The Report of the
Accreditation Visiting Team

Taylorsville High School

6225 South Redwood Road
Taylorsville, Utah 84123

March 3-4, 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

Taylorsville High School

6225 South Redwood Road
Taylorsville, Utah 84123

March 3-4, 2010

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction

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TABLE OF CONTENTS

Foreword ii
Utah State Board of Education iii
Granite School District Board of Education and District Administration 1
Taylorsville High School Administration and Staff 2
Taylorsville High School Mission Statement, Belief Statements, and DRSLs 4
Members of the Visiting Team 5
Visiting Team Report 6
Chapter 1: School Profile 6
Suggested Areas for Further Inquiry 7
Chapter 2: Northwest Association of Accredited Schools (Northwest)
Teaching and Learning Standards 7
Mission, Beliefs and Desired Results for Student Learning (DRSLs) 7
Curriculum 8
Instruction 9
Assessment 11
Chapter 3: Northwest Support Standards 12
Leadership and Organization 12
School Services 13
Facilities and Finances 13
Chapter 4: Northwest School Improvement Standard 14
Chapter 5: Community Building 15
Chapter 6: Major Commendations and Recommendations of the Visiting Team 16

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, March 3-4, 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 Taylorsville 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 Jerry Haslam is also commended.

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

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TAYLORSVILLE HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Jerry Haslam ..... Principal
Fred Crawford ..... Assistant Principal
Camilla Dean ..... Assistant Principal
Rod Horton ..... Assistant Principal

Counseling

Lorri Aldridge ..... Counselor
Carolyn Boies ..... Counselor
Joyce Jones ..... Counselor
Laney Long ..... Counselor
Guy Padjen ..... Counselor

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David Oakeson
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Jay Olsen
Blaine Parker
Emily Parrish
Natalie Paxton
Kalyn Phelps
Allen Pulley
Ken Rasmussen
Adam Revelli
Victoria Reynolds
Tarell Richards
Carol Anne Rockwell
Sherrie Samu
Steve Schmid
Karen Smith
Alisha Staggs
David Stratton
Leah Tarrant
Dave Vande Veegaete
MichelleVan Gesen
Mary Ward
Wayne Watts
Mary Welsh
Rob Wessman
Steve Woolley
Lorraine Wyness
George Yang

TAYLORSVILLE HIGH SCHOOL

MISSION STATEMENT

To create an environment that promotes lifelong learning, values individuals and prepares all students for their futures as positive and responsible citizens.

BELIEF STATEMENTS

1. All who enter Taylorsville High School are an integral part of our community of learners.

2. The community of learners is a result of a cooperative effort of students, teachers, counselors, administrators, staff, parents and patrons.

3. By working together in an atmosphere of trust and respect, we will be able to teach students that they are unique and important.

4. Students will be encouraged to reach full potential in academic, career, social, emotional and physical growth.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Responsible Citizen

   A responsible citizen is a student who …
   - Demonstrates personal responsibility.
   - Contributes to the global society in a positive manner.

2. Critical Thinker

   A critical thinker is a student who …
   - Engages in creative and complex thinking and problem solving both academic and workplace settings.
   - Demonstrates logical reasoning skills and competent decisions making strategies.
   - Communicates clearly and effectively.

3. Academic Competency

   A competent student is one who …
   - Completes all graduation requirements.
   - Passes the Utah basic Skills Competency Test
   - Practices life-long learning.

Date of Visit: March 3-4, 2010

MEMBERS OF THE VISITING TEAM

Steven K. Hirase, District Office, Murray School District, Visiting Team Chairperson

Rita Brock, Utah State Office of Education

John Jenkins, Viewmont High School, Davis School District

Tim Lowe, Dixie Middle School, Washington School District

Tom Sherwood, Jordan High School, Canyons School District

Jason Watt, Wasatch High School, Wasatch School District

VISITING TEAM REPORT

TAYLORSVILLE HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Taylorsville High School is a large urban high school with an enrollment of 1,900 tenth, eleventh, and twelfth grade students, located in Taylorsville, Utah. Taylorsville is the second newest high school in the Granite School District, having opened in the fall of 1981 with an enrollment of 1,567 students.

Throughout its early history, Taylorsville High School maintained its original mission: "To provide a quality, comprehensive high school experience for al students attending Taylorsville High School." However, over the past two decades Taylorsville has incorporated new and innovative educational programs to better serve the changing needs of the schools patrons and the district as a whole. This, along with the self-study associated with the accreditation process, has caused the school to redefine its mission: "To create an environment that promotes lifelong learning, values individuals and prepares all students for their futures as positive and responsible citizens."

Taylorsville High School has an excellent tradition of academic success. The staff of 80 endorsed teachers average eleven years of teaching experience. This dedicated staff of professionals has raised Taylorsville High's ranking from 33rd of all Utah high schools to top-10 status, based on results compiled by KSL.

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

The students at Taylorsville High School are very focused and engaged in learning and the school environment. This is evidenced by the school's significant increase in the proficiency levels of the mathematics and language arts state end-of-level tests. The proficiency level in language arts increased from 73 percent in 2003 to 87 percent in 2008. The Visiting Team felt that the school profile provided an accurate portrayal of the school.

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

The school should consider doing additional disaggregation of all of the data included in the school profile (TAAP results, CTE test results, etc.). The school should consider providing achievement data related to assessments developed to measure students' progress on the school's DRSLs.

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

The Visiting Team was confident that the self-study developed for the school's accreditation process accurately reflects its current strengths and limitations.

Suggested Areas for Further Inquiry:

- Include analysis of data collected by the school to measure progress on the school's action plan.
- Include analysis of data collected related to students' progress on school's DRSLs.

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?

There is a high degree of correlation between the school's mission, beliefs, and desired results for students as they were revised collaboratively by Taylorsville High School. The revised desired results for student learning have a direct impact on the teaching and learning that goes on at this school. The school involved a variety of stakeholders in the process of creating the DRSLs, and used a variety of data to support their decisions. Their beliefs address the common goals of the school and clearly define the school's core values.

The school's mission to create an environment that promotes lifelong learning, values individuals, and prepares all students for their futures as positive and responsible citizens has a compelling purpose and provides direction for the school.

The DRSLs provide an umbrella that focuses goals on student learning and leads to an action plan that outlines processes to achieve these goals.

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

There is a high degree of correlation between the school's mission/beliefs and the DRSLs. They are well aligned and embedded into the fabric of the school. The students and staff are aware of and support the goals.

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

A variety of indicators have been used to assess the school's progress in assessing the DRSLs. Surveys have been given to parents, teachers, and students to obtain their view on the school's progress in this area. Data is reviewed often concerning student success at a school-wide level, departmental level, and in the individual classroom. CRT results are reviewed at the beginning of each year, and common assessments are being developed at the departmental level as well as by subject area.

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?*

There is strong evidence to support the belief that the whole school embraces the school's mission, beliefs, and desired results for student learning. The mission and DRSLs are reviewed often, and are the basis for most decisions for school improvement in the school. The culture of the school reflects the desire for students to be responsible citizens, critical thinkers, and academically competent. Even though these DRSLs are broad and general in nature, the goals and action plans show specific steps used to 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 importance the school places on basing the curriculum on the State Core is clear in the self-study and in discussions with the faculty. CRT and UBSCT results verify that the core is being taught and learned. One highlight of the Taylorsville High faculty is the teaming that is using the core to prepare students for successive years' academic work. Team efforts include mapping curricula to the State Core. Though significant work remains with some departments, overall progress is very good. Each department at Taylorsville High has responded uniquely to teaming and curriculum mapping due to subject constraints, but all departments are progressing with the effort to map. One department reported a recent team meeting with the faculty of the feeder junior highs and sixth grade teachers of the feeder elementary schools and in order to align curricula between schools. This mapping effort, combined with district and school benchmark assessments, lays a foundation for further academic progress when departments collect, analyze and apply results from the assessments' data.

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

Attention has been given to academically lower-performing students to provide an opportunity for all students at Taylorsville High to experience academic success. Core

class sizes are smaller, students have more access to teachers, technology is being used for individual-paced learning, and there is evidence of some cross-curriculum instruction.

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

Curriculum mapping has led the faculty to greater focus and teamwork related to the school's DRSLs. Individuals spoke of concern for "teaching to the test" vs. teaching to develop creative thinking. Standardized test results suggest that the staff is developing an effective balance. The staff as a whole seems very focused on achieving AYP, as well as helping students acquire the life skills necessary to participate in the community.

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

Standardized tests are used, including CRTs, the UBSCT, and AP tests. Faculty members spoke of district benchmark tests also being used as term finals. These tests offer an opportunity to Taylorsville High that could be a powerful tool to ensure all students are reaching learning outcomes. Data from all tests, and especially benchmark tests, could be analyzed and used to evaluate both student and teacher performance. Test data then could be used within the department teams to encourage yet further teaming and sharing of best practices.

Instruction:

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

Visiting classrooms, speaking with students, and observing teachers have all confirmed that the educational system in place at Taylorsville High School uses a variety of instructional strategies to enhance student learning. Teachers are making use of the technology available to them to enhance student learning, and using varied methods of instruction to address the needs of different learning styles. In visiting the various classrooms, the Visiting Team observed students actively engaged in various learning activities such as singing songs, Socratic discussions, video presentations, classroom lecture, and other appropriate strategies. Every student with whom we spoke reaffirmed that he/she is receiving a quality and well-rounded education at Taylorsville High School.

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?*

The DRSLs at Taylorsville High School are widely known by the faculty and students. They are prominently displayed in classrooms throughout the building. The school has effectively institutionalized two DRSLs—Academic Competency and Responsible Citizenship. The administration at Taylorsville High has effectively implemented systems

and hired personnel in an effort to encourage on-time attendance and appropriate behavior and ensure that students have advocates for their learning. Administrators are using data effectively in an effort to address academic deficiencies and encourage academic competency in all students. While teachers may not explicitly teach the DRSLs to the students, they are doing an effective job of integrating the DRSLs into the culture of Taylorsville High School.

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?*

Much of the professional development at Taylorsville High seems to have stopped when the district discontinued much of the funding ear-marked for that purpose. However, teachers are continuing to collaborate effectively through the use of late-start time on Monday mornings. It is evident that teachers are making efforts to implement best practices into their teaching; however, looking into some creative ways to restore some professional development opportunities for teachers would definitely help increase the exposure to best practices for more teachers.

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?*

All Visiting Team members reported positive experiences in their classroom observations. Teachers appear to be well versed in their content areas and were using appropriate teaching/learning strategies in their classrooms. Teachers were observed accommodating students with special needs and helping students with deficiencies get back up to speed. It is unclear how much data is being used to guide teacher instruction; however, the Visiting Team would encourage teachers and departments to continue evaluating and using data effectively in guiding instruction.

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

All of the classrooms at Taylorsville High School are equipped with mounted digital projectors and audio enhancement systems, and some of them are equipped with Smart Boards. In most classrooms visited, teachers were making effective use of the technology. In speaking with the media coordinator, the Visiting Team learned that increased professional development to help teachers effectively integrate technology into their teaching methods is a school need; however, the teachers seem to be doing the best they can with the knowledge and resources they have.

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 school uses a variety of state-mandated tests to do school-wide assessment, including CRT tests, UBSCT, and CTE vocational tests. The school is in the process of developing common departmental summative assessments to enhance the testing that is done in regular classroom environments, and is beginning to introduce formative assessments to guide the preparation of summative tests. Teachers regularly review test data to adapt their teaching material in the core classrooms.

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 school has made a strong effort to review and use data to guide individual progress in achieving academic expectations. Data is reviewed by teachers and departments, as well as during faculty collaboration periods.

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

Data is regularly used by the professional staff to assess the success of the school in achieving its academic expectations. Teachers and administrators meet often to review test data and other indicators of student success. Teachers meet as teams and departments to discuss student needs based on data from tests, grades, attendance, and other forms of formative observations.

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?*

Taylorsville High has been given a large amount of autonomy to provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies. Even though some of these strategies are in their infancy, developmentally speaking, the school is leading its district in this effort. Teachers are developing curriculum maps by subject area, and they are beginning to use several summative assessments to prepare for the district- and state-mandated summative assessments that are given. Several departments are beginning to use collaborative common formative assessments.

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

Strong evidence shows that there is organizational agreement on the use of a school-wide scoring tool to assess the identified DRSLs that are based on responsible citizenship,

critical thinking, and academic competence. The school's action plan has specific goals to cover improving literacy and test scores. The school has made strong efforts to improve communications with students and the community. A variety of surveys and reporting tools have been used to assess student achievement in less measurable DRSL areas.

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?*

The current school administration has served for one complete accreditation cycle (six years). Due to the continuity of the administration, the Visiting Team found strong, compelling evidence that the school leadership fosters an extremely positive academic learning climate and provides excellent support for teaching and learning. The school administration has been successful in the accreditation process, establishing a collaborative process that actively involved stake holder groups. Interviews with parents, students, and faculty members indicate a high degree of respect and support for the efforts led by the school administration.

The Visiting Team commends the school on the strength of its leadership, and has confidence that the school will be successful in its continued implementation of the school action plan, and that these efforts will continue to have a positive effect on student achievement.

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?*

The Visiting Team has observed strong evidence that the decisions made by the school leadership are data driven and research based. The goals that have been identified in the school's action plan are a direct result of the school profile and the data contained in that profile.

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 Visiting Team was able to identify a strong connection between the school's use of resources (both fiscal and human) that are directly aligned with school goals, DRSLs, and general school improvement efforts. The school administration provides resources for

staff members to engage in professional learning activities that directly affect student learning in the areas of need identified in the school profile.

The Visiting Team commends the school administration for the high degree to which all of the school's plans and available resources are aligned to the action plan and school's DRSLs.

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 to support the school leadership's successful efforts in empowering the school learning community in the collaborative process that was used in the school's accreditation process, and in the development of the self-study. Interviews with members of the school leadership team, focus group leaders, teachers, etc., suggest that the contributions made and the feedback received were acknowledged and valued, and were incorporated in the school profile and action plan.

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 find evidence of a formal system through which each student has an adult staff member who knows the student well and assists the student with learning goals.

The Visiting Team did find evidence that the school has established a formal system through which each member of the at-risk population of the school has an adult staff member, through Taylorsville's "tracker" program, who provides support for that student in reaching his/her individual learning goals and having a successful school experience.

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 Visiting Team feels that the faculty is to be commended for developing and institutionalizing a comprehensive school improvement plan that includes promoting discipline and rigorous attendance standards.

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?*

Administrators support the culture of continuous improvement. The faculty is very committed to improving academic achievement. The Visiting Team found that recent professional development activities have been limited because of lack of funding. The administration agreed to find creative opportunities for professional development within the existing organization.

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 school creates the conditions that support productive change and foster and understanding of the change process among all stakeholders, and sustains the commitment to continuous improvement and renewal. There is significant evidence of the school's perseverance despite obstacles in critical areas.

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

The Taylorsville High community and policy environment ensures that improvement planning focuses on enhancing student learning and instructional effectiveness.

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

The Visiting Team found evidence that the school has made significant efforts in the implementation of the original action plan, with revisions made to that plan to better address the school's mission, vision, beliefs, and DRSLs. In addition, the Visiting Team

found that the school has been mostly successful in institutionalizing its Critical Thinker DRSL.

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 found evidence that the school has addressed the major recommendations from the previous visiting and review teams.

CHAPTER 5: COMMUNITY BUILDING

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

The Visiting Team was impressed with the sense of community among students, teachers, support staff, and administration. The Visiting Team found significant evidence of an administrative team that seeks input from all stakeholders and incorporates that input into the decision making of the school. The positive relationships among all stakeholders contribute to a positive school climate that facilitates student learning and the accomplishment of the school's DRSLs. The faculty collaborates each Monday in a united effort to map the school's curriculum. When this time is reduced next year to reincorporate a student tutoring program (TAAP), the Visiting Team recommends finding additional time for the faculty to collaborate together.

Taylorsville's student body officers were focused on uniting to the larger community those students who may feel disconnected or isolated. This talented group of students is working hard to accomplish that goal through a variety of programs.

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

Taylorsville does an excellent job of engaging families as partners in the learning process. The PTSA and School Community Council are active and effective in their responsibilities. The school mails information cards out to each parent to communicate calendar and other informational items, and has begun putting the school newspaper in grocery stores in the area. An automated phone caller, the school website, and Gradebook are other important ways in which Taylorsville extends its school community. The Visiting Team recommends that the school and its parent leaders aggressively seek members of its Latino community to serve as members of the PTSA board and/or School Community Council.

The school (especially the language arts team) is beginning vertical teaming conversations with its feeder junior high schools. The Visiting Team recommends that

these dialogues continue in order to develop collegial relationships and increase student learning.

Taylorsville has also partnered with many local businesses to provide students with job shadowing and internship opportunities.

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

The Visiting Team found ample evidence that the majority of the school community was engaged in the self-study process. Each faculty member was able to articulate his/her role in the process and address how the self-study influences their classroom. Little evidence was presented regarding the inclusion of a sufficient number of students in the self-study process.

The school sought input from students, parents, and teachers via a survey completed by one of the focus groups. While student and teacher participation was high, only a small number of parents participated in the survey.

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

Progress toward school improvement goals is communicated to stakeholders through a variety of means. Each year, the principal gives a "State of Taylorsville" address to faculty members that outlines how the school performed in comparison to previous years and to other schools in the district. This helps the school stay focused on what is most important. Portions of this address are also reprinted in the school newspaper for students and parents.

School improvement results are also discussed in School Community Council and at each faculty meeting.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the staff and administration of Taylorsville High School. The staff members are committed to the students and their individual learning. They set high expectations for students and are committed to academic excellence for all students, especially those who struggle academically. Teachers are willing to assume additional assignments and responsibilities, often on their own time, to provide additional

opportunities for their students. Additionally, the Visiting Team observed a high level of collaboration and camaraderie among staff members.

- The Visiting Team commends the school administration on the leadership and direction they have given to the school. Providing a school with direction and making the changes necessary to increase student achievement is difficult at best. The school administration, under the direct leadership of Principal Haslam, has successfully provided direction to the school and has changed the school culture in a positive way. The Visiting Team also notes, due to the efforts of the school administration, a high level of involvement of all stakeholder groups in the school community. The leadership of the education community has been extended beyond the principal and the administrative team to the staff, parent groups and, most importantly to students, through the class and student body officers.

- The Visiting Team commends the school on establishing and maintaining a positive learning culture within the school. The school goes to great lengths to address the needs of struggling learners while balancing the needs of the other students. Evidence that supports the positive learning culture includes the contribution of the "tracker" program to the Responsible Citizen and Academic Competency DRSLs, the high degree of technology use in the classroom, and the collaboration of staff members in their curriculum mapping and vertical teaming efforts. It should be noted that Taylorsville High School is one of the top ten schools in the KSL rankings, and has made Adequate Yearly Progress four of the past five school years. The school has not rested on its laurels, but has put programs in place to increase student achievement.

Recommendations:

- The Visiting Team recommends that the school continue its efforts in the development of common assessments, and the use of data from those assessments to refine instructional practices.

- Although the Visiting Team recognizes the challenges that reductions in school budgets have created, especially in the area of professional development, the Visiting Team recommends that the school investigate models of providing professional development within the existing structure to allow opportunities for the continued growth of the professional staff necessary to sustain the school's improvement efforts.