



Report to the School Committee

Barrington Public Schools

6 September 2018

New England Association of Schools and College Visit

Executive Summary

Barrington High School is in the process of undergoing its ten-year accreditation from the New England Association of Schools and Colleges (NEASC). Although our ten-year accreditation was scheduled for renewal in 2020, NEASC has requested an extension due to scheduling conflicts and changes in accreditation standards.

The NEASC review of BHS will provide a comprehensive study and report on the quality of programs and services. The results of the report will inform continuous improvement efforts, acknowledge strengths of our programs, and verify the quality of our educational services to the broader public, including colleges and universities where our students apply for admission.

We are providing this overview to the School Committee at this time to provide a comprehensive overview of the purpose, process, and costs associated with accreditation. This process aligns with all five pillars of our strategic plan including student success, social-emotional well-being, collaborative culture, family and community engagement, and efficient and effective systems and resources, as NEASC will provide an evaluation of all five areas in their comprehensive report. As such, the report will guide and inform our District and school strategic goals.

Next Steps

1

NEASC Pre-Visit
September 11, 2018

2

Stakeholder Surveys
Evidence Analysis
Self-Reflection Report
Collaborative
Conference
Fall 2019

3

NEASC Visit
April 2021

Primary Foundational Elements

Safe Environment

Core Values, Beliefs about
Learning, and Vision of a
Graduate

Written Curriculum

School Improvement/Growth
Plan

Intervention Strategies

Supportive School Facilities

Recommendations to School Committee

Continue	Plan For	Consider
Continue to fund the NEASC Process	Consider the role of the School Committee in the Self-Study, Feedback, and Decennial Visit	Funding after hours professional learning committee time for NEASC work



NEASC Commendations

- the increased graduation requirements
- the ongoing focus of teachers on both formative and summative assessment practices
- the “unconference” format recently adopted during which time teachers lead workshops on a variety of topics
- the establishment of a formal process to review, revise, if appropriate, the school’s core values, beliefs, and learning expectations
- the positive impact of data team related to informing changes in curriculum and instruction
- the provision of common planning time through the late start Thursdays which occur every other week
- the significant increases in the availability of technology, including the planned provision of a 1:1 program for all students in grades 9-12
- the numerous awards received by the school
- the thoroughness of the report prepared by the professional staff

NEASC Highlighted Recommendations from 2010 and Completed in 2015

- Develop and implement a method of reporting individual student achievement of school-wide expectations Although in progress March of 2015, the systems have since been addressed through the new Graduation Requirements Policy adopted and implemented by BPS. Now that NEASC has changed its standards, BHS is in the process of updating its mission and vision of a learner.
- Develop and implement methods for teachers to clarify and communicate more consistently the school-wide academic expectations to their students.
- Utilize the teacher evaluation process as a way of ensuring that all faculty are implementing common curriculum and assessing the success of the curriculum.
- Train department heads in assuming a role in providing instructional feedback to teachers.
- Examine the need for additional evaluators in the teacher evaluation process and report any changes made.
- Increase the focus of the supervision/evaluation process on improved instruction and student learning.
- Expand the use of both formative and summative assessments as part of classroom learning activities.
- Ensure that all students in all levels have opportunities in every course to demonstrate their knowledge and skills in a variety of ways including authentic performance-based tasks.
- Provide time for teachers to develop Individual Learning Plans for students and regularly conference with students on theses Plans.
- Ensure that differentiated instruction is being used in all courses at all levels of instruction.
- Carefully evaluate the needs of diverse learners to ensure that all students have appropriate course offerings.
- Develop effective transition programs for non-college bound students.

Questions and Full Report

- The full report to the school committee can be located at

www.barringtonpublicschools.org/reportstoschoolcommittee