NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

VISITING TEAM REPORT

New Bedford High School

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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Committee on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report to be a privileged document submitted by the Committee on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at this school in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

STANDARDS FOR ACCREDITATION

The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

2. The curriculum is written in a common format that includes:
   - units of study with essential questions, concepts, content, and skills
   - the school's 21st century learning expectations
   - instructional strategies
   - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.

3. The curriculum emphasizes depth of understanding and application of knowledge through:
   - inquiry and problem-solving
   - higher order thinking
   - cross-disciplinary learning
   - authentic learning opportunities both in and out of school
   - informed and ethical use of technology.

4. There is clear alignment between the written and taught curriculum.

5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.

6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
   - personalizing instruction
   - engaging students in cross-disciplinary learning
   - engaging students as active and self-directed learners
   - emphasizing inquiry, problem-solving, and higher order thinking
   - applying knowledge and skills to authentic tasks
   - engaging students in self-assessment and reflection
   - integrating technology.

3. Teachers adjust their instructional practices to meet the needs of each student by:
   - using formative assessment, especially during instructional time
   - strategically differentiating
   - purposefully organizing group learning activities
   - providing additional support and alternative strategies within the regular classroom.

4. Teachers, individually and collaboratively, improve their instructional practices by:
   - using student achievement data from a variety of formative and summative assessments
   - examining student work
   - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
   - examining current research
   - engaging in professional discourse focused on instructional practice.

5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

2. The school's professional staff communicates:
   - individual student progress in achieving the school's 21st century learning expectations to students and their families
   - the school's progress in achieving the school's 21st century learning expectations to the school community.

3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
    - student work
    - common course and common grade-level assessments
    - individual and school-wide progress in achieving the school's 21st century learning expectations
    - standardized assessments
    - data from sending schools, receiving schools, and post-secondary institutions
    - survey data from current students and alumni.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

4. In order to improve student learning through professional development, the principal and professional staff:
   ○ engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
   ○ use resources outside of the school to maintain currency with best practices
   ○ dedicate formal time to implement professional development
   ○ apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

7. Student load and class size enable teachers to meet the learning needs of individual students.

8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

SCHOOL RESOURCES FOR LEARNING

Support Standard

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.

2. The school provides information to families, especially to those most in need, about available student support services.

3. Support services staff use technology to deliver an effective range of coordinated services for each student.

4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
   ○ deliver a written, developmental program
   ○ meet regularly with students to provide personal, academic, career, and college counseling
   ○ engage in individual and group meetings with all students
   ○ deliver collaborative outreach and referral to community and area mental health agencies and social service providers
   ○ use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
   ○ provide preventative health services and direct intervention services
   ○ use an appropriate referral process
   ○ conduct ongoing student health assessments
   ○ use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
   ○ are actively engaged in the implementation of the school's curriculum
   ○ provide a wide range of materials, technologies, and other information services in support of the school's curriculum
   ○ ensure that the facility is available and staffed for students and teachers before, during, and after school
   ○ are responsive to students' interests and needs in order to support independent learning
   ○ conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
   ○ collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
   ○ provide inclusive learning opportunities for all students
   ○ perform ongoing assessment using relevant data, including feedback from the school community, to

improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
    ○ a wide range of school programs and services
    ○ sufficient professional and support staff
    ○ ongoing professional development and curriculum revision
    ○ a full range of technology support
    ○ sufficient equipment
    ○ sufficient instructional materials and supplies.

2. The school develops, plans, and funds programs:
    ○ to ensure the maintenance and repair of the building and school plant
    ○ to properly maintain, catalogue, and replace equipment
    ○ to keep the school clean on a daily basis.

3. The community funds and the school implements a long-range plan that addresses:
    ○ programs and services
    ○ enrollment changes and staffing needs
    ○ facility needs
    ○ technology
    ○ capital improvements.

4. Faculty and building administrators are actively involved in the development and implementation of the budget.

5. The school site and plant support the delivery of high quality school programs and services.

6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

School and Community Summary

School and Community Summary

Since 1972, New Bedford High School (NBHS) has been located at 230 Hathaway Boulevard in the West End of New Bedford, Massachusetts. New Bedford is located on the south coast of Massachusetts, 60 miles from Boston and 30 miles from Cape Cod and Providence, R.I. New Bedford is the world's most famous whaling era seaport and the number one fishing port in America. The city boasts an array of historic and cultural attractions and a very diverse community.

Graduates of NBHS attend some of the finest colleges and universities across the country. The NBHS mascot is the "whale" and students are referred to as "whalers," a tribute to the city's long and rich whaling history. Crimson red and white are the school's colors representing "whaler pride." The school is rich with pride, tradition, and committed to preparing students to meet 21st century demands.

According to the 2008-2010 American Community Survey data files, the total population of New Bedford is 94,873 total, with a median household income of $36,813. The percentage of families living below the poverty level is 20.6% and the percentage of individuals living below the poverty level is 24%. There are 41,219 citizens ages 16 and older employed, while the city is experiencing a 12.2% unemployment rate for the same age group. Citizens of New Bedford are employed in various industries such as those listed below along with the number of citizens the industry employs.

- Education Services, Health Care, Social Assistance - 11,350
- Manufacturing - 5,194
- Retail Trade - 5,020
- Arts, Entertainment, Recreation/Accommodation, Food Services - 3,824
- Construction - 3, 259
- Professional, Scientific, Administrative, and Waste Mgmt. - 2,580
- Other Services - 2,098
- Finance and Insurance, Real Estate, and Rental and Leasing - 1,744
- Public Administration - 1,738
- Wholesale Trade - 1,648
- Transportation and Warehousing, and Utilities - 1,476
- Agriculture, Forestry, Fishing, Hunting, and Mining - 562
- Information - 735

The New Bedford Public Schools District consists of New Bedford High School, 3 middle schools, 19 elementary schools, and 2 alternative schools. Additionally, there are eight private schools operating independently and varying in grade level structure. Greater New Bedford Regional Vocational Technical High School is also located in the city of New Bedford and provides regional enrollment opportunities. The per pupil expenditure for students in the New Bedford district is $12,792 as compared to a state average of $14,518 per student.

NBHS is the only comprehensive public high school for grades 9-12 in the city of New Bedford and is one of the largest high schools in Massachusetts, with 90% enrollment stability and approximately 2,100 students from the New Bedford community with a small percentage from the nearby town of Acushnet, MA. NBHS student population mirrors that of the city with racial, cultural, and ethnic diversity illustrated by the following statistics of the 2,066 students enrolled during school year 2015-2016.

- Male - 1, 121
- Female - 945
- African American - 12.8%
- Asian - .9%

- Hispanic - 41.2%
- Native American - .9%
- White - 38.9%
- Native Hawaiian, Pacific Islander - .5%
- Multi Race, Non-Hispanic - 4.7%
- First Language Not English - 36.6%
- English Language Learner - 20.8%
- Students with Disabilities - 19.7%
- High Needs - 69.8%
- Economically Disadvantaged - 45.5%

The total number of teachers employed at NBHS is approximately 163 with 90% licensed in teaching assignments. Eighty-seven percent of the core academic courses are taught by "Highly Qualified" teachers as defined by the Massachusetts Department of Elementary and Secondary Education (DESE). There are 640 total classes in core academic areas with a student-to-teacher ratio of 13.1 to 1. NBHS students follow a daily schedule consisting of seven 52-minute periods including a 10-minute homeroom beginning at 7:28 a.m., three 30-minute lunch waves, and period 7 ending at 2:40 p.m.

In 2011, NBPS was declared a Level 4 district by the DESE due to low academic performance and NBHS, declared a Level 4 school in 2014, is currently in year three of a three-year turnaround to address academic performance and priority areas identified in the NBHS redesign plan to turn around performance. Student attendance is an area for improvement considering 85.5% attendance in comparison to the district's rate of 92.4% and the state's rate of 94.7%. Graduation rates at NBHS have improved according to most recent reports released by the DESE. The four-year graduation rate for the 2015 cohort of 475 students was 65.5% and the two-year dropout rate declined from 3.5% in 2013-2014 to 2.9% in 2014-2015, with grades 9 and 10 contributing most to the dropout rate.

NBHS offers a multitude of academic supports and co-curricular programs for students to participate in throughout the academic year, as well as during the summer months. In addition, students attending NBHS, and their families, have access to a variety of college and career readiness supports resulting from the many school and business partnerships fostered with NBHS. Partners are critical to the continuing success of NBHS' graduates and families within and around the New Bedford area. The following list includes NBHS College and Career partners providing students and families with the best possible opportunities for achieving success.

- City of New Bedford Department of Community Services
- Greater New Bedford Connecting Activities
- Educational Talent Search and College Access Programs
- EICC - Education & Industry Coordinating Council
- GEAR UP at NBHS
- Upward Bound at NBHS
- Bridgewater State University Bridge Partnership Program
- Bristol Community College Dual Enrollment
- Bristol Community College On-the-Spot Admissions Event
- Bristol Career/Vocational Technical Education (CVTE) Consortium
- UMass Dartmouth Dual Enrollment
- Rhode Island College Early Enrollment Program
- New Directions Southcoast Inc.
- New Bedford Whaling Museum Apprentice Program
- New Bedford Health Care Center
- United Way of New Bedford
- Naval Undersea Warfare Center (NUWC) Division-Newport
- Immigrants Assistance Center
- NBHS Academy Advisor Boards

The co-curricular programs and supports available at NBHS positively impact students preparing for and

pursuing post-secondary education and career opportunities. A large majority of students graduating from NBHS pursue some form of post-secondary education or career as indicated below.

- Four-Year Private College - 18%
- Four-Year Public College - 21%
- Two-Year Private College - 2%
- Two-Year Public College - 41%
- Workforce - 11%
- Military - 4%
- Other Post-Secondary - 2%
- Unknown - 1%
- Other - 0%

Student achievement is recognized by means of programs awarding both praise and scholarships to NBHS students excelling in academics and co-curricular endeavors. The NBPS district goal of "building an excellent school system" is firmly supported by NBHS as it continues to maintain a "Tradition of Excellence" through commitment to achieving the priorities of the NBHS plan for turnaround.

Core Values, Beliefs and Learning Expectations

<p align="center" style="color:maroon">NEW BEDFORD WHALERS</p>

Beliefs about Learning

As we keep the *Tradition of Excellence* alive at New Bedford High School:

Our students**…**

- are powerful, critical readers, writers, listeners, observers, learners, and thinkers who are college and career ready in the digital age
- have a physically, emotionally, and socially safe environment conducive to teaching and learning
- communicate and collaborate effectively within a community of diverse cultures

CORE VALUES

<p align="center">NB</p>

<p align="center">RESPONSIBILITY</p>

<p align="center">RESPECT</p>

<p align="center">DETERMINATION</p>

<p align="center">PRIDE</p>

<p align="center">CREATIVITY</p>

21st Century Learning Expectations

Whalers will…

- demonstrate strong **literacy** skills
- engage in creative **problem solving** and **critical thinking**
- **collaborate** and **communicate** effectively
- have **respect** for themselves, their peers, and the environment
- **participate** in community organizations, enrichment opportunities, and community service

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Related Files

- 2016-09-16-15:33_cvble-poster-new.docx
- 2017-02-21-10:11_21st-century-analytical-rubrics-4-5-one-pager.docx
- 2017-02-21-10:15_21st-century-learning-expectations-assessment-strategy.docx

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting teams to assess the degree to which the evaluated schools align with the qualitative Standards for Accreditation of the Committee. Those Standards are:

> Teaching and Learning Standards
>
>> Core Values, Beliefs, and Learning Expectations
>>
>> Curriculum
>>
>> Instruction
>>
>> Assessment of and for Student Learning
>
> Support of Teaching and Learning Standards
>
>> School Culture and Leadership
>>
>> School Resources for Learning
>>
>> Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At New Bedford High School, a committee of 25 members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of New Bedford High School extended over a period of 18 school months from September 2015 to March 2017. The visiting team was pleased to note that there were contributions to the process from district administration and community members.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, and learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, New Bedford High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Team

A visiting team of 16 members was assigned by the Committee on Public Secondary Schools to evaluate New Bedford High School. The visiting team members spent four days in New Bedford, Massachusetts, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of New Bedford High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials

- 64 hours shadowing 16 students for a half day

- a total of 21 hours of classroom observation (in addition to time shadowing students)

- numerous informal observations in and around the school

- tours of the facility

- individual meetings with 32 teachers about their work, instructional approaches, and the assessment of student learning

- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting team's judgment will be helpful to the school as it works to improve teaching and learning and to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of New Bedford High School.

Standard 1 Indicator 1

Conclusions

The school community was collectively engaged in a collaborative and inclusive process informed by current research-based best practices to identify its core values and beliefs about learning. Meetings were held by parents, students, civic groups, administrators, and school committee members in different ways during the 2015-2016 school year. The various references used in this process included the Journal of Social and Clinical Psychology, 2004, New England Association of Schools and Colleges' (NEASC) example of core values, and the core values of Lowell High School, Beacon College Preparatory, Port Glasgow High, and Brockton High School. The staff members were polled during faculty meetings; students were engaged during their Friday advisory meetings; parents discussed during school council meetings; and school committee members discussed them during several school committee meetings. Stakeholders were asked to contribute and reach a consensus on each of the statements and voted to approve them on separate occasions during this process. By ballot or voice vote, each group voted on the core values and belief statements and 21st century learning expectations. The document, which includes the core values and beliefs about learning and 21st century learning expectations, is readily available and published on the school's website and posted within classrooms and around the school building. The school produced a clear set of written core values, belief statements, and 21st learning expectations. Therefore, students, when asked, can easily share the core values through use of the "pin program" developed by the school, which rewards students with a pin as they accomplish each core value. Because the school community was collectively engaged in a collaborative and inclusive process informed by current research-based best practices to identify its core values and beliefs about learning, all stakeholders share a common vision of the core beliefs, community values, and 21st century learning expectations.

Sources of Evidence
- teacher interview
- students
- department leaders
- Endicott survey
- school website
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

By design, New Bedford High School has challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, through the use of school-wide analytic rubrics, which define targeted high levels of achievement. Outside sources were consulted to derive the analytical rubrics. A consultant vetted the rubrics through the use of Evidence-Based Teaching and Learning (EBTL) to ensure the academic and social expectations have clearly defined strategies associated with each of the skills. NBHS' consultant, Engaging Schools, was also involved in the rubric development process to define high levels of achievement with their civic expectations. The learning expectations call for students to demonstrate strong literacy skills, engage in creative problem solving and critical thinking, collaborate and communicate effectively, have respect for themselves, their peers, and the environment, and participate in community organizations, enrichment opportunities, and community service. Literacy skills are demonstrated through strategies such as claim evidence reasoning and close reading. Teachers use problem solving and "I see-it means" strategies for creative problem solving and critical thinking. In terms of social expectations, teachers use "think-write-pair-share" as a tool for collaboration and communication. The learning expectations are challenging and rigorous throughout content areas. The analytic rubrics used to measure achievement toward meeting the learning expectations have specific criteria listed under various levels of achievement. Therefore, all students, parents, and teachers are very clear about what students must do to be successful. The terminology chosen to assess growth is "not yet mastered, approaching mastery, and mastery." The school expects the students to meet the level of "mastery" clearly marked on the rubrics. All of the rubrics use the same terminology, so students understand the different expectations or levels of improvement. Because the school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, the students and staff, have relevant and rigorous targets in which to aspire.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- school website
- Standard sub-committee

Standard 1 Indicator 3

Conclusions

The core values, beliefs, and 21st century learning expectations are reflected in the culture of the school, have begun to drive curriculum, instruction, and assessment in some classrooms, and guide the school's policies, procedures, decisions, and resource allocations in a limited way. NBHS is currently in the initial stages of working collaboratively within a community of diverse learners. However, the school has yet to fully implement a cohesive plan that embraces all students, so that all students feels like they are a part of the school culture. The school implemented recognition programs that allow teachers to reward students' demonstration of the core values and beliefs. Changes to the curriculum were made in response to the school's core values, beliefs about learning, and 21st century learning expectations. Evidence-based learning strategies were implemented as one way to incorporate 21st century learning expectations into the curriculum. The school's 21st-century learning expectations include literacy, problem solving and critical thinking, collaboration, respect and active leaders. A specific change made to assessment was the implementation of school-wide rubrics. All departments within the building are responsible for implementing at least one of the school-wide expectations. Changes in instructional practices are progressing as teachers use the core values and beliefs and 21st century learner expectations in some early adopter and some teachers are using the school-wide rubrics to have formative conversations with students about their learning. However, more work needs to be done for full implementation. The school has created several assessments across departments that are designed to measure the 21st century learning expectations but implementation of these assessments is not yet consistent for all students. The school's use of the core values, beliefs, and 21st century learning expectations in formulating the school's policies, procedures, decisions, and resource allocations have yet to be determined as the school has yet to elaborate how they drive school success. Because the core values, beliefs, and 21st century learning expectations are reflected in the culture of the school, once they are ingrained in curriculum, instruction, and assessment across the school, they will guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- teachers
- students
- department leaders
- school leadership

Standard 1 Indicator 4

Conclusions

The school reviewed and revised its core values, beliefs, and 21st century learning expectations, based on research, multiple data sources, as well as on stakeholder and community priorities. However, the school has yet to develop a regular process for review and revision. Past reviews started in the 2012-2013 and 2014-2015 school years and rubrics were developed. During the 2015-2016 school year, all documents were reviewed and revised. The school examined multiple data sources including student data regarding students' achievement of the school-wide learning expectations, student performance on standardized tests, and student work as part of their review of targeted school-wide learning priorities. At the present time, there is no written plan for the next review and revision. Once the school establishes and implements a regular review cycle for its core values, beliefs, and learning expectations, the school community will be assured that these guiding documents represent the priorities and interests of all stakeholders.

Sources of Evidence
- self-study
- teacher interview
- teachers
- school board
- department leaders
- school leadership

Standard 1 Commendations

Commendation

The involvement of significant numbers of representatives in an inclusive process to identify and commit to a set of core values and beliefs about learning, resulting in significant internalization, especially by faculty, students, and other stakeholders

Commendation

The positive results yielded from implementation of the "pin" recognition program to acknowledge students who demonstrate changes in behavior aligned with the core values

Commendation

The school's creation and design of strong analytic rubrics, which define targeted high levels of rigor and performance for the academic, civic, and social learning expectations

Standard 1 Recommendations

Recommendation

Ensure that decisions regarding, curriculum, teaching, learning, procedures, and resource allocations are driven by the core values, beliefs, and 21st learning expectations

Recommendation

Develop and implement a process for the regular review and revision of the core values, beliefs, and 21st century learning expectations, using research, multiple data sources, as well as district and school community priorities

Standard 2 Indicator 1

Conclusions

The curriculum, in all content areas, is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. The school uses a common curriculum template that identifies each of the 21st century learning expectations (CLEs) in its content area. The school wrote evidence-based teaching and learning (EBTL) into all departments and content area curricula. Each content area has accepted responsibility for a minimum of two standards to specifically measure and assess using the school-wide 21st century learning rubrics. The school has just begun a formal process to administer assessments and to collect data regarding the learning expectations. Therefore, the school has yet to analyze that data and to use it to inform decisions with regard to curriculum. The curriculum maps clearly define student learning expectations across grade and course levels and show detailed unit and cycle plans, which include the academic expectations of literacy, problem solving and critical thinking, the social expectation of collaboration, and the civic expectations of respect and active leaders. The common curriculum templates in Rubicon Atlas allow staff opportunities to informally document student achievement on 21st century learning expectations of which they are not necessarily assigned to report. The school has a published chart/rubric detailing departmental responsibilities with regards to assessing and reporting out each of the 21st CLEs so individual teachers are aware of what they are responsible for teaching. Because curriculum in all content areas is purposefully designed, students will be able to extensively practice and achieve each of the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

A vast majority of the school's curriculum is written in a common format that includes units of study with essential questions, concepts, content, skills, the school's 21st century learning expectations, instructional strategies, and assessment practices that include the use of school-wide analytic and course-specific rubrics. Beginning in the summer of 2016 and continuing during the 2016-2017 academic year, teachers were provided with professional development time to update the curriculum and write it in a common format. Most of the curriculum has been posted to the Atlas digital platform where teachers can access, edit, revise, and collaborate. For example, the math and English curricula are posted to Atlas; however, other content areas such as English as a second language (ESL) and the advisory curriculum are not complete or not yet posted. The uploaded curriculum guides include essential questions, concepts, content, skills, and the applicable 21st century learning expectations. Most of the posted units include instructional practices referring to the specific evidence-based teaching and learning (EBTL) strategies. Some of the subject areas, specifically English, also include assessment practices using the school-wide analytic rubrics, but these are not attached for most content areas. Curriculum guides for the Virtual High School (VHS) courses and Pathways programs do not appear in Atlas. Once the school completes the task of updating the remaining curriculum to the common format and platform, it will enable teachers to collaborate and communicate more effectively about teaching and learning.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum consistently emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, and informed and ethical use of technology; but the curriculum does not yet consistently emphasize authentic learning opportunities both in and out of school or cross-disciplinary learning. School administrators regularly collect and review lesson and unit plans to ensure that the curriculum emphasizes depth of understanding through inquiry, problem solving, and higher order thinking skills in all courses and levels. The curriculum documents entered into Atlas have a section for inquiry and problem-solving activities specific to the lesson cycle, such as the "I see-it means" evidence-based learning and teaching (EBTL) strategy. The claim-evidence-reasoning strategy has been written into the curriculum in most content areas and engages students in inquiry activities. According to the Endicott survey, 66.4 percent of students think their courses challenge them to think critically and solve problems and 66.3 percent are knowledgeable about the ethical use of technology. The advisory curriculum includes lessons to teach an informed and ethical use of technology. Several teachers in the English department have recently begun using www.turnitin.com to ensure and teach academic integrity. While 69.7 percent of the faculty agrees the curriculum emphasizes authentic application of knowledge and skills, the written curriculum sometimes provides opportunities for students to engage in authentic learning opportunities. Some examples include an opportunity to visit a Biogen Lab and participate in experiments, a video production class which produces weekly and monthly news segments featuring students, and the early childhood learning classes where students work with preschool and elementary schools in the district. These experiences are limited to students who enroll in these courses. The curriculum does not yet emphasize cross-disciplinary learning. In particular, the program of studies has yet to incorporate cross-disciplinary learning for all students. Therefore, students' access to these learning opportunities depends upon the individual student's selection of courses rather than being assured across the school. The curriculum consistently emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, and informed and ethical use of technology; therefore, as the school completes its current work toward incorporating cross-disciplinary learning and embedding opportunities into the curriculum, authentic learning opportunities will be further experienced by all students, students will be more consistently engaged, and more prepared to apply the 21st century learning expectations to a variety of situations.

Sources of Evidence
- classroom observations
- self-study
- student work
- teacher interview
- teachers
- Endicott survey

Standard 2 Indicator 4

Conclusions

In a majority of subject areas and classrooms, the school is making progress toward clear alignment between the written and taught curriculum. In September 2016, the school began to implement and utilize the Atlas online platform that systematically maps the curricula of every department in the high school. English, math, and science have been nearly fully aligned, and non-core subject areas have just begun the process of formally writing curriculum into Atlas. This program allows all teachers and administrators to have access to their written curriculum for planning purposes. The school supports the alignment of the written and taught curriculum in many ways, including through the use of benchmark assessments. Benchmark assessments are given at the beginning, middle, and end of the year in each core subject area to assess student growth and learning. Data is collected and analyzed through the Star 360 program in math and English. The school also monitors alignment via lesson and unit plans, which are collected several times a year and reviewed by curriculum leaders and assistant principals. Often, feedback is given on the plans and shared with the teacher. Evaluators also use formal and informal observation of classroom practices to ensure the written curriculum is being transferred to teaching and learning. After observing classes, administrators have meetings with the staff member to review the lesson plan and connect it to the curriculum. Teachers are tasked with posting and updating daily lesson objectives such as content and procedures and goals in their classrooms which align to curriculum cycles and unit plans. Teachers regularly have common planning periods or professional learning communities (PLCs) during which they share progress and placement along the scope and sequence to ensure they are at a similar timeline in the written curriculum. Because there is a growing alignment between the written and taught curriculum, students are consistently provided with valuable learning opportunities to achieve the school's 21st century expectations for student learning.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

Effective curricular coordination and vertical articulation inconsistently exists between and among all academic areas within the school as well as with sending schools in the district. The school/district currently reviews and revises curriculum on an as-needed basis, but does not have a clearly identified curriculum review cycle. The faculty spends professional learning community (PLC) time within content areas for the purpose of articulating the curriculum within their department. However, the majority of the faculty does not spend time across content areas or with sending schools in collaboration activities for the purpose of articulating the curriculum. A subset of departments, such as the English, math, and science departments, have recently engaged in vertical alignment meetings for grades 7-10 teachers through the Mass Insight Education grant-funded program, "Gateway to College Success." When the dual enrollment program started a few years ago, the eighth and ninth grade math and English teachers collaborated to discuss the alignment between their classes and assigned responsibility of the standards. District K-12 curriculum guides do not yet consistently illustrate coordination and articulation across grade levels. When the district completes its current project for curricular coordination and vertical articulation between and among all subject areas, the school will provide students with clear and consistent expectations and will bring more coherence to their academic progression.

Sources of Evidence
- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Instructional materials, technology, equipment, supplies, and facilities, are collectively sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities; however, the staffing and resources of the library/media center are very limited. The average class size at the school is 17.4 students per teacher; however, the school's observable class sizes can vary dramatically between 5 and 30 students. Class sizes and staffing are adequate in most departments. However, the influx of English language learner (ELL) students in the 2016-2017 school year elevated the class size in ELL classes to numbers that make it challenging for teachers to implement the curriculum. Students and teachers have sufficient and appropriate technology to implement the curriculum. In the 2015-2016 school year, 424 new or repurposed computers/laptops were prepared for distribution. All staff members were given laptops and 160 projectors were installed in classrooms. The school is in the process of implementing a 1:1 laptop initiative for students and the entire freshman class currently has laptops. Students and teachers also have sufficient instructional materials, equipment, and supplies to implement the curriculum. The co-curricular programs and other learning opportunities appear to be adequately funded. However, the library/media center does not currently have sufficient print and non-print resources to fully implement the curriculum. The library has not been open consistently nor able to assist teachers in curriculum implementation. A librarian was hired in November 2016 and is working to catalog the resources and to determine what new materials are needed, in addition to the school's membership in the SAILS library network. The library received 900 new items since February 2017 but lacks a sufficient Spanish language collection and bilingual texts. Instructional materials, technology, equipment, supplies, facilities, and most staffing levels are sufficient to fully implement the curriculum, including the co-curricular programs; therefore, improving the library/media center resources and addressing staffing needs in the library and ELL classes will provide teachers with the full resources necessary to fully implement the curriculum and will provide students with valuable learning opportunities.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school support staff
- Endicott survey

Standard 2 Indicator 7

Conclusions

Due to the substantial investment over the past three years, the district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using results and current research. The chief academic officer is responsible for the district curriculum coordination and various in-school department coordinators are responsible for school-level coordination. The professional staff has been provided with professional learning community (PLC) time to collaborate with content peers, and time has been used to develop curriculum. The district reviews and revises curriculum on an as-needed basis. The math and English curricula have recently been reviewed and science is next on the list. However, the school does not have a regular curriculum review cycle planned for the future, beyond offering summer professional development in curriculum revision. Investments have been made over a three-year period for curriculum development, evaluation, and revision. The entire staff has been trained in evidence-based teaching and learning (EBTL) in the past two years and will continue to receive additional training based on individual needs. The time to participate in this opportunity has been provided during in-school professional development days, after-school hours, PLC time, and summer workshops. Project K-nect, funded by the mobile technology learning center, was piloted by a small number of ninth grade math and English teachers to provide technology training for the new laptops. This pilot recently received additional funding to expand training to the tenth grade teachers and other staff members. Staff members have also been trained in the process of using the Atlas digital curriculum database to help with the development, evaluation, and revision of the curriculum. The English department participated in vertical team meetings with its middle school colleagues through funding provided by the school redesign grant. There have also been after school professional development opportunities offered to staff in sheltered English immersion (SEI) strategies. During the 2014-2015 school year, the staff collectively read the book, *Getting Classroom Management Right: Guided Discipline and Personalized Support in Secondary Schools* by Carol Miller Lieber and then spent professional development time during the 2015-2016 school year on collaboratively planning ways to implement the book's methodology. The school has collected some data from assessment of the school's learning expectations, although it has not formally used PLC time to revise the curriculum using the results. Because the district provides school staff with sufficient personnel, time, and financial resources to develop, evaluate, and revise the curriculum, the faculty is able to adjust the curriculum to best meet the needs of all learners.

Sources of Evidence
- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 2 Commendations

Commendation

The purposeful design of the curriculum, which provides students with opportunities to practice and achieve the school's learning expectations

Commendation

The significant progress shown to date for writing a curriculum in a common format that is uploaded to the Atlas digital platform and provides teachers with an opportunity to collaborate on shared learning experiences for students

Commendation

The considerable emphasis on depth of understanding, application of knowledge through inquiry and problem solving, and higher order thinking that the majority of the curriculum provides

Commendation

The growing alignment between the written and taught curriculum that provides students with valuable learning opportunities to achieve the school's 21st century learning expectations

Commendation

The significant progress made by the English, math, and science departments to coordinate curriculum and vertically align with their sending schools

Commendation

The increase of technology available for teachers to deliver the curriculum and for students to practice the 21st century learning objectives

Commendation

The provision of ample dedicated time, personnel, and financial resources for teachers to collaborate in the review of the curriculum, including emphasis on using results and current research

Standard 2 Recommendations

Recommendation

Complete the current curriculum revision initiative to ensure that all curriculum documents are written in the common format and are uploaded to the Atlas portal so that teachers will be able to collaborate and communicate more effectively about teaching and learning

Recommendation

Ensure there are cross-disciplinary and authentic learning opportunities embedded into the curriculum to engage all students in 21st century learning applications

Recommendation

Expand curricular coordination and vertical articulation to include all courses content areas to ensure that the curriculum is coherent across all content and grade levels

Recommendation

Ensure that the library/media center has sufficient print and non-print resources to aid teachers in implementing the curriculum

Standard 3 Indicator 1

Conclusions

Teachers are showing progress in examining their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Teachers have school values and 21st century skills posters displayed in their classrooms. In some cases, teaching practices consistently and overtly support the school's core values and beliefs about learning. For example, the range of teaching strategies connected to the school's core values include a variety of evidence-based teaching and learning (EBTL) strategies, such as: "did I" sheets and performance criteria, think-write-pair-share (TWPS), "circle underline box eliminate and solve" (CUBES), and claim, evidence, reasoning (CER). Some form of EBTL is at least minimally present in 44 out of the 59 classes observed. In math classes, teachers implemented a slightly resequenced variation of CER as evidence, claim, reasoning (ECR). The English language arts teachers created and implemented fiction organizers that align with EBTL strategies. Geometry teachers regularly examine their practices through weekly professional learning communities (PLC) as well as additional professional development on three Wednesdays per month. The school worked with an outside consultant to train and support a cohort of "lead learners" on application of the EBTL instructional framework beginning in the 2015-2016 school year. After receiving professional development on the EBTL strategies, lead learners modeled EBTL strategies during professional development sessions and also in their classrooms through a peer observation model. As teachers' instructional practices are more widely and consistently aligned with the core values, beliefs, and 21st century learning expectations, students will benefit from consistency and similarity as they move from class to class throughout the instructional day and will have more ample opportunities to learn and demonstrate these core principles.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- school board
- central office personnel
- school leadership
- Standard sub-committee

Standard 3 Indicator 2

Conclusions

Some teachers' instructional practices support the 21st century learning expectations by consciously personalizing instruction, somewhat regularly engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem solving, and higher order thinking, applying knowledge and skills to authentic tasks, purposely engaging students in self-assessment and reflection, and frequently integrating technology. Some teachers consciously personalize their instruction through conferencing with students individually and in small groups about their progress toward learning targets. Teachers sometimes engage students in cross-disciplinary learning. According to the Endicott survey, 42.4 percent of students believe teachers include topics from other subject areas in their classes, and 56.5 percent of students believe that information they learn in one class can be used in other classes. Out of the 59 classes observed, teachers engaged students in cross-disciplinary learning in 10 classes and this was much more likely to be observed in higher level courses. For example, in the Advanced Placement (AP) Language class, students were engaged in a Socratic seminar based on the "Letter from Birmingham Jail" by Martin Luther King. The same is true for an additional AP English class where the think, write, pair, share strategy (TWPS) was used for the same assign ment. In an AP History class, students made connections between social issues associated with fascism and other totalitarian regimes and current events. In AP Seminar, students are encouraged to make connections across content areas. Most efforts to engage students in cross-curricular learning consist of ad-hoc connections between content areas that teachers elicit from students.Teachers sporadically engage students as active and self-directed learners; this is most consistently seen through internship programs, Virtual High School offerings, and dual enrollment. In the business class, students are encouraged to design a business plan, based on a business idea of their choice. Across content areas, students are engaged as active and self-directed learners through the implementation of the Evidence-Based Teaching and Learning (EBTL) strategies, such as TWPS, "Did I" sheets and performance criteria, higher-order thinking (HOT) boxes, or CER. In the AP History class, the teacher engaged groups of students in independent research on countries assigned and served as the facilitator by meeting with the groups to address their concerns but letting students organize and complete the tasks on their own. In some math classes, students are given the autonomy to complete a project on their own using online tools. In geometry, some teachers pointed out the multiple ways to solve the same problem. These practices are more commonly seen at the higher level courses such as AP. In some areas, teachers' instructional practices support the achievement of 21st century learning expectations by emphasizing inquiry, problem solving, and higher order thinking skills in their classes. All units of instruction are broken into smaller cycles of learning that require students to use higher order thinking in the creation of products that demonstrate their learning. A geometry teacher uses exit tickets for finishing a cycle. English teachers scaffold instruction, explicitly teach writing strategies, and provide students with graphic organizers to assist in gathering and structuring research notes. With this, students will write a claim, gather evidence, reason, and write essays. Students are encouraged to actively read using close reading strategies to analyze and build deeper understanding of the text. The TWPS strategy provides structured opportunities for students to use analytical thinking when co-constructing knowledge. Math students also use an altered sequence of CER, referred to as evidence, claim, reasoning (ECR) to explain the solutions of equations. In math classes students gather evidence then write a claim producing a solution to a problem or equation. Students are required to show their work, or evidence, and then explain their reasoning. In the Portuguese 3 class, students were engaged in discussing and writing about pictures requiring complex thinking by using the TWPS strategy. Although the school has taken steps to implement HOT box organizers to encourage inquiry, problem solving, and higher order thinking, many of these activities do not elicit higher order thinking despite the name of the strategy. Teachers emphasized inquiry and problem-solving skills in 22 of the 59 classes observed.Many teachers' instructional practices support the achievement of learning expectations by applying knowledge and skills to authentic tasks. Some students participate in internships and are involved in community service with other extracurricular activities such as Salvation Army, Bingo Night, bell ringing outside the mall, ambassadors club, or making puzzles for Autism month. In business class, students have the opportunity to develop a real business plan based on a business idea of their choice and then market their product. In classes for students with limited or interrupted formal education such as SLIFE, students pull magnets out of a bag and describe the magnets in English. In Honors Portuguese, students interview each other in Portuguese on plans after graduation. To a limited extent, teachers' instructional practices support the achievement of the school's 21st century learning expectations by engaging students in self-assessment and

reflection. The EBTL instructional framework requires students to constantly self-assess against performance criteria (PC) established for each product. NBHS created "Did I" sheets for students to use in assessing their own work as well as their peers. Out of 59 classroom observations, teachers' instructional practices support the achievement of learning expectations by engaging students in self-assessment and reflection in 17 classes. Occasionally, teachers' instructional practices support the achievement of learning expectations by integrating technology. Freshman and sophomore students have access to tablets. Juniors and seniors have limited opportunities to use technology. Once teachers' instructional practices more fully support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology, students will have extensive opportunities to achieve the 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Sporadically, teachers adjust instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposely organizing group learning activities and providing additional support with alternative strategies within the regular classroom. In an English language arts class, the teacher walked around with a clipboard making notations as students worked, giving individual advice and instruction throughout most of the class period. Students work with different students each class where the TWPS activity is used. Student pairs rotate. When finished, students place the activity handout in class color-coded binders for review. In this case, the TWPS form is used as a formative assessment. Collected formative assessment data is used to inform decisions about instruction and ways to meet the needs of individual students. In some cases, teachers differentiate instruction strategically to ensure students are offered a variety of choices for demonstrating mastery of content. For example, in the business class, students have the opportunity to develop a business plan based on a business idea of their choice. In the AP Statistics class, students can choose from a variety of assessments, such as presentations, posters or essays in order to demonstrate mastery of the concepts/skills taught. Students have the opportunity to choose how they will demonstrate mastery of content every quarter, mostly when doing projects. However, that choice is not offered in the English as a Second Language (ESL) classes. At times, teachers adjust their instructional practices by purposefully organizing group and pairing learning activities. In some classes, students are strategically paired to ensure in-depth learning as well as to maximize collaboration. This can most frequently be seen in academic support and intervention classes. These groupings may be based on academic readiness, social interactions, or heterogeneous factors. When teachers more frequently and consistently adjust instructional practices based on formative assessment, differentiate their instruction strategically, and provide greater support in the regular classroom they will better target their instruction toward meeting the specific learning needs of each student.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- department leaders
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 4

Conclusions

The majority of teachers make changes in their instructional practices by using student achievement data from a variety of summative assessments, examining student work, using feedback from a variety of sources, including students, other teachers, supervisors, and engaging in professional discourse focused on instructional practice. Teachers discuss data from formative and summative assessments to revise units and develop remediation plans so students can achieve mastery of the objectives. For example, the geometry team met after the end of unit 1 and analyzed the formative and summative assessment data. As a result of that analysis, the team decided to reduce the unit and develop a remediation plan for the students lagging behind. The school has also implemented Massachusetts Comprehensive Assessment System (MCAS) intervention classes based on the analysis of the English language arts (ELA) content response notes as well as by looking at the students' writing. Teachers use the "clipboarding" technique as a formative assessment to track students' progress as well as Star 360 data. Based on clipboard data analysis, teachers adjust instruction by reteaching concepts and skills or by providing mini-lessons on specific topics. They also share the student growth data with the students to inform them on their progress. ELA teachers use data collected through close reading assessments to differentiate for the range of student abilities within the same class. The New Bedford Public Schools uses the Enterprise test as its formal benchmark to measure student progress. All classes use benchmark data from the beginning of year (BOY), middle of year (MOY), and end of year (EOY) for analysis, planning instruction, and monitoring student growth. The data from common assessments as well as from student work are used for various reasons and levels of data analysis, curriculum revision, and improved instructional practices as part of the primary work accomplished in regularly scheduled departmental professional learning community (PLC) meetings. According to the Endicott survey, 70.8 percent of staff members agree that teachers have formal opportunities to examine student work to improve their instructional practices. The Endicott survey states that 48 percent of students and 40 percent of parents agree they have been asked for opinions on teachers' instructional practices. Teachers have formal time to discuss current research and best practices related to instruction during their PLCs three times a week as well as during extra professional development on three Wednesdays per month. In the four academies, teachers have time to discuss current research and best practices, as well as school-wide instructional initiatives such as the EBTL strategies. Because teachers use a variety of student achievement data from a variety of formative and summative assessments, examine student work, use feedback from a variety of sources, including teachers, supervisors, and parents, examine current research, and engage in professional discourse focused on instructional practice to inform and improve their instruction, students benefit from their teachers' collaboration and communication to focus on students' learning needs.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 5

Conclusions

Most teachers, as adult learners, and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. According to the Endicott survey, 75.3 percent of the staff agree they maintain expertise in their content area and in content-specific instructional practices. Teachers engage in reflective practice during their professional learning community (PLC) beginning in August, then during three seventy-five minute class periods per week. Teachers meet three periods per month on Wednesdays after school for professional development. During these structured times, staff discuss 21st century learning expectations, core values and beliefs, assessment data collection, curriculum, instructional strategies, and successes and challenges. The vast majority of work pertains to the development of embedding learning expectations across the disciplines along with the review and reinforcement of the EBTL instructional framework. During department meetings, discussions are ongoing about how to specifically use EBTL strategies within the content areas. For example, the school presented its SLIFE program to the Massachusetts English Learner Leadership Conference this year. The school also developed a partnership with an outside consultant in order to address the instructional issues associated with the increasing number of the SLIFE students. English as a Second Language, science, and art teachers attend content-specific professional development. The school leadership established a cadre of "lead learners" who are teachers willing to pilot and then share their learnings with the EBTL strategies. Teachers also attend out-of-district conferences such as music and fine arts conferences as well as visit off-campus sites to observe content area teachers. For example, some of the science teachers went to Lawrence High School to observe science teachers as they implement EBTL strategies. Teachers in the academies participate in content-specific conferences. Because of the number of professional development and professional learning community opportunities taken by teachers, as adult learners and reflective practitioners, to maintain expertise in their content area and in content-specific instructional practices, students reap benefits that enhance instructional experiences through common vision and information sharing.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- school board
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 3 Commendations

Commendation

The progress made to date in aligning instructional practices with the school's core values, beliefs, and 21st century learning expectations

Commendation

The introduction of evidence-based teaching and learning strategies to support students' achievement of the school's 21st century learning expectations

Commendation

The focus on purposefully organizing group learning activities to ensure that the needs of each student are met

Commendation

The use of professional learning communities for teachers to review instructional practices, especially in the area of implementing EBTL strategies

Commendation

The multiple professional development opportunities to help teachers maintain expertise in their content area and in content-specific instructional practices

Commendation

The progress in identifying lead learners to serve as instructional models and leaders for their peers to ensure consistency with the school's core values, beliefs, and 21st century learning expectations

Standard 3 Recommendations

Recommendation

Ensure that all students experience instructional practices that consistently support the achievement of the school's 21st century learning expectations by emphasizing inquiry, problem solving, higher order thinking skills, and engaging them in cross-disciplinary learning

Recommendation

Support and improve teachers' frequency and efficacy in the use of formative assessments to drive decisions about daily instructional practices

Standard 4 Indicator 1

Conclusions

The school has just begun to employ a formal process to assess individual student progress in achieving the school's 21st century learning expectations (CLEs) based on specific and measurable criteria for success, such as school-wide analytic rubrics. The professional staff actively participated in the development of 21st century learning expectations (CLEs) that were approved and put into place in the beginning of the 2016-2017 school year. A matrix was developed that linked content areas to the seven student learning expectations. Each content area is responsible for assessing student work at least once with two or more school-wide analytic rubrics during the first and second semesters. The results of these assessments are reported to students through the Aspen portal. Some content areas are using the rubrics more regularly, while others are using them sporadically. For example, in the world languages department, the think-write-pair-share rubric is used often. The claim-evidence-reasoning rubric is utilized in the English, science, and history departments. Rubrics are utilized in assessing course-specific learning goals in addition to the school's 21st century learning expectations. While the school has introduced a formal plan to support the 21st CLEs, many teachers and students are still uncertain about their use and their place in student assessment. In addition, the school does not yet have any formal process to assess the whole school's progress on the 21st century learning expectations. Once professional staff employs a formal process and becomes more experienced in utilizing the school-wide rubrics to assess student and whole-school achievement of 21st century learning expectations, students, parents, and the community will better understand the school's 21st century learning expectations and progress will be accurately assessed.

Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- students
- school leadership
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

At this time, the school's professional staff is not yet communicating student progress in achieving the school-wide 21st century learning expectations to students and their families or the school's progress in achieving the learning expectations to the school community. The school set a benchmark date, at the conclusion of first semester, for reporting students' progress on the 21st century learning expectations. The progress is graded with the ratings of "not yet mastery, approaching mastery, and mastery." At this time, the students have access to their progress on the Aspen portal. However, families do not have access to the Aspen portal yet; and, therefore, have not received notification of the students' progress. Phase III of the implementation of the school-wide rubrics includes reporting progress in achieving the learning expectations to students, families, and the community. At this time, there is no process in place for sharing whole-school achievement to the school community. When the school fully implements a formal process for communicating individual student and whole-school attainment of the school's 21st century learning expectations to parents and the school community, these achievements will be better understood by all stakeholders.

Sources of Evidence

- self-study
- student shadowing
- student work
- students
- school leadership
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

Professional staff frequently collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. Professional staff collect, disaggregate, and analyze formative and summative results to identify inequities in student achievement. During the professional development days at the beginning of the school year, the headmaster presents Massachusetts Comprehensive Assessment System (MCAS) data to staff with a summary of the results including inequities in student achievement. In professional learning communities (PLCs), teachers in the Massachusetts Comprehensive Assessment System (MCAS) content areas of English, math, and science, look at student results, analyze the data and identify weaknesses to inform instruction, and adjust practices. Another focus of the work during PLCs is the analysis of data from district benchmarks, school progress monitoring, and course-specific common assessments. Teachers who teach the same course and level utilize many common assessments. These teachers meet during PLCs to analyze the results and adjust instruction to ensure student success. For example, formative assessments are given in the math classrooms using previous MCAS questions to ascertain topics needing more depth of instruction. Biology teachers use the Zipgrade application for quick grading, item analysis, and identifying student achievement gaps of common course benchmarks of common assessments. The English department uses "deep data dives," where they scrutinize test questions, identify student strengths and areas for growth, and revise the curriculum in an effort to reach areas of weakness. The English department also collects data on long composition results at the beginning, middle, and end of the year to inform and adjust instruction and guide curriculum development. The school uses Star 360 reading and math assessments to compare student achievement and rank individual students in comparison to school standard benchmarks. Once students have taken benchmark and progress monitor testing, a class instructional report is correlated. Teachers use this data to develop individual and group interventions. Students are identified for "urgent intervention, intervention, on watch, and at/or above benchmark." Students are then grouped based upon their identified weakness in skills and the level in which they can meet the standards. In order to address inequalities among academic learning, guidance uses progress reports to identify and monitor students who are not being successful within their classes. Guidance also provides senior students with a document that monitors their progress toward graduation. For students identified as at-risk, these documents are sent home to families. Another marked achievement is the graduation rate for English language learners that has increased by 25 percent in the last three years. Administrators look at student achievement gaps on summative and standardized tests. Response to Intervention "BAG checks" (behavior, attendance, and grades) are a means to close achievement gaps among at-risk students. The school instructional leadership team (SILT) meets every two weeks with the primary role of leading efforts to use data to monitor student progress and to make data-informed decisions about instructional programs and practices to support high achievement and high growth. The commitment to the collection, disaggregation, and analysis of student assessments by the professional staff results in the ability to identify and respond to inequities in student achievement.

Sources of Evidence
- self-study
- student work
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, few teachers communicate to students the school's applicable 21st century learning expectations, while a vast majority of teachers communicate the related unit-specific learning goals to be assessed. Because the 21st century learning expectations are new this year, the teachers rarely link the expectations to the units of study. During over 50 classroom observations, less than five teachers mentioned the 21st century learning expectations as objectives of the unit. For example, an English language learner teacher communicates the 21st century learning expectations of problem solving, literacy, and communication to her students at the beginning of each unit. Unit-specific learning expectations are addressed in many classrooms. For example, a tenth grade English language arts teacher has students write the instructional goal and content objectives at the beginning of a unit in their content response notebooks. In the Junior Reserve Officers' Training Corps (JROTC) program, students are given a learning plan that shows why the lesson is important, what they will learn in the lesson, and how to successfully meet the lesson's purpose. Parents state that their children are provided with unit-specific objectives by the teachers. Almost every classroom has posted unit-specific learning expectations on a board or wall. Prior to each unit of study, teachers communicate the related unit-specific learning goals; therefore, once teachers incorporate communication of the school-wide 21st century learning expectations, students will be better able to understand the learning expectations of the teachers and can achieve success.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, teachers often provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement. In a ninth grade English language arts class, students are given a claim-evidence-reasoning rubric as a criteria for success in writing a persuasive essay. In an Algebra II class, students are given content, procedural, and language objectives prior to a summative assessment on quadratics and polynomials. Students in a physics class are given the school-wide analytic rubric for claim-evidence-reasoning before completing a unit on momentum. In Advanced Placement and honors classes, teachers regularly provide rubrics and project requirements before summative assessments. According to the Endicott survey, 76.3 percent of students agree that they understand, in advance, the work they need to accomplish to meet their teachers' expectations. Teachers provide students with specific and measurable criteria for success before summative assessments. Parents believe their children receive the necessary criteria to achieve academic success. The components of evidence-based teaching and learning (EBTL), displayed in classrooms posted on boards and walls, includes the use of unit, content, procedure and language objectives, and provides students with the specific and measurable criteria for success. The school-wide practice of providing students with specific and measurable criteria for success, including learning objectives, rubrics, and unit-specific requirements, supports students' understanding what is expected of them and they can accomplish high levels of achievement on summative assessments.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 6

Conclusions

Teachers are growing in their ability to employ a range of assessment strategies that include formative and summative assessments. Some teachers understand and use formative assessments, including exit tickets, graphic organizers, consultation, and mini-conferencing on a regular and consistent basis while others are beginning to implement these strategies. Teachers widely assess learning through both observation and brief, casual oral assessment. Conversations with students on an individual basis were observed in English language arts and world languages classes. The use of self-evaluation such as "Did I" templates and peer editing are widely employed across subject areas. The added benefit of peer editing encouraged students to rework assignments. Math and science teachers offer and encourage retaking of tests and quizzes. In AP Statistics, exemplars of completed assignments are discussed and presented. Likewise, in 3D art class, many examples of student work are on permanent display; the teacher refers to them in conversations with students. Teachers use summative assessments appropriately. In each unit of study, teachers employ a range of assessment strategies, including formative, summative, and common assessments in a balanced manner that provides students with clear and accurate evidence of achievement on discrete, individual learning tasks.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 7

Conclusions

Teachers regularly collaborate in formal ways on the creation, analysis, and revision of summative, and common assessments. Professional learning communities (PLCs) are in place to give teachers time to create, analyze, and revise formative, summative, and common assessments. Three periods per week are scheduled for PLCs. A published schedule shows the academic period when departments meet and the dates throughout the year when meetings convene. Published agendas show the topics for collaboration and development of assessments. Teachers review summative assessments and make modifications to both summative and formative assessments. Teachers review and recommend improvements on course-specific common assessments. In some classes, the review of formative assessments drives the creation of common assessments, and formative assessments used in MCAS remediation classes (MCAS preparation classes) support state standardized testing. Teachers conduct data analysis to identify student strengths and areas for growth, using the assessments to revise instruction. The state of development of common course-specific assessments varies by course and by department. Teachers have begun incorporating school-wide analytic rubrics into their practices as a tool to examine criteria for success. Because the staff effectively collaborates in formal ways to create, analyze, and revise a wide variety of formative, summative, and common assessments to measure student progress, students are given assessments that accurately reflect subject mastery.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- students
- department leaders

Standard 4 Indicator 8

Conclusions

A vast majority of the teachers at New Bedford High School provide specific, timely, and corrective feedback to ensure students revise and improve their work. Student projects on Nationalism in the Advanced Placement (AP) European History class include a rough draft with teacher comments and then a final project. In ninth grade English language arts content response notebooks, students use a higher order thinking (HOT) box to express ideas, get feedback from the teacher, and prepare a persuasive essay. Teachers provide students with timely feedback in an effort to improve performance before a formal summative assessment. In an English language learner biology class, students are given a graphic organizer to be completed and checked by the teacher providing feedback before preparing a final drawing of an animal cell with organelles. Practice tests are used regularly in Advanced Placement (AP) Statistics to prepare students for the AP exam. The Endicott survey reveals 77.3 percent of parents agree that teachers provide timely and corrective feedback to assist their children in revising and improving assignments. Students also believe their teachers provide specific, timely and corrective feedback. In addition, the evidence-based teaching and learning (EBTL) instructional framework adopted by the school reinforces the importance of specific, timely, and corrective feedback. By providing specific, timely, and corrective feedback, teachers ensure that students are given the necessary opportunity and tools to revise and improve their work.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- student work
- teacher interview
- students
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 9

Conclusions

Some teachers regularly use a wide variety of formative assessment tools to inform and adapt their instruction for the purpose of improving student learning. These teachers conduct formative assessments using various tools, including content response notebooks, exit tickets, active reading note checks, clipboarding, claim, evidence, reasoning (CER) and close reading templates, and observation and oral assessments to inform and guid e instruction. In some classes, formative assessment occurs frequently and regularly while in other classes less so. Benchmark assessments are given in most subject areas at the beginning of the school year; these guide instruction. Formative assessment tools in the form of technological tools, such as Plickers, Quizlet, and Socrative are being used by some teachers to assess student progress. Pre-assessments are used to determine how much instructional time would be needed to review curriculum topics for purposes of scaffolding. Professional learning communities (PLCs) are built into the schedule and are held to determine appropriate and necessary changes in instructional practices. While teachers and students benefit from the analysis of common and summative assessments, this benefit will be enhanced once all teachers consistently use formative assessment to inform daily instructional decisions to improve student learning.

Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- Standard sub-committee

Standard 4 Indicator 10

Conclusions

The school is in the early stages of implementing a formal process for collecting and examining a comprehensive range of student learning data for the purpose of revising curriculum and improving instructional practice, student work including common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni. Teachers examine student work through random audits of content response notebooks in their classes. Analysis of formative assessment data occurs in common planning time and departmental PLC meetings. Grade 10 MCAS long composition assessment data has been examined using the Star 360 assessment tool in order to develop rubrics for remediation and to improve performance among English language learners (ELL). Results of assessments from school-wide rubrics are beginning to be analyzed in order to revise curriculum and improve instruction practices. Data on incoming students from sending schools informs the guidance department on scheduling, leveling, and any special needs to be addressed. Teachers are beginning to use school-wide rubrics during the 2016-2017 school year, and a process is being developed to examine results in achieving the school's learning expectations and to improve instructional practices. The Gear Up program is a grant-funded program that follows students from middle school to college, including information from alumni. When all teachers effectively participate and benefit from a formal process for collecting and examining a broad base of whole-school and student learning data, including common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni, staff will have the data and evidence needed to make decisions relative to 21st century learning expectations, to make adjustments in curriculum, and to inform daily instruction.

Sources of Evidence
- self-study
- teachers
- students
- department leaders
- school leadership

Standard 4 Indicator 11

Conclusions

The school inconsistently reviews and revises grading and reporting practices to ensure alignment with the school's core values and beliefs about learning. Professional staff reviews department grading practices. Common grading practices are established within course areas and within levels but have yet to be implemented across the curriculum. Current grading practices indicate balanced use of formative, summative, and common assessments in all departments. Course instruction leaders and other administrators with supervisory and evaluative responsibilities report this effort in establishing uniform grading practices that align with core values will continue to build as work in teacher practice takes shape. A formal process for reviewing and updating grading and reporting in the student handbook has yet to be implemented. Once a formalized process is established to regularly review and revise grading and reporting practices that are aligned with the school's core values and beliefs about learning, students and their families will have clearer feedback consistent with the school's core values and beliefs.

Sources of Evidence

- self-study
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Commendations

Commendation

The thoughtful and structured plan for the assessment of individual and whole-school progress in achieving the school's 21st century learning expectations using the school-wide analytic rubrics

Commendation

The establishment of identified benchmark dates by which the school will begin communicating individual student progress in achieving each of the 21st century learning expectations

Commendation

The concerted effort among all professional staff to collect and analyze data to identify and respond to inequities in student achievement

Commendation

The widespread practice of communicating unit-specific learning goals prior to each unit of study

Commendation

The school-wide practice of providing all students with specific and measurable criteria for high levels of achievement across all content areas

Commendation

The effective use of professional learning communities to collaborate in examining assessments in order to inform instruction

Commendation

The frequent use of specific, timely, and corrective feedback by teachers that enables students to improve their work on summative assessments

Standard 4 Recommendations

Recommendation

Develop and implement a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

Recommendation

Implement a formal process to communicate individual student progress in achieving the 21st century learning expectations to students and their families and school-wide progress toward the achievement of the learning expectations to the community

Recommendation

Regularly communicate to all students the school's 21st century learning expectations with unit-specific learning goals to link whole-school and classroom objectives

Recommendation

Expand and improve teachers' consistent use of formative assessments to inform daily instructional decisions

Recommendation

Ensure that grading practices align with the school's core values, beliefs, and 21st century learning expectations and that they are regularly reviewed for alignment

Standard 5 Indicator 1

Conclusions

The school community works consciously and continuously to build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. Students express a strong connection to their teachers and the staff in general, stating that this has contributed to the overall improvement in the safety and welcoming nature of the school. The school currently issues a handbook to students reflecting the expectations of all students. This handbook is printed in three languages, English, Spanish, and Portuguese, showing that the school is including all members of its diverse population. Respect for diversity permeates the culture of the school and contributes positively to the learning environment. The handbook states clear policies on student behavior and attendance. The school currently has an Aspen portal through which students and teachers can look at student information; however, parents currently have no access to this portal and students have only had access to this portal for two weeks as of the date of the visit. The discipline issues within the school are currently on a positive trend and the climate is improving due to the implementation of the school's five core values of responsibility, respect, determination, pride, and creativity. Upperclassman students who have two or three years' perspective about the school report that recent changes in how the school is led and organized are having a positive impact on the learning environment. Despite these improvements, some inconsistencies exist in the implementation of some behavioral expectations such as the wearing of identification badges and students' use of electronic devices. Current programs are in place allowing students to feel pride and ownership for behavior such as the pin program, through which students receive a pin from any teacher who feels the student has represented one of the core values of the school. Also on Fridays, students and teachers are encouraged to wear school colors showing unity and connectivity among teachers and students. Although these programs to improve culture are successfully integrated and bring positive relationships to the school, there is still a disconnection between some faculty and student perception about climate and accountability within the school. The school adequately staffs security, monitor, and school resource officer positions to ensure student safety. Students in the common areas such as corridors and the cafeteria are generally respectful of others and of the building itself. Providing a safe, positive, respectful, and supportive environment combined with shared ownership, pride, and having high expectations allows students the opportunity to acquire the necessary 21st century skills that ultimately leads to future success.

Sources of Evidence
- self-study
- students
- parents
- Endicott survey

Standard 5 Indicator 2

Conclusions

The school, in many ways, is equitable and inclusive but continues to develop its ability to ensure that students have access to challenging academic experiences, to make certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, to foster heterogeneity, and to support the achievement of the school's 21st century learning expectations. The school's student body is highly diverse; however, this diversity is not equally represented across the courses and levels of study. Current trends in gender within the Advanced Placement (AP) course enrollment show some disproportionality. The school's population is 49 percent male and the population enrolled in AP English Language is 22 percent male. This is similarly seen in AP Literature and Composition where 34 percent of students are male. Similar trends can be seen when looking at the ethnicity of the students enrolling in higher level courses. However, disproportionality is less of a concern when considering race and ethnicity. For example, African American students are underrepresented in the AP level by only three to six percentage points when compared to the population at large. English language learners and special education students are underrepresented in the AP level by 22 percent to 29 percent. Many former barriers for entry into higher level courses for students have been removed in recent years and more work remains. Therefore, when the school ensures access to challenging academic experiences for all students, making certain that course throughout the curriculum are populated with students reflecting the diversity of the student body and fostering heterogeneity, all students can be supported in achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- student shadowing
- school support staff
- Endicott survey

Standard 5 Indicator 3

Conclusions

There are well-structured, formal, ongoing programs or processes through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. With the implementation of an advisory program, each student has formal, regular contact with an adult member of the school beyond that of their guidance counselor. The students meet every other Friday with their homeroom class and teacher for an advisory session which has a set curriculum to foster and reinforce the five core values of the school. During advisory, students and teachers engage in conversations about academic success in their classes, social adjustments coming into high school, and other pertinent topics. The students are given a pass/fail grade for the class evaluated on their participation and binder completion. Because there is a formal program through which students have the ability to connect with multiple staff members who know the student well, in addition to the school counselor, and can foster relationships in a safe and open environment, the students can feel safe and welcome, creating not only a positive school climate but also creating an environment allowing the student to achieve the 21st century learning expectations.

Sources of Evidence
- panel presentation
- teacher interview
- teachers
- students
- school leadership

Standard 5 Indicator 4

Conclusions

In order to improve student learning through professional development, the principal and professional staff frequently engage in extensive professional development for reflection, inquiry, and analysis of teaching and learning; deliberately use resources from outside of the school to maintain currency with best practices; most often consciously and deliberately dedicate formal time to implement professional development and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. A collaborative spirit of reflection and inquiry exist within the faculty through the routine of professional learning communities. Teachers meet three times per week with colleagues from their department to discuss curriculum planning, assessment strategies, as well as to examine and discuss student work. Through the use of professional learning communities, teachers are given time to collaborate with colleagues within their departments. A weekly newsletter regarding professional practice is sent to building principals, who revise the document and distribute it to their staff to read. Structured professional development is scheduled three times per month after school from 3:00 p.m. to 4:15 p.m. which is dedicated to the evidence-based teaching and learning (EBTL) strategies aligned to the core values of the school. Along with the three Wednesdays per month, teachers also have 20 hours of professional development in August, which requires teacher attendance. Also, teachers attend two days of district-wide professional development. Peer coaching sessions, in which currently 25 teachers within the school participate, take on the role of lead learners who learn the evidence-based teaching and learning strategies and implement them in their classroom, known as learning labs, while collecting data on the progress of students. Those lead learners then create workshops to teach other teachers about evidence-based teaching and learning strategies. Other teachers were also welcomed into the learning labs to observe these teachers implementing strategies. Because the teachers have time and access to valuable professional development and common planning time to engage in professional discourse for reflection, inquiry, and analysis of teaching, and use resources outside the school to maintain currency with best practices, they can begin to successfully implement evidence-based teaching and learning strategies across the curriculum, which will eventually help them create continuity in language to apply, implement, and improve the skills to drive curriculum, instruction, and assessment.

Sources of Evidence
- self-study
- teacher interview
- teachers
- central office personnel

Standard 5 Indicator 5

Conclusions

School leaders across the school regularly use research-based evaluation and supervision processes that focus on improved student learning. New Bedford High School has adopted and modified the research-based Massachusetts Educator Evaluation System. Administrators are currently using this system to evaluate the teachers on performance based on the teacher rubrics. The headmaster, along with the administrative team, conducts teacher evaluations that follow the "claim/evidence/impact/judgment model" used in the Massachusetts Evaluation System. Informal observations also give teachers informal feedback on EBTL strategies though these observations do not contribute to teachers' formal performance evaluation. The evaluator then rates the teacher on a proficiency scale and gives feedback as to how the teacher can improve instruction. In general, the evaluation policies and procedures are supportive of the school's core values and beliefs. Because the school leaders regularly use a research-based evaluation and supervision process, teachers can develop and implement common language, assignments, and assessments helping to improve student learning.

Sources of Evidence
- self-study
- teachers
- school board

Standard 5 Indicator 6

Conclusions

The thoughtfully planned organization of time strategically supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. The school adopted a master schedule that supports the school's core values and beliefs about learning. The schedule consists of seven 52-minute periods. The time allotted per class is sufficient to promote 21st century learning skills as well as to support collaboration and implementation of student-based strategies along with the evidence-based teaching and learning strategies practiced throughout the school. The schedule provides for formal time three days per week for teachers to meet with department colleagues in a teacher-driven professional learning community, so that they can evaluate student work, analyze student data, and discuss planning for classroom purposes. The school's recent adoption of four academy models from the National Academy Foundation demonstrates a commitment to cross-disciplinary collaboration by teachers to enhance the relevance of student learning. The school personalizes the learning process during the regular school day as well as provides after-school programs for those students who have not been successful in the typical school day. Some of the programs are English language learner (ELL) summer programs, as well as credit recovery. The organization of time in the master schedule, teachers' schedules, and after-school time thoroughly supports research-based instruction, professional collaboration among teachers, and the development of teacher skills to meet the learning needs of all students.

Sources of Evidence
- self-study
- student shadowing
- teachers
- school board

Standard 5 Indicator 7

Conclusions

In some areas, student load and class size enable teachers to meet the learning needs of individual students. Overall averages for students in general education and co-taught sections show that class load and size is within the normal range, currently averaging 24, allowing teachers to meet the learning needs of all students. However, some notable inconsistencies exist. Some courses such as SLIFE, piano, and science labs tend to have smaller class sizes while other courses such as English, social studies, and mathematics can have class sizes ranging from 27 to 30. Eighty-five classes are populated with 27 to 30 students while others are considerably underpopulated. The school is consciously trying to fill all current staff vacancies with appropriate candidates to improve teacher-to-student ratios. While student load and class sizes are reasonable in most areas, when class sizes are better balanced, teachers will be able to meet the learning needs of individual students more effectively.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- Endicott survey

Standard 5 Indicator 8

Conclusions

The headmaster, working with other building leaders, consciously provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The headmaster meets with the administrative team weekly to address matters pertaining to instruction and biweekly to discuss school operational matters. She is prioritizing the important areas outlined in the turnaround plan and the accelerated improvement plan setting up regular professional development (PD) opportunities for teachers geared toward improving student outcomes focusing on achieving high quality classroom instruction through application of best practices. The headmaster and administrative team initiated and supported the development of the current core values and beliefs about learning including students and staff as key developers of the final product and now ensures that these values and beliefs are an integral part of the school culture and curriculum. All administrators have participated in training on the evidence-based teaching and learning (EBTL) system and continue to participate in classroom observations and feedback debriefs to reflect on lead learners' application of EBTL strategies. Informal feedback is given to teachers after learning walks. Because the headmaster and the administrative team consistently work to make sure that instructional leadership is rooted in the school's core values, beliefs, and learning expectations, teachers and students benefit from a consistency of message that improves the school's academic climate.

Sources of Evidence

- self-study
- panel presentation
- department leaders
- central office personnel
- school leadership
- Endicott survey

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are frequently involved in meaningful and defined roles in decision making that promote responsibility and ownership. A faculty advisory council (FAC) meets monthly with the headmas
ter as a voice on behalf of the school staff. The advisory curriculum and its implementation is teacher developed and driven. Teachers reflect on professional development by providing feedback through surveys driving future agendas. Much of the evidence-based teaching and learning (EBTL) training is presented by lead learners, who are teachers. Within their department, teachers participate in three professional learning communities (PLCs) per week to collaborate and make decisions related to teaching and learning. The staff feels that the current headmaster has an open-door policy and involves the staff in all the current development of curriculum, instruction, and core values and beliefs. Students have various ways to take ownership of the school culture. A steering committee made up of an elected student from each homeroom meets with class advisors on a regular basis to plan school-wide and individual class events. The senior class committee meets weekly as they have many more events. Grades 10-12 elect the class president, vice-president, and secretary. There is a student advisory council (SAC) made up of five elected students promoting student responsibility and ownership and provides a structure for students to make recommendations to administration regarding student affairs. One member becomes a non-voting member of the New Bedford School Committee and two members serve as delegates and alternates to the regional student advisory council. As many as 25 youths entering grades 9-12 can take part in the city of New Bedford Mayor's Youth Council where they become involved in community projects promoting civic engagement. The Junior Reserve Officers' Training Corps (JROTC) program offers leadership and community engagement opportunities for the entire diverse population of students. As noted in the Endicott survey, 41 percent of students feel they have input in decision making. According to the Endicott survey, 60 percent of parents feel they have input in decision making at the school. Parents can be part of the school advisory council which sets priority goals, determines student performance standards, and influences development of school principles. The council includes a balanced representation of the city's diverse socio-economic community. An English language learner parent advisory council (ELL PAC) meets monthly and provides an opportunity for parents and teachers of English language learners (ELL) to support the ELL community as well as an ELL student advocacy group which addresses challenges ELL students face within the school community. Open house night in October, parent-teacher conferences, and a successful multi-cultural food event also connect parents, teachers, and the entire school community. There are booster organizations for sports and music groups as well. The involvement of teachers, students, and parents in meaningful and defined roles in decision making promotes responsibility and ownership with all stakeholders in the community.

Sources of Evidence
- self-study
- panel presentation
- teachers
- students
- parents
- Endicott survey

Standard 5 Indicator 10

Conclusions

Many teachers across the school exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers demonstrate initiative and leadership b
y volunteering to be evidence-based teaching and learning (EBTL) lead learners, piloting the program, working with a consultant, and modeling and facilitating instruction during professional learning community (PLC) meetings and staff meetings. Teacher initiatives also include creating new course offerings in physical education such as Zumba, power walking, and CrossFit. The ELL department planned a family welcome night and developed "Survival Guide to NBHS" for ELL students. Many teachers extend their work day beyond the contractually obligated time to provide academic support and for lesson planning. Other examples include teachers spending many hours over the summer realigning subject curriculum to fit the EBTL format, serving as club and class advisors, providing classes in conversational Spanish for other staff members, serving on New England Association of Schools and Colleges (NEASC) steering and Standards committees, writing grants, and serving as mentors for new staff. Fine arts teachers create small ensembles and/or workshops. Teachers' frequent involvement in exercising leadership and initiative essential for the improvement of the school provides good modeling for the students and increases students' engagement in learning.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- students

Standard 5 Indicator 11

Conclusions

The school committee, superintendent, and headmaster are regularly collaborative, reflective and constructive in achieving the school's 21st century learning expectations. District-wide principals' professional learning community (PLC) meetings occur monthly so they can collaborate and share best practices, and reflect and revise learning expectations as needed. The headmaster meets twice monthly with the superintendent and chief academic officer (CAO) and attends all school committee meetings. She also is a member of the city's ad-hoc discipline committee, which includes administrators, city councilors, school committee members, and community members. The headmaster has an open line of communication with the school committee members and central office administrators. She welcomes all to contact her and come into the school. The collaborative, reflective, and constructive nature of the relationships among the superintendent, school committee, and headmaster support the school's endeavors to fulfill its core values and beliefs about learning and achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- school board
- central office personnel
- school leadership

Standard 5 Indicator 12

Conclusions

The school committee and superintendent purposefully provide the headmaster with sufficient decision-making authority to lead the school. The school has a turnaround plan that was approved by Massachusetts Department of Elementary and Secondary Education (DESE). Under the plan, the headmaster has autonomy to make decisions regarding staffing, the school budget, the school redesign grant (SRG), professional development, action plans regarding student achievement, and academic interventions. The headmaster, along with the school redesign team, has the autonomy to change the master schedule, create the bell schedule, modify the program of studies, develop the behavioral management system, and adopt MassCore graduation requirements. The school committee does not interfere with the superintendent in developing curriculum but rather supports and appropriately advises in a "minds on, hands off" capacity, serving as a liaison to the community. The committee works to involve the community in trying to help fulfill the school's needs; for example, working with immigration services and the housing authority to serve the needs of incoming families and, in turn, helping to raise graduation numbers, garnering grants for students living in poverty, and trying to create opportunities for sheltered English immersion (SEI) training to be local for teachers. Because the school committee and superintendent provide the headmaster with sufficient decision-making authority to lead the school, she can implement the turnaround plan efficiently and effectively.

Sources of Evidence
- self-study
- school board
- Endicott survey

Standard 5 Commendations

Commendation

The school handbook, which is published in multiple languages to reach the diverse school population

Commendation

The removal of restrictions to higher level courses, enabling opportunities for a more heterogeneous group of students to experience these courses

Commendation

The well-structured implementation of the formal advisory program, which fosters a learning environment for students to build a relationship with a faculty member who can help them achieve the school's 21st century learning expectations

Commendation

The consistent professional development provided to the staff allowing teachers to collaborate and analyze data to improve student learning

Commendation

The plethora of opportunities for students to be involved in leadership and decision-making

Commendation

The time provided for teacher collaboration to discuss student learning, to use data to drive instruction, and to address the learning needs of students

Standard 5 Recommendations

Recommendation

Ensure that all students have equitable access to challenging academic experiences, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations

Standard 6 Indicator 1

Conclusions

The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the 21st century learning expectations. Of the approximately 2,100 students who attend New Bedford High School, 46 percent are low income and 25 percent are English language learners. Approximately 100 new enrollments occur each month. The enrollment center staff identifies incoming students who are at risk and communicates with school-based supportive services. Support staff have recently been given access to the early warning indicator system to identify all at-risk students from eighth grade to twelfth grade. They have started to use this data as they schedule for next year. Support staff look at grades, attendance, discipline, self-referrals, and faculty referrals to identify at-risk students. The teaching and learning team meets weekly to discuss broader issues related to engaging all students across the curriculum. All staff have access to Star 360 to access benchmark assessments. Students identified as needing additional support meet with guidance counselors as soon as possible and, if necessary, referred to the student support team for interventions. The student support team includes administrators, guidance counselors, attendance officers, and graduation facilitators. Guidance counselors communicate and coordinate with relevant student support services within the school. School counseling staff attend weekly student support team meetings to review individual intervention plans for at-risk students with teachers, administrators, and support staff. Currently, the school counseling staff review attendance, grades, and discipline to identify at-risk students. As cited in the Department of Elementary and Secondary Education's March 2016 Annual Monitoring Site Visit report, the school prioritized the need to provide additional support for students most at risk by enhancing relationships, expanding Tier 2 and Tier 3 intervention plans, and developing individualized support systems for students who need them most. Student needs are identified and documented in the Aspen system to increase tracking and to minimize duplication of services for administrative and support service personnel. Students identified as being credit deficient are referred to the graduation facilitators to engage in academics. Students with attendance issues are referred to the attendance officer, and calls and visits home are documented. Students at risk of dropping out, failing, or not graduating are referred to the after-school credit recovery Pathway programs. This may extend their school day and year to assist the student in completing 21st century goals. Students are guided through a variety of options to meet high school graduation requirements. The support staff have prioritized providing additional Tier 2 and 3 interventions to increase student engagement. An advisory period for students is held every other week and topics can include college and career readiness and school-specific information. In addition, students meet daily with their advisors who notify guidance staff of any concerns. Because of the timely, coordinated, and directive intervention strategies, students are supported in achieving the 21st century learning expectations.

Sources of Evidence
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- central office personnel
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 2

Conclusions

The school regularly and conscientiously provides information to families, especially to those most in need, about available student support services. The school provides written feedback to all families in both weekly progress reports, mid-quarter reports, and quarterly grade reports as necessary. Guidance staff coordinates and meet with parents and guardians about student Individualized Education Programs (IEPs) and Section 504 plans. Email to families is employed by staff, teachers, guidance, and administration as necessary. Attendance officers communicate via letters, emails, calls, and home visits. Automated attendance calls are in English, Spanish, and Portuguese. The student engagement center staff helps other departments communicate with families who are not English speakers. Their staff also assists with providing community and school support services to families in their native languages, as well as obtaining translators for meetings. The school's website contains extensive, detailed information on school programs and services, and contains an easily spotted function bar that enables the entire website to be translated into other languages as needed. Family outreach, especially to those most in need, by the school support staff enables every student access to available information and services to assist in supporting their individual needs.

Sources of Evidence

- self-study
- central office personnel
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 3

Conclusions

Support services staff are using an increasing amount of technology to deliver an effective range of coordinated services for students. Guidance, health services, and administrators use email, Google Docs, Office 365, and recently, Aspen to share information about attendance, grading, health status, educational plans, and behavior among themselves. Email and website are used to communicate with families. APEX is used for credit recovery. Guidance uses several software interfaces to ferry students through college admissions and career counseling. Technology available to support staff services provides an effective range of coordinated services, which helps support each student.

Sources of Evidence
- classroom observations
- student shadowing
- panel presentation
- department leaders
- school support staff

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff to meet regularly with students to provide personal, academic, career, and college counseling, to engage in individual and group meetings with all students, to deliver collaborative outreach and referral to community and area mental health agencies and social service providers; however, they do not yet provide a formal, written developmental guidance program or use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The certified/licensed personnel includes five guidance counselors who service ninth and tenth graders and have average caseloads of 230 students. The five guidance counselors who oversee the eleventh and twelfth graders have average caseloads of under 200. The caseloads are well within the recommendation of the American School Counselor Association. Guidance counselor's caseloads are based on the students' grade and divided by alphabet. In addition, one guidance counselor is multilingual. There is a full-time registrar for new enrollments and two attendance officers. Three school adjustment counselors provide individual and group counselin g for students who need additional services and/or crisis intervention. Two bilingual graduation specialists assist students in developing plans to complete their high school credit requirements. There are bilingual immigration specialists to provide community information, Upward Bound staff to provide educational mentoring, Gear Up staff to assist the students in accessing post-graduation opportunities, and three school resource officers who provide support and mentoring. At this time there is no written, articulated developmental guidance program. The guidance counselors meet with each student individually, at least annually or on an as-needed basis, to review academic progress, career plans, and social emotional issues. Students are able to request seeing their guidance counselor by using the guidance request form. Guidance counselors are seen by administrators and staff as the point personnel for support services. The Endicott survey indicates that only 25.9 percent of the students and 48.2 percent of the parents agree that the student meet with their school counselor regularly. Therefore, the new system to track and analyze student contacts will be instrumental in documenting actual student contact numbers and to assess related student outcomes. School counselors refer students to in-school and community resources as needed. Professional learning communities are utilized by the school counseling staff to assist with advisories, to develop college and career curriculum, and to collaborate with each other regarding the school's 21st century learning expectations. School counseling staff are sometimes called upon for activities such as making daily phone calls for attendance and serving on lunch duty. At this time, the department has yet to use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Because school counseling services have an adequate number of certified/licensed personnel and support staff who meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; implementation of a written developmental program and use of ongoing, relevant assessment data, including feedback from the school community, will enhance services and support students in achieving the 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents

- department leaders
- central office personnel
- school support staff
- Endicott survey

Standard 6 Indicator 5

Conclusions

The school's health services have an adequate number of certified/licensed personnel to provide preventative health services and direct interventions services, refer students to appropriate connected health services, conduct ongoing health assessments, and solicit and interpret community feedback for improvement of services. Health services personnel, including two registered nurses, have approximately 60 to 100 visits per day, including diabetic students who require multiple check-ins. According to a monthly encounter report for a representative month (September 2016), health services personnel had 1,545 encounters. The health services space has four beds with adequate privacy, two bathrooms, and separate areas for staff. Personnel communicate with guidance and teachers through email and posts to the Aspen student database. Personnel make daily referrals, both to in-house services such as the student support center, and to multiple community providers who supply the full range of health needs, from dental to mental health. Health services personnel screen students for vision, height and weight, dental health, and scoliosis at both pre-determined times and as needed due to new enrollments. Health services also coordinate student immunizations by making appointments for immunizations, and reminding students and parents of upcoming immunization appointments. Due to continual student enrollment, personnel perform this process year-round, usually at a rate of 5 to 20 students per day. Health services staff try to schedule appointments for after school and Saturdays, but approximately half must take place during the school day. For students who must be immunized before they start school the usual wait time is two weeks, as the New Bedford Community Center is currently the only place seeing non-insured patients or patients who do not have a primary care physician. There is a formal mechanism in place to track and receive feedback from the school community on student needs and progress from outside providers, and monthly activities reports give feedback on improving protocols, as the breakdown of kinds of services offered allows for identification of health trends. Because health services are well staffed, provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing health assessments, are guided by feedback data, and are responsive to students' needs, students health concerns are met and support them in achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- students
- school support staff
- Endicott survey

Standard 6 Indicator 6

Conclusions

Library/media services have an adequate number of certified/licensed personnel and support staff who are seldomly engaged in the implementation of the school's curriculum; do not yet provide a wide range of materials, technologies, and other information services in support of the school's curriculum; are improving in their ability to ensure that the facility is available and staffed during school, but minimally so before and after school; are responsive to students' interests and needs in order to support independent learning; and are not yet conducting ongoing assessments using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Library circulation figures are indicative of the decline in library use that resulted from staffing cuts in the previous two years: from 6,668 items in 2013 to just 25 in 2017. The new library media specialist, in her position since late November 2016, is currently tasked with weeding the collection, rearranging the space to centralize and improve ease of access to materials, and making the space more inviting to students. The space itself is physically separated by level; students have to go out of one level of the library on the second floor, into the hall, and then up to the third floor. Staffing would have to increase to allow for use of both spaces in order to ensure proper safety and supervision of students. One or two classes use the second-floor space per week, but the library media specialist does not yet support curriculum or class research. As of October 2016, there were 16,620 titles or 21,907 copies in the library. There had been no additions to holdings in three years, but the new librarian added 900 titles in February 2017, which represents about 60 percent of the new titles on order. In addition to a conscious design to update history and science non-fiction, the full order is well-targeted to specific populations within the school, such as high-low books for the SLIFE program, English-Spanish language, and graphic novels. There is not yet sufficient personnel to support availability before and after the school day. The library is available to students for about 15 minutes before school, although students are discouraged from leaving the cafeteria breakfast before homeroom. The library is also available to students for 20 minutes after school, which provides limited equity of access to technology for those students who do not have access at home. Funding for library resources is stable. The library resources budget is $27,000, of which $5,000 pays for SAILS membership. Through SAILS, which is a networked consortium of state-wide libraries, all students and faculty have an account created that allows access to the state-supported Gale databases and inter-library loans. Once library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum, provide a wide range of materials, technologies, and other information services in support of the school's curriculum, ensure that the facility is available and staffed for students and teachers before, during, and after school, are responsive to students' interests and needs in order to support independent learning, and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations, all students will have the necessary support to learn how to target research to their individual needs, evaluate sources to further critical inquiry, and develop the critical thinking skills necessary to support their fulfilling the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- facility tour
- teacher interview
- students
- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners, have an adequate number of certified/licensed personnel and support staff who collaborate regularly with general education teachers and staff, use relevant assessment data and feedback from the school community to seek improvements in services and support students' achievement of the 21st century learning expectations. Support services are available to all students and individualized to meet their needs. New Bedford High School has had discussions and recommendations to improve and expand supports to ensure the academic success of students with special needs. The number of staff is sufficient to ensure that services are compliant with state guidelines and students' Individualized Education Programs (IEPs). At this time, there are two special education facilitators who help to supervise the program while a third position remaining unfilled, although the are funds available. There is a psychologist based in the school and two additional district-wide psychologists are available. Speech, occupational, and physical therapists are available to meet students needs. There are 357 students with IEPs. This includes transitional education students, substantially separate students, co-taught students, and students with consultations in regular education classes. All special education students receive progress reports, reviews, and assessments as prescribed. Additional services are provided by community service agencies, some in the classroom and others with families and in the community. All support services staff are available to provide service and collaborate with the special education staff to assist students in meeting the learning goals and all special education students have full access to support services. The guidance staff facilitates all 504 meetings and reviews. Of the 2,100 students, there are currently fewer than one hundred 504 Plans. Staff adequately implements and follows all federal guidelines related to the development of a 504 Plan. Support staff communicates with all faculty regarding students' progress and has an annual review of the 504 Plan to determine if additional services are required. Support services collaborate with teachers, support staff, and administrators in order for students to meet their learning expectations. Since the beginning of the 2016-2017 school year, an additional 218 English language learner students enrolled at the high school. While an increasing number of ELL staff has been budgeted for in recent years, the shortage of qualified candidates in the subject area has impacted negatively on the school's ability to provide additional staff in these classrooms. All staff consistently collaborates about students' ongoing progress and accesses additional support services for them as needed. English language learners (ELL) are assessed annually with multiple state measures of achievement, including the ACCESS test. Students, their families, and the community in general are regularly provided with information about all support services available to assist the students in meeting their learning goals. All materials are available in Spanish, Creole, and Portuguese. New Bedford High School has identified in their turnaround plan the need to implement new practices to provide high quality services to English language learners. While staff are fully involved with professional learning communities, they are not yet actively engaged in using relevant assessment data to improve their services or communicating these findings to the school's community. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations, provide inclusive learning opportunities for all students, and perform ongoing assessment using relevant data, including feedback from the school community, to improve services; therefore, once the school is successful in recruiting and retaining the additional staff for which it has already budgeted for students will benefit more greatly from the collaborative and evidence-driven practice that is in place already.

Sources of Evidence
- classroom observations
- self-study

- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- parents
- community members
- school leadership
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Commendations

Commendation

The timely, coordinated, and directive intervention strategies for all students, including those who are identified and at-risk

Commendation

The availability of on-site and supportive community resources to assist students in meeting their 21st century learning expectations

Commendation

The genuine emphasis on multilingual communication to reach all families, especially those at risk

Commendation

The new network infrastructure that supports increased use of technology to deliver a coordinated range of support services

Standard 6 Recommendations

Recommendation

Create and implement a written developmental guidance program and ensure that all guidance counselors provide personal, academic, career and college counseling for all students

Recommendation

Ensure library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum, provide a wide range of materials, technologies, and other information services in support of the school's curriculum

Recommendation

Ensure that student services programming is informed by feedback collected from students, parents, and the community

Recommendation

Ensure that the library/media center is available and staffed for students and teachers before, during, and after school, and that the resources are responsive to students' interests and needs in order to support independent learning

Standard 7 Indicator 1

Conclusions

The community and the district's governing body provide limited but increasing local funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development and curriculum revision, a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies but does not yet fully support adequate resources for the school's library/media center. While the district operated below net school spending two of the last three years, the district, school committee, and city, have secured and allocated resources to allow for targeted growth and maintenance. Specifically, funding is secured through city resources, federal grant funds, state resources, and private donations toward programs, services, resources, and personnel. Turnaround funds have supported organizational restructuring, including the bell schedule and conversion to a small house model, creation of new positions to support the school including chief of operations (COO), technology integration manager (TIM), six content instructional leaders (CIL), two principals, three assistant principals, registration and Pathways success administrator, chief of teaching and learning, and data and assessment specialist. Professional development has been consistently implemented regarding digital tools and curriculum delivery systems in the classrooms. While numerous content instructional leadership (CIL) positions are still vacant for multiple content areas, funding for these positions is in place. Professional learning community (PLC) time is regularly provided and utilized within departments to consistently reflect upon and revise curriculum and instruction. Recent technological improvements throughout the school, including upgraded network infrastructure, short throw projectors, teacher laptops, Aspen student information system, document cameras, Cisco telephone system, and 1:1 student laptops have been secured and implemented through numerous funding sources. Ten computer labs around the school contain between 24 to 30 computers each and can be reserved by any teacher in the school using an online scheduling system. Due to the recent expansion of technology within the school, the technology integration manager (TIM) and additional staff work diligently and quickly to address support issues for the new technology. A plan is in place to manage more significant equipment needs in some areas like the 1:1 tablets, but extensive and thorough plans to sustain the maintenance and replacement of the newly acquired technology, including additional personnel, is not yet written or publicized. Thanks to significant contributions from a private foundation, all students in the 2017-2018 school year will benefit from 1:1 technology. Building and district budgets are available to specify funding for specific department supplies and equipment. While a central supply closet exists and other specific supply requests can be made to a central location, many teachers consistently supplement their classroom supplies with personally purchased items like paper, writing utensils, and other classroom items. The school's library is in the early stages of being reconstituted and restaffed. This process has begun but neither the library's collection nor its equipment yet support students' achievement of the 21st century learning expectations. Despite these efforts, data does not yet exist to demonstrate equitable distribution of resources with regards to the instructional supplies and equipment lines within the school budget. While the school has been successful in its recent efforts to supplement local financial resources for a wide range of programs, sufficient staff, ongoing professional development and sufficient technology, equipment, and instructional supplies, more consistent and predictable long-term local funding will ensure the school's ability provide consistent high quality learning experiences and environments.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- central office personnel

- school support staff

Standard 7 Indicator 2

Conclusions

The school, collectively with the New Bedford Public Schools' (NBPS) central office, develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis but sometimes struggles to make necessary repairs in a timely way. The maintenance staff at the school works closely with the chief of operations (COO) to determine and prioritize needs within the building through the SchoolDude ticketing program. This program catalogs equipment, collects information from teachers and other staff regarding building needs, and tracks the work and requests through completion. Needs are prioritized through collaboration and long-term planning between chief of operations (COO), central facilities department staff, and the headmaster. Following discussion and the identification of funding sources, appropriate and targeted actions are taken. Despite these procedures, 48.3 percent of staff agree that their needed repairs are completed in a timely manner, according to Endicott survey data. The school maintains a budget of approximately $40,000 for day-to-day regular, predictable expenses that the school staff feels may not be sufficient despite receiving resources from the central office facilities department. The school recently purchased a riding vacuum and a riding scrubber to more efficiently meet the extensive cleaning demands of the facility. Despite the age of the school facility, school custodians and maintenance staff do an admirable job of keeping the school's learning spaces and common areas clean and safe. Because the school develops plans, and adequately funds immediate, short-range facilities needs, properly maintains, catalogs, and replaces equipment, and keeps the school clean on a daily basis, students experience a learning environment that is safe and clean.

Sources of Evidence
- self-study
- facility tour
- central office personnel
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The school recently implemented a long-range plan toimprove and support programs, services, enrollment changes, staffing needs, and technology; however, facility needs and capital improvements have not been planned or funded. The school and community have been successful with the development of long-range plans to address programs and services and have seen large investments in energy conservation and Massachusetts School Building Authority (MSBA) facilities projects; however, there are substantial challenges yet to be met for the funding of facility upgrades to better meet the 21st century learning goals for students, which include consistent and appropriate ventilation, natural lighting, and security. The school recently developed and is implementing substantial program revisions through the integration of evidence-based teaching and learning (EBTL) within the learning environments. Numerous services for students of all levels are in place, with special attention paid to families that are typically less involved in the school community. Recent responses to enrollment changes have supported learning at all levels; however, these needs are not yet consistently evaluated by collecting regular data, monitoring, and addressing changes to ensure that all students are appropriately engaged and served. The current needs of the students are appropriately met with the current level of staffing, as evidenced by a 13:1 student-to-teacher ratio. Recent additions to the school staff, including the English language learner content leader, have facilitated increased connections between and among students, teachers, and families to increase student achievement. Short-range technology improvements and needs are funded through various sources including capital funds from the city, federal grant funds, and private donations, but a long-range written plan to support and ultimately replace this technology is not yet available. The city has met applications for specific and focused facility needs and capital improvements that are not reliant on external funding sources such as the MSBA. The school department and city have recently supported the district-wide energy conservation initiatives including heating, ventilation, and air-conditioning (HVAC) systems in various buildings, oil to gas boiler conversion, replacement of T-12 light fixtures, the update of athletics and fitness gymnasium lights to LED, and installation of electric meters at individual buildings. The school has benefited from these investments and has been able to make capital investments in partnership with the MSBA. The school and city, however, have not yet provided a detailed long-term plan to address and support projects to include, for instance, the replacement of the substantially clouded windows, an aging roof, a security system with key card access, library renovations and furniture, science lab renovations, and replacement of the central air-conditioning system. The city and school department collaborate on projects and the city commits approximately two million dollars annually; however, there are no description or guidelines on how decisions are made regarding the priority of projects. While programs, services, and technology have received recent attention and funding from the school and community, when the community funds and the school implements a long-range plan to more fully modernize the facility, students and teachers will benefit from a learning environment that more fully supports the 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- facility tour
- teachers
- students
- central office personnel
- school support staff

Standard 7 Indicator 4

Conclusions

The majority of faculty and building administrators are involved in some area of the development and implementation of the budget. The headmaster and chief of operations assist the district and school to ensure that school faculty and building administrators are involved with the development and implementation of the budget. The business manager at the district office is scheduled to conduct a needs assessment that will directly influence the budget process by providing teachers with the opportunity to actively participate in identifying school needs. Procedures are currently in place that allow for staff to apply for and access funds to meet specific instructional goals and learning objectives throughout the year, as funds are available. At the school level, the chief of operations (COO) is responsible for the day-to-day management of funds within the building. For planning purposes, he has recently solicited the feedback and needs of teachers through the content instructional leaders (CIL), a survey, and through professional learning community (PLC) meetings. As a more transparent budgetary process is developed and implemented, more faculty and administrators will be able to develop and request funds that will be available to supplement teaching and learning throughout the school.

Sources of Evidence

- self-study
- teachers
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

Portions of the school site and plant have been designed and updated to support the delivery of high quality school programs and services. The school is a 563,000 square feet, situated on approximately 35 acres of land. The school has 180 classrooms that support core content classes, career and technical education, visual and performing arts, Junior Reserve Officers' Training Corps (JROTC), physical education, and numerous extracurricular activities and athletic teams. The building is designed around a three level core that contains a library, science labs, a health services suite, television production studios, computer labs, student support center, food services, and the family engagement center. The academic and personal needs of the students are able to be met sufficiently within the current spaces. The grounds, lawn, and bedding found outside the school are maintained by the City of New Bedford rather than the school department. General upkeep in these areas is not consistent. The school has four cafeterias that function from a central food preparation area; these four cafeterias predictably and reliably meet the nutritional needs of the students on a daily basis. The athletic facilities are a source of pride as they represent a fully functional pool, a recently updated weight training facility, two gymnasiums, and multiple spaces for specific sports. Despite these upgrades in the athletic areas, there are other areas of the building that are in need of investments and focused attention to bring the spaces up to 21st century learning capabilities. Plans and funds are in place to update one of the science labs and the remaining science lab classrooms will need dedicated attention. There are hopes to update the performing space with updated sound and lighting resources. The library and media services represent the area where greatest improvements can be actualized as there are current students who have never utilized library services in any manner. The library is currently incapable of meeting 21st century learning needs of the school. For example, the third floor of the library is not currently used as additional resource space. While some elements of the school's plant design are currently supportive of the instructional program and delivery of services, when all areas are updated, the school site will more fully support student learning and achievement.

Sources of Evidence

- self-study
- facility tour
- parents
- central office personnel
- school leadership
- school support staff

Standard 7 Indicator 6

Conclusions

The school maintains appropriate documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. The plant engineers and chief of operations (COO) maintain up-to-date records on the school's compliance with local, state, and federal health and safety regulations. On record are the fire extinguisher service history; City of New Bedford food establishment permits from 2015, 2016, and 2017; ServSafe certification of staff, and results from the New Bedford Board of Health inspection reports. Other documents are available from the chief of operations (COO). If an immediate need arises, school staff use the SchoolDude software program to generate maintenance requests from staff that are then processed appropriately and in a timely manner to ensure compliance. Because the school has taken care to maintain all appropriate safety certifications, students and staff can be assured that the building is in compliance with state and federal safety and health regulations.

Sources of Evidence
- self-study
- facility tour
- school leadership
- school support staff

Standard 7 Indicator 7

Conclusions

The professional staff often engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. Outreach efforts, in the form of personal, telephone, and electronic communication, are regularly extended with varying degrees of success between classroom teachers and families. The college and career readiness family and community engagement center (CCFCEC) hosts numerous events for students and families throughout the year which strive to connect students of all levels to pathways and resources for further study and career guidance. Nearly 1,400 connections between the school and families from the 2016-2017 school year have been made, thus far; however, there is a sense that more connections have been made but not fully documented. In recent years the teaching and support staff for English language learners have grown substantially to meet the academic and support needs for this community. At this time, further information regarding the frequency and success of parent contacts, as well as the positive effects that these contacts have had on learning and student achievement are not yet tracked. Because members of the professional staff have worked tirelessly to create connections with families, particularly those who have been less connected, more students are taking advantage of a broad range of support services throughout their education.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- school leadership
- school support staff
- school website

Standard 7 Indicator 8

Conclusions

The school consciously develops productive parent, community, business, and higher education partnerships that support student learning. Endicott survey responses indicate that 81.5 percent of stakeholders agree that the school develops partnerships with parents, community organizations, businesses, and higher education to support student learning. Parent conversations reveal favorable opinions of these connections consistent with the survey responses. Parent connections and partnerships are developed through electronic, telephone, and personal communication throughout the school year on individual and group levels in various contexts. Administrators and staff are available for conferences with parents upon request and as needed. Parents are invited to and participate in extracurricular and athletic events, fundraisers, and various booster organizations in addition to partnering with their teachers toward students' successes. The college and career readiness family and community engagement center (CCFCEC) works to reach and engage multilingual families as they provide support with high school, career, and college readiness. Community connections include partnerships with area middle schools through dual enrollment programs for eighth grade students who wish to experience and earn credits for high school classes. The eighth grade dual enrollment program has seen significant growth in recent years, doubling its number from 75 to 150 students. Additionally, juniors and seniors at the school are provided the opportunity to take college classes as University of Massachusetts at Dartmouth (UMD) and Bristol Community College (BCC) where they are able to earn college credits while still in high school. Higher education and industry connections are developed by the Education and Industry Coordinating Council (EICC). The extensive partnerships and relationships have been fostered through the recent expansion of the career and technical education (CTE) program. Specific developments include four National Academy Foundation (NAF) academies within the available five academic academies. Freshman students explore each of the NAF academies prior to choosing one academy career pathway to follow through their remaining years at the school. The multiple offerings through the NAF academies coupled with the extensive academic offerings provide opportunities for students to connect with community businesses and colleges, such as University of Massachusetts Dartmouth (UMD) and Bristol Community College (BCC). Each of the three NAF academies culminates in a certificate for graduates, and students are able to test for various skilled certifications upon completion of the program through the school. Emergency medical technician (EMT), cardiopulmonary resuscitation (CPR), certified nursing assistant (CNA), and child care certifications can be earned, and multiple post-secondary credits can be earned from Bristol Community College (BCC) for numerous courses, including biotechnology, accounting, robotics, and Microsoft Office specialists. Because of the focused efforts of staff, there are various and numerous programs in place that can foster and develop productive partnerships between students, parents, business, community, and higher education to support student learning.

Sources of Evidence
- self-study
- panel presentation
- parents
- central office personnel
- school leadership
- school support staff

Standard 7 Commendations

Commendation

The recent implementation of substantial technological improvements throughout the school

Commendation

The organized and systematic implementation of the SchoolDude ticketing program to organize and prioritize building needs

Commendation

The recent expansion of staff and services available to English language learners

Commendation

The focused efforts of the college and career readiness family and community engagement center (CCFCEC) to engage students and families in the college application process

Commendation

The commitment by district administrators and the City of New Bedford to increase funding to improve staffing levels and services

Commendation

The quantity and quality of partnerships with community agencies and employers that support students' learning

Standard 7 Recommendations

Recommendation

Develop and implement a long-term plan for sustainable long-range personnel and financial support for professional staff, professional development, and technological materials

Recommendation

Develop, share, and implement a plan to modernize facilities in support of the school's core values and beliefs about learning, including the library/media center

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting committee would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
Commission on Public Secondary Schools

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Tony Gasper - Wolcott Public Schools

Assistant Chair: Charles McCarthy - New England Association of Schools and Colleges, Inc.

Team Members

Bruce Berman - Woonsocket Senior High School

Sam Depina - Boston Public Schools

Nicoleta Filimon - Lawrence High School

Glenda Garland - Hingham High School

Joseph Gonzalez - Wilbur L. Cross High School

Donna Hall-Adams - Chicopee Comprehensive High School

Heather Kohn - Marlborough High School

Allison Krones - Nashua High School North

Joanne Landry - Gardner High School

Steve Martin - Woburn Memorial High School

Kenneth Pereira - Plymouth South High School

John Puffer - Methuen High School

Stephanie Savoy - Bridgewater-Raynham Regional High School

Stephen Venezia - Everett High School