

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Committee on Public Secondary Schools

**Report of the Visiting Team for
Exeter-West Greenwich Senior High School**

West Greenwich, RI

September 23, 2018 - September 26, 2018

Michael Jette, Chair
Christopher Ashley, Assistant Chair
Susan Chandler, Principal

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 community 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

Exeter-West Greenwich (EWG) Regional High School in Rhode Island services students from the two towns of Exeter and West Greenwich. EWG Regional High School is a comprehensive public high school established in 1990. It is housed in a junior-senior high school complex located on 40 wooded acres off Route 3 in West Greenwich, Rhode Island.

The towns of Exeter and West Greenwich are among the largest and most rural communities in the state of Rhode Island. Both towns are located on the western border of Rhode Island, 20 minutes south of Providence, the state capital. The town of Exeter, located in Washington County, is 58 square miles and has a population of 6,425 as of the 2010 census, and its major industries are construction and agriculture. The town of West Greenwich, located in Kent County, is 51 square miles with a population of 6,135 as of the 2010 census, and its major industries are public administration and construction. AMGEN, a biotechnology company, has downsized and resulted in a lower population in the school district. A town council is responsible for governing its own town. There has been large-scale real estate development in both communities. The population for both communities is predominantly Caucasian with a small minority population of African Americans, Native Americans, Hispanics, and Asians. One hundred percent of the student body uses English as its primary language. No single, identifiable minority group represents a significant number of the school population, and the majority of students is Caucasian.

The median income for the town of Exeter is \$87,937 as of 2015, and the median income for West Greenwich is \$91,004 as of 2015, according to the town profiles. The unemployment rate for Exeter is 3.8 percent and for West Greenwich it is 4.2 percent. The Rhode Island KIDS COUNT Factbook reported 7.5 percent of Exeter families in the school community have incomes below the poverty level, and West Greenwich has 2.7 percent. As per the Rhode Island Department of Education's (RIDE) Information Works! 2015 report, 12 percent of students are Title I participants.

The state of Rhode Island's average per pupil expenditure rate for high school students is \$16,558 as of 2016. EWG's per pupil expenditure rate for high school students is slightly higher at \$19,325. School funds are obtained from several sources including 74 percent from local resources, 21 percent from state resources, 3 percent from federal resources, and 2 percent from miscellaneous resources. Exeter allocates 81 percent of local property taxes to the school district. West Greenwich allocates 63 percent. The annual tuition charge for nonresident students enrolled in EWG schools is \$19,325. At this time, there are nonresident students enrolled.

The district has one preschool, two elementary schools, and one middle school that feed into the high school. The Lineham School houses the preschool and has an enrollment of 62. The Wawaloam School houses grades K-1 and has a total resident enrollment of 237. The Metcalf Elementary School houses grades 2-6 and has a total resident enrollment of 575. Exeter-West Greenwich Junior High uses a middle school model and has a total enrollment of 259. The high school is comprised of grades 9-12 and has a total enrollment of 526. The total enrollment of the school district is 1,703 as of September 2017. Less than 10 percent of the high school age students in the district attend nonpublic schools. Withdrawals and transfers from the EWG High School average approximately 20 per year. A large portion is due to sending students to regional career and technical centers when requested. Students are not directly retained by grade as they can be taking multigrade coursework simultaneously.

EWG requires students to complete at least 24 Carnegie Units and a senior project to graduate. Students can also earn a Commissioner's Diploma and/or pursue a personalized pathway. All students are required to submit, to a panel of community and district educator judges, a senior project that includes a cumulative portfolio of the project, an in-depth research paper, a product, and an oral presentation. Beginning with the Class of 2021, students will be required to complete 10 hours of community service in order to graduate. The four-year graduation rate for the past two school years averages 93 percent. The average dropout rate at EWG as of 2015-2016 is 1.5 percent, which is below the Rhode Island state average of 8.5 percent. EWG, with regard to increasing the graduation rate, has begun work to look at developing a tiered-diploma system that will keep in mind the minimum of 20 credits as established by the State of Rhode Island, and will increase to include

diplomas meeting the standard and including pathway endorsements, language seals/recognition, honors recognition, to a Rhode Island State Commissioner's Seal.

In the 2017 graduating class, 51 percent attends four-year colleges, 21 percent attends two-year colleges, 19 percent entered the workforce or were undecided, 7 percent attends trade schools, and 5 percent entered the military.

Students are recognized for their accomplishments through a variety of means. Each spring, EWG hosts Honors Night for grades 11-12 and presents awards and scholarships for a variety of achievements such as community service and academic excellence. Many of the school's clubs, teams, and honor societies host individual banquets to recognize their members. Individual students are identified by teachers and adults throughout the school year for a variety of reasons to be recognized with a positive principal phone call to the parents when identified.

Educational opportunities exist for students at several local area colleges such as the University of Rhode Island, Community College of Rhode Island Jump-Start Program and Transition Academy for Special Needs Students, Johnson and Wales University Access program, and Rhode Island College Early Enrollment Program. Many students take advantage of the partnership opportunities and the Advanced Course Network through the Rhode Island Department of Education. Career and technical education is available for students at the regional career and technical center locations. Students have opportunities to personalize their learning experiences. Students may elect to do an early exit program involving college or work experiences/internships when they have met their high school credit requirements and work independently with the senior project coordinator to complete their senior project graduation requirement independently of attending EWG High School.

Core Values, Beliefs and Learning Expectations

MISSION STATEMENT

The mission of the Exeter-West Greenwich Senior High School is to graduate young adults with the knowledge, skills, and abilities needed to achieve their goals and become responsible members of their communities.

CORE VALUES

Respect

Responsibility

Kindness

Integrity

Perseverance

BELIEFS ABOUT STUDENT LEARNING

Students thrive and achieve

...in an environment that is safe, tolerant, and respectful.

...when held accountable to rigorous standards and supported to reach them.

...when they advocate for their own learning and achievement.

...when they are exposed to activities that require critical thinking.

...when they direct their own learning, and are challenged and encouraged to grow.

STUDENT LEARNING EXPECTATIONS

Students will demonstrate proficiency in the following:

APPLIED LEARNING EXPECTATIONS

Communication: Students effectively and clearly transfer information from one group (or individual) to another according to the conventions of the discipline.

Critical Thinking: Students gather and evaluate information from various sources and use that information as a guide to form and justify opinions or conclusions.

Problem-solving: Students identify a problem, employ a strategy to solve the problem based on available information/data, then propose a solution for the problem.

Collaboration: When working toward a common goal or group task, students contribute information and/or feedback, consider and respect the ideas/opinions of others.

Research: Students gather sufficient data, information, and/or facts from appropriate sources in order to complement content knowledge.

CIVIC AND SOCIAL EXPECTATIONS

Responsibility: Students attend and participate in classes, prepared and on time, and produce the highest quality work of which they are capable.

Respect: Students demonstrate self-worth, exhibit courteous behavior, and value the beliefs and opinions of others.

Community Service: Students will complete 10 hours of community service.

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 three Commissions: 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 Exeter-West Greenwich Senior High School, a committee of nine 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 Exeter-West Greenwich Senior High School extended over a period of fourteen school months from March 2017 to June 2018. The visiting team was pleased to note that members of the school improvement team, with representation from administration, student council and class council leaders, teachers, parents,

community members and the school committee, joined the professional staff in the self-study deliberations.

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, Exeter-West Greenwich Senior 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 ten members was assigned by the Committee on Public Secondary Schools to evaluate Exeter-West Greenwich Senior High School. The visiting team members spent four days in West Greenwich, Rhode Island, 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 Exeter-West Greenwich Senior High School.

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

- review of the school's self-study materials
- 30 hours shadowing 10 students for a half day
- a total of 5 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 20 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 Exeter-West Greenwich Senior High School.

The visiting team extends its appreciation to all members of Exeter-West Greenwich Senior High School for their hospitality. We are most grateful for the steering committee's attention to detail in preparing for the visit. The visiting team was able to work effectively and efficiently due to the quality of the self-study and other work completed prior to the team's arrival. The faculty and staff of EWG followed a transparent process that resulted in an honest and thoughtful self-study. The visiting team appreciates the efforts to prepare the school community for

the accreditation process, and believes the school will be equally efficient in continuing its journey of school improvement.

Standard 1 Indicator 1

Conclusions

The Exeter-West Greenwich Senior High School (EWG) community engaged in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and begin to commit to its core values and beliefs about learning. The school has a clear mission statement that flows directly into five specific core values and five well-articulated beliefs about student learning. During the 2015-2016 school year, the school community engaged in an exercise to simplify the mission statement, re-envision and condense the student learning expectations, and create school-wide analytic rubrics. In addition to reviewing the core values adopted by other outstanding schools in Rhode Island and New England, the school relied on research-based literature found within the Hanover Research study, A Cross-Walk of 21st Century Skills with a specific focus on the Partnership for 21st Century Learning Skills model. Once this work was finalized, the school community used the 2016-2017 school year to apply a dynamic and inclusive process to develop and commit to the core values and beliefs about student learning. All of these steps involved students, faculty, school administrators, and community members. As shown in the Endicott survey, the majority of students, 83.4 percent, and parents, 72.8 percent, are familiar with the school's core values and beliefs about learning. The school community engaged in a dynamic, collaborative and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning; therefore, as the school aligns everyday practices with the mission, core values, and beliefs about learning, and purposefully promotes the core values and beliefs about learning to the entire school community, even greater commitment will be realized.

Sources of Evidence

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

Standard 1 Indicator 2

Conclusions

The school has measurable 21st century learning expectations for all students, which address academic, social, and civic competencies; however, the measurements for the expectations have yet to challenge all students. Each expectation is defined by specific and measurable criteria for success as articulated in school-wide analytic rubrics with defined and targeted high levels of achievement. Following a dynamic process, the school identified five 21st century applied learning expectations, two civic and social learning expectations, and one community service expectation for all students. The learning expectations include communication, critical thinking, problem-solving, collaboration, research, responsibility, respect, and community service. Each is defined by what students are expected to do. Corresponding rubrics were developed to measure these expectations. Each department looked at its common tasks to determine which proficiencies are demonstrated in each course offering. Through this mapping process, it was determined that students have multiple opportunities to demonstrate proficiency in each of the 21st century learning expectations. However, the defined expectations are not perceived by the school community as challenging to all students. According to the Endicott survey, 57.8 percent of students, 67.2 percent of faculty, and 77.9 percent of parents agree that the school's academic, social, and civic 21st century learning expectations are challenging. As the school community further engages in conversation about 21st century learning expectations to ensure the expectations are challenging and measurable for all students, then all students will be aware of high levels of achievement expected of them.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- school leadership
- Standard sub-committee

Standard 1 Indicator 3

Conclusions

The school's recently developed core values and beliefs and recently revised 21st century learning expectations are consciously reflected in the culture of the school, have begun to drive curriculum, instruction, and assessment in many classrooms, and help to guide the school's policies, procedures, decisions, and resource allocations. There are identified and published core values, beliefs, and academic, civic, and social learning expectations, including ten hours of community service. According to the Endicott survey, the school's learning expectations are familiar to a majority of the students, 88 percent, and staff, 75 percent, respectively; 58 percent of staff agree that the core values and beliefs are actively reflected in the culture; and a majority of the staff, 78 percent, agrees they consider the school's core values and beliefs when making important teaching decisions. In addition, 62 percent of parents agree that the school's core values and beliefs are referenced at parent meetings/conferences. Students demonstrate the school's core values, beliefs, and learning expectations through the Best Buddies program, the R Word campaign, Unified Basketball and Theater, and advisory program. The school's core values, beliefs, and learning expectations were integrated into the culture of school through the We are 1 campaign in 2017. Arising from more serious disrespectful comments by students, the campaign serves to remind and reinforce the school's core values by publicly stating the student body's support for them. The school's core values, beliefs, and learning expectations are beginning to drive curriculum, instruction, and assessment in some classrooms. The staff acknowledges they have yet to formally align curriculum to the school's core values, beliefs, and learning expectations; however, action has been taken to begin this work, including incorporating core values in literature classes and analyzing and revising assessment rubrics. Teachers have recently begun using report card comments, as reflected in the school's core values and beliefs, to communicate and document student progress toward meeting the school's learning expectations. The long-standing senior project process is a culminating assessment project, which drives instruction and assessment for seniors as they work to identify a project idea, demonstrate a learning stretch, and publicly present their work to staff and community members. The core values, beliefs, and learning expectations guide policies, procedures, decisions, and resource allocations. For example, in 2017, the leadership team lead a discussion about possible new pathway options and followed-up by surveying students about the identified possible options. The survey results were used to identify new courses needed to successfully implement the pathways, leading to the school board approving seven new courses in 2017. Because the newly adopted core values, beliefs, and learning expectations are reflected in the culture of the school, as the school further integrates them, their impact on curriculum, instruction, and assessment and use of them to guide policies, procedures, and resource allocations will become increasingly effective.

Sources of Evidence

- self-study
- panel presentation
- student work
- teachers
- students
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school has yet to develop a plan to review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well on district and school community priorities. The newly revised core values, beliefs, and learning expectations have just been implemented. Steps were taken to use research in the development through a Hanover research study to identify key terms in describing the school's core values and expectations; however, the short time-frame since the adoption of the core values has made it difficult to develop a process for regular review of the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and school/district priorities. The leadership team has begun discussions to develop a plan for formally reviewing the core values, beliefs, and learning expectations. As a result of the discussions, a recommendation to create a standing core values committee has been presented. The core values committee would serve multiple purposes. It would regularly communicate the core values to the student body and provide examples of the core values at work. The core values committee would review school policies in light of the newly adopted core values to ensure consistent alignment between school operations and the publicly stated beliefs of the staff, students, and community. When the school establishes a process based on research, multiple data points, as well as district and school priorities to regularly review its core values, beliefs, and 21st century learning expectations, the school's ideals will remain fresh and contemporary.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Commendations

Commendation

The dynamic, collaborative, and inclusive process used by the school community to identify and commit to its core values and beliefs about learning

Commendation

The process used to identify and map the application of the 21st century learning expectations across course offerings

Commendation

The creation and adoption of the new mission, core values, beliefs, and learning expectations

Standard 1 Recommendations

Recommendation

Promote the core values and beliefs about learning to further embed them within the school community

Recommendation

Ensure the learning expectations are challenging to all students

Recommendation

Ensure that the core values, beliefs, and learning expectations are actively reflected in the culture of the school; drive curriculum, instruction, and assessment in every classroom; and guide policies, procedures, and resource allocations

Recommendation

Ensure a regular review and revision of the school's core values, beliefs, and learning expectations based on research, multiple data sources, and school/district priorities

Standard 2 Indicator 1

Conclusions

The faculty is in the process of purposefully designing and aligning the curriculum to the 21st century learning expectations (21st CLEs) to ensure all students practice and achieve each of the school's learning expectations. The curriculum is designed to include a variety of core classes and levels to meet the academic needs of all learners. Students have the option of being placed in foundation, college prep, honors, and Advanced Placement (AP) level classes to best meet their needs. EWG uses an inclusion model where some core classes, such as Geometry Foundations, are co-taught and other necessary support is provided with accommodations and modifications according to the students' needs. All students are required to complete a senior project as a Rhode Island state graduation requirement. The senior project offers differentiation through choice of topic, project design, and outcome while working under well-established guidelines and rubrics. Under the guidance of the director of curriculum, departments have been collaboratively revising the established curriculum to better align with the 21st CLEs. According to the Endicott survey, 54.7 percent of staff believe that the school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations. Of the parents surveyed, 74.3 percent agree that the curriculum provides their children with opportunities to achieve the school's learning expectations. As the school continues to purposefully design the curriculum to include the 21st century learning expectations, all students will have the opportunity to practice and achieve each of them.

Sources of Evidence

- self-study
- student work
- teachers
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

Curriculum is written using a common template but the extent of detail and completeness varies for the course and discipline regarding the use of units of study with essential questions, concepts, content, and skills; the school's 21st CLE; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics. As indicated by the Endicott survey, 36 of 64 teachers agree that the school has a common, formal, curriculum template that is used in all subject areas. The established template includes goals, expectations/standards, essential questions and understanding, evidence of assessment, and a clear learning plan based on the *Understanding by Design (UbD)* structure. Each department has completed a set of unit plans for the courses offered, with varying degrees of detail and completeness. The Biology curriculum is thoroughly and clearly written, including detailed learning activities, specific examples of technology integration, and a variety of instructional strategies. Other departments have written curriculum that is going through a constant revision process, both formally and informally, to best meet the needs of their students. The written learning activities and instructional strategies have varying levels of detail. Staff has some flexibility with the implementation of the curriculum, such as order of units, as long as all the concepts are covered before the final common assessment is given. There is an element of choice for the individual classroom teachers to personalize lessons for their students. English teachers can select from variety of novels, stories, and plays as long as the same concepts are covered. Under the supervision of the director of curriculum, departments have implemented a revision cycle for the written curriculum to best align to the newly implemented 21st CLEs. Students are familiar with the expectations and how they should live across disciplines. Particular expectations are highlighted as a focus on unit plans, in addition to discipline-specific standards. Faculty members are trying to use the 21st CLE rubric with regularity, but there are inconsistencies among departments. Specific indicators work more naturally with some departments and teachers have the freedom to apply the parts of the rubric that are relevant to the assessment. All of the units that have been reviewed have a list of instructional strategies ranging from direct instructions to digital activities. On a departmental and course-specific basis, teachers implement other methods of assessing student learning. The history department uses analytic rubrics, including the same rubric used to judge senior projects, across all levels and courses so students are extremely familiar with those by the end of their high school career. The math department uses similar scoring guidelines to assess student understanding on summative assessments. The formative assessments across math courses vary by teacher, while still assessing the same skills, but the summative assessments are collaboratively written. According to the Endicott survey, 52 percent of parent strongly agree that they are informed about the school-wide learning expectations in each of their son's/daughter's classes. When curriculum for all disciplines 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; and significant tasks/assessment practices that include the use of specific, measurable criteria/school-wide analytic and course-specific rubrics, all stakeholders will understand what is expected in all curricular areas in content attainment and 21st century skills development.

Sources of Evidence

- self-study
- teachers
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

Most of the curricula emphasize depth of understanding and application of knowledge to varying degrees in different content areas through inquiry and problem-solving; higher order thinking; cross-disciplinary learning, authentic learning opportunities both in and out of school; and informed and ethical use of technology. The curriculum follows the *UbD* template, which focuses on planning starting with the skills and understandings students should have by the end of the unit. The written curriculum for many units encompasses all levels of the courses. Appropriate enrichment and intervention are designed and implemented on a class by class basis. There are some courses to which inquiry-driven instruction and problem-solving naturally occur, such as Coding and Video Production; however, some lessons written into the revised curriculum are teacher-directed and lack depth of understanding. The majority of the staff, 82.8 percent, and the majority of the students, 79.8 percent, agree that content and curriculum challenges and encourages problem-solving as revealed in the Endicott survey. The senior project is the capstone work of the students' high school career and allows the students to pursue their interests in a rigorous and academic way. Students must have their proposal approved and are provided with an adviser to keep them on the right path. Projects range from running a summer science, technology, engineering, arts, and math (STEAM) camp for elementary students to learning a new skill and creating a product. All students are assessed by the same rubrics and judged by a panel of adults. Teachers provide students with many occasions to practice higher order thinking in their lessons. For example, students read primary sources to compare and contrast their characteristics. Students take part in student-led Socratic seminars to develop deeper understanding of the text to which they were assigned. In math, students are encouraged to analyze their solutions for reasonableness and look for alternative ways to reach an answer. Higher order thinking and problem-solving is practiced during labs and experiments in science classes. The majority of the teachers are in total agreement that the curriculum in their department/content area emphasizes depth of understanding and application of knowledge according to the Endicott survey. Teachers are beginning to develop and identify opportunities for cross-disciplinary lessons. The English and fine arts departments have worked together where the students in English wrote creative stories based on pieces of student-generated artwork. There have been instances where cross-disciplinary learning happens organically and is identified after the fact, but there has yet to be a concerted effort to design and implement cross-disciplinary learning. According to the Endicott survey, 19 staff members agree that curriculum emphasizes cross-disciplinary learning. There are many opportunities for authentic learning in and out of the school. On a regular basis, teachers create authentic learning tasks as a means of assessing student understanding and mastery of the concepts. The English department has students create talk shows using characters from the novels or plays they are reading; the history department encourages students to select their research topics for their papers. The Video Production class recently produced public service announcements, one of which won a state-wide award. Students regularly take day trips to museums, theaters, and cultural and historical sites. The music department provides students the opportunity to play in competitions and participate in concerts. The school participates in an exchange program with a school in France where the school hosts students and sends students. The staff agree there is a wide variety of opportunities for students to participate in authentic tasks outside of school; however, according to the Endicott survey less than half of the students agree that there are opportunities for learning outside of school. All students receive a Chromebook upon entering the school and are expected to bring it to school every day fully charged. There is a spectrum of use of technology across all courses. Some teachers believe that using a computer during class is a distraction rather than a learning tool. Most teachers that avail themselves of the technology use the Google suite, such as Google Docs and Slides. Other digital resources include Kahoot quizzes, online videos, and web-based research. There are various policies regarding the informed and ethical use of technology, but not necessarily embedded into the daily work of the students. The library media specialist works in conjunction with core content teachers to teach research skills and how to use available databases. She developed a lesson on analyzing news articles to identify "fake news." The lesson has been presented to a few classes to date. Of students, 84 percent agree that they are knowledgeable about the ethical use of technology. As the school develops and refines its curriculum to emphasize 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; and informed and ethical use of technology; all students will have

expanded opportunities to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

There is significant alignment between the written and taught curriculum. Over the past few years, a great deal of work has gone into developing and revising the curriculum using the new common format. The curriculum provides the standards and content to be taught in a unit. Teachers have taken ownership of the units they have created and appreciate the flexibility the school administrators and curriculum supervisor allow in the implementation. Teachers have the freedom to create daily lessons that best meet their students' needs. Some teachers post their objectives on their whiteboards, on Google Classroom, or through a weekly syllabus; others do so verbally or not at all. Students across courses are assessed using the same rubrics, summative assessments, and final exams to show that all of the same content is being conveyed. According to the Endicott survey, two-thirds of teachers believe that the written and taught curricula are aligned. Because the written and the taught curriculum are aligned, students will encounter a more rigorous and consistent program across courses.

Sources of Evidence

- self-study
- teacher interview
- teachers
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

There is some curricular coordination and vertical articulation between and among academic areas within the school as well as with sending schools in the district. All content areas work with the curriculum supervisor to plan, write, implement, and revise a curriculum using the *Understanding by Design (UbD)* model template. The curriculum is a "living document" that is constantly being revised to meet the needs of students. Departments use their common planning time (CPT) to formally revise, but informally discuss progress, strengths, and challenges throughout the school day. Most departments regularly participate in vertical articulation with their junior high counterparts. The two schools schedule several meetings over the course of the year to discuss curriculum and student needs. The department co-chairs for some of the high school departments are department chairs for the junior high. The math department adjusted the high school curriculum after meeting with the junior high teachers. The world languages department has been working in collaboration with the elementary schools to develop and introduce world languages to younger students and to be able to offer an Advanced Placement (AP) language class or earn the Seal of Biliteracy. The history department recently aligned their curriculum to provide continuity and articulation with the junior high curriculum. There have been a few attempts made to find intersections between content areas; however, this has yet to be done with regularity. As curricular coordination and vertical articulation further develop between and among academic areas within the school, as well as sending schools in the district, there will be a strong foundation for all students as they move from grade to grade.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- central office personnel
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are generally sufficient to fully implement the curriculum, including co-curricular programs and other learning opportunities. Staffing levels are sufficient to maintain reasonable class sizes and enable students to enroll in a variety of courses, including multiple Advanced Placement (AP) courses and elective courses. Instructional materials and staffing are adequate to meet student demand. The district uses a zero-based approach for the budget each year, meaning each year's budget is based on what each school needs rather than the previous year's dollar amount. Departments have learned to spend in a cyclical manner; for example, science focusing on a particular discipline, such as Biology one year and a different discipline the next. Departments have adjusted to spending freezes and will typically spend down budgets in the fall to ensure the necessary materials for the year are purchased. Depending on the particular academic area, the facility and equipment impact learning. For example, the band has to relocate to the stage for large rehearsals. Science teachers have challenges with providing a sufficient number of lab benches. As a result, there sometimes has to be a shift in classrooms. Some science classrooms have somewhat confined space to conduct particular investigations. Without having projectors mounted to the ceiling, it is sometimes difficult to manage presentations. The library/media center is staffed by one full-time library media specialist, one part-time clerk, and the center is shared between the junior and senior high schools. The library is well lit, includes open space, and has a combination of laptop benches, tables, and chairs for students and classes to work. Multiple demands of sharing a library/media center between two schools, housing sufficient books, and ensuring technology and equipment is readily available for students has caused some concern regarding available space within the library/media center. There is currently a tradeoff being made between storage for materials and student work/instructional space. The library/media center is used for a variety of co-curricular programs and school-related learning opportunities. Co-curricular programs include the Varsity Athletes Against Substance Abuse (VAASA) club, the Maker Space club, and middle school book award in addition to other regular student meetings. When staffing levels, instructional materials, technology, and supplies are fully sufficient to implement curriculum, there is greater likelihood that all students will be able to achieve the schools academic, social, and civic learning expectations.

Sources of Evidence

- self-study
- student shadowing
- facility tour
- teacher interview
- students
- school leadership
- school support staff

Standard 2 Indicator 7

Conclusions

The district provides professional staff with sufficient personnel, time, and financial resources for curriculum work, is implementing a process for collaborative development, evaluation, and revision of the curriculum, and informally uses assessment results and current research to inform such curriculum work. The district has a full-time K-12 director of curriculum, department chairpersons, and a school leadership team leading curriculum development, evaluation, and revision. The bell schedule allows time for teachers to meet weekly within their departments and some departments have requested additional release time through the director of curriculum for curriculum development and revision during the school year. The district provided additional financial resources through grant funds for substitute coverage for release time. The director of curriculum developed a curriculum review cycle for each department, with most departments fully implementing their recently revised curriculum. Departments recently classified as fully implementing include English, mathematics, and modern language. Other departments currently revising their curriculum include art, music, health/physical education, and social studies. A plan and process for curriculum review has been developed but feedback varies in terms of when it is best to conduct such work, for example, sometimes weekly department meetings get overbooked with operational agenda items. Assessment results and current research are informally used to guide ongoing curriculum evaluation and revision. The math department recently conducted a curriculum review using SAT data to more closely align its curriculum to the state-wide adoption of the SAT as the state-required assessment. Other examples of assessment results used to guide curriculum work include informal review of some common assessments within particular departments; for example, the history department reviews its common essay assignment to modify the accompanying rubric. Because the district provides professional staff with sufficient personnel, time, and financial resources and is implementing a collaborative process for curriculum work and the ongoing use of assessment data, in conjunction with increased review of current research, will allow the school and district leadership to support ongoing curriculum development, evaluation, and revision.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- Endicott survey

Standard 2 Commendations

Commendation

The written curriculum, which provides unit plans with thoroughly developed standards and content-related topics

Commendation

The many different opportunities for students to engage in authentic tasks both inside and outside of the classroom

Commendation

The ongoing work to align the curriculum to 21st century learning expectations

Commendation

The use of the common template to create a comprehensive and school-wide curriculum encompassing all subjects

Commendation

The structures in place to facilitate vertical alignment across the content areas

Commendation

The library/media center, which is an integral, active learning space of the school community for both instructional and co-curricular programs to support the implementation of the curriculum

Commendation

The development and adoption of the district-wide curriculum review cycle

Standard 2 Recommendations

Recommendation

Ensure the curriculum is purposefully designed to ensure that all students can practice and achieve the 21st century learning expectations

Recommendation

Ensure the curriculum for all subject areas is written using a common template including units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics

Recommendation

Ensure all curricula emphasize 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; and informed and ethical use of technology

Recommendation

Use assessment results and current research in the development, evaluation, and revision of the curriculum

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices are sometimes examined to ensure consistency with the school's core values, beliefs and 21st century student learning expectations (CLEs). The school has a clear mission statement that flows directly into five specific core values and five well-articulated beliefs about student learning. The departmental crosswalks demonstrate thoughtful reflection of how CLEs are incorporated into instruction and thoughtful examination of how CLEs align with common task assessments. As shown in the Endicott survey, of the 64 faculty members surveyed, 60.9 percent, are in total agreement that teachers continuously examine their instructional practices to ensure consistency with the school's core values, beliefs, and CLEs. When instructional practices are continually examined to ensure consistency with the school's core values, beliefs about student learning, and 21st century student learning expectations, students are more likely to make connections between and among disciplines, understand real-world application of skills, and fully commit to their education and there will be a more uniform educational experience for all students.

Sources of Evidence

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

Standard 3 Indicator 2

Conclusions

Some 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; and engaging students in self-assessment and reflection. Teachers integrate technology to varying degrees. Teachers' practices promote personalized learning in some subjects such as choice of topics based on interest or learning style. For example, students in history classes communicate effectively through the creation of a video, a PowerPoint, or the design of a game. In the culinary program, students can choose any culture that interests them, research information about the culture, and prepare a representative dish. Business teachers give students the freedom to choose how to demonstrate proficiency through the creation of a web page, video documentary, or multiple camera presentation. The schedule has a daily block of time for enrichment/support, which allows teachers to meet with small groups of students to address individual learning needs. Art and English teachers engage students in cross-disciplinary learning with two separate assignments. One provides students in art classes with a creative writing sample from an English class, such as a poem or story and they use it to create a piece of art, such as a sculpture or painting. A second assignment reverses the process. The final product is shared and students try to connect them. The cross-disciplinary work continues with the art teacher instructing students how to write art criticism. Collaboration exists between sociology and English teachers. After students read the book *Frankenstein* in English, the sociology students serve as jurors for a trial of the main characters. Collaboration occurs between physical science and music teachers. Students conduct an experiment while on the football field. They measure the time delay between when a note is played on an instrument and when it is heard. Most instruction is teacher-directed instruction and few instructional practices engage students as active and self-directed learners. However, the senior project fully engages students as active and self-directed learners. Students begin preparation as early as their freshman year when the library media specialist and other support staff teach research skills. As seniors, students are required to select a topic, conduct research, write a paper, create a product, and make a presentation. The paper is graded by their classroom teacher, the product is graded by a pair of judges, and the presentation is made before a panel of judges. Some teachers' instructional practices emphasize inquiry, problem solving, and higher order thinking. In chemistry, one inquiry activity involves providing students with several unknown samples and asks them to perform chemical tests to identify the elements. An example of a higher order thinking task occurs when students are asked to compare/contrast historical documents. Students were presented with information through a short video clip and documents embedded in Google Classroom about two legal Acts from the 19th century. Students are provided with a graphic organizer to guide their production of a written document comparing and contrasting the two Acts. Students apply knowledge and skills to authentic tasks throughout their academic career. Examples range from band members performing outside of the classroom to senior project for all students. In a Spanish class, students create a brochure promoting a healthy lifestyle entirely in Spanish. Culinary students research, plan, and prepare food and then taste it. In Advanced Placement (AP) Psychology, students design and conduct an experiment about how people respond to stimuli and perform it in another class. In the Child Development class, after sufficient course work, groups of students create lesson plans, which are delivered to actual day care clients. Students then have the opportunity to continue this pursuit at a local elementary school by observing, planning, and teaching a class for a month. With successful performance on a standardized state test, the student can earn their teaching assistant certification. Many teachers engage students in self-assessment and reflection as an element of their own evaluation instrument. For example, the superintendent of the district created a student learning objective (SLO) centered on student reflection and encouraged the staff to adopt it. As another example, students in chemistry respond to a written prompt about their confidence level with metric conversions after the unit was presented in class. Integrating technology takes many forms, from using Google Classroom for assignments and feedback to projects that allow students to create and submit edited videos for assessment. However, teachers use technology to varying degrees, some use it more than others. As teachers expand the use of instructional practices of 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; and engaging students in self-assessment and reflection; and using technology, learning will be further enhanced.

Sources of Evidence

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

Standard 3 Indicator 3

Conclusions

Across content areas and grade levels, teachers sometimes adjust their instructional practices to meet the needs of each student by using formative assessments, differentiation, purposeful group learning, and some teachers provide additional support and use alternative strategies within the regular classroom. Many teachers create formative assessments using a variety of technological tools including Kahoot, Quizzizz, and Nearpod. Teachers use the thumbs-up/thumbs-down assessment method during active instruction in science. The thumbs-up/thumbs-down method allows the teacher to check in with students. Teachers can instruct students who willingly admit a lack of understanding; however, they must continually ensure that students who refrain from responding, or who do not respond with accuracy, receive additional instruction/support. The technology used in world languages, math, business, and history engages students and enriches classroom experience. However, teachers have yet to use the collected data to adjust their instructional practices. Some instructional staff use differentiated instruction in a limited way, for example, allowing student choice on writing prompts, project subjects or topics, and allowing students to self-assess their own ability levels to determine project skills and requirements. Several English teachers use Newsela, CommonLit, and Vocabulary.com to differentiate reading levels among students. According to the Endicott survey, 79.7 percent of teachers and 59.3 percent of students agree that teachers strategically differentiate instruction. Many teachers limit the scope of differentiation to providing student choice and implementing special education and English language learner (ELL) accommodations or modifications. The perception about differentiating instruction varies among the faculty. For example, some teachers believe that because students are leveled, that is, grouped by ability levels, there is no need to further differentiate instruction. The Endicott survey indicates that 76.1 percent of students and 78.1 percent of teachers agree that teachers use group activities in class. Students are frequently permitted to work in groups or with partners during classroom activities and on projects. However, students may not necessarily be purposefully grouped by the teacher. For example, students could select a partner or create their own groups, which promotes student choice. Socratic seminars and literature circles groupings are organized may be based on ability, similar learning styles, or common interests; however, specific methods are used inconsistently. One teacher groups students by using a strong student to support weaker students. One group of students was working in the hallway because the teacher felt they had the ability to do the work independently. Other students in the class were grouped by behavior and maturity and required more supervision. Students lacking understanding were grouped together, and students approaching tasks with ease were grouped together. Many teachers attempt to provide additional support and to use alternative strategies within the regular classroom; however, only a few appear to do so effectively. Many opportunities exist to support students but lack the structure necessary to adequately support students. In particular, there is a 30-minute enrichment/support period within the regular school day. This time allows students to visit teachers for additional support when necessary, including for additional special education support. Students can make-up tests/quizzes they missed during absences or work on assignments during this time. However, the lack of structure allows for some inconsistencies. For example, some teachers continue teaching the previous lesson, some students appeared unfocused and unproductive, and multiple students refer to the time as a study hall. Support labs exist within the schedule. These labs include scheduled students, but also include students sent from other classes at times. These labs are used to deliver special education accommodations on exams, for example, read aloud tests, small group for various assignments, or to provide additional support to students in the co-taught classroom model. The volume in these rooms raises concern when the classes from next door are quite loud, perhaps making it difficult for students with attention issues to concentrate and focus. The Endicott survey data indicates that 76.8 percent of parents agree that instructors provide additional support when needed. Of the students surveyed, 59.3 percent agrees that teachers include a variety of strategies in their daily instruction. When all teachers adjust their instructional practices by using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom, each student's needs will be successfully met.

Sources of Evidence

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

Standard 3 Indicator 4

Conclusions

On an individual basis, most teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments and many teachers improve their instructional practices by using feedback from students and other teachers. However, on a collaborative basis, most teachers have yet to 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; and engaging in professional discourse focused on instructional practice. Most teachers individually examine student achievement data from a variety of formative assessments. The English language learner (ELL) instructor uses WIDA assessments to determine the literacy level of ELL students. This data aids in developing a student profile, including recommended supports and modifications that can aid content instructors in improving instructional practices. The math teachers consult University of Rhode Island (URI) placement exams to determine math placement, and to determine student preparation for college entrance exams. This data produces a spreadsheet that highlights students' skill deficiencies and allows for targeted instruction. The reading specialist uses a similar diagnostic that determines reading levels and skill deficits for students in English language arts. The reading specialist uses data to help determine which students receive literacy courses for direct skill interventions. Many low-level readers take classes for literacy skills and English language arts (ELA); therefore, these students receive two courses in reading skill development. The Endicott survey shows that 73.4 percent of teachers agree that formative and summative data improves their instructional practices. Many teachers create unique ways to collect input from their students quite regularly in various forms, such as student reflections and informal surveys often completed through Google Forms. In culinary classes, students respond to a survey that allows the teacher to modify future culinary labs; survey questions reveal instructors identify skill deficiencies prior to progressing to the next lab. In history, students respond to a survey that provides useful information regarding the research and writing processes. These data reveal students set goals for themselves in these courses and that the instructor uses data to provide instruction to students based upon individual needs. Exit tickets are used in science and math classes to gather students' understanding of content connection to the core values and beliefs. Teachers are open to student and parent input about instructional practices, but these suggestions are not always readily available. To supplement the Endicott survey, a group of teachers, 20 of the 64, participated in an internal survey to collect data related to this topic. Of the 20 teachers who participated, all agreed they would listen to input from parents; 7 of the 20 indicated that they receive little or no input from parents; and 7 of the 20 indicated that they welcome parental input. The Endicott survey reveals that 32.3 percent of students agree that teachers ask for their input regarding instructional practices. The results of the internal survey data indicates almost all of the respondents adjusted practices based on supervisor suggestions. The examination of current research exists mainly at the individual level. As teachers and other professionals attend professional development, much of that work is guided by current research. There have also been local professional development offerings for the faculty that are based on current research, including engaging in the school accreditation process. Forty minutes of common planning time exists within the schedule; however, contract language allows administrators to coordinate 50 percent of this time to support school initiatives. Common planning time is used as time to support school initiatives and teachers stressed how they wanted to work as a department to examine student work and to discuss instructional practices. Teachers experience frustration in cooperation regarding scheduling, as some teachers work in both buildings and want to keep curriculum aligned. The contract language specifies common planning time for cross-disciplinary collaboration; however, teachers have yet to feel supported in this practice. During this time, teachers have yet to be able to engage in departmental examination and discussion of formative/summative assessment data, student work, current research, and engaging in professional discourse related to instructional practices because there are too many initiatives to be discussed during this time. Because teachers individually 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; and engaging in professional discourse focused on instructional practice, collaboratively sharing these strategies can enhance the camaraderie between the faculty and improve the instructional practices of teachers.

Sources of Evidence

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

Standard 3 Indicator 5

Conclusions

A significant number of teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. As reported in the Endicott survey, 79.7 percent of teachers agree that they maintain expertise in their content area and in content-specific instructional practices, and 82.7 percent of students agree that their teachers are knowledgeable about their content. The professional development budget provides funding for teachers to attend conferences to improve their instructional practices. Teachers of Advanced Placement (AP) courses have attended College Board training sessions designed to improve their teaching. World languages teachers attended training in Maine. Some teachers are involved in the concurrent enrollment program through the University of Rhode Island (URI). English and business teachers completed the procedures required by URI to be certified to teach college courses at EWG; therefore, students can earn college credit while taking their high school course. The science teachers attended conferences and workshops to learn about the implementation of the Next Generation Science Standards. Two years ago the entire faculty participated in a year-long professional development program about the use of formative assessment. Since the adoption of a teacher evaluation instrument that required the collection of student reflections, more teachers are getting feedback from students and, in turn, modifying their instructional strategies. As a result, teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices and are committed to keeping up with current best instructional practices and continue to seek personally meaningful professional development.

Sources of Evidence

- teacher interview
- teachers
- school board
- school leadership
- Endicott survey
- Standard sub-committee

Standard 3 Commendations

Commendation

The use of a variety of instructional strategies

Commendation

The built in opportunities within the schedule to address individual student needs

Commendation

The initiative taken by faculty to individually improve instruction

Commendation

The participation in a variety of professional development opportunities to remain current in specific content

Commendation

The use of the Senior Project to provide a culminating opportunity for students to demonstrate mastery of the school's 21st century learning expectations

Standard 3 Recommendations

Recommendation

Ensure instructional practices are continually examined for consistency with the core values, beliefs about student learning, and 21st century learning expectations

Recommendation

Expand the use of instructional practices of 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; and engaging students in self-assessment and reflection; and integrating technology

Recommendation

Ensure all teachers adjust their instructional practices to meet the needs of each student by using formative assessments, strategic differentiation, purposeful group learning, and provide additional support and use alternative strategies within the regular classroom

Recommendation

Ensure all teachers, individually and collaboratively, improve 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; and engaging in professional discourse focused on instructional practice

Recommendation

Provide professional development that is targeted toward maximizing the opportunities to address individual student needs within the scheduled enrichment period

Standard 4 Indicator 1

Conclusions

The Exeter-West Greenwich High School (EWG) professional staff is just beginning to employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations (CLEs) based on specific and measurable criteria for success on school-wide analytic rubrics. The school-wide use of the analytic rubrics was piloted during the 2017-2018 school year as a means to orient teachers and students to ease the transition to a full and formal implementation. Through this pilot period, faculty discovered that the rubrics contain some ambiguity in both the expectation definitions as well as the scoring criteria in reporting individual student progress toward achieving the school's 21st CLEs. The rubrics are just beginning to be formally implemented on a school-wide basis. Some teachers do not use these rubrics and instead opt to use teacher-generated or content/department-specific rubrics, which they feel are more appropriate to their content. Many teachers express that the language of school-wide analytic rubrics is unclear. One prevalent area of shared concern is the communication learning expectation is what "the conventions of the discipline" is intended to mean specifically for each content area. The areas in the rubrics which lack clarity make it difficult for teachers to appropriately assign a score to student performance. There are faculty members that have developed a clear plan for implementation. Various departments have made an effort to clarify the connection between the 21st CLEs, the various assignments, and their content-specific rubrics. History teachers, in particular, communicate a thorough understanding of which indicators on the school-wide analytic rubrics are a priority for their department and assess individual student progress on the major assessments with fidelity. The faculty has identified this as a critical need and plans to designate common planning time to enrich 21st CLEs by integrating the relationships between the knowledge base and skills of different disciplines. There is a plan to assess whole-school progress against these learning expectations through data collection in the student information management system once full and formal implementation has occurred. When the professional staff can fully implement, with fidelity, a formal process to assess individual and whole-school student progress in achieving the school's 21st century learning expectations, based on specific and measurable criteria for success, such as the school-wide rubrics, it will enable all stakeholders to evaluate progress in achieving these expectations.

Sources of Evidence

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

Standard 4 Indicator 2

Conclusions

The professional staff inconsistently communicates individual student progress in achieving the school's 21st century learning expectations to students and their families and has yet to communicate the school's progress in achieving the school's 21st CLEs to the school community. The formal process of reporting out individual student progress in achieving the school's 21st CLEs is being developed. Many of the teacher-generated rubrics contain elements of the school's 21 CLEs on which student progress is assessed. However, all of the identified 21st CLEs have yet to be represented across these various teacher-generated rubrics. There is a school-wide policy for reporting student progress on the civic and social expectations. Student progress in these indicators is reported through the comment section of the report cards twice a semester for every course, and this is done with fidelity. Grades and comments on assignments are posted regularly in Aspen to which all students and parents/guardians have access. The professional staff is in the process of developing a formal process to document student performance in a manner where the data can be monitored, analyzed, and subsequently reported to all stakeholders. The student information management system, Aspen, is used to collect individual student progress toward these 21st CLEs and a model is drafted to report this data longitudinally throughout each student's four-year high school career. Once sufficient data is able to be collected, there is a small group of faculty that is committed to formalizing and implementing a communication system so that the school's overall progress toward these 21st CLEs can be reported to the school community. The communication of individual progress in achieving the school's 21st CLEs to students and their families, and whole-school progress to the school community, all educational stakeholders will be able to make critical decisions, which will lead to further progress toward and achievement of these expectations.

Sources of Evidence

- self-study
- teachers
- department leaders
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

The professional staff has yet to completely collect, disaggregate, and analyze data and as a result, inconsistently responds to inequities in student achievement. The reading specialist coordinates administration of the annual student reading assessment, I Ready, at the beginning of each school year to all students in grades nine through twelve. The reading specialist is responsible for the development of the Personal Literacy Plans (PLPs) for students whose assessment results indicate literacy skills significantly below grade level. The reading specialist is highly effective in frequently communicating how to best support these students to each of the students' teachers. Teachers are able to quickly identify students with PLPs through Aspen on their class rosters. The reading specialist works with these students through direct individual and/or small group instruction during a designated intervention block embedded within the school schedule. Faculty participate in three 60-minute departmental meetings each year and one 40-minute common planning time each week. During this time, three to five times per academic year, many departments analyze student performance on key assessments/assignments to identify gaps in student achievement. Within the last year, the English teachers identified a critical need in the area of fully addressing the prompts in student written expression. In response to this identified need, the department developed and implemented a plan, by grade level, to embed explicit teaching of how to deconstruct the prompt in order to improve students' performance in this area on district and state assessments. However, the majority of teachers have a limited scope from which data is gleaned and typically rely solely on the performance on class assessments. Professional staff identified the provision of more formal opportunities for meaningful examination of student work on a departmental and school-wide level, with a focus on improving instructional practices as a critical need. The faculty has informally expressed the need for a universal math screener to identify gaps in student achievement. Currently, there is no means of collecting baseline data regarding students' overall math ability and performance on the discrete mathematical skills and concepts required to meet success in high school level mathematics courses. Math teachers use a subscription-based math practice website, IXL, which is aligned to the Common Core State Standards. Currently, many students use this website for additional practice on the concepts and skills that are being explicitly taught in the classroom. The lack of data regarding student math performance impacts the ability of teachers in other content areas to identify potential student inequities in any areas that may limit students' ability to master the skills and concepts in chemistry, physical science, and business. When the professional staff more fully collects, disaggregates, and analyzes data, they will be able to identify and respond to inequities to meet the needs of their diverse learners.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school support staff
- Standard sub-committee

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, many teachers communicate to students the related unit-specific learning goals to be assessed; however, most teachers have yet to communicate to students the school's applicable 21st CLEs. According to the Endicott survey, 48.4 percent of the faculty agree that they communicate the school's 21st CLEs and/or corresponding criteria for success prior to each unit of study. These applicable 21st CLEs will eventually be added to the unit-specific goals and standards across all content areas. About 61 percent of students agree that their teachers explain what the learning expectations are prior to each unit of study. However, there is a significant discrepancy between the number of students in each grade with these perceptions since the percentage steadily increases from grade nine to grade twelve, 52.4 percent of ninth grade students to 72.9 percent of twelfth grade students. Some teachers have the unit objectives visibly apparent for students in some classes and the daily objective along with the unit objective(s) are posted daily with fidelity. Many teachers often verbally communicate the unit-specific learning goals prior to each unit of instruction as well as throughout instruction within the unit. Clear and concise communication of the applicable 21st CLEs and unit-specific learning goals and expectations prior to each unit of study will provide students with a more comprehensive understanding of what skills and knowledge they are expected to understand and apply by the end of the unit and how that knowledge and application of skills relates to the school-wide expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- Endicott survey

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, most teachers provide students with specific and measurable criteria for success through departmental and/or teacher-generated rubrics, which define targeted levels of achievement. Most students and teachers agree that the specific content criteria and expectations are clearly communicated to students prior to giving culminating unit assessments and projects. Overall, most rubrics are clearly articulated with specific and measurable criteria for success. Some teacher/department-generated rubrics reference the Common Core State Standards (CCSS) directly as their target measure of proficiency in various indicators. Most students, 80 percent, agree that teachers use clear criteria to assess student work. Many students, 74 percent, agree that they understand the criteria or rubrics their teachers use. In response to student performance and feedback, history teachers recently made changes to some of their content rubric to streamline the language so that communication to students prior to written assessments is more comprehensive. This has resulted in improved student performance on these assessments. One science teacher targeted, communicated, and scored only one indicator on the content-specific rubric to ensure that students were clear regarding the level of performance required in order to attain proficiency on that indicator. Courses in the physical education/health department have yet to use any specific and measurable criteria other than student participation to determine students' level of proficiency. The provision of rubrics or other clear criteria with specific and measurable criteria for success, which define targeted high levels of achievement to students prior to summative assessments, affords students with meaningful and content-specific expectations that reflect a true depiction of student understanding and application of the key concepts and ideas being assessed.

Sources of Evidence

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

Standard 4 Indicator 6

Conclusions

In each unit of study, many teachers employ a range of formative assessment strategies and some teachers employ various summative assessments. The use of a wide variety of formative assessment strategies has emerged as a relative area of strength for the teaching and learning community. Formative assessments are employed frequently and deliberately as a means to consciously check for student understanding. In recent years, there was a school-wide focus on professional development for formative assessment. All teachers completed the Rhode Island Department of Education's formative assessment modules. According to the Endicott survey, nearly 90 percent teachers agree that they employ a wide range of assessment strategies. Teachers use various formative assessments including quick oral reviews of information presented in previous lessons, turn and talk, and thumbs up/down to gauge student level of understanding. Technology used to formatively assess students include the use of Quizziz, Quizlet, Kahoot, Google Form Surveys, and video programs with embedded pauses in instruction as a quick check of student comprehension. Staff are often sensitive to the subtle cues specific to individual students such as a nod of the head, facial expression, or body language to formatively assess the level of student understanding of the content concepts presented in class. Some teachers are quite innovative in using various summative assessments so students are able to more authentically demonstrate proficiency with the academic concepts, for example, through video development, brochure design, and carrying out psychological experiments within the confines of the school day. Using a range of assessment strategies, including formative and summative assessments, ensures that all students have the opportunity to demonstrate that they have met the learning expectations and objectives in a variety of ways.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- students
- department leaders
- Endicott survey

Standard 4 Indicator 7

Conclusions

Teachers rarely collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. There has been some formal time during common planning time and departmental meeting time for teachers to formally meet for the purposes of creating, analyzing, and revising formative assessments; however, this occurs more frequently on an informal basis without regularity. The majority of work with analysis and revision of formative assessments and to a lesser degree, summative assessments, is done by a smaller group of teachers on an informal basis. The updated district curriculum plan requires instructors of each course to administer the same common assessment as their final exam and most teachers are in compliance with this district mandate. The sole exceptions are the English and social studies departments. For like courses, the same multiple choice and short answer portion of the final assessment are common; the essay portion of the exam, weighted equally between comparable courses, may vary to align to the specific documents or text used in the individual classes. The common summative course assessments from years ago are becoming either outdated because they no longer reflect the scope and sequence of the new curriculum, or they do not meet the current student needs for performance based and/or authentic assessments. However, no formal or informal process to complete this has occurred. The current curriculum development plan includes a focus on ensuring that courses contain common course and/or performance-based assessments. When teachers collaborate on the creation, analysis, and revision of formative and summative assessments, including common assessments, it ensures that student achievement of course-specific and school-wide learning expectations are measured with consistency and that assessment results are used to drive decisions for revisions in both curriculum and instructional practices.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

Many teachers usually provide timely feedback to students that is sometimes specific and corrective; however, ensuring that students are able to revise and improve their work from the feedback is sporadic. Teachers actively meet with students and provide verbal feedback on current content. According to the Endicott survey, an average of 60 percent of students and parents agree that teachers provide timely and corrective feedback to assist students in revising and improving assignments. The specificity of feedback varies within and between content areas. The commentary provided on written work sample is primarily focused on improving grammar and syntax. Several teachers afford students the opportunity to revise their work, especially writing assessments. Most teachers have individual policies the number of opportunities to revise work and these can vary widely among teachers. For example, when students meet certain requirements in math, such as a minimum of 80 percent homework completion and the communication of plan to improve performance; students can retake any assessment and the retake grade replaces original grade. Students often complete works of written expression through the Google Docs platform and some teachers provide regular feedback during the writing process through the insertion of comments to provide the students with the timely, specific, and corrective feedback their students require in order to revise and improve their work. Some teachers believe that revision of student work is a practice that is neither encouraged or permitted because there are multiple and sufficient opportunities for students to respond to feedback and comments on future assignments and assessments and that the sheer volume of the total number of assignments and assessments are sufficient opportunities for students to improve their overall grade for the course. Providing specific, timely, and corrective feedback to ensure students revise and improve their work will provide students with a deeper understanding of material and improve overall academic success.

Sources of Evidence

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

Standard 4 Indicator 9

Conclusions

Teachers use formative assessment to inform and adapt their instruction for the purpose of improving student learning. The use of formative assessments to inform instruction is used in most classes across all content areas. Formative assessments include Kahoot, IXL, Quizlet, Quizziz, exit/entrance slips, Ed Puzzles, Nearpod, turn and talk, and thumbs up/down indicating student comprehension of content information. Several teachers use the information obtained through formal assessment strategies to inform and adapt their instruction on a regular basis. The music teacher uses a Google Form when teaching a new piece of music to students in performance courses. As a result, the teacher formatively assess student performance throughout the week and is able to track areas of student strength and weakness based on students' self-reflection. Therefore, instruction can be changed accordingly to student needs both on the individual student and whole-class levels. There are some classrooms that are equipped with a SMART Board; however, teachers use it in various ways. The regular use of formative assessments across all disciplines to inform instruction identifies both gaps in and mastery of student learning that enables teachers to adjust their instruction appropriately, resulting in the improvement of student achievement.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- Standard sub-committee

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and collaboratively, sporadically examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including 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; and survey data from current students and alumni. Student work is examined on occasion in mathematics, English, social studies, and science. There are time constraints in weekly common planning time to review samples of student work. More regularly, student work is reviewed informally with particular colleagues during brief, free periods of time throughout the school day. Common course and grade-level assessments are reviewed in particular departments depending on specifically identified common tasks. For example, history teachers recently reviewed their common essay assessment to more closely align the assignment to the language of the rubric. Administrators informally review assessment data with particular teachers or departments. Teachers and administrators are in the early stages of reviewing individual and school-wide progress in achieving the school's 21st century learning expectations (21st CLEs). With the recent development of the school's 21st CLEs, some teachers have linked specific or all 21st CLEs to particular assignments. For example, some science assessments include the school-wide 21st CLE rubric, in conjunction with particular assignment rubrics, for providing students with feedback on their progress toward achieving the 21st century learning expectations. Monitoring individual and school-wide progress in achieving the 21st CLEs was in its pilot stage last year and requires a formal plan for complete implementation. Standardized assessments are sporadically reviewed to inform instructional practice. For example, math teachers recently reviewed SAT data to revise curriculum and improve instructional practice and additional review of standardized assessment results during common planning time will assist them in using data to inform instruction. There has yet to be a formal protocol in place to survey students and alumni or to collect data from sending schools or post-secondary institutions to inform curriculum and instruction. Informally, former students return to school to provide anecdotal evidence of preparation for post-secondary work and occasionally email correspondence from former graduates provides some additional data from particular students on their preparation for post-secondary institutions. The guidance counselors acknowledge the need for additional outreach and formal data collection and recently purchased the Naviance program to support such work. As teachers and administrators, individually and collaboratively, regularly examine a range of evidence of student learning including 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; and survey data from current students and alumni, revising curriculum and improving instructional practice can be better achieved.

Sources of Evidence

- self-study
- student work
- teachers
- department leaders
- school leadership
- school support staff

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are regularly reviewed and revised, with ongoing efforts to ensure alignment with the school's core values and beliefs about learning. The grading policy was recently revised at the school committee level through a team lead by teachers, administrators, and school committee members. The revised grading policy includes language describing the guiding beliefs framing the policy, its link to the Basic Education Plan, the role of feedback, what defines a major assessment, and the removal of a zero as a numerical grade to an incomplete status. The team did not specifically solicit and include student voice regarding the proposed changes. The revised grading policy was updated slightly earlier than the newly implemented core values, beliefs, and learning expectations, causing some misalignment between the policy and the core values. Faculty members have mixed thoughts about the new grading policy and a clear articulation between the grading policy and core values has yet to be developed. The newly created 21st century learning expectations rubric describes the standards by which students are to be assessed in terms of meeting them. Implementation of the rubric is in its pilot stage and plans are being developed to link individual students' and school-wide progress on the rubric to the Aspen grading portal, which is used for reporting grades. As grading policies are reviewed and revised to ensure alignment with the new core values and beliefs, the process will more clearly reflect how students will be assessed on their learning.

Sources of Evidence

- self-study
- student work
- teachers
- department leaders
- school leadership
- school website

Standard 4 Commendations

Commendation

The collaborative efforts of the faculty in the design and creation of the framework and rubrics to assess individual student progress in achieving the school's 21st century learning expectations

Commendation

The consistent and regular reporting of individual student progress toward achievement of the social and civic expectations

Commendation

The facilitation and collection of student literacy data to inform teachers and support student needs

Commendation

The communication of content-related expectations to students prior to units of study and engagement in unit assessments/projects

Commendation

The prevalent use of content-specific rubrics and or measurable criteria for success by a majority of teachers

Commendation

The wide variety and frequent use of various formative assessments

Commendation

The use of common assessments with fidelity across all content areas

Commendation

The development and implementation of a student retake policy in the mathematics department

Commendation

The incorporation of regular common planning time, meetings, and implementation of Naviance to support examination of student work and assessments

Commendation

The regular review and revision of grading and reporting practices

Standard 4 Recommendations

Recommendation

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

Recommendation

Develop and implement a formal process to report individual and whole-school progress in achieving the school's 21st century learning expectations and communicate that progress to students and their families and the school community

Recommendation

Ensure professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in achievement to meet the needs of diverse learners

Recommendation

Communicate the applicable 21st century learning expectations and related unit-specific learning goals to be assessed prior to each unit of study

Recommendation

Ensure teachers regularly collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments

Recommendation

Provide specific and corrective feedback for students to revise and improve their work

Recommendation

Ensure teachers and administrators, individually and collaboratively, regularly examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including 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; and survey data from current students and alumni.

Recommendation

Articulate the connection between revised grading policies and the core values and beliefs

Standard 5 Indicator 1

Conclusions

The Exeter-West Greenwich Senior High School (EWG) community has begun to engage in consciously and continuously building a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and fostering high expectations for all. All feel physically safe within the school. According to the Endicott survey, 76.9 percent of the students feel safe in school and 80.9 percent of parents agree the school provides a safe, positive, respectful, and supportive school culture. There is a shared responsibility among all within the school to make sure all doors are locked during the school day. Custodians, teachers, students, administrators, and the school resource officer (SRO) share in the belief of "see something - say something" when physical safety of the school is an issue. Additionally, the SRO and chief of police have trained the entire school community in a proactive, training called alert, lockdown, inform, counter, evacuate (ALICE), which empowers the entire community of students and staff with tools to survive in the event where a life-threatening concern comes from inside the building. The student handbook has a student and parent sign off sheet as acknowledgement of understanding the school's expectations for student behavior. The school has recently adopted core values (CVs) and is in the process of raising the ownership, pride, and fostering high expectations with common language for students and teachers centered around the core values. Various groups within the school work to build a safe, positive and respectful positive culture for all students. Varsity Athletes Against Substance Abuse (VAASA), Best Buddies program, The Unified Basketball and Unified Theater programs and the Gay-Straight Alliance (GSA) are all actively engaged in pulling the student body together and building shared ownership and pride. Spirit Week is a current area of concern for both students and teachers. The recent history of behavior during Spirit Week is directly opposite to the core values acknowledged by both teachers and students and students feel they have no say or voice in the direction of how Spirit Week will be changed. A faculty advisory board is being created to look at promoting the CVs during Spirit Week activities, but there has yet to be student representation in this decision-making group. When shared ownership, pride, and expectations for all are embraced by the entire school community, greater student responsibility for learning will be realized and will result in building a safer, more positive, more respectful and fully supportive culture.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- parents
- department leaders
- Endicott survey
- school website
- Standard sub-committee

Standard 5 Indicator 2

Conclusions

The school provides multiple opportunities for challenging, equitable, and inclusive academic experiences to most of the students. The majority of elective 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. The required courses for graduation, which are heterogeneously grouped include physical education, health, personal finance literacy, tech for life, fine arts, and music courses. Students with special needs are enrolled in heterogeneous classes whenever possible. According to the Endicott survey, 73.4 percent of teachers feel the school is equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum are populated with students reflecting the diversity of the student body. Core courses are grouped into four levels including foundation, college preparatory, honors, and Advanced Placement, which impacts the school's ability to foster heterogeneity in the core academic classes. Students have the opportunity to take courses at any level; however, once students select one course that has embedded supports or prerequisites, this choice drives the schedule for the student in other core classes. As indicated in the Endicott survey, 72 percent of students agree that they have a number of opportunities to take courses in which students of varying levels of ability are enrolled. The school uses a universal screener, I-Ready, along with a multitude of additional data to identify students in need of tiered supports. The students who qualify with disabilities and are in need of accommodations become eligible for a Section 504 Plan or an Individualized Education Program (IEP) and could receive services from one of the support programs, such as Alternative Learning Program (ALP); Life Transitions Program, where students receive instruction in both academic and functional life skills which will prepare these students to meet success within their individual abilities in all facets of life after completion of their public secondary educational career; or from policies which protect all special needs students, whether they be physical, emotional, or behavioral needs. Occasionally, students from the specialized programs are integrated in core classes, with added classroom supports. It is rare or highly unlikely that support staff is readily available to assist a student when making a move into a non-supported core classroom. Instead, a student support lab (SSL) provides an opportunity for special education students to receive the academic support that is not provided in the classroom. The SSL has recently been created and the school is currently in the process of defining its purpose, who can access it, and expectations of students. Through continued efforts to create equity, heterogeneity, and diversified core courses for the entire student body and to support the achievement of the school's 21st century learning expectations, an equitable and inclusive academic experience for all students will be provided.

Sources of Evidence

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

Standard 5 Indicator 3

Conclusions

There are formal, ongoing programs and 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. There is established an advisory program, which connects each student to a faculty member in a nonacademic class. Groups of students are from their own graduating class and have a maximum of 13 students. The student stays with the same adviser for the duration of their high school years. The groupings allow for each student to have a meaningful relationship with the adviser, as well as a group of students with whom they may not share any academic classes. One of the recent charges of the advisories is to help bring to light and help students see connections to the school's newly formed core values. There are multiple layers of additional adults who seek to foster relationships and are readily available for all students. The school resource officer (SRO), school psychologist, social worker, student assistance counselor, and school nurse are available to aid student concerns. Many of these individuals continue relationships with students from the junior high as they share the same roles at that school. Furthermore, there are adult class advisers for each graduating class, who help the class progress throughout their high school years trying to foster class pride and school pride. The Endicott survey results show an increase in student connections with an adult as the student progresses from the 9th to 12th grade. For example, 58.7 percent of 9th graders agree there is a program designed to connect them with an adult who knows them well. By the time the students are in the 11th grade, the percentage is 70.5 percent. The school has a senior project mentor who oversees and connects with all 12th grade students to help them navigate their final year's project and meet the 21st century learning expectations of the school. As a result, there are formal, ongoing programs and processes through which each student has an adult in the school, in addition to the school counselor, who knows the student well and can assist the student in achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 4

Conclusions

In order to improve student learning through professional development, the principal and professional staff are engaged in professional discourse for reflection, inquiry, and analysis of teaching and learning; use some outside resources of the school to maintain currency with best practice; have dedicated formal time to implement professional development; and have begun to apply skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Within the teacher's contract, there are many provisions for teachers to be engaged in professional discourse for reflection, inquiry, and analysis of teaching and learning. Discussions are ongoing with respect to the implementation of the core values and working on departmental rubrics. In some departments, a periodic recalibration of grading practices takes place. After creating a new grading policy to help align to current best practices with grading, the school hired a national expert on assessment and instruction to lead a professional development exercise with the staff. With the development of the new rubric to measure the core values in place, teachers have begun to apply skills, practices, and ideas gained in order to guide improvements to curriculum, instruction, and assessment. Teachers are contracted to meet for 40 minutes of common planning time (CPT) per week. CPT has been focused on common grading, team teaching practices, shared experiences, rubric development, or recalibration exercises, to name a few. There are two professional development days each year, one full-day and one-half day early release. The entire school has 10 meetings per year that are used to guide school needs. Some meetings are denoted as faculty meetings, while others are departmental. The district sets aside funds for teachers to pursue different professional development opportunities. Some faculty attend professional development opportunities outside of school's contractual time. These funds are accessible, as approved by the superintendent. Administrative meetings including department heads, and often the superintendent, occur on a weekly basis. Because there is engagement in professional discourse for reflection, inquiry, and analysis of student learning during professional development; further use of resources outside of the school to maintain currency with best practices; dedicated, formal time to implement professional development; and application of the skills practices and ideas gained in order to improve curriculum, instruction, and assessment; the principal and professional staff will positively impact student learning.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Indicator 5

Conclusions

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. The teacher evaluation program that Rhode Island Department of Education (RIDE) developed for all educator evaluation is used. The program's sole purpose is to positively affect student learning. The teachers and administrators use the RIDE evaluation system and rely on the professional discourse that follows each observation. School leaders annually attend norming exercises to help guide consistency of feedback within district observation procedures. All evaluation and supervision processes employ a common rubric developed by RIDE and which is accessible to teachers. Because school leaders use research-based evaluation and supervision processes, student learning will be improved.

Sources of Evidence

- self-study
- school board
- central office personnel
- school leadership

Standard 5 Indicator 6

Conclusions

The organization of time mostly supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. The current four-by-four rotating block schedule was implemented 16 years ago. Many graduation requirement courses are completed in one semester, meeting daily. A few teachers were observed using differentiation to aid in the learning of all students during the 78-minute classes. Differing activities were used to help with natural breaks in the 78-minute classes. Students can take eight courses per year. Every student has the ability to earn 32 credits in a four year period; 20 credits are required for graduation with an unendorsed diploma, and 24 credits are required for an endorsed diploma. This allows students to pursue academic and nonacademic passions during the school day, equally. Advanced Placement (AP) coursework takes an entire semester and half of the second semester. The College Board's predetermined AP testing dates become a problem if the AP curriculum is one semester. For example, if the course is taken during the fall term, the instruction is completed in January and students would not take the AP exam until late spring. If taken in the spring term, there is not enough time to complete access to the full course curriculum before taking the test. Enrolling in any one AP class limits the number of courses a student can take during any given year since these courses count as 1.5 credits. For students taking AP, the number of possible courses available continues to decrease the more a student enrolls in AP courses. The daily schedule has been adjusted to meet the needs of students developing enrichment opportunities within the school day. Every Monday through Thursday there is a 25-minute period, which lies between two academic courses each day. Students and teachers can use this time to receive support within the structure of the school day. The Friday schedule begins with an academic class followed by an advisory period; therefore, common planning time does not take place during the school day. CPT is important, yet the tasks and directions being given to teachers during this time are mostly nonacademic; teachers express strong feelings they want to work together on curriculum and instruction. As a result, the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

Student load and class size enable teachers to meet the learning needs of individual students. The average student load for the 2017-2018 school year is 129 students. This number can range from 71 to 274 students depending on if teachers have core classes which meet every day or electives that meet every other day. Department chairs or those in other leadership positions, such as the senior project coordinator have reduced loads. As a result of student requests, there is some discrepancy or imbalance between the advanced class sizes and the college preparatory core classes; however, this is driven by the number of student requests for advanced courses. The class size for a college prep core course ranges from 18-22 students per class, across all disciplines. In honors and AP courses, class size ranges from 11-16 students per class. The Foundation, ALP, and any other specialized programs where students are receiving specialized academic instruction ranges from 5-12 students. Advisory classes are capped at 13 students. As indicated in the Endicott survey, 84.6 percent of students agree that their classes are a reasonable size. Approximately, 61 percent of staff agrees student load and class sizes enable them to meet the learning needs of individual students, and 70.3 percent of parents agree. As a result, student load and class size enable teachers to meet the learning needs of individual students.

Sources of Evidence

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

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, models the core values, but has yet to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The principal models the core values of kindness, respect, responsibility, integrity, and perseverance during daily interactions with students and teachers. Interactions with students are respectful and the respect is reciprocated. For example, when the lunch period ends and either administrator comments it is time to head to class, the entire lunch room and the outside areas are cleaned and students proceed to their next class with order and compliance. The ways in which the spaces were left clean, model respect. The principal and assistant principal are actively involved in promoting student's sense of responsibility. In addition, the discipline data reinforces how a culture of respect and responsibility is being developed and work is being done to limit and reduce the number of discipline referrals associated with tardiness to school. Over the last three years, there has been a decrease in tardiness referrals by over 41. Students showing an increase in responsibility by attending required detentions. Administrators reinforce conversations with students about dress code compliance with mutual respect, responsibility, and kindness on the parts of administrators and students. The principal empowers the department chairs to demonstrate integrity and perseverance during instructional classes. When the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, those ideals will become further embedded into all academic areas.

Sources of Evidence

- student shadowing
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 9

Conclusions

Teachers are frequently involved in meaningful and defined roles in the decision-making process that promotes responsibility and ownership of the school and students and parents have limited involvement. Teachers have several opportunities to voice their concerns, votes, and thoughts regarding school matters. Weekly leadership meetings are held, with the principal and superintendent present, which allow for additional opportunities for teacher voice, insight, and professional opinions to be shared regarding managerial, educational, or philosophical decisions that impact the daily functionality of the building and the learning of students. As reported in the Endicott survey, 50 percent of the staff agree that teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership. Teachers, parents, and students have involvement in decision-making during 504 and Individualized Education Program (IEP) meetings where stakeholders work together to develop the most effective plan to meet the needs of the student and support academic success. Students feel they are listened to by their teachers and administrators; however, they do not always have the opportunity to be part of the decision-making process. For example, students have not been brought into the "Spirit Day Pep Rally" debate because teachers and administrators are not ready for the student's input yet, as they need to come to a consensus on what the two parties want before bringing in the students. The student council has little to no say in the decision-making process regarding issues that result in change within the school and, according to the Endicott survey, 30.4 percent of students agree that they have input in important decisions made at school. Students report that the student council is an event planning committee. When students bring issues impacting change to student council, they "get swept under a rug" or "brushed aside." Students had input into issues regarding social concerns and core values, in preparation for the NEASC visit; however, for other issues like a school safety concern last year and Spirit Day, their voice was brushed aside or has yet to be heard. Students had input into a mutually agreed upon dress code policy change during the 2016-2017 school year. Through the use of Google surveys, meetings, and discussions among student council officers, faculty, and administrators, changes were mutually agreed upon and ultimately changed. There is a class council that has a little more autonomy in the decision-making process; however, it is still very limited. Parents have opportunities to become involved in school activities; however, there is limited decision-making process in these activities. The school improvement team includes parents who are committed to improving the learning environment for all students. This team participates in formal voting on new policies and school initiatives. Parents support the school through booster programs, class and sport fundraisers, and various school functions, such as drama club, Unified Drama Program, POPS, and field trips. Some parents volunteer their time to judging the senior project presentations at the end of the year. According to the Endicott survey, 49.1 percent of parents agree that they have the opportunity to be involved in important decisions made at the school. Teachers are involved in meaningful decision-making; therefore, when students and parents are more actively involved in meaningful decision-making, it will promote an increase in the responsibility and ownership of the school.

Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 10

Conclusions

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers led all discussion on the core values, which helped guide the entire school movement toward 21st century learning expectations. The development of the core values rubric was spearheaded by a member of the science department, who stepped up into a leadership role to guide school improvement. Recently, another group of teachers saw the need to examine the frameworks surrounding Spirit Week. This committee recognized a problem and are working collaboratively to continue the sense of school pride associated with the weeks' events. This committee's focus is grounded in helping all students to act with the core values of kindness, respect, integrity, perseverance, and responsibility toward all others. Various faculty members participate on the school improvement team, scholarship committee, district evaluation committee, district strategic committees, professional development committee, and grading committee, which impact school decisions and policies. Different faculty members willingly take on leadership roles in becoming department heads every three years. Teachers often volunteer to help, for example, if a group of students want to start a new club; teachers act as club advisors and facilitate the creation of the club with school leadership. Teachers become certified instructors of the college course so that students can earn college credit in the dual enrollment program. By affording teachers opportunities to exercise initiative and leadership, they are invested in school improvement and increasing student engagement in learning.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- school support staff
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

The school committee, superintendent, and principal work collaboratively, reflectively, and constructively toward achieving the the school's 21st century learning expectations. The school board understands their role is to support the work of the teachers, such as their work with the 21st century learning expectations. The superintendent brings the concerns of the principal and teachers to the school board during work sessions, when appropriate. The superintendent, principal, and school leadership meet during annual summer retreats where they spend time collaborating, reflecting, and working toward supporting the school's 21st century learning expectations through a review of district and school goals, strategic plans, and school improvement plans. Because the school committee, superintendent, and principal work in a collaborative, reflective and constructive manner, the 21st century expectations will be achieved.

Sources of Evidence

- self-study
- panel presentation
- school board
- central office personnel
- school leadership

Standard 5 Indicator 12

Conclusions

Overall, the school committee and superintendent provide the principal with sufficient decision-making authority to lead the school. There is a positive working relationship between and among the school committee, superintendent, and the principal. According to the Endicott Survey, 53.1 percent of the staff and 70.4 percent of parents agree that the principal has been given sufficient authority by the school board and superintendent. Over the past two years, the leadership meetings with department heads and administrators were attended by the superintendent, at the invitation of the principal. This was a change from past practice and was instituted to help the team drive decisions about the district-wide grading policies and practices and connections to the NEASC Standards. The superintendent has a vision for the school and district that is positive and progressive; however, the presence of the two leaders creates some confusion with some faculty members questioning the autonomy of the principal. The school committee provides the principal with sufficient decision-making authority to lead the school; therefore, as the principal clearly demonstrates more autonomy, her leadership ability will be more fully realized by all members of the school community.

Sources of Evidence

- teacher interview
- teachers
- students
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 5 Commendations

Commendation

The physically safe culture, which is supported by all stakeholders of the school

Commendation

The elective program that ensures multiple opportunities for challenging, equitable, and inclusive academic experiences populated with students reflecting the diversity of student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations

Commendation

The advisory program, which provides a well-established practice to help students and teachers make connections with each other outside of the academic classroom

Commendation

The professional development time prioritized by the district, which allows teachers time to collaborate

Commendation

The use of a research-based supervision and evaluation process and the annual norming exercises to help guide consistency of feedback within district observation procedures

Commendation

The reasonable class sizes, which allow teachers to provide instruction that meets the learning needs of individual students

Commendation

The volunteerism of teachers, who continually assist when challenges arise and/or support is necessary

Commendation

The positive relationship between and among the principal and all members of the school community

Commendation

The vested responsibility and ownership of the teachers through frequent involvement in meaningful and defined roles in the decision-making process

Standard 5 Recommendations

Recommendation

Engage the school community in consciously and continuously building a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all

Recommendation

Use resources outside of the school to maintain currency with best practices; dedicate, formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment; improve student learning

Recommendation

Increase opportunities for parents and students to have a meaningful and defined roles in the decision-making process for the school to foster responsibility and ownership

Recommendation

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

Recommendation

Ensure the principal demonstrates sufficient decision-making authority to lead the school

Standard 6 Indicator 1

Conclusions

The school is developing 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. There is a variety of timely, coordinated strategies to address the needs of students identified as at-risk for academic, medical, or psychological reasons. The guidance department serves as major point of contact, receiving information from a variety of sources, such as the classroom teachers, the nurse, and the school resource officer (SRO). There is a series of well-established protocols for tracking and addressing the needs of those at-risk students, including both resources for in-school intervention, and for referral to outside agencies, which are better equipped to address more serious concerns. For the general student population, the system of tracking is more informal, relying primarily on the counselors attempting to get a sense of how individual students are doing, and the institution of an open door policy, which allows a student to come and see his/her guidance counselor at any time. According to the Endicott survey, 39.5 percent of students, 59.4 percent of staff, and 61 percent of parents agree that the school meets the needs of all students. In response to this concern, a process of creating more formalized methods to track and address the needs of the entire student body has begun. The staff regularly uses programs such as Aspen and the newly implemented Naviance program to monitor and address the needs of students. The school has timely, coordinated, and directive intervention strategies for identified and at-risk students; therefore when the school has strategies for all students in place, it will create an environment in which all students can achieve 21st century goals.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents
- school leadership
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

The school provides some information to families, especially to those most in need, about available student support services. Information is provided to families through a variety of methods, ranging from formalized methods such as automated calls to all members of the community, large scale assemblies, and information on the school's website. Information is distributed to students in a variety of formal methods, ranging from electronic means, to being presented in the advisory classes, to large scale assemblies. An updated student handbook is sent home with the students, and there is a monthly newsletter, which is sent home via the United States Postal Service. Students are well informed, and receive information from a variety of sources. Parents indicate that a significant portion of the information is disseminated informally, being spread through conversations within their community. The website has been updated periodically, although the format is outdated and incomplete, leading some members of the community to be unaware or not trusting the exact contents. However, the school website is currently in the process of being revised. When the school provides information to families, especially to those most in need, about available student support services, members of the community will be better informed of the services provided by the school.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- parents
- school board
- school website

Standard 6 Indicator 3

Conclusions

Support services staff is developing the use of technology to deliver an effective range of coordinated services for each student. There is a variety of technological methods to track student progress, coordinate among the members of the faculty, and provide information to the larger community. These methods include the school website, automated telephone calls, electronic mail, and programs for tracking student progress, such as Aspen and Naviance. However, Naviance is new and difficult for some to use. The library media center has a website, which allows students to access databases, the library catalog, a blog, and other online tools; this website is regularly updated. The nurse uses technology in a variety of ways, ranging from posting information about flu clinics online, to using Aspen's health component to collect data on immunizations, and has access to KIDSNET, which allows her to access state data. The nurse also has diabetic students text her with their sugar levels, allowing monitoring with minimal classroom disruption. There are three automated external defibrillators, two in the senior high and one in the junior high, whose usage data can be downloaded and sent to the hospital. Faculty and staff regularly use email to communicate with each other, parents, and students. The faculty is generally highly responsive to emails, with most responding in a matter of days, if not hours. As support services staff continue to improve use of technology, it will ensure an effective and coordinated range of services for each student.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- parents
- department leaders
- school support staff
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff who are marginally delivering a written, developmental program; meeting with some students to provide personal, academic, career, and college counseling; engaging in individual and group meetings with some students; delivering collaborative outreach and referral to community and area mental health agencies and social service providers; and beginning 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. The school counseling department is staffed by 2.6 certified guidance counselors. With approximately 500 students in the school, the ratio is under 200:1 students to staff. The district recently hired a student support specialist to coordinate support services, including guidance services. With this new level of supervision and oversight coupled with additional counseling available from the school district's social worker, there is sufficient staffing to meet the needs of all students. There is not a written, developmental counseling program for students. Counselors developed a monthly scope and sequence document delineated by grade with listings of events and tasks that occur throughout the school but does not describe a student's counseling program in a comprehensive manner. Often, counselors manage their time from crisis to crisis for a minority of students. Counselors provide personal, academic, career, and college counseling to some students. For example, there has been some expressed frustration about the lack of out-of-state college visits to the school, with some students indicating that they did mostly their own work when applying to higher education. According to the Endicott survey, 14.5 percent of the students and 35.4 percent of parents agree that students meet with their counselor regularly. Many students report that they have never seen their counselor and figure things out on their own. Counselors are very responsive and respond to emails in a timely manner for some students; however, many report that they never get email replies from their counselor and are not able to see a counselor when they stop by the office for assistance. Parents have mixed experiences with counseling services. In particular, student scheduling can be difficult, especially at the beginning of the year. One parent reported requiring numerous meetings over the summer in order to get things sorted out. The parents generally agree that if they are proactive, they can get things done with significant effort. Feedback from the school community is beginning to drive changes in the delivery of counseling services. School counseling services have an adequate number of certified/licensed personnel and support staff; therefore, when counselors deliver a written, developmental program; meet regularly with all 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; and use ongoing, relevant assessment data, including feedback from the school community; services can be improved and each student can achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- facility tour
- students
- parents
- school leadership
- Endicott survey

Standard 6 Indicator 5

Conclusions

The school's health services mostly 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; and have 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. There is one certified nurse shared with the connected junior high school. Her office is located on the junior high side of the facility. The nurse has a clerk who is in the office most of the week, except for Monday and Wednesday mornings. The nurse provides a variety of services for both schools, including vision, scoliosis, and blood pressure screenings, a cardiopulmonary resuscitation (CPR) clinic, and serves as a point of contact for other medical services. These services are available to both faculty and students. The nurse uses a wide variety of technology to support the program including Aspen and KIDSNET. There is access to outside medical services, such as University of Rhode Island Counseling Services and the Center for Disease Control (CDC) among others. Assessment data that is used to help improve services includes immunization records, absentee reports, and analysis of the school breakfast program. However, direct feedback from the school community has yet to be used. The Endicott survey reveals that 79.8 percent of students feel comfortable going to the nurse, and 82.8 percent of faculty and 79.2 percent of parents believe that the health services is adequately staffed. However, at times, there is a safety concern about supervision. Health services is relatively isolated on the junior high side of the building and on Monday and Wednesday mornings, the nurse is alone. During those times, if a student requires private consultation, the waiting area is unsupervised. Furthermore, if there is a medical emergency that requires the nurse to leave the area, the entire office is unsupervised at those times. The school's health services provide preventative health services and direct intervention services; use an appropriate referral process; conduct ongoing student health assessments; therefore, ensuring sufficient staffing and using ongoing, relevant assessment data, including feedback from the school community will improve services and ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- parents
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 6

Conclusions

Library/media services are frequently 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, in a limited way, 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. The library media center (LMC) is staffed by one full-time library media specialist (LMS), and one part-time clerk. The LMC is shared between the senior high school and the junior high school, which sometimes causes some juggling in the LMC schedule. At the high school, the LMS is involved in pockets of collaboration, especially by teaching information literacy skills to the English 9 classes, the junior history class, and the senior research project. The LMC has a variety of resources supported through the budget, ranging from a collection of 15,000 books, to a variety of databases, and a makerspace. The LMS seeks feedback on the LMC services in a variety of methods, and using those methods to enrich the services including the lesson they prepare and the materials they both adopt and eliminate. During the day, students can access the library through getting a pass from a teacher who will write a pass for students needing to use it for a class assignment. It can be difficult to get into the library before the start of the school day because staff arrive at 7:07 a.m. and busses arrive close to the start of school at 7:22 a.m. The library is periodically reserved for other functions during the school day; therefore, after-school hours are the best time to access the library when the LMS is staffed for an additional hour after the end of classes. Additionally, students and staff have 24/7 access to the library's collection through an online searchable portal. According to the Endicott survey, 60.2 percent of students agree that the library has the resources they need; 66.3 percent agree that the library provides a wide range of information services; and 67.7 percent agree that the staff is willing to help find the information they need; and 15.4 percent agree that the library is used often during classes. The LMS conducts limited 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. Library/media services are frequently 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; therefore, when ongoing assessment using relevant data, including feedback from the school community is conducted, services can be improved.

Sources of Evidence

- self-study
- student shadowing
- teachers
- students
- department leaders
- school leadership
- 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 with some teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide inclusive learning opportunities for most students; and 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. The support services staff consists of six special education teachers, and three teacher assistants for the high school. One full-time social worker, one full-time psychologist, one half-time literacy specialist, one full-time speech language pathologist are shared with the junior high school. One English language learner teacher is shared with the junior high and elementary schools. Administrators support the collaboration between support services department (SSD) and core teachers by removing one duty per week to allow for co-teaching teams to collaborate. Collaboration between teachers has improved in the past few years, yet it lacks consistency in scheduling. The students served by this staff include 45-50 students who have Individualized Education Programs (IEPs), six students who are enrolled in the Alternate Learning Program (ALP), five students who are in the Life Skills program and participate in the RI Alternate Assessment program, and two English language learner (ELL) students. Ninety percent, approximately 40 students, served by the SSD are fully integrated into standard classrooms; however, some teachers are sometimes uncertain if they have fully complied with IEPs and 504s. There are concerns regarding all students receiving equitable access to the curriculum when students' needs are balanced against the school schedule. Some community members question whether certain students belong in the advanced courses. SSD provides students with support labs and a refocus room. The support lab provides small group support and serves as a private setting for the delivery of accommodations during assessments. Students can access support labs at any time to receive additional support. During classroom observations, several students used the lab to receive extra time on a math assessment. The refocus room serves as a safe space for students to collect themselves in the event a social-emotional need arises. There are several programs that provide learning opportunities for the students served by the support services department such as Unified programs, specifically basketball and theater, which integrate special needs with those of the general population. Students assumed the initiative of forming a chapter of Best Buddies, an international nonprofit dedicated to reducing the stigma of special needs individuals. This organization connects the two peer groups together for the purpose of socialization and friendship. These two programs have established an inclusive atmosphere among students, which further fosters peer-to-peer support outside of the classroom. Support services teachers feel supported and well connected with teachers in other departments. For example, the ELL teacher is highly supported by the general education teachers, and reflected by the sense of collegiality and collaboration that exists among teachers. In the development of IEPs and 504 Plans, a team of student, parents/guardians, the SSD teacher for IEPs only, a local education agency representative (LEA), and core subject teachers all provide input. Formal and informal collaboration exists between the special education and general education faculty. For example, several teachers use the embedded enrichment time to allow extra help for special needs students. Data collection is performed quarterly for special education students such as progress reports, and reporting on the specific goal(s) in the student's IEP. Special educators and support professionals have access to grades, conduct, and other information in Aspen and any information from meetings held for IEPs or transition services. However, feedback from the school community is not routinely collected as part of the effort to improve services and ensure each student achieves the 21st century learning expectations. The support services department recognizes the challenges they face, and works on ways to holistically view students. The staff is willing to make the adjustments needed to ensure that their students will reach their full potential. 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, therefore, when support services staff can 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, services can be improved and each student can achieve the school's 21st

century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- school support staff
- Standard sub-committee

Standard 6 Commendations

Commendation

The school's responsiveness to the needs of at-risk students by providing a wide variety of in-school and out-of-school supports

Commendation

The comprehensive and accessible health services to all members of the school community

Commendation

The newly created student support specialist position to oversee school counseling services

Commendation

The library media center that serves the diverse needs of a population that includes both junior and senior high school students

Commendation

The use of a multitude of technological methods to deliver coordinated services

Commendation

The provision of an Alternate Learning Program, support lab, and refocus room, which are available to support special needs students

Standard 6 Recommendations

Recommendation

Ensure timely, coordinated, and directive intervention strategies for all students

Recommendation

Provide information to families, especially to those most in need, about available student support services, including the updated website

Recommendation

Ensure school counseling services staff deliver a written, developmental program; meet with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and 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

Recommendation

Ensure sufficient health services staffing to support delivery of services to students and conducts ongoing, relevant assessment data, including feedback from the school community, to improve services

Recommendation

Ensure library/media services are frequently integrated into curriculum and instructional practices; 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

Recommendation

Ensure support services staff can 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, including special needs students; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services

Standard 7 Indicator 1

Conclusions

The community and the district's governing body provides dependable funding for sufficient professional staff in curricular areas, some support staff, a variety of school programs, necessary services and sufficient equipment, in and out of district professional development, curriculum revision, a full range of technology support, and instructional supplies, technology, and materials. During the budget development process, all parties work together to ensure that funds are allocated in the appropriate manner based on the needs of each department on a yearly basis. The building principal has the flexibility to reallocate funds among departments from year to year so as to address any larger budget needs that may arise. Although this appears to be a relatively new budgeting approach, it is well-received by the majority of the parties involved. The budget supports the teaching and learning process. The budget allows for sufficient professional and some support staff. In curricular areas, enough staff are employed in each department to continue the varied course offerings, as supported in the Endicott survey by students and staff. The school has a full-time district resource officer housed in the senior high school and is fully funded through the budget. Currently, there is one nurse that services both the junior and senior high schools, and, at times, the office may not be staffed. Additionally, faculty members feel student learning would benefit from the addition of support positions nursing clerical staff, para educators for special education, and information technology staff. There are a variety of programs and services, both curricular and extracurricular. There are four levels of academic courses, from foundations to Advanced Placement, and courses that will earn college credits in departments such as business technology. There are numerous teams, clubs, and activities that meet after the school day, including but not limited to athletic teams, drama, Unified drama, debate, outdoor adventure club, Model Legislature, and the Gay Straight Alliance. Additional clubs can be formed each year based on student interest, with unused stipend funds being reallocated to the new positions. The district supports ongoing professional development and curriculum revision through the budget. There is professional development offered in the district and teachers can select up to a few days during the year to attend personal professional development activities, which can be reimbursed. Curriculum work is offered as an outside opportunity at the rate of \$31 per hour. There is a well-funded 1:1 technology program. All students are given a Chromebook as they enter the school. All teachers are given a MacBook or Chromebook, based on their individual preference. There is a well-designed leasing plan for these machines, and a maintenance plan in case of technical issues. The school has 35 loaner Chrome books housed in the library that students may sign out if theirs need repair. In the event that the machine is beyond repair, the student's family is billed for a replacement. There is a plan in place to address financially disadvantaged families through which repair/replacement costs are reduced for families on the reduced lunch program and free for families on the free lunch program. There is sufficient equipment, instructional materials, and supplies to support the teaching and learning process. Some staff feel that the district is ahead of the curve with respect to other districts in the state and feel lucky to work in such an environment. According to the Endicott survey, 61 percent of staff agree that dependable funding is present for materials, supplies, and equipment. Because 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; and sufficient instructional materials and supplies the students ultimately benefit from a 21st century learning experience that prepares them for college and career.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- school board
- department leaders

- Endicott survey
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

The school purposefully develops, plans, and adequately 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. The district director of maintenance (DOM) consistently collaborates with the principal and the director of administration (DOA) to review the scheduled maintenance and repair orders to be completed, and to plan for the capital improvements and modifications. All major facility equipment is maintained and replaced based on a formal Preventative Maintenance Equipment Replacement Plan developed by the DOM and DOA. The DOM maintains a book of all scheduled maintenance which is reviewed with, and carried out by, the custodial crew. The DOM has made significant progress with the general and preventative maintenance in the facility, addressing maintenance and repair of all hot water tanks, conducting a full energy audit resulting in new LED fixtures to be installed school-wide this school year, a new biannual schedule for maintenance on the gym floor, and the purchase of a truck bed sander and sidewalk sander for the district that will cut staff time spent on this task and improve the safety of the grounds in the winter. The DOM addressed the needs that exist moving into the future, such as the school's heating, ventilation, and air-conditioning (HVAC) system that is original to the building and currently on a run-to-fail plan. This HVAC system is included in a bond initiative that is being presented to the public this school year and is expected to be approved, ensuring the system's replacement. The auditorium has some problems with technology and physical facility. The auditorium is in disrepair. The sound and lighting technology is in disrepair and mostly nonfunctional. There are safety concerns in the space, for example, the draperies need to be replaced and are not current with the fire-retardant treatment that should be updated at a minimum of every ten years. The stage lighting is outdated, not fully functional, and lacks the appropriate safety cables to prevent safety concerns in the event of a fixture failure. A major safety concern is the lighting grid at the front and back of house, which is mostly comprised of square stock. The custodial and maintenance crews take great pride in their work and go above and beyond their daily call of duty. According to the Endicott survey, a majority of students, staff, and parents feel that the school, furniture, equipment are well-maintained and clean. Because the school provides adequate funds for most maintenance and has a plan for preventative maintenance and the daily cleaning of the facility, students and staff benefit from having a safe, well-maintained, and clean environment to work in that is conducive for learning and promotes school pride.

Sources of Evidence

- self-study
- facility tour
- teachers
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The community traditionally funds and the school works to implement a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. School leadership works within the constraints of the budget to plan for a variety of programs and services with respect to enrollment changes and staffing needs on a yearly basis. While this process works to plan for the next school year, there is little indication that any long-range plan exists to deal with program offerings and staffing. According to the Endicott survey, 56.3 percent of staff agree that a long-range plan exists for any of the budgetary needs within the school. The DOM uses funds appropriately based on the Preventative Maintenance Plan schedule and makes needed emergency repairs as they occur. The district has a very successful 1:1 technology plan that is supported through a long-range leasing plan. The plan affords every student and teacher a personal device on which they are fully capable of conducting all school-related teaching and learning. Most facility needs are addressed through the Strategic Plan, the Five-Year Capital Plan for improvements on file with the Rhode Island Department of Education (RIDE). The larger facility needs, such as the heating, ventilating, air conditioning (HVAC) system replacement and the full renovation of the auditorium, are included in the upcoming bond initiative. The community funds and the school implements a long-range plan that addresses facility needs; technology; and capital improvements; therefore, when the long-range plan addresses programs, enrollment changes, and staffing needs, programs can be better supported.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teachers
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 4

Conclusions

Faculty and building administrators are actively involved in the development and implementation of the budget to the largest possible extent. Department leaders discuss individual needs with members of their departments in the early fall, using the previous year's budget as a guideline. Department budgets are then passed on to the school administrators in the late fall, who in turn balance out the department needs within the constraints of the budget. Departments may receive more or less than the previous year, based on the various needs throughout the school. Administrators present the budget to the district administrators for approval or alteration, which is then passed to the school board and, ultimately, to the two towns for approval at a spring budget referendum, typically in April. Faculty and building administrators work collaboratively to ensure all department needs are successfully met. Faculty and building administrators are actively involved in the development and implementation of the budget, thus ensuring a successful experience for all stakeholders.

Sources of Evidence

- self-study
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

The school site and plant support the delivery of high quality school programs and services in most areas. The Endicott survey shows that a small majority of parents, students, and faculty agree that the building supports its programs and is conducive to the teaching and learning process. There are areas of concern that have been noted as needing improvements, some of which are currently being addressed, and others that have been included in the new capital improvement plan to be included on the upcoming bond ballot. Poor lighting in various areas of the school is negatively impacting some programs and students and is currently being addressed by the DOM. An energy efficiency study has been conducted in the school, and all lighting is to be upgraded to LED fixtures during the current school year. The lighting grid is in need of updating and safety cables. The lack of hot water in most bathrooms has been addressed and all hot water heaters have been fully serviced and are now functional. Some science labs are too small to run labs due to the number of students. The antiquated auditorium facility inhibits support of the music and theater programs. These two programs are highly successful despite the facility's limitations. The auditorium serves many other different functions including, but not limited to, a community meeting space, a performance space, a shared learning environment, and a classroom, and has yet to be equipped with the necessary equipment to function properly in all uses. Both of these issues are being addressed in the upcoming bond. When the school site and plant, including the failing HVAC system, the science labs and auditorium's outdated and nonfunctional technology, and the lighting grid and lack of safety cables, lighting, support the delivery of high quality school programs and services, school programs and services can flourish and students can reach their maximum potential.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

The school adequately maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with the local fire, health, and safety regulations. Documentation on compliance for all safety and health regulations are held by the school administrators and school nurse. The principal maintains records on the fire and safety evacuation drills in compliance with RIDE standards. The nurse maintains records of student immunizations as well as the acquisition and safe storage of needed supplies such as Narcan and epinephrine. Quality assurance checks are done daily on the automated external defibrillator (AED) unit, and training records on Occupational Safety and Health Administration (OSHA) standards are maintained by the nurse. All maintenance logs and records are kept in the office of the DOM. These well-organized records include daily cleaning schedules, preventative maintenance schedules, weekly water quality reports, quarterly inspection reports for fire, smoke and heat detectors, annual reports for fire extinguishers, fire suppression systems, elevator, boilers, and radon detection. Because 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 and the records are accurately kept and well-organized, all stakeholders can be assured that the school facility is a safe, working environment that is conducive to learning.

Sources of Evidence

- self-study
- facility tour
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

A majority of the professional staff actively engage parents and families as partners in each student's education; however, have yet to reach out specifically to those families who have been less connected with the school. According to the Endicott survey, 68.8 percent of teachers and 59 percent of parents agree that staff actively engage parents and families as partners. Email and phone calls are the primary forms of communication. Other means include Aspen, the Remind app, and Google Classroom. Parents feel well connected to most of the teachers and feel confident that they would receive a timely response to any question that was asked of a teacher. Electronic communication is widely used for the majority of families with regard to progress and grade reports and standard mail is used for those families that do not have Internet access. Students and parents express a concern about communication with guidance, feeling that a timely response is most likely ensured if the principal is copied. There are parent-teacher conferences twice per year, and an open house in the spring for upcoming freshmen. Home visits are scheduled on an as-needed basis by the appropriate personnel. When 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, a closer connection will be formed and fostered among all parties involved in the students' educational experiences.

Sources of Evidence

- self-study
- teachers
- students
- parents
- school leadership
- Endicott survey

Standard 7 Indicator 8

Conclusions

The school has developed highly productive parent, business, community, and higher education partnerships that support student learning. There are many ways for parents to get involved in groups that support the school community and student learning. The school improvement team (SIT) meets on a monthly basis and to work with student and parent requests and concerns. Parents are invited to participate on the interview committees for hiring new staff and are fully involved in the process. Parents of performing students (POPS) is a group dedicated to the support of the music and arts programs, and the Scarlet Knights Booster Club has been established to support the athletic teams. The special education local advisory committee (SELAC) is a collaborative group, which involves parents and is designed for the support of students with special learning needs. The group has hosted outside speakers to come to the school on a variety of topics. The community is engaged in various partnerships throughout the school year. The family and consumer science department runs a preschool program for approximately 40 students every school year. On a yearly basis, students involved the early childhood program work with the Women and Infants Hospital, making baby blankets. Approximately 25 students per year participate in student teaching experiences at the elementary school. Art students participate in the Federal Junior Duck Stamp Program and the music department hosts the Rhode Island Music Educator's Association (RIMEA) Middle School Music Festival. One of the strongest partnerships in the community is between the school and the West Greenwich Police Department. There is a full-time school resource officer and all students and staff have been alert, lockdown, inform, counter, and evacuate (A.L.I.C.E.) trained in school safety and emergency procedures. The baseball field is owned by the town Little League, who has developed the site into what faculty refer to as a complex. They maintain the facility and fields, and allow EWG's baseball team to play at the site free of charge. Youth Hoops uses the gym, and routinely gives back to the school at an estimated \$10,000 per year. Items such as the new scoreboard and other upgrades been courtesy of this organization. Partnerships with the University of Rhode Island (URI) Counseling Center, Horace Mann Foundation, Friends Way, and Anchor Counseling Center have been fostered and benefit students. There is a vibrant culture of relationships with higher education institutions. The business management technology, English, and science departments have partnerships with the University of Rhode Island that allows students to earn college credits for classes taken at the school. The modern languages and art departments have similar partnerships with Rhode Island College through the early enrollment program (EEP) classes taught at the high school. The visual arts department has a partnership with the Rhode Island School of Design, which offers career training for the students. Because the school effectively establishes and fosters partnerships with parent, community, business, and higher education partnerships, students can receive enhanced learning opportunities that benefit them in their educational growth.

Sources of Evidence

- self-study
- panel presentation
- teachers
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Commendations

Commendation

The dependable funding provided by the school district to support teaching and learning

Commendation

The significant progress made in the general and preventative maintenance in the facility and the identification of major facility needs

Commendation

The successful long-range plan for the leasing of technology to support the 1:1 initiative

Commendation

The school's identification of areas that need improvements, some of which are currently being addressed, and others that have been included in the new capital improvement plan to be included on the upcoming bond ballot

Commendation

The well-organized documentation of all records that prove the school's compliance with federal and state laws regarding fire, health, and safety regulations

Commendation

The active engagement of parents and families as partners in each student's education by the majority of staff

Commendation

The multiple parent, community, business, and higher education partnerships developed to support student learning

Standard 7 Recommendations

Recommendation

Ensure the community funds and the school implements a long-range plan that addresses programs, enrollment changes, and staffing needs

Recommendation

Ensure the facility supports high quality programs and services by addressing the failing HVAC system; the auditorium's outdated and nonfunctional technology and the immediate major safety concerns including the lighting grid, lack of safety cables, and materials used to build the grid; poor lighting throughout the school; and the inadequacy of the science labs

Recommendation

Ensure that 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

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting team. 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 team 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 Team Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team 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 team 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 team 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: Michael Jette - Litchfield School District

Assistant Chair: Christopher Ashley - Tiverton High School

Team Members

Jessica Brittingham - Dartmouth High School

Toby Gibbons - Narragansett High School

David Goodburn - Rogers High School

Kenda Havens - Coginchaug Regional High School

Jen McCaughey - Charles E. Shea Senior High School

Jonathan Ryder - Classical High School

Sherry Sheehan - Pilgrim High School

Brian Stevenson - Plainfield High School