The Report of the
Accreditation Visiting Team

Lehi High School

180 North 500 East
Lehi, Utah 84043

March 23-24, 2011

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

Lehi High School

150 North 500 East
Lehi, Utah 84043

March 23-24, 2011

UTAH STATE OFFICE OF EDUCATION

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

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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, March 23-24, 2011, 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 Lehi 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 Jess Christen is also commended.

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

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*Board of Regents Appointments
*** CMAC Representative Appointment
*****Charter School Representative Appointment
**UCAT Representative
****USBA Advisory Representative Appointment

12/28/2010

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LEHI HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Jess Christen..... Principal
Wade Lott..... Assistant Principal
Doug Webb ..... Assistant Principal
Ryan Nield ..... Assistant Principal

Counseling

Kathy Rich ..... Counselor
Bob Barnes..... Counselor
Kent Bills ..... Counselor
Michelle Porcelli..... Counselor

Support Staff

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Jennifer Stevens
Laura Stott
Mike Taylor
Ted Taylor
Dustin Topham
Janel Tuckett
Kortney Walker
Becky Wells
Becky White
Steve Wright

LEHI HIGH SCHOOL

MISSION STATEMENT

Educating the Pioneer of the Future

BELIEF STATEMENTS

1. We believe that every student has a right to learn, grow, and dream in a safe environment.

2. We believe that our students are a part of a larger community.

3. We believe that learning should be relevant and meaningful.

4. We believe that students share in the responsibility of their learning.

5. We believe that we need to meet students where they are and find a way to facilitate their learning and dreams.

6. We believe that students care about themselves and others and that they want to succeed.

7. We believe that we should be positive role models.

8. We believe that our school should be a source of pride for the students, teachers, parents, and community.

9. We believe that it is our responsibility to help students discover what future options are available to them and realize what they have gained through their educational experience.

10. We believe that we should empower each student, teacher, and staff member so that they may achieve the goals they have set.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Critical Thinkers
   - A critical thinker has acquired a variety of critical thinking processes and strategies. He/She is able to effectively analyze, synthesize, and evaluate diverse circumstances to generate alternatives and solve problems.

2. Effective Communicators
   - An effective communicator uses appropriate methods (examples: writing, speaking, listening, viewing, etc.) to communicate and respond in any given situation with a variety of audiences.

3. Literate with Employable Skills
   - An employable person demonstrates basic literacy skills, including functional and informational reading, basic writing skills, basic computational skills, and basic technological skills.

Date of visit: March 23-24, 2011

MEMBERS OF THE VISITING TEAM

Ben Lems, Canyons School District, Visiting Team Chairperson

Andrea Bouwhuis, Bingham High School, Jordan School District

Shane Lance, Ashley Valley Education Center, Uintah School District

Scott Dowling, Ashley Valley Education Center, Uintah School District

Amber Daley, Odyssey Charter School

VISITING TEAM REPORT

LEHI HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Lehi High School is located in Lehi, Utah County, Utah. Prior to 1990, Lehi was primarily an agricultural area with a population of approximately 12,000 residents. Since then, Lehi has seen much of the surrounding farmland transformed into residential neighborhoods, resulting in a substantial increase in population. The current population of Lehi is nearing 50,000. This increase in population also resulted in a major increase in the number of students attending Lehi High School. At its height, Lehi High School accommodated over 2,000 students. Due to this overcrowding at Lehi High School and other schools in the area, a new high school, Westlake High School, was opened in 2008, significantly reducing the student population at Lehi High School

The current enrollment at Lehi High School is 1,697 of whom 10.5 percent are minority students. The largest minority group is the Hispanic population (6.1 percent). Lehi High School has a special education enrollment of 10.5 percent. Academically, students at Lehi High School generally score at or slightly below state and district averages on most CRT assessments. However, data does show a general increase in scores over the past few years.

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

Lehi High School has experienced frequent turnover among administrators. The school has had 13 different administrators in the past nine years, making it difficult to sustain any progress in their efforts to improve student achievement.

Several programs and efforts have been put forth to improve student achievement, but many were not fully implemented or followed through. There is little data to show whether those programs have had a positive impact on student learning.

Although some formative data is being collected, the information is not used to drive instruction, partly because staff members do not fully understand how to use the data.

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

The school should consider including more disaggregated data in its school profile. Formative and summative data disaggregated by ethnicity, at risk, gender, free and reduced-price lunch, and socioeconomic status would be helpful in determining who is learning and who is not. In addition, the results of a parent survey would be useful in analyzing community support of the school’s programs and activities.

An analysis by each department of its strengths and potential areas for improvement would help departments identify ways in which they can enhance their programs and increase student achievement.

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

The Visiting Team is confident that the self-study developed by the school accurately reflects its current strengths and limitations.

Suggested Areas for Further Inquiry:

- The school has developed a rubric to assess the DRSLs. The Visiting Team recommends the school collect and analyze data to determine the degree to which the DRSLs are being infused in student learning.

- The Visiting Team recommends that the school refine its implementation and use of formative data. Formative data should be organized and presented in a way that can be used to direct decision-making and inform instruction.

CHAPTER 2: NORTHWEST ACCREDITATION COMMISSION (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 Visiting Team determined that, to a large extent, the faculty and staff of Lehi High School worked in a collaborative effort to review and revise their mission statement, beliefs and desired results for student learning (DRSLs). This was accomplished by discussing, analyzing, and redefining their previous mission statement, beliefs, and DRSLs. This effort provided the school its current purpose and direction.

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

The Visiting Team found that the mission and beliefs are aligned to the school's DRSLs and show the commitment of the faculty, staff and administration of Lehi High School to its students and their futures. The mission and beliefs reflect a desire to provide meaningful and rigorous educational experiences for the students.

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

The school has developed a rubric for each DRSL to measure the school's progress in assessing the DRSLs. However, the rubric is not widely used by the staff, and no data has been collected to show what progress, if any, is being made.

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 administration is commended for providing guidance and vision in developing procedures and policies designed to help staff members develop good practices in the areas of collaboration, use of common assessments, data collection, and data-driven decision making.

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 Visiting Team observed a consistently defined curriculum in all core areas. The curriculum being taught related directly to the scope and sequence of the core. The Visiting Team observed standards-based instruction driven by data analysis from common assessments in some departments, while other departments were lacking in the use of these forms of assessments. Collaboration varied among the departments as well. The Math and English Departments did a great job of collaborating within their department to create curriculum, while other departments' members chose to not work together to develop a common curriculum.

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

The Visiting Team observed faculty members using Bloom's Taxonomy to build higher-level thinking skills into the curriculum and challenging students to use critical thinking to solve classroom lessons. Faculty members are making strides at increasing the number of assignments related to higher-order thinking skills through attending various professional development clinics and researching best practices, and through the use of their collaboration time on Monday afternoons.

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

Collaboration time is built into contract time on Monday afternoons. During this time, faculty members meet within their departments or with members of other schools within

the district to collaborate. Faculty members reported on numerous occasions that during this time they would create common assessments, analyze data from those common assessments, and work on developing new curriculum that would better address the standards in the State Core or their scope and sequence. Faculty members did struggle to identify how they were measuring their progress in terms of their DRSLs.

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

The administration purchased a Scantron machine to analyze common assessments, although many faculty members are having problems relating assessing students in a multiple-choice format. The Visiting Team heard many accounts of how great the Math Department is at tailoring the curriculum to meet the needs of all students. It appears that this department is leading the school in terms of ensuring all students achieve the ILOs. Other departments are beginning the process of creating common assessments and analyzing the data to identify strengths and weaknesses within the curriculum.

Instruction:

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

The Visiting Team noticed that in addition to traditional instructional strategies, many teachers at Lehi High School have their own methods that seem to engage the students and enhance learning. While visiting with students at Lehi High School, the Visiting Team heard many stories about steps teachers had taken to engage students. These ranged from teachers singing songs about the lessons to teachers making everyone feel, as one student put it, “equally uncomfortable” so that otherwise shy students would see an even playing field in the classroom. In the classrooms visited, there were very few students who were not engaged in learning. Students feel like the teachers go the extra mile to help them learn, and complaints from students about teachers’ instructional methods were few and far between.

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?*

Besides hanging posters with the DRSLs printed on them in each classroom, there has not been a real effort to clearly incorporate DRSLs into instructional methods at Lehi High School. A rubric has been developed to assess the Critical Thinker DRSL on which Lehi High School has chosen to focus, but teachers admitted that it was not used. Students were consistently unable to identify the Critical Thinker DRSL, and none could give examples of the DRSLs being emphasized during instruction.

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?*

There are ample opportunities for professional development provided by both Alpine School District and Lehi High School that are focused on improving the quality of instruction and degree of student learning. In addition, the teachers at Lehi High School have allotted time each week to use for collaborating and evaluating instructional practices based on the results of common assessments.

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 at Lehi High School were found to be proficient in their content areas, knowledgeable about current research and instructional approaches, and reflective on their own practices.

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

Each department at Lehi High School has identified the different ways in which it uses technology in the classroom. The Visiting Team noted that students have ample access to computers, and during classroom visits many students were working at computers on class assignments. Many lectures at Lehi High School are delivered using interactive digital presentations. Students are engaged during these presentations.

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?*

Individual classrooms have assessments in place, and each department at Lehi High School is at a different stage of developing school- and district-wide common assessments. In most cases, a few common assessments have been developed within each department. Most departments assured the Visiting Team that development of common assessments is a priority and is happening as time allows. In most cases the Utah State Core Curriculum sets the standards for student achievement.

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

CRT results are used to assess school-wide student learning. This year all juniors began taking the ACT exam, and that data will be used in the future to assess student learning. Teachers have assessments in place to monitor individual student achievement in each

class. Also, many common assessments are being developed, along with a method to retrieve useable data from them in order to get a better understanding of a student's progress in achieving academic expectations.

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

CRT scores seem to be the most frequently used data. The staff is currently focusing on developing methods to acquire data from common assessments. Some departments are further along than others. Some departments acknowledge that they are struggling in this process but are continuing to work together to derive data from common assessments.

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?*

Both Lehi High School and the Alpine School District provide the support and opportunities needed for collaboration. Monday afternoons are reserved for collaboration, and there is money set aside to pay teachers to collaborate over the summer.

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

There is a rubric developed to assess the identified DRSL but, as one teacher put it, "It has been developed, but we don't use it."

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 Visiting Team found that the school leadership promotes quality instruction by fostering an academic learning climate. All students are required to take the ACT in the eleventh grade and the PLAN test in the tenth grade to prepare for the ACT. Monday afternoons are allocated for team collaboration during which staff members focus on the core. Teachers also meet once a month with teachers from all over the district to collaborate on best instructional strategies and building common assessments.

A policies and procedures handbook is passed out to every student at the beginning of the year to set school expectations. The school recognizes students, employees, and good things that are happening in the school through the Keys to Success, Student of the Week,

and Advocates programs. The administration has also implemented a FLEX time program to give students an opportunity to receive extra help from teachers.

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 found that the school leadership employs effective decision making by using a program called Data Link. This program takes formative data derived from teacher-administered assessments and provides evidence of student progress. The leadership team felt that this was effective because it was returned quickly, and then they could spend Monday collaboration time discussing the progress of the students. Data Link also helps teachers to reflect on individual test items and rewrite the question if the analysis shows that the question was unclear or if the item needed to be re-taught. The school has one data specialist who works with the leadership team to help make decisions pertaining to the school's improvement plan, the need for remediation, courses to be offered, and to help design professional development with the intent to improve student learning. Data is not being used in all departments, but teachers are being trained on how to use Data Link.

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 is a positive and clean place where the students feel safe. In talking with students, they are very proud of their school. They feel like the teachers will listen and are genuinely concerned for them. The DRSLs are posted in almost every classroom, but the students didn't seem to know which one was most important or focused on this year. However, they all knew the mission statement of the school, "Educating the Future Pioneer."

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 that the school leadership empowers the entire school community and encourages commitment through collaboration time every Monday. The Visiting Team found that the departments that were collaborating were getting a great deal done and moving forward. The students in those departments also reflect on and appreciate the efforts made on their behalf. The Visiting Team also found that some departments do little or no collaborating. The Visiting Team recommends that collaboration be a school-wide effort.

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 found that the school has established a limited formal system through which each student has an adult staff member who knows and assists him/her in achieving the school-wide expectations. Each eleventh and twelfth grade student is assigned to a counselor who follows his/her progress and makes sure that he/she is on track to graduate. There are four counselors for 1,600 students. Because of this heavy load, the counselors find it difficult to get around to every student on a regular basis. Many students do not know who their counselor is unless they have had a problem or needed to change a class. In that instance, the students make the effort to go to the counselor. When counselors are not available, students all felt that they could go to their teachers or an administrator if they needed help. Students repeatedly stated that they found teachers and administrators very approachable and friendly.

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: 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 uses professional learning community (PLC) practices, with adequate time allotted to meet and collaborate. Each Monday there is time designated for collaborative groups with a focus on continuous school improvement. The school has a feeling of high morale, and everyone strives for collegial and supportive relationships among stakeholders.

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?*

Part of the school's action plan is to have a group receive professional training in the use of the Six Traits of Writing. This group will then teach others to implement the Six Traits across the curriculum. This professional development will aid in the future implementation of the Common Core.

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 action plans are well developed and adequate in addressing critical areas. However, The Visiting Team feels that there needs to be more focus and commitment to the implementation of the action plans. Common assessments and integration of the Six Traits of Writing are an ongoing process, and plans are in place to create success in these areas.

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

The school's action plans help encourage continuous collaboration. Groups have been formed to help all teachers implement the Six Traits of Writing process into all subjects. The administration and teachers have a positive outlook. Stakeholders appear willing to put forth the effort to make positive changes.

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

The most significant progress has been to narrow the DRSLs down to three. Progress has also been made in collecting and analyzing data. More progress needs to be made in developing common assessments and use of the data derived from them.

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

Previously, it was recommended the school continue to support continuous improvement. The Visiting Team feels the stakeholders have done a good job with this, and is confident that they will continue to improve.

CHAPTER 5: COMMUNITY BUILDING

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

The school community fosters working relationships by having regular Monday collaboration time. This time is used by departments at the school and with faculty from other schools in the district to meet and discuss the Core Curriculum. The school has also implemented FLEX time, remediation opportunities, concurrent enrollment, and other programs to help students make adequate yearly progress based on their abilities. The Visiting Team recommends that the school evaluate the use of remediation packets to determine whether they are achieving their desired effect.

There is a fully functioning PTA and School Community Council that meets regularly to promote school programs and to help develop and monitor the school improvement plan.

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

The school community extends into such collaborative networks as the School Community Council, PTA, parent/teacher conferences, and the PTA Booster Club. Overall, the Visiting Team felt that the community was involved in the accreditation process, although community members could not identify the school's mission, beliefs, and DRSLs for the school.

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

Parents and the school community were engaged in this collaborative self-study by taking part in the accreditation process and joining focus groups, although some of the parents from the community couldn't remember what the DRSLs were. Students and parents have access to the self-study online. The school does encourage active community involvement, and invites the community to get involved and participate in the decision-making process. There is great school spirit and a sense of belonging among all stakeholders.

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

Results of school improvement efforts are identified, documented, and communicated through a Stakeholder's Letter. The community building focus group plans to include the letter in the Lehi city newspaper, as well as mailing it to all residences and businesses in the area.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends the school for creating an educational environment that is safe, comfortable, and positive. There is a culture of respect and fairness among both staff and students. The Visiting Team noted a strong sense of pride and school spirit among all stakeholders.

- The Visiting Team commends the administration for providing clear goals and expectations for the school. All faculty and staff members, students, and parents expressed appreciation for the support they receive from the administration. The Visiting Team further commends the administration for being united in purpose and direction.

- The Visiting Team commends the school for its efficient use of Monday collaboration time to work together to improve instruction, develop common assessments, and put supports in place for students.

- The Visiting Team commends the school for providing a clean educational facility that is well maintained, in good repair, and comfortable.

- The Visiting Team commends the administration for including all stakeholders in the decision-making process.

Recommendations:

- The Visiting Team recommends that the school focus on assessing the DRSLs. The school has developed rubrics to assess the DRSLs, but has not yet used them to measure progress made on the indicators listed for each DRSL. Furthermore, the Visiting Team recommends that the DRSLs be taught explicitly and included as part of every lesson plan. Teachers should help students understand how DRSLs relate to what they are teaching.

- The Visiting Team recommends that the school continue to use Monday early release time to improve collaboration among departments and across curricular areas, to develop common assessments for all subjects, and to receive professional development on the use of best practices to implement the action plan.

- The Visiting Team recommends that the school work toward consensus on the implementation of these recommendations and move forward as a united staff.