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

Commission on Public Schools

Committee on Public Secondary Schools

Report of the Visiting Team for
Franklin High School

Franklin, NH

October 15, 2017 - October 18, 2017

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STATEMENT ON LIMITATIONS

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

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

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

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

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

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

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

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

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

INSTRUCTION

Teaching and Learning Standard

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

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

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

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

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

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

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

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

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

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

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

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

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

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

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

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

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

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

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

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

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

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

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

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

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

- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's mission, core values, beliefs about 21st century learning expectations requires active community, governing board, and parent/guardian 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 community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.

3. The school community develops, plans, and funds programs to:

    - ensure the maintenance and repair of the building and school plant
    - properly maintain, catalogue, and replace equipment
    - keep the school clean on a daily basis.

4. 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.

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

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

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

8. The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.

9. Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

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

11. The school develops productive parent/guardian, community, business, and higher education partnerships that encourage mutual cooperation and good citizenship and support student learning.

School and Community Summary

School and Community Summary

Franklin High School (FHS) is located in Franklin, New Hampshire (NH) on the outer edge of the city's small downtown area. The school property is situated in a large open space consisting of a large front lawn on the north side of the school that is lined with a few hardwood trees, two athletic fields on the southern side of the school and a practice field on the lower east field. The school property abuts the Pemigewasset River and the Winnipesaukee River, where they meet to form the Merrimack River. Franklin has a population of 8,462 people and is located in central New Hampshire, in Merrimack County. The median age is 42 and the median family income in Franklin is $53,625. Twenty-four percent of individuals are living below the poverty level. The per capita income is $20,993. Eighty-five and two-tenths percent of the population hold a high school diploma and 17.4 percent have a Bachelor's degree or higher.

The city of Franklin is only a few miles west of Interstate 93, the state's major north-south artery, nestled in the foothills of the White Mountains and close to a number of attractive lakes. The city is located southwest of Tilton and north of Concord, NH. The largest employers in the city are Watts Technology, Vitex, LRGH Healthcare, Hannaford Brothers Supermarket, School Administrative Unit (SAU) 18, Edmonds and Sons Paving, and Freudenberg. In addition to these local companies, many residents commute to surrounding towns and cities.

The public school system is governed by an elected, nine-member school board that operates independently of the city council. Once a school budget is approved by the board of education, it is submitted to the city council. The city council may cut the total budget but it cannot alter line items. Franklin is currently served by SAU 18, which operates out of the high school.

In addition to Franklin High School, which has a population of 337 students, the Franklin School District also includes Franklin Middle School, which has a population of 322 students, and Paul Smith Elementary School, which has a population of 257 students.

The Franklin School District's total per pupil expenditure is $12,869 compared to the state average of $15,068 in fiscal year (FY) 2015-2016. In the 2016-2017 school year, 26 percent of the local property taxes, which are restricted by a tax cap, were allocated to the public schools. An additional nine percent of adequacy funding was appropriated to the school district.

Franklin High School includes students in grades 9-12 with a total enrollment of 337 students, consisting of 169 males or 50.1 percent and 168 females or 49.9 percent. The school population has shown a slight decline since the 2012-2013 school year, when the population was over 400 students. The ethnic population of the school is made up 0.3 percent American Indian, 0.6 percent Asian or Pacific, 1.5 percent Hispanic, 3 percent Black, 0.3 percent multi-race, and 94.4 percent White Caucasian. The student attendance rate for the 2016-2017 school year is 91.87 percent. According to the New Hampshire Department of Education, the average dropout rate for Franklin High School over the past two years is 2.86 percent. Fifty-five and 92 hundredths percent of FHS students receive free and reduced lunch.

There are 21 teachers at Franklin High School, creating a student-teacher ratio of 16:1. Individual teachers carry an average load of 80 students with an average class size of 20 students. In classes required for graduation, the average class size is 18 students. The average attendance rate for teachers is 92 percent. Students attend school for 180 days.

All students are required to earn 21.5 credits for graduation and are required to complete 4 credits of English, 3 credits of social studies, 3 credits of mathematics, 3 credits of science, 1 credit of physical education, 0.5 credit of health, 0.5 credit of computer technology, 0.5 credit of creative arts, and 6 credits of elective courses starting with the Class of 2019. Franklin High School uses course competencies and a traditional numerical grade to award credit for classes. Students must earn a 3 or 4 for course competencies and pass the class with an average of 65 percent or higher to earn credit for the class.

In the class of 2016, 20.9 percent of graduates attended four-year colleges, 23.3 percent attended two-year colleges, 47.7 percent entered the workforce, and 8.1 percent enlisted in the military.

Franklin High School has established community partnerships with Choose Franklin, Franklin Savings Bank, the Mayor's Drug Task Force, Best Buddies Program, Veteran's Memorial Ski Center, and Al's Village Pizza. Health and wellness partnerships include the Franklin Mayor's Drug Task Force, Winnipesaukee Public Health Network, University of New Hampshire Coop Youth and Family Nutrition, Laconia Family Planning, Greater Franklin Healthy Eating Active Living (HEAL), Lakes Region General Hospital (LRGH) Recovery Clinic, and Riverbend Community Mental Health. Creative arts partnerships include Franklin Footlight Theater, Meadowbrook, Lakes Region Music Festival, Northern New Hampshire Arts Alliance, and the 39th Army Band.

Franklin High School has established a partnership with Lakes Region Community College (LRCC). Junior and seniors have the opportunity to enroll at LRCC for a minimal cost and earn college credits toward a certificate program. FHS students can also enroll at the Huot Career and Technical Center and Winnisquam Regional Agriculture Program, take Advanced Placement courses in Calculus and English 4, enroll in Running Start courses in Culinary Arts and English 4, earn credits through Virtual Learning Academy Charter School (VLACS) online courses, and participate in the Extended Learning Opportunities program. Students may also enroll in the Laconia Alternative Education Program at Laconia High School, Franklin Falls Academy adult education, and Creating Alternative Pathways (CAP).

Franklin High School has a number of student recognition programs to honor the academic and athletic achievements of students. Each year, selected students are recognized for induction into the National Honor Society, at the fall and spring ceremony. Other student recognition's include scholarship night, class night, adult education graduation, Green Team rewards for maintaining an average of 80 or higher in all classes, including advisory; athlete of the week and month, which is sponsored by Al's Village Pizza; and the sports night banquets and the underclassmen award ceremony, which is held in the spring of each school year.

Core Values, Beliefs and Learning Expectations

ACT

Responsibly
Respectfully
With purpose

Communicate
Collaborate
Oral, Written & Visual
Demonstrate
Question

Think
Critically
Creatively
Responsibly
Problem Solve
Apply & Evaluate

Introduction

Introduction

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

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

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

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Franklin High School, a committee of seven members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included two co-chairs and five faculty members.

The self-study of Franklin High School extended over a period of 26 school months from the 2012 school year to being adopted in the 2014 school year and fully implemented for the 2017 school year. The visiting team was

pleased to note that steering committee involved all stakeholders in this process. They gathered feedback and support from all staff, students, parents, school board members and community members.

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

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

The Process Used by the Visiting Team

A visiting team of 12 members was assigned by the Committee on Public Secondary Schools to evaluate Franklin High School. The visiting team members spent four days in the City of Franklin, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Because the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Franklin High School.

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

- review of the school's self-study materials

- 37 hours shadowing 12 students for a half day

- a total of 32 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 22 teachers about their work, instructional approaches, and the assessment of student learning

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

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

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

Standard 1 Indicator 1

Conclusions

Franklin High School (FHS) engaged in a collaborative and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning starting in 2012. The original self-study steering committee, which consisted of seven faculty members began revising the school's core values and beliefs. The goal of this committee was to fully incorporate 21st century learning skills into both the school's core values and beliefs and its school-wide expectations (SWE) which are also referred to as school-wide competencies (SWC). The school already identified 21st century learning skills and rubrics were in place for assessment. The core values standard committee developed surveys using Survey Monkey to send to community members, students, staff, and administrators. The survey focused on what goals and beliefs most accurately reflected the school culture, curriculum, instruction, and assessment practices. After gathering the initial results of the surveys, additional work on this data was done in student advisories. The work completed in the student advisories created three possible statements. The three statements were put to the students and faculty for a vote with input from the community and the school board. The core values and beliefs statement was approved by the school board in October 2014. A school initiative entitled Act, Communicate, and Think (ACT) was developed to roll out the school's newly adopted core values and beliefs. Members of the faculty produced a faculty rap video that reinforced the school's core values. The school's core values are incorporated into the rubrics and SWCs but are not frequently mentioned explicitly as core values and beliefs in the school. A newly created school universal team has been created this year as part of the Positive Behavior Interventions and Supports (PBIS) initiative. This new initiative focuses on improving the school culture and climate for all students. The school had an outside consultant come in and work with the school to revise the core values and beliefs. A revised set of core values to be further developed are Growth, Opportunity, Leadership, Determination, Empathy, and Network (GOLDEN). The goal is to have this initiative fully implemented in the 2017-2018 school year. This is very much a work in progress. Because the school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices, when its commitment to these core values and beliefs about learning is fully embedded, the student body will exhibit them in the school and community.

Sources of Evidence
- self-study
- panel presentation
- teachers
- school leadership
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

The school has six challenging academic social and civic learning expectations that are defined by school-wide analytical rubrics that are defined by targeted levels of achievement in their scope across all curricular areas. The 21st century learning expectations integral to the school's core values and beliefs in academics are: reading comprehension, written communication, problem-solving skills, and speaking and listening skills. A civic and social rubric that focuses on students being able to work independently and collaboratively was established. The academic rubrics identify challenging and measurable levels of achievement using a standard 1-4-point scale, with four indicating mastery level. The rubrics were recently rewritten for validity in their assessment of individual assignments, rather than the holistic approach used in the original wording. The school-wide writing assignment rubric is very narrow and focuses on one form of writing and does not lend itself to technical writing so the rubric has limited use in certain subject areas. The civic and social competencies are not formally assessed using the rubric. The civic and social competencies are addressed in advisory, but it is not a requirement that students demonstrate competencies. The school's universal team for Positive Behavioral Interventions and Supports (PBIS) developed GOLDEN to replace the current civic social competencies. These new competencies focus on specific civic and social expectations in the different areas of the building such as the hallways, classrooms, bathrooms, cafeteria, gymnasium, and library. These competencies are expected to be rolled out during the 2017-2018 school year. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies; therefore, as the school formally reviews and improves the specific and measurable criteria for success, such as school-wide rubrics, the level of student success in these areas will increase.

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

Standard 1 Indicator 3

Conclusions

Franklin High School's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, but do not yet drive curriculum, instruction, and assessment in many of the classrooms or guide the school's policies, procedures, decisions, and resource allocations. Staff, students, and administrators live the core values of the school. Advised by the art teacher, the yearbook students established and run "Karma Corner," a place where any student in need can obtain free clothing and other items. In this student-led initiative, students go out on their own to get donations to help students in need. For example, the local fire department donated 40 winter jackets last year. With the major budget reductions that Franklin School District has experienced in recent years, it is difficult for the school to have its 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. Because of budget cuts, teachers on a regular basis buy supplies for their classrooms to provide students a meaningful learning experience in their classrooms. The budget cuts led to a large turnover of staff. As a result, any school initiatives are difficult to maintain, for example, implementing school-wide rubrics. When the school budget is finally approved by the city council in July, the school then takes the money that has been allocated and makes difficult decisions on how this money is spent to maintain basic school course offerings and services. Timely and adequate school funding would allow the school to base all decision-making on their core values, beliefs, and 21st century learning expectations and their civic responsibility.The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school; however, when they drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations,the overall school culture will continue to improve and support educational goals for students.

Sources of Evidence
- self-study
- facility tour
- teacher interview
- students
- parents
- central office personnel

Standard 1 Indicator 4

Conclusions

The school has yet to develop a plan to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities. There is no formal review process in place to review and revise the school-wide expectations. The core values and beliefs and the school's 21st century learning skills have been informally and inconsistently reviewed the last few years. Currently, no school-wide data is being collected on the school's core values and beliefs or on its 21st century learning expectations. Based on teacher feedback and lack of traction with ACT, the universal team created GOLDEN as the school's new core values and beliefs. During the 2015-2016 school year, the school-wide expectation rubrics were reviewed by the staff and revised using research based on Quality Performance Assessments (QPA) and teacher feedback. Having a clear review and revision process for school-wide expectations based on research, multiple data points, as well as district and community priorities will ensure that the school has a vibrant, current document to guide curriculum, instruction, and assessment in every classroom, and to guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence
- self-study
- school leadership
- Standard sub-committee

Standard 1 Commendations

Commendation

The completed and updated challenging academic rubrics

Commendation

The culture of the school, which is driven by school's core values and beliefs and embraced by staff, students, and administrators

Commendation

The student-led initiative to establish and run Karma Corner and the perseverance of the students in collecting donations to help other students

Standard 1 Recommendations

Recommendation

Implement fully the newly adopted GOLDEN model with clearly defined roles for those responsible for the initiative

Recommendation

Ensure all learning expectations, including social and civic, are defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement

Recommendation

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

Recommendation

Develop and implement a plan to regularly review the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities

Standard 2 Indicator 1

Conclusions

The curriculum is inconsistently designed for students to practice and achieve some of the school's 21st century learning expectations. According to the Endicott survey, only 43.8 percent of staff agree that the school's formal curriculum design ensures that all students practice and achieve all the school-wide learning expectations (SWEs). The expectations and corresponding rubrics are not yet clearly incorporated into the fabric of the school or the all content areas in the written curriculum. All teachers are expected to teach each of the learning expectations once per quarter but no departments are assigned particular SWEs. In addition, the SWEs may not yet be written into specific curriculum unless that particular curriculum area has recently reviewed and revised. Students achievement of the learning expectations is documented quarterly in their portfolios. Once the school's 21st century learning expectations are purposefully integrated into all curriculum, students will be able to better practice and achieve each of the identified skills.

Sources of Evidence
- self-study
- student work
- teacher interview
- students
- Endicott survey
- school website

Standard 2 Indicator 2

Conclusions

There is a common format for the written curriculum 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 specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics; however, not all courses have been converted into this format. During the 2014-2015 school year, a new format for the written curriculum was established and existing curriculum documents were converted to this digital format using a teacher-created modified *Understanding by Design* (*UbD*) template in Google Documents. The template is common across the curriculum and includes an essential inquiry question, unit abstract, relevant content or skill standards, school-wide and course competencies, essential questions, understandings, content and skills, formative and summative assessments, instructional activities and "I can" statements and reflections. The *UbD* template is used consistently in almost all disciplines, yet unit development is inconsistent as some departments have many completed units while other departments have few or no completed units utilizing this format within the shared Google documents. The unit plan template is available on the School Administrative Unit (SAU) Google template gallery. However, there has been no formal professional development time to explain how to use the template or for teachers to ask questions; limited time is provided to ensure all course curricula have been converted. The completed curriculum documents are available on the SAU website. These documents have various levels of detail and some courses are still being converted to the electronic *UbD* format, including newly implemented courses such as allied arts courses and the required technology course. The current documents have not been reviewed and updated to reflect changes in current classroom practices and course offerings. As the school develops curriculum documents written in a common format that includes the school's 21st century learning expectations, instructional strategies, and assessment strategies, as well as the use of school-wide rubrics and course-specific rubrics, there will be a more effective and easily accessible set of curriculum documents for all teachers to ensure all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- teacher interview
- central office personnel
- school website
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum sporadically emphasizes depth of understanding and application of knowledge through inconsistent use of inquiry, problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, as well as informed and ethical use of technology. Inquiry and problem-solving are present in many honors level or Advanced Placement (AP) classes; while in many lower level classes are not. Higher order thinking is pervasive in some classes using projects and some performance-based assessments. In many classes, students are asked to engage in high order thinking, but not pushed to fully draw conclusions or work individually. At times, teachers felt the need to step in to solve problems that students were grappling with instead of allowing them to develop persistence. Cross-disciplinary learning is not as prevalent in the curriculum as before budget cuts which reduced staffing and eliminated course offerings; however, teachers still attempt these types of curricular links through informal planning with colleagues. Specific lessons, including connections between social studies and science classes are examples. Authentic learning opportunities are available for students in a variety of ways including off-campus classes at the Huot Technical Center in Laconia, the Winnisquam Agricultural Program, culinary classes, woodworking classes, and international trips. Some departments, such as math and science, developed authentic performance-based assessments, like the roller coaster activity. Due to budget constraints, students are unable to take this learning outside the classroom to visit a local amusement park where this assignment can be put into action. Informed and ethical use of technology is clearly outlined in the school's student handbook. The computer class, a mandated graduation requirement at Franklin High School, was eliminated due to the teacher being eliminated with the recent budget cuts. Students are provided a variety of opportunities to gain this credit including Virtual Learning Academy Charter School (VLACS) classes and a possible class at Winnisquam Regional High School through the Franklin Winnisquam Learning Initiative Partnership (FWLIP) program. However, it is still too early to tell if these options are meeting the needs of all students. Once the curriculum emphasizes depth of understanding and application of knowledge through consistent use of inquiry, problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, as well as informed and ethical use of technology for all students, learning will be enhanced.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- students
- school website

Standard 2 Indicator 4

Conclusions

There is not yet a clear alignment between the written and taught curriculum. There is presently no formal plan in place to ensure that the written curriculum aligns with the taught curriculum, although the school has some practices and structures in place that support opportunities for alignment between the written and taught curriculum. The district has a curriculum coordinator who is available to provide support and assistance to all teachers. Time is allocated for monthly department meetings, professional development days, and the newly formed professional learning community (PLC) groups that will begin to meet during the 2017-2018 school year. Planbook is used as a tool for teachers to upload lesson plans weekly; however, these lesson plans have not been routinely reviewed or consistently uploaded. This tool is a grant-funded program, which is not being sustained once the grant expires due to budget constraints. Some teachers post course and assignment expectations on the board, and students and parents are aware of course expectations. A standardized process for creating a clear alignment between the written and taught curriculum will ensure that all teachers deliver a common curriculum connected to the school's core values and 21st century learning expectations.

Sources of Evidence
- self-study
- teacher interview
- parents
- school leadership
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

Limited curricular coordination and vertical articulation that includes all disciplines exist between and among all academic areas within the school as well as with sending schools in the district. There is a written curriculum in the school administrative unit (SAU) office completed for the School In Need of Improvement (SINI) designation; however, this work reflects a written curriculum that may not be completely compliant with the taught curriculum. There are grades K-12 vertical curriculum maps for all core subjects such as English, math, social studies, and science. There is a written alignment with the state or Common Core State Standards (CCSS) for math and English, the Next Generation Science Standards for science, and the New Hampshire Department of Education (NHDOE) Grade Level/Span Expectations for social studies. There are also "I can" statements/student expectations, resources, lesson plans, and syllabi in most curriculum binders, which were last updated in spring of 2012. These documents reflect an attempt at transitioning the written curriculum to a research-based, rigorous curriculum with resources such as Depth of Knowledge (DOK) levels, Bloom's Taxonomy, and real-world applications ideas/lists. With a new district-wide curriculum coordinator at the SAU, the district has begun to prioritize the need for improved curriculum coordination and vertical alignment. Yet, with the elimination of the curriculum liaison position at the high school due to the grant running out and the position not being supported in the school budget, this work has been limited in success. There is one day a year during professional development time when vertical articulation of the curriculum is addressed across grade levels in multiple buildings. Once the practice of 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, academic continuity for staff and students will be ensured for all disciplines.

Sources of Evidence
- self-study
- student work
- teacher interview
- central office personnel
- school website

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are not yet sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. The dependence on grant funding for numerous initiatives and programs combined with the loss of the district grant writer limits sustainability for maintaining programming to fully implement the curriculum. The creation and elimination of courses is driven primarily by budget restrictions rather than student interests and needs. In the 2016-2017 school year, the technology teacher position was cut, which negatively impacts the students' opportunity to meet their technology graduation requirement and the opportunity to take any computer electives. Also, the computer lab is not open for general classroom use due to the lack of a computer teacher. Other positions eliminated for the 2016-2017 school year include a special educator, a science teacher, and an English teacher. There is hope that the English position will be reinstated in November 2018. The annual budget cuts and the freezing of the budget within the first quarter of the school year, impacts teachers' ability to acquire teaching materials to meet curriculum needs such as textbooks, art supplies, and materials for the Life Skills program. According to the Endicott survey, 87.5 percent of the staff agree that there is a lack of sufficient resources to support the curriculum, and there is not adequate professional staff to implement the curriculum including the co-curricular program and other learning opportunities. The high rate of turnover of teaching staff due to budget limitations has had an impact on consistent implementation of the school curriculum. Although the class sizes are reasonable, ranging from 2 to 25 students, the course offerings are limited due to staff reductions. Courses such as American Ideas, an interdisciplinary humanities course, Environmental Science, Bioethics, Anatomy and Physiology II, and additional sections of Astronomy and Aquatic Biology were eliminated. Some new courses such as Cultural Anthropology, English Explorations, Science Fiction, and Political Science were added, but materials for these courses were limited to what already existed within the school budget. Curriculum development for new courses is completed while the course is in progress. Insufficient staffing affects the number of teachers available for co-curricular and other school activities. There are some co-curricular activities; however, several clubs and groups are no longer offered due to staffing and budget reductions. Funding is severely limited or nonexistent for some course offerings such as the drama and the art programs. The music program is very popular and the music teacher runs several fundraisers to provide basic supplies for his classes. Most clubs and activities depend on fundraising, GoFundMe programs, grants, and teacher volunteers. Insufficient staffing levels exist in the special education department, particularly in the Life Skills program. One special education teacher oversees 10 paraprofessionals and 14 students. When staff members are absent, the special educator serves in the role of a one-to-one paraprofessional impacting her ability to provide curriculum and instruction. Curriculum for these students is highly personalized and there is limited to no funding to support programs such as cooking. There are currently four funded paraprofessional positions that have not been filled due to the inability to find qualified candidates willing to accept the comparatively low pay. In turn, this affects teachers' ability to offer more individualized learning and one-to-one instruction and assistance. There is also limited opportunity for the two special education teachers to meet individual student needs with direct instruction or to collaborate with content teachers to support identified students in the content area classes. According to the Endicott survey 72.2 percent of students agree that teachers assign work that requires them to use information and do research in the library media center, and 67.2 percent of parents agree that the library media resources adequately supported their son or daughter. Most students and classes primarily use the library to access the computers. Over the years, the library/media budget has fluctuated from approximately $2,000 in the 2014-2015 school year to $10,000 in 2015-2016 to about $3,500 in 2017-2018. The library media center cannot fully support the curriculum at the current funding levels. The print reference collection is outdated. There are some databases available but the number of electronic resources continues to be reduced as the budget is cut and free sources transition to paid services. Also, according to the Endicott survey, 68.8 percent of the faculty agree that the facilities fully support the implementation of the curriculum, including co-curricular programs and other learning opportunities. Classrooms are large enough to do some project-based learning. The science labs are somewhat sufficient. The physical science class lacks a sink and the fume hood is inoperable. Currently, all the technology needs of the district can be handled through the technology director. There has been a review of district-wide resources and a plan to reconfigure access across

the district to channel access through one server at the high school. There is a mobile iPad cart, two mobile laptop carts, 39 desktop computers in the library media center, and 24 laptops in the computer lab at the high school to support the implementation of the curriculum. There is a plan in place to add a cart of Chromebooks in the 2017-2018 school year and redistribute current resources to replace older machines with Chromebooks. The focus for technology over the past year was on Internet security. The district ratio of students-to-computers is 5:3; however, many of the computers are between 5 and 10 years old. Students and faculty experience freezing, connectivity issues, and the inability to use instructional software programs. Most classrooms have a mounted projector and/or SMART Boards. There is wireless connectivity in classrooms and an adequate number of Ethernet ports. Teachers and students are no longer able to use personal devices and the few MacBooks that were present are no longer being supported impacting access to software specific tools for courses such as allied arts. There is only one network for all school users and purposes. There is dedicated fiber optic connection for Internet access. When staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient and fully funded, teachers will be able to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

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

Standard 2 Indicator 7

Conclusions

The district does not yet consistently provide 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. The district currently has a grant-funded curriculum coordinator. A curriculum liaison position for the high school was created in the 2016-2017 school year, but due to budget constraints this position was eliminated for 2017-2018. The curriculum coordinator is responsible for organizing professional development, coaching teachers, fostering vertical alignment between levels, and grant management. There is no funding beyond grants for professional development or curriculum development. Over the past two years, some time was allocated for teachers to participate in curriculum work. Much of this work was completed independently or with a partner. In the past, some teachers received professional development in *UbD*. The current common written curriculum format was developed by teachers using *UbD* as a template. This curriculum format was introduced to the staff in a brief overview at one faculty meeting and supported by having teachers have one-on-one conversations within their departments about curriculum. Collaborative development takes place at the departmental level, but since the 2016-2017 school year, no formal time is provided for vertical alignment of the curriculum or grade level development. However, until that time, there were department and grade level meetings on a monthly or weekly basis. Currently, department meeting time is not focused on curriculum review or development and as there are not multiple teachers teaching the same course due to budget constraints, lack of staffing, or in some cases lack of need. Grade level meetings were replaced with study hall duties due to insufficient staffing levels. Course benchmark data is collected with inconsistent time spent to review and discuss the results. The benchmarks are intended to assess the school-wide competencies and the results used to revise curriculum but time has not been dedicated to review the data points or their relevance to curriculum or teaching and learning. There are no formal times to meet with curriculum leaders for the review of curriculum; however, individual teachers can schedule a time to discuss and receive guidance on curricular issues. Additionally, department heads are available to review and discuss curriculum as needed or during formal department meetings. When the school's professional staff are consistently supported with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, teachers will be able to more fully support students' learning.

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

Standard 2 Commendations

Commendation

The use of the common *UbD* template to complete the written curricula

Commendation

The engagement of many students through the use of critical thinking, problem solving, and writing in their classes

Commendation

The accessibility of curriculum documents on the district website

Commendation

The integration of cross-disciplinary units through the efforts of some teachers using their own time for coordination

Commendation

The authentic learning experiences, especially through leveraging outside resources, that are available to some students

Commendation

The informal teacher leadership that promotes collaboration and provides opportunities for students

Standard 2 Recommendations

Recommendation

Ensure the curriculum is purposefully designed to integrate the 21st century learning expectations

Recommendation

Complete writing all curriculum 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 specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics

Recommendation

Ensure clear alignment between the written and taught curriculum

Recommendation

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

Recommendation

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

Recommendation

Provide 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

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices are not yet examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. There are multiple and inconsistent versions of the school's core values and beliefs posted throughout the building. This confusion, along with limited formal department meeting time and no common planning time within the school day prevents teachers from continuously examining the connections between instructional practices and the school's core values and beliefs. When teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, more purposeful connections will strengthen instructional practices across the school.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- Standard sub-committee

Standard 3 Indicator 2

Conclusions

Most teachers personalize instruction and some emphasize higher order thinking and apply knowledge to authentic tasks; however, less teachers engage students in inquiry, problem-solving, and cross-disciplinary learning; engage students as active and self-directed learners; engage students in self-assessment and reflection; and integrate technology effectively. A majority of teachers personalize instruction through building strong relationships with students and connecting instruction to individual learning styles and student interests. A math teacher used Star Wars to engage students and to make curricular connections. Cross-disciplinary learning existed in the past with courses such as American Ideas, which was a collaboration between English and history classes; however, these options no longer exist due to budget constraints, reassignment of faculty, and reductions in staffing. Cross-disciplinary learning is happenstance and occurs only when teachers make efforts on their own to develop a unit. In some classes students are engaged as active and self-directed learners; however, this is inconsistent throughout the school. In band, students worked in sections with teacher guidance. Students in honors and Advanced Placement (AP) level classes are actively engaged in learning. Teachers have begun to make the shift towards facilitating learning through performance-based assessments as opposed to predominantly relying on direct teaching of content to ensure students have the skills and knowledge they need. These instructional practices are inconsistently demonstrated depending upon the initiative of teacher leaders. In a senior English class, students were given a menu of choices for the Shakespeare pod project. In physical education classes, students designed their own personal fitness goals. Many science and some English and math teachers' instruction emphasizes inquiry, problem solving, and higher order thinking; however, this is not consistent in all disciplines throughout the school. Students in English, culinary arts, science, art, and band classes applied knowledge and skills to authentic tasks. In some English classes, students are required to submit their work for publication to an outside audience, such as a literary journal or an online publication. In the Foods I class, students were in the process of designing, baking, and decorating their own cakes and would be able to share these final products with their families. In band, students were rehearsing in order to perform for an audience at a football game. In a ninth grade physical science class, students were designing and building roller coasters. In the honors physical science class, students were designing and building bottle rockets to launch later in the week. Students in art classes designed and created murals for public places throughout the school building. Students minimally engage in self-assessment and reflection on their work in various subjects. As one example, the art teacher regularly asks students to reflect on their work before passing it in for a grade. Serious connectivity issues and some outdated technology are challenges to integrating technology effectively in instructional practices. Students lose access to Google during classwork. Students in several classes used laptops to research and create a presentation using Google Slides. Students also used laptops in social studies to research inventors and innovations. However, there is a plan in place to move to Chromebook carts soon to address some of the access issues with technology. Training for teachers to use technology tends to occur in small pockets with the expectation that those teachers who are the most proficient in technology will then train other members of their departments, but there are no formal structures in place to facilitate the time to make this training happen. Many teachers build relationships with students and personalize instruction; therefore, as all teachers' instructional practices engage students in cross-disciplinary learning; engage students as self-directed learners; emphasize inquiry, problem-solving, and higher order thinking; apply knowledge and skills to authentic tasks; engage students in self-reflection and assessment; and integrate technology effectively, students will benefit by having a personalized educational experience that prepares them for their future goals and achievement of the 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing

- student work
- teacher interview
- parents
- department leaders

Standard 3 Indicator 3

Conclusions

Teachers occasionally adjust their instructional practices to meet the needs of each student by using formative assessments during instruction, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom. Some teachers incorporate bell-ringers as formative assessments to see how well students retained material from previous classes. Teacher use formative assessments, although teacher feedback to students is limited and inconsistent. English teachers use Socratic seminars for purposeful grouping of students that fosters discussion and engagement. In some disciplines, groups are used. In band, individual, strategic instruction is used. In a history class, students were organized in stations to complete research on nineteenth century innovations. In the foods class, students were working in small groups to design their cakes and make frosting, while the teacher circulated to provide individual feedback. In the honors physical science class, students had the opportunity to determine whether they wanted to work individually or in small groups. Group work was also observed in music and social studies classes. Due to the lack of adequate special education staff, there are limited opportunities for teachers to differentiate for special education students within their academic classrooms and limited opportunities for teachers to collaborate with special education teachers. Special education teachers do not currently have the opportunity to work with regular education teachers to train them in instructional strategies that would promote greater differentiation for their students. There are virtually no opportunities that currently exist within the school day for teachers to provide additional support and alternative strategies for their students. Any additional academic support teachers can provide students takes place before or after school or maybe during a study hall period. Multiple teachers expressed a desire and interest to shift from the current advisory program to a flex block that allows teachers to provide additional support and alternative strategies to their students within the school day. Currently, there is a Friday Ed program after school that allows students to work with one subject area teacher and receive extra help. However, there is no late bus to facilitate transportation and no guaranteed access to a specialist in the subject area of the student's need. Teachers are paid on a monthly basis to supervise Friday Ed program, which is not well-attended. When all teachers are able to adjust their instructional practices to meet the needs of each student by using formative assessment during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom, teachers will be able to meet the individual needs of all students.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- department leaders

Standard 3 Indicator 4

Conclusions

Teachers minimally, individually and collaboratively, improve their instructional practice by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; and engaging in professional discourse focused on instructional practice. Several teachers are using benchmark assessments to adjust their instructional practices. However, due to scheduling and staffing constraints, there are limited opportunities for teachers to collaborate and analyze student achievement data from formative and summative assessments. Because of the transition of administrators into new positions, there has not been a focus on instructional feedback, observations, and the implementation of new instructional practices. Although it was past practice to examine student work in department meetings, the reorganization of department meeting time has virtually eliminated this practice. Due to a lack of common planning time, teachers do not have the opportunity to work with their colleagues and provide feedback on instructional practices. Student work minimally includes student feedback. When teachers, individually and collaboratively, can 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 practice and current research; they will be able to refine their instructional practices to best meet the diverse needs of their students.

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

Standard 3 Indicator 5

Conclusions

Many teachers, as adult learners and reflective practitioners, take the initiative to maintain expertise in their content area; however, less so with expertise in strong content-specific instructional practices. Due to the restructuring of department meeting time there are no opportunities for teachers to collaborate formally within content areas and to discuss content-specific best practices. It is a common practice for teachers to receive their schedules just days ahead of the start of the new academic year, which prevents them from using the summer to develop instructional practices appropriate for the classes that they will be teaching that year or to collaborate with teachers who may have taught those classes in the past. Sometimes teachers do not know if they will be returning until the summer and new hires late in the summer limit the ability of new faculty to prepare for their assignments. These situations are created by the city council's late approval of the school budget in July. The lack of funding does not allow teachers to receive content-specific professional development with any degree of regularity. Many teachers could participate in content-specific professional development only because of grant-funded opportunities. Many teachers pay out of their own pocket to participate in content-specific professional development and share what they have learned with their colleagues and through their own initiative. Special education teachers have few opportunities to train fellow teachers in differentiation or to receive content-specific professional development that would benefit their classroom practice. There is little opportunity to share best practices. The professional learning communities (PLCs) for science, technology, engineering, math (STEM), and the humanities fields will afford teachers monthly opportunities to address instructional practices. These PLCs were designed and initiated entirely by teachers. There is informal mentoring program for new faculty to receive feedback on their instructional practices. However, in departments such as English and social studies, there are teacher leaders who facilitate informal mentoring of new staff. A high turnover rate among the teaching staff is an area of concern because there are so many new teachers in the building without access to any mentoring. Teachers, as adult learners and reflective practitioners, maintain expertise in their content areas; therefore, when all teachers have opportunities to maintain expertise in content-specific instructional practices, they will be able to refine their instructional practices to best serve the needs of their individual students.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- teacher interview
- school board
- department leaders
- school leadership
- Standard sub-committee

Standard 3 Commendations

Commendation

The strong rapport between students and teachers that allows teachers to personalize their instructional strategies in some disciplines

Commendation

The teachers are who passionate about their content areas and deeply committed to meeting the academic and social needs of all their students

Commendation

The strong collegial relationships within most departments and willingness to share best practices informally

Commendation

The numerous opportunities for students to apply knowledge and skills to authentic tasks

Commendation

The initiative of individual teachers to informally mentor new staff

Commendation

The purposeful group learning activities used in some classrooms

Commendation

The initiative taken by the faculty to implement programs such as professional learning communities (PLCs) to address instructional needs within their departments

Commendation

The initiative taken by teachers to maintain expertise in their content areas

Standard 3 Recommendations

Recommendation

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

Recommendation

Ensure all teachers' instructional practices engage students in cross-disciplinary learning; engage students as self-directed learners; emphasize inquiry, problem-solving, and higher order thinking; apply knowledge and skills to authentic tasks; engage students in self-reflection and assessment; and integrate technology

Recommendation

Provide reliable technology and Internet access throughout the school building to enhance instruction

Recommendation

Ensure all teachers adjust their instructional practices to meet the needs of each student by using formative assessment during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom

Recommendation

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 practice

Recommendation

Ensure all teachers, as adult learners and reflective practitioners, maintain expertise in content-specific instructional strategies

Standard 4 Indicator 1

Conclusions

The professional staff does not yet continuously employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based upon specific and measurable criteria for success, such as school-wide analytic rubrics. Five years ago, the school-wide learning expectations (SWEs), or school-wide competencies (SWCs), as reading comprehension, writing, speaking and listening, problem-solving, working independently and collaboratively were identified. The faculty concurrently also developed school-wide rubrics to assess evidence of students' progress in achieving the school's 21st century SWEs. However, subsequent assessment of the implementation of SWEs as a measure of whole-school and student progress has been inconsistent and not meaningfully applied. After the SWEs were adopted by the faculty, different departments were assigned responsibility for assessing specific SWEs to assess whole-school and individual student progress. Teachers within departments were then instructed to administer a summative benchmark assessment of the SWEs at periodic points throughout the year, with the expectation that it would be shared with administrators as an indicator of school-wide progress. However, the benchmark assessments did not employ a uniform, specific, or measurable criteria for success. There is a lack of consistency within and among departments in how data is gathered, analyzed, and reported. Furthermore, some teachers are unable to use the rubric assigned to them because it is too assignment-specific to be used to assess students' progress in their particular subject in a meaningful way. The rubrics are in the process of being updated to be more user-friendly; however, this has not yet happened due to a lack of formally designated professional development time. There is a push underway by teachers to replace the benchmark assessments with a new data collection and analysis method, which follows the New Hampshire Performance Assessment for Competency Education (PACE) initiative. Teachers recently secured administrator's approval for professional learning communities (PLCs) to be included as a once-a-month after-school professional development activity for the purpose of developing this initiative. Teachers work hard with limited resources and time to employ assessment strategies that are measurable to help students achieve the school's 21st century learning expectations. Once the staff continuously employs formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on on specific and measurable criteria for success, staff and students can monitor students' progress consistently.

Sources of Evidence
- self-study
- teachers
- Endicott survey
- school website
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

Franklin High School's professional staff inconsistently communicates individual student progress in achieving the school's 21st century learning expectations to students and their families as well as the school's progress in achieving the school's 21st century learning expectations to the school community. According to the Endicott survey, 77.9 percent of parents agree that the school provides them with a formal report, in addition to course grades, which explains their children's progress in achieving school-wide learning expectations. In addition to a numerical grade for each class, students are also provided feedback on how well they have mastered each subject's designated competencies, which align with the school's 21st century learning expectations. Students must achieve a 3, which equates to proficient or a 4, which signifies proficient with distinction in order to have met a competency. The school's progress in achieving the school's 21st century learning expectations is reported to the community via the school website, the school program of studies, the school profile and through various meeting nights and family events. For example, students are expected to compile evidence in their portfolio that they have met the SWEs to share with their parents during student-led parent/teacher conferences. All students have portfolios on Google Drive. Students present their portfolios in their advisory and they invite their parents to attend this presentation. Students also have the option to invite other adults to this presentation. The students' quarter four advisory grade reflects the portfolio presentation. During coffee with the principal evenings, parents are invited to meet with the principal to discuss a range of issues, including the school's progress in achieving the school's 21st century learning expectations. However, not all parents attend the student-led conferences or the coffee with the principal nights. Attendance at the coffees average 5 to 10 parents. Additionally, the use of the school-wide rubrics is inconsistent among departments as a measure for SWEs. Several teachers use subject and assignment-specific rubrics to assess 21st century learning expectations, rather than the school-wide rubrics. In fact, several of the newer faculty are unaware that there were school-wide rubrics in place and that there was an expectation to use them. Although vehicles exist for reporting individual student progress in achieving the school's 21st century learning expectations to students and their families, the application of the rubrics as a measure of student progress is not yet consistent and uniform. A formal and consistent process in communicating individual student progress in achieving the school's 21st century learning expectations to students and their families and the whole-school progress to the school community will enhance learning.

Sources of Evidence
- self-study
- teachers
- students
- parents
- Endicott survey
- school website

Standard 4 Indicator 3

Conclusions

The professional staff collects data to identify and respond to inequities in student achievement, but does not disaggregate and analyze that data in deliberate or meaningful ways. On the whole teachers collect data with the intent of identifying and responding to inequities in student achievement. The extent to which the data has been collected and disaggregated varies by department. The English department's report of benchmark assessment data is collected and collated benchmark data by quarter and teacher. The school is starting Performance Assessment of Competency Education (PACE) sponsored by the New Hampshire department of education which will track students assessment data to address inequities in student achievement. The math teachers used student data in recent years to purchase a new text and to create new courses to address student achievement gaps in algebra. While there is a concerted effort among many individual teachers to analyze their own student data in order to address potential inequities in achievement, there is widespread consensus among the staff that not enough professional time has been allocated to interpret aggregate student data within departments. When the PACE program is fully implemented it will help disaggregated benchmark data that can be used by administrators and teachers. In the past, administrators shared standardized test data with staff, specifically New England Common Assessment Program (NECAP) and SAT scores for the purpose of addressing inequities in student achievement. However, this data has not been shared in the past year. Collecting, disaggregating, and analyzing assessment data will help teachers and the administrators address and respond to gaps and inequities in student achievement.

Sources of Evidence
- self-study
- student work
- teacher interview
- students
- Standard sub-committee

Standard 4 Indicator 4

Conclusions

Many teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.The majority of classrooms have clearly displayed expectations for students such as school-wide 21st century learning expectations, "I can" statements, and summative competencies. Many teachers across departments provide students with expectations and rubrics prior to assigning a summative assessment, as hard copies and/or on Google Classroom.According to the Endicott survey, 68.8 percent of teachers and 60 percent of students agree that teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. However, many teachers are unaware of the SWEs and their corresponding rubrics. This lack of awareness should in no way be taken as evidence of poor practice or indifference on the part of these teachers. Instead, it seems that a lack of awareness of the SWEs and SWRs is a factor from the relatively high teacher turnover in the past couple of years. Not coincidentally, the teachers who routinely communicate the school's 21st century learning expectations to their students have been at the school for five years or more, and teach in the same department. Maintaining awareness of the school's 21st century learning expectations for all teachers and students will help teachers communicate to students the applicable 21st century learning expectations and related unit-specific learning goals to be assessed prior to each unit of study.

Sources of Evidence
- classroom observations
- student work
- teacher interview
- students
- Endicott survey

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, teachers inconsistently provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement. Forty-four percent of teachers who responded to the Endicott survey agree that they always hand out rubrics prior to summative assessments. There are some instances where measurable criteria for success are provided for students more consistently than others. For example, the summative benchmark assessments developed and used by departments to track students' development of 21st century skills are consistently preceded by rubrics defining criteria for success and targeted high levels of achievement when assigned by teachers familiar with the school-wide 21st century expectations and corresponding school-wide rubrics. However, there is greater inconsistency among teachers when it comes to employing rubrics on non-benchmark summative assessments. Certain assignments are more likely to have rubrics that clearly define achievement expectations attached than others, such as research and presentation projects in humanities classes and problem-solving projects in the sciences. However, similar rubrics are less evident on summative exams and quizzes. Consistently providing students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement prior to summative assessments will support students in achieving high levels of academic success.

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

Standard 4 Indicator 6

Conclusions

In each unit of study, the vast majority of teachers employ a range of assessment strategies, including formative and summative assessments. More frequent and varied use of formative assessments are used in the humanities, science, art, and music classes. In music classes, student performance is an ongoing formative assessment, and the students themselves, along with the teacher, provide feedback. Most teachers use formative assessments at least once, and usually several times, during a class period, according to a grade policy implemented by the previous principal several years ago. Formative assessments count only 20 percent toward a student's quarter grade in a class. The widespread belief among staff is that the 20 percent formative/80 percent summative grade reporting policy was developed to balance the competency requirement that students may pass a competency if they earn a grade of 65 percent or higher, which is represented as a 3 or 4 on the report card. Many staff feel that this designation undermines students' willingness to fully participate in formative assessments because they believe they "don't really count." In classrooms, there is variation regarding the engagement of students in formative assessments. Teachers use a wide range of assessment strategies, including formative and summative assessments; therefore, students benefit when they can demonstrate understanding and mastery in a variety of ways.

Sources of Evidence
- classroom observations
- student work
- teacher interview
- students
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 7

Conclusions

Many teachers find informal ways to collaborate on the creation, analysis, and revision of formative and summative assessments and use of common assessments is limited. In the past, each department met monthly in professional learning communities (PLCs) to collaborate on department needs, including the analysis and revision of assessments. However, the practice of using after-school meeting time for PLCs was ended last year, which teachers report was due to budget cuts and time needed to prepare for the New England Association of Schools and Colleges (NEASC) visit. FHS has restored two PLCs for STEM and the humanities groups. Each of these PLCs have ten teachers and will be focusing on how teachers use assessments data and the lack of student math skills. The plan is once the NEASC visit is completed the time used for the self-study process will be used for theses two PLCs and meet bi-weekly There is one teacher from each of these PLCs who is the lead teacher and responsible for planning the activities for their PLC. Until they commence, there is no dedicated professional time to formally collaborate on the creation, analysis, and revision of formative and summative assessments. There is limited development of common assessments within departments, both formally and informally, due to the small size of departments, which typically range from one to four teachers. As a result, most departments have situations where one teacher has all the sections of one class or grade level. Students will benefit when teachers collaborate regularly on the creation, analysis, and revision of formative and summative assessments, including common assessments.

Sources of Evidence
- self-study
- teacher interview
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

Teachers regularly provide feedback to students, although it is not always specific, timely, and corrective; students are provided multiple opportunities to revise and improve their work. According to the Endicott survey, 100 percent of teachers agree they give feedback to their students. However, the extent and timeliness of that feedback appears to vary significantly. Only 43 percent of students agree that feedback is given in a timely manner. Several students reported frustration that a certain project or paper, which had been turned in over two weeks prior, had not been returned to them. Teachers take as long as three weeks to turn around assignments; however, most teachers return assignments and provide feedback within a week. Students receive more immediate feedback on formative assessments performed in class than on summative assessments, but many students do not see formative assessments as carrying the same weight as summative assessments. Students who do not demonstrate enough improvement to meet certain competencies may utilize competency recovery, which is available to students in varied forms. Students need to have a 60 percent average to have the opportunity for competency recovery. The school has recently made some credit recovery possible through Platoweb.com, and individual departments have developed a catalog of competency-specific assignments for students to complete to recover credit. Student achievement is dependent on teachers who provide specific, timely, and corrective feedback to ensure students can revise and improve their work.

Sources of Evidence

- self-study
- teacher interview
- students
- Endicott survey
- school website

Standard 4 Indicator 9

Conclusions

Teachers inconsistently use formative assessment to inform and adapt their instruction for improving student learning. On an in-house survey, 96 percent of teachers stated they apply a variety of formative assessments when checking student understanding. However, formative assessments are used sporadically. Some teachers employ formative assessments such as, warm-up sheets, class worksheets, prompts, Socratic seminars, exit slips, essay revisions, lab work, and online assessment tools, like Kahoot, but many teachers do not regularly employ formative assessments. Others may use some formative assessments but do not directly assess for student understanding and correspondingly redirect instruction. When teachers regularly employ formative assessments as a means of assessing student understanding, and use student performance on formative assessments to inform and adapt instruction, improvement in student learning will result.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- students
- Endicott survey

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and collaboratively, inconsistently examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work; common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni. The Endicott survey shows that 59.4 percent of teachers agree that teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessment to revise and improve curriculum and instructional practices. Some individual teachers examine a range of evidence of student learning in order to improve instructional practices. There is no longer professional time or an organizational structure in place in which to examine evidence collaboratively. In the recent past, a concerted effort was made to embed this practice into the school's professional culture, through the development and implementation of the SWEs and school-wide rubrics. A monthly PLC meeting was regularly used as time to analyze quarterly benchmark assessment data. Individual and school-wide progess in achieving the schools' 21st century learning expectations is not currently collected for analysis purposes. Administrators receive results from New England Common Assessment Program (NECAP). SATs and PSATs will be administered to assess juniors. Recent standardized test scores have not been made available to the faculty. There are no common grade level assessments because one teacher generally has all sections of a course. Teachers and administrators, individually and collaboratively, can best examine a wide range of evidence of student learning for revising curriculum and improving instructional practice through the use of student work; common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni.

Sources of Evidence
- self-study
- teacher interview
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are not yet meaningfully reviewed and revised to ensure alignment with the school's core values and beliefs about student learning. The Franklin High School community clearly lives by a deeply held set of core values based on creating a supportive learning environment. School initiatives such as Karma Corner and Student Athlete Leadership Training (SALT), a formal, written document stating the school's core values and beliefs about student learning has not yet been formally adopted by the faculty or shared with students. As of now, the grading and reporting practices are not aligned with the school's core values and beliefs about student learning, and as such cannot be reviewed and revised accordingly. However, there is serious discussion among the staff and administrators to move from the currently used report card, which combines quarter grades and competencies with a straight competency-based report card. Regardless of whether or not the school moves to a straight competency-based report card, in order to provide students with a meaningful learning experience, grading and reporting practices need to be regularly reviewed and revised to ensure alignment to the school's core values and beliefs about student learning.

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

Standard 4 Commendations

Commendation

The dedication of the teaching staff, to employ various assessment strategies with limited resources and time

Commendation

The clearly identified school-wide competencies and subject-specific standards to assess students' 21st century learning

Commendation

The teachers' efforts to improve their strategies for assessing student learning, despite ongoing budget setbacks and high staff turnover

Commendation

The range of assessment strategies used by teachers, including formative and summative assessments

Standard 4 Recommendations

Recommendation

Employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on on specific and measurable criteria for success

Recommendation

Communicate individual student progress in achieving the school's 21st century learning expectations to students and their families as well as the school's progress in achieving the school's 21st century learning expectations to the school community

Recommendation

Collect, disaggregate, and analyze data to identify and respond to inequities in student achievement

Recommendation

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

Recommendation

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

Recommendation

Ensure teachers use formative assessment regularly to inform and adapt their instruction for the purpose of improving student learning

Recommendation

Provide specific, timely, and corrective feedback to students

Recommendation

Ensure 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 student work; common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni

Recommendation

Review and revise grading and reporting practices regularly to ensure alignment with the school's core values and beliefs about learning

Standard 5 Indicator 1

Conclusions

The school community has been largely successful building a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. High expectations for behavior and academics are clearly articulated in the student handbook and program of studies. The majority of the students report feeling safe at school. Students feel they have an adult they can go to if they have an issue. However, teachers feel there is inconsistency in administrative follow-up or little student accountability for violation of behavioral expectations. The new principal is implementing a different approach to discipline, which is also a change for the faculty. Inadequate funding and late approval of the school budget has resulted in significant faculty and administrative turnover, which also contributes to inconsistency in discipline. Changes in district and school leadership have impacted implementation of school initiatives and has blurred lines of communication. The principal has made a number of changes in her first two years in this position. The school administrators are working hard to develop programs to support a positive school culture such as Positive Behavior Intervention Support (PBIS) and the new core values of growth, opportunity, leadership, determination, empathy, and network (GOLDEN). Discussions have taken place in advisory on issues such as bullying to promote a safe and supportive environment. Student and faculty involvement in community service projects through advisory groups, the homecoming parade, school athletics, the music program, class day parade, and drama. All are great sources of pride for students, staff, and community. The Endicott survey indicates that 56.6 percent of students feel proud of their school. When there is consistent leadership and staffing, combined with the development of clear lines of communication between faculty and administrators, willfacilitate the ongoing evolution of a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

Sources of Evidence
- classroom observations
- panel presentation
- teacher interview
- students
- school board
- school leadership
- Endicott survey
- school website

Standard 5 Indicator 2

Conclusions

The school is equitable and inclusive, providing access to some challenging academic experiences for students that support achievement of the school's 21st century learning expectations, but courses throughout the curriculum do not yet foster heterogeneity or reflect the diversity of the student body. Fifty-six percent of staff characterize the school as equitable and inclusive. Grouping practices are primarily the result of scheduling challenges related to low staffing numbers coupled with a small school population. Students who have Individualized Education Programs (IEPs) receive limited in-class supports also due to staffing cuts or the ability to fill teacher-assistant positions. Because teacher-assistant positions are unfilled, classroom teachers are often by themselves or have limited help from a teaching assistant to help meet every student's academic need in their classroom. Students in many honors and Advance Placement (AP) level courses are provided with challenging academic experiences in a variety of areas. According to the Endicott survey, less than half of the students agree that they have opportunities to enroll in courses with students of various levels of ability. The opportunities for heterogeneous grouping are very limited in core academic courses such as math, science, English, and social studies. Some of the courses heterogeneously grouped are physical education, health, and the allied arts. Heterogeneous grouping in some courses, such as Spanish, is the unintentional result of scheduling conflicts. There is a process in place where students have the opportunity to choose the course and the level of courses they would like. Teacher recommendation and approval are also part of course selection process and parents can override a teacher's or student's course selection. The school is equitable and inclusive; however, when there are challenging academic experiences for all students and courses throughout the curriculum foster heterogeneity and reflect the diversity of the student body, students will more successfully achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- students
- school leadership
- Endicott survey

Standard 5 Indicator 3

Conclusions

There is a formal, ongoing program as well as informal processes through which students may have 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. According to the Endicott survey, almost 60 percent of students agree there is a program that provides them with an adult, other than a counselor, who knows them well. Students feel they have developed positive supportive relationships with their teachers in addition to or in lieu of their advisors. Some senior students reported that relationships with some of current advisors were less well-developed because their advisor left the school. The faculty has positive student-teacher relationships developed through being with the same students in advisory each year. The advisory program is in its fifth year in its current state and has undergone modifications based on student and staff feedback. Every FHS student is assigned to a teacher advisor for four years. There are 20 advisory groups, 5 per grade, into which students are split up upon entering the school. Advisors are responsible for running weekly activities, such as helping students choose classes, help with the college application process, help with job applications, team building activities, and fostering interpersonal relationships. Parents feel that students have an adult, other than a counselor, who knows them well. As a result of the formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well, students are assisted and supported in achieving the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- students
- parents
- Endicott survey

Standard 5 Indicator 4

Conclusions

The principal and professional staff do not yet regularly engage in formal professional discourse for reflection, inquiry, and analysis of teaching and learning; make extensive use of resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; or apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment in some classrooms. The school budget does not incorporate any funding for professional development; therefore those opportunities only occur with grant monies or at individual teacher expense. The faculty express a strong desire to engage in professional development to improve their practices to benefit student learning. Because of budget reductions, scheduled opportunities for collaboration for planning, data analysis, and instruction both within and between departments is very limited. Staff and administrators use time efficiently for the regularly scheduled faculty meetings and department meetings during the year. Some professional contract time will be dedicated to support professional practice in the professional learning communities (PLCs) scheduled once a month for the remainder of the current school year. Teachers and administrators have informally read and discussed books related to school culture. The faculty that have the opportunity to attend a class, a workshop, or other professional development activities will return to school and share what they have learned with their peers, however there is no clearly identified formalized time for this purpose. When the principal and professional staff can fully 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; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment, student learning will improve.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- students
- school board
- Endicott survey
- school website

Standard 5 Indicator 5

Conclusions

School leaders use research-based evaluation and supervision processes that focus on improved student learning irregularly. The teacher evaluation system is not fully implemented as mandated in the teacher contract. Teacher evaluation of professional practice is to be conducted by the principal and assistant principal using the Danielson model. The frequency of evaluations are differentiated based upon the experience of individual teachers. The observation process includes a pre-conference, a formal observation, a post-observation conference and a summative conference. However, there is variability and inconsistency in the observation process as well as the formative role that observations play, given that some teachers did not have a pre-nor post-conference in the formal evaluation process. Several teachers received their summative evaluations during the last week of school with no opportunity to reflect on the feedback or to use the evaluation feedback to refine their practice. Some of the new teachers have a lack of understanding about the evaluation process because it has not been fully explained to them. Once school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning; teaching and learning will be enhanced and improved.

Sources of Evidence
- self-study
- teacher interview
- school board
- school leadership
- Endicott survey

Standard 5 Indicator 6

Conclusions

The organization of time inconsistently supports the implementation of research-based instruction, has yet to provide the opportunity for adequate professional collaboration among teachers, and does not yet supportthe learning needs of all students.The schedule runs from 7:40 a.m. until 2:35 p.m. Monday through Friday. Each day consists of four 80-minute blocks. Between the third and fourth blocks are two 30-minute periods where students are either at lunch or advisory. The long period of time provided by the block schedule presents the opportunity for more in-depth exploration of topics by some of the teachers, but presents a challenge for other teachers who lack the relevant training to teach in the block. Also, the current schedule does not have adequate structured time for teachers' thoughtful collaboration and reflection relevant to student learning. When the organization of time fully supports research-based instruction by all teachers, professional collaboration among teachers, and the learning needs of all students,student achievement will be enhanced.

Sources of Evidence
- classroom observations
- self-study
- teachers
- students
- school leadership
- Endicott survey
- school website

Standard 5 Indicator 7

Conclusions

Most student loads and class sizes are small in size and enable most teachers to meet the learning needs of the individual students. Teachers have an average class load of 80 students per teacher, which is manageable and teachers are able to make meaningful connections with their students. According to the Endicott survey, 66 percent of the students agree that the sizes of the classes are reasonable and allow teachers to ensure learning needs are addressed. The small class sizes allow teachers to address students' learning needs and allow for personalization of instruction. Class sizes in the general education courses have an average of approximately 12.5 students per class for the 2017-2018 school year. This has remained fairly consistent from previous years. Elective courses show an average of 14.61 students per course. Required core courses have an average of 17.79 students per class. However, the number of students in classes each semester is often vastly inconsistent, ranging from 2 students to sometimes exceeding 25 students, depending on the class and its place in the schedule. The limited staffing and course offerings makes balancing class size for some courses difficult.
As a result, student load and most class sizes enable teachers to meet the learning needs of students.

Sources of Evidence
- classroom observations
- self-study
- teachers
- students
- Endicott survey
- school website

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations but it is limited. The school is in transition with its core values and beliefs and currently in the process of adopting and implementing a new model. Although teachers, students, and administrators have come to an agreement on this new model, they have yet to establish a plan on how to implement it. However, there is a set of core values and beliefs that the school lives by. The principal's priority is to address the social and emotional well-being of students and the principal depends on the teaching staff to take the lead on addressing the academic sections of the core values and beliefs. However, there is some confusion in communicating these expectations, which has a negative impact on the overall morale of the staff. They are left feeling their input has little value or are left confused regarding the administrator's mission and future goals. Administrators at the high school and the School Administrative Unit (SAU), are getting acclimated to the roles and responsibilities of their jobs and understanding the community and its needs, making academics less of a priority. The principal uses resources such as networking with other principals in district as well as Retool, a resource for administrators to network and provide mentoring support for each other. There is a new teacher mentor program for all new hires in the building; however, due to turnover rate and numerous transitions between administrators and staffing due to budgeting issues, the mentor program is not being implemented with fidelity. In 2015-2016 it was led by the building principal, which in some ways was effective but it did not create a safe environment for new hires to express weakness and/or ask for help. Currently, teacher mentoring happens, at best, informally and without direct guidance from the principal. The schedule also does not allow for periodic observation, feedback, or meetings with new staff. The principal is aware of the scheduling restraints and has developed a plan to block out time in her schedule to ensure these observations are completed. There is a need for improved plans for implementation to help this program be successful. Faculty meetings are driven by teachers and discussions are based more on housekeeping issues rather than instructional practices, assessment, and core values. The principal plans to use the newly developed professional learning communities (PLCs) to drive the agenda for a portion of faculty meetings. Teachers provide agenda items for the faculty meeting to the principal ahead of time through email or verbal communication. Agendas are provided at team leader meetings. When building-level issues are brought to the building leaders, they then are expected to be discussed at individual department meetings. There are frequent and valid student, teacher, and building concerns, but these issues are frequently tabled to a later date and are often not revisited. Increased duties and responsibilities, such as covering classes when teachers or teaching assistants are out of school due to illness and substitutes are not available, are placed upon the administrators. In turn, this limits their ability to attend to all concerns in a timely manner and prioritize those issues and concerns. Once the principal, working with other building leaders, provides instructional leadership that is rooted in the school's established core values, beliefs, and learning expectations; teaching and learning will be enhanced by a clear understanding of expectations from all stakeholders.

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

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are sometimes involved in meaningful and defined roles in decision-making that promotes responsibility and ownership. Administrators make themselves accessible and open to feedback from students, parents, and teachers. According to the Endicott survey, 28.1 percent of staff agree that they are involved in meaningful roles in decision-making. Opportunities for staff responsibility and ownership include the school leadership team; the green team staff, who meet monthly and also quarterly to plan positive intervention strategies; and the yellow team, which meets biweekly to discuss student behavior and intervention strategies. The advisory committee meets monthly to discuss and plan lesson plans for the following month and members of the data consortium meet twice a month. The entire team attends workshops quarterly. Endicott survey results show that 39 percent of students agree that they have input in decisions. The opportunities for student involvement include National Honor Society, music department leadership team, student council, youth leaders, and Student Athlete Leadership Team (SALT). The principal has regular meetings with a small group of students, which allows a variety of students to provide input. Student council organizes a variety of school-wide activities to promote positive connections among students and staff. Youth leaders trained all students in suicide prevention over the last year. SALT promotes positive athletic leadership and is still developing. Results show that 67.6 percent of parents agree that they have opportunities to be involved in decisions. The two most active parent committees are the booster club and the principal coffee group. The principal holds monthly informal meetings at a local coffee shop to encourage parent involvement and to provide a forum for in-person conversations regarding any school-related issues and topics. The Franklin High School Booster Club is a parent-run group that meets occasionally with the athletic director and with the principal. They hold formal meetings once a month. Funds are used to rent facilities and equipment for a safe after-prom party for students. When teachers, students, and parents are involved extensively in meaningful and defined roles in decision-making, all parties have responsibility and ownership.

Sources of Evidence
- self-study
- teachers
- students
- parents
- school leadership
- Endicott survey

Standard 5 Indicator 10

Conclusions

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers take on many roles and responsibilities beyond their typical teaching duties. Because of the high rate of turnover, significant budget constraints, and cuts impacting teaching positions and support staff, more assistance is needed to deliver adequate programs and services to students. Staff lead and assist with committees and clubs such as the teacher leadership team, classroom design and teaching implementation, green team, teacher-led discussion groups, and many extracurricular activities. The principal meets monthly with the teacher leadership team, which includes department heads and department chairs, to discuss school procedure and occurrences. These meetings address housekeeping details, but with the newly established professional learning communities (PLCs), the hope is that the data collected from these PLCs will lead to more conversation around assessments, instruction, and curriculum. Members of the green team lead initiatives to promote achievement, attendance, and respectful behavior. These have included offering teacher-made treats to students earning above 80 percent in all classes, sledding field trips for students that have never received discipline write-up, and being entered into a raffle for continued on-time attendance to classes. Teachers also run discussion groups outside of school to discuss technology and books such as *Teaching with Poverty in Mind*. Staff also advise a number of extracurricular clubs, including drama, Anime, youth leaders, student council, National Honor Society, and Best Buddies. Teachers collaborated in small groups to develop a cell phone in the classroom policy as well as creation of PLCs to look at instruction, rubrics, assessments, and curriculum. When teachers exercise initiative and leadership to the improvement of the school, the students are more likely to engage with the learning process and demonstrate leadership qualities themselves as modeled by the teaching staff.

Sources of Evidence
- classroom observations
- self-study
- teachers
- school leadership
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are frequently collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The Endicott survey shows that 43.8 percent of staff agree that the 21st century learning expectations are being worked on collaboratively. The building principal and superintendent collaborate informally on a number of issues in the school; the superintendent offers guidance and encouragement to the new building principal. Recently the school board supported the needs of the schools by pushing to improve the overall education budget and benefits for the school staff. However, there is currently no clear sense of vision for the district or school as there is a lack of communication between levels, causing the staff to perceive less than full support from the school board, superintendent, and administrators. Teachers repeatedly voice concern about the low morale among the staff. Due to the number of students in need of services, the school's 21st century learning expectations have taken a secondary role to supporting students emotionally. Ongoing collaboration and reflection between and among the school board, superintendent, and principal will be constructive in achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- parents
- school board
- central office personnel
- school leadership
- Endicott survey

Standard 5 Indicator 12

Conclusions

The principal is provided with sufficient decision-making authority to lead the school. The principal makes the day-to-day decisions such as schedule changes for assemblies, in-state day field trips, any decisions about following the handbook rules, and disciplinary actions that pertain to running the school. The Endicott survey results show that 62.5 percent of the staff and 57.6 percent of the parents agree that the school board and superintendent provide the principal with sufficient decision-making authority to lead the school. The principal views the role as a "principal teacher," that is the teacher with the greatest responsibilities; a teacher who masters and models lesson planning; a teacher who masters and models assessments; and a teacher who masters and models instructional practices and reflection of those practices. The principal uses this model as a guide in executing her roles and responsibilities as the building principal. The principal interviews and makes recommendations for hiring personnel at the high school to the superintendent. Any large scale changes, for example, to curriculum, building changes, or possible policy changes need superintendent and school board approval. The current school board and superintendent are very supportive of the principal.Because the principal is given autonomy and sufficient decision-making authority to lead the school, immediate action or attention to school-level issues positively impact the overall functioning of the school and minimize disruption to the overall learning process.

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

Standard 5 Commendations

Commendation

The school culture in which relationships are highly valued and has resulted in the majority of students making important connections with supportive faculty

Commendation

The ongoing advisory program, through which each student has an adult in the school, in addition to the school counselor, who knows the student well

Commendation

Student load and most class sizes enable teachers to meet the needs of students

Commendation

The use of creative strategies, such as coffee hour downtown with parents and home visits to engage parents

Standard 5 Recommendations

Recommendation

Ensure the principal and professional staff fully 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; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

Recommendation

Use the teacher evaluation and supervision process, focused on improved student learning, regularly and with fidelity

Recommendation

Ensure the organization of time consistently supports the implementation of research-based instruction, provides the opportunity for adequate professional collaboration among teachers, and supports the learning needs of all students

Recommendation

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

Recommendation

Increase opportunities to involve teachers, students, and parents meaningful and defined roles in decision-making that promote responsibility and ownership

Recommendation

Provide increased opportunities for teachers to exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning

Recommendation

Ensure new staff are adequately provided and connected with the proper resources and support for success through the mentoring program

Recommendation

Develop and implement ways to ensure ongoing collaboration and reflection between and among the school board, superintendent, and principal will be constructive in achieving the school's 21st century learning expectations

Standard 6 Indicator 1

Conclusions

The school has some timely, coordinated, and reactive strategies for students, including identified and at-risk students with emotional and social needs in support of student achievement of 21st century learning expectations. Many of the intervention strategies are focused on the social and emotional well-being of students. The yellow team meets to discuss visible student concerns brought to the group's attention and to discuss strategies in place to assist those students. The yellow team meets monthly but will meet more frequently if there is a need. The Riverbend mental health counselor is present two days per week to meet with 6 to 8 students each visit, who require services beyond what the current guidance staff can offer. There is a social worker on campus five days a week who works closely with students and families to help navigate through challenges they face in their lives, including accessing resources to better cope with personal struggles to return to the academic setting in a timely fashion. The social worker has also organized a Coping Cat group to help students struggling with anxiety. There are several programs in place that are grant funded, including a Positive Behavioral Interventions and Supports (PBIS) coach and the school's family liaison, who supports families in their attempt to get truant students to school. However, there is no indication of whether these programs will continue once the grant money runs out. Academic supports are provided primarily through the advisory program. Students check their grades once a week with their advisor. Conversations about future plans and goals about course selection, life after high school planning, and time management strategies are also discussed in the small group setting. Teachers provide academic support on an as-needed basis. Teachers are available after school for intervention needs with students but are rarely taken up on these offers due to lack of transportation after school hours. The mathematics department is running an Algebra I repeater course for those students who did not successfully pass the course first time around with the intent of getting those students caught up prior to moving on to the next course. Franklin is also using Virtual Learning Academy Charter School (VLACS) a web-based program for credit recovery. Behavioral support is provided primarily through the PBIS program. When directive intervention strategies are timely and coordinated for all students, students are better able to achieve 21st century learning goals.

Sources of Evidence
- self-study
- teachers
- students
- parents

Standard 6 Indicator 2

Conclusions

The school provides some information to families, especially to those most in need, about available student support services. Some student support services make use of the Franklin High School (FHS) website to provide information to parents and the community-at-large. There are links to information about college events, financial aid, scholarships, registering students, community service, available internships, and health policies and required health forms. Parent information nights allow parents to achieve a deeper understanding of the college process, career opportunities available to their children, and MMS, which is the student management information system. The automated phone notification system, One Call, is used to send messages to specific students, graduating classes, or clubs and organizations. The principal meets with parents at a local coffee shop on the first Thursday of each month. The school board chair, a school board member, and often times the principal will invite a member of the faculty to come to this meeting and talk about an issue or a new initiative. Guidance shares information about available services to parents of at-risk students through email, regular mail, and phone contact. Some outreach is through the grant-funded Project Aware outreach coordinator, who reaches out to students and families about attendance, tardiness, and mental health issues. By clearly communicating all the support services available to families, especially to those most in need, all students will be better able to access the help they need to succeed in achieving 21st century learning expectations.

Sources of Evidence

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

Standard 6 Indicator 3

Conclusions

Support services staff use technology to deliver an effective range of coordinated services for each student. All support service personnel are assigned a laptop and use that technology to communicate with students, parents, and other faculty members to facilitate record keeping and to provide access to resources. Some teachers also deliver content and course information through Google Classroom. Teachers are required to update their space on planbook.com weekly. Parents find Planbook to be an excellent resource. Parents and students are able to access grades and information on graduation progress through the MMS system. Student advisors, special education teachers, and guidance counselors also access this system to track the academic progress of students in their charge. Guidance will be implementing Naviance during this school year. Special educators make extensive use of email to coordinate meetings with parents and other faculty. The nurse uses MMS to track student visits, record immunizations, and record the results of physicals required for sports participation. The nurse also uses email to share information on health programs. The library runs a website that provides round-the-clock access to databases and the online catalog at school and at home. As a result, support services staff use technology to deliver a range of coordinated services for each student.

Sources of Evidence
- self-study
- teachers
- parents
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff who occasionally engage in individual and group meetings with all students; and effectively deliver collaborative outreach and referral to community and area mental health agencies and social service providers; however, do not yet deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; or use ongoing, relevant assessment data, including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations. There are three full-time counselors; one is grant funded. All are certified and all have master's degrees. Counselor absences due to illness often leave the department short-handed. At this time, there is no written developmental program. Many guidance functions like assisting students with course selection, academic review, and college planning are handled through the advisory program. Students meet with guidance but the meetings tend to be ad hoc and student initiated. In an effort to be more available to students, the guidance counselors implemented an open door policy. The school is developing a system which ensures counselors have periodic scheduled meetings with students. Franklin will be implementing the Naviance program for students this academic year. This program is a comprehensive grades K-12 college and career readiness solution that helps schools align student strengths and interests to post-secondary goals. Currently, guidance and intervention counselors do not offer weekly groups to support the development of healthy social and emotional coping strategies. Last year the intervention counselor offered an eight-week program that allowed groups of students to learn how to manage social and emotional challenges to their learning. Also, one school counselor had a small lunch group with students one day a week. A counselor also had group meetings with 3-5 students who found the cafeteria environment to be challenging. The counselors hope to revive these groups. There is a network of support for students in need of emotional or social support. When students self-refer, or are referred to guidance, and counselors determine that additional services are needed, they are able to provide access to a number of outside service agencies including Riverbend counseling services, Division for Children, Youth, and Families (DCYF), and the Choices program for drug and substance abuse issues. The guidance department gathers data on the number of students accepted to college, but at the current time is not gathering data on college retention rates. The department has not tracked student visits in the past; however, one counselor has started to gather that data. School counseling services have an adequate number of certified/licensed personnel who deliver collaborative outreach and referral to community and area mental health agencies and social service providers; therefore, when counselors 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; and use ongoing relevant assessment data, including feedback from the school community to improve services; students are better able to receive the support necessary to achieve 21st century learning goals.

Sources of Evidence
- self-study
- teachers
- students
- school leadership
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

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 some ongoing student health assessments; and do not yet use ongoing, relevant assessment data, including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations. There is one full-time registered nurse who provides student services from 7:15 a.m. to 2:45 p.m., with a one-hour break for lunch. Also, the school provides emergency medical technicians (EMTs) for football games. All coaches have first-aid and cardiopulmonary resuscitation (CPR) training. The school nurse provides an array of health services and direct intervention services to students including first aid assessment, treatment, monitoring, assessing minor illnesses, and managing mental health issues. The nurse assures proper interventions are in place for students with chronic conditions. The nurse also dispenses medication ordered by health providers with parental consent. The nurse's office has been identified as a welcoming gender neutral space for lesbian, gay, bisexual, transgender, queer (LGBTQ) students. Health services also provides education about health issues to students and staff. The school nurse uses standard school referral forms to connect students with needed social services. Depending on the nature of observed injuries, illnesses, or mental health issue, students may be referred to external care providers. The nurse conducts limited ongoing health assessments which are provided on an as-needed basis determined by the number of accidents and incidents and the volume of referrals from school personnel. Identified students receive vision and health screening every three years. Gathering and analyzing data are not an ongoing part of practice; however, the nurse used the results of a 2015 Youth Risk Behavior survey as the rationale for providing an educational session on birth control and safe sex. 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 some ongoing student health assessments; therefore, when health services uses ongoing, relevant assessment data, including feedback from the school community to improve services, positive student health outcomes are more likely.

Sources of Evidence
- self-study
- teachers
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

Library/media services are integrated into curriculum and instructional practices to a substantial degree 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 somewhat adequate 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 briefly before, during, and briefly after school; are somewhat 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. The library is run by one full-time, certified librarian who manages the facility alone after the library aide position was eliminated for the 2017-2018 school year. The elimination of the library aide has not hindered the librarian's ability to teach classes but has added a set of management challenges. Reduced funding has impacted the databases offered through the library. The librarian actively seeks out opportunities to collaborate with other teachers. The librarian collaborated on lesson plans to create work cited pages and learn note-taking skills with a ninth-grade English teacher; science, technology, engineering, and math (STEM) lessons on the use of vaccines written with a chemistry teacher; and a lesson on complex numbers built with a math teacher. The lesson plans included rubrics for school-wide and course-specific competencies. The librarian also charts instances of collaboration, including gathering books, introducing lesson material, and co-planning units, with teachers from several disciplines. The library features a selection of print resource that is adequate in size but is described by students and faculty as out-of-date. According to the Endicott survey, 61.7 percent of students agree that "The library has the resources I need." The library also houses 39 desktop computers and 37 laptop computers. The majority of the desktops, while functional, are approximately 10 years old. Similarly, about half of the laptops are four-to-five years old, with many showing functional declines. The library is open daily from 7:30 a.m., 15 minutes before first bell, until 3:00 p.m., which is 25 minutes after dismissal. Some students have expressed a desire to have longer library hours whether before school or after school borne out to an extent by the results of the Endicott survey, in which only 35 percent of students agree that "The school library is available to me before, during, and after school hours." Students are able to request books to take out. However, the fiction collection is outdated and does not have much material that students want to read. Similarly, the nonfiction collection needs updating and is not entirely aligned with current curriculum. Budgetary constraints make it difficult for the librarian to shape the collection to meet the curricular needs and interests of both students and faculty. A suite of electronic databases helps to support curricular needs among students. The librarian uses a variety of data to inform practice, including staff and student surveys, circulation and library usage statistics, and informal conversations with faculty and students. 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; ensure that the facility is available and staffed for students and teachers before, during, and after school; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services; therefore, when there is an adequate range of materials, technologies, and other information services in support of the school's curriculum and students' interests and needs in order to support independent learning; the library will be even more strongly positioned to help students achieve 21st century learning skills.

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

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL), have an adequate number of certified/licensed personnel and support staff who collaborate to an extent with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide typical inclusive learning opportunities for all students; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. There are six full-time educators and one-part time educator to support identified students. The special education director is also the homeless liaison, out-of-district liaison, court liaison, and the 504 district coordinator. The special education director is currently working toward earning the qualifications to perform this role through the Alternative Four process. Exclusive to the high school are two special education teachers, and a Life Skills teacher who manages a group of students who are slated to receive modified diplomas. In addition, a CAP teacher manages a subset of the high school population but works off campus. A combination of 14 paraprofessionals and outside professionals support the work of the special educators. The department still has four open paraprofessional positions which have not been able to be filled with qualified candidates. When a paraprofessional is absent there is no substitute program currently in place. At times, this means the special education teacher for the Life Skills classes must assume the role of the one-on-one paraprofessional, which inhibits performing her primary role for the other students and paraprofessionals. Due to budgetary constraints, the special education department recently lost funding for one teacher. The current caseload for special education is 14 students in the Life Skills program and 33 identified students split between two special educators. One of the educators has 18 students and the other has 15 students. Special educators work in collaboration with general education teachers to recommend and implement modifications to curriculum and classroom arrangements, to handle behaviors that interfere with learning, and to track academic progress. Special educators work in collaboration with guidance to manage social and emotional issues, facilitate parent communication, and arrange outside services when needed. Special educators also work in collaboration with targeted service providers like occupational therapists, physical therapists, speech therapists, and vision therapists. Special education teachers help to make sure the students on their caseloads are fully included by assisting classroom teachers in implementing individualized modifications to curriculum and educational arrangements required by each student's individualized education program (IEP) or 504 and providing direct assistance to students in regular education classrooms in support of those modifications. Special educators also work to ensure that special education students interact with regular education students to the greatest extent possible. Some special efforts are made to include Life Skills students in regular education classes. Special educators look at data such as observations, summative and formative assessments in classrooms, evaluations from targeted service providers and academic assessments required for the completion of a student's three-year evaluation. While this data is used to look at individual student progress, there is no evidence that the data is used to change the way services are provided in general. Ninety-nine percent of the staff have been trained in verbal Crisis Prevention Intervention (CPI) strategies. Nine members of staff have been trained in physical intervention strategies. Support services for identified students, including special education, Section 504 of the ADA, and English language learners (ELL), have an adequate number of certified/licensed personnel and support staff who collaborate with teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and perform ongoing assessment using relevant data; therefore, when support services use data to support inclusionary educational opportunities and inform collaboration with other educators, identified students are better able to receive the supports they need to succeed in achieving 21st century learning expectations.

Sources of Evidence
- self-study

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

Standard 6 Commendations

Commendation

The genuine care about addressing the emotional well-being of the students exhibited by support services personnel

Commendation

The school's efforts to inform families of support services through multiple venues

Commendation

The provision of informational evenings for families to help them better navigate MMS, College Board, and student financial aid forms

Commendation

The full integration of technology into support services

Commendation

The resources that are accessible through the school library's web page

Commendation

The effective direct interventions to students from health services

Commendation

The implementation of an identified gender-neutral bathroom, located in the nurse's office

Commendation

The collaboration between teachers and the library/media specialist to develop lessons

Commendation

The use of data to improve library services

Standard 6 Recommendations

Recommendation

Develop and implement coordinated intervention strategies for all students, including academic and behavioral

Recommendation

Improve communication about available support services to families, especially those most in need

Recommendation

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 all students; and use ongoing relevant assessment data, including feedback from the school community to improve services

Recommendation

Ensure health services and special education use ongoing, relevant assessment data, including feedback from the school community to improve services

Recommendation

Provide an adequate range of materials, technologies, and other information services in support of the school's curriculum and students' interests and needs in order to support independent learning

Recommendation

Ensure special education staff and support staff are sufficient to ensure they are able to meet the needs of individual students

Standard 7 Indicator 1

Conclusions

The community and the district's governing body do not yet provide 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. According to the Endicott survey, 91 percent of teachers and 74 percent of parents agree that the community and district governing body do not provide dependable funding for professional and support staff. One factor is the approval timeline for the school budget by the Franklin City Council. The budget is not in place until early July, which impacts hiring staff, scheduling classes, and overall planning for the upcoming school year. Ongoing budget cuts affected staffing levels and professional development significantly, thereby restricting offerings to students. Several programs and positions are maintained by grants, which are not dependable sources of revenue for the school. In the past when grants were depleted, the programs were supported in the regular operating budget; hence, the programs were discontinued. The Planbook program will be discontinued because it was not put into the regular school budget and grant funding is depleted. The current school board and superintendent are working hard to improve relations with the city council and are working on the overall budget process. These current efforts by the school board and the superintendent have been noted. Because the school board and city council are not in agreement with the proposed school budget, the result is a negative impact on the school's functioning and offerings of adequate programs and services to meet students' educational needs. The computer teacher, who taught courses necessary for students to meet graduation requirements was eliminated, thereby leaving the students with little means to meet the graduation requirement. The high school curriculum liaison position was eliminated when grant funds were no longer available. The truancy/outreach specialist and My Turn teacher are currently grant funded and there is no long-term plan to maintain their positions or supplement the services provided by them when the grants expire. Teachers perform multiple tasks in addition to their teaching roles so that students have as many opportunities as possible. In addition, due to the uncertainty of the budget and low teacher salaries, there is a high staff turnover. The school cannot fill teacher assistant positions currently open at this time because of the low rate of starting pay. There are no substitutes resulting in teachers using preparation times to cover other classes with minimal compensation, and administrators being pulled from normal duties to cover classrooms. The Life Skills teacher often must take the place of a paraprofessional, impeding learning for other students because she is not able to do both jobs simultaneously. There are no funds available for focused professional development on curriculum development and aligning the curriculum. There is no professional development reimbursement unless teachers can tie training to a grant. Teachers set up their own professional development groups, sometimes meeting at various teachers' homes to maintain currency with research. There is one person in the school who is responsible for maintaining an aging technology infrastructure with a very limited budget. There are places in the building where it is not possible to connect to the Internet. Some links on the school website do not work. Network connectivity is only somewhat reliable throughout the school day. The current network cannot support 21st century technology to support curriculum and instruction. Most of the desktop computers in the library are over a decade old and many laptops are four or five years old. The majority of computers in the school are inadequate to run up-to-date software programs. For example, in graphic arts the Photoshop application cannot be run and there are no accommodations that can be made. The maintenance department does an outstanding job of keeping major pieces of equipment running. However, the concern is for the school boilers, for example, how much more can be done to repair them and keep them running. Things like sink repairs or replacement in the science room are not done because of the lack of funding. In addition, inconsistent or lack of funding has had a major impact on supply levels, both within individual classrooms and on school programming and scheduling. There is a lack of funding for basic classroom consumables in several subjects, including science, art, culinary, and Life Skills. Teachers are very creative and contribute greatly in provisions or solicitation to support instruction. Several teachers personally supply many consumables in order to facilitate delivery of the curriculum and instruction. The faculty's constant, tireless efforts and extensive use of resources via grants or personal funds provide meaningful educational experiences for students. When the community and the district's governing body provide adequate and 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; teaching and learning will be supported for students to receive a quality education and be prepared for post-high school goals.

Sources of Evidence
- self-study
- teachers
- parents
- school leadership
- school support staff
- Endicott survey

Standard 7 Indicator 2

Conclusions

The school develops and has written plans to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis, but does not have appropriate funding to properly implement the plans. The system to report maintenance and equipment needs, School Dude, is used to to prioritize the necessary repairs of the school and its equipment by the maintenance department and custodian. The program helps them document how many times a piece of equipment needed to be repaired and what the repair was. The maintenance department uses this data to present to the administrators when in need a new piece of equipment. Their use of this program to catalog equipment parts for repairs to the building is resourceful. The maintenance department works extensively on these issues although there are reports of frequent delays on some repairs being taken care of, usually due to limited funds to do the repair or there are other higher priority repairs in the district. The building is old and needs multiple facility repairs frequently. There are varied temperatures throughout the school, in some places it is too hot and in others too cold. At the time of the visit, the heat was not on due to warmer temperatures, although it was cold in the morning. Students stated they were cold in classrooms. Due to lack of funding, the maintenance department consists of one full-time employee for all three schools in the district. If there is a custodian out for the day, the maintenance employee is the substitute for that custodian no matter where in the district he is needed. Therefore, the maintenance is not completed to ensure the buildings are covered. Despite all the obstacles, the school custodial staff successfully cleans the building on a regular basis, which the staff, students, and parents proudly acknowledge. The high turnover in leadership prevents long-term plans from being championed, compounding the budgetary issues. The school is clean; however, dependable and adequate funding will ensure implementation of plans to properly ensure maintenance and repair of the building and school plant and maintenance and repair of equipment to enhance teaching and learning.

Sources of Evidence
- classroom observations
- self-study
- facility tour
- teachers
- school leadership

Standard 7 Indicator 3

Conclusions

The community does not yet provide sufficient funds for the school to implement long-range plans that address programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. Plans exist regarding programs and services. However, due to a slow budget process and late budget approval, along with significant budget cuts, these plans often get waylaid. Some programs, such as My Turn and the Truancy Intervention, are completely funded through grants. There is frustration among teachers, students, and parents with plans that are created only to be cut during the budgetary process or programs or staff cut after the final budget approval in July. Staffing and enrollment needs are considered after budget cuts and staff reductions, which are often unknown until just a few weeks before the start of the school year. There are numerous planned projects to improve the facility, including new roofing, replacing broken equipment, furniture, floor tiles, carpets, and curriculum materials. Large project postponements, like furnace replacement, have significant impact on learning. Lack of funding results in nearly all major projects being postponed. Greater community investment and sufficient funds for the school to implement long-range plans to address programs and services, enrollment changes and facility needs, facility needs, technology, and capital improvements will enhance instruction and student achievement.

Sources of Evidence
- self-study
- facility tour
- teachers
- students
- parents
- school board
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 4

Conclusions

The faculty and administrators are involved in the development and implementation of the budget; however, many requests are not funded. According to the Endicott survey, 28.1 percent of the staff agree that they have input in the development of the budget. However, each faculty member has the opportunity to request budget items. Requests are passed on to the administrative team, who completes the budget request forms and writes the detailed justifications for the principal to review. The principal reviews the requests and ensures that any significant requests are accompanied by an explanation. The principal considers requests and determines priorities while meeting a target amount provided by the superintendent's office. Because there is not enough funding for all requests, the principal has conversations with teachers in the impacted departments to determine which areas are the most critical in meeting student needs. This results in some requests being removed or modified. Once the budget requests are finalized, the principal sends the budget to the superintendent. When the budget is approved by the school board, it is submitted to the city council. The city council makes final budget decisions in July. The principal begins the implementation of the budget. When faculty and administrators are involved in meaningful development and implementation of a budget that can fund necessary items, teaching and learning will be supported.

Sources of Evidence
- classroom observations
- self-study
- teachers
- students
- school board
- central office personnel
- school leadership

Standard 7 Indicator 5

Conclusions

The school site and plant support delivery of high quality school programs and services in a limited way. The guidance office, some special education spaces, and the My Turn room support quality services. The student support service space is well planned out. Each guidance office has meeting space and office space. The guidance secretary has secure area for student records and adequate work space. The school-to-home liaison, who is the truant officer, grant coordinator, and special education staff have space that provides privacy for students and staff. However, even these spaces have several issues. Carpets are well beyond their lifetime and it shows. Much of the furniture is aged and in disrepair. Nearly every room has significant temperature regulation issues, that numerous teachers and students cited as disruptive to learning. Improvements occasionally come from the students or from grants. Renovation of the faculty room in the summer of 2016 was financed and executed by the student body. According to the Endicott survey, only 12 percent of faculty and 45 percent of students agree that the school site and plant support delivery of high quality school programs and services. The maintenance and custodial staff make numerous small fixes, but large projects are often out of reach. The furnaces are due for replacement and not reliable. Not all rooms are connected to heating, ventilating, and air-conditioning (HVAC) systems properly. Students shared that in the winter one classroom is very cold and the next classroom that they go to might be very hot. The chemistry room lacks a functioning fume hood. Chemical storage space is inadequate, for the chemicals they have stored there creating safety concerns. Budget cuts have affected ability to prepare, champion, and implement long-term and short-term maintenance. When the school site and plant are well maintained, delivery of high quality school programs and services will be supported.

Sources of Evidence
- self-study
- facility tour
- teachers
- students
- school board
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

The school maintains documentation that the physical plant and facilities meet all federal and state laws and are in compliance with local fire, health, and safety regulations. The school maintains accessibility to all student facilities for handicapped individuals and has a four-person elevator available to all students who need it. Fire drills are scheduled by the local fire department and held monthly. Written documentation is kept on file with the assistant principal for all fire and safety drills. Plans are in place for funding to install bulletproof film on all first floor windows and funded by a Homeland Security grant. The school cafeteria has inspection documentation present and posted showing that it is up to date with all state and federal requirements being met. Meeting all applicable federal and state laws and following all local fire, health, and safety regulations maintains a safe learning environment for everyone who uses the facilities.

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

Standard 7 Indicator 7

Conclusions

Many 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 to the school. According to the Endicott survey, 62.5 percent of the staff and 73.9 percent of parents agree that the professional staff actively engages parents and families as partners in each student's education. The staff engages students' families through open houses, the principal's monthly community coffee gathering, parent/teacher meetings, email, the student portal, Google Classrooms, by phone, and within the community. The attendance specialist makes daily phone calls to notify families when their children are absent. Staff also does home visits and attends family meetings to engage parents. A parent reported the school staff taking significant steps to address, not only the needs of the student, but of the whole family. When a family suffered trauma, school officials, and teachers reached out to support and check-in on their well-being. The school implemented a school-wide suicide prevention program. Teachers reach out to students and provide almost complete support in a way that is "everything short of adopting the family" to keep students engaged. The administrators and faculty are frustrated that parents at the high school level infrequently respond or become engaged, but the effort by teachers remains consistently strong. While not all families respond to outreach, all teachers and staff actively engage with the community and the families of their students regularly and beyond what is required. The impact of administrators' and faculty's efforts to reach out and engage families as partners in the educational process is significant in the lives and learning of their students.

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

Standard 7 Indicator 8

Conclusions

The school continues to develop productive parent, community, business, and higher education partnerships that support student learning. The school has an active and productive booster club run by parents for the benefit of the school and students. They support the athletic programs such as the homecoming event, purchase trophies for the athletes, support the sports banquet, and fund the booster scholarship for graduates. The performing arts faculty developed relationships with local theater companies and musicians. A few businesses are involved with the internship program such as the local hospital. The My Turn program supports the at-risk seniors in their graduation requirements as well as the long-term learning goals of underclassmen. The My Turn program is a New Hampshire department of education dropout recovery program. The mayor's personal band has held benefits for the music program and the theater program. The local military recruiters in the community support interested students by visiting the school through lunchroom set-ups and Armed Services Vocational Aptitude Battery (ASVAB) support. Lakes Region Community College partners with the school through the dual enrollment program with 2 or 3 seniors presently taking their senior year of high school as freshmen at the college. Students can also take some Running Start college classes at the high school through the articulation agreements with the Lakes Region Community College. For example, the culinary arts program is one such program where students can earn college credit inexpensively at the high school. Developing partnerships with community businesses and higher education will further enhance student achievement of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- students
- parents
- school leadership

Standard 7 Commendations

Commendation

The variety of quality programs creatively planned and executed by teachers with minimal community funding

Commendation

The efforts of the school board and the superintendent to improve relations with the city council and improvement of the budget process

Commendation

The cleanliness of the school by the custodial and maintenance staff, despite limited funding

Commendation

The physical plant and facilities that meet all federal and state laws and are in compliance with local fire, health, and safety regulations

Commendation

The parent, community, business, and higher education partnerships that support student learning

Commendation

The efforts to help student success and well-being by the deeply dedicated and caring staff, who willingly provide their own time and resources

Standard 7 Recommendations

Recommendation

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

Recommendation

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 to keep the school clean on a daily basis

Recommendation

Provide sufficient funds for the school to implement long-range plans that address programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements

Recommendation

Ensure faculty and administrators are meaningfully involved in the development and implementation of a viable budget

Recommendation

Ensure the school site and plant support delivery of high quality school programs and services by addressing items such as aged carpets, furniture, and furnaces; irregular temperatures throughout the school; the lack of a functioning fume hood in the chemistry classroom; and inadequate chemical storage space

Recommendation

Increase partnerships with businesses and higher education to improve and expand opportunities for students

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Paul MacMillan - New England Association of Schools and Colleges, Inc.

Assistant Chair: Melissa Muzzy - John Stark Regional High School

Team Members

Lindsay Bliznik - Moultonborough Academy

Angel Burke - SAU #30

David Franz - Mascenic Regional High School

David Fraser - Milford High School

David Galatzer-Levy - Wilton-Lyndeborough Cooperative Middle School/High School

Tanja Hiti-Stearns - Melrose High School

Patrick Phillips - South Burlington High School

Joseph Shea - Littleton High School

Malorie Smith - Fall Mountain Regional High School

Jennifer Staub - Hollis Brookline High School