

# STANDING OUT FROM THE CROWD

2019 Accreditation  
Review Summary

# Stakeholders Interviewed

1	Superintendent
7	School Board Members
31	Central Office Staff
101	Building Administrators
249	Instructional Staff
73	Parents & Community
261	Students

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**723 TOTAL**

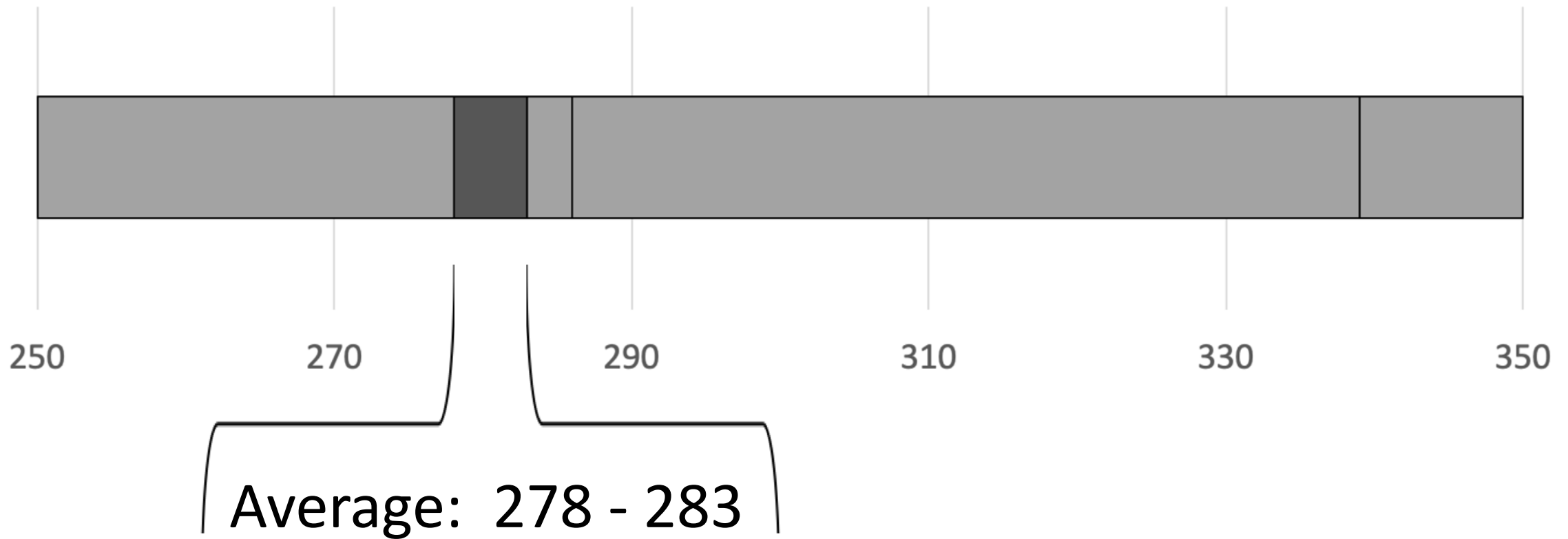


# 255 Classroom Observations

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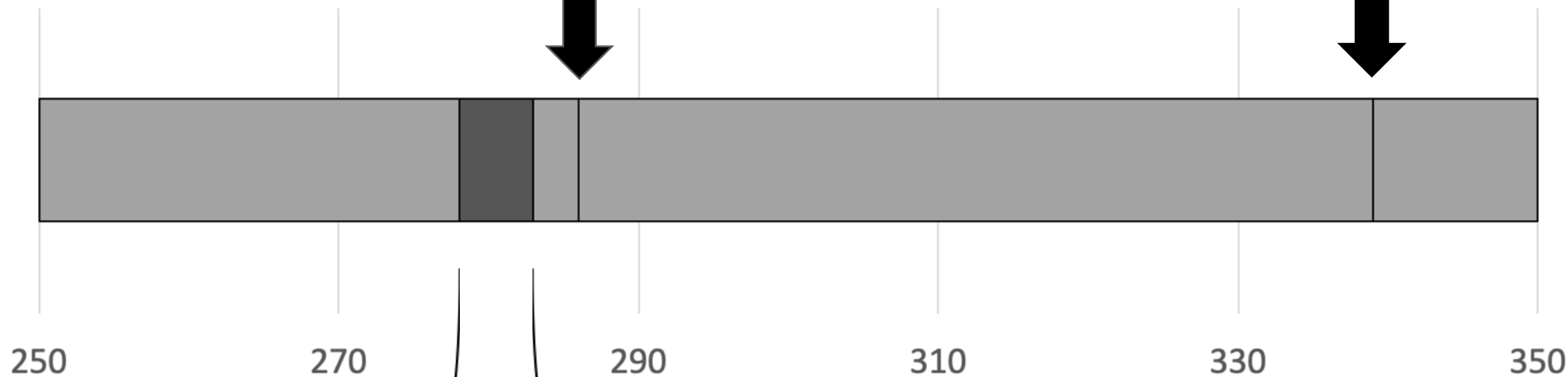
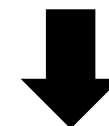
# Index of Education Quality (IEQ)



2014  
**286**

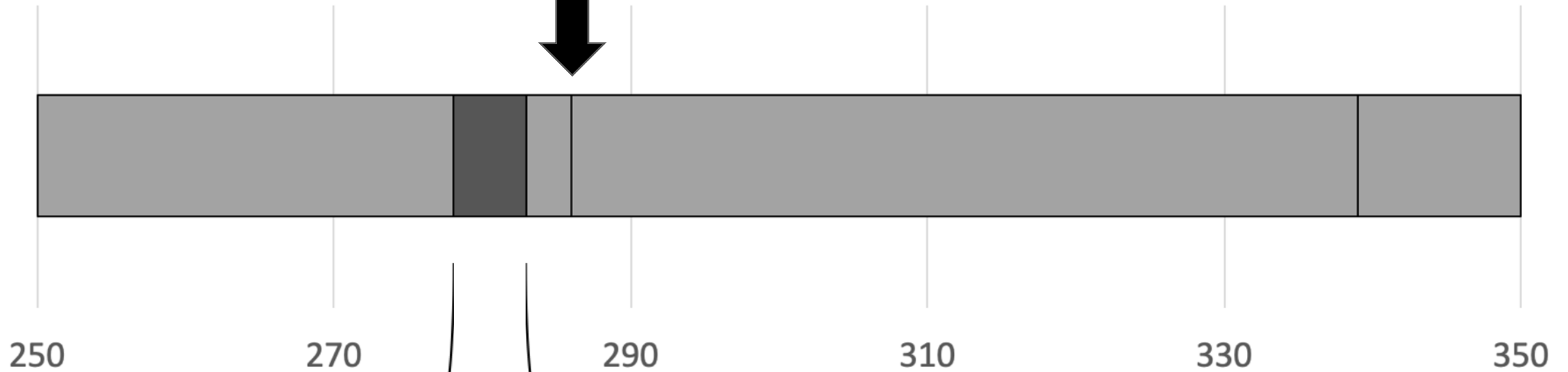
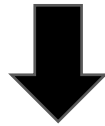


2019  
**339**



Average: 278 - 283

2014  
**286**

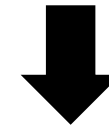


Average: 278 - 283

2014  
286



2019  
339



+ 53

250

270

290

310

330

350

Average: 278 - 283

COLOR	RATING	DESCRIPTION
BLUE	IMPACTING	NOTEWORTHY PRACTICES PRODUCING CLEAR RESULTS THAT POSITIVELY IMPACT THE INSTITUTION
GREEN	IMPROVING	QUALITY PRACTICES THAT ARE IMPROVING AND MEET THE STANDARDS
YELLOW	INITIATING	AREAS TO ENHANCE AND EXTEND CURRENT IMPROVEMENT EFFORTS
RED	INSUFFICIENT	AREAS WITH INSUFFICIENT EVIDENCE OR EVIDENCE THAT INDICATED LITTLE TO NO ACTIVITY LEADING TOWARD IMPROVEMENT

# Leadership Capacity

Leadership Capacity Standards		Impacting	Improving	Initiating	Insufficient
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.				
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learning.				
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.				
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.				
1.5	The governing authority adheres to a code of ethics and functions within defined roles and				
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.				
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.				
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.				
1.9	The system provides experiences that cultivate and improve leadership effectiveness.				
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.				
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.				

# Learning Capacity

Learning Capacity Standards		Impacting	Improving	Initiating	Insufficient
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.				
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.				
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.				
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.				
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.				
2.6	The system implements a process to ensure the curriculum is clearly aligned to standards and best practices.				
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.				
2.8	The system provides programs and services for learners' educational futures and career planning.				
2.9	The system implements processes to identify and address the specialized needs of learners.				
2.10	Learning progress is reliably assessed and consistently and clearly communicated.				
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.				
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.				

# Resource Capacity

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

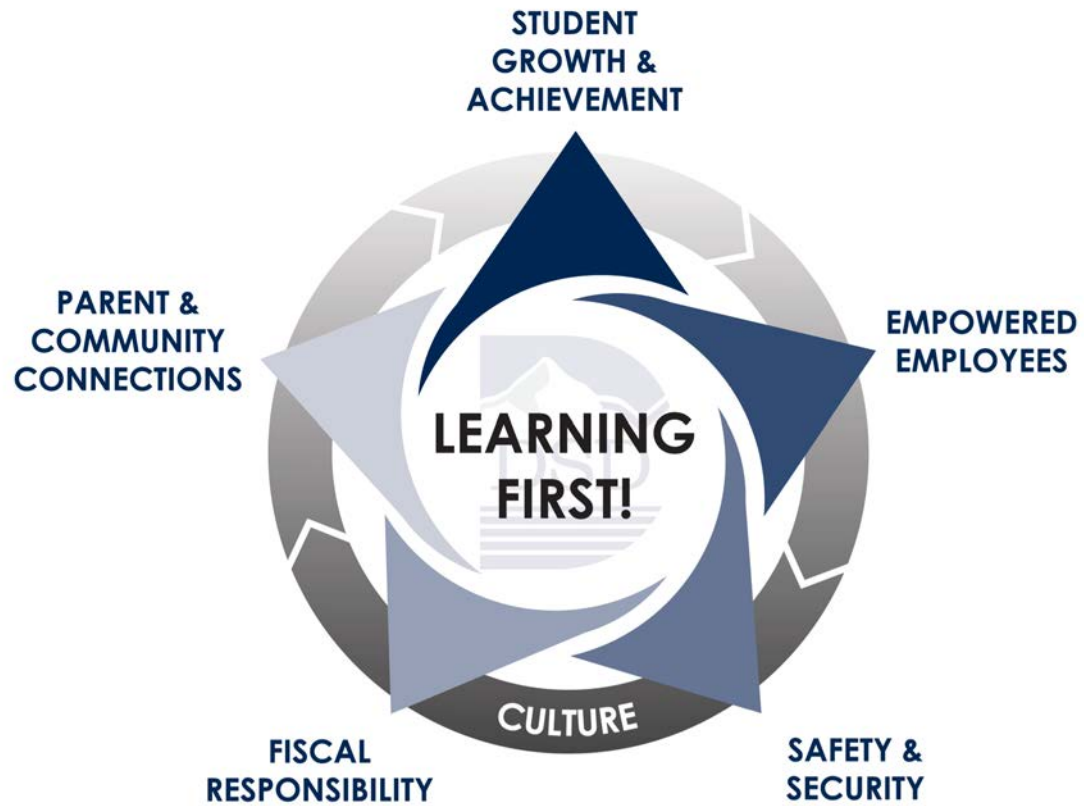
# Noteworthy Practices

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“Interviews revealed positive relationships built on trust and mutual respect that serve as behavioral models and expectations throughout the district.”

# Leadership Capacity



# Innovative Strategic Plan

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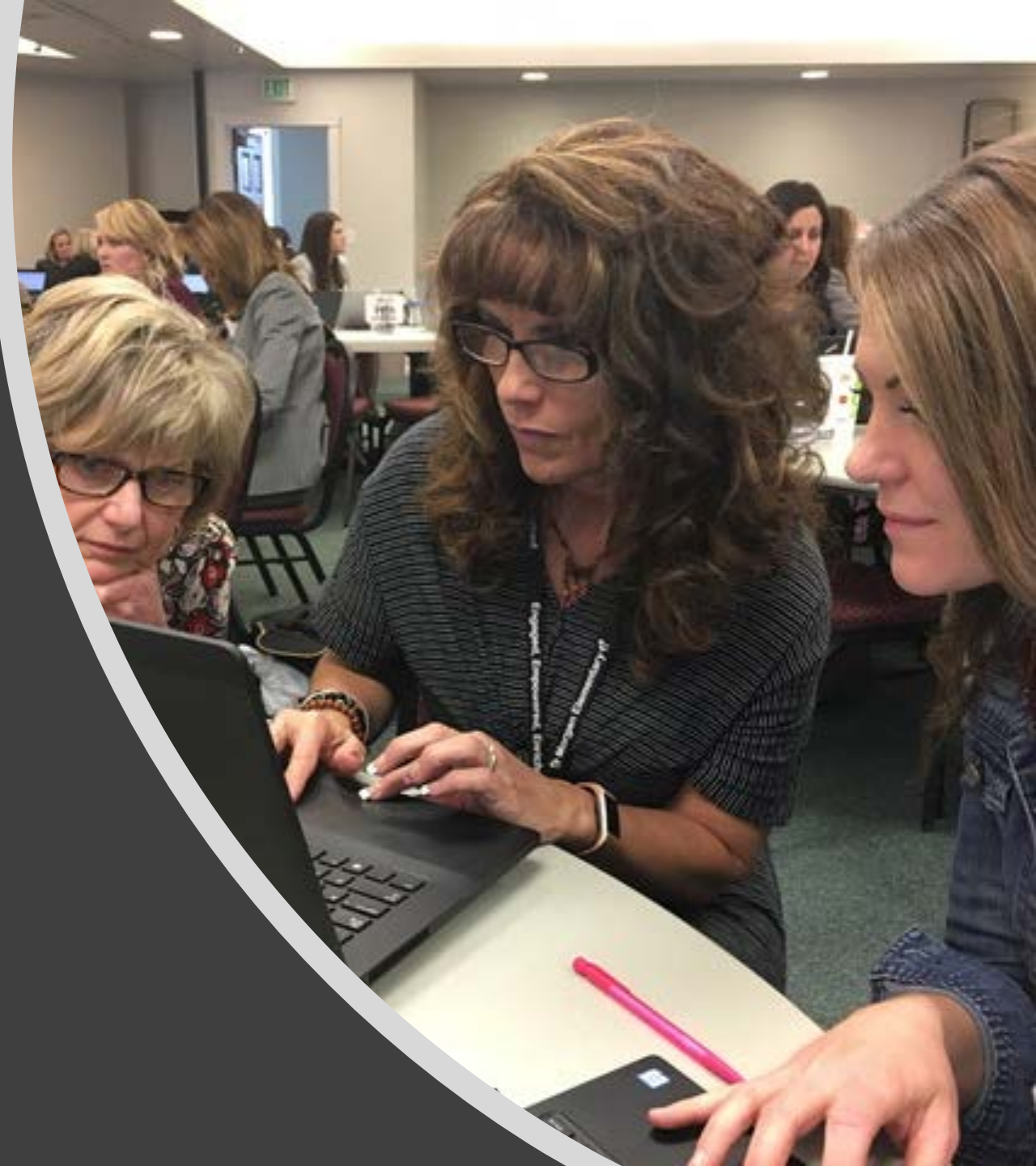
“The highly supportive culture of Davis School District empowers all staff members to personify the district’s motto of “Learning First!” and establishes the fact that everyone perceives themselves as educators regardless of position within the organization.”

# Culture of Learning First!



# School Improvement Plans

“...reveal a purposeful ingrained belief in students and commitment to becoming a world class learning organization.”





# Digital Resources Investment and Initiatives

“...ensure[s] that appropriate digital and curricular resources are in the hands of teachers and students as well as establishing clear renewal and replacement cycles...”

# Mentoring

“...enhances the culture of supportive continuous improvement through a multi-layered approach between the district, school and grade level relationships.”





EVALUATE  
**DAVIS**

# Effective Resource Management

“...quality management system which has goals, benchmarks, measurable outcomes to ensure that resources are dedicated and efficiently utilized with a focus on student learning.”




“Outstanding  
Financial Report”  
for 37 years  
running

# Moody's

UPGRADED BOND  
RATING TO AA1



A young man with short brown hair, wearing a blue and white patterned t-shirt and a black backpack, is shaking hands with a man. The man has a beard and is wearing a dark suit jacket over a red shirt and a patterned tie. They are in a large, brightly lit school hallway with many other students in the background. A green sign with the word "Welcome" is visible on a balcony in the background.

Every child is  
one caring  
adult away  
from being a  
success story.

# Quality Practices

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# Differentiation

"...many students were engaged in large group instruction where everyone worked on a singular assignment with the same resources."



# Accessibility

to appropriate support  
programs



Transitioning from one  
level to the next

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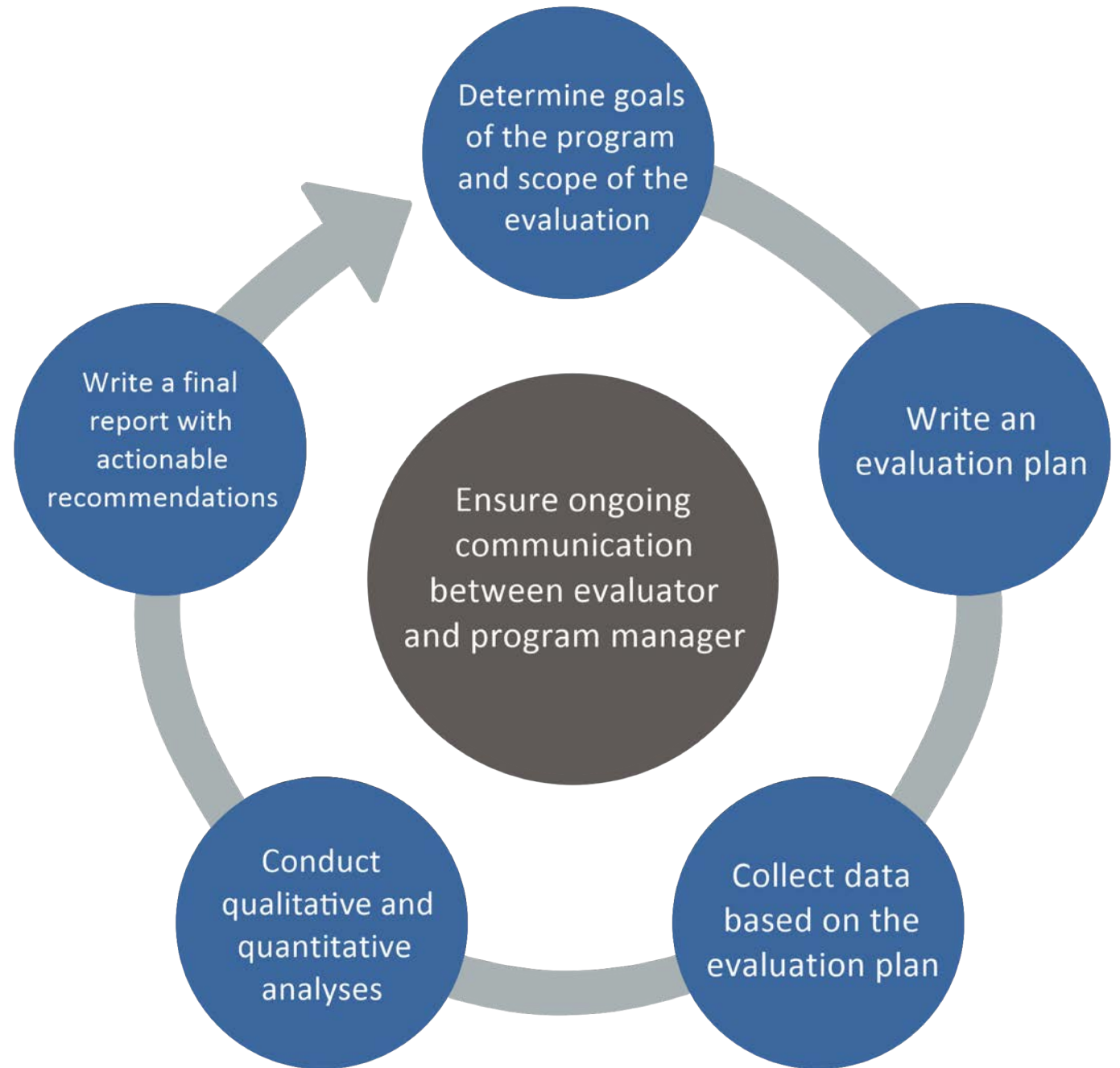
# Shift Instructional Practices

“...to a creation model where students actively engage in investigations, experiments, open-ended discussions and collaborative problem solving.”

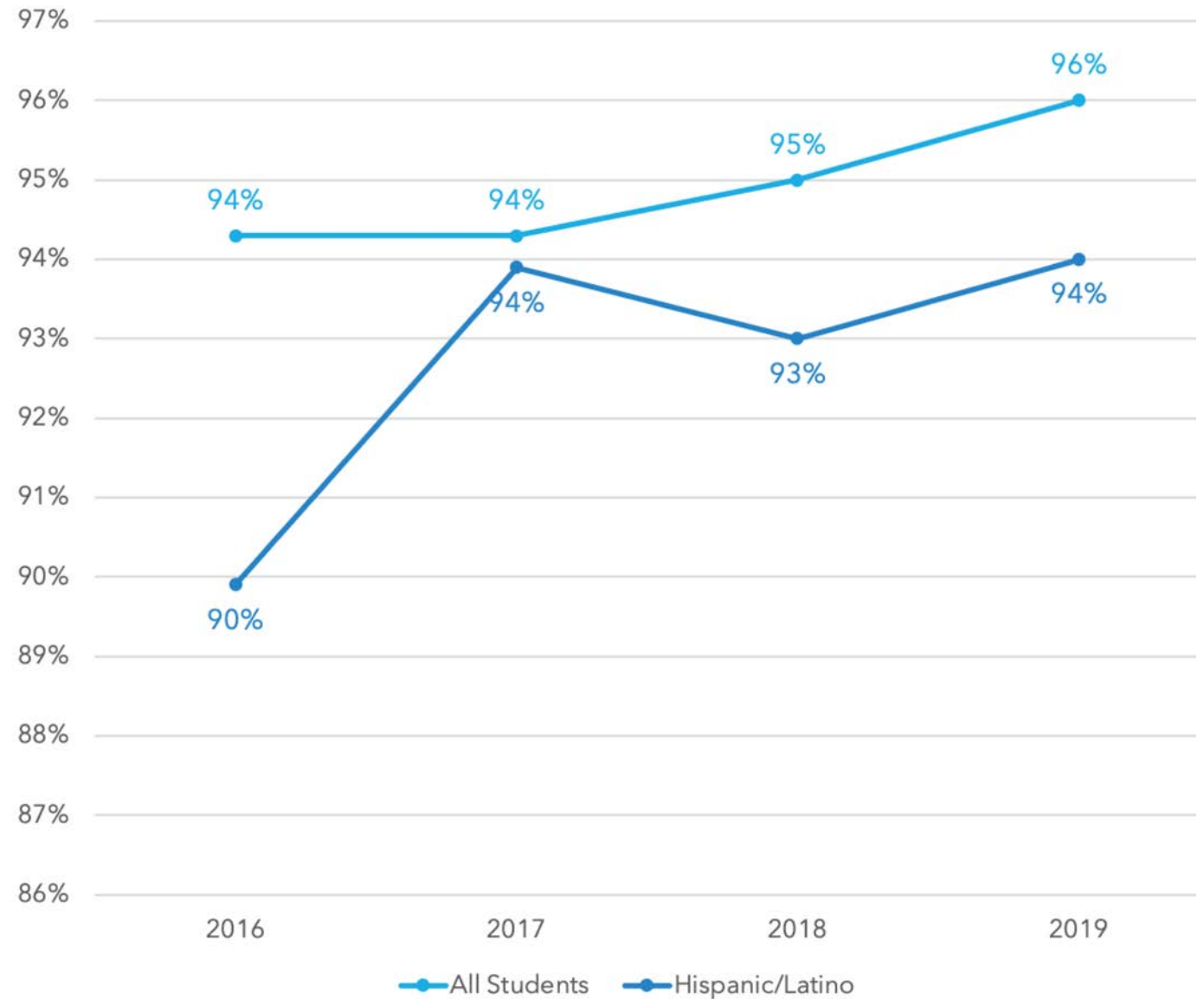


# Program Evaluation & Analysis

“The team recommends that a formal process be developed and implemented to provide a systematic plan of program evaluation to ensure the best use of resources, individual program efficacy and return on investment.”



# Continual Analysis of Individual & Sub-group Academic Progress



# Recruiting

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# Areas to Enhance or Extend

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Promote creativity, innovation, and problem solving to increase student engagement

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JUNE  
17 & 18  
2020



FARMINGTON  
UTAH

EDUCATORS  
&  
STUDENTS



FOR MORE INFORMATION VISIT

SOLVEITCON.ORG

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SOLVE IT

2020 PBL CONFERENCE

QUESTIONS?

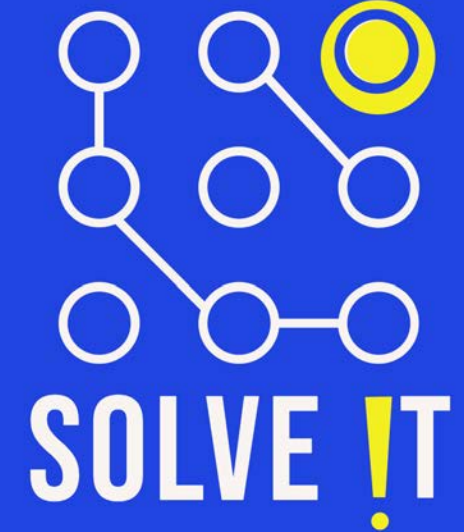


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CONNECT WITH US

# Plans to



- Solve It Conference
- Quick Bites
- PDPro
- Microcredentials



Questions?

