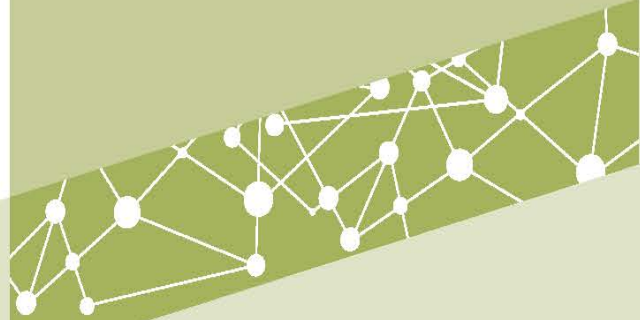**February 1-2, 2018**

AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» **Results for:**

Westlake High School
99 North 200 West
Saratoga Springs, UT 84045

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Administrators	5
Instructional Staff	25
Support Staff	22
Students	99
Parents/Community/Business	15
Total	166

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Meets Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Journey Narrative

Westlake High School (WHS) has gone through the process of evaluating programs, goals and improvement plans. The school leaders attended training and received additional training from a member of AdvancED. Through this process the school has engaged its stakeholders in its Continuous Improvement Journey. To engage all stakeholders, WHS utilized surveys. Stakeholders were engaged at a high level and demonstrated that they have much pride in their school. WHS is in a unique situation, the student body is extremely large with over 3200 students. The school has anticipated growth of 400 for this next year while they are waiting for another local high school to be built. Faculty, staff, students, parents and administrators recognize the challenge of the large student body and are continuing to work toward their academic goals even through they are challenged with finidng classrooms, enough lunch periods, opportunities for all students to be involved and knowing each student and their needs.

Through the review process WHS has evaluated the present levels of student performance, and

has set goals around graduation and high academic achievement. WHS has administered surveys to identify student and teacher needs, and has developed a plan to provide the resources requested. The school has also introduced Mastery Connect as a way to track and review student data. At this time the school is emerging in this process. By adding in the analysis and disaggregation of data to discover individual student trends, the school will move to exceeding expectations in this area. The model is strong within the area of addressing the social and emotional well-being of students and now needs to be transferred to individualizing the academic achievement of students.

The External Review Team acknowledges that the institution is very large and has a fairly young staff (less than 3 years of teaching). The Team found that the school is emerging in the process of providing formalized training and the development of best practices in all classrooms. Some classrooms work at high levels of engagement and Depth of Knowledge. Recognizing this strength in the staff and utilizing the teachers' strengths to help with formalized training for all faculty members would increase student engagement and higher order thinking in all classrooms. Interviews and surveys indicated that there is a strong commitment from all stakeholders to the continuous improvement process. The institution has aligned and allocated human, fiscal, and material resources to support the continuous improvement process. Institution practices are coordinated to support the Improvement Priorities,and a plan is in place to continue to monitor growth and academic achievement at WHS.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Meets Expectations
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Meets Expectations

Leadership Capacity Standards		Rating
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Meets Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Meets Expectations
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations

Learning Capacity Standards		Rating
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Emerging
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Emerging
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Needs Improvement
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Meets Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	**74**
Environments	**Rating**
Equitable Learning Environment	2.73
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.28
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.18
Learners are treated in a fair, clear and consistent manner	3.45
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.03
High Expectations Environment	2.84
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.73
Learners engage in activities and learning that are challenging but attainable	3.09
Learners demonstrate and/or are able to describe high quality work	2.66
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.88
Learners take responsibility for and are self-directed in their learning	2.85
Supportive Learning Environment	3.07
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.07
Learners take risks in learning (without fear of negative feedback)	2.82
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.08
Learners demonstrate a congenial and supportive relationship with their teacher	3.31
Active Learning Environment	2.65
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.65
Learners make connections from content to real-life experiences	2.31
Learners are actively engaged in the learning activities	3.15
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.47
Progress Monitoring and Feedback Environment	2.5
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.2
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.78

eleot® Observations	
Total Number of eleot® Observations	**74**
Environments	**Rating**
Learners demonstrate and/or verbalize understanding of the lesson/content	2.84
Learners understand and/or are able to explain how their work is assessed	2.18
Well-Managed Learning Environment	3.12
Learners speak and interact respectfully with teacher(s) and each other	3.34
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.22
Learners transition smoothly and efficiently from one activity to another	2.86
Learners use class time purposefully with minimal wasted time or disruptions	3.05
Digital Learning Environment	1.67
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	1.72
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.8
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.5

eleot® Narrative

Westlake High School in the Alpine School District has 120 licensed teachers and over 100 additional staff members. The Engagement Review Team completed 74 Effective Learning Environments Observation Tool (eleot®) observations. Strengths that were identified during the observations included the Well Managed (3.12 score) and Supportive Learning Environments (3.07 score). These scores align with Westlake's mission of "Be Excellent" defined by their three goals. Goal 1: Achieve a graduation rate of 90% or higher by the end of the 2017-18 school year and prepare students for post high school opportunities. Goal 2: Enable and prepare more students for the ACT and help students be more successful when they take the ACT. Increase the number of students taking the ACT and increase the composite score for the 2017-18 school year. Goal 3: Westlake will increase the proficiency rates by a minimum of 1% in SAGE related courses. Increase enrollment in A.P. courses and in A.P. or Concurrent enrollment courses get 10% of seniors, and 90% of students enrolled to take the A.P. test. The goal is to achieve a 70% pass rate on A.P. tests. Non-Sage related courses and non-A.P. courses have set goals for improvement based on Student Learning Outcomes (SLO's). Improved SLO proficiency will be used to monitor growth for these courses.

The Team observations and interviews highlighted the high expectionations of the leadership and instructional and support staff. Westlake High School's environment and model allow the academic teams, principal, counselors, teachers, and staff to develop positive relationships with each student in regard to their educational progress. Although there is a high student population, teachers find time to work closely with their students. An area that the Team identified as an area for improvement through eleot® data is Digital Learning with a score of 1.67. Although there is adequate technology available for the classrooms, the students were not observed utilizing those devices. The school has computer carts, projectors, document cameras, and other digital devices available for students to use in the classroom; however they

were not observed using them for instructional opportunities. Devices were accessed by the instructional staff, but limited in their use by students.

Overall, Westlake HIgh School has relatively solid instructional scores. Students are treated fairly and have a good rapport with teachers and staff. Students were observed working in a variety of settings: whole class, small groups, and individually to accomplish assignments. Students were not afraid to take risks in class and participated in lessons. Students generally were on task but struggled to remain engaged 100% of the time. All of the team members made note that some of the students in classes were distracted by cell phones. In the eleot observations, both teacher-led discussion as well as collaborative group work was evident.

Westlake High School administration, teachers, staff, and students were all very accommodating through the classroom visits. The school is committed to helping students learn and grow.

Findings

The chart below provides an overview of the institution ratings across the three Domains.
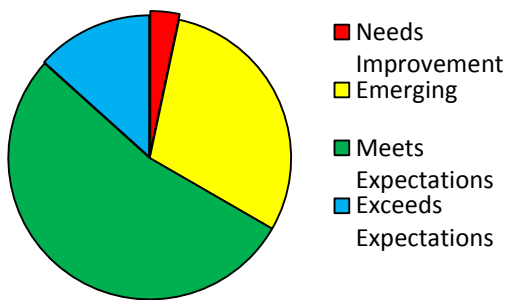
Rating	Number of Standards
Needs Improvement	1
Emerging	9
Meets Expectations	16
Exceeds Expectations	4

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1
Westlake High School career counselors provide clear direction for students concerning their educational futures, career planning, and social/emotional needs. (Standard 2.9)

Primary Standard: 2.9

Evidence:
Evidence included interviews with the counseling department confirming a strategic effort to

provide career counseling for students which demonstrates comprehensive guidance goals and planning for students. Students with social and emotional needs are given priority and collaboration between counselors and support staff ensuring that students' needs are met. During interviews with the Counseling Department, parents, and students it was evident that a focus on scheduling ensured that students were on track for graduation and career readiness. This was accomplished through collaboration between counselors, teachers, and administration in evidence of meeting agendas and data tracking documents. Vertical alignment with feeder schools, documented through interviews and the school's Continuous Improvement Plan, helps with the transition of students as well as preparing them for high school. Counselors mentioned that they collaborate and work together to assess the emotional needs of individual students which demonstrates a sincere approach to the welfare of the students. Departments such as the counselors, Special Education and content teams counsel to ensure that students are placed in classes where they will be most successful. Additionally, many opportunities are offered to students to help ensure that they can stay on track or get back on track to graduate. Westlake has directed personnel resources to track students who are struggling with attendance or credit recovery to ensure that students are set up for success in their educational futures.

Powerful Practice #2
Faculty and staff ensure the curriculum is clearly aligned to standards and best practices. Staff regularly implements curriculum that is based on high expectations and prepares student learners for advanced academic achievement. (Standard 2.6)

Primary Standard: 2.6

Evidence:
Teachers, staff, and leadership regularly support implementation of curriculum, which is based on high expectations and prepares learners for their next levels. Typically, departments lead PLC collaborative work designed to enhance student achievement by targeting specific goals related to college and career readiness standards. A number of departments have elected to focus on ACT preparation through the explicit use of exemplar sample models to improve student understanding. Departments have also demonstrated the use of common formative assessments to drive instruction aligned with schoolwide goals. Professional development days have been dedicated to curriculum alignment, scope and sequence, and included vertical as well as horizontal alignment as evidenced in Language Arts, Math, World Languages, Science, and CTE.

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1
Provide training in the use of individualized, measurable data to improve learning outcomes for all students and increase capacity in professional practice. (Standard 1.3)

Primary Standard: 1.3

Evidence:
Through interviews, observations, and evidence provided by the school, the Team observed that while much data is collected, the use of it appears to be mainly focused on whole group learning outcomes. It was observed that the Counseling Center and administration do have disaggregated student data, but that data is not generally being shared with teachers. The focus for data sharing has been on the overarching total percentages of students at performance levels and on the social and emotional needs of the school's learners rather than bridging gaps between disaggregated groups (ie., SES, ethnic, Special Ed, etc.) Understanding and use of disaggregated student data would assist in greater equity and accessibility of the curriculum and programs of the school to students. . Addressing the use of disaggregated student academic data through ongoing, scheduled professional development will also increase staff confidence in meeting the needs of all learners. Additionally, it was found that while resources are available, they are not used to provide differentiated experiences for individual students. Providing training on more effective ways to use these resources and data will increase student engagement and will also increase staff's ability to differentiate to each student's' individual academic needs.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Provide students with opportunities to individually access and employ a variety of digital tools in order to improve student learning and enhance overall organizational effectiveness. (Standard 3.5)

Primary Standard: 3.5

Evidence:
Classroom observations and eleot® data indicated that limited technology is provided in classrooms for student use. Teachers often include technology as a component of lesson delivery but observations did not reflect individual student use of technology. Classrooms where technology was implemented showed higher rates of student engagement and on-task behaviors. The School Improvement Plan outlined an assessment improvement plan to increase the amount of technology available to both teachers and students. However, use of increased technology was not highly evident in classroom instruction. Interviews with students and parents revealed that many students do not feel they are actively engaged in all classes. By increasing the level of technology available to students, higher levels of engagement will provide students with greater opportunities to achieve higher levels of learning. As a result, this effort will support teachers in providing students with an engaging and rigorous learning environment and meaningful experiences.

Improvement Priority #2
Develop and implement a systemic, research-based instructional process that addresses active student engagement strategies, creativity, innovation and collaborative problem-solving. (Standard 2.2)

Primary Standard: 2.2

Evidence:
Surveys and interviews with students indicated that class activities were predominantly lower levels of Depth of Knowledge and engagement. Observations of classrooms and eleot® data revealed that certain classes had high levels of student engagement; those classes are ones that would traditionally be highly engaging and hands-on such as career and technical education, music, and technology courses. However, in the more academic courses such as math, language arts, social studies, and science, a teacher-centered class was the norm. Student interviews revealed that a number of classes had middle to low expectations for learning. Evidence provided through the school's Continuous Improvement process, indicated that Westlake holds those expectations, but implementation is not consistent across classrooms. Consistent implementation of a learner centered classroom will engage students and their individual learning needs through collaboration, self-reflection and development of critical thinking skills.

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	315.52

Conclusion Narrative

The External Review Team saw many positive things happening at Westlake High School. The administration, teachers, support staff, and families are committed to school and student success, and work hard to provide many unique opportunities for students.
This commitment is evidenced by the school receiving positive reviews from students and

parents, and their place as a leader at the local, state, and national levels in many of the school's programs and activities.

Westlake High School has risen to the challenge of educating nearly 3,300 students each year. The mission and vision of the school provide guidance and cohesion for all programs and offerings of the school. The school is a welcoming and inviting place to be.

An additional challenge noted by the Review Team is that 65% of teachers are within their first three years of the teaching profession. As a result, not all teachers know how to effectively analyze and use individual student data. The professional development that has been provided has been more whole class or social/emotional in nature. All teachers must be able to access, analyze, and use data to drive instruction if they want all of their students to be successful. This will require a shift from focusing on simply completing courses and course recovery to actually showing mastery and understanding of concepts. Teachers will also need to be able to differentiate instruction within each course and set high expectations for each individual student.

A third related challenge expressed by teachers and staff is the ability to get needed resources. Teachers and staff seemed unaware of the ways current resources could be used for increasing differentiation, or the other available resource tools that exist. Some expressed the need for a clearer academic focus in the professional development provided to assist them in accessing resources effectively.

Continuing to support the large student body, providing training on analysis and use of academic data, and researching ways to increase student differentiation within their individual courses will increase student learning, achievement, and accountability.

Westlake High School should use the findings from this Review to guide their Continuous Improvement process. By using the Improvement Priorities identified by the Review Team as a roadmap, Westlake High School will find success in a variety of areas that affect student learning. Continued support, effective use of data, and innovative uses of resources are building blocks to a strong educational experience. This Engagement Review Report will assist the Westlake High School team as they prioritize their efforts for improvement and enhanced academic success for all students.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report

- Continue your Improvement Journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. Deborah L., Swensen - Lead Evaluator	Dr. Deborah Swensen has committed her entire 28 year career to education to the teaching and learning of students and teachers. She has served as a secondary classroom teacher in Theater, Speech, Language Arts and Reading for 8.5 years. She has been an administrator for 19.5 years. She first worked as an assistant principal for 7.5 years. She then worked at the state office as the Test Development Coordinator and Assessment Director. After 2.5 years she returned to the schools as the principal at a Public Charter School – Hawthorn Academy. After 7 years as the principal she was promoted to the Lead Director/Superintendent when Hawthorn Academy expanded to a second campus and has been in that position for 3 years. Dr. Swensen has also written curriculum for the Jordan School District Accelerated Learners Program (ALPS) and worked as an adjunct professor at Argosy University for 7 years. Dr. Swensen served on his first review for AdvancED in 2012 and has not missed a single year serving since serving as a chair for both the traditional schools, public charter schools and private schools. Dr, Swensen holds a Doctoral Degree in Educational Leadership, a masters of education with an emphasis in Gifted and Talented, an administrative endorsement and a BA in Theater and Speech with endorsements in English and Reading.

Team Member Name	Brief Biography
Marie Steffensen – Associate Lead	Marie Steffensen graduated with a bachelor's degree from the University of Utah, and began her career teaching first grade. After teaching for six years, she was invited to join her previous school's administrative team, working as an International Baccalaureate Primary Years Program Coordinator and the Dean of Students. She earned a master's degree in Educational Leadership and Administration from Western Governors University. She is currently the Director and Principal of Bonneville Academy, a STEM charter school that opened in August of 2017. This is Mrs. Steffensen's third year with AdvancED, and she is excited to be working as an Associate Lead Evaluator during this year's reviews.
Brandon Wait	Brandon is a special education teacher and is currently working as an administrative intern for Providence Hall High School in Herriman, Utah. In that position, he also serves as supervisor for the 9th Grade Academy where he is responsible for overseeing the curriculum and programming for the 9th grade teachers. Brandon has a bachelors degree in Special Education with Mild/Moderate and Secondary Math endorsements and is finishing his masters in Educational Leadership. He has experience teaching special education and secondary math for 5 years at Providence Hall High School.
Andrea Winn	Andrea Winn is working as an Instructional Coach for the Granite School District at Roosevelt Elementary. In this role she assists 22 teachers, 18 of whom are provisional, in refining their instructional practices. Andrea focuses on math in grades K-3 and all subjects in grades 4-6. She serves on school academic, home connection and leadership teams. Prior to this position, Andrea worked as a 4th grade and 5th grade teacher and a 1st-6th grade math interventionist. Andrea holds a BS in Elementary Education from Brigham Young University and a MEd in Instructional Leadership from Utah State University. She served on her first review for AdvancED in 2016.

Team Member Name	Brief Biography
Ford White	Mr. White has a M.Ed. in administrative leadership and curriculum and is currently the Principal of West High School in Salt Lake City, Utah. He has been an educator for twenty years and an adjunct professor for seven years. Ford has been working with AdvancED as an accreditation team member for three years. His eleven years teaching experience included standard social studies courses, A.P., AVID, and IB programs, which also includes 7 years teaching night school at the adult center of learning. Ford's experiences span from traditional comprehensive settings to alternative and adult education. He has been a principal for 10 years and is proud to be a West High Panther.
Roy Holt	Roy's educational experience spans 34 years as a teacher, administrator, and field consultant. He started his teaching career in Burley, Idaho as an American Government teacher and coach. He was as administrator in the Washington County School District for 25 years. He was also the Superintendent of Big Horn County School District #4 in Wyoming from 2014 to 2016. His teaching experience includes being an Adjunct Professor for Dixie State University where he taught Educational Psychology and Human Exceptionalities. Roy completed his Bachelors of Science at the University of Utah, Master's Degree at the College of Idaho, and Educational Doctorate at the University of Nevada-Las Vegas. Roy has been involved with accreditation as a lead evaluator since 1999 and is currently a field consultant for AdvancED.
Randy Madsen	Randy Madsen is the present Principal at South Sevier High School. He is in his 34th year as an educator. He began teaching at Richfield High School where he taught Math. He was also the football coach, girls' basketball coach and softball coach. Mr. Madsen has a BA degree from SUU and a MA degree in Math Education from BYU.
Gailynn Warr	Gailynn Warr is the principal at Stansbury High School in Tooele County School District. Principal Warr received her BS and MS from Southern Utah University. She began her career at Cedar High School in Iron County School District where she taught in the Social Studies and PE departments and was their Head Coach for Girls Basketball. Principal Warr has ten years of experience in the classroom. She was a high school vice principal for four years, an elementary principal for six years and is currently in her fourth year as principal at Stansbury High School. Her passion is coaching and mentoring teachers as they learn about and implement best practices.

Team Member Name	Brief Biography
Robert DeWyze	Robert DeWyze is a Science Teacher at Second Chances of Southern Utah. He teaches Middle School Science, Earth Science, Chemistry, Physics, Biology, and Anatomy to students in grades 6-12. Robert holds a BS in Biological Education with endorsements in Earth Science and Middle School Science. He is currently working on a Master's of Educational Leadership. Robert has more than a decade of experience teaching in Middle and High Schools outside of his current position and has administration and other team leadership experience.

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