The Report of the Accreditation Visiting Team

Highland High School 2166 South 1700 East Salt Lake City, Utah 84106

February 8-9, 2010





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Highland High School

2166 South 1700 East Salt Lake City, Utah 84106

February 8-9, 2010

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah

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FOREWORD

The purpose of the accreditation process is to stimulate school growth and improvement so as to increase the quality of instruction and student achievement. In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes in a three-step evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 8-9, 2010, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Highland High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Paul R. Schulte is also commended.

The staff and administration are congratulated for their desire for excellence at Highland High School and for their professional attitude which made it possible for them to see weaknesses and strengths and to suggest procedures for improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is most important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Highland High School.

Larry K. Shumway, Ed.D. State Superintendent of Public Instruction

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HIGHLAND HIGH SCHOOL

MISSION STATEMENT

Highland High School exists to ensure that all students learn essential skills to become successful adults. These skills encompass academic, social, emotional, and career proficiencies. At Highland High, educators work interdependently to improve their professional practice through analyzing student performance, aligning curriculum, and engaging in quality professional development. Exceptional instruction is complemented with timely interventions to ensure that all students learn. Highland High School affirms that student success is the only option.

BELIEF STATEMENTS

Highland High school community believes that ours is a dynamic school that can, and always will, improve in many ways. We believe that our faculty, staff, administration, parents, and students help define the needs of our school and are willing to address them. We believe in the power of collaboration and goal-setting to generate school improvement.

We believe that all students can learn and succeed, and that striving to achieve our Desired Results for Student Learning (DRSLs) is a well-placed priority. Through the work of Professional Learning Communities (PLCs), committees, councils, and focus groups, we believe our school community will continually facilitate student success.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. Increase student literacy skills by increasing the number of students passing the reading and writing UBSCT test the first time.
- 2. Increase numeracy skills by increasing the number of students passing the math UBSCT test on the first try.
- 3. Improve study skills for freshmen by increasing the number of freshmen passing all classes and decreasing the total number of "Fs" freshmen receive.
- 4. Improve students' job skills by decreasing the tardies in the school, decreasing the total absences in the school and increasing graduation rate to 92%.

Date of visit: February 8-9, 2010

MEMBERS OF THE VISITING TEAM

Dr. Nancy L. Jadallah, Eisenhower Junior High School, Granite School District, Visiting Team Chairperson

Rachel Billings, Lehi High School, Alpine School District

Linda Jones, Enterprise High School, Washington School District

Barry Jones, Enterprise High School, Washington School District

Wade Lott, Lehi High School, Alpine School District

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

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Dr. Patrick Garcia	Executive Director, Human Resources
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Gary D. Smith	

HIGHLAND HIGH SCHOOL

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Counseling				
Doreen Carey Karrie Jarratt		Counselor Counselor		
Support Staff				
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VISITING TEAM REPORT

HIGHLAND HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Highland High School is an urban, comprehensive high school located on the east side of Salt Lake City that serves just over 1,500 students from diverse backgrounds. The student body has more male students than females, a large minority population, over 40 percent low SES, and an 11 percent special education population. Within its building, Highland High School offers a satellite program for Horizonte Alternative School and inclusive academies that are open to all district students by application, and hosts the Salt Lake School for the Performing Arts (a charter school).

The school is located a tight-knit community with lots of parental support, and has no problem filling the PTSA, SCC or COW positions with community members. Many of the parents also attended Highland, and are therefore very dedicated to the school's mission.

- a) What significant findings were revealed by the school's analysis of its profile?
 - The school has made great strides in improving the academic performance of its students. There are many programs that address the needs of the diverse student body. While there have been noticeable increases in the number of students who are proficient, there remains a large learning gap between the ethnic groups. The minority population still continues to struggle with and fail classes, as well as CRT and UBSCT tests. The students indicated that, while there are many programs for minority students, they still feel that their voice is not often heard, and that there are some equity issues.
- b) What modifications to the school profile should the school consider for the future?
 - Some data, such as the UBSCT, graduation data disaggregated to the level of the student, and failure rates/data were not included in the document even though the data was collected. This information would have been helpful for the team.
- c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?
 - The Visiting Team felt that the self-study generally reflected the school's current strengths and limitations. There were indicators that the school took many measures to address issues at the school to include the drug issues at the nearby Sugarhouse Park, non-inclusion of minority groups, etc. The overall feeling of the school as indicated in the "climate surveys" was positive. While certain students obviously had a role in the school organizational structure, i.e., Schulte's kids and

the student body officers, the Visiting Team felt that a representation of the student body was not actively involved in the accreditation process, serving on a committee or in the focus groups. When asked, students were mostly not aware of the DRSLs and the school's mission.

A small group of parents were involved in the process, but admittedly were not actively involved in the focus groups for accreditation. There are many opportunities for parents to be involved include the SCC, PTSA, SIC and the COW. The accreditation report was sent to these groups prior to finalizing it. While parents feel welcome at the school, are willing to volunteer for activities, etc., there were only a couple included in discussions, and these were not actively involved in the process. Parents did state that they feel their voice is heard and that, while not a lot of parents are involved, those who are take information back to the neighbors and discuss it. They feel that their voice in the process is representative of their neighborhoods.

Suggested Areas for Further Inquiry:

- Further disaggregate the data make it available to the Visiting Team.
- Involve students in the process to get the student perspective.
- The report did not contain pertinent disaggregated/data on the UBSCT, failure rates, and graduation rates.
- Include additional parents in the accreditation process. The same parent was included on many of the sessions.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?

To a large degree, the school's mission, beliefs and DRSLs were developed and revised collaboratively by the school community to define a compelling purpose for the school that supports student achievement. Six years ago, the administration was completely replaced. The incoming administration felt uncomfortable making

drastic changes so soon after taking the helm, so the mission statement stayed the same. Over the first year, the administration had an ongoing electronic dialogue with the stakeholders, and from their ideas they put together a vision of the school. The belief statements have been the same since the last accreditation visit. Students and parents were not involved in the process.

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

To a moderate extent, the mission and beliefs do align with the school's identified DRSLs. The Visiting Team felt the DRSLs were not school-wide expectations or outcomes for all students, but rather indicators of broader goals. The team has asked the school to clarify the DRSLs to make them more global, school-wide expectations for student learning.

c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

The school has obviously begun the process of identifying indicators of school-wide student performances as seen in their school-wide Desired Results for Student Learning (DRSLs). The school has identified several goals that would indicate student progress towards these DRSLs. The school is focusing on literacy, numeracy, and job skills but is still in the process of creating formative common assessments according to the departments. The Visiting Team recommends that the school clarify the DRSLs to reflect what specific skills are expected, i.e., increase students' literacy skills such as the ability to write a letter, pass the language arts CRTs, read on grade level, give a speech, etc. and list the specific common assessments developed and used to assess their skills.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

The Visiting Team noted, to a limited extent, that the school's mission, beliefs, and DRSLs guide the procedures, policies, and decisions of the school. The DRSLs need to be rewritten in such a way that they are the expectations for all students by the time the students graduate. The school should then write indicators for each DRSL and list the assessments that will be used to measure the DRSLs. Once this process has been accomplished, it will be easier to assess the degree to which the DRSLs guide procedures and policies. DRSLs are not a part of the culture of the school, as students weren't even aware of what they were. Teachers displayed them in the classrooms but did not address them explicitly.

However, the Visiting Team noted that the school's mission and beliefs were mirrored in the school's policies and procedures to a moderate extent and were mostly reflected in the school's culture.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

To a moderate extent, the Visiting Team noted that the staff has worked to align the school's curriculum with the State Core. While Highland High does not use curriculum maps per se, the school has worked in its PLCs to align curricula by department. The work of the PLC's has had an impact on the quality of the curriculum developed at Highland High. Each group has clearly stated goals, and efforts are being made to meet those goals. Common assessments have been addressed but not implemented in the school. While some groups have identified common learning objectives, and collaboration among teachers and departments is evident, a common evaluation tool has not been developed and utilized.

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

To a limited degree, the Visiting Team observed that the curriculum does not engage all students in inquiry, problem-solving, and high-order skills. The Visiting Team observed that much of the instruction was lecture-based, and that teachers focused on the delivery of direct instruction. Further, many students expressed concern about the lack of opportunities to inquire and use higher-order thinking skills, and said they would like to have more and varied methods of instruction and evaluation.

Also, while the majority of classrooms were equipped with ceiling-mounted projectors and enhanced audio systems, the Visiting Team observed very few classrooms using this technology to effectively engage all students with the use of technology.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

To a limited extent, the Visiting Team noted that the teaching staff was collaboratively working to support the development of a curriculum that focuses on the school's DRSLs. Part of the problem is that the DRSLs are not yet fully developed. Once the staff revisits the DRSLs and writes the indicators for each DRSL, then the staff will be able to develop and align their curricula with the DRSLs.

The work of the PLCs focused on meeting the standards as outlined in the DRSLs. Collaborative work in these PLCs has been effective and is commended by members of the Visiting Team. A missing component of the work of the PLCs was the creation of a valid, common assessment in the content areas.

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

The Visiting Team saw very limited indication of teachers using assessments to drive curriculum. It was clear from teacher comments and from school-provided reports that data was not collected or evaluated to aid in creating or delivering instruction. In the departmental sections, all departments indicated the use of multiple assessments to show student progress. However, there was very limited evidence by teachers of the practice of using their assessments to drive curriculum or in other words to train them on changes needed in their instructional strategies to ensure all students learn.

Instruction:

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

It is somewhat evident that individual members of the professional staff, and some departments, design and demonstrate a variety of engaging instructional strategies to enhance student learning. While visiting classes in the various departments, it was observed that there is also an awareness of the importance of aligning expectations and activities with the core standards, and that teachers are using pedagogies of material to engage students in meaningful instruction. The variety of instruction included group work, individual analysis of documents, literature circles, direct instruction, lecturing, Socratic questioning, class discussions, role-playing, simulating real-life experiences, visual aids, technology instruction, experiments, and hands-on activities. While some teachers explicitly showed evidence of engaging activities for successful student learning outcomes, others did not. It is recommended that AVID training be offered for all teachers.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

It was observed by the Visiting Team that, even though the DRSLs are posted in every classroom, it is not evident or obvious that the desired results for student learning are implemented in every class on a regular basis. The students who were interviewed were not aware of the goals.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

The Visiting Team found evidence that the school is headed in a positive direction, working toward a collaborative effort in the PLC groups, to provide teachers with opportunities to develop and improve their instructional strategies that support learning. It was found that many of the teachers are working individually on

curriculum maps, common assessments, and direction. Little collaborative effort is made to work toward collective goals for the purpose of improving and strengthening student learning.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

To a large extent, the Visiting Team noted that the teachers are proficient in their content areas. However, while there is some evidence that some of the departments are driven by research (i.e., using effective instructional approaches such as AVID), it is apparent that others are not. It is also apparent that teachers are discussing concerns regarding student failure; however, it is not apparent that the teachers are reflecting on teaching practices to address student failure.

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

To a limited extent, the Visiting Team noted that there was a well-defined plan to integrate technology into the curriculum. It was observed by the Visiting Team that the professional staff varies in its use of technology in its curriculum. Overhead projectors were most evident as an instructional tool, and projectors and audio enhancements were present in every room. However, it was noted that few teachers, if any, were using the equipment during the team's visit. Considering the size of the student population, there is an inadequate number of labs, which may limit the integration of technology.

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

The Visiting Team noted that, while discussions have been held and a couple of assessments had been tentatively created, there are no school-wide assessments with specific performance standards used to monitor student progress. Individually, teachers have created their own content assessments, but the standards have not been clearly identified.

The Visiting Team clearly saw evidence of student expectations in every classroom in the school. DRSLs are posted in every classroom. While teachers are aware of the DRSLs, for the most part, the students were not.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

The Visiting Team noticed that, to a moderate degree, the school has a process that fairly and equitably assesses school-wide and individual progress in achieving academic expectations. The Freshmen Success program monitors struggling and failing freshmen students. The staff pulls data on freshmen students weekly.

School-wide, students and parents are able to see their progress through the ESIS program. The Visiting Team spoke with many students who feel this program is very valuable and use it at least on a weekly basis. The school monitors students who are failing, and uses a three-tier program for interventions. The principal has the "principal's alternative" program. Students who continue to fail are pulled from regular classes and placed in a self-contained program until they turn their academics around and are no longer failing. They are then returned to regular classes.

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

The Visiting Team noted that, to a moderate extent, data is used to assess the success of the school in achieving its academic expectations. However, the Visiting Team saw very limited use of data to drive or modify instruction throughout the school to meet the needs of failing students. The focus group for assessment and quality instruction mentioned that there is little evidence in the school of improving academic expectations. The data is used to show overall school progress, but the students and staff indicated that the data is not used to modify instruction to ensure all students learn.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

The Visiting Team noted that, to a moderate extent, the school's professional development program allows for teachers the opportunity to collaborate. While the Visiting Team saw great things happening in professional development, the focus has not been on developing a broad range of student assessment strategies. The principal started Professional Learning Communities throughout the school to develop more collaboration and better strategies for helping students learn and be successful. The principal has obtained grants to train teachers and community members to implement the PLC concept, sending them all to national conferences for training. The Visiting Team observed that the PLCs were departmentally organized and, therefore, were integrated across the content areas and not collaborative school-wide.

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

The Visiting Team found that, to a very limited extent, there was organizational agreement regarding a school-wide assessment to measure the DRSLs. The staff has made attempts to create a common assessment in a couple of departments, but there was no implementation of common assessments. Also, the indicators of the DRSLs were not in place, and there was no mention of how DRSLs would be assessed. Most teachers were aware of the focus and seemed to be committed to raising the number of students passing the CRT and UBSCT tests throughout the school.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?
 - The Visiting Team feels that the leadership has made great efforts to institute innovative programs to help all students learn. These efforts include the Freshman Success program, faculty training meetings, and the organization of the Committee of the Whole (COW) to discuss the needs of the school. The leadership is highly involved in using funds and resources to best foster an environment of learning. There is strong leadership from the administrative team, and the teachers seem to respect and appreciate the leadership. The leadership collaborates with the alternative school housed in its building, as well as the Salt Lake School for the Performing Arts, and the school's own in-house academies, to provide a learning environment for all students.
- b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?
 - To a moderate extent, the Visiting Team found evidence that the school leadership uses data to employ effective decision making. They use CRT data, freshman grades, and UBSCT scores as important data sources. The COW, SIC and administrative team seem to work together to come to a consensus on decisions. It is not evident that all the decisions are data driven. The CRT is used, but it is not evident that the school is using multiple data sources to make informed decisions. It is very evident that the freshmen are monitored and there are interventions in place for them. It is not as evident that there are interventions in place for the sophomores, juniors or seniors.
- c) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at

the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

To a moderate extent, the Visiting Team observed evidence that the leadership has provided skillful stewardship to provide a safe school environment where the students feel safe and cared for by the administration. The administration has also attempted to create a learning environment to foster the goals and DRSLs of the school. All teachers give at least two numeracy and literacy assignments per semester. The teachers know the DRSLs as they exist, but the Visiting Team felt that the current DRSLs are really indicators of larger school-wide expectations for all students.

- d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?
 - The Visiting Team found evidence that the leadership has made the attempts to empower the school community through the implementation of PLCs. Each PLC sets goals for the year. What is not evident is how the PLCs decide what their goals will be, and how teachers measure progress towards the goals. Teachers are encouraged to collaborate, and team teaching between the special education teachers, the social studies teachers, and the English teachers is evidence of collaboration. It is evident that the stakeholders are involved in the decision-making process.
- e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

The Visiting Team did not see evidence that a formal system of student mentoring is in place. The team did observe that struggling freshman and sophomores receive assistance through the Freshmen Success program. Additionally, the Freshmen Success program staff indicated that it saw each student at least once, but beyond this, there was no formal system.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing hasis?
 - The Visiting Team found that the school has an improvement plan in place that is reviewed and revised periodically. The plan was created six years ago, and it was revised for the current accreditation visit.
- b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?
 - The Visiting Team feels that the faculty members are to be commended for the implementation of Professional Learning Communities (PLCs), and for the time they commit to the PLCs. Currently, 90 members of the Highland community have been trained in the PLC model, and time is spent each month at faculty meetings to help others learn the model. Some of the faculty members are trained in AVID and IB strategies. They also have other alternative programs in place, such as Math Matters and Horizonte.
 - The faculty acknowledges that more training is needed in the PLC areas, and also with AVID and IB. They feel that follow-up training and workshops in each of the programs mentioned will help to keep them focused on their current goals.
- c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?
 - The Visiting Team observed that the school-wide action plan is limited in its ability to address the critical areas in the school. It is currently organized by department, though it should extend to a school-wide level. The Freshman Success program is in place and is functioning at a successful level.
- d) To what extent does the school create conditions that support productive change and continuous improvement?

The Visiting Team learned that four late starts per year are provided for the faculty to meet as PLCs, and faculty members are also given an additional eight hours a year. Once the PLC team has its goals in place, it is also provided with one day a year to meet for a PLC retreat for additional planning and community work. Substitutes are provided during the retreats, and there are various committees in place to evaluate school climate, student achievement, etc.

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

The Visiting Team found that the school has put into place Professional Learning Communities, and the administration is making an effort to take the lead in the school improvement process. The faculty is working together to define measurable goals and advocacy. A program has also been put into place to address the tardiness problem at Highland High School. Students are currently required to make up the seat time, and can earn double time for each absence or tardy if they are working on academic goals at the same time.

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

The Visiting Team observed that since the last visit, the administration has ensured that the faculty has been trained in the implementation of Professional Learning Communities, and is providing the time needed for the faculty to meet in the PLCs. Some of the departments have developed common assessments, but not all of the departments are at the point where they are using the common assessments. The faculty and administration are making an effort to analyze the data and use the data to drive instruction.

CHAPTER 5: COMMUNITY BUILDING

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

To a large degree, the Visiting Team saw evidence of community building fostered by Highland High's students, staff, administration, and parents. Each of these groups plays an important part in cultivating the positive relationship that exists between Highland High and its patrons. The Visiting Team found that people like being at Highland High and are very proud to attend the school.

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

The Visiting Team has found that Highland High has, to a great extent, extended collaborative networks through a myriad of programs, which in turn support student learning. There is a great amount of time and effort devoted to giving community members a voice in the school. Highland High has also put a great deal of effort and resources into providing support services for its minority community and economically challenged populations. The administration has also established programs through which students can share their opinions and help guide the school.

Some of the programs that have fostered community building are the translating of school documents into various languages, immunizations provided by the school nurse, town hall meetings, and the "Schulte Squad."

- c) To what extent has the school engaged the school community in a collaborative selfstudy process on behalf of students?
 - The Visiting Team has found that, to a lesser degree, the school has engaged the community in a collaborative self-study process. A good variety of patrons did engage in a self-study survey that was posed to them. Only a small number of parents and no students participated in the focus groups.
- d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

To a large degree, the results of the school improvement are documented and communicated to the school community. This information is available on the Highland High School website.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff on the creation and implementation of the PLCs.
- The Visiting Team commends the staff on the positive working relationship between the school and its community.
- The Visiting Team commends the staff on the variety of programs and opportunities available to students at Highland High School.

- The Visiting Team commends the staff on its commitment to increase graduation rates, and on its improved rate last year.
- The Visiting Team commends the staff on its collaboration with the Salt Lake School for Performing Arts and Horizonte to the benefit of their students.
- The Visiting Team commends the staff on its continuing efforts to close the achievement gap and improve student achievement.
- The Visiting Team commends the staff on its efforts to embrace diversity and meet the needs of their diverse student body.
- The Visiting Team commends the staff for focusing on the transition from junior high to high school, and for providing supports for students to be successful.
- The Visiting Team commends the staff on its commitment to professional development.
- The Visiting Team commends the school on its dissemination of data and information to the parent community.
- The Visiting Team commends the school on its positive efforts to promote collegiality and camaraderie among the staff.

Recommendations:

- The Visiting Team recommends that the staff revisit the DRSLs and refine them as
 global, school-wide expectations for all graduating seniors. For example, ask the
 question, "What we do want all students to know and be able to do upon
 graduation?" Then the current DRSLs become indicators for the overarching
 expectations.
- The Visiting Team recommends that the school either collect additional data or report a more comprehensive view of the student data so that an accurate picture be given indicating actual student achievement.
- The Visiting Team recommends that the staff revisit the fourth DRSL, in that the DRSL does not accurately define job skills, but rather indicates qualities of a responsible citizen or dependable worker.
- The Visiting Team recommends that the staff consider a variety of additional instructional strategies that engage students in active and more meaningful learning.

- The Visiting Team recommends that the staff look at effective instructional strategies for ELL students and implement them school-wide.
- The Visiting Team recommends that the staff implement SIOP strategies or other research-based instructional strategies for ELL students.
- The Visiting Team recommends that the school include all stakeholders in the accreditation process, and include a wider variety of parents who represent the parent community.
- The Visiting Team recommends that the staff revisit the action plan and make school-wide goals, list the activities necessary to accomplish these goals, and include a time line and persons responsible for tracking the implementation of the action steps and the progress of the goals.