

**The Report of the
Accreditation Visiting Team**

**Tintic High School
P.O. Box 230
Eureka, Utah 8484628**

April 14, 2010



**Utah State Office of Education
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**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Tintic High School
P.O. Box 230
Eureka, Utah 84628**

April 14, 2010

UTAH STATE OFFICE OF EDUCATION

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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, April 14, 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 Tintic 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 Kodey Hughes, Building Administrator, is also commended.

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

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TINTIC HIGH SCHOOL

MISSION STATEMENT

“The mission of Tintic High School is to provide students with superior educational opportunities in a safe, inviting environment where students are prepared to be lifelong learners and responsible, productive citizens.”

BELIEF STATEMENTS

- We believe that learning experiences should be engaging, meaningful, interesting, varied and personally relevant built on expectations, yielding high achievement.
- We believe that each student has unique social, emotional and intellectual needs; therefore, we will help them discover and develop individual talents, abilities, and interests to foster a realistic, optimistic view of personal potential.
- We believe in maintaining our school as a safe and caring place where students can develop habits of good citizenship through cooperation with staff, parents and community, which will help establish a productive learning environment and be a source of self-worth.
- We believe our small student population enables us to know our students personally and help each of them identify specific activities and skills that will be a source of self-worth, enjoyment and employability throughout their lives.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Literacy
 - Apply information to communicate meaning.
 - Solve problems using appropriate information.
 - Gather and filter information to interpret meaning.
2. Accountability
 - Understand individual and community responsibility.
 - Develop positive work ethics through academic endeavors.
 - Demonstrate responsible citizenship behavior through attendance, punctuality, and preparation.

Date of Visit: April 14, 2010

MEMBERS OF THE VISITING TEAM

Shane Farnsworth, American Fork Junior High School, Alpine School District,
Visiting Team Chairperson

Travis Lemon, American Fork Junior High School, Alpine School District

Rick Pruitt, Richfield High School, Sevier School District

VISITING TEAM REPORT

TINTIC HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Tintic High School is located in Eureka, Utah, a small community southwest of Provo. Enrollment at the school is increased by students who choose to attend from Nebo and Tooele School Districts. Tintic has seen a slight increase since 2003 in the number of out-of-district students. Twenty-eight percent of the students in 2003 were out-of-district. In 2010, approximately thirty-six percent are out-of-district students. The school serves as a community center, with strong family support for all of its activities.

Since it is a small school, students have many opportunities to be involved in school activities. The student population since the last accreditation visit has stayed relatively stable; currently the population is 117 students in grades 7-12. Nearly half of the staff members are new to the school since the accreditation visit in 2004. The school currently has a certified staff of 10 teachers.

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

Analysis of the school profile revealed significant findings in the following areas:

- **Data**—The school has seen a significant increase in student achievement in science, as measured by end-of-level summative assessments. Student achievement in language arts has remained constant, and is a strength at the school. Math achievement scores, as measured by end-of-level summative assessments, represent a significant challenge for the school.
- **Staff Turnover**—The school has experienced a significant turnover of staff in the last six years. Nearly half of the teaching staff has been at the school for less than six years. The school has gone through three administrative changes in the last six years as well.
- **Technology**—The school has made a significant commitment to increasing the technology available to students. SMART Boards and computers are available in many classrooms.
- **Extracurricular**—Given the size and funding challenges of the school, there is a good variety of extracurricular opportunities in which many of the students participate.

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

The school should consider gathering community demographic data as part of the school profile data. In addition, ACT and SAT scores should be collected and gathered to see trend data in terms of college readiness.

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

The school has done a thorough job of self-analysis, and the self-study is an accurate reflection of the school's current strengths and limitations. Tintic High has involved the community in the process of self-study, and has a strong understanding of who they are and what challenges they face in moving forward. The school has limited data regarding attendance, tardies, behavior, and failure.

Suggested Areas for Further Inquiry:

- Given the size of the school and the grade configuration of 7-12, the school should gather longitudinal achievement data for individual students to see how they are progressing over time with the school.
- The school should also gather and include school data such as failure, attendance, and behavior data to better understand the needs of the school.

**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?*

The Visiting Team found evidence of positive work in this area. The work of focus groups, as well as the involvement of parents and staff in working to refine and improve the mission statement, beliefs, and DRSLs, is to be commended.

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

The DRSLs are in alignment with the mission and belief statement. For example, the mission statement says that students will have opportunity to become

“prepared to be lifelong learners and responsible, productive citizens.” One of the school’s DRSLs is Accountability, which includes these very attributes and further defines them through the indicators.

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

The DRSLs are simple and easy for all stakeholders to understand. Effort has been made to develop school-wide scoring tools such as a writing rubric. The Visiting Team encourages the faculty to continue this effort and similarly develop a school-wide scoring tool for the Accountability DRSL. A systemic means of collecting data and measuring the progress toward well-defined DRSLs can allow for additional progress and growth of students’ learning the DRSLs.

- 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 found evidence of student, parent, and teacher awareness of the DRSLs. The students who interacted with team members were aware of and positive in their discussions of the attributes of respect and responsibility they feel they are learning and demonstrating. The faculty and staff are working hard to realize the vision and accomplish the DRSLs.

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?*

The DRSLs align with the Utah Life Skills document, and are clearly defined through the simply worded indicators. The self-study provided evidence within the departmental analysis that teachers are incorporating the DRSLs into the culture of the school and their individual curricula.

The self-study also contains, within the departmental analysis section, evidence the teachers have aligned their curriculum to the Utah State Core Content Standards. From the observations of the Visiting Team members, it appears that the curriculum being presented in class is aligned with the standards documents mentioned.

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

Students have some opportunity to learn at high levels. For example, the EDNET system is a part of the school, and two learning areas are available so that students can take classes offered. The technology available at Tintic also engages students in inquiry, problem-solving, and higher-order thinking skills.

There is evidence in the self-study report of a concern about curriculum that is challenging and engaging. The Visiting Team also found that some parents with whom they visited expressed concerns about students being challenged at high levels and prepared for college and post-secondary training.

- 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 teachers have means within the curriculum and instruction they are providing by which they support the development of the DRSLs. This is evident in the Department Analysis of the Self-Study document and in conversations they have had with the Visiting Team. The Visiting Team encourages the staff to continue their work and to also increase their efforts to formally collaborate on their efforts in this area.

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

The Self-Study report provided data from CRTs. Teachers are using this data to address curricular and instructional issues. Within the Departmental Analysis, teachers also addressed their efforts to use assessments to reach all students. The Visiting Team witnessed the use of mostly summative assessments that check for understanding of learning objectives. The use of the UTIPS resource was mentioned as being used in helping to prepare students for CRTs. The Visiting Team encourages teachers to continue their efforts and work to incorporate formative assessments as well. The faculty is also encouraged to look at ways in which formative assessments and assessments given on a daily basis can be used to drive instruction.

Instruction:

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

Technology is present in every room and is used in virtually every class. Each room is equipped with a Smart Board and each teacher has a computer that can be used in conjunction with the Smart Board or as a stand-alone. In addition, teachers use a variety of teaching methods to reach all learners.

- 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?*

Teachers are modeling the literacy and accountability DRSLs as well as teaching respect to students. In classes visited, the teachers were very deliberate in making all students active learners. The students' ideas and comments are important, and are used to make sure the subject matter is learned.

- 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?*

In weekly faculty meetings and on early-out days, teachers are taught how to utilize technology and find other methods of instruction to meet the learners' needs. Teachers involved in the in-service are very positive about the outcomes.

- 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?*

The size of the school and the limited size of the faculty makes it a challenge to have teachers who are licensed in every area of expertise. The faculty of Tintic High School does a great job of meeting the needs and requirements of all of its students. Teachers are actively working on licensure in the areas they need to be able to teach.

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

Technology is a big part of every class. The Smart Boards, computers, and other technology are used abundantly by teachers and students to assure they are proficient in content and 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 staff uses assessments that effectively measure the content taught. CRT, ACT, and other assessment scores are lower than the state average, but this is not necessarily an indicator the students are not learning. The entire group of

stakeholders will need to be educated on what is important if a student is going to achieve high scores on standardized tests.

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

Academic expectations are agreed upon by stakeholders in SEOP/SEP meetings. Tests such as the ACT and statewide CRT tests are used to assess the position of the school as a whole. While this information can be useful, they are not the only assessments that should be looked at.

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

It is evident that the results of the standardized tests used at Tintic High School are shared and evaluated by the staff. To what extent this information is used to drive the curriculum is not apparent. This should be evaluated as a way to assist students taking those assessments to learn and retain the information better.

- 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?*

Tintic High School's staff meets on a regular basis to collaborate on a variety of items that are designed to help students. The staff works on methods, assessments and classroom management issues.

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

The entire staff is working on integrating the DRSLs into every part of the curriculum. It has been effective up to this point, as evidenced by the departmental analyses. They have evidently agreed upon the standards they want to measure and assess. The school needs to further develop means of assessing its DRSL indicators.

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 school leadership team promotes quality instruction by fostering a learning climate. Students feel teachers care and give them the support they need to be successful. The leadership has made changes to be more supportive of teachers. The current principal is a true teacher-leader, teaching four classes a day. This has created a sense of common purpose and concern in which teachers feel supported. A commitment by leadership to provide technology funding has also supported a climate of increased teaching and learning.

- 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?*

Because of the size of the school, the staff members collaborate well. The school needs to develop additional means of gathering school- and classroom-level data to drive decision making. There is a lack of school attendance, tardy, and behavior data in the profile. In addition, the achievement data is limited to end-of-level state achievement data.

- 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?*

The school provides outstanding, skillful stewardship by managing organization, operations, and resources. The size of the student population and the resulting limited resources require individuals to assume additional responsibilities. They staff members do this well, which provides a safe, efficient, and effective learning environment complete with opportunities for extracurricular involvement.

- 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?*

Community members shared that the school has provided multiple opportunities for community input and involvement. Parents fully participated in the accreditation and self-study process. In addition, they feel their ideas are heard and concerns are addressed. The school leadership and teachers are doing a great job of reaching out to the community, and feel a close connection with the community. The community connection to the school is evident in their support for the many activities which take place at the school.

- 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?*

Each grade level has approximately 18-20 students and an adult staff member who is assigned as a class advisor. This adult meets with the entire class on a regular basis throughout the year. The same advisor works with the students during their entire time at the school.

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 basis?*

The school improvement/action plan has been developed from the recommendations made by the last accreditation team, and is being adhered to very closely. It is evident that the entire school is using the action plan to integrate the recommendations into the curriculum.

- 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?*

Tintic High School utilizes weekly faculty meetings and early-out days to allow teachers to collaborate with each other and implement the school's goals. All departments have integrated the two main DRSLs (literacy and accountability), as is evident when talking to teachers, students and other stakeholders.

- 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?*

For a school this size, the action plan is well thought out and well implemented. All stakeholders have ownership of the plan, and it is working. It is recommended that the school add a student achievement component of the action plan, as indicated in the Visiting Team's recommendations.

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

The entire school and all stakeholders are part of the process for continuous improvement. They work together well, and all evidence strong support for continuous improvement.

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

In the last visit, it was recommended that respect be taught and used at Tintic High School. It is very evident that this has been done, even though there has been a large turnover in the past six years. Students and teachers are respectful of each other, and all stakeholders appear to understand that they have ownership and responsibility in the school and their own individual parts.

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

Tintic High School has implemented all the recommendations of the previous Visiting Team, and has begun incorporating DRSLs into the day-to-day operation of the school.

CHAPTER 5: COMMUNITY BUILDING

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

All stakeholders seem to understand their part in making the school successful. Each stakeholder has a voice in what is done and how it is done. This mutual respect is evident in classrooms, hallways, and especially in how the building is treated and maintained.

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

Eureka is a small, close-knit community whose members help each other in most aspects of daily life. Tintic High School is no small part of that. It is the center of much that happens in the community, and the community is very supportive of the school.

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

The school has completed a school-wide survey that included the parents, teachers, students and administration. The information has been set aside for the collective use of those involved, and can be used to understand how best to improve the school and serve the student.

In speaking with the Counseling Department, it was understood that a survey has been completed to help the students and understand areas that can be improved upon.

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

The size of the community is one of the real advantages of this school, because it is small enough that most people know everybody, and they are acutely aware of the inherent problems and difficulties of the school. This is documented in the school and community newspapers, and is communicated to all stakeholders in the same way.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the culture evident at Tintic High. The building is in exceptional condition. The school is in good shape both physically and emotionally. Kids feel safe here, and parents feel their children are safe and cared for. There is a good feeling at Tintic High School. Parents and students feel they have a say in what happens and are a part of the school.
- The Visiting Team commends the staff members who are willing to do whatever it takes to make sure the students get what they need to be successful. The commitment of the staff is commendable.

- The Visiting Team commends the implementation of the DRSLs. The DRSLs are real to all stakeholders. Students know they are going to be held accountable, parents understand what is expected, and teachers are implementing the DRSLs into their curricula.
- The Visiting Team commends the integration of technology for teaching and learning. Technology is being used extensively. The commitment made by the school to acquire and implement technology is commendable.

Recommendations:

- The Visiting Team recommends that Tintic High examine its expectations for students. The culture and climate of Tintic High School needs to reflect a shift toward preparing students not just for graduation, but for success at the next level, whether it is college, work, trade school or another choice. Tintic High School could and should have a culture of high expectation.
- The Visiting Team recommends that the school review its action plan. The steps of the action plan should be more specific and more measurable. Each one could be broken down into easily managed pieces with timelines and measuring standards. At least one component of the action plan should be tied to student academic achievement.
- The Visiting Team recommends that Tintic High continue its work with the DRSLs. As acknowledged in the commendations section, much effort has been put into achieving the DRSLs. It is now recommended that the DRSL process be taken to the next step. The school should revisit the DRSLs with specific attention to measurable indicators that will effectively show student achievement of the DRSLs.
- The Visiting Team recommends that the school explore the possibility of adding opportunities for students to bring more classes for those students who want to excel through EDNET, concurrent enrollment, Electronic High School or other avenues. Create “big school” opportunities in a very healthy small school setting.