and debates. In addition, the engineering, science, as well as a few other departments use many simulators along with a variety of state of the art software programs to assure achievement of learning expectations.

Indicator 3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

As means of improving instructional practices and ensuring student success all of the faculty and staff at the school are required to keep a "Professional Portfolio". These portfolios are used as an additional facet of the formal evaluation that is mentioned above. Faculty and staff are given clear sets of guidelines for what should be put in the portfolios, and what they should be used for. One of the items that NUAMES requires be put in the portfolios is individual teacher assessment data. This requires that every teach collect personal classroom data that is then collected and analyzed and added to the portfolio, then later presented to principle as part of the evaluation process.

In addition, another means of systematically examining professional practice, and adjusting curriculum and instruction is the administration's policies for teacher evaluations. Unlike other schools NUAMES requires all teachers to have a formal evaluation every quarter of the school year. A major part of these evaluations is a formal rubric used by the principle of the school to evaluate and assess teacher effectiveness in giving instruction, classroom management, and content knowledge, among other things. Furthermore, there are multiple parts to the evaluations. The first part is a classroom observation that is used in conjunction with the rubric. For These observations the principle will visit a classroom while the teacher is giving a lesson and assess the quality of the lesson based on a set of standards. The second is that every teacher is expected to have a set of "Goals". These goals are created by each teacher and are based on some aspects of the teaching process that the teacher thinks he or she needs to improve on. These goals and how they are being achieved is then discussed with the principle.

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To be able to maximize student success it is important to have a set of standards or promises that are continually referred to as the school year progresses. At NUAMES we have our four "Pillars" for this purpose. The NUAMES pillars are:

1. Teaching Excellence
2. Focus on STEM
3. Small School Environment
4. University Partnership

These four pillars are an important way for NUAMES to self-assess and to ensure we are achieving this indicator.

In addition to the quarterly formal observations mentioned above and in indicator 3.2 there are also frequent informal observations done by all members of the administration to help ensure student success. Also, NUAMES offers a mentoring program for new incoming teachers wherein new teachers and their mentors meet monthly to improve instructional practice.

Indicator 3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

Collaboration for the staff is encouraged and strongly supported by the NUAMES administration. Most months we have two meetings and one afternoon set aside solely for collaboration. The monthly staff development meetings supply instruction from colleagues on topics like building partnerships with parents, ways to integrate technology in classrooms, ideas for promoting active participation, and more. NUAMES also has a formal peer coaching program for the new teachers.

Departments with multiple teachers teaching the same subject, such as Biology, Engineering, Spanish, and Social Studies, coordinate their testing and curriculum content. This is usually done on collaboration day or informally when all of the teachers are in the same area of the campus, such as the biology department.

Collaboration across content areas and different grades occurs less often, but still is encouraged. The administration is very supportive of projects across subject and grade lines.

Indicator 3.6 Teachers implement the school's instructional process in support of student learning.

All teachers use multiple forms of assessments. Bell quizzes and formative quizzes are used in all departments. Both provide immediate student feedback. With summative assessments feedback time varies from immediate to a few days. For the Project Lead The Way the objectives are always on the PowerPoints and exemplars of projects are used.

Administration has placed an emphasis on reflection and our math teachers will meet with the state after taking third in state on the Sage Test.

Indicator 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

The school has a formal mentoring program for all new teachers. Teacher Mentor/ mentee meetings occur once a month. Administration does encourage teachers to visit other classrooms. We also have a policy of four evaluations and post evaluation meetings per year. We believe that the mentor program, consistent quizzes, and formative and summative quizzes/tests supports this indicator. Part of our quarterly review process is to review student progress data to date. Data on pretesting, post testing and summative testing is presented and kept in a Portfolio.

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Indicator 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

NUAMES has instituted a Capstone Project for all seniors. All of the senior projects are presented on Capstone Night and the parents are encouraged to attend. Ms. Hefner provides a weekly email of all upcoming events. We hold two Parent teacher conferences per year. There is also an evening meeting to explain to the parents the Concurrent Enrollment and Advanced Placement programs. The Robotics programs hold many meetings to inform the parents on their program. We also have a Lay Reader Program in the Social Studies Department wherein parents are taught to work with their students on essay writing.

All parents and students have access to their grades. 75% of the faculty members have websites and two teachers send out newsletters to parents.

Every student has two College and Career Reviews with their counselor per school year. The admin holds talks with the underperforming students. Counselors constantly meet with students (in addition to CCRs).

Indicator 3.9. The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

All departments believe that students have strong relationships with more than one adult at the school. Faculty members strongly believe that because of our smaller class sizes (which is part of our charter), we have a chance to significantly know and impact our students. Likewise, teachers and departments unanimously express concern that this small-school environment, which is one of the key factors that makes NUAMES exceptional, may be lost if the school continues to grow. We find it ironic that because of our success and growth, our ability to continue to succeed may be put in jeopardy. Several teachers who have worked before in traditional public schools have pointed out how much easier it is to establish and maintain meaningful contact with students in classes that are about half the size of many of those in the surrounding schools.

As the school is currently set up, teachers make themselves available before and after school and sometimes even work with students during lunch. Teachers frequently and regularly email parents and guardians (and in some cases telephone them) to update them about their students' progress and classroom concerns. Additionally, two parent-teacher conferences are held each year. Most teachers run a club, and the clubs are so diverse that almost every student belongs to at least one.

In addition, students are fully supported by counselors and administration. Every student must have a CCR conference with his or her counselor. In addition, seniors work on their capstone projects with at least one, but often more than one, mentor. Students with D's & F's are called in each term to discuss their situation and plans for improvement with administrators. Students with special education needs are supported by the use of 504 plans, study skills classes, and math labs.

Indicator 3.10. Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Departments do not believe all teachers "consistently" use common grading policies that are implemented "without fail" across "all" grade levels and "all" courses. We also do not believe such procedures are "formally" evaluated. This seems a very high bar to meet--and while we are striving to meet it, some departments are further ahead than others. One department points out that whether or not the whole school can have a common grading scale across the board is a "matter of debate." They mention that with "CE classes having to take on the

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requirements of the universities with which they are affiliated, it is unreasonable to expect this to be a school-wide policy." The engineering and biology departments have common assessments within departments, along with common course description and course disclosures. They also have Project Lead the Way (PLTW) for their students. The math, social studies, and English departments are making progress on common policies, procedures, and grading cut-offs. While these departments have common assessments in place, they have not been uniformly used or scored. Again, teachers are working and collaborating to make this more effective. While we have regularly-scheduled collaboration days to help us align our instruction, frequently the collaboration days are pre-empted for other projects or trainings, which is a cause of concern.

The English department has recently created a common vocabulary list which all teachers have agreed to teach in their classes. This list will be formalized by the end of this year and ready to fully implement next year when we bring a new English teacher on board. All departments have also recently gained access to [utahcompose.com](http://utahcompose.com). This is an online writing program which uses computer scoring and which help standardize the grading of student writing. Many teachers across the school have used this program, and all teachers in the English department have used this program as of this writing.

Indicator 3.11. All staff members participate in a continuous program of professional learning.

We believe that our entire school--teachers, counselors, and administration--is involved in ongoing professional learning. All teachers have detailed, quarterly observations along with feedback from the principal. The form Mr. Stokes uses has been adapted from a tool developed by the state and is very detailed. We believe the feedback is consistent among teachers and is also rigorous. Faculty members keep extensive professional portfolios and receive bonuses based upon our teaching, use of data, and extracurricular efforts. All teachers collect data on student performance and use it to direct their teaching and re-teaching efforts. Student performance is important to and considered part of a teacher's evaluation process.

Faculty members have opportunities to participate in training outside the school during the summer and also during the year. For example, this year all of the teachers in the English department will be participating in the Utah State Office of Education's 2015 SAGE Essay Rangefinding workshop. Attendance will help ensure that we are up-to-date on the latest information and training regarding the effective teaching of writing.

Faculty members also have regularly-scheduled professional development and department collaboration days (see concern under indicator 3.10 about collaboration meetings sometimes being pre-empted for other school business). Some departments are better than others at collaborating professionally. The biology department meets once a week to collaborate--which is greatly helped by the proximity of the teachers in the department. Some teachers would like to see more opportunities to learn from their colleagues by being more proximally located to each other. The professional development is often by NUAMES' teachers themselves who understand the student population and other school dynamics. Several departments agreed that the school has made outstanding progress in this area compared to the early years of the school's existence.

3.12. The School provides and coordinates learning support services to meet the unique learning needs of students.

We have a fairly high percentage of special-needs students when compared to our total population, and as a result have set up many "safety nets" to help these students succeed. We have math labs to help struggling students in addition to study skills classes which offer individualized attention to special-needs students. Students have 504s and faculty members are aware of their needs and accommodations. Parents receive emails/phone calls on a regular basis from the various departments regarding student concerns. Some teachers have held lunchtime reviews. Students with special needs in regular classes are highly supported with special deadlines and reminders. Placement tests for math and foreign language help incoming students to be placed in the proper level. In addition, the Scholastic Reading Inventory

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(SRI) helped analyze the reading levels of all incoming 10th graders this year. ELL testing also helps pinpoint a student's language needs. AP and CE classes, along with early college opportunities, helps our high-achieving students succeed. The SAGE testing results and data would indicate that we are succeeding in this area.

In the classroom itself, many teachers offer remediation such as test retakes and study sessions to accommodate students whose learning may take a little more time. Some teachers send home email reminders to parents about upcoming study sessions. Study sessions are held before school, after school, and during lunch by all departments. Teachers use a wide variety of teaching strategies to cover different learning styles, but we believe that more training in learning styles, multiple intelligences, and personality type indicators would be a welcome addition to strengthen our teaching in this regard.

Although IEPs are recorded, some believe that more training in IEP accommodations and autism is needed. Also, some teachers believe that we still don't have enough support for students who need accommodations.

**Standard 4: Resources and Support Systems**

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	<p>Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.</p>	<p>Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.</p>	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Highly-qualified teachers with advanced degrees are hired. NUAMES has a low turnover rate for teachers and staff. There are enough teachers to maintain the small classes promised in the school pillars. The IT Specialist attends to needs in a timely manner. Additional teachers have been hired in math, foreign language, social studies, science, and language arts to meet the demands of a growing school. NUAMES needs additional help in the front office and in study skills classes.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•NUAMES uses CET funds and all PLTW equipment is paid for. Teacher requests to attend conferences are granted. Faculty and staff receive quarterly bonuses for exemplary performance. Every classroom has projectors, a work station, and every teacher has a laptop. Requests for books are promptly met. Instructional time is carefully guarded-- assemblies and interruptions are minimal. Early out teacher collaboration days fall disproportionately on "B" days and make consistent instruction difficult.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•The bulk of NUAMES' courses are held in new, well-maintained rooms. The administration enforces a strict vandalism policy. School leaders communicate clear guidelines about proper treatment of facilities. The school has a lucid and rehearsed fire drill. School emergencies such as lock-down scenarios require further attention. Teachers in the portables do not have a way to lock their classrooms from the inside, and restroom facilities for the portables are inadequate for the numbers using them.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Students and teachers can access the internet, WSU electronic media, and higher education journals. Faculty are trained on Canvas, Excel, Quizlet, and Google Docs. Reasonable requests for software and hardware upgrades are met. NUAMES hosts workshops for students to promote computer literacy. The school has multiple computer labs and the School Community Council offers funding for technology like student response systems. The IT specialist integrates technology in a timely way.</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Survey results</li><li>•Policies relative to technology use</li><li>•NUAMES added four computer labs in the last two years. The Engineering Department has the latest software, and our students have access to all Weber State University computer labs. Projectors, document cameras, and sound systems are in good condition.</li></ul> The school needs a formal technology plan and protocol for assessing technology needs. The grading program can be clunky, and some faculty would like the ability to update their own computers.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•NUAMES offers study skills classes. Math labs and ACT Prep courses are supplied. Students enroll in a plethora of AP and CE courses.</li> <li>NUAMES employs two full-time counselors. Every student participates in at least one CCR per year and monthly skill-building seminars. With a growing student population, an additional counselor is needed. We have a part-time Special Education Teacher and zero tolerance for bullying. Ramps are supplied for those in need, and clubs meet diverse student interests.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Every graduate is required to complete a portfolio with a resume, awards, and reference letters. Math placement tests ensure proper placement of students. All sophomores take Scholastic Reading Inventories. Early-college counselors work with students and we partner with the DATC. The administration shows parents and students school data from standardized tests such as the SAGE and ACT. Students with "Ds" or "Fs" meet with the administration every quarter to develop a plan for success.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Indicator 4.1 Qualified Professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and educational program.

Highly-qualified teachers are hired and retained. NUAMES has a low turnover rate for teachers and support staff. There are enough teachers on staff to maintain the small classes promised in the school pillars. Technology needs are attended to in a timely manner by the IT Specialist. Additional teachers have been hired in math, foreign language, social studies, science, and language arts to meet the demands of a growing school. NUAMES needs additional help in the front office and in study skills classes.

Indicator 4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

The school is managed in a fiscally responsible way. NUAMES uses CET funds and all PLTW equipment is paid for. Teacher requests to attend conferences are granted. Faculty and staff receive quarterly bonuses for exemplary performance.

Every classroom has projectors, a work station, and every teacher has a lap top. Department requests for books are met in a timely manner.

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Some departments, such as social studies, could use textbooks for every student rather than a classroom set that is only available during school hours.

Instructional time is carefully guarded as assemblies and interruptions are held to a minimum.

Early out days for professional development can cause disruption as they are sometimes scheduled at mid and end of term intervals when time is needed to mentor students. Early out days fall disproportionately on "B" days and make it difficult to maintain consistent instruction between block-scheduled classes.

Indicator 4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff

The Weber State Buildings in which the bulk of NUAMES course offerings are held are new and well maintained by a full janitorial staff. The NUAMES administration has a strictly enforced vandalism policy where students are held accountable for destroying school property. The students have clear guidelines about proper treatment of facilities. The school has a well-defined and practiced fire drill process.

Some school emergencies such as lock-down scenarios require further clarification. Teachers in the portables do not have a way to lock their classrooms from the inside and restroom facilities for the portables are inadequate for the number of teachers and students using them.

When concerns over the cleanliness of a classroom arise, the head Secretary is a point of contact for janitorial staff. However, janitorial responses are not always timely.

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.

Faculty and staff at NUAMES have access (via the internet) to YouTube, Facebook, and the Pioneer Web search program. Students and teachers can access Weber State University electronic media (library); there is a Media specialist in the library, and information resources from higher education journals are available to all students who have a Weber State ID card.

Faculty and staff are thoroughly trained on various technology tools such as Canvas, Excel, Quizlet, and Google Docs. Reasonable requests for soft and hardware upgrades are granted. NUAMES offers workshops to help students prepare for computer literacy tests that are an essential component of the early college program offered through NUAMES and Weber State University.

The school has multiple computer labs making technology-related instruction accessible to every department. The School Community Council offers funding for school technology needs such as student response systems and laser pointers for Power Point and Prezi presentations. The IT specialist working for NUAMES handles concerns and technology integration in a timely and professional manner.

Students would benefit from the addition of a monitored computer lab before and after school hours. The ability of NUAMES to have its own library with sets of novels used in the English Department is recommended.

Indicator 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs

NUAMES added two new computer labs for the 2014-2015 academic year and two new labs for the 2013-2014 school year. Teachers receive new lap tops, on average, every three years. The Engineering Department has the latest software and our students have access to all Weber State University computer labs. Projectors, document cameras, and sound systems are in good condition.

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It is suggested that the school adopt a concrete technology plan and formal protocol for assessing technology needs. The grading program adopted by the school, Encore, can be clunky and teachers have lost data on the program after original submission. There are functionality concerns with the school e-mail system with instances where e-mail are not sent or received. Some faculty and staff would like the ability to update their own computers rather than wait for the IT Specialist to do this for them.

Indicator 4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.

NUAMES offers study skills classes for students who need help staying current with their assignments. Math labs are offered for all students and sophomores are enrolled in ACT Prep courses for a semester. A plethora of Advanced Placement and Concurrent Enrollment courses are offered, thereby meeting the diverse interests and needs of our student body.

NUAMES employs two full-time counselors. With the growing student population at the school, an additional counselor is recommended. We have a part-time Special Education Teacher on staff, and we promote a "Zero Tolerance for Bullying" policy. We have not had a single incidence of bullying reported in the last two years. NUAMES supplies a safe environment for students by supporting a Gay-Straight Alliance Club, facilitating student efforts to raise money for a fellow student's kidney transplant, and honoring student requests to form clubs such as the Debate and Choir clubs.

Teachers are required to track student progress through performance data each quarter to receive their quarterly bonus. Every student participates in at least one CCR with a parent or guardian and counselor once a year. The counselors conduct monthly seminars with Juniors and Seniors.

Students with disabilities have access to facilities with ramps. Building D-3, however, does not have an emergency exit or wheelchair accessible ramp in cases of emergency.

The school offers diverse clubs ranging from choir, essay writing, and Model United Nations. Several dances are sponsored each year, and student requests to have flexible schedules for extracurricular activities offered at other high schools are accommodated.

Indicator 4.7 The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

The school offers Early College and Advanced Placement courses across the curriculum. Course offerings provide students ample opportunity to earn college credit at an extremely low price. NUAMES partners with the Davis Applied Technology Center to provide coursework that enhances their aptitudes in practical industries. The administration shows parents and students school data from standardized tests such as the SAGE and ACT. Each student is given an annual CCR and those students performing at a "D" or "F" grade level in a given term meet with the administration to develop a plan for success. Every graduate is required to complete a portfolio and capstone project. Student portfolios include Utah Futures, resume, awards and letters of recommendation. This process prepares students for professional and educational interviews and presentations.

School counselors visit the sophomores once per term to educate them navigating the high school experience. The counselors also hold an annual conference for tenth grade students to emphasize successful ways to manage their time, study, and develop interpersonal skills.

Math placement tests ensure that students are appropriately placed and monitored in math. All incoming sophomores take SRI's (Scholastic Reading Inventories) to inform instruction and placement in Social Studies and Language Arts classes. Early-college counselors are also

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available through our Weber State University liaison. There are after-school programs to help students, in addition to teachers regularly giving lunch, before and after-school time to tutor students.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Departments use common rubrics to evaluate student work as well as common assessments. NUAMES' administration emphasizes collection and analysis of assessment data. This data is disseminated to all stakeholders. Math placement tests are given to incoming students to accurately place them in a math level suitable to their skill level. SRI tests are given to assess student literacy.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Placement tests for math and foreign language are used to ensure proper level placement. As part of RTI, study skills classes are available for students as needed. Teachers monitor student progress on an individual basis. Teachers provide student progress data in quarterly portfolios. Data also includes Early College enrollment, Associate Degrees, participation in CE classes, and standardized tests.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Teachers are provided with time to collaborate and design effective learning opportunities throughout departments and across disciplines. NUAMES provides a teacher mentoring program and regular professional development. Trainings on data collection and analysis have been offered in professional development.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•Annual College and Career Readiness (CCR) meetings are held with each student. Monthly Jr/Sr Seminars are required and provide critical information regarding CCR, AP, CE, and Early College information nights are held for parents and students to help them understand the opportunities available regarding earning college credit. All NUAMES students enroll in Concurrent Enrollment classes. Individual teachers tailor their programs to promote college readiness skills.</li> </ul>	Level 4

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•Executive summaries of student learning reports to stakeholder groups</li><li>•State of the School address communicates school progress. Data is consistently presented at faculty meetings. Principal observes classes and meets with individual teachers quarterly to go over learning data. New student/parent orientation is provided annually. Open houses are advertised to the community and held several times through December and January. NUAMES has transparency with student performance data which is published on the NUAMES' website. NUAMES is a data driven school.</li></ul>	Level 4

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Indicator 5.1

Every department uses common rubrics to evaluate student work, as well as common assessments. Departments collaborate formally at least once a month, and then as needed. The math, engineering, and English departments have worked especially hard to ensure that common assessments are available for all students. Within the math department these assessments are given quarterly, and then the data is collected and reviewed as a team. Passage rates on end of level exams show the effectiveness of our mathematics department and collaboration.

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

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NUAMES administration constantly emphasize collection and analysis of assessment data. All faculty and staff collect student data, identifying gaps and achievements. Data is disaggregated and used to show progress as well as indicate areas of need. Goals are set based on the needs of students and based on school improvement goals. Faculty and staff are observed and evaluated every quarter, and have the opportunity to discuss goals, data, successes, and needs with the principal, Mr. Stokes. Faculty and staff are also rewarded with incentives for going above and beyond.

In addition to data collected by faculty and staff, data from standardized testing is disaggregated by ethnicity, gender, and grade. This data is disseminated to faculty, staff, administration and board. NUAMES uses this information to track gap trends among demographics, and then responds to the data by providing programs and techniques that close the achievement gaps, ensuring that all students have equal opportunities for success.

As a charter school, NUAMES receives students from more than 44 feeder schools. To help ensure that students are more accurately placed into math levels suitable to their skill level, math placement tests are given to incoming sophomores. SRI tests are also given to assess student reading literacy as a way to identify ESL learners and possible "Child Find".

NUAMES departments have aligned assessment procedures; however teachers do feel that a more concise student assessment system could be in place throughout the entire school. This is something that NUAMES' administration and teachers are discussing and working to achieve.

### Indicator 5.2

As mentioned in indicator 5.1, placement tests for math are given to each incoming student to determine the best possible math placement according to their skill level. A foreign language exam is also given by our Spanish teachers, for incoming students, to determine which level of Spanish will be the most appropriate according to their skill level. These placement exams allows NUAMES the opportunity to set students up for academic success.

For students needing additional academic support, a study skills class is available with a teacher who monitors the students' progress very carefully, giving them the skills needed to successfully complete their high school classes. Students are referred to this class by teachers, counselors, and/or administration, as part of NUAMES' response to intervention, supporting the success of all students.

Every teacher provides student progress data in quarterly portfolios to Principal Alan Stokes, as mentioned in indicator 5.1. Data is used to inform and revise classroom instruction. State reports, AP scores, SAGE Testing, ACT/SAT testing, and scholarship awards are used to assess the effectiveness of programs and curriculum. Other data includes Early College enrollment numbers, Associate Degrees awarded to seniors, and participation in Concurrent Enrollment classes.

NUAMES is a data-driven school. Improvement in this area could include common rubrics for school wide use, especially as it relates to the required portfolios, as mentioned in indicator 5.1.

### Indicator 5.3

Monthly teachers are provided with time to collaborate with other faculty members in designing effective learning opportunities throughout their department and across disciplines, as mentioned in indicator 5.1. NUAMES also provides a teacher mentoring program for all new teachers to ensure that they are successful in fulfilling the NUAMES Mission Statement and Pillars. Bi-monthly professional development is

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

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also offered to all NUAMES faculty and staff, including trainings on data collection and analysis.

Teachers are required by administration to provide and interpret student data in portfolios, which are reviewed quarterly. In addition to these portfolios, departmental collaboration to evaluate the effectiveness of common assessments, takes place on a monthly basis, as mentioned in indicators 5.1 and 5.2. Teachers are evaluated quarterly by Principal Stokes.

Data collection and analysis is expected of all teachers, administrators and counselors, and NUAMES is a data driven school, but as a way to help improve, perhaps more training could help faculty/staff be more effective in the use of data.

### Indicator 5.4

College readiness is the name of the game at NUAMES. The four pillars of NUAMES focus on teaching excellence, focus on STEM, small school environment, and a university partnership. The university partnership with Weber State University is unique and provides students with an early college experience unlike any other in the State. Students who qualify for the early college program, can take college courses tuition free. Weber State University and NUAMES High School work together to provide this unique, tuition free, early college experience.

The NUAMES counseling department provide annual College and Career Readiness (CCR) meetings for every student, every year. Parents are invited and encouraged to attend these meetings. In addition to these CCR meetings, monthly Junior/Senior Seminars are required and provide critical information regarding college and career readiness. These annual and monthly meetings ensure that students and parents are aware of opportunities, and increase the likelihood of students receiving scholarships, earning associate degrees upon high school graduation, and college enrollment after high school

All faculty have content specific degrees, giving students more opportunity for college credit while in high school, through Advanced Placement (AP) and Concurrent Enrollment courses. To help students and parents understand what opportunities are available, AP and Concurrent Enrollment information evenings are held. In addition, Early College information meetings are held annually to provide students and parents with information regarding the Early College Program, eligibility requirements, and scholarship policies. Weber State University hosts these Early College information nights for parents in partnership with the NUAMES counseling department.

NUAMES successfully provides college experience to students by enrolling 100% of students enroll in Concurrent Enrollment classes. Students can then decide if they would like to enroll in dual credit, receiving both university and high school credit, or simply take the course for high school credit only. With the availability of concurrent enrollment and early college classes, 54% of the Class of 2014 earned an Associate Degree, and 90% of all NUAMES students earned some college credit.

To ensure success at the next level, wellness is encouraged with counseling and psychological services available to Early College students through Weber State University. Services also include free tutoring, health center, et cetera. Early College students also have access to two Weber State University, academic advisors, in addition to their assigned high school counselor.

All NUAMES faculty, staff and administration are encouraged to build a college going culture. Individual teachers tailor their programs to promote college readiness skills (i.e. presentations, research requirements, AP level classwork, etc.)

### Indicator 5.5

The principal gives a "State of the School" address to communicate relevant information about the school's progress. Presentation of data to support the views of progress is always at the forefront of this meeting. Data is also consistently presented at faculty meetings and to

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

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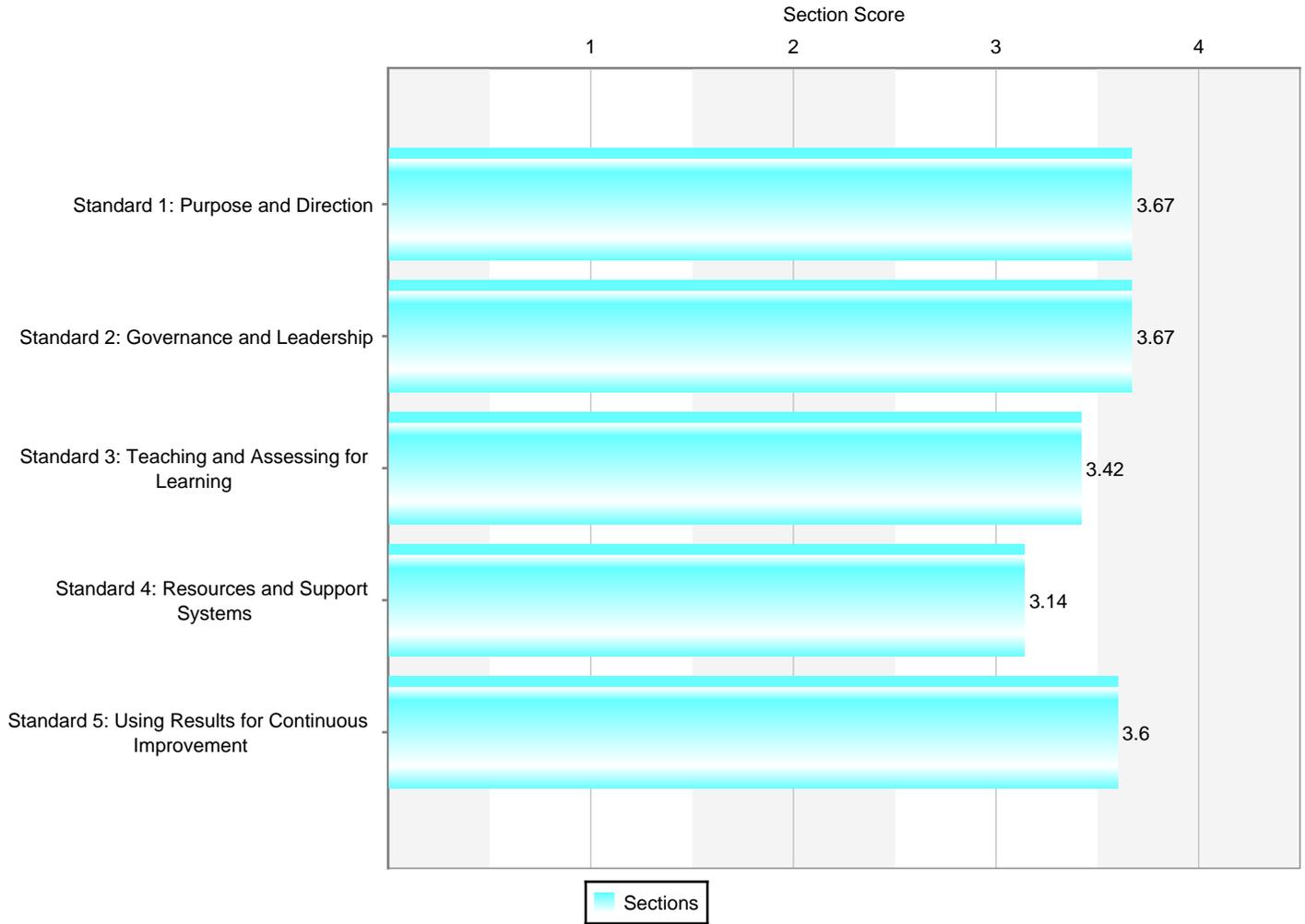
students during assemblies. NUAMES has transparency with student performance data, and data is published on the NUAMES website.

New student orientation and parent orientation are provided annually to provide new students and their parents with important information regarding registering, and the unique experiences provided to NUAMES students. Open houses are advertised to the community and held several times through December and January as a way of marketing the school, and reaching out to local communities about the opportunities provided at NUAMES.

NUAMES is a data driven school. Helping our students find success matters to us. NUAMES has found a way to use our emphasis in numbers and translate it to student success. Students know that they are cared about on an individual basis and their needs can be met. This has never been lost in the quest for data driven success; if anything, it has been enhanced.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	NUAMES has experienced an increase in student population, and staffing has increased accordingly. We do not consider this a change that effected our ability to meet the accreditation standards.	

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Squire & Company is the official auditor for NUAMES.	

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	Need to attach plan.	

# Utah Assurances

## **Introduction**

The Utah Department of Education Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**Accreditation Report**

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

**Utah Assurances for Accreditation**

Label	Assurance	Response	Comment	Attachment
	All professional personnel are in compliance with Utah Educator Licensing requirements and are properly licensed and/or endorsed for all assignments in accordance with Board Rule R277-501. (This includes educators assigned as counselors, library media, special ed., etc.)	No	We have one instructor teaching a BioTech course for which she is properly licensed, but we are awaiting endorsement through Career and Technical Education with the State of Utah.	

Label	Assurance	Response	Comment	Attachment
	The library media program is directed by a properly licensed and endorsed library media teacher.	No	We currently utilize the library services through Weber State University, which has a site library in a building on our campus.	

Label	Assurance	Response	Comment	Attachment
	Teacher and administrator evaluations are conducted yearly in compliance with district/charter policies and Board Rule R277-531.	Yes	NUAMES conducts four evaluations per school year for each teacher, and at least once per year for administrators.	

Label	Assurance	Response	Comment	Attachment
	Early Years Enhancement (EYE) is in place to support teachers in their first three years of service and assure the knowledge and skills necessary to be promoted to a Level 2 Educator License as outlined in Board Rule R277-520.	Yes		

Label	Assurance	Response	Comment	Attachment
	All CACTUS records regarding the school, school personnel licensing, endorsements, etc. is annually updated and kept current.	Yes		

Label	Assurance	Response	Comment	Attachment
	All school employees have been instructed regarding their responsibilities and follow required procedures in cases of suspected child neglect and physical or sexual abuse in accordance with Board Rule R277-401-3.	Yes		

**Accreditation Report**

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The school has a written policy prohibiting discrimination as per Board Rule R277-112-3-C, and regular training is provided to insure compliance.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The school has a written policy explaining the process and standards for acceptance and reciprocity of credits earned by students in accordance with Board Rule R277-705-3.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	The school's curriculum and all courses align to, meet or exceed Utah State Core Standards in accordance with Board Rule R277-700.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	Proficiency criteria are explicitly described in course descriptions per Board Rule R277-700-3.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	Graduation requirements meet or exceed the Utah State graduation and credit requirements consistent with Board Rule R277-700-7.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	Student records are maintained in accordance with FERPA.	Yes		

# Stakeholder Feedback Diagnostic

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	NUAMES completed the stakeholder surveys online. Our summary is attached here.	Stakeholder Feedback Document

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>1.</b>	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>2.</b>	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

The indicators with the highest overall satisfaction are:

- 1) 4.3--The school maintains facilities, services, and equipment to provide safe, clean, and healthy environment for all students and staff. (4.64)
  
- 2) 1.3--The schools leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (4.57)
  
- 3) 2.4--Leadership and staff foster a culture consistent with the schools purpose and direction. (4.52)

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Based on other survey data completed in previous years, the areas showing satisfaction are consistent with the data obtained in this survey.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Based on our review we feel as though the majority of indicators have similar scores, and hence are consistent from one source to another.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

Indicator 3.5 (Teachers participate in collaborative learning communities to improve instruction and student learning) showed the lower overall satisfaction. Students, not applicable, Parents scored this as 3.95, and Staff scored it as 4.04.

Indicator 3.8 (The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress) also showed lower overall satisfaction. Students scored this as 3.75, Parents scored this as 4.04, and Staff scored it as 4.07.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

Based on our understanding of the survey data, it appears as though the overall level of satisfaction of the stakeholders is positive, and not trending in a negative direction. Without having multiple years surveys to compare, we are only able to look at a snapshot of the 2014-2015 school year.

### **What are the implications for these stakeholder perceptions?**

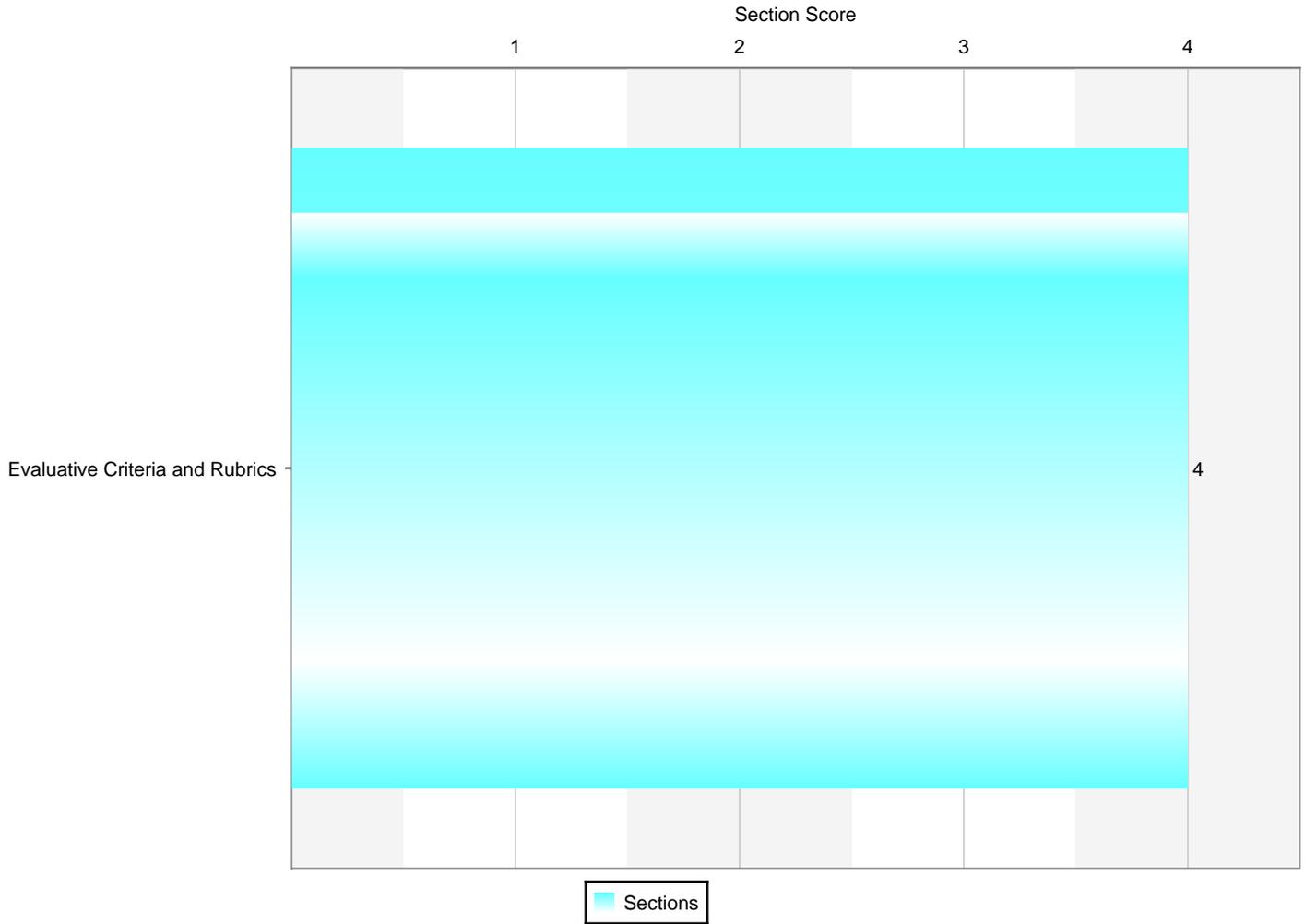
In order to address this question, we would need more long term data to analyze. Based on the 2014-2015 survey, it appears as though there are extremely positive reviews by all stakeholders.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Based on the demand of enrollment, continued sibling enrollment, and retention of students the consistent satisfaction from stakeholders is evident.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	No	We completed the survey online. The student data is quite compelling. The students at NUAMES are assessed and instructed in such a manner to create success at the high school and college level. We believe this data supports these claims.	2014 Federal Accountability Report--Top 20 2014 School Grades Report--Top 20 2014 PACE Report Card ACT Chart by Average ACT Data by Subgroups 2012 Sage Data 2013 SAGE Data 2014 SAGE by Subgroup 2012-2014 SAGE Data--Proficiency Trends 2015 Student Summary Student Performance Data Summary Similar School Comparison

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

Indicator 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (Score: 4.43)-- Based on the diverse facilities we have at NUAMES, we expected the students to express more concern regarding facilities.

### **Describe the area(s) that show a positive trend in performance.**

Based on the fact that we only have one year's data in this system, we cannot determine trends.

### **Which area(s) indicate the overall highest performance?**

Indicator 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (Score 4.57)

Indicator 1.2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (Score 4.56)

Indicator 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs. (Score 4.54)

### **Which subgroup(s) show a trend toward increasing performance?**

Based on the fact that we only have one year's data in this system, we cannot determine trends.

### **Between which subgroups is the achievement gap closing?**

The achievement gap between the demographical categories of white and Hispanic, as well as the categories of all students and economically disadvantaged.

## Accreditation Report

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

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### Which of the above reported findings are consistent with findings from other data sources?

Based on our data analysis from SAGE, Federal Accountability Report, ACT, and PACE our position of achievement gaps closing seems validated.

## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. (Score 3.75)

Indicator 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (Score: 3.96)

### **Describe the area(s) that show a negative trend in performance.**

Based on the fact that we only have one year's data in this system, we cannot determine trends.

### **Which area(s) indicate the overall lowest performance?**

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. (Score 3.75)

### **Which subgroup(s) show a trend toward decreasing performance?**

Based on the fact that we only have one year's data in this system, we cannot determine trends.

### **Between which subgroups is the achievement gap becoming greater?**

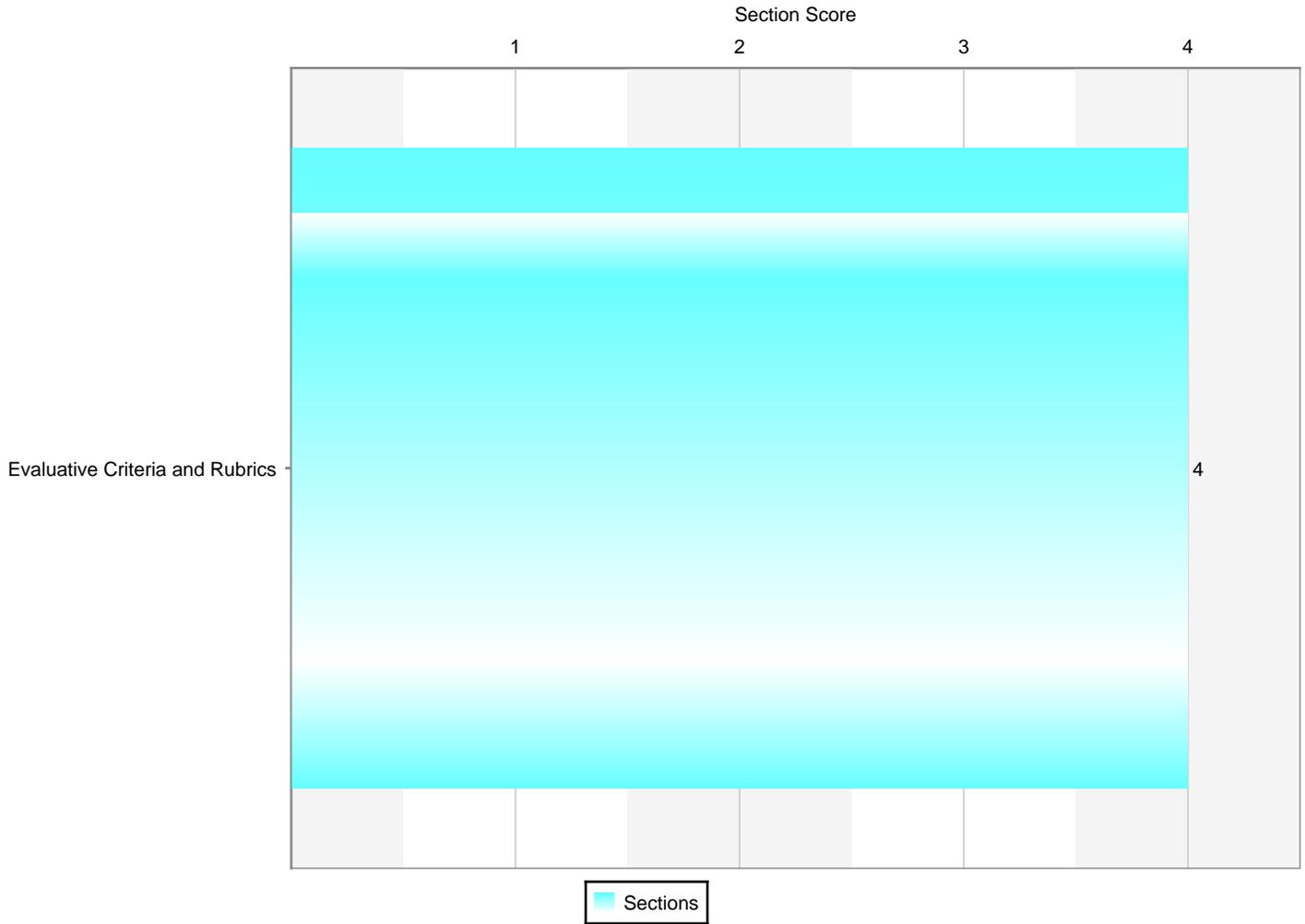
We do not see a subgroup where the achievement gap is becoming greater.

### **Which of the above reported findings are consistent with findings from other data sources?**

We feel based on the SAGE, Federal Accountability Report, ACT and PACE reports, we feel our conclusion of no increasing achievement gaps is validated.

## Report Summary

### Scores By Section



# School Improvement

## Overview

### Plan Name

School Improvement

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Create and Maintain a Small School Environment	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Teaching Excellence	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: Create and Maintain a Small School Environment

**Measurable Objective 1:**

demonstrate a behavior Class sizes will be below the state average. by 02/20/2015 as measured by Average Class Size.

**Strategy 1:**

Scheduling - In scheduling the classes for the next school year, we will cap most classes at 25.

Research Cited: Zyngier, David. (2014). Class size and academic results, with a focus on children from culturally, linguistically and economically disenfranchised communities. Evidence Base, issue 1, 2014.

Activity - Validate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Validate class size comparison with State of Utah average.	Class Size Reduction	01/02/2015	06/05/2015	\$0	No Funding Required	Alan Stokes, David Dau, Deb Hefner, Holly Allen

## Goal 2: Teaching Excellence

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency Based on SAGE Testing in Mathematics by 06/01/2015 as measured by State of Utah SAGE Test Results.

**Strategy 1:**

Reflective Instruction - Teachers will collaborate with each other and reflect on past instruction along with current assessments. This will allow teachers to modify student learning and teacher instruction to better prepare for end of year SAGE exams.

Research Cited: Doyle, D., & Boast, L. (Public Impact). (2011). 2010 Annual Report: The University of Virginia School Turnaround Specialist Program. Charlottesville: University of Virginia Darden/Curry Partnership for Leaders in Education.

Retrieved from [www.dardencurry.org](http://www.dardencurry.org)

Activity - Collaboration among Math Department	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Accreditation Report**

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Math teachers will collaborate, compare results, and share successes based on reflection.	Professional Learning	08/18/2014	06/05/2015	\$0	No Funding Required	Cory Bennett, Tatiana Nikolaev, Rebecca Stokes, Aaron Hutchison, Jessie Barrow
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**Accreditation Report**

Northern Utah Academy for Math, Engineering, and Science (NUAMES)

**Activity Summary by Funding Source**

Below is a breakdown of your activities by funding source

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Validate	Validate class size comparison with State of Utah average.	Class Size Reduction	01/02/2015	06/05/2015	\$0	Alan Stokes, David Dau, Deb Hefner, Holly Allen
Collaboration among Math Department	Math teachers will collaborate, compare results, and share successes based on reflection.	Professional Learning	08/18/2014	06/05/2015	\$0	Cory Bennett, Tatiana Nikolaev, Rebecca Stokes, Aaron Hutchison, Jessie Barrow
<b>Total</b>					<b>\$0</b>	