



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

Associate Director

EDWARD J. GALLAGHER, III
781-425-7722
egallagher@neasc.org

Director

GEORGE H. EDWARDS
781-425-7735
gedwards@neasc.org

Deputy Director

ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Associate Director

BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

Associate Director

FRANCIS T. KENNEDY
781-425-7749
fkennedy@neasc.org

Associate Director

WILLIAM M. WEHRLI
781-425-7718
bwehrl@neasc.org

Associate Director

KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

April 12, 2018

Carrie Charette
Principal
Franklin High School
115 Central Street
Franklin, NH 03235

Dear Mrs. Charette:

The Committee on Public Secondary Schools, at its March 18-19, 2018 meeting, reviewed the decennial evaluation report from the recent visit to Franklin High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee commends the school on the following:

- the completed and updated challenging academic rubrics
- the culture of the school, which is driven by the school's core values and beliefs and embraced by staff, students, and administrators
- the student led initiative to establish and run Karma Corner and the perseverance of the students in collecting donations to help other students
- the use of the *Understanding by Design (UbD)* template to complete the written curriculum in a common format
- the integration of cross-disciplinary units through the efforts of some teachers using their own time for coordination of the plans
- the deep commitment of teachers in meeting the academic and social needs of all students
- the passion teachers exhibit about their content areas
- the initiative of individual teachers to informally mentor new staff
- the strong collegial relationships within most departments and willingness to share best practices informally
- the dedication of the teaching staff in employing various assessment strategies with limited time and resources
- the teachers' efforts to improve their strategies for assessing student learning, despite ongoing budget setbacks and high staff turnover
- the range of assessment strategies used by teachers, including formative and summative assessments

- the school culture in which relationships are highly valued and results in the majority of students making important connections with supportive faculty
- the student load and most class sizes enable teachers to meet the needs of students
- the use of creative strategies to engage parents, such as the coffee hour sponsored by the principal and home visits
- the genuine care given to address the emotional well-being of students exhibited by support services personnel
- the school's efforts to inform families of support services through multiple avenues
- the effective direct interventions provided to students through health services
- the variety of quality programs, which are creatively planned and executed by teachers with minimal community funding
- the efforts of the school board and the superintendent in improving relations with the city council and the improving the budget process
- the efforts made to keep the school clean, despite limited funding
- the efforts to support student success and well-being by the deeply dedicated and caring staff, who willingly provide their own time and resources

Nevertheless, the Committee expressed concern regarding the school's alignment to the Standard on Community Resources for Learning. Concerns include, but are not limited to, the following:

- the Curriculum Standard/Indicator 6, which is significantly compromised by site and plant shortcomings
- the community and the district's governing body do not provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff to meet the learning needs of individual students
 - ongoing professional development and curriculum revision
 - sufficient technology support
 - sufficient equipment
 - sufficient instructional materials and supplies

Given these concerns, the Committee voted to place the school on warning for the Standard on Community Resources for Learning.

The Committee requests that school officials submit a Special Progress Report by March 1, 2019 indicating how the following recommendations have been addressed:

- provide a plan to ensure staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including co-curricular programs and other learning opportunities
- provide adequate, dependable funding for a wide range of school programs and services; sufficient professional and support staff in all curricular areas; ongoing professional development and curriculum revision; a full range of technology support, sufficient equipment; and sufficient instructional materials and supplies and address funding for programs and services currently funded by grants
- fund and implement the written plans to ensure the maintenance and repair of the building and school plant. to properly maintain, catalogue, and replace equipment, and keep the school clean on a daily basis

All accredited schools must submit a required Two-Year Progress Report, which in the case of Franklin High School is due on October 1, 2019. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on evaluation report recommendations school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

- implement the newly adopted GOLDEN model using clearly defined roles for those responsible for the full implementation of this initiative
- ensure the school's core values, beliefs, and 21st century learning expectations drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations
- develop and implement a plan to regularly review the school's core values, beliefs, and 21st century learning expectations based on research, multiple data points, as well as district and school community priorities
- ensure the curriculum is purposefully designed to integrate the 21st century learning expectations
- establish curriculum coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district
- ensure teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations
- provide reliable technology and Internet access throughout the school building to enhance instruction
- ensure all teachers, individually and collaboratively, use student achievement data from a variety of formative and summative assessments; examine student work; use feedback from a variety of sources, including students, other teachers, supervisors, and parents examine current research; and engage in professional discourse focused on instructional practices
- employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success
- collect, disaggregate, and analyze data to identify and respond to inequities in student achievement
- ensure teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices, including student work; common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current student and alumni
- use the teacher evaluation and supervision process focused on improved student learning regularly and with fidelity

- ensure the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
- increase opportunities to involve teachers, students, and parents meaningful and defined roles in decision-making that promote responsibility and ownership
- review the new teacher mentoring program and ensure new staff are adequately provided and connected with the proper resources and support for success
- develop and implement coordinated intervention strategies for all students, including academic and behavioral
- ensure counseling services deliver a written developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with students; and use ongoing relevant assessment data, including feedback from the school community to improve services
- ensure special education staff and support staff are sufficient to meet the needs of individual students

The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's warning status will be next reviewed when the Committee considers the Special Progress Report. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards



Kathleen A. Montagano

GHE/KAM/sb(mms)

cc: Daniel LeGallo, Superintendent, SAU #18
Tim Dow, Chairperson, Franklin School Board
Paul MacMillan, Chair of the Visiting Team
Marjorie Schoonmaker, Facility Management, New Hampshire Department
of Education
Gregory B. Myers, Chair, Committee on Public Secondary Schools