



VISITING COMMITTEE REPORT
for

Blackstone-Millville Regional High School

Blackstone, MA

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STATEMENT ON LIMITATIONS

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

The Commission 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 Commission 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 best 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, and are defined by school-wide analytic rubrics that identify 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 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, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.
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 the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

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

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

School and Community Summary

School and Community Summary

Blackstone and Millville, two small towns nestled on the banks of the Blackstone River, have a proud heritage that embraced the birth of the Industrial Revolution in the 18th century. Their origins can be traced to the 1667 “Mendon Grant,” which included the current towns of Milford, Hopedale, Millville, Upton, Blackstone, Northbridge, Uxbridge, and Bellingham. In 1767, the South Parish of Mendon was created from five villages including Blackstone and Millville. In March of 1845, Blackstone seceded from Mendon and was composed of the villages of Blackstone, East Blackstone, Millville and Chestnut Hill. Millville was incorporated as a town in May of 1916.

In 1967, a Regional District School Committee was created and Blackstone-Millville Regional High School (BMRHS) was opened in 1970 as a 4.38 million dollar project housing grades 7 through 12. In 2003, a new Middle School was opened at 35 Federal Street in Blackstone for students in grades 6-8. BMRHS now houses grades 9-12. The district has three elementary schools, two in Blackstone and one in Millville, housing pre-K through grade 5. In 1984, Blackstone-Millville was fully regionalized K-12, with one superintendent and one eight member School Committee composed of four members per town.

The US census Bureau lists the population of Blackstone and Millville at 9,035 and 3,197, respectively. The median household income is about \$74,000 in Blackstone and \$70,000 in Millville with about 6.7% of families living below poverty level in each community. The student body of the Regional School District consists of 70% from Blackstone, 28% from Millville, and 2% from outside the district. Operating costs of the Regional District are apportioned using the same percentages. According to the Massachusetts Department of Education, the district spends \$11,640 per pupil and the state average was \$14,021 in 2012-13. For fiscal year 2016, the district school budget makes up 36.4% of the Blackstone town budget and 49.3% of the Millville town budget. However, when vocational and other public education options are included, those numbers increase to 41.8% and 58.9% of local resources being spent in Blackstone and Millville, respectively.

The two towns are racially, ethnically, and culturally similar, with only 7 % minority students (93% of the students are white, 2% Asian, 2% Hispanic/Latino, and other groups are 1% or less). English is the primary language spoken in most homes. Only 1% of students in the district are ELL and 15% are considered economically disadvantaged.

The district has witnessed a steady decline in student population over the past ten years. In 2003, the total student population was 2,294, and in 2013 that population was 1,844. Similarly, the high school population has dropped from 601 in 2003-04 to 487 in the 2013-14. Currently, the high school has an enrollment of 457 students. The four-year graduation rate at BMRHS is 90.6%.

The graduating class of 2015 chose a variety of endeavors after graduation: 52% enrolled at four-year schools, 21% at two-year, 20% joined the work force, 2% entered the military and 5% were unsure of their plans. The attendance rate at BMRHS is 94% and the two year average dropout rate is 3.4%. The attendance rate for teachers in the 2014-15 school year was 93%.

Through a collaborative and extensive process, Blackstone-Millville Regional High School has established four core values, which drive the school's expectations and beliefs about learning. These core values are Academic Excellence, Communication, Personal Responsibility and Respect. The principal, assistant principal, teachers, and staff members have made a conscientious effort to use these core values as a driving force in both classroom and administrative decisions.

Through the years, a number of partnerships have been established between BMRHS and local colleges and businesses. Every year the high school hosts a career fair that is attended by 20-30 local business representatives and civil servants. In addition, every sophomore participates in a job shadow experience and reflects on that experience in an essay. More recently the high school has worked with the Blackstone Valley Education Foundation (BVEF) to visit local businesses and set up internships for students. In recent years, both the technology and engineering teachers have applied for and received grant funding from BVEF. The high school also offers Virtual High School courses for up to 25 seats per semester, and has a dual enrollment program with Quinsigamond Community College and Community College of Rhode Island. Beginning with the

2015-2016 school year, BMRHS has partnered with Mass Insight Education's Math and Science Initiative. Mass Insight provides extensive professional development to AP and pre-AP teachers, along with a three-year financial commitment to help the school increase AP course offerings and the number of students taking AP courses.

BMRHS recognizes student achievement in a variety of ways. The National Honor Society and Student Council sponsor a number of events including, but not limited to, the honor roll breakfast each quarter, the winter pep rally, and student of the month. Teachers nominate students each month based on how they “live out” the core values of the school in their daily actions. In addition, the high school has a “This One's 4 You!” recognition program through which students and teachers recognize each other for their kind actions and/or achievements. The advisory program at BMR provides an opportunity for teachers and students to discuss current events and issues relevant to their respective grade levels. The freshman and sophomore groups are led by student mentors. Each of these events and programs provide a forum for the school community to celebrate achievement and live out the core values of Blackstone-Millville Regional High School.

Introduction

Introduction

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

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), and the Commission 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 committees to assess the degree to which the evaluated schools meet 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 committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee 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 Blackstone-Millville Regional High School, a committee of 28 members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available for young people. In addition to

faculty members, the self-study committees included 7 students, 6 parents and 2 central office staff.

The self-study of Blackstone-Millville Regional High School extended over a period of 15 school months from February 2014 to June 2015. The visiting committee was pleased to note that students, parents and central office staff 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 adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, 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, Blackstone-Millville Regional 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 Committee

A visiting committee of 12 evaluators was assigned by the Committee on Public Secondary Schools to evaluate the Blackstone-Millville Regional High School. The Committee members spent four days in (*city/town/district*), 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 meets the Committee's Standards for Accreditation. Since the evaluators represented regional public school teachers, administrators and central office administrators diverse points of view were brought to bear on the evaluation of Blackstone-Millville Regional High School.

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

- review of the school's self-study materials

- 36 hours shadowing 12 students for a half day

- a total of 29 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 24 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

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

This report of the findings of the visiting committee will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Blackstone-Millville Regional High School.

Standard 1 Indicator 1

Conclusions

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. A review process began in 2009 and the leadership team determined the need and relevance for revisiting and updating the school's mission, core values, and 21st century learning expectations. This process involved stakeholders from relevant constituencies including students, parents, faculty, school and district leaders, and the school committee. The first step was a staff survey and then a number of faculty members formed a committee to rewrite the mission statement as it was determined that it was too long and cumbersome to inform the practices and policies of the school. The faculty voted on the new mission statement, and it was approved by the school committee and published during the 2012-13 school year. The new mission then became the impetus behind formation of the core values, beliefs, and 21st century learning expectations. Upon an analysis of the NEASC's 2011 Standards for accreditation, a leadership team was formed and research was conducted. The team was charged with educating the faculty about topics related to 21st century skills, and a committee was formed to develop a list of ten core values based on research and chosen to exemplify the BMR community. The next step involved narrowing down the list by a vote from the school community including all of its constituencies. A survey canvassed 530 respondents and resulted in four core values being chosen. The core values are as follows: respect, personal responsibility, communication, and academic excellence. These core values, then, informed the revision of the learning expectations that were voted on and accepted by the faculty on January 15, 2014 and on April 3, 2014 by the school committee. Much work has been completed to revise and update the school's mission, core values and beliefs, and learning expectations, and it is clear that the school community embodies these ideas and concepts despite the fact that the Endicott survey reveals that only 65 percent of the students are familiar with the school's core values and beliefs. After meeting with and talking to students, staff members, and parents, it is clear that all can successfully explain what the core values are and how they have made a positive impact on the school culture. Furthermore, mission and core value posters are displayed in a majority of the classrooms and the core values, beliefs, and 21st century learning expectations are readily available and published on the school's website and located in the handbook, yearbook, and other like publications. Using a collaborative and inclusive process informed by current research enables the school to identify and commit to its core values and beliefs about learning that are reflective of school community priorities.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teacher interview
- school leadership
- Endicott survey
- school website

Standard 1 Indicator 2

Conclusions

The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement. Six learning expectations were developed as a result of a documented process that took place beginning in 2009 to revise the school mission, core values, beliefs, and 21st century learning expectations. The learning expectations are researched based, easily understood and can be labeled as academic, civic, or social competencies. In addition, half of the students, 62 percent of the faculty, and 69 percent of the parents who responded to the Endicott survey believe that the 21st learning expectations are challenging. Staff, through interviews, also revealed that the learning expectations are adequate and useful. The development process continued as an interdepartmental committee of teachers met and formed rubrics to measure each of the six academic, social, and civic expectations. The rubrics were then piloted and each department took responsibility for at least three of the rubrics to use for common assignments. In addition, departments have taken on the responsibility to report student progress on each of their assigned expectations. For example, the science, world languages, English and special education departments are responsible for reporting on student progress for learning expectation #1, "communicate using a variety of mediums." Departments are expected to report student progress by assessing student work using four levels of achievement for each learning expectation: exceeds the expectation; meets the expectation; developing toward the expectation and does not meet the expectation. Students are provided with comments on their report cards that measure these academic, social, and civic competencies recorded in the 2nd and 4th quarter. For example, one report card sample read: Learning expectation # 1 - Meets Expectations. Although the learning expectations are consistent with the school's mission and core values, the process and procedures for using and reporting out on student progress is in its infancy. A majority of teachers use the rubrics, but it is done so in a number of different ways. Some teachers, for example, use their assigned rubrics as a student self-assessment exercise and others use the rubrics and then assign grades to its measure. An analytic rubric was shown at the panel presentation showing student work with the "meets expectation" columns checked on the rubric and a grade (3.0 = 85 percent) provided. The core values committee shared that the practice of assigning a grade to the rubrics was popular at first but is no longer practiced. More work needs to be done implementing the school-wide analytic rubrics. They have been developed, "rolled out," and reported on, but their use from classroom to classroom is sporadic and varied. A unified program for using the rubrics needs to be put into place. The leadership team is aware of this reality and expects to train the staff in the implementation of rubrics during the 2015-2016 academic school year. Consistent use of school-wide rubrics which measure academic, social, and civic competencies will ensure student progress in meeting the 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- student work
- teachers
- students
- school leadership

- Endicott survey

Standard 1 Indicator 3

Conclusions

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. Even though the mission, core values and beliefs, and 21st century learning expectations were revised in the 2012-2013 school year and new language was used, the philosophy and its general meaning has been actively reflected in the school culture for years. A majority of teachers use the rubrics and most students have the ability to declare what the core values look like in action. This is evident after various interviews with staff and was explained at the panel presentation and displayed in the videos. Also, a majority (78 percent according to the Endicott survey) of the staff agrees that the climate (how they feel) and the culture (what they do) is reflected in the school's mission, core values, beliefs, and 21st century learning expectations.

The culture of the school reflects the mission, values, beliefs, and expectations and this is clear in multiple activities along with the instruction and assessment found in the classrooms. Events such as the freshman cookout, the Bonfire, the senior halloween parade, the Spirit Week pep rally and the faculty-student field hockey game reinforce the importance of the core values in ways that cannot necessarily be replicated in the classroom. In addition, the principal's (student) council, National Honor Society tutoring and the student voice in the school newspaper, *The Pony Express*, also embody the core values and beliefs. In addition, the implementation of the Charger Strong initiative, a program designed to motivate and encourage students to apply the core values and learning expectations to their high school experience and to their personal goals; the teacher and student of the month program and the summer reading program all serve as valuable ways to foster understanding and connection with the mission, core values, beliefs, and 21st century learning expectations.

Departments are in the process of updating the curriculum, instructional practices, and assessments in order to align them with the mission, core values, beliefs, and 21st century learning expectations. In addition, teachers use school-wide rubrics and each department is working on evaluating students' progress toward the school's 21st century learning expectations using report card comments. Specific changes made to the curriculum, instruction, and assessment need to be in response to the school's mission, core values, and 21st century learning expectations. For example, through interviews, teachers expressed the desire for additional training in the instructional areas of differentiation and engagement; this training would provide an opportunity for the staff to connect the resulting best instructional practices with the school's mission, core values, beliefs, and learning expectations. The core values, beliefs and 21st century learning expectations are reflected in the school's culture and policies. Completely embedding these foundational commitments in all aspects of the school will help to make them the driving force of curriculum, instruction, and assessment.

Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- parents
- school leadership
- Endicott survey

- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school does not yet have a process to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities. The mission, core values, beliefs, and learning expectations were implemented during the 2012-13 school year. Analytic school-wide rubrics were piloted and are being used by each department. Furthermore, each department is responsible for reporting student progress on three learning expectations twice during the year, recorded through the comment field on the report cards. Given that the school is still in the process of implementing the new language associated with the mission, core values, beliefs and 21st century learning expectations, a review at this time would be premature. The school community needs time to fully implement a process to embrace these ideals before engaging in a revision. However, a process which includes the review of current research and a timeline for the regular review and revision of the school's mission, core values, beliefs, and learning expectations is needed. The leadership team sees the merit of developing a plan to review the mission, core values, beliefs, and learning expectations on a yearly basis. A committee, including school administration, teachers, students and parents will be formed to measure the relevance of these ideals with regard to the goals and mission of the school community. The Principal's Council and the School Council will also be involved in this process. Suggested changes will be reflected in the school's improvement plan each year. In addition, data about students' achievement of school-wide learning expectations will need to be collected and analyzed on an annual basis. Professional learning communities (PLCs) or other data teams may best be equipped to accomplish this task. An ongoing process needs to be implemented, based on best practices to revisit and revise and evaluate the use and meaning of their mission, core values and 21st century learning expectations. This process will gauge whether or not the school community is "living" these values and beliefs and it will measure to what extent they are providing opportunities for students to meet and exceed their schools' learning expectations. When the school regularly reviews and revises its core values, beliefs and 21st century learning expectations, based on research and district and community priorities, the potential will exist for these documents to be dynamic, useful, and fully integrated into the fabric of the school community.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- school leadership

Standard 1 Commendations

Commendation

The dynamic, collaborative and inclusive process informed by current research-based best practices the school used to commit to its core values and beliefs about learning

Commendation

The development of challenging and measurable 21st century learning expectations which address academic, social and civic competencies and rubrics to measure student achievement in attaining these goals

Commendation

The use of school-wide rubrics to familiarize students with the 21st century learning expectations by engaging them in activities such as self-reflection

Commendation

The reflection of the core values and beliefs in the school culture

Commendation

The formation of a teacher professional learning committee (PLC) through departments

Standard 1 Recommendations

Recommendation

Communicate the new language of the mission, core values, beliefs, and learning expectations to students, parents, and the community

Recommendation

Develop and implement a plan for the timely and regular review of the mission, core values, beliefs, and 21st century learning expectations

Recommendation

Ensure that the alignment and refinement of the written curriculum is driven by the mission, core values, beliefs, and learning expectations

Recommendation

Ensure that the school's core values, beliefs and 21st century learning expectations guide the school's policies, procedures, decisions and resource allocations

Recommendation

Allocate appropriate resources, including professional development funding, to support the school's mission, core values, beliefs, and learning expectations

Standard 2 Indicator 1

Conclusions

The curriculum at Blackstone Millville Regional (BMR) High School is not purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. However, the learning expectations are present and assessed in each course. The staff at BMR will be embarking on revising their curriculum under the leadership of their new superintendent and assistant superintendent. In doing so they will need to purposefully incorporate their 21st century learning expectations into the district's new curriculum template. The hiring of the assistant superintendent was an essential component to improving curriculum across all content areas.

Each department is assigned to primarily assess a minimum of three out of the six learning expectations according to the Implementation of School-Wide Rubrics Guide with the exception of the special education department who assess on all of the learning expectations. However, these learning expectations are not documented within the written curriculum. During interviews, staff members mentioned that they are using the school-wide learning expectation rubric and that they still have work to do to calibrate their use. Additionally, the Endicott survey reports that 55.6 percent of the school's staff believes that the students have an opportunity to practice and achieve the school's learning expectations through the formal curriculum. Parents responded more positively with 76.5 percent in agreement that the curriculum provides opportunities for their children to achieve the school's learning expectations. Students are aware of the expectation of learning to collaborate with others in some of their classes. One teacher explained how they purposefully change student groupings so that they experience working with different students and learning how to collaborate with others. In many of the observed classes group work was evident, but during some observations lecturing was the predominant mode of instruction.

The school reports out on student performance related to the 21st century learning expectations on the 2nd and 4th quarter report cards through Aspen X2. When asked, teachers were not able to provide evidence of using the data to make decisions related to the addition or deletion of courses or to revise curriculum. They did indicate that sharing of data is done during some professional learning communities when they gather for examining student work to calibrate scoring. The purposeful development of curriculum that incorporates the 21st century learning expectations will facilitate meaningful data gathering to then use as part of the school's decision-making process pertaining to the program of studies and curriculum.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

The curriculum at BMR is not yet 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 assessment practices that include the use of school-wide rubrics. There are various templates for different content areas. Some units of study include essential questions, concepts, content, skills, instructional strategies and assessment practices, however this format is not consistent throughout the school. The school's 21st century learning expectations were not documented on any of the shared curriculum guides. Teachers indicated that the 21st century learning expectations “are informally there, but not formally written.” The use of content-specific rubrics are used in various content areas, however, the use of building-wide rubrics is in the initial stages of implementation. These rubrics were written with the intent to be flexible for each content area, leaving “blank areas” for departments to adapt the rubric to their content material. As noted in the implementation of school-wide rubrics guide, the intention is to eliminate the “blank areas” of the rubrics. A major effort was put forth to unify the format of the written curriculum in the 2014-2015 school year utilizing Edwin Teaching and Learning, but the MA Department of Elementary and Secondary Education severed their partnership with this platform which resulted in the school's halting of their progress in this area. Further, in the Endicott survey, 46.7 percent of staff members agree there is a “common formal curriculum template used in all subject areas,” but this is in regards to the old curriculum and not the new format. Insufficient time has been allocated to develop and/or revise curriculum. According to the professional development records, 29 hours was spent on curriculum mapping in Edwin Teaching and Learning and 11 hours for curriculum development. Multiple staff members have stated that there is “no designated time to work on curriculum.” Professional learning communities (PLC) are in place, however, no set agendas are in place for curriculum development/revising. The allocated time is not sufficient for in-depth work with developing and/or revising curriculum. According to the 2014-2016 District Improvement Plan under the supervision of the newly hired assistant superintendent, the plan's goal is to map and align their curriculum in the Aspen Learning Management System by May 2016. The chosen template will be the *Understanding by Design* format and philosophical approach. In addition, written curriculum will be written in a common format. Currently, the inconsistent format of written curriculum, does not ensure that curriculum is purposefully designed to meet the needs of all students. Furthermore, clarity on expected outcomes for students is not cohesive. When the curriculum is written in a common format, students will be assured of a guaranteed and viable curriculum that supports the implementation of the 21st century learning expectations across all curricular areas.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The taught curriculum at BMR emphasizes inquiry, problem solving and higher order thinking skills through the AP, honors and advanced classes. Curriculum in college prep (CP) classes varies in terms of evidence of inquiry, problem solving and high order thinking skills. According to the Endicott survey, 69.9 percent of students report that their courses challenge them to think critically and solve problems. Furthermore, the taught curriculum demonstrates an emphasis on higher order thinking and problem solving as noted through observations of AP, honors and advanced classrooms. Classrooms are student-centered; teachers facilitate the questions and answers, allowing students to draw their own corrections and conclusions without direct involvement from the teacher. Moreover, students are able to analyze and contextualize the material given by the teacher to identify main themes. Again, the teacher is the "guide-on-the-side" during this student-centered lessons. Calibration of student work is also a practice used where students engaged in self-assessment and the teacher serves as facilitator. While these are examples of higher order thinking, inquiry, and problem solving, some classes are largely driven by lecturing as the main method of instruction. It appears that AP, honors and advanced classes offer higher levels of rigor and the CP level classes vary in rigor. Further, some parents feel the rigor in non- AP, honors and advanced course is "non-existent" and "varies from class to class." In addition, some curriculum guides do suggest an emphasis on inquiry, problem solving and higher order thinking skills, but the format/templates are not common.

BMR does offer some cross-disciplinary learning opportunities in such courses as Literature through Performance, Engineering, and Robotics, however, such offerings are not as widespread throughout the curriculum. While English and social studies classes may overlap, as do the physics/science and math classes, there are minimal opportunities for student engagement in a cross-disciplinary setting. Further, in the Endicott survey, only 38.9 percent of students feel that teachers explain how to transfer their learning to other courses or to their everyday life. Even so, 55.1 percent of students identified that they can in fact transfer their learning from one class to another.

BMR does provide some "authentic learning opportunities both in and out of school." While only 39 percent of students surveyed agreed that BMR "provides opportunities for learning off-campus," they do exist. According to the guidance department, sophomores are able to participate in a job shadow. Following this experiential learning opportunity, students then have to write an essay in their English class about their experience. During senior year there are some opportunities for internships both within and outside of the school. Students have expressed a strong desire to participate in external internships, but there are limited opportunities in the community. Internal internships are available within the the various departments, but they are driven by need and are competitive to obtain as students must apply for these opportunities. Other off-campus learning opportunities include various field trips and competitions the students participate in as well as Advanced Placement Saturday Sessions for students at other local schools for Advanced Placement English, math and science classes. Nonetheless, while there is a plethora of off-campus learning opportunities for students, parents feel that "bus availability and getting students to these [off-campus learning opportunities] is a problem."

In regards to the ethical use of technology, 74.2 percent of students report that they are knowledgeable in this area. The district has a clear "acceptable use policy" for technology. The form is in the student handbook as well as on the website. Parents are made aware of the policy and have to sign off acknowledging it. Further, teachers refer to this policy when introducing activities or projects where technology will be in use. The rubric for student learning expectation #3, "Students will use technology effectively", allows for assessment of demonstrated digital citizenship and responsibility.

Although there is an emphasis on higher order thinking in AP, Honors and Advanced classes, it is equally important to give all students the same opportunities in all classes, thus increasing the higher order thinking in CP courses. When students are engaged in a curriculum that develops knowledge, increases problem-solving skills, and provides opportunities for cross-disciplinary learning and authentic learning opportunities, they will be well prepared for their lives beyond high school.

Sources of Evidence

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

Standard 2 Indicator 4

Conclusions

There is alignment between the written and taught curriculum, even though the curriculum is not completely written in a common format. The Endicott Survey results show that 77.8 percent of staff agree that the written and taught curriculum are aligned. The curriculum sub-committee indicated that their written and taught curriculum are aligned for the Massachusetts Comprehensive Assessment System (MCAS) courses because they know it needs to be in order to best prepare their students for success on these assessments. This claim is supported by the state level one designation earned through their performance and growth on MCAS. During various meetings with staff, it was made known that lesson plans were only collected within two departments. Lesson plans have been reviewed in conjunction with walkthroughs done as part of the evaluation system, but no formal expectation or system is in place to review them. Teachers with similar course loads collaborate on curriculum and lesson plans during professional learning community and other times before, during, and after school as needed. Common summative evaluations, mid-year and final exams, are used which facilitates the alignment of the written and taught curriculum. Teachers reported that the alignment between the written and taught curriculum is best for curriculum written during the previous school year. Written curriculum that was not revised last year is not followed as succinctly. As BMR continues to progress with writing curriculum, it will enhance the overall alignment between the written and taught curriculum.

Sources of Evidence

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

Standard 2 Indicator 5

Conclusions

Within BMR, there is no curricular coordination or vertical articulation between and among academic areas within the school as well as with sending schools in the district. Only the music curriculum is articulated from the middle school to the high school. There is no curriculum review cycle in place at BMR. With the hiring of the new Assistant Superintendent in charge of curriculum, a vision has been set in the “District’s Improvement Plan for 2014-2016” to increase student achievement through curriculum development and improvements. The first item in this goal is to “map and align curriculum to Standards and Frameworks.” As a result, all written curriculum is being reformatted on the district-wide common template. The taught curriculum is generally aligned between classes within departments and many departments have common assessments. The plan is to have this work completed by May of 2016. At BMR, limited time is offered for the faculty to work on curriculum articulation. Professional Learning Communities meet every seven days and within their own department, however not all department members are available to meet as some are assigned to “building duties.” Currently, there is no cross-content area Professional Learning Community time allocated to the faculty. Furthermore, K-12 curriculum guides are not yet in place to illustrate coordination and articulation other than the music department. When time is allotted for effective curricular coordination and vertical articulation between and among academic areas within the school, students will benefit from a coordinated curriculum program that allows them to see meaningful connections between subject areas.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- department leaders
- central office personnel
- school leadership
- 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 limiting the full implementation of the curriculum, including co-curricular programs and other learning opportunities. Class sizes vary significantly from 6 students to 31 students, however the majority of classes have fewer than 25 students. The inconsistent class size numbers are due to staffing levels and providing and enrolling students in AP course offerings they request. The Endicott survey indicates that 62.2 percent of staff disagrees that the school has sufficient professional staff to implement the curriculum including the co-curricular programs and other learning opportunities. The Endicott survey shows that 73.3 percent of the staff disagrees that, "Co-Curricular programs are adequately funded." At the time of the Endicott survey, the school's budget for textbooks and instructional supplies was approximately \$17,000. During the 2014-2015 school year, the superintendent and assistant superintendent undertook an analysis of budget expenditures through which they were able to allocate over \$48,000 to support the acquisition of textbooks and instructional resources. While this initial increase in funding was beneficial, a comprehensive plan to allocate funding for curriculum renewal and purchase of updated resources has not yet been developed as part of the annual and long-term vision for curriculum. Textbooks are fairly new in some content areas due to the recent increase in funding. The science labs within the building are the original labs that were installed in 1969. Teachers and students shared that they are able to make due with the current state of the science labs, but in order to promote the growth of the science program, upgrades must be made to the labs.

Technology is not adequate to support 21st century learning at BMR. The school has rolled out numerous software applications (i.e., Naviance, Google Applications for Education, Edmodo, Aspen), but the hardware and infrastructure is not adequate to support accessing or interacting with these applications throughout the school campus. The technology available to support teachers with the implementation of curriculum and the engagement of students is not consistent. During classroom observations, the accessibility of the Internet and the calibration of the SMARTBoard were inconsistent. Students spoke of the lack of accessible devices to support their learning. They said that the computer labs are unreliable and that the library media center computers are often inaccessible due to their use for Virtual High School. Although there is frustration with the available technology, there is a tremendous desire to increase the integration of technology by students, faculty, and administration.

The BMR library media center does not have a full-time media specialist and has been without one for the past two years. As a result, updated publications and periodicals have not been ordered and the current publications have not been maintained. Without a media specialist, students are not allowed to check out materials. The media center is mainly used as a study hall. The fifteen computers in the media center are available for student use, however the students taking Virtual High School online classes have first priority to these computers. Some of the co-curricular programs would not exist without the support of booster organizations. While there are small stipends for advisors, the resources to support the students in areas such as drama, athletics, and music would not occur without fundraising from boosters. In order to increase students' opportunities to achieve the 21st century learning expectations and to maintain a robust curriculum, more resources are needed in order to fully access the library media center, co-curricular programs, and other learning opportunities.

Sources of Evidence

- self-study
- student shadowing
- facility tour
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 7

Conclusions

The district does not provide the school's professional staff with sufficient personnel, time, or financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum. Prior to the hiring of the assistant superintendent, who is responsible for curriculum, the only professional development time allocated to staff was in English and math for MCAS-driven courses. The English and math departments had paid professional development time to realign the curriculum based on standardized test results. In addition, the math and English departments were also given professional development time to address the curriculum alignment with the Common Core State Standards, however, all work developed was not documented into common templates. According to the Endicott survey, 73 percent of the staff feels directly involved in curriculum evaluation review process, 64 percent feels they have sufficient time to be engaged in it. According to the BMR Two-Year Targeted Plan, the assistant superintendent plans to align curriculum into common templates and guides by 2016, however, at the present time, both the district and BMR have no curriculum review cycle in place. Other than the time allocated to the English and math departments for MCAS and Common Core curriculum work listed above and the limited PLC time departments get every seven days, no other expenditures have been made over the past three years for curriculum development, evaluation, and revision of curriculum. In addition, no specific research has been used during the development of curriculum, however, the current assistant superintendent intends to use the well-researched *Understanding by Design* framework for curriculum development. Providing the professional staff with sufficient personnel, time, and financial resources for collaborative development, evaluation, and revision of curriculum is essential in creating effective instructional practices across all content areas.

Sources of Evidence

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

Standard 2 Commendations

Commendation

The provision of an assistant superintendent who oversees curriculum development to improve curriculum across all content areas

Commendation

The taught curriculum that emphasizes high levels of inquiry, problem solving, and higher order thinking skills in the AP, honors, and advanced classes

Commendation

The off-campus learning opportunities that are offered throughout various content areas in the school

Commendation

The informed and ethical use of technology that is clearly stated in the student handbook, school website and referenced in the rubric for student learning expectation #3

Commendation

The alignment of written and taught curriculum, even with the absence of a common written format

Commendation

The music department's vertical alignment of curriculum from middle to high school

Commendation

The budget analysis that reallocated funds to provide additional funding for curriculum

Commendation

The efforts of staff and booster organizations to support co-curricular opportunities for students

Standard 2 Recommendations

Recommendation

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

Recommendation

Ensure all written curriculum is in a common format that includes essential questions, concepts, content and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices

Recommendation

Increase the use of inquiry, problem solving and higher order thinking in CP classes

Recommendation

Provide the school's professional staff with sufficient personnel, time and financial resources for ongoing evaluation and revision of curriculum

Recommendation

Continue to allocate sufficient funding for textbooks and instructional supplies for all content areas on an annual basis as has been done over the last two years

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices at Blackstone-Millville Regional High School are often examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Posters of core values are clearly posted in the classrooms and students seem clearly familiar with each core value and its meaning. Teachers have identified learning/teaching expectations and beliefs. School-wide rubrics on learning expectations are used at least once per term. Different learning expectation rubrics have been assigned and are being used by each department. Teachers are still trying to figure out how the standards-based rubrics fit into their school structure that is based on graded assessments. There is inconsistent evidence to support that teaching practices in all classes support the consistent and overt support of the school's core values and beliefs in learning, however, this is the first year teachers have been asked to formally implement these rubrics.

With the intent to give teachers time to reflect on their practices with teachers in their department, the administration provides them with limited time for PLCs. PLCs take place once every seven-day schedule cycle. Not all teachers of the same department are present during PLCs. Duty coverage is provided for teachers to be able to meet during study periods. Department meetings are voluntary. If department leaders have the intent to examine the school's values or beliefs, not all department members may be present. As part of their SMART goal last year, teachers conducted peer observations. Class coverage was available by administration, although many teachers used their prep time. According to teachers, this peer observation was a great opportunity to amicably provide feedback to each other and to reflect collaboratively on best practices. As a result of the examination of instructional practices to align with the school's core values, students can be assured consistency in their classroom experience with the school's core values, beliefs, and 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers

Standard 3 Indicator 2

Conclusions

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

Specifically, many of the student creation products and writing assignments are examples of personalizing instruction. These projects relate to students creating final art products that are linked to their families and experiences, writing essays on personal issues, analyzing situations that relate to them, synthesizing literature and history, etc. Teachers monitor students as they follow steps to create final products. Some teachers use interest inventories, learning style inventories, and one-on-one conversations to get to know students in order to personalize instruction as well.

BMR teachers are sometimes able to engage students in cross-disciplinary learning with other classes. For example, the art teacher and English teachers switched classes in order to be able to complete masks for an English project. This example shows the commitment of teachers to work inter-disciplinary in spite of the schedule. Not all teachers can do this as the schedule does not allow for teachers to coordinate meaningful activities with other departments that are relevant to their classes. At one point, the school ran a program called "One School, One Book" where each student read a designated text and it was interpreted and assessed by each department in the school. Within the classroom, teachers bring in content and skills from other disciplines to connect it to their own content; for example, analyzing data mathematically in social studies.

Students at BMR are very often engaged as active and self-directed learners. Examples from student work samples indicate that students have choices of topics and ways to interpret research papers. Many projects show that students were able to choose the order of the product. Project based learning and independent research was evident on many assignments. However, some classes rely on a number of worksheets and textbooks.

Teachers at BMR regularly emphasize inquiry, problem solving and higher order thinking. It is evident that teachers focus students on key themes, concepts and essential questions; it is also clear in most classes that students are given the opportunity to brainstorm, research, analyze, design, and create products in groups. During classroom observations, almost every teacher utilized the concepts of Bloom's taxonomy at one time or another. Many students' products have been created by applying instructional strategies that include Bloom's action words of knowledge, comprehension, application, analysis, synthesis and evaluation. A few lessons were observed during which teachers only used teacher-centered/directed instruction. The majority of the classes did not seem to have objectives and essential questions posted or available for students at the beginning of their classes. Most teachers seem to go right into the teaching and activities without clarifying to students the lesson's process and goal.

BMR teachers frequently apply knowledge and skills to authentic tasks. Evidence was presented in many students' products that were relevant and immediately applicable to real-life situations. Many rubrics and assignments were created with the students in mind. It is evident that teachers value the development of ideas and products based on students' interests and real-life issues that are relevant to them.

BMR teachers often engage students in self-assessment and reflection. Some teachers routinely allow students the opportunity to review assessments and projects to look for mistakes and to make corrections that will improve their grade. Some teachers use the school-wide rubrics for self-reflection. Writing assessments are clearly marked with error codes so students can reflect on rules and expectations and can make corrections. Some teachers also use peer revision which promotes reflection. Reflection is clearly evident in English with some reflection seen in other disciplines including art, world languages, and math; however, reflection is not consistent across the curriculum.

BMR teachers continuously integrate technology in their teaching. Most classrooms have SMARTBoards, but they seem to be mostly used for teacher writing and not used interactively. There is evidence of projects created using PPTs and prezi, and

Internet research. Although the school has access to Google apps, teachers and students only feel comfortable using Google Classroom and Docs. Google Classroom and Edmodo are used primarily for posting assignments; the full capabilities of these programs are not utilized.

When teachers' instructional practices at BMR fully and consistently support the achievement of the school's 21st century learning expectations, students will benefit from a wide variety of instructional techniques to help them achieve the learning goals.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents
- department leaders

Standard 3 Indicator 3

Conclusions

Teachers at BMR adjust their instructional practices to meet the needs of each student to varying degrees. Teachers use formative assessment, especially during instruction time, and provide additional support and alternative strategies within the regular classroom. Most teachers differentiate instruction on some level. Few teachers differentiate on an in-depth level. Some teachers purposefully organize groups, while other teachers randomly create groups for classroom activities.

Teachers use formative instruction throughout their classes. For example, teachers use warm-ups, circulate checking work in progress, and sometimes analyze common assessment data and formative assignments with their peers. These conversations inform future instruction. There is no formal system in place for teachers to analyze formative assessments. It depends on teachers' availability to collaborate and teachers' personal comfort with data analysis and its impact on pedagogy. Math teachers and English teachers use their PLC time to analyze common assessments to inform future instruction.

Teachers also provide additional support and alternative strategies within the classroom. Teachers across disciplines scaffold follow-up questions to lead students to their own conclusions. Alternative strategies include, but are not limited to, using models, rephrasing content, showing diagrams, making connections to real-life situations, and activating students' prior knowledge.

Most teachers do attempt to differentiate to the best of their abilities. Some examples include, pairing of students, scaffolding information, reading groups, one-on-one instruction, and the use of paraprofessionals. However, few teachers use formative assessment formally to differentiate for individual students. Teachers do not have adequate training on differentiation at this level. Also, using paraprofessional help in the classroom is limited due to the number of paraprofessionals available.

Strategies for student grouping vary. Some teachers randomly assign students to groups by counting off, using a random number generator, or select popsicle sticks with names on them. Other teachers specifically group students on ability either heterogeneously or homogeneously. Teachers and students feel that collaborative grouping will prepare students for 21st century learning. This is also seen in the school-wide rubrics used in individual classes.

When teachers at BMR consistently adjust their instructional practices to meet the needs of each student, and when they have more opportunities to collaborate and to explore teaching strategies, students will benefit from the individual attention that will help them meet their goal for 21st century learning.

Sources of Evidence

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

Standard 3 Indicator 4

Conclusions

Teachers at BMR sometimes have formal time collaboratively, to improve their instructional practices by engaging in 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, parents, and engaging in professional discourse focused on instructional practice. Informal time and individual analysis is also present in analyzing those elements. There is no evidence of teacher review of educational research.

Teachers informally use their PLC time to analyze student achievement data. Specifically, math and English teachers use MCAS data. Most PLCs use their common assessment data analysis to inform instruction. There is no formal data collection or analysis process. Teachers use strategies they feel comfortable using. Teachers also use informal time to analyze and discuss data with their peers. Teachers across the disciplines express the value of their informal conversations with peers. Teachers use feedback from their peers and their supervisors, when planning instruction. As outlined above, feedback is shared in PLC time and informal conversations among teachers is used often. Using the TeachPoint system, teachers receive feedback from their evaluators. Face-to-face follow-up conversations are left up to the teacher to schedule if needed. There is no formal way to solicit feedback from students and parents. Parents do advocate for their students on a case-by-case basis. Department meetings are voluntary. If department leaders choose to have their meeting focus on data analysis or using feedback to inform instruction, all members of the department may or may not be present. It is generally felt that teachers do not have the time to review educational research to inform instruction.

Since there is lack of formal time to individually or collaboratively improve instructional practices, it raises concern about those teachers whose schedules do not foster informal conversations or whose relationships with their colleagues do not lend themselves to meaningful collaboration. There are inconsistencies seen in the effectiveness of instructional practices across the disciplines and throughout the class levels. When teachers have formal time to work individually and collaboratively to improve their instructional practices by engaging in 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, and engaging in professional discourse focused on instructional practice, students will be better prepared to achieve their learning goals.

Sources of Evidence

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

Standard 3 Indicator 5

Conclusions

Teachers at Blackstone-Millville Regional High School, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices with limited resources. At BMR faculty meetings, teachers are asked to share best practices. Teachers find this to be meaningful and relevant, allowing teachers to continue to develop their craft. Some BMR teachers are able to attend conferences, AP training and the Blackstone Valley Collaborative. In some case teachers need to pay for these experiences out of pocket. Teachers use PLC time to focus on content area instructional practices. However, there is limited time to conduct these effectively. Teachers at BMR are reflective in nature, using informal conversations with colleagues and administrators, or practicing individual reflection after a lesson. Teachers regularly use this reflection to inform their lessons. Teachers are also asked to write their reflections for their formal evaluations. Although teachers at BMR, as adult learners and reflective practitioners, strive to maintain expertise in their content area and in content-specific instructional practices resources are limited. Fostering professional growth, education, and collaboration, is essential in ensuring that teachers are capable to prepare students to reach 21st century skills goals.

Sources of Evidence

- self-study
- teachers
- school leadership

Standard 3 Commendations

Commendation

The visibility of the core values and beliefs on the school-wide scale

Commendation

The practice of doing peer observations among the faculty to collaboratively reflect on instructional strategies

Commendation

The teachers' efforts to make cross-disciplinary connections which demonstrates their commitment to teaching 21st century skills

Commendation

The use of instructional practices that require application of knowledge and skills to authentic tasks and higher order thinking

Commendation

The teachers' commitment to using personal time for informal professional collaboration and reflection

Commendation

The exercise of sharing best practices in faculty meetings to highlight strong teacher strategies

Standard 3 Recommendations

Recommendation

Continue to provide formal opportunities for teachers to collaborate on instructional techniques

Recommendation

Provide in-depth training on differentiated instruction to all teachers

Recommendation

Ensure students are informed of daily learning objectives and essential questions for each lesson

Recommendation

Formalize the process of using student achievement data to improve instructional practices

Recommendation

Develop and implement a formal way to solicit feedback on instructional practices from students and parents

Recommendation

Provide sufficient para-professional support to help individual instruction

Standard 4 Indicator 1

Conclusions

The professional staff is in the initial stages of implementing a formal process, based on the new school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations. The school is currently in the initial stages of use of the new school-wide rubrics. Each department has selected at least three school-wide rubrics to implement and assess. Each teacher is obligated to use the rubrics at least once per quarter. Although they were piloted the first half of the 2014-2015 school year and completely implemented the second half of the 2014-2015 school year, there is not enough data to determine the effectiveness of these rubrics. Continued formal review of the school-wide rubrics and the use of the rubrics to assess student progress will ensure that each student knows how well they are meeting the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- Endicott survey
- school website

Standard 4 Indicator 2

Conclusions

The school's professional staff communicates individual student progress in achieving the school's 21st century learning expectations to students and their families on the second and fourth quarter report cards, however, the school's progress in achieving the school's 21st century learning expectations is not yet shared with the school community. Individual student progress in achieving the school's 21st century learning expectations is communicated to students and their families on the digital report card at the end of quarter 2 and quarter 4. Teachers do communicate progress with students and their families via parent meetings, parent-teacher conferences and through phone calls home. At this time, school-wide rubrics #1-4 are communicated, and it is anticipated that the reporting software will be able to handle rubrics #5 and #6 this school year. The process to communicate whole school progress in achieving and reporting the school's 21st century learning expectations to the school community has not yet been developed. According to the school's Two-Year Targeted Plan, the district will complete the development process for teachers to implement the use of school-wide rubrics and to communicate unit-specific learning goals in their classes. It is anticipated that after a few years of data collection, achievement of the learning expectations will be disseminated to the community. When individual student achievement of the 21st century learning expectations is communicated routinely to students and parents, and when the school's progress is reported to the community, all stakeholders will be more aware of student progress in achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership

Standard 4 Indicator 3

Conclusions

Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. When time allows, teachers use PLC time to look at student work including assessment data. Teachers occasionally use this time to discuss strategies to address misconceptions based on Massachusetts Comprehensive Assessment System (MCAS) and summative assessment data in order to facilitate the adjustment of instruction. Currently, a data team meets informally during the school year to analyze school data such as Scholastic Aptitude Test (SAT) score correlation to GPA, honor roll criteria, and the correlation between MCAS scores and GPA. One of the stated goals of the data team is to identify and respond to inequities in student achievement so appropriate modifications can be implemented. The science, mathematics and English departments utilize PLC time to analyze MCAS data and to use that data to make curriculum modifications to address areas of student weakness. When the school receives the official MCAS data each September, departments analyze student MCAS reports by performing item analysis to identify trends. This information is used to inform instruction and to focus additional efforts on areas of weakness. The English department assigned monthly MCAS questions to students and utilized PLC time to review student responses. These results were used to determine areas of instructional need. Most of the faculty members use the limited PLC time to compare student performance and grade distribution on common assessments. During PLC meetings, teachers compare average scores on common assessments, identify areas of need, and discuss strategies to address misconceptions. Formalizing the process to collect, disaggregate, and analyze data will help to identify each student's achievement toward school's 21st century learning expectations.

Sources of Evidence

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

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, some teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. Students are aware of the school's applicable 21st century learning expectations and are aware of which departments are responsible for which expectations. Multiple students mentioned that many of their teachers explained the 21st century learning expectations that would be covered in the course at the opening of the school year. Some teachers do communicate the unit-specific learning goals that will be assessed at the beginning of each unit. According to the Endicott survey results, 67.5 percent of students agree that the teachers explain what the learning expectations are before each unit of study. When all teachers consistently communicate to students the applicable 21st century learning expectations and unit specific goals prior to each unit of study, the student's overall understanding of these expectations is clarified and their potential to achieve them is increased.

Sources of Evidence

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

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, many teachers provide students with the corresponding rubrics. According to the self-study, 77 percent of student agree that they understand what is expected of them prior to assignments and 81 percent of students agree that their teachers use rubrics to assess their work. Course-specific rubrics are teacher generated or department developed. The self-study reports that students and teachers acknowledge the dissemination of appropriate rubrics prior to summative assessments. Also, rubrics for summative assessments accompanied student work presented during teacher interviews and, in some cases, accompanied student work displayed in the classrooms. Providing students with the appropriate rubrics prior to a summative assessment will increase each student's ability to achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- students
- department leaders
- Endicott survey

Standard 4 Indicator 6

Conclusions

In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments. According to the self-study, 93.3 percent of staff use a variety and range of assessment strategies including formative and summative assessments. Teacher-generated or department-wide holistic and analytic scoring rubrics, portfolios, student writing folders, departmental assessments, authentic assessments, District Determined Measures, MCAS results, along with online programs, are used to assess student progress. Teachers frequently use formative assessments during a unit of study to gain immediate feedback on the concepts presented. Teachers also regularly provide additional support to students who require it. With the consistent use of formative assessments, some teachers are able to determine what differentiated instructional practices to employ in order to address concepts within the unit of study that present learning issues for students. Formative assessments are used inconsistently in differentiating instruction. Students (66.5 percent) feel that teachers provide specific, timely, and corrective feedback enabling students to revise and improve their work. Similarly, 68.5% of parents believe that teachers provide the same timely and corrective feedback. All students have a cumulative writing folder to assess their progress over time that is maintained in the students' English classrooms. This also allows teachers and students to conference over individual performance from time to time. The use of the writing folder also provides special education teachers the opportunity to track individual student progress, strengths, and needs in order to tailor individual instruction. Because teachers consistently employ a range of assessment strategies, students have multiple opportunities to demonstrate their knowledge and understanding of course content and 21st century skills.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- students

Standard 4 Indicator 7

Conclusions

Teachers collaborate formally and informally on the creation, analysis, and revision of formative and summative assessments, including common assessments. BMR revised its daily schedule four years ago in order to provide professional learning community time for faculty members. On a seven-day rotation, all teachers have at least one designated PLC period to meet within their departments in order to discuss, analyze, and evaluate assessment practices. However, it should be noted that due to the structure of the schedule and the fact that some teachers are the only teachers in a particular field, some teachers spend PLC time on their own. These teachers are still allotted the time to analyze and evaluate assessment practice. The self-study mentions that an agenda is developed by PLC teams with specific time dedicated to sharing information about the use of assessment practices. Teachers in each of the core academic areas utilize common assessments to varying degrees. Results of common assessments are analyzed during limited PLC time and used in order to make meaningful adjustments to curriculum and instructional practices. Teachers (97.3 percent) agree that they work in professional learning communities to develop and align instructional practices. Furthermore, 81.8 percent of teachers agree that they use assessment data to inform their instruction. In a single period once every seven days, it is difficult to adequately address issues of assessment, instruction, and curriculum.

Teachers and students report the practice of cross-curricular units related to collaboration on assessments. References to past cross-curricular assignments were mentioned in both teacher and student interviews. The Assessment Standard Subcommittee described BMR's initiative, "one school, one book" summer reading program. This promoted cross-curriculum discussion as it pertained to particular disciplines. The summer reading program was an attempt to unify the school as well as to promote cross-disciplinary discussion. BMR hopes to employ more cross-curricular experiences for students in the years to come. When teachers collaborate formally and informally on the creation, analysis, and revision of formative and summative assessments, including common assessments, students will have enhanced opportunities to achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- Endicott survey

Standard 4 Indicator 8

Conclusions

Some teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers at BMR are committed to assessing student progress and achievement in both the short term and the long term, using a variety of methods to support student learning. The self-study states that teachers are utilizing the limited PLC time to review formative assessments within departments. The use of a variety of formative assessments enables teachers of common courses to make timely adjustments to the curriculum and to their instructional practices. Using a variety of methods, some teachers provide immediate, corrective feedback to afford students the opportunity to revise/improve their work. Some teachers use a variety of warm-ups when students first enter the room to assess what prior knowledge the students have retained. Evidence of the use of exit tickets in several classes was also observed. Through teacher interviews, instruments such as Google Docs and writing folders are routinely utilized to track student achievement to drive student instruction. Teachers enter grades on the X2 system for students and parents to monitor student achievement. Teachers are required to update their grades every two weeks; however, there is some concern from parents that student grades are not always updated in a timely manner and sometimes grades are not current prior to publishing progress reports and report cards created confusion on the part of the parent. Providing specific and corrective feedback in a timely fashion will ensure students revise and improve their work in order to achieve the school's 21st century learning expectations.

Sources of Evidence

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

Standard 4 Indicator 9

Conclusions

Some teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Teachers at BMR use formative assessments to adapt instructional practices to varying degrees. Within the math department, benchmark tests are used to track student improvement. These benchmarks are used to inform instruction and to give students the opportunity to make corrections for the next assessment. The English department utilizes writing folders to track student work and to help drive instructional changes to improve student achievement. BMR self-study reports that the student services department reports to content teachers student IEP progress on goals and benchmarks. Many teachers employ various warm-up activities and/or exit tickets to inform instructional strategies. In some cases, students who are not demonstrating improvement on these formative assessments are encouraged to meet with their teachers to improve the student's individual understanding of the content being assessed. The regular use of formative assessments to inform and adapt instruction for the purpose of improving instruction will help ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview

Standard 4 Indicator 10

Conclusions

Teachers, individually and collaboratively, informally examine a range of evidence of student learning for the purpose of informally 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.

Teachers informally examine common student assessments, including common unit tests, mid-year and final exams, and common grade-level assessments. Teachers incorporate designing and examining student assessment item analysis information into limited PLC time. MCAS, PSATs, SATs and AP exam results are used to revise curriculum and impact instructional practices. The math and English departments use annual PSAT and SAT data to drive instructional practices and vocabulary instruction. Due to a lack of data on the use of the new school-wide rubrics, teachers do not examine the results to revise the curriculum or improve instructional practices based on this information. Math, English, and science teachers report that they use 8th grade MCAS scores to help determine if a student is eligible for MCAS tutoring. The BMR Two-Year Targeted Plan includes a plan that establishes protocols during common planning time to compare, analyze, and revise summative assessments and instructional practices. At this time there is no documented evidence that the administrators examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice.

At this time there is no evidence that teachers formally review the exit survey for seniors. The self-study reports that previous efforts to gather information from alumni have not met with success. BMR plans to utilize the Naviance software program to more effectively track post-secondary plans and alumni information. Currently, BMR utilizes a survey to track the educational, military and employment plans of graduating seniors. When the school develops a more formal protocol to examine evidence of student learning for the purpose of revising curriculum and improving instruction, they will be able to more effectively use this evidence to guide their decision-making and address student needs.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 11

Conclusions

Grading and reporting practices have not yet been regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning. The self-study reports that teachers have not reviewed the grading and reporting systems since the last decennial visit. The school wide core values were accepted by the faculty in September of 2014. Since then teachers have been incorporating these core values into lessons. Teachers report that grading practices are discussed during casual collegial conversations or during limited PLCs. The BMR Two Year Targeted Plan reveals that a review process for grading and reporting practices to ensure alignment with the school's core values is necessary. Once grading and reporting practices have been aligned with the school's core values and beliefs, it will assist teachers and administrators when reviewing common assessment data in order to assist students in achieving the 21st century learner expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers

Standard 4 Commendations

Commendation

The formal process, based on school-wide rubrics, to assess individual student progress in achieving the school's 21st century learning expectations

Commendation

The practice of providing school wide and/or course specific rubrics to students prior to summative assessments

Commendation

The opportunities for students to make necessary revisions based on formative assessment results

Commendation

The variety of formative assessments used to inform and adapt instruction for the purpose of improving student learning

Commendation

The practice of examining common student assessment data to revise curriculum and inform instructional practices

Commendation

The consistent terminology that is used when assessing student work using the school-wide rubrics

Commendation

Teachers commitment to utilizing limited PLC time to collaborate on formative and summative assessments

Standard 4 Recommendations

Recommendation

Establish a formal, ongoing process to evaluate and refine the use of school-wide rubrics

Recommendation

Communicate the school's progress in achieving the school's 21st century learning expectations with the school community

Recommendation

Formalize the purpose and scope of the data team and schedule regular meetings

Recommendation

Ensure that teachers provide specific, timely and corrective feedback to students including regular updates to grades in the X2 portal

Recommendation

Formalize the use of departmental planning time for analysis of assessment results

Standard 5 Indicator 1

Conclusions

Blackstone Millville Regional High School's 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. The students are proud of their school in so many ways, they take personal responsibility for their learning and achievements, and the students know that much is expected of them in terms of being a student at BMR. The students have an overwhelming sense of pride, which is displayed by their actions. The school and the students are very active in community activities from the Memorial Day parade, bonfire, powder puff football or the carnival for 5K Cory's Crusaders Memorial Run. The student handbooks are given to each student each year, containing the disciplinary code and the core values and rubrics. Students appear to be very familiar with the expectations of the school. The discipline and attendance policies are consistent and fair. The data reflects a decrease in in-house suspensions, explained by the rewriting of the disciplinary code to increase attendance each day. There is a conscious effort by administration to communicate completely and frequently with teachers and students through many different types of media. By continuing and fostering this safe, positive, respectful, and supportive culture, the students take ownership for learning in an atmosphere of high expectations, while having pride in their school thus allowing them to achieve the school 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students

Standard 5 Indicator 2

Conclusions

Blackstone Millville Regional High School is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that many 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, however, not all courses are heterogeneously grouped. Reported in the self-study, the faculty believes that the number of heterogeneously grouped courses are impacted by the limits of a small school. The faculty strives to provide challenging learning experiences in these grouped courses, but teachers recognize a need for professional development in differentiated instruction instead of gearing instruction to the middle. A variety of classes including Virtual High School courses and Advanced Placement courses are available to students who meet certain criteria. All Special Education students are provided with appropriate opportunities for inclusion in heterogeneous classes across all curriculum areas. Administration want students to challenge themselves academically at least one time in their high school career by enrolling in an AP course. By continuing to have heterogeneous grouping available for all students, the faculty, with professional development in differentiated instruction, will be able to provide challenging academic experiences for all students allowing them to better achieve the 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview

Standard 5 Indicator 3

Conclusions

Blackstone Millville Regional High School has a formal, ongoing advisory program 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. The advisory meets regularly once per week for 15 minutes. During advisory, students at BMR make personal connections with faculty. The freshmen and sophomores advisory groups have double benefit of this program because a junior or senior are also matched up to serve as an advisor. The self-study reveals that the prevailing theme of the programs are that no student should "fall through the cracks." However, some students reported that the advisory program didn't always achieve the desired personal student to faculty connection effectively. Some faculty members also believe that the advisory curriculum could be improved by having more personalized interaction activities. By continuing the advisory program and including the junior and seniors as second advisors to the freshmen and sophomores, the program provides all students with at least one adult in the school who knows the student well. An effective advisory program will provide students with assistance in a more personalized manner and allow all students to better achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- teacher interview

Standard 5 Indicator 4

Conclusions

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, dedicate formal time to implement professional development, use resources outside of the school to maintain currency with best practices, and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Reported in the self-study and teacher interviews, dedicated formal time through the professional learning communities (PLC), is used to discuss curriculum, common assessments, data, student outcomes, and best practices. However, according to teachers, the PLC groups are sometimes unable to find an available and private area to meet or coverage is not always available for teachers to meet during the block duty period. The PLC group time is seen by the teachers as a very valuable tool and they would like administration to help with these distractions for productivity and to allocate more time. Reported by teachers, administrators share research-based articles/sources using several means including electronic invitations to webinars, Twitter posts, blogs, or reflective questions. There is a mentor/mentee program for new teachers with the addition of two days of orientation. The full faculty has a meeting each month, which, according to faculty interviews, has been used to sharing best practices and model best practices by faculty. In addition, professional development time has been included in this school calendar to provide professional development on varying topics. During teacher interviews, teachers describe a great need for professional development on differentiated learning, on grading practices/reporting practices aligned with school core values, and in specific content areas. There is a limited budget for outside professional development. In spite of time limitations, the faculty has carved out time during the school day to conduct a peer-to-peer observation and feedback, to coordinate prep time to discuss best practices, to mentor colleagues, and to engage in working lunches to discuss lessons and common tasks. In the Endicott survey, 40 percent of the staff believes that the school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment; 73.3 percent of the staff agrees that input from supervisors who are responsible for evaluating their teaching plays an important role in improving their instructional practices. As a result of faculty's dedication to improve curriculum, instruction, and assessment, student learning is improved through formal and informal professional development helping them reach the school's 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 5

Conclusions

Blackstone Millville Regional High School's leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. The Massachusetts Model System for Educator Evaluation was implemented in 2012-2013 with professional development time dedicated to training of this model at that time. All evaluations are conducted by the principals, whereby in the past department heads were part of the evaluation system. The system requires teachers to be observed multiple times per year. The evaluations of all teachers are being completed, but the principals have been forced to find additional hours in their compact schedule to meet the mandated requirements. This may have caused some faculty members to omit requesting a face-to-face feedback meeting that had been provided in the past. The self-study indicates that as a result of the lack of a face-to-face meeting, some faculty feel unsure about the reflective questions posed by administrators and are not sure how to interpret them. The new evaluation process requires teachers to reflect more comprehensively on their teaching practices which can improve teaching and learning. Additional clarification of feedback to teachers from administrators will ensure that teachers clearly understand what they are doing well and how they can improve.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers

Standard 5 Indicator 6

Conclusions

The organization of time supports research-based instruction and the learning needs of all students, but generally does not allow sufficient time for professional collaboration among teachers. The rotating student schedule allows for an extended period for each class every seven days; this allows teachers to plan more detailed lesson, labs, and activities that would not be possible in short periods. However, the rotating nature of the schedule makes the coordination of students with outside internships more difficult. While time for teachers to collaborate is provided through PLC time, that time can vary depending on the availability of substitutes and open schedules. Additional hours need to be budgeted to ensure quality time is made available to all staff to support the ongoing review, revision, and development of curriculum to adequately meet and exceed the needs of 21st century learners. Currently, teachers have four professional development days and PLC meetings once every seven days. Although useful, this time is not adequate to meet the demands of curriculum development, common assessments, and improving student engagement. Department head meetings occur monthly with administration to discuss these points of emphasis. Although funding has not been made available, most departments hold meetings on their own time to ensure collaboration and communication to meet the needs of students. In the 2014-15 school year, departments were given additional optional time for curriculum development and alignment in place of their block duty periods. The majority of staff members were in favor of using this block period to work on curriculum and assessments, with only a select few not attending these department meetings. The teachers suggested the use of the duty block period to align curriculum to standards. The schedule also provides time for the advisory program by extending homeroom once a week and reducing block period by 15 minutes every Wednesday. Faculty meetings have been dedicated to best practices, engagement strategies, and instructional practices. During the 2014-15 school year, many teachers had a SMART goal of peer observation centering around teaching and learning. After observing each other, teachers informally shared feedback. Providing dependable and quality time for teachers to collaborate will ensure that students learning needs are met and the core values of BMR are prioritized in order to allow all students to achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teachers
- department leaders
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

Student load and class size for the vast majority of courses enable teachers to meet the learning needs of individual students. According to the results of the Endicott survey, the majority of the staff, students, and parents feel that class size enables the teachers to meet the learning needs of their students. The majority of the classes have fewer than 25 students. Due to the nature of the music program, some class sizes are over 25. In addition, some of the courses are team taught or are inclusive which allows for lower teacher-to-student ratio. The course electives over the past few years have changed; the high school has lost electives in several areas including family consumer science foods, business, and the automotive program due to budget cuts. Administration continuously partners with department heads and outside organizations (i.e., Blackstone Valley Education Foundation) to review the needs of curriculum. Student surveys conducted by administration are performed to decide the need and interest for course offerings, these surveys have resulted in new courses including a second-level Robotics course, influx of AP courses, Virtual High School, and others. Due to the student load and class size for the vast majority of teachers, teachers are able to meet the learning needs of individual students in order for them to achieve 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 8

Conclusions

Blackstone Millville Regional High School's principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Because the principal collaborated with students, faculty, and community members to develop the school's core values and beliefs about learning, he provides leadership that is rooted in the school's core values, beliefs, and learning expectations. The Endicott survey identifies that 66.5 percent of the students agree that the principal is clear about what he wants the school to accomplish for all of the students; 80 percent of staff agrees that the principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations. In a leadership interview, the following strengths of the principal and assistant principal were shared with the visiting team: "provides a safe and respectful community, lives and breathes BMR pride, focuses on learning, challenges us with reflective questions." The Principal's Council is a group of 30 to 50 students who meet with the principal and assistant principal once per month. Students are very valuable in making decisions that affect their environment of learning. Faculty feels that there is open communication to bring ideas or new courses to the principal for careful consideration. The Faculty Advisory Board also meets the Monday prior to the faculty meetings to provide another avenue for input to improving the school. Department heads' input is very valuable to the principal. It is evident by interviews and observation that the school is a community that believes in its core values -- Communication, Personal Responsibility, Academic Excellence, and Respect. In classroom observations these values were witnessed. When the principal and staff provide focus on student learning which is based on the core values and beliefs about learning, the school's stakeholders can be confident that all students will have excellent learning opportunities designed to help them reach their 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- school leadership
- Endicott survey

Standard 5 Indicator 9

Conclusions

Blackstone Millville Regional High School teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. The students agree that they have input in important decisions made at their school, but during student interviewing, these students feel that the Principal Council is their voice, and their voice is heard and important to administration. There is a sense of pride with the addition of the drama club, football team, volleyball team, music in the cafeteria which were all initiated by the students. Staff agrees that teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership. For example, teachers changed the procedures of submitting disciplinary referrals electrically after their suggestion was introduced to the principal. The department heads meet with administration to determine what their department needs are. The school has an a leadership team consisting of the principal, assistant principal, department heads and athletic director. This team discusses attendance issues, core values, school rubrics, and professional learning communities. Course offering decisions are a combined effort of students, teachers, department heads, and Blackstone Valley Education and Business Foundation. Parents agree that they have opportunities to be involved in important decisions made at the school. In meetings, parents and school committee members expressed that parents are largely involved in the many different booster clubs that support athletics and clubs in the school. Within these booster clubs, their input is heard. When teachers, students, and parents are involved in meaningful and defined roles in decision-making, this promotes responsibility and ownership for all involved ensuring that the students can meet the 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 10

Conclusions

Blackstone Millville Regional High School teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers embrace technology to increase student engagement in learning and incorporate technology as a means of communication with students (i.e., grades, assessments, feedback, online help, assignments). The teachers exercise initiative in curriculum, common task and common exam preparation, and teaching and learning to improve the school and to increase student engagement. Teachers participate in professional development but strive to have a more strategically planned professional development plan to increase student learning. The faculty participate in many before-school and after-school clubs and activities, which increase student engagement in school. Faculty support many activities outside of the regular school day--pep rally faculty skit, powder puff football, pie eating contests, and many other activities. Faculty also conduct Meet the Teacher night and Parent/Teacher Conference night to ultimately increase student success in school. As teachers continue to exercise initiative and leadership, they will be more invested in the improvement of the school and students will benefit as a result.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The school committee has been clear that the principal is responsible for the instructional programs and the policy manuals are clear that the principal has decision-making authority. The principal and faculty agree that the school board and superintendent have given the principal autonomy to make decisions that involve the faculty, staff, and students. Minutes and videos of school committee meetings illustrate cooperation and collaboration between and among members of the school committee, superintendent, and school leaders. Through continued collaboration among the school board, superintendent, and principal, the school will continue to work toward achieving the 21st century learning expectations.

Sources of Evidence

- panel presentation
- teacher interview
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 12

Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. Until recently, BMR has been adversely impacted with frequent turnover in the position of superintendent. This left the building principal uncertain as to his role and position within the school. A new superintendent and the return of the position of assistant superintendent has resulted in greater stability, consistency, and autonomy for the principal of BMR. The principal plays an active role in developing and implementing the budget and in determining how funds should best be spent in his building. As part of the district administrative team, the principal meets regularly with other administrators to discuss concerns of the district ranging from curriculum to union contracts to state legislative issues. The autonomy given to the building principal to make decisions which influence students, staff, and the building has resulted in the expansion of courses, extension of co-curricular opportunities and an increase in AP offerings, all of which enhance students' opportunities to meet their learning goals.

Sources of Evidence

- self-study
- teachers
- parents
- school board
- school leadership

Standard 5 Commendations

Commendation

The positive school culture that allows student to feel safe, respected and supported

Commendation

The collegial spirit that exists among the adults in the school which positively impacts the school culture

Commendation

The formal advisory program which provides a structure in which students have an adult in the building who knows the student well

Commendation

The meaningful decision-making roles given to students, parents, and teachers

Commendation

The leadership provided by the principal and assistant principal that is rooted in the school's core values and beliefs and demonstrates pride in the school community

Commendation

The district commitment to limiting student load and class size which enables teachers to meet the learning needs of individuals students

Commendation

The teachers' commitment to providing extra-curricular activities for students

Commendation

The variety of Virtual High School and Advanced Placement courses offerings designed to personalize instruction and meet student needs

Commendation

The personal connection between staff and students which demonstrate the commitment of the faculty to meet students'

needs

Commendation

The collaboration between the superintendent, school committee and principal which provides effective leadership for the school community

Standard 5 Recommendations

Recommendation

Provide specified departmental meeting time for departments to discuss curriculum revisions and common assessments

Recommendation

Review the structure and goals of the existing advisory program to ensure it is meeting the needs of students and faculty

Recommendation

Provide additional structure for PLC meetings including dedicated times and locations for each meeting, specific goals and stated outcomes

Recommendation

Increase communication regarding administrative feedback after teacher observations

Standard 6 Indicator 1

Conclusions

Blackstone Millville Regional High 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. Interventions for all students begin with an orientation to BMR at the beginning of ninth grade. All students also participate in the Charger Strong program. The Freshmen "Start Strong," Sophomores "Be Strong," Juniors "Stay Strong," and Seniors "Finish Strong." The Charger Strong program was created to address poor attendance, low grades, and high dropout rates in the school after data was collected. During guidance visits and advisory program activities at BMRHS, freshmen start to learn the ropes, sophomores learn peer skills and take more rigorous classes, juniors discuss personal finance and concentrate on college application and preparation, while seniors focus on their college or work plans for their days after graduation. With signed acknowledgements of having read the student handbook, students are given a color coded t-shirt to distinguish their grade. Students t-shirts are worn at the annual pep rally. If a teacher feels a student is at risk, the teacher makes a referral to the appropriate department. If the student is struggling in class and it is suspected that a learning disability may be the reason, the student is referred to special education. There, testing is often conducted or data collected. If the student is then deemed eligible for an IEP, then an IEP is created and followed. Team meetings are then periodically conducted to update the IEP and track the progress of the student. If a student is struggling socially or emotionally, the student is referred to guidance. There, the school's guidance counselors conduct exploratory interviews to assess if there is an issue. The guidance counselors can refer the student to the school's psychologist or adjustment counselor for testing or further counseling. Students have also made referrals to support services when concerned about another student. BMR continuation of timely, coordinated, and directive intervention strategies beginning with incoming freshmen and identifying at risk students will help ensure each student's achievement of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- facility tour
- students
- school board
- school leadership
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

Blackstone Millville Regional High School does provides information to families, especially to those most in need, about available student support services. The student handbook describes support services offered to all students. Students sign to acknowledge that they have read the student handbook at the beginning of the school year. Parents also sign acknowledgement that they also have read the student handbook through a Google doc format. Each September the school hosts a "Meet the Teacher" night, with departments, including guidance, set up table displays in the cafeteria. Parents are able to meet guidance counselors and set up appointments, if necessary. The school website also provides information on guidance and health services. The school adjustment counselor reports that when parents are difficult to reach through persistent telephone calls and email messages, which may include PDF release forms to be signed and returned, the school will send certified mail. Parents reported that communications with guidance was not always consistent, but they have become much better organized, and the use of Naviance helps families with college planning and deadlines. Parents also report the the assistant principal has contacted them to keep them informed when a student is in need of an available student support service. Because BMR uses different approaches to outreach and provide information to families, especially to those most in need, about available student support services for all students the student's of BMR will continue to be able to reach the 21st century learning expectations.

Sources of Evidence

- self-study
- parents
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Blackstone Millville Regional High School's support services staff use technology to deliver an effective range of coordinated services for each student. BMR uses AspenX2 to coordinate services for students. The school nurse uses AspenX2 to inform faculty of students' health issues and to locate student emergency contacts when contacting parents by telephone. Guidance uses AspenX2 to generate student schedules and track academic progress through progress reports and report cards. Through Aspen X2, teachers have access to IEP's, 504 plans, health issues and no contact orders on students in their classes. Teachers sign a release from the Team Chair that they have read the IEPs for their students, a release from the nurse that they are aware of health issues of their students, and a release from the director of guidance that they have read the 504 plans for their impacted students. Teachers also generate their own progress reports from AspenX2 to track a student's academic progress. While teachers' and support services staff's access to AspenX2 is limited to their own students, the administration sees all the student data in AspenX2. BMR uses the available technology, as well as personal contacts, to deliver an effective range of coordinated services for each student, with consideration given to student confidentiality so the student needs are met.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

Blackstone Millville Regional High School's 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. BMR's student services department is comprised of two licensed guidance counselors, a licensed social worker/adjustment worker, and a licensed School Psychologist. They have adopted and implemented the Massachusetts Model for a comprehensive guidance curriculum. It addresses student, faculty, parent and administration involvement as well as record keeping. It was unclear when the curriculum was last updated or how often it gets reviewed. In the self study, counselors report meeting with students of all grade levels in their ELA or math class each year to address scheduling needs as well as twice a year on their own. These meetings occur both one on one and in the classroom demonstrating their ability to meet both individual and group needs. Guidance has collaborated with the school adjustment counselor and the school psychologist to compile a list of outside resources and referrals to clinical services for students, parents, and staff members which include NRI community services, Milford Regional Hospital, and MA Department of Children and Families. The majority of data is collected through standardized tests including MCAS, PSAT scores, SAT scores, and AP scores. This information is summarized and analyzed to identify students who demonstrate AP potential and those who need to be placed on an educational proficiency plan to ensure achievement of the diploma. Teachers are also asked for recommendations concerning class placement for the following year. Because BMR's school counseling program uses state based curriculum, collaboration of services, and data analysis it helps ensure the school better prepares and produces students as 21st century learners.

Sources of Evidence

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

Standard 6 Indicator 5

Conclusions

Blackstone-Millville Regional High School's health services has an adequate number of certified/licensed personnel to provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, 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. BMR is staffed with one full-time nurse. The School Nurse has an initial license from the Department of Education in addition to being a Registered Nurse in the state of Massachusetts. The nurse provides direct care services such as medication administration, first aid, and assessment and treatment of illness and injuries. Physician authorization forms are required for medications. A signed parent release form allows for students to carry their own epi pen. State mandated screenings for scoliosis, vision, hearing, and Body Mass Index (BMI) are conducted on an annual basis. Postural screenings are completed for the 9th grade class and vision, hearing, and BMI are completed during 10th grade. Screening results are documented in the health database. Any abnormal results are communicated to the parents/guardians with a form letter that refers students to their own healthcare provider for follow up medical care and treatment. BMI results are communicated by request per a revision in state law on November 8, 2013. The plan for reporting head injuries, includes a form for reporting the injury, an academic recovery plan with accommodations signed by a physician and shared with guidance counselors, teachers and the athletic director. A graduated return to play form must also be signed by the student's physician. The nurse collaborates with faculty including guidance, the adjustment counselor, the special education team chair, and teachers, as needed. The nurse also participates in IEP and 504 meetings for students with medical needs. For her District Determined Measure, the nurse distributed a faculty survey. Data from this survey and conversations with faculty have resulted in an understanding that students will not be allowed to hangout in the nurse's office. All students' visits are documented on the health section of the school database, AspenX2. Data is collected on the visit, frequency of visits are monitored and reported to other support services and the administration, and after an initial assessment, the nurse supports student achievement by sending students back to class. The nurse reports that the treatment room in her office is sufficient to provide for privacy where some students report privacy concerns with the current treatment room location, but the location of the nurse's office is not near the main entrance and the school uses the lock down mode to protect privacy during medical emergencies, when a patient needs to be transported to an local medical facility. BMR's school nurse provides direct and preventative health services while also collaborating with other support services, administration and faculty to improve services and help ensure that students physical needs are met.

Sources of Evidence

- self-study
- facility tour
- parents
- school leadership
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

Blackstone - Millville Regional High School's (BMRHS) Library/media services are not integrated into curriculum and instructional practices or have an adequate number of certified/licensed personnel and support staff who: are actively engaged in the implementation of the school's curriculum, provide a wide range of materials, technologies, and other information services in support of the school's curriculum, ensure that the facility is available and staffed for students and teachers before, during, and after school, are responsive to students' interests and needs in order to support independent learning, and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. BMR does not currently have a Library Media Specialist so it is difficult to meet this indicator. The past position of Library Media Specialist was cut during the 2013-2014 school year, because of budget constraints. Currently the library operates when a full time substitute teacher is available to provide coverage. Morning announcements let students know which periods the Library Media Center (LMC) is staffed and open. When the LMC is open, students in study hall can use the LMC at the discretion of the study hall teacher. Students report that books are not circulated and can only be used in the Library Media Center (LMC). Fifteen computers in the LMC are used mainly for Virtual High School classes, which are managed by the guidance department. Student report cards list the guidance department as teacher for Virtual High School classes. Students and parents report that study hall is preferable when located in the LMC so students have access to resources. The school's website for the Library Media program is out of date and links to free Gale databases provided by the Massachusetts Library System are no longer accessible. The Massachusetts Library System requires a school to have a certified Library Media Specialist in order to access these services. The Library Media Specialist position is expected to be included in the 2016-2017 budget. If the Library/media services are not integrated into curriculum and instructional practices or have an adequate number of certified/licensed personnel and support staff then the school will not be able to actively engage 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 responding to students' interests and needs in order to support independent learning, and conduct ongoing assessment using relevant data, including feedback from the school community.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- school board
- community members
- department leaders
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

Blackstone-Millville Regional High School Support services for identified students, including special education, Section 504 of the ADA, and English language learners, has an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted service providers, 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. BMR provides the necessary staff to support student achievement. The director of guidance coordinates 504 plans. There is a district special education director and building level team chair who runs all IEP meetings. The BMR team chair is also the district's outplacement liaison. There is a school psychologist, four special education teachers and paraprofessionals. There is daily collaboration between the team chair, the school psychologist, guidance and the school adjustment counselor. The team chair collaborates with the school adjustment counselor on the school's student safety plan. The team chair also collaborates with the assistant principal on interventions with disciplinary issues with special education students, in order to be sensitive to the nuances of each special education student. Data from psychological testing, speech language assessments, occupational therapy assessments, physical therapy assessments, progress monitoring tools, and progress reports are used to write student IEPs, 504s, and behavior plans. The student services department reviews Individualized Education Plans by measuring student goals through the collection of work samples and collaboration with faculty. Regular education teachers pre-assess special education students to assess base knowledge evidenced by student work. The team chair indicates a need to see progress and not to just hear about it.

There are special education teachers for English language arts and math and one each dedicated for ninth and tenth grade inclusion and academic support. There is full inclusion for special education students taking courses that range from advanced placement to college prep courses. Special education teachers participate in PLCs with the discipline in which they work. Only highly qualified regular education teachers are eligible to instruct inclusion classes. The team chair deliberately and thoughtfully schedules co-teaching with consideration to good working connections and partnerships between regular and special education teachers. Some teachers report a need for more co-teaching or paraprofessional support in their classrooms. Support services classes include Academic Support, Life Skills, Language based learning, and a social emotional class. The Academic Support classes are skills based where IEP goals are addressed. Academic Support staff model self advocacy and self monitoring with the goal of the student independently self advocating by senior year, leading to the least restrictive environment for those students. Academic Support classes are assigned by grade level with paraprofessional support that follows the student to their other classes to reinforce skills taught in Academic Support class. The largest population of students in Academic Support classes are in grades nine and ten. The school psychologist provides instruction in social skills for the Life Skills and Language based classes as well as group work, pull outs and individual assessments with the Academic Support classes. Peer mentors for the Academic Support classes are identified by guidance as good role models, especially for students in grades nine and ten. Juniors and seniors are less interested in having peer mentors. Life Skills class services students ages 18 through 22. Life Skills students are in the community everyday and have instruction in vocational skills. They do have a curriculum based classroom, but are out of the building on a regular basis. Students have transitional experiences, such as traveling on public transportation, comparison shopping and appropriate behavior in different public settings. The Language based class is a feeder class for the Life Skills class. These students have some inclusion in some regular core classes and electives. All students participate in physical education and health classes. In the 2015-2016 school year, the district has developed new social emotional classes at all buildings. At BMR, the social emotional class is staffed by a teacher and a paraprofessional and comprised of two eighth graders who have inclusion with physical education and health classes, four ninth graders who attend regular classes with a paraprofessional, and some tenth graders who transition in and out of the class. Students do not recognize student services as special education. When regular education students request academic support services, their study hall teacher is notified so they can provide extra help to that student. Students report that if they feel they need for extra help, they approach the classroom teacher first. Teachers provide academic support for at risk students in the regular classrooms. BMR provides deliberate and well coordinated student support services for identified students that benefits students and ensures each student can achieve the school's 21st century learning expectations.

Sources of Evidence

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

Standard 6 Commendations

Commendation

The Charger Strong program that engages and challenges all students to achieve the school's 21st century learning expectations

Commendation

The effective use of technology to coordinate student support services

Commendation

The school nurse's collaboration with parents, support services staff, faculty and the administration which ensures that student needs are met

Commendation

The work of the team chair to provide a coordinated special education program that benefits each student and ensures that they achieve the school's 21st century learning expectations

Commendation

The designation of special education services as student support services by students in the school which removes any stigma from participation

Commendation

The inclusion of all special education students in regular education classes

Commendation

The work of the school counseling department who meet regularly with students to provide personal, academic, career and college counseling

Standard 6 Recommendations

Recommendation

Hire a certified Library Media Specialist who can be actively engaged in the implementation of curriculum, provide a wide range of materials, technology, and information services and ensure the library is open for students before, during and after school

Recommendation

Evaluate the effectiveness of communications with families regarding available school's student support services and implement appropriate changes as needed

Recommendation

Develop and deliver a customized guidance curriculum prepared by the current guidance staff

Recommendation

Update the LMC website to accurately reflect the library services provided

Standard 7 Indicator 1

Conclusions

The Blackstone Millville Regional (BMR) community and the district's governing body does not provided dependable funding for a wide range of school programs and services, sufficient professional and support staff, on going professional development and curriculum revision, a full range of technology support, sufficient equipment, or sufficient instructional materials and supplies. According to the Endicott Survey only 2.2 percent of the staff feel that sufficient funding has been provided for programs and services and only 6.7 percent feel that sufficient monies have been allotted for professional development opportunities. Teachers indicated that professional development lacks direction and is self directed versus district directed. Recent years have seen the loss of a media specialist, math teacher, assistant superintendent, a school social worker, a consumer science teacher, business teacher and technology teacher. However, the recent change in leadership in the central office has resulted in reorganization of funding when cuts are made to move that allocation of money into another department that has demonstrated a need. Presently professional development opportunities are teacher driven and lack focus as a district. Teachers are often required to fund out of district professional development opportunities themselves and use their own personal days to participate in these activities. Recent improvements to athletic fields have occurred due to the fund raising efforts of parents and the community. Technology availability at BMR is limited by a lack of technology support staff, outdated computers, poor connectivity and a lack of a long range plan to update and improve technology. Although all teachers have desktop computers and many rooms have smart boards, student access to this technology is limited. Some students and teachers report that there are not sufficient funds to provide all students with textbooks. BMR's lack of dependable funding has adversely impacted the school's ability to maintain a wide range of programs and services for students. The return of the assistant superintendent's position should aid in providing teachers with ongoing professional development and curriculum revision. Developing a plan for updating of technology and then providing the funding will ensure the students of BMR are able to compete in the 21st century.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teachers
- school board
- Endicott survey
- school website

Standard 7 Indicator 2

Conclusions

BMR has inconsistently developed, planned, and funded programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, yet the maintenance staff has kept the school clean on a daily basis. In recent years, declining enrollments and resulting budget cuts have produced an inability to ensure the proper maintenance and repair of the building and school plant. Currently there is no schedule for the proper maintenance, cataloguing or replacement of equipment. In spite of these budget limitations, the custodial staff works hard to keep the school cleaned on a daily basis which results in great pride on behalf of the staff, students and community of BMR. The Endicott Survey indicates that only 2.2 percent of staff think that the community and district's governing body provides dependable funding for a wide range of programs and services. Many teachers and students report fluctuations in temperatures from hot to cold depending on the location in the building. Lack of funding has also impacted the ability to provide a full range of support, equipment, materials and supplies. BMR has taken advantage of revenue opportunities through a Bi-county collaborative (BICO) program by renting out classrooms and office space and using that money to address facility needs. In recent years the money has allowed for new paint in the gym, curtains on the stage in the auditorium and updates to the multipurpose room. The science department labs are outdated with furniture and equipment that is often insufficient to meet the needs of the students in the 21st century. Some teachers noted the absence of doors to their teaching space which leads to distractions coming from other rooms in the suite. Many of the drinking fountains throughout the building are no longer functioning. The furnace and water heating system are part of the original building built 50 years ago and the custodians commented they often have difficulty getting parts when repairs are needed. However, a new back-up generator has recently been installed along with updated ovens in the cafeteria. With funding support coming from a newly formed booster organizations football and volleyball programs were started and some facilities updated the 2012-13 school year. Some new electives have been created as well: Robotics, Business and Marketing, Personal Finance, and App Design. Many of the new classes were formed as a result of changes in staffing, as opposed to the hiring of additional staff members. Overall, students and parents share the sentiment of the staff that the high school is underfunded: 51.3 percent of students believe the school needs more teachers and only 26.7 percent of parents believe there is dependable funding provided for programs and services, and just 29.3 percent believe that there is dependable funding for staffing. The fact that many of the components of the school plant are original means that ongoing repairs and improvements are difficult. As a result facility updates are costly and infrequent. The absence of properly funded and planned maintenance of BMR facility means that students and teachers are not provided with a 21st century learning environment that supports their learning needs.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- Endicott survey

Standard 7 Indicator 3

Conclusions

The community has not regularly funded and implemented a long range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology and capital improvements. The Endicott survey states that only 17.8 percent of staff members are aware that there is an established plan to address the issues of enrollment, staffing & facility needs, and technology and capital improvements. During teacher interviews, the message was conveyed that administration has voiced big plans for program and service changes to improve BMR but there is no documentation detailing a formulated long range 2 or 5 year plan. Documentation was provided through the BMR district improvement plan with the goal to communicate building needs to all stakeholders by May 2016. The principal presented a target plan during the panel presentation that displayed the vision of where he would like BMR to go but did not demonstrate a specific plan to address programs and services, enrollment changes, staffing needs, and technology and capital improvements or a way to fund the district improvement plan. Stakeholders have initiated appropriate conversation and are working toward developing a plan of action but a long term document has not been established. As a whole, students, parents, the school committee and administration are aware and reached consensus that the lack of financial support has most impacted BMR's ability to address the enrollment, facility and technology challenges they are currently facing. The community's inability to regularly fund and implement a long range plan to address these issues has had a negative impact on the learning and work environment of BMR's staff and students. Though staff and students are making due with what has been funded for programs and services, enrollment changes and staffing needs, facility needs, and technology and capital improvements it has limited the potential for improvement and growth at BMR.

Sources of Evidence

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

Standard 7 Indicator 4

Conclusions

Faculty and building administrators are afforded the opportunity to be actively involved in the development and implementation of the budget. Although most stake-holders agreed that the budget for BMR is often insufficient they all felt that they did have input in its development. In the fall, teachers, through their departments, create a budget based on the needs of the department that are supportive of the core values and learning expectations of the school. The principal reviews each department's request and then meets with individual department heads regarding their proposal. He then submits a formal budget request to the superintendent. The final budget decisions made by the superintendent and principal are driven by the school's core values and expectations for student learning. Once the superintendent and principal have discussed the high school budget, the principal presents the plan to the school committee. Based on feedback from all principals and the superintendent, the school committee creates a budget that is brought to a vote at the Blackstone and Millville town meetings. Although this process has been in place for a number of years and teachers vocalize their involvement, only 37.8 percent of staff agree that they have input into the budget. The feeling among staff suggests that this may be a result of the frequent change in leadership in the superintendent's office, or possibly the frequent budget cuts that have occurred recently. The staff and parents of BMR speak highly of the new superintendent indicating positive changes that he has made in the planning and budgeting for the future of BMR. The principal then has the ability to shift monies and positions to those places which will best serve the needs of the students and advance the core values of BMR. In recent years positions have shifted for example from math to science or to maintain a teaching position at the expense of a Library Media Specialist. The involvement of faculty and building administrators in budget development and implementation will ensure valuable input into the budget process.

Sources of Evidence

- self-study
- facility tour
- students
- school board
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

The school site and plant does not support the delivery of high quality school programs and services. The facility tour exposed several concerns surrounding the school's infrastructure due to the age of the building and lack of funding for necessary updates. Outdated wiring has resulted in limited computer accessibility to students in computer labs, poor temperature regulation for classrooms, an inefficient phone system, and the limited number of handicap access points throughout the building all of which impact the programs and services BMR can offer. Both students and teachers expressed frustration with lack of access to efficient computer labs that can serve the technology initiative that has been implemented at BMR. Classrooms have been reported to be either extremely hot or frigidly cold without a means of regulation. Privacy and noise are also a concern with the open-centrum layout in the classrooms and the nurse's office. Discussions with teachers and students both stated that these environmental factors hinder the student learning environment. Due to a recent location change, the guidance office, school nurse, and adjustment counselor are not accessible by phone. Teachers must contact the main office who then dial the intended person, deliver the message and call back the referring teacher. Some teachers reported their classroom phones are not functioning at all. Limitations were reported in the self-study regarding the lack of handicap accessibility in regards to the elevator, door handles and entry ways, athletic locker rooms, fields and the multipurpose room. Insufficient staffing in the Library Media Center has limited resources that students have access to including functioning computers, research tools and databases and an alternative workspace before, during, and after school. According to the self study and student interviews, food services provides a variety of food options for students and some updates have been made to this area of the building but more needs to be done. AED stations are present throughout the building and staff participate in periodic drills to review protocol. When facility concerns including lack of privacy and meeting space, inadequate technology, the outdated phone system, functionality of the computer labs, lack of staffing in the LMC, and insufficient handicap accessibility are addressed, the school site and plant will better support the delivery of high quality school programs and services.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

Blackstone-Millville Regional High School inconsistently 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. A facilities tour of the building revealed that not all documents were readily available and current to demonstrate compliance with federal and state laws. Although many documents were shared in the evidence when updated documentation was requested, they were not held in central and easily found locations. Updated documentation included a food establishment inspection report, a permit to operate a food establishment, and a certificate of inspection for the boiler. Throughout the facility there are no ADA handles on doors, there are only three handicap bathrooms which are in varying levels of repair. Not all exterior doors have handicap accessibility, ramps for wheelchair access are only available at some doors. Meetings with staff revealed that the elevator is not large enough to allow a student in a wheelchair to be accompanied by an adult and the multipurpose room, locker room, and athletic fields are not handicapped accessible. In order for a student in a wheelchair to move from one wing of the school to the cafeteria they must go outside and ensure that a staff member has a key in order to allow access to the cafeteria. Not all fire extinguishers were inspected and current. Direction cards are visible in classrooms as a guiding reference for students for when a fire drill occurs but no fire drill protocol document was provided as evidence. Staff has shared experiences of participation in multiple lock down drills and a hard copy of a safety plan was provided for managing traumatic loss in school, bomb threats, medical emergencies, a field trip incident and utilities malfunction. Updates to that plan are due for revision and there is no established period of time for renewal. Unless a safe and inclusive environment is provided for all, students will be unable to strive to accomplish the school's 21st century learning expectations.

Sources of Evidence

- self-study
- facility tour
- school board
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

The professional staff at BMR actively engages parents and families and reaches out specifically to those families who have been less connected to the school. According to the Endicott Survey, 68.9 percent of staff and 54.3 percent of parents are in agreement that the school has made a concerted effort to build connections between the school and families. In an effort to reach out to more parents, general information is made available to parents via an online newsletter posted on the district website. A variety of social media is available as well to facilitate communication between BMR and parents; these include Facebook, Youtube and Twitter. Automated phone calls (One Call Now) are often used to inform parents regarding early dismissals, emergencies, snow days and cancellations. Parents and guardians are informed of their child's progress via report cards and progress reports. Report cards are sent out quarterly, and progress reports are distributed halfway through the quarter. In addition to quarterly and semester grades, the report cards provide assessment regarding student progress toward the school-wide 21st century learning expectations. Events such as Meet the Teacher night and parent teacher conferences allow parents the opportunity to engage directly with their child's teacher regarding their progress. These conferences are scheduled at a variety of times, both during and after school to better accommodate parents' schedules. At the onset of the 2014-2015 school year, a new freshmen orientation program was introduced. This half-day event included parent/guardian workshops aimed at familiarizing parents and guardians with school policies and practices. Additionally, there are monthly School Council meetings held in which parents and community members are invited to discuss issues and propose ideas. The same opportunity is extended to students by voluntary participation in the Principal's Council. There is a parent portal available at all times for students and parents to access grades. Teachers update student grades bi-weekly to provide parents and students with an accurate reflection of grades, although parents indicated that not all teachers keep current in grade posting. In addition parents and students may access Edmodo, School Notes and EduBlog, as individually suggested by teachers, to independently keep apprised of progress and responsibilities. Parents are also encouraged to e-mail teachers with any concerns or questions regarding their child's education. The many and varied methods used by BMR staff to keep parents informed ensure on-going parental involvement and support in their students' progress toward accomplishing the school-wide 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- parents
- school website

Standard 7 Indicator 8

Conclusions

The school has consistently maintained productive business, community and higher education partnerships that support student learning. Student services reports providing the opportunity to sophomore students to complete a job shadow that is collaboratively picked to begin reflection on career development. Juniors and seniors are able to attend a local career fair that is comprised of 20-30 local businesses which exposes students to a variety of career options and connect with professionals in their own community. Membership of the Blackstone Valley Education Foundation have supported the internship program at BMR by allowing students to expand the classroom to the world of work and hands on experiences. Partnerships have been formed with two local colleges, The Community College of Rhode Island and Quinsigamond Community College to increase access to higher education and allow students to take advantage of dual enrollment opportunities. Virtual High School has served as a great asset to allow students to further explore courses that are not offered at BMR and continually find rigor in their pursuit of academic excellence. Clubs and organizations such as NHS and Student Council and Students Against Destructive Decisions encourage not only community involvement but service as well. Community support has been demonstrated through active participation in the development and funding of extra curricular activities at BMR such as the marching band, football team, and volleyball team. The voluntary giving of time, money, and effort that it takes to establish and maintain these programs represents the support and sense of community that drives the towns of Blackstone and Millville. Fifty-five percent of parents feel the school has effective partnership with parents, community organizations, businesses and higher education to support student learning. BMR has not only developed a strong foundation for maintaining relationships to the community, higher education and local businesses but is also continually seeking programs and initiatives to further progress their work in these areas to ensure that all students have a platform to discover themselves and achieve the BMR vision.

Sources of Evidence

- self-study
- panel presentation
- parents
- community members
- school support staff

Standard 7 Commendations

Commendation

The hard work of the custodial staff in keeping the building clean on a daily basis

Commendation

The ability for administrators to prioritize needs and redistribute money back into the budget

Commendation

The partnerships formed between the school and the local community that benefit students by giving them internship opportunities

Commendation

The updates made to the athletic facilities through the fund-raising support of parent groups

Commendation

The creative use of opportunities such as BICO to provide additional revenue to fund facility upgrades

Commendation

The involvement of faculty and administrators in the development of the school budget

Commendation

The resourcefulness of students and staff who make the most of what the community has provided and take great pride in their school building

Commendation

Standard 7 Recommendations

Recommendation

Develop and implement a long term plan to address technology needs including infrastructure, equipment and professional development for technology integration

Recommendation

Develop a comprehensive plan for on-going professional development targeted to district goals

Recommendation

Develop and implement a plan to address the following concerns about the school building:

- Ensure privacy for all classes to minimize class disruption to classes by exploring alternative methods of addressing noise concerns
- Provide phone access to the nurses office and guidance department
- Ensure there are working phones in every classroom and office at the school
- Ensure ADA compliance in all areas of the building
- Upgrade wiring in computer labs to ensure consistent access for students
- Address issues with temperature regulation in the classrooms
- Address the lack of science lab gas access, upgrade science room exhaust vents and lab tables
- Centrally locate the Nurse and Guidance Offices for easier access for emergency personnel and administrative staff during a crisis

Recommendation

Provide sufficient funding to develop, support and implement a long range plan to address programs and service needs, enrollment and staffing changes, facility needs and technology and capital improvements

Recommendation

Ensure that safety protocols and documentation of safety compliance are updated regularly and kept in a central location

Recommendation

Review current community partnerships and ensure these partnerships are diverse enough to adhere to all student needs and accessible by all students of varying ability

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair

Ken Healey - Regional School Unit 73

Assistant Chair

Susan St. Pierre - Spruce Mountain High School

Visiting Committee Members

Susan Bennett - North Providence High School

Bridget Buckless - Westport High School

Melanie Gates - Middleborough High School

Martha Godfrey - Norton High School

Mary Keable - Ponaganset High School

Brooke Newton - Spruce Mountain High School

Ricardo Pimentel - Charles E. Shea Senior High School

Peter Roskey - Easthampton High School

Jennifer Schlechtweg - Ridgefield High School

Michael Sheeran - Leicester High School