

**The Report of the
Accreditation Visiting Team**

**Reid School
2965 East 3435 South
Salt Lake City, Utah 84109**

February 22, 2012



**Utah State Office of Education
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Reid School
2965 East 3435 South
Salt Lake City, Utah 84109

February 22, 2012

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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 22, 2012, 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 Reid 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 Director Dr. Ethna Reid is also commended.

The staff and administration are congratulated for their desire for excellence at Reid 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 Reid School.

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State Superintendent
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*****Charter School Representative Appointment

**UCAT Representative

****USBA Advisory Representative Appointment

REID SCHOOL

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Ruth Reid

Thomas Richey
Shauna Tateoka
Stephanie Taylor
Rodolfo Vera
Mike Wei
April Worley

REID SCHOOL

MISSION STATEMENT

The Reid School is dedicated to producing students who have acquired positive attitudes and behaviors about learning and about cooperating and working with others.

BELIEF STATEMENTS

- All students can learn well what we teach.
- We can teach all students to achieve their potential.
- Parents are partners with us in our efforts to serve students well.
- Students will become what we believe they are—caring, respectful, and eager to please.
- Students should feel joy at school and be eager to attend each day.
- Students must not be threatened, teased, made to feel less of a person by other students or staff members.
- Each student has unique talents and interests that should be nourished by the school's programs and staff.
- Students can learn to work hard, become self-directed and responsible for the well-being of others as well as themselves if we, the staff, work hard, are self-directed and responsible for the student's well being as well as our own.
- We believe in students and ourselves.
- We value Reid School's learning and loving environment.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Learning to Learn Skills
2. Expanding and Integrating Knowledge
3. Communication Skills
4. Thinking and Reasoning Skills
5. Personal and Social Responsibility
6. Interpersonal Skills

Date of visit: February 22, 2012

MEMBERS OF THE VISITING TEAM

Robert Stillwell, USOE/NWAC Accreditation Consultant, Visiting Team Chairperson

Jonathan Jones, Educational Consultant

Avia Kelly, Lincoln Academy

VISITING TEAM REPORT

REID SCHOOL

CHAPTER 1: SCHOOL PROFILE

Reid School is a private preschool, kindergarten and grades 1-9 school in Salt Lake City. It is accredited for grades K-12, and has been in existence for 24 years. The Reid School tradition is a successful one that benefits many children and families. The faculty at Reid School is dedicated to ensuring that all of the school's programs, from preschool to ninth grade, reflect the principles that have established Reid School as the standard for excellence in education.

a) *What significant findings were revealed by the school's analysis of its profile?*

The teaching methods used at Reid School help students achieve significant gains in reading and mathematics.

b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team has recommended that the administration and teachers at Reid School prioritize their extensive list of DRSLs and consider doing a more in-depth analysis of data on fewer DRSLs.

c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The 2012 self-study was thorough and complete. It showed clearly what the school is successful in achieving with its students, and it self-reports the choices the school has made regarding staffing.

Suggested Areas for Further Inquiry:

- The school needs to identify measures it will use to collect and report data on the DRSLs that are not academic.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NORTHWEST) 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?*

The school's mission, beliefs and desired results for student learning (DRSLs) are reviewed by the school community at the faculty orientation pre-service meetings each year, and regularly during weekly faculty meetings. The mission statement represented a collaborative effort when first written, and no significant changes have been made in the mission statement and beliefs in the past six years. DRSLs were analyzed in preparation for the school visit. Also, copies of the mission statement and "we believe" statements are posted in each classroom.

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

The school's DRSLs are fully supported by the mission and beliefs. The school chose to use all six DRSL indicators for analysis, and a thorough report of the analysis for each DRSL was included in the report. There is clear alignment between the DRSLs, mission, and beliefs; however, due to the use of all six DRSL indicators, there tends to be more information than individual teachers are able to articulate in relation to specific subject areas.

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

The following six indicators have been chosen by the school for application and analysis in relation to curriculum and methodology: Learning to Learn Skills, Expanding and Integrating Knowledge, Communication Skills, Thinking and Reasoning Skills, Interpersonal Skills, and Personal and Social Responsibility. The rubrics for School-Wide Goals for Learning and Performance Indicators were used in the analysis for each DRSL. There is specific attention to assessing the school program in each area of each indicator, with focus on student performance and learning.

- 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 school's mission, beliefs, and DRSLs are clearly evident in guiding the procedures, policies and decisions of the school, and are evident in the culture of the school. Pre-session orientation, faculty in-service and training meetings, and established teaching policies and procedures are clearly communicated, inculcated, and evident in the operations and culture of the school. The teachers seem to be fully

invested in the school's philosophy and approach, and student classroom participation and outcomes are aligned. Parental support and involvement in the school are indicative of the school community agreements.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

Close attention is paid to the Utah Core Curriculum in particular. Each teacher accounts in writing each day the lessons and methodology used in each class in relation to core requirements. In so doing, *Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success* is well covered.

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

The school's curriculum develops the skills of inquiry, problem-solving, and higher-order thinking skills progressively throughout the curriculum from the youngest to the oldest students/grade levels. Great emphasis is placed on developing a rich background in content, providing the basis for each of the thinking skills. Classroom presentation and drill, followed by class activities and assignments, progressively develop thinking skills that are then demonstrated both orally and in writing.

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

The teaching staff works collaboratively in supporting and developing curriculum in the various subject areas. The reading program, developed by Dr. Ethna R. Reid, is used throughout, and requires a mandatory two-week training prior to the opening of the school term. The program itself focuses on early childhood learning geared toward parents of children ages six months to three years. The school program encompasses preschool through grade nine. Other subject areas involve collaboration among teachers in the selection of curriculum materials that support the school's DRSLs, as well as methodology and techniques that can be used at various grade levels.

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

Students are assessed upon entrance into the school's program with regard to reading and mathematics level, and are placed accordingly. Each reading and math classroom is divided into a lower and a higher group, and teaching to each group is in accordance with ability level. Students are prepared for mastery testing as they progress, and grouping is individually fluid in accordance with progress. In addition, reporting to parents is accomplished by report cards that indicate grades for subject area progress, conduct, and effort. Thus, a student's academic progress reflects simply academic progress, whereas the other two efforts are assessed separately. Also, report cards

include extensive teacher narrative regarding the teacher's objective assessment of the student and his or her progress to date. The objective is a diagnostic approach to student assessment. Finally, the school administers the Stanford Achievement Test twice annually, which assesses students individually as well as in class groups.

Instruction:

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

The school provides a standard format for lesson planning that includes emphasis on the basic learning styles of students. Lessons include auditory instruction, kinesthetic activities, and oral response in relation to the goals and objectives of the lesson, as well as the presentation and practice of the lesson. Teachers are encouraged to provide alternative activities for students based on a pretest over the lesson material. Experiential activities are to be included to provide for the learning experience as well to give students opportunities to demonstrate learning. The use of testing is designed to cover lesson content as well as to develop study skills and comprehension, with opportunities for demonstration of critical thinking skills. Teachers and students actively engage in oral dialogue and exchange in lessons. Teachers conduct individual, oral conferences with students as a part of the learning process. Student portfolios are maintained in each subject area for each student.

- 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?*

Each DRSL has been analyzed and assessed in accordance with the school's instructional goals and objectives. The strategies used in instruction have been developed separately from DRSL assessments; however, these strategies seem to be effective in achieving success in realizing the DRSLs. Application is apparent at all grade levels. The school strives to achieve its stated goals in all subject areas as the means for meeting the goals of the DRSLs.

- 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 core subject and discipline in the school is the ECRI reading program. Each faculty member attends an intensive, two-week training in the program prior to the opening of school each year. This is followed up by weekly faculty/in-service meetings. All lesson planning and adherence to the State Core in each subject area is documented with follow-up. At the same time, teachers collaborate in relation to curriculum materials (outside of reading) and methodology for personal and professional development. Results of individual and school-wide testing are analyzed in relation to student learning, reflecting on effective teaching.

- 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?*

Teachers are assigned in accordance with their academic degrees and training. Further in-service is designed to facilitate professional development and improvement. Faculty meetings focus on instructional research, practices, and improvement. Collaboration among the faculty provides opportunity for mutual improvement of practices that reflect individual talents and abilities, and unity of the faculty in focus on student needs

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

Students at all grade levels are scheduled into computer classes using the school's computer lab. Instruction begins with the elemental skills of keyboarding and advances to the development of competent typing skills. Application of skills includes drills and reviews in various subject areas (math, spelling, etc.). Students are encouraged to use their skills in research and in typing papers at advanced levels. Also, students at advanced levels are enrolled in single camera television and broadcast classes, with emphasis on the elements of production.

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?*

Classroom and school-wide assessments include placement testing for reading and mathematics. The Exemplary Center for Reading Instruction (ECRI) Informal Reading Inventory is used in each grade as a pre- and post-test for reading. In addition, students are given the Monroe Mathematics Test (from the University of Chicago) for placement purposes in mathematics classes. Criterion-referenced mastery tests are used throughout the school year, in most classes to measure individual student progress, and for purposes of advancement where appropriate. Individual conferences are conducted regularly by teachers with each student. Portfolios of student work are maintained in each class. Stanford Achievement Tests are administered twice per year, in late September and late April. Test results are used by the school to measure and assess overall student achievement and instructional effectiveness, and results are communicated to parents. All assessments are used to measure student achievement and ensure proper placement.

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

All of the above tests are used to assess school-wide and individual progress in achieving academic expectations. Testing is used for measuring the degree of learning in accordance with the school's stated curricular and instructional goals.

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

Assessment data is used for purposes of placement, tracking student progress, reporting to parents, and school evaluation of its success in achieving academic expectations. There is no evidence of the school using testing for purposes other than those stated. All assessments seem to be intricately involved in achievement of expectations for student learning related to school-wide goals.

- 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 school's administrative leadership has established the tools for assessment that are used by the school. Professional development is aimed more at the designed strategies for the use of the assessment data. All these elements are focused on the school-wide goals as established. In essence, the broad range of student assessment strategies has been determined, and professional development is geared toward effective use of these strategies.

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

The published rubrics for School-Wide Goals for Learning and Performance Indicators were used by the school for the scoring tool for the identified DRSLs. As stated, the school leadership chose to assess all six published DRSLs. Analysis and assessment was thorough in each case, and specific in relation to learning strategies, curriculum and assessment tools.

CHAPTER 3: NORTHWEST 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?*

Reid School's commitment to promote quality instruction by fostering a learning climate that actively supports teaching and learning is evident in the intensive two-week training that all full-time teachers must undergo. This training ensures that each full-time faculty member is trained to instruct, assess, differentiate, and modify reading instructions for an entire class, but also cultivates time for one-on-one student

coaching and feedback. The effectiveness of the school's reading program is apparent in the students' exceptional test scores in comparison to the neighboring Granite School District. Bi-weekly trainings are also held for other subject areas to check the performance of both teachers and 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?*

Data-driven instruction is definitely one of the strengths of Reid School. The school values the feedback that is available from placement tests, standardized tests, and criterion-referenced tests, and uses them to diagnose problems and prescribe solutions. Each teacher had the placement test data and kept his/her own record of student progress. Approximately 25 years of teaching data was readily available accessible to the Visiting Team upon their visit. This data contained information about how and why instructional programs were chosen, how well they worked, whether they were amplified or discontinued, and how they measured assessed and analyzed. For example, the Visiting Team noted that the school used two concurrent math programs (Saxon and McGraw-Hill) because it was felt that some important concepts were lacking in the primary textbook source (Saxon); in order to prepare for the new National Common Core, as well as ensure that each student was exposed to a variety of concepts, the school opted to teach using both programs.

- c) *To what extent does the 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?*

The leadership of Reid School is proficient in managing how educators allocate their instructional time to meet their desired results for student learning. They also manage the organization (building resources) and operations efficiently. Examples of this were seen throughout the visit as teachers were able to maximally use their instructional time, especially with teaching two completely different levels of reading and mathematics simultaneously in one classroom. However, the Visiting Team did recommend that the school decrease the number of DRSLs in order to focus on a more detailed study of fewer goals.

- 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?*

Reid School encourages community participation, collaboration, and shared responsibility for student learning in the decision-making progress by involving parents, teachers and students in some of the decision-making processes that affect the school. The Student Council, the Parent-Teacher Association, and the faculty work together to decide on events and school policy. Pivotal communication with parents is kept up through the use of newsletters in which different students get a chance to be highlighted for their accomplishments. The school also collaborates with the

University of Utah for some tutoring programs, and with Granite School District in order to foster a more open relationship within the neighborhood (especially since students leaving Reid School usually go to that school district).

- 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?*

Reid School teachers voluntarily take turns to help students in the school's After-School Reading Clinic. This helps to establish a rapport between individual students and teachers as they work together to meet school-wide expectations for competence. The small size of the school is also an additional bonus, because the teachers seemed to know each student within the school, whether they personally had taught that student or not. Another way in which Reid schoolteachers showed that they knew each student individually was through their progress reports—each teacher gave a written evaluation of how the student was doing in relation to the school's overall expectations.

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 Northwest, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NORTHWEST 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 basis?*

The school has developed goals and action plans. Teachers are involved with aligning courses to State Core. The school continually seeks to find ways to improve its effectiveness with regard to student learning.

- 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?*

Reid School does outstanding professional development work with teachers in the summer. All teachers have undergone a three-week orientation to the Reid methods of teaching.

- 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?*

There is room for improvement in breaking down action plans for specific responsibilities regarding who will do what. There is a high degree of ownership on the part of teachers regarding follow-up with goals.

- d) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school has undergone significant changes during its history. There is an attitude of accomplishment, and the teachers are quite well trained and competent to meet the needs of their students. The school has a genuine desire to strive for excellence in education. It has much to be proud of in the success of its students and can look forward to learning to learn new ways to meeting the changing needs of those students.

CHAPTER 5: COMMUNITY BUILDING

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

The entire staff has the best interests of the students as their foundation. There was ample evidence of teamwork and cooperation among the teachers.

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

The school participates in many academic, fine art and sporting competitions. It has extended hours to help students before and after school.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

The work of the self-study was for the benefit of the school. The school did a commendable job of explaining its methods of success with its students.

- d) *How are results of school improvement identified, documented, used, and communicated to all stakeholders?*

The school administration will use the results of the self-study and the commendations and recommendations of the Visiting Team in professional development with teachers, and with marketing with parents and potential parents.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Reid School's teachers for their focus on multi-dimensional learning, involving the students in auditory, visual, kinesthetic, and oral processing.
- The Visiting Team commends Reid School's students for their involvement, adherence, and responsiveness to classroom procedures, for their ability to self-monitor, and for producing quality work.
- The Visiting Team commends Reid School for the school's reading program, in which each student is placed in accordance with his/her initial level, regardless of age or grade, then is provided with the instruction and opportunity for advancement at his/her own individual pace.
- The Visiting Team commends Reid School's teachers for taking the time to conference with individual students during a dual-level classroom experience.
- The Visiting Team commends Reid School for creating an established system of routines and procedures that limits transition time and maximizes the use of time engaging students' attention on learning.
- The Visiting Team commends Reid School for following through with its commitment to smaller class sizes. This allows each student to be well known by his/her teachers. It also allows teachers to work individually with students.
- The Visiting Team commends Reid School for the environment of educational excellence that is evident throughout the school. The students are treated with respect in a safe, well-maintained facility. Academic rigor is expected, and extra help is available for students when needed.

Recommendations:

- The Visiting Team recommends that Reid School revisit their extensive list of desired results for student learning and prioritize the list to identify the three or four DRSLs which best reflect the work of the school. In future visits, in-depth analysis of achievement data will be expected. It is recommended that the analysis be more in-depth on fewer DRSLs.
- The Visiting Team recommends that Reid School provide a part-time school counselor to the secondary grade students. Students will benefit from more articulation of academic and career options and requirements post-Reid School.