NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

REPORT OF THE VISITING COMMITTEE

Spaulding High School

Rochester, New Hampshire

May 17-20, 2015

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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 of Spaulding High School 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 Spaulding High School in terms of the Committee'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.

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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), 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 committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Committee. Those Standards are:

> Teaching and Learning Standards
> > Core Values, Beliefs, and Learning Expectations
> > Curriculum
> > Instruction
> > Assessment of and for Student Learning
>
> Support of Teaching and Learning Standards
> > School Culture and Leadership
> > School Resources for Learning
> > Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Spaulding High School, a committee of fifteen members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available

for young people. The self-study of Spaulding High School extended over a period of twenty school months from September 2013 to April 2015.

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

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

The Process Used by the Visiting Committee

A visiting committee of fifteen evaluators was assigned by the Committee on Public Secondary Schools to evaluate Spaulding High School. The Committee members spent four days in Rochester, New Hampshire, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Committee's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, and an institution of higher education, diverse points of view were brought to bear on the evaluation of Spaulding High School.

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

- review of the school's self-study materials

- thirty-seven hours shadowing 15 students for a half day

- a total of twenty-two 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 thirty-six teachers about their work, instructional approaches, and the assessment of student learning

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

- the examination of student work including a selection of work collected by the school

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

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

School and Community Summary

The community of Rochester is the fourth largest city in New Hampshire with a population of over 30,000. Conveniently located a short distance from both New Hampshire's lakes region and seacoast, Rochester encompasses over 46 square miles of rolling hills and rivers, and the community offers its citizens many recreational and cultural activities. In the center of the city is the Rochester Opera House which is located on top of City Hall and is listed in the National Register for Historic Places. With a movable floor, superlative acoustics, horseshoe balcony, and proscenium stage, as well as seating for 950, the Rochester Opera House is an iconic jewel at the heart of the city. Also, the Rochester Fair is the oldest fair in New Hampshire and attracts approximately 150,000 people every September.
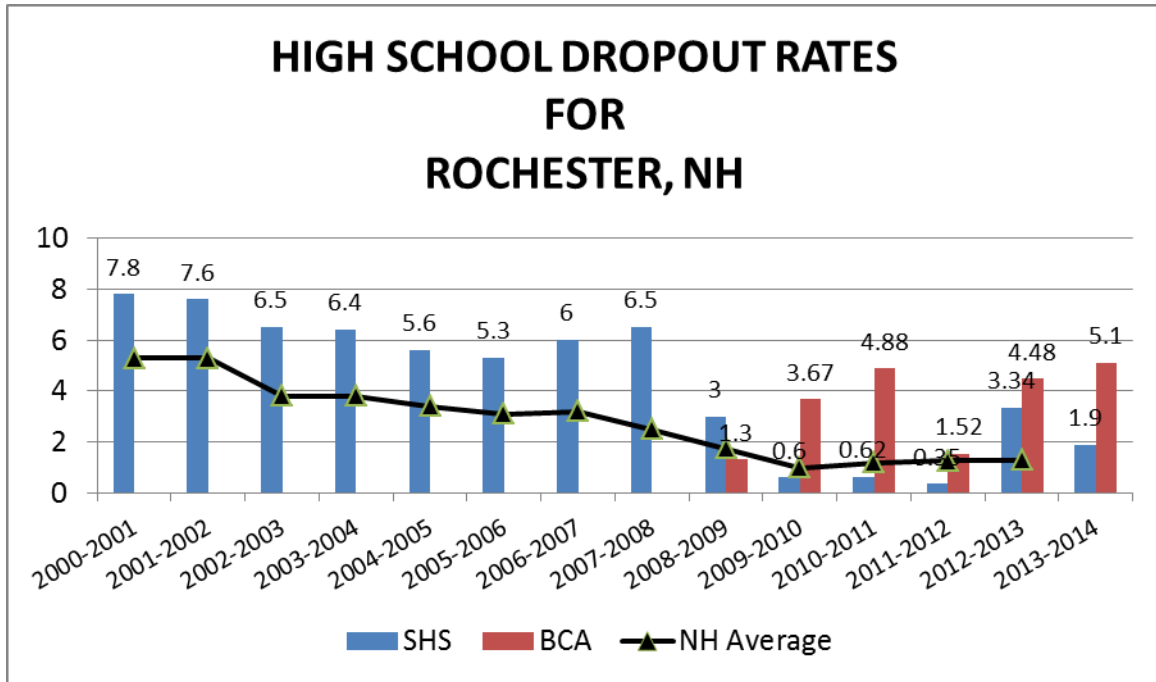
Rochester utilizes a City Council and City Manager form of government. The adopted city budget for the fiscal year 2015 was $110,220,275, with $57,345,083 as the school portion. Commercial and retail districts include the following: Granite Ridge Development District, Rochester Crossing, Lilac Mall, North Main Street and downtown Rochester and Route 125 and North Commercial corridor. Industrial Parks include Granite State Business Park, New Hampshire North Coast Industrial Park, Gonic Industrial Park, Gerrity Business and Industrial Park, Ten Rod Road Industrial Park, Crossroads Industrial Park, Skyhaven Industrial Park and Airport, and Turnkey Recycling and Environmental Enterprise Industrial Park.
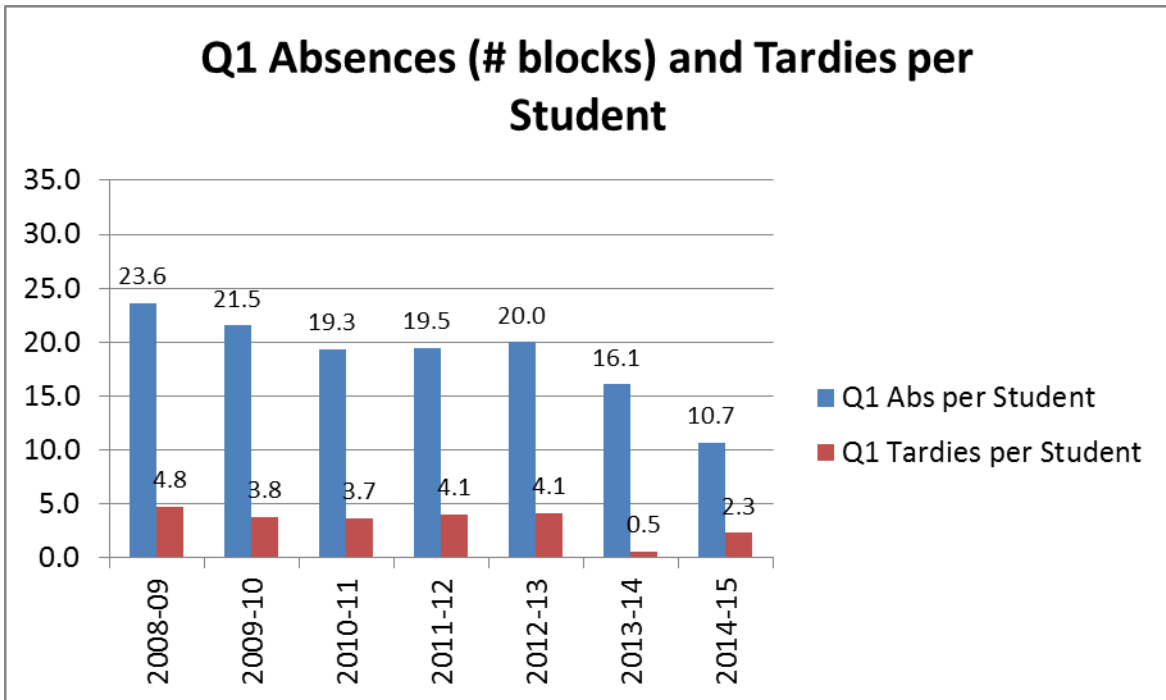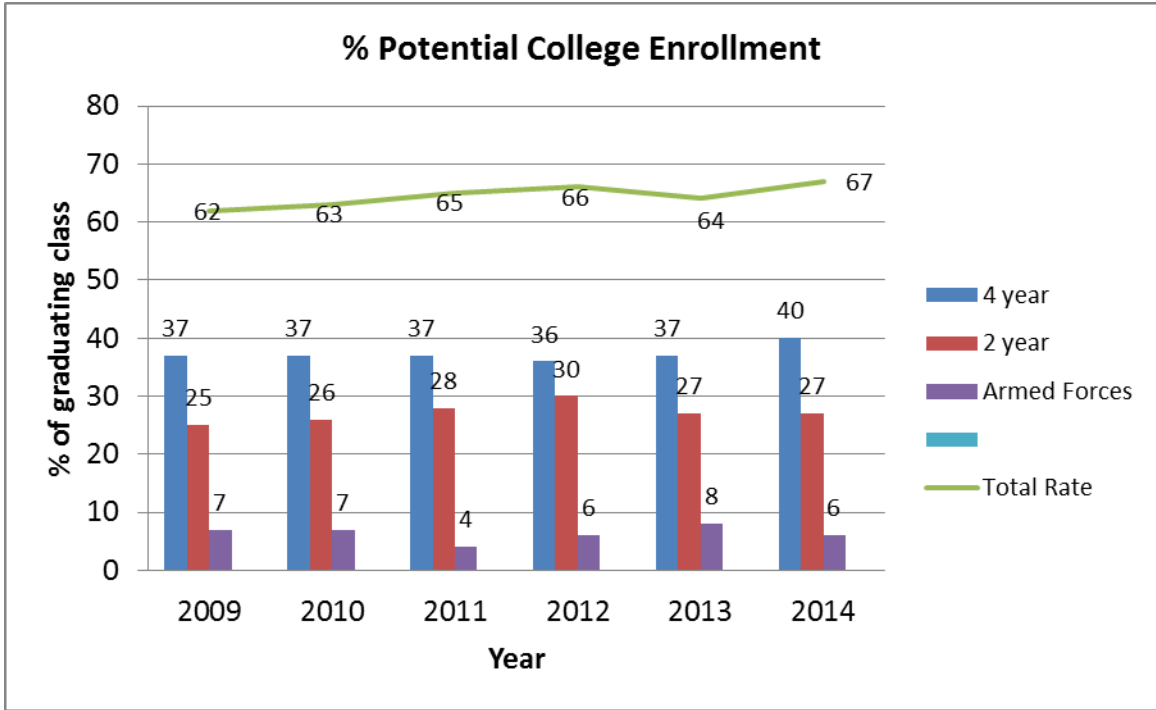
The largest businesses in the city include the City of Rochester, Frisbie Memorial Hospital, Albany Engineered Composites, Hannaford Brothers, Wal-Mart Supercenter, Market Basket, Waste Management, Laars Technologies, City of Rochester School District, and Eastern Proprane & Oil. Great Bay Community College and Granite State College have satellite campuses located in the city, and the University of New Hampshire main campus is a 15-minute drive away.

The median household income in the city is $49,366 and the per capita income is at $28,135. Individuals with incomes below the poverty level make up 12.3% of the city's population. This is approximately 3.5% above the state number. Currently, Spaulding High School's free and reduced price lunch rate is at 43.3%, and the district rate is at 46.6%. New Hampshire high school per pupil expenditure in 2013-2014 was $14,109.48. Spaulding High School's per pupil expenditure was $12,360.27.

The Rochester School District is comprised of eight elementary schools, one middle school, Bud Carlson Academy, and Spaulding High School. The town of Wakefield tuitions students to Spaulding High School (and Bud Carlson Academy). Those students comprise approximately 12% of the student population. Spaulding High School was dedicated in September 1939. An architectural gem of the city with its white pediment columns and golden-tipped clock tower, it currently houses 1,422 students. Attached to the high school is the R.W. Creteau Regional Technology Center. With its 23 teaching staff, the technology center offers a variety of programs and courses from automotive technology and business, to restaurant management and engineering.

Spaulding High School has grades 9-12, and it offers several academic levels: Skills, Standard, Enriched, Honors, and the Advanced Placement (AP) program. The teaching ratio varies from department to department, but it is generally about 16 to 1. Approximately 7.3% of the students are non-Caucasian. Of this, 41 students are Hispanic, 18 are Asian, 22 are African-American, and the remainder are identified as American Indian, Pacific Islander, or identify with two or more races. Spaulding High School also registers from 80 to 100 transfer students annually. The figures below indicate the dropout rate, post-secondary rates, as well as student absences (# blocks) and tardiness for students at Spaulding High School.

HIGH SCHOOL DROPOUT RATES FOR ROCHESTER, NH

Year	SHS	BCA	NH Average
2000-2001	7.8		5.3
2001-2002	7.6		5.3
2002-2003	6.5		3.9
2003-2004	6.4		3.9
2004-2005	5.6		3.4
2005-2006	5.3		3.1
2006-2007	6		3.2
2007-2008	6.5		2.5
2008-2009	3	1.3	1.8
2009-2010	0.6	3.67	1.0
2010-2011	0.62	4.88	1.2
2011-2012	0.35	1.52	1.3
2012-2013	3.34	4.48	1.3
2013-2014	1.9	5.1	

Legend: SHS, BCA, NH Average

% Potential College Enrollment

Chart showing % of graduating class by Year (2009–2014) with series: 4 year, 2 year, Armed Forces, Total Rate.

- Total Rate: 2009: 62, 2010: 63, 2011: 65, 2012: 66, 2013: 64, 2014: 67
- 4 year: 2009: 37, 2010: 37, 2011: 37, 2012: 36, 2013: 37, 2014: 40
- 2 year: 2009: 25, 2010: 26, 2011: 28, 2012: 30, 2013: 27, 2014: 27
- Armed Forces: 2009: 7, 2010: 7, 2011: 4, 2012: 6, 2013: 8, 2014: 6

Q1 Absences (# blocks) and Tardies per Student

Chart showing Q1 Abs per Student and Q1 Tardies per Student by school year.

- Q1 Abs per Student: 2008-09: 23.6, 2009-10: 21.5, 2010-11: 19.3, 2011-12: 19.5, 2012-13: 20.0, 2013-14: 16.1, 2014-15: 10.7
- Q1 Tardies per Student: 2008-09: 4.8, 2009-10: 3.8, 2010-11: 3.7, 2011-12: 4.1, 2012-13: 4.1, 2013-14: 0.5, 2014-15: 2.3

Approximately 20% of the students (286 students) receive special education services. The daily average attendance for students in the current school year is about 93.4%. This is approximately 1% higher than the previous year at this time. The graduation rate is calculated by the New Hampshire Department of Education. The four-

year graduation rate for Spaulding High School was 77.07% for the class of 2011. This rate increased to 87.13% for the class of 2013. The data for the class of 2014 has not been released at this time.

Due in large part to the Career and Technical Education Center, Spaulding High School has established numerous partnerships with local businesses. The community partners support Spaulding High School students' college and career readiness. Through participation in one of the extended learning opportunities (ELO) programs, advisory roles, by hiring Spaulding High School students or partnering for community service, they provide a valuable resource for students to gain real-world experience and college readiness. Spaulding High School also has ties with institutions of higher learning. Great Bay Community College (GBCC), with a satellite campus across the street from Spaulding High School, works closely with the school to develop pathways and opportunities for students to pursue a college experience. Spaulding High School currently has 19 Running Start courses available to students. These are dual credit courses with the NH Community College System and Southern New Hampshire University. Students also have an Early College Experience available to them. This program with GBCC supports students to take any college courses in their junior or senior year at a significantly reduced rate.

Students are recognized in many ways. Award programs, scholarship night which awards students with over $200,000 in scholarships, several honor societies, recognition of co-curricular and athletic programs, a student variety show, and students of the month are some ways that Spaulding High School students are recognized.

Spaulding High School Core Values, Beliefs, and Learning Expectations

Spaulding High School believes in promoting a safe and supportive community where all students are recognized and encouraged to develop their individual interests and talents. We provide an education that challenges students to think critically and creatively, communicate effectively, and work collaboratively. We believe that by promoting a flexible, respectful, and challenging school environment that applies learning in authentic ways, students will be supported to become confident lifelong learners and contributing members of their communities.

Academic Expectations

Communication: Students will communicate effectively through reading critically, and writing and speaking effectively.

Creative and Critical Thinking: Students will organize, analyze and synthesize information to create, apply and assess solutions.

Collaboration: Students will work with others towards a common purpose.

Social Responsibility

Habits of Learning: Students will develop and apply the habits of learning that are essential lifelong skills.

Career Development: Students will explore their interests, develop their skills and abilities, and apply this learning in planning their future.

Civic Responsibility

Community: Students will develop and exhibit values that embrace responsible citizenship and community involvement.

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.

COMMITTEE ON PUBLIC SECONDARY SCHOOLS
STANDARDS FOR ACCREDITATION

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Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

1 Core Values, Beliefs, and Learning Expectations

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

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

2. The school has challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify, targeted high levels of achievement.

3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Conclusions

The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning to a limited degree. When the school transitioned to a competency-based assessment system, the mission statement and learning expectations approved in 2002 remained part of the school culture, but were overshadowed by the transition to competency-based learning. As a result, the core values committee was formed in the autumn of 2013 from volunteers throughout the school community. A thirteen member committee comprised of administrators, teachers, parents, and students reviewed "Partnership for 21st Century Skills," invited Tony Wagner, a noted educator, to speak with the committee, and reviewed the core values, beliefs, and learning expectations from eleven other schools throughout New England. Subsequently, a draft of the core values, beliefs, and expectations was generated based upon the thoughts of the diverse committee members. The Spaulding High School faculty, parents, and students reviewed the draft prior to it being adopted. The core values, beliefs, and learning expectations have been posted in each classroom and also incorporated onto the school's website. Nonetheless, the students, faculty, and parents are not yet familiar with the new core values and beliefs about learning although they are based more on existing practice than research and best practice. The newly adopted core values, beliefs, and learning expectations were updated from an old document (Spaulding High Five) that served as the basis for the school culture for years and whose ideas have become the de facto core values, beliefs, and learning expectations. Therefore, when the administrators and faculty and staff members continue to utilize a focused and formal process for articulating the core values, then students, teachers, and parents will be able to reference the core values and learning expectations, and will better comprehend the connections between the daily school activities and the achievement of the school's 21st century expectations. (self-study, Endicott survey, school leadership team, teachers)

The school does not have clearly defined challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are not defined by school-wide analytic rubrics that identify targeted high levels of achievement. Over the past ten years, there were a number of attempts to produce rubrics that would delineate high levels of achievement, but there was no consistency or cohesion in the development and implementation of the rubrics. As a result, the school has not clearly defined its vision of 21st century learning expectations. Although students experience some challenging cutting edge skills in some classes, 21st century learning expectations are not clearly defined and articulated in the core values statement. Additionally, measuring learning expectations is hindered by the lack of school-wide rubrics, although a language arts writing rubric is used school-wide. While comprehensive competency-based and subject-specific rubrics exist and are in use throughout all departments and courses, Spaulding High School needs to implement a process for the use of school-wide academic, social, and civic rubrics and for the collection of relevant data to inform its practice and to measure individual student and school improvement in achieving the school-wide 21st century learning expectations. To this end, the school has recently begun to formally define its core values, beliefs, and 21st

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century learning expectations and to develop school-wide rubrics to assess the degree to which the adopted expectations are being achieved. While they have been posted in most classes, the core values are not clearly infused into the curriculum or instructional strategies and are not articulated through assessment practices. Consequently, when the school defines challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and when these expectations are defined by school-wide analytic rubrics, students will be able to attain the targeted high levels of achievement because they will have measurable outcomes that will inform their academic, civic, and social responsibilities. (self-study, school leadership team, teachers, students)

The school's core values, beliefs, and 21st century learning expectations reflected in the culture of the school to a limited degree, but do not drive curriculum, instruction, and assessment in every classroom, and do not yet guide the school's policies, procedures, decisions, and resource allocations. Since the school does not have clearly defined core values, beliefs, and learning expectations, these ideas do not drive policies, procedures, and resource allocations. Rather it was the policies, procedures, and resource allocations that, considered as a whole, indicated the school's core values, beliefs, and learning expectations. Hence, once the administration and faculty use the school's core values, beliefs, and identify their 21st century learning expectations to drive the school's curriculum, instruction and assessment, and use them to guide policies, procedures, decisions and resource allocations, then they will be truly reflected in the culture of the school. (self-study, school leadership team, parents, teachers, students)

The school has not established a process to review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities since it has not yet clearly defined or articulated the core values, beliefs, and learning expectations. While Spaulding High School has begun collecting and analyzing a variety of data from a variety of sources regarding student competencies and achievement, until the school clearly defines the core values, beliefs, and 21st century learning expectations there will be no basis for the review of the core values, beliefs, and learning expectations. However, once the core values, beliefs, and learning expectations have been defined with school-wide rubrics, then a formal process will need to be established. Hence, when the administration and faculty define, review, and modify the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, they will drive curriculum, instruction, and assessment in every classroom and will guide the school's policies, procedures, decisions and resource allocations. (self-study, school leadership team, teachers)

Commendations:

1. The inclusion of a variety of stakeholders in the development of the core values, beliefs, and 21st century learning expectations

2. The core values, beliefs, and 21st century learning expectations that are posted throughout the building

Recommendations:

1. Clearly define the challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies

2. Develop and implement school-wide analytic rubrics that identify targeted high levels of achievement

3. Ensure that 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. Develop and implement a formal process to regularly review and revise the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities

2 Curriculum

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

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

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

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

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

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

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

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

Conclusions

The curriculum *is* purposefully designed, but does not ensure that all students practice and achieve each of the school's 21st century learning expectations to a degree. While teachers have developed common documents outlining curriculum for each course based on core competencies, the 21st century learning expectations have not been incorporated into these course outlines since they have not yet been clearly defined. The 21st century learning expectations, which were introduced and posted around the school this year, are still in the process of being defined, although writing has served as the main focal point for faculty collaboration this year. Nonetheless, there is a good deal of overlap between the competencies and the 21st century learning expectations. There is one district and school-wide rubric intended to assess the degree to which students possess the "habits of engaged learners." The grade for this characteristic appears on transcripts although it is not factored into the overall grade point average. Hence, once the curriculum has been purposefully designed to ensure that all student practice and achieve each of the school's 21st century learning expectations, then all students will be able to develop the knowledge, skills, and dispositions that the school has established for all students. (self-study, classroom observation, panel presentation, teachers)

The curriculum is written in a common format that includes units of study with concepts, content, and skills as well as the use of course-specific rubrics, but components such as essential questions, instructional strategies, the school's 21st century learning expectations, and assessment practices that include the use of school-wide analytic and course-specific rubrics are either absent or inconsistently employed. Teachers have worked to successfully write units of study using a common format. These units incorporate key concepts, content, and skills, although there are still deficits in the presentation of essential questions as well as the incorporation and definition of the school's outlined 21st century learning expectations. The recently adopted learning expectations are posted throughout the school, although they are not generally reference in day-to-day lessons. While nine district-mandated instructional strategies (i.e., identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, increasing value in homework and practice, using non-linguistic representations, incorporating cooperative learning effectively, setting objectives and providing feedback, generating and testing hypotheses, and utilizing questions, cues, and advanced organizers) are outlined in detail on the Rochester School District Curriculum, Instruction, and Assessment (CIA) website, they are not being used or monitored. The school does use a common rubric for "habits of engaged learners," which is a grade that appears on students' transcripts although the grade is not factored into the course's final grade. Habits of engaged learners assesses the degree to which students demonstrate punctuality, engagement, and motivation with regard to academics; the degree to which students demonstrate respectfulness, independence, compliance, and consistency with regard to behavior within the classroom; the degree to which students demonstrate accuracy in their self-assessment of academic, physical, and emotion needs and actively seeks appropriate supports; and the degree to which students demonstrate consistently and actively works toward group goals and accept and fulfills his or her individual role within the group. Additionally, teachers and administrators have spent a

significant amount of professional development time focusing on a district-wide writing initiative. This initiative has yielded two common middle and high school rubrics for personal narrative and argumentative writing. There is strong use of course-specific rubrics that were created communally by teachers. These rubrics help teachers measure students' proficiency on required competencies, which are measured based on the A (advanced competence), B (beyond competent), C (competent), NYC (not yet competent), or IWC (insufficient work completed) performance indicators. These more specific rubrics identify how a teacher's specific assessment is graded, while at the same time aligned with the more generalized performance indicator rubrics. Therefore, when curriculum for all disciplines is written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and significant tasks/assessment practices that include the use of school-wide analytic and course-specific rubrics, teachers, students, and parents will understand what is expected in all curricular areas. (self-study, classroom observation, teachers, school website)

The curriculum collectively emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, and authentic learning opportunities both in and out of school, and informed and ethical use of technology, but the curriculum does not emphasize or promote cross-disciplinary learning. Teachers consistently emphasized depth of understanding and application of knowledge by creating engaging formative and summative assessments. In addition, there has been an increased emphasis on common assessments that move beyond traditional tests. For example, a summative assessment in an algebra class requires students to design a cereal box in which they analyze, design, and apply mathematical concepts. Furthermore, a shift toward standards-based grading, while rocky in its administration over the past five years, has pushed students toward the mastery of subject content and competencies. To measure this progress and the depth of knowledge, teachers use standards-based rubrics, which are used to determine if students are competent. Students engage in authentic learning opportunities both in and out of school. Students regularly participate in a wide variety of hands-on learning activities ranging from coursework in vocational courses to science laboratories that required students to apply learned concepts to experiments. Students also engage in internships, job shadowing, and extended learning opportunities (ELOs) that allowed students to gain real-world experience beyond the classroom. Spaulding High School addresses the ethical use of technology through acceptable use guidelines that all students review and take home to be signed at the beginning of the school year. There is also a portion of the Parent/Student Handbook regarding the Rochester School District policy in regard to cheating and plagiarism. However, Spaulding High School lacks any formal cross-disciplinary curriculum, although there were multiple instances of informal cross-disciplinary learning. Hence, when the curriculum emphasizes cross-disciplinary learning, the students will have a greater depth of understanding and will be able to more successfully apply of the core values and expectations for student learning. (self-study, classroom observation, Endicott survey)

There is collectively clear alignment between the written and taught curriculum. Over the past five years, Spaulding High School has shifted to a competency-based model. During the past few years, the Rochester School District has made significant progress in the development and implementation of this model for learning, instruction, and assessment. The transition to this newly adopted model required the district to establish an overall framework to guide educational practice and to ensure alignment and consistency throughout the district. This is evidenced through a variety of documents linked to their school and district websites. Additionally, these teacher-created common outlines for courses have provided alignment between classes. There is a clear alignment between the written and taught curriculum. Not only are learning expectations explicitly outlined at the beginning of assignments, but teachers also incorporate common rubrics based on core competencies. Students' work clearly identifies understanding of the competencies, and students are well-versed in discussing the learning expectations and competencies. Clear learning objectives are regularly aligned with the content. The common format the curriculum guides for various courses have led to establishment of common curriculum between classes in the same subject areas. In addition to the common outlines, common assessments and assessment banks have been created to aid in this alignment. Teaching staff is provided with scheduled common planning time during their duty block, which is provided to teachers for 45 minutes once in a four-day rotation cycle. While the groups are composed of teachers across disciplines, there is a need for more common planning between and among teachers within the same discipline. While the written and taught curriculum are presently aligned, increased department planning time would ensure that teachers have opportunities to collaborate and prepare day-to-day lessons, assessments, and common practices that are aligned with the adopted curriculum. Consequently, because the school emphasizes clear alignment between the written and taught curriculum, parents and students are ensured that the result will be a cohesive curriculum. (self-study, classroom observation, teachers, student work)

Effective curricular coordination and vertical articulation rarely exist between and among all academic areas within the school as well as with sending schools in the district. A degree of frustration exists among faculty members with the lack of coordination between the middle school and Spaulding High School. The scaffolding that was created to bridge the two curricula has not been revisited in a decade. In certain cases, a good degree of coordination has been in place with middle school counterparts; in others, the frustration is that what high school and middle school teachers are tasked with working on when they do meet has not been what they need to be talking about. Writing across the curriculum has been this year's district-wide priority, whereas teachers at the high school would prefer to talk about coordinating with their middle school counterparts on competencies and rubrics. While Wakefield accounts for about ten percent of the high school's student body year-to-year, there is no formal system in place for coordination between this K-8 sending school and the high school. There is a lack of a system in place to ensure coordination with sending schools. At the present time, coordination is inconsistent and limited. Therefore, once there is effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district, students will experience curricular consistency in

terms of scope and sequence district-wide. (self-study, central office administrators, teachers)

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are not sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. While staffing levels and the library budget are adequate, there is not sufficient funding to fully support the material needs to adequately support the full implementation of the adopted curriculum: disposables for science classes, novels and texts in English, as well as calculators and batteries in math. The business department lacks whiteboards, bulletin boards, and trapezoid tables. As the nature of teaching and learning is changing, more demands have been placed on updating and providing current technology in the classroom. This, combined with the budget freeze that has occurred in the district over the past two years, has had an impact on instructional activities and available resources. Spaulding High School has made strides with technology by implementing a wi-fi service through wireless routers for students' and teachers' academic use. However, it remains inconsistent. All classrooms either have a SMARTBoard or a Smoothboard. However, many are unreliable due to spotty Internet access. Furthermore, while all teachers have some form of a computer, many of these desktop computers are old and are in need of replacing. This affects the students' and teachers' ability to research, type, and print, because the library has wireless printing with laptop carts. These dead zones are recognized by the instructional technology staff. Many computers in the school have outdated software such as Adobe, Java, and FlashPlayer and are difficult to update. Teachers want to infuse and integrate into the curriculum to a greater degree and make use of a variety of available programs, but the computers do not support the needs. The firewall in place also prevents interactive participation as the system blocks many educational websites such as YouTube. However, there is a procedure in place to temporarily bypass the blocks when necessary, but this is cumbersome. The main building only has two computer laboratories for general class use and rarely are all the computers working. These rooms are periodically signed out for multiple week blocks for various online testing, although this has been partially addressed with the addition of Google Chromebooks. Still, despite the recent increase in bandwidth with the addition of six new wi-fi networks, there are still concerns about the wi-fi capabilities. When the 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, students and the larger community will reap the benefits. (self-study, central office administrators, school leadership team, teachers)

The district infrequently 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. The district currently provides the school's professional staff with insufficient personnel, time and financial resources for ongoing and collaborative development, evaluation and revision of the curriculum utilizing assessment results and current research. The Rochester School District has two curriculum coordinators for the district's development

of curriculum, instruction, and assessment. The district analyzes the results of the Northwest Evaluation Association (NWEA), Accuplacer, SAT, and NECAP to guide curriculum review and evaluation. Standardized tests are all taken into consideration during the process of curriculum review and evaluation. In addition, student grades and dropout statistics are also reviewed. Teachers are in the process of creating common assessments and implementing common language for each course. Quarter classes have already developed two common assessments per course. The math department is using NWEA data for developing these common summative assessments. Aside from what is indicated above, there has been little information found to date as to how this data is specifically used by the school as a whole to guide curriculum review. Some assessment results have spurred individual teachers and departments to review and revise curriculum. However, this practice is limited across the school. Nonetheless, the evaluation, review, and revision of the curriculum has been grounded in current research and professional development undertaken by both faculty members and administrators at the school and district level. In addition, close attention has been paid in attempting to align curricula with state and national standards. Some departments are currently in the process of aligning curricula with the new Common Core. Other faculty and staff regularly cite numerous textbooks, monographs, articles, and web and multimedia resources appropriate to the various subject areas upon which the curricula have been constructed. School personnel have worked closely with a curriculum consultant to develop the competency-based curriculum. Several departments have worked with other consultants to review, evaluate, and modify their respective curricula. The mathematics department has worked closely with a mathematics competency and core alignment coach to incorporate the Common Core State Standards (CCSS) into the competency documents. Mathematics teachers are currently working with a consultant on the development of performance assessments. An affiliate with the Maine Math and Science Partnership has worked with the science department to help with the implementation of the Next Generation Science Standards, and an inquiry-based curriculum that is measured utilizing performance assessments. Some science teachers are working with a consultant to develop performance assessments. The social studies department has anchored their work on the ten themes of social studies. An outside consultant has also worked with special education teachers to develop their "Read/Write English" curriculum. While there has been adequate time focused on curriculum work, there is no current formal opportunity to engage in ongoing curriculum review and revision, given the myriad priorities and initiatives. Thus, although the district has utilized professional resources to develop, review, and revise curriculum, the time to do this, on the whole, has recently been limited and not fully sufficient to implement a curriculum review cycle. Hence, when sufficient professional development exists, the school's professional staff has sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, parents, students, and the community will be assured that students are engage in learning that will prepare them for their future endeavors. (self-study, central office administrators, school leadership team, teachers)

Commendations:

1. The curriculum is written in a common format that includes units of study with concepts, content, and skills

2. The curriculum includes competency-aligned, course-specific rubrics to assess students' work

3. The variety of authentic learning opportunities available for students in some classes

4. The emphasis on depth of understanding and application of knowledge through inquiry and problem solving

5. The degree to which the science and math departments currently manage to engage and coordinate with their middle school counterparts

6. The creation and implementation of stimulating lesson plans by classroom teachers, often utilizing their own Internet resources

Recommendations:

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

2. Ensure that all written curriculum includes, essential questions, instructional strategies, and the school's 21st century learning expectations

3. Develop and implement a curriculum that emphasize depth of understanding and application of knowledge through cross-disciplinary learning

4. Ensure the faculty has adequate time to develop and revise the curriculum

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

6. Ensure that there's sufficient funding to support the delivery of the curriculum in all academic and co-curricular areas of the school

7. Provide professional staff with sufficient time for collaboration, evaluation, and revision of curriculum using assessment results and current research

3 Instruction

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.

Conclusions

Teachers' instructional practices are not continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. In assessing whether teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, it was immediately apparent that teachers could not identify Spaulding High School's core values and beliefs. Only recently have the school's core values, beliefs, and 21st century learning expectations been posted in the classrooms. Students are aware that the school's core values, belief, and 21st century learning expectations are posted in the classrooms, but are unacquainted with how they are connected to the instruction. Over 90 percent of the classrooms have the school's core values, beliefs, and 21st century learning expectations posted; however, teachers reference the school's core values, beliefs, and 21st century learning expectations in their instruction practices. When teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, the student's ability to meet learning expectations will be enhanced. (self-study, classroom observation, school leadership team, teachers, students)

Teachers' instructional practices frequently support the achievement of the school's 21st century learning expectations by personalizing instruction; engaging students as active and self-directed learners; emphasizing inquiry, problem solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology. However there are limited opportunities to engage students in cross-disciplinary learning at Spaulding High School. A vast majority of teacher's personalize their instruction. Approximately half of all student respondents say they are able to choose their own topics of inquiry in classes and have one-on-one time with teachers during class instruction. Teachers use graphic organizers across disciplines, alternate assignments and extra time to personalize instruction for individual students, both in the context of implementing individual education plans (IEPs) and adapted 504 plans, and for students for whom these accommodations are not required. Choices are given to help personalize instruction by allowing students to represent information in varied ways on assignments and assessments. Students are allowed the flexibility to choose topics for research papers, projects, self-designed projects, changing the language and adding pictures to help with understanding of concepts. An example of this was seen in a health class where students were able to choose between creating a brochures, poster, radio announcement, or PowerPoint presentation for their mental health project. Conversations are held between teachers and students to assess the needs of individual students. In addition to the time spent in the classroom, teachers provide one-on-one time with students before school, during lunches, and after school on a regular basis. Teachers use a variety of methods to engage students as active and self-directed learners at Spaulding High School. Students are regularly engaged as self-directed learners in most of their classes. In engineering students identified a problem, researched solutions and designed a product as well as gave feedback on their peer's projects. In Spanish II students worked in cooperative groups and rotated from station to station every 15 minutes. In chorus student leaders lead

warm-ups at beginning of class. In the science department, laboratories are designed to allow students to find results for themselves. Physical education classes allow students to design their own programs. Art classes allow students to design their own projects and then their own sketchbook; when finished, they study an art technique of their own choice. In career technical education (CTE), this engagement can be observed in every class. A specific example of this is in Graphic Print/Print Technology, students must network in order to find solutions before they can ask the instructor for help. Finally, IEPs are designed and often use language to support and challenge students to find ways to engage themselves in their classes and to choose classes that interest them. Students are regularly provided with opportunities to apply knowledge and skills in their classes. Examples of this include students in a civic class writing letters to elected representatives and engaging with members of the community through the pre-school program and the social event for the elderly that is held in the cafeteria each Tuesday. Chorus students prepare for a concert night that is open to the public. In Skills English and in some freshman classes, job applications and resumes are part of the curriculum. However, the most significant area of Spaulding High School that provides students opportunities to apply knowledge is the career technical center (CTC). The cutting-edge technology students can learn and use presents them with authentic tasks. All CTE course offerings, from auto mechanics to computer graphics, offer authentic tasks. There is a school restaurant called the Tech Café which allows students to gain real experience in food service, and the business curriculum encourages students to explore personal finance and small business experience. In automotive classes, students get hands-on experience working on a variety of automobiles; learning to identify issues and learning how to fix them. Within the Foundations of Education and early childhood education programs students train to become educators of children of all different ages. Students work collaboratively to plan and prepare lesson they will teach in the lab preschool (i.e., Small Wonders). The programs are intended to prepare students for careers and the world of work. Students regularly engage in self-assessment and reflection in the classroom. Students are regularly asked to reflect on their learning and assess their mastery of the material. In mathematics classes, students are asked to use a self-assessment rubric to help determine their grades on summative assessments. These rubrics are used throughout the course for students to monitor their progress toward competency. In all classes, the use of formative and summative rubrics allows students to monitor their understanding throughout the class. In the chorus class, students feel free to note their areas of weakness and what they need to work on. Evidence of technology integrated into the instruction is evident in a majority of classes. However, not all the laptops on the carts brought into the classrooms work, so students have to work in groups to do research. In addition there are a number of issues with printing and access to the Internet. Some teachers who have projectors use them to show short video clips. In a chemistry class the SMARTBoard was used to review homework as a class. A biology teacher uses the SMARTBoard to show YouTube video on mitosis. In Aviation History students used an LCD projector to present Google slideshows on their individual topics. Some teachers also make use of online learning forums like Edmodo. In these online environments teachers can promote discussion, post assignments, and links for further inquiry. Some classes at Spaulding High School are structured more directly around the use of

technology. These classes include media literature, computer technology, computer-aided design courses (CAD), and graphic design and print courses. Students are also provided with the opportunity to complete coursework using a computer system entitled PLATO. Several teachers at Spaulding High School also teach Virtual Learning Academy (VLACS) and Virtual High School (VHS) online courses. A common assessment used by most art classes is a slide show of all of the work completed in that course. It has evolved from PowerPoint presentations to Movie Maker and Google Drive. Finally, all graduating seniors are required to complete a digital portfolio of their best work, generate a resume, and complete a skills assessment test which generates a career portfolio. Teachers use a range of methods to engage students as active and self-directed learners at Spaulding High School. English teachers use journal entries and "what you know, what you want to know, and what you learned" (KWL) charts to engage students. Skills English classes use assignments and methods that are designed to make those students more self-reliant in both academics and in their personal lives. Art classes allow students to design their own projects, then complete their own sketchbook and study an art technique of their own choice. Many teachers, especially in the CTC, feel that they apply this engagement to every class. An example is in culinary program where students create and plan menus to be used in the Tech Cafe. An overwhelming majority of parents and teachers at Spaulding High School believe that their sons and daughters regularly experience inquiry, problem solving, and higher-order thinking in their classroom instruction. In social studies, students come up with solutions to various world conflicts (i.e., mock constitutional conventions and U.N. assemblies), and students are challenged during class discussions to make cultural comparisons. In culinary arts classes, students are given multiple opportunities to work as teams to create dishes which require application of techniques and problem solving. In a physics class students tabulated their data for the activity, completed retrials and then interpreted their data. In an engineering class students had to solve a problem by developing a product and then present that product. In an English 3 enrichment class, students connected themes in literature to what is taking place in today's society. However, there are limited opportunities to engage students in cross-disciplinary learning at Spaulding High School. Where cross-disciplinary learning takes place, it is based upon informal work of individual teachers. In English courses teachers incorporate history for culture and background knowledge to help students better understand period literature; in a Ground School class students made connections to science, mathematics, and geography. In the food courses, students use their knowledge of mathematics for measurement and also reference science, and world languages incorporate the study of culture around the world. Hence, because 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; and integrating technology, students learning is enhanced and when cross-disciplinary learning is more prevalent students will be better positioned to meet each of their academic, civil, and social expectations. (self-study, classroom observation, school leadership team, teachers, students, student work)

Teachers across the school 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, and providing additional support and alternative strategies within the regular classroom. Teachers regularly evaluate instructional practices formally and informally throughout the year to evaluate professional preparedness and pedagogy practices. The district developed instructional planning tools to support teaching and learning. The Student Engagement & Learning Plan resulted in teachers utilizing that tool to plan units that imbed research-based best instructional practices and classroom management strategies into their lessons. The use of formative assessments, especially during classroom time can be seen in the Moving Earth and Stars course where students create a visual timeline representation of the development of modern atomic theory. Many courses use entrance and exit slips as formatives to gauging student understanding. Spanish 1 and 2 students utilize formative assessment through their flash card sentence creation activity where grouped students actively build sentences with target vocabulary. In art classes, the instruction that they receive is through demonstrations, digital examples, unstructured working with a partner, teacher questions and feedback. Spaulding High School teachers provide additional support within the regular classroom. A large percentage of the staff also utilizes the learning labs within the various departments as a way to differentiate for individuals and allow for more flexible grouping of students. Laboratories are used across a variety of disciplines; the highest usage was among English and mathematics classes, but there are also teachers reporting usage within the science and social studies laboratories, most of which have content-certified teachers in the room to assist students. Most teachers indicate an emphasis on personalized instruction within their classrooms as well; this takes place in several forms: one-on-one instruction, extra help, or conferencing with the teacher or support staff within the classroom. Small groups or peer activities is another way Spaulding High School teachers provide additional support. Mathematics classes often have students break into small discussion groups to go over difficult concepts and check for review; the teacher or support staff members or both will then be able to go around and address specific problems or questions. The English department employs cooperative learning activities not only related to reading, but also for peer evaluation of papers. In further support of student learning, many teachers regularly schedule time for relearning and reassessment during lunch periods, and before and after the school day. Also, all students have the opportunity to reassess summative assignments as outlined in each department's reassessment contracts. Teachers at Spaulding High School also provide alternative strategies within the regular classroom. Small group collaboration has been shown in several classes: U.S. History employs group learning with designated roles to deconstruct textbook passages and allow for individualized instruction; Restaurant Management will use small groups to have students reciprocal teach or present material the teacher has already covered to ensure relearning and understanding. The use of a variety of graphic organizers across curriculum or visual media can be seen in student work. The accounting teacher employs several simulations software that students use to expand upon material covered by the teacher. Games are used strategically and through a variety of methods, from Bingo-type to Jeopardy, to reteach the material in an alternative way. Although there are many classes that employ

these strategies, many teachers have indicated they do not use those strategies enough. Spaulding High School staff uses a variety of strategies to differentiate instruction for students of different learning styles and abilities. One physics teacher uses online simulation sites for students to observe and manipulate the material learned in class. In a chemistry class, one teacher offers a lesson on helium, then has a non-traditional lab in which students work cooperatively to create a helium Facebook page. Students can add pictures, sound bites, and so forth. World language classes have students review vocabulary orally, listen, and repeat the teacher's pronunciation, create flash cards, play games such as slapping the correct vocabulary word on the board, and incorporate vocabulary terms in longer writing pieces in the target language to reinforce higher level thinking. Art classes conduct a "marshmallow challenge" activity on the first day, explaining the rules and allowing students to work in small groups and to create sculptures that need to fit certain prerequisites. A history teacher uses the Great Depression through a multi-layered unit. Students record and collect their notes during lectures; they then engage in group discussions that incorporate reading activities or songs or both, watch videos or engage in photo analysis, and finally create a personalized essay. Spaulding High School staff members also adjust the time and intensity of work based on individual student needs. Many teachers will give extra time for assessments within class if necessary or will adjust the activity or assessment to make sure that students are supported. The differentiating of assessments and activities to appeal to multiple intelligences has been reported with great success amongst classes of all disciplines. Consequently, because 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, and providing additional support and alternative strategies within the regular classroom, parents and students are ensured that each student will be provided the support they need to achieve the 21st century learning expectations. (self-study, classroom observation, teachers, students)

In some areas 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; and engaging in professional discourse focused on instructional practice. Teachers frequently work individually and collaboratively to improve their instruction practices. An integral part of this process is the analysis of student achievement data from a variety of formative and summative assessments. The vast majority of teachers at Spaulding High School utilize achievement data from a variety of formative and summative assessments to inform their teaching. The district has made a concerted effort to increase the collection and use of data at Spaulding High Schools; however, often there is not adequate time to review and reflect on data. This goal is reflected in many of the specific, measurable, attainable, realistic, and timely (SMART) goals that teachers use to guide professional development. Currently, Spaulding High School requires mathematics and English students in 9th and 10th grade to take the Northwest Educational Assessment (NWEA) test and all juniors participated annually in New England Comprehensive

Assessment Program (NECAP) testing. Other forms of data used to guide instruction include the New York State Earth Science Regents, which are summative assessments that are nationally normed, and the math Accuplacer tests. Class and grade-level formative and summative assessments are also used to drive instructional practices in most classes. These teacher-developed assessments include pre- and post-tests and performance tasks, some of which are being fine-tuned for use as common course assessments. Some classes use specific assessments such as Advanced Placement (AP) scores and the Automotive Service Excellence (ASE), the industry standard automotive certification test. Teachers at Spaulding High School have limited formal opportunities to examine student work to improve their instructional practices. In addition, most of these instructors informally analyze student work and use this information to influence their own practices and expectations. Collaboratively, as a district-wide initiative, all departments examined student work during professional development days, but frequently the time was used for other school initiatives. English teachers take a professional day each semester to look at sophomore writing samples. Teachers also have the opportunity to examine student work during common planning time, scheduled every four days, but again the time is frequently used for other school initiatives. Currently, Spaulding High School is engaged in developing valid and reliable performance assessments, some of which will be collected and used as a potential accountability measure. This process will entail an ongoing discussion and analysis of student work, both formally and informally. Besides using student data and work to drive decisions, teachers use several other forms of feedback to improve their instructional practices. This feedback comes from a variety of sources, including students, other teachers, supervisors, and parents. All teachers are evaluated and observed several times a year. New teachers, and teachers in their recertification year, are formally observed eight times in the school year by school and district administrators. Administrators provide formal and informal feedback to guide and help mentor staff. Each semester, teachers participate in a summative evaluation of their teaching, including instructional practice, based on these observations and on the completion of a comprehensive rubric and interview with an administrator. Teachers also participate in special education meetings with students, parents, case monitors and administrators to review IEPs and to evaluate current data and team input. Teachers are expected to communicate the status of students with parents or other team members, either by email, telephone, mail, or in person. Contact with parents and with educational professionals within the school is recorded in Infinite Campus. This communication is invaluable in the decision-making process. There is currently no formal forum for sharing and examining current research in teacher-specific content areas. Most current information is disseminated at monthly staff meetings, yet teachers have district money available to take classes and workshops to increase awareness and knowledge. Many teachers have developed SMART goals based on examining current research as part of their professional development. Spaulding High School's Competency, Instruction, and Assessment website and other district sites provide links to research, especially on competency-based education, for staff, students, parents, and the community members. There have been teacher workshop classes and seminars driven by current research, yet this is not an ongoing practice. Teachers at Spaulding High School have many informal opportunities and some structured time for engaging in professional discourse focused on

instructional practice. The implementation of common planning time and whole-school faculty meetings, as well as the dedicated use of some full- and half-day professional development time, has provided teachers more collegial discussions focused on curriculum, instructional practice, and assessment techniques. While this standardized assessment data is summative rather than formative, teachers have discussed changes in instructional practices that might lend themselves to improving student performance based on their review of these assessments. Spaulding High School has recently implemented the use of protocols for the examination of student work, and the resulting discussions about student achievement data have been important conversations for teachers. Those discussions have led to parallel discussions about instructional strategies that can be included in the ongoing revision of curriculum documents. Hence, because teachers work to improve their instructional practices, individually and collaboratively, 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, the teachers will be able to employ best practice for each student. (self-study, school leadership team, teachers, student work)

Teachers, as adult learners and reflective practitioners, across the school maintain expertise in their content area and in content-specific instructional practices. The Rochester School District strongly supports teachers in their effort to maintain expertise in their content knowledge and content-specific classroom practices by allocating in excess of $300,000 each year to be used for graduate courses, workshops, conferences, and in-house staff development. A sampling of these content-specific supports include the following: Rose Colby—all departments—to understand, develop, and refine competency-based instruction and performance indicators; Rob Lukasiak—mathematics—realigned math courses, reshaping classroom expectations, performance tasks, and curriculum content in algebra and geometry; Carol Tolman—English—introduced LETRS (Language Essentials for Teachers of Reading and Spelling) program for reading, writing, vocabulary, comprehension especially for Skills classes; Joyce Tugal—science—coordinated 6-12 science programs with an emphasis on inquiry and writing in science; and Adria Arch and Jodie Colella—art—ongoing demonstrations of new products and activities. The impact that the professional development is having on the teachers and their practices is much greater than the usual one-day workshop of the past. There has already been a significant reduction in seniors needing remediation in math over the past three years, and a significant improvement in reading level (improving 1-2 grade levels) in students in the Skills classes. The district currently encourages best practices by providing substitutes if teachers request a "pull-out" day to collaborate with each other during a normal school day; however, many teachers do not take advantage because they do not want to miss the time on learning. The high school administration has recently instituted teacher collaboration as part of the normal duty schedule, although much of the time allocated for collaboration is used for administrative initiatives. During the summers, the district pays teachers to attend "competency camps" to work on subject-specific content or instruction. Since teachers, as adult learners and reflective

practitioners, maintain expertise in their content area and in content-specific instructional practices, parents and students can be ensured that the curriculum will be up-to-date with the needs of the times. (self-study, classroom observation, teachers, student work)

Commendations:

1. The schedule time for relearning and reassessment, and the teachers' provision of one-on-one time with students before school, during lunches, and after school on a regular basis

2. The teachers' personalization of instruction by using a variety of strategies to differentiate instruction for students of different learning styles and abilities

3. The teachers' utilization of the learning labs

4. The school's variety of data sources to review student progress

5. The Rochester School District's support of teacher professional development

Recommendations:

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

2. Develop and implement a process to ensure opportunities to engage students in formal cross-disciplinary learning

3. Ensure that teachers have adequate formal time to evaluate and reflect on their instructional practices to make changes that will positively impact student learning

4. Develop and implement a process to ensure that adequate time is allotted to allow teachers, individually and collaboratively, to review student achievement to improve instructional practices

5. Ensure professional development is prioritized to meet the school's needs

4 Assessment of and for Student Learning

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

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

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

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

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

5. Prior to summative assessments, teachers provide students with the corresponding rubrics.

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

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

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

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

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

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Conclusions

The professional staff does not yet employ a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations. Despite plans to develop and implement a formal process to assess whole-school and individual student progress, such processes do not currently exist. Although Spaulding High School plans to design and implement school-wide academic, social, and civic expectation rubrics to support core values, beliefs, and learning expectations and to infuse them across all curricular areas and gather individual student and whole-school data to determine progress the students are making in achieving the expectations, this has not been implemented to date. Rather, content-specific, department-wide rubrics effectively demonstrate and assess competencies to allow for objective data collection and to assess the degree to which students are achieving the competency-based curriculum. Each teacher formally assesses student progress using formative and summative assessments that align with a course competency rubric. The rubric includes the competencies necessary to complete the course with performance indicators for each competency. Each performance indicator is broken down into four levels of competence that are listed as "Advanced, Beyond Competent, Competent, and Not Yet Competent." Each course performance indicator and competency statement can be found on the Rochester School District's Curriculum, Instruction and Assessment (CIA) website. However, Spaulding High School has only recently adopted its core values and beliefs about learning and has not aligned the core values, beliefs, and learning expectations with grading and reporting practices and policies. As a result, there is no means to collect data regarding the degree to which individual students and students collectively are achieving the 21st century learning expectations. When the professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations, they will be able to base their decisions upon objective data. (self-study, parents, school leadership team, teachers, students)

The school's professional staff does not formally communicate individual student progress in achieving the school's 21st century learning expectations to students and their families or to the school community. The school's professional staff formally communicates individual student progress in achieving the established school competencies to students and their families, but not the achievement of the school's 21st century learning expectations. Spaulding High School personnel collect and store individual student progress toward the achievement of the school competencies in the school's management information system (i.e., Infinite Campus [IC]). All teachers are required to update grades, including "Habits of Engaged Learners," at least every two weeks. A parent portal in the Infinite Campus program allows students and parents access to current student progress toward competencies. Most teachers make a consistent effort to update their grades in a timely way. Additionally, students on IEPs have a quarterly progress report mailed home. IEP students have at least one meeting per year to determine student progress and to update the IEP. Teachers also contact parents with timely information about student progress via phone calls home, emails, and parent-teacher conferences. Furthermore, the degree to which the collective student body is

achieving the school competencies is not communicated to the community at large. Although there are means by which the school can communicate to the larger community (i.e., the school website, local newspapers *Foster's Daily Democrat* and *The Rochester Times,* and the local cable TV station- channel 25) the focus is on school athletics and events rather than academic progress. Students interact with community members as part of some course expectations. These interactions are limited to elective courses and therefore do not incorporate the core academic curriculum within community communication. Hence, once the school's professional staff regularly communicates the school's progress in achieving the school's 21st century learning expectations to individual students and to the school community on a broader scale with a stronger focus on core academic successes, the community-at-large will recognize the progress that all areas of the school are making toward achieving the expectations established by Spaulding High School. (self-study, panel presentation, parents, school leadership team, teachers)

Professional staff sporadically collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. There is no formal process by which all members of the professional staff regularly collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. While there is a great deal of data regarding student achievement that is collected and available to administrators and faculty and staff members, it is not adequately analyzed and disseminated for teachers to use as a basis for curriculum development and revision or to modify instructional and assessment strategies. The Spaulding High School data team has been dealing with such a great deal of data that it has not been able to prioritize what data is essential as a basis for curricular development and revision, to inform instruction and assessment strategies to improve student learning. Despite the lack of specific information regarding student achievement, there are a number of programs available to assist to develop the necessary knowledge and skills to demonstrate the degree to which they are achieving the competency-based curriculum. During the 2014-2015 academic school year, all teachers, in all courses, use the formal Teacher Level Relearning and Reassessment Plan. In order to be eligible to re-assess, students must have completed at least 75 percent of the formative assessments and homework assignments aligned to the course competency statements and performance indicators requiring reassessment. This formal process indicates that students must reassess within five days of receiving the plan and must create a relearning plan to be reviewed and approved by the teacher. In order to meet the needs of students, relearning opportunities are provided for all students who receive a class or course grade of NYC, and for students who choose to re-assess to earn a score that is one-level higher than that of their original summative assessment. Furthermore, parent-teacher conferences through guidance department and the special education department can also be initiated to assess individual student progress. Additionally, numerous interventions have been put in place to support Spaulding High School students whose inequalities have affected their performance. These interventions include 504 plans, learning labs, E block instruction, Plato instruction, summer school, alternative pathways, and Rochester Community Education. However, due to the wide variety of options, more professional time and formal collaboration is needed to check the

effectiveness of each of these interventions, to make changes as needed and to continue to support and meet the needs of each student's achievement. Consequently, when the professional staff regularly and systematically collects, disaggregates, and analyzes relevant data to identify and respond to inequities in student achievement, each parent and student can ensure that the professional staff will be in a better position to make decisions that will impact the learning of each student. (self-study, panel presentation, school leadership team, teachers)

Prior to each unit of study, the vast majority of teachers communicate to students the related unit-specific learning goals to be assessed. However, teachers do not adequately address 21st century learning expectations. Each course at Spaulding High School has individual course competencies, with a corresponding rubric for each of the competencies. These rubrics are shared and reviewed with students at the start of each semester by all teaching staff. Teachers regularly revisit the competency expectations throughout the course. Furthermore, the establishment and use of the "Habits of Engaged Learners" rubric demonstrates Spaulding's commitment to assessing competencies and behaviors on a consistent school-wide scale. Most teachers post daily or unit learning expectations and goals in their classroom, and many are posted on individual teachers' webpages. Handouts to students and rubrics for individual assignments and assessments also clearly communicate these expectations, along with how the student will be assessed on them. However, there is minimal to no infusion or mention of the 21st century learning expectations related to the day-to-day taught curriculum. Therefore, because teachers communicate to students, prior to each unit of study, the related unit-specific learning goals to be assessed, students have a better comprehension of what is expected and what each goal will entail. When the school's applicable 21st century learning expectations are communicated prior to each unit of study, students will have a deeper understanding of what is required of them. (self-study, parents, teachers, students)

Prior to summative assessments, most teachers provide students with the corresponding rubrics. The faculty members regularly provide students with course-specific, departmental-specific, or competency-specific rubrics prior to summative assessments. However, the rubrics to assess the degree to which students are achieving the school's adopted 21st century learning expectations have not been developed. Since most teachers provide students with the corresponding rubrics prior to summative assessments, students will understand what is expected in terms of what they have learned. (self-study, classroom observation, panel presentation, teachers, students)

In each unit of study, teachers deliberately employ a range of assessment strategies, including formative and summative assessments. The staff utilizes a wide range and variety of formative and summative assessments to measure student's understanding of and performance on course competencies. Each department implements a variety of formative and summative assessments such as quizzes, tests, semester exams, common course exams, presentations, projects, and other multi-media representations of a student's knowledge. In addition the faculty and staff members continue to develop their knowledge and abilities to assess student learning in different facets to meet the needs of their students so they can demonstrate their mastery of course competencies (i.e.,

faculty members are engaged in ongoing professional groups that meet once every four days for 45 minutes and are designed to improve the validity and calibration of performance assessments). Hence, because teachers employ a range of assessment strategies, including formative and summative assessments in each unit of study, parents and students can be assured that the assessment strategies will be more reliable in terms of assessing student learning. (self-study, classroom observation, panel presentation, parents, school leadership team, teachers, students)

Teachers do not collaborate regularly or in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. Common planning time has been set aside every fourth day for 45 minutes for teachers to work on curriculum, instruction, and assessment strategies; however, the structure and focus of common planning time has not been established. Hence, faculty members have not actualized collaboration on the creation, analysis, and revision of formative and summative assessments, as well as on curriculum and instructional strategies. Collaboration involving teachers and administrators for these purposes is inconsistent and informal. Departments are provided with three pullout days during which they can develop and revise common assessments. While time is sometimes provided for examining student work during common planning time, workshop days, release time, and department meetings, these times are often used to address other important concerns. Consequently, when teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, teachers are better able to assess student learning for each student. (self-study, school leadership team, panel presentation, teachers)

Teachers often provide specific, timely, and corrective feedback to ensure students revise and improve their work. Spaulding High School requires all teachers to update grades within Infinite Campus, including "Habits of Engaged Learners," at least every two weeks. These updated grades are specific in nature as they allow for students and parents access to current student progress toward competencies in particular. In mathematics classes, teachers pose questions to students who write their answers on individual white boards that are flipped so that the teacher can see all student responses allowing for immediate and meaningful teacher feedback, not only on correctness, but also on the process used. English teachers use Google Docs for writing assignments, allowing teachers to provide individualized feedback by editing student's drafts while actively engaging students in the writing process. The students are allowed to revise numerous times with the provision that they also conference with their teacher with each revision. A paper may go back and forth between teacher and student numerous times, as the student is responsible for layers of process knowledge. Social studies classes use a Jeopardy game allowing students to work in teams to respond to a series of questions. This allows pair-sharing of responses and collaboration among members. Teachers monitor class discussions, debates, and rapid-fire questions responses as quick check-in methods. World language teachers host one-on-one conferences with students with both student and teacher taking notes as to what was verbally shared, allowing for teacher feedback not only on the understanding of concepts, but also allowing for verbal exchanges in which the teacher has the opportunity to critique pronunciation and

grammar of the language. Teachers in the technology center regularly provide students timely and corrective feedback. This occurs naturally given the nature of the learning and content in the center. Other commonly used methods are brainstorming where a teacher presents an open ended question, the use of concept maps, error analysis situations, using "a minute to win it" with students given a few minutes at the end of the class to write a summary of the main points of the lesson and tickets to leave and strip sequence activities when students are given an envelope with the steps given and the task of putting them in the correct order. Since teachers often provide specific, timely, and corrective feedback to ensure students revise and improve their work, both teachers and students can better address existing needs. (self-study, panel presentation, parents, teachers, students)

Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Teachers consistently demonstrate their adherence to the Rochester School District's competency-based assessment and grading philosophy. Formative assessments are used to gauge students' understanding and to provide feedback for necessary adjustments to teacher instruction. Examples of formative assessments used at Spaulding High School include, but are not limited to, teacher observation, verbal and written checks, activities that reinforce skills, small daily quizzes, worksheets, and practice exercises. Formative assessments are used on a regular basis by all teachers. The results of formative assessments are used to reflect upon teaching practices and to determine the need to spend additional time or present material in a different way to secure student understanding of a concept. Teachers at Spaulding High School do use the results of formative assessments to reflect on their teaching practices and to gauge if they need to spend additional time or present material in a different way to secure student understanding of the concept. Formally, teachers have devoted department meeting time and common planning time to share this information with colleagues, and seek their feedback as to teaching strategies that others have successfully employed in their classrooms to address re-teaching needs in their individual classrooms. Hence, because teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning, they are in a better position to assist students in achieving the 21st century learning expectations once those expectations are more clearly established and universally applied. (self-study, classroom observation, panel presentation, teachers, students)

Teachers and administrators individually 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; and survey data from current students and alumni. However, the degree of collaboration is limited in this regard. The faculty members at Spaulding High School individually use the results of formative assessments to reflect on their teaching practices and to gauge if they need to spend additional time or present material in a different way in order to secure student understanding of the concept. While many of the course competencies align with adopted 21st century learning expectations, there is no formal process in place right now to examine and improve this

alignment. Although time has been set aside every fourth day for 45 minutes, the work done does not involve the creation, analysis, and revision of formative and summative assessments. Collaboration involving teachers and administrators for the purpose of revising curriculum and improving instructional practice by examining a range of evidence of student learning is inconsistent and informal. For example, the math department uses data from the AccuPlacer test, which is administered during the junior year, to determine the instructional success of preparing students for college-level mathematics courses. Math instruction and placement are adjusted accordingly. While time is sometimes provided for examining student work during common planning time, workshop days, release time, and department meetings, these times are often used to address other important concerns. Therefore, when 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; and survey data from current students and alumni, they will have valid rationale to make changes to all aspects of the learning process in order to meet the established expectations for learning. (self-study, panel presentation, school leadership team, teachers)

Grading and reporting practices are not reviewed and revised to ensure alignment with the school's core values and beliefs about learning. The school's grading and reporting practices do not include or reference the school's core values and beliefs about learning expectations. The school-wide rubrics in place do not assess the degree to which students are achieving the 21st century learning expectations. Furthermore, while time is sometimes provided for reviewing both grading and reporting practices during common planning time, workshop days, release time, and department meetings, these times are often used to address other issues and concerns. Hence, faculty are lacking formal opportunities to align core values and beliefs about learning with grading and reporting. Furthermore, there is not adequate direction or time devoted to reflection upon past assessments for necessary analysis and revision. Consequently, when grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, parents, students, and the community-at-large can be assured that they are receiving valid and reliable information regarding student achievement. (self-study, panel presentation, parents, school leadership team, teachers, students)

Commendations:

1. The content-specific, department-wide rubrics that effectively demonstrate and assess competencies to allow for objective data collection

2. The faculty which offers a diversity of assessment types to appeal to all learners

3. The three departmental pull-out days contribute to creation, analysis, and revision of formative and summative assessments

4. The consistent use of formative assessments in most classrooms

Recommendations:

1. Develop and implement a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations

2. Develop and implement a process where the professional staff 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

3. Designate formal time at regular intervals for faculty to collaboratively examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice

4. Establish a formal, systematic process for reviewing and revising grading and reporting practices and their alignment with core values, beliefs, and learning expectations

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

5 School Culture and Leadership

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, inclusive, and 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, ongoing program or process 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.

Conclusions

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. There is a positive interpersonal relationship among students, teachers, and administrators that is pervasive throughout the school. New administration has significantly improved morale and established trust among all stakeholders in the school community since there has been a significant focus on building relationships during the past two years. The 2013-2014 school year began with a new principal and three new assistant principals. Competency-based instruction was implemented three years ago and has had a significant impact on teaching and learning for students, parents, and staff. Revisions of the re-assessment policy, homework policy, and formative and summative assessment policy are being implemented for the 2014-2015 school year. Consistency with the department chair leadership has been the common thread throughout the succession of administrative transitions that took place prior to the arrival of the present school administrators. There is significant student involvement in co-curricular opportunities such as music, theater, Air Force Junior ROTC, athletics, and other co-curricular activities. Implementation of competency-based instruction and assessment has raised academic expectations for all students. Since the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning, the result is shared ownership, pride, and high expectations for all. Spaulding High School provides an environment where everyone has the opportunity to achieve success. (self-study, classroom observation, panel presentation, facility tour, school board, central office administrators, Endicott survey, parents, school leadership team, teachers, students)

The school consciously ensures 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 to a limited degree, and supporting the achievement of the adopted curriculum. The definition of and the infusion of the school's 21st century learning expectations into the adopted curriculum have yet to be developed and implemented. Teachers make student course recommendations regarding appropriate level placement (i.e., standard, enriched, honors, and AP), although there is a system that allows students and parents to override that recommendation to access desired courses. There are many electives that are heterogeneously grouped providing opportunities for students of all levels and ages, including those with special needs, to learn both the content and to work collaboratively with students of different abilities. Currently, there are classes such as Collaborative Art and Collaborative Physical Education where special education students are paired with regular education students who work on classwork together to achieve the class competencies. The program of studies offers heterogeneously grouped courses that students may elect to take throughout their four-year education plan. Hence, all students at Spaulding High School enroll in some courses that are heterogeneously grouped or unleveled during their high school career. In addition, all CTE course offerings provide students with specialized interests the opportunity to explore learning pathways that match their passions. Students believe that they have positive experiences in

heterogeneously grouped elective classes. Spaulding High School is equitable, inclusive, and ensures access to challenging learning experiences for all students, and these learning opportunities are populated with students reflecting the diversity of the student body, fostering heterogeneity, and have created a foundation that will support the achievement of the school's learning expectations. (self-study, panel presentation, school leadership team, teachers, students)

While there is a formal, ongoing program or process called "homeroom" through which each student has an adult in the school, in addition to the school counselor who knows them, the program allows the adult to get to know the student well or assist them in achieving the school's 21st century learning expectations, but only to a limited degree. In 2008, Spaulding High School adopted the homeroom advisory program by grade level and divided students alphabetically based on student last names. The advisor is assigned to the same group of students throughout their four years at Spaulding High School. The homeroom period was designed to be a time to distribute logistical information, hear morning announcements, assist students with their scheduling and registration needs, encourage students to complete their digital portfolio and discuss their post-secondary plans. Homeroom meets every Monday between B Block and C Block for 20 minutes. However, the 20 minute period and the advisokry program is not formalized enough to establish strong relationships to maximize the achievement of 21st century learning expectations. Nonetheless, a number of teachers do make personal connections with students other than during the designated homeroom period. Most teachers and students feel that they do make personal connections via curricular and co-curricular activities. The vast majority of parents are unable to describe the purpose or meaning of homeroom, and most are unable to identify their children's homeroom teacher. When there is a formal, ongoing program or process that ensures that each student has an adult in the school, in addition to the school counselor, who knows the student well, it will assist all students in achieving their individual goals and the school's 21st century learning expectations. (self-study, parents, school leadership team, teachers, students)

In order to improve student learning through professional development, the principal and professional staff regularly engage in professional discourse and regularly use resources outside of the school to maintain currency with best practices. However, dedicated formal time for reflection, inquiry, and analysis of teaching and learning; to implement professional development; and to apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment is minimal and tends to focus on a small number of the most important initiatives that would improve student learning. Teachers only have the opportunity to meet for forty-five minutes once every four days without the benefit of a formalized plan, protocol, and purpose with a specific goal that connects directly to improved student learning. There is adequate time and money dedicated to reasonable professional development goals, although the number of new initiatives does not allow teachers to gain the depth of understanding necessary to successfully implement those initiatives into daily practice. Both school administrators and teachers agree that they need additional time for reflection and analysis of existing programs and new initiatives to determine the impact on student learning. Once 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; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment to improve student learning, the school will be able to develop and implement targeted professional development. (self-study, central office administrators, school leadership team, teachers)

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning, but the model is not being fully implemented as designed. Spaulding High School uses the Kim Marshall model which prescribes a formal methodology for teacher evaluation. Teachers are evaluated on six aspects of their job performance including planning and preparation for learning, classroom management, delivery of instruction, monitoring, assessment, and follow-up, family and community outreach, and professional responsibilities. The rubrics used to evaluate the teacher are based on a four level rating scale ranging from highly effective, effective, improvement necessary, and does not meet standards. The rubrics were designed to provide teachers with an end-of-the-year assessment of where they stand in all areas of performance and detailed guidance on how to improve. Administrators visit teachers' classroom throughout the year for brief ten minute walk-throughs, which are unannounced, followed by face-to-face conversations that provide teachers with the administrator's perceptions regarding the degree to which they addressed the six aspects of the instrument and providing teachers with an opportunity to respond. The new system of teacher evaluation has led to the building of trust between the teacher and the administrators and has created mutual discourse. However, the school leadership team expressed a need to adjust the structure in which they adhere to the model due to the inability to consistently, fully, and effectively implement it, because of the time to commit to the process. Teachers also concur that there is a lack of consistent formal feedback following the observations that were specific to improving instruction. While the teacher evaluation model has a number of pluses, administrators struggle with the balance between the needs of managing the school and their role as instructional leaders. Too often, the need to regularly observe classrooms and provide timely feedback is compromised by the demands of managing the building, the needs of students, and the constraints of time. Therefore, when school leaders fully implement research-based evaluation and supervision processes that focus on improved student learning, the result will be improved instruction for all learners. (self-study, school leadership team, teachers)

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students to a degree. There is somewhat of a split among faculty members with regard to the present four-block schedule. Slightly more than half of the faculty believes that the existing schedule supports research-based instruction, and there is a general consensus among teachers, guidance, special education, and students that the schedule is beneficial for student learning in some classes but not for others. A scheduling committee has recently been formed to discuss and potentially modify the existing four-block schedule. Some of the topics under consideration by the committee are the length of the class period (i.e., 90-minute semester blocks, 45-minute mini year-long blocks, or a combination of both),

opportunities for relearning and re-assessing, and optimal time of day for student learning. In addition, teachers believe that a collaborative block of time that includes common planning time within departments as well as interdepartmentally for the purpose of sharing best practices and planning interdisciplinary lessons would benefit the learning needs of all students. When the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students, both teachers and students will be better able to ensure that all students will meet the adopted learning expectations. (self-study, classroom observation, school leadership team, teachers, students)

Student load and class size of the vast majority of classes enable teachers to meet the learning needs of individual students. Class sizes generally range between 10-25 students with the average class size being approximately 18 students per class. The average student load for teachers is approximately 60 students per semester. Students believe that the class size provides ample opportunity for the personalization of instruction or instructional problems due to class sizes. While the class sizes vary depending on the class, the discipline, and the resources available, both parents and students feel that the class sizes enable teachers to meet the learning needs of individual students and are reasonably sized. Consequently, since student load and class size enable teachers to meet the learning needs of individual students, the focus can be on students achieving the 21st century learning outcomes. (self-study, observation, Endicott survey, teachers, school support staff, students)

The principal, working with other building leaders, consciously provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The administrative team has developed an internal cohesion and a shared vision and goals to improve student learning. Teachers, individually and collectively, believe that, despite the fact that they have only been together for a short time, the administrative team is working hard, has a common vision, and is attempting to provide instructional leadership. The improved interpersonal relationships between faculty and administration have created a sense of partnership conducive to the collaboration needed to improve instruction. Faculty and staff members have acknowledged that they are no longer apprehensive when administrators stop by their classrooms. Central office personnel and the school board believe that the entire leadership team at Spaulding High School is "pushing the cart in the same direction" for the first time in a long time. Furthermore, the faculty members believe that the present administrative team is committed to the school's core values, beliefs, and learning expectations. Hence, because the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, the result is a constructive school culture that is designed to help all students reach their individual potential. (self-study, central office administrators, school leadership team, teachers, school support staff)

Teachers, students, and parents are not consistently involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Students participate in a student senate that has regular meetings with administration that allows

for students' voices to be heard and valued. Although parents are involved in school activities in a number of valued capacities, there is no formal body that includes parents as partners in decision-making. Furthermore, there is no ongoing formal body that currently exists that gives teachers a consistent and regular voice in the decision-making process regarding important school concerns. When teachers, students, and parents are involved in meaningful and defined roles in decision-making that promotes responsibility and ownership, all shareholders feel a sense of responsibility and ownership in the school. (self-study, parents, school leadership team, teachers, students)

Teachers in some areas exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Many teachers take on a variety of leadership roles in an effort to ensure a high level of student engagement and success. These include team leadership roles in which teachers address departmental needs such as managing and facilitating the department meetings, course scheduling, budgeting, and serve as the administrative liaison for the faculty within their subject area. Some departments, such as the mathematics department have chosen to delineate this leadership role into course chairs or partner teachers who are responsible for facilitating professional learning communities, common assessments, syllabi, and emergency substitute plans. This delegation of responsibility allows the teachers to feel more connected to their coursework and more engaged in their teaching. They also act as a reference point when questions should arise regarding curriculum or student placement. However, because of the many duties and responsibilities of team leaders, they also experience time constraints that prevent them from devoting to the most important initiatives that would improve student learning. In addition, a number of teachers serve as mentors for all first year teachers. New teachers are encouraged to take professional days with their mentors to observe other experienced teachers which helps develop effective instructional strategies and leads to discussion of issues that may be impacting the effective learning of students. Teachers also have numerous opportunities to take the initiative to form clubs and co-curricular programs provided there is sufficient student interest, pending SAU approval. At the present time, Spaulding High School is able to offer over 20 athletic and 36 club opportunities to its student each of which has a faculty advisor. Some clubs and organizations are fairly unique to Spaulding High School such as the Mu Alpha Theta mathematics tutoring program, Skills USA, Game Club, Granite State Challenge, and Future Farmers of America (FFA). Large groups of students are also highly involved in programs such as drama, music and Air Force ROTC squadrons and Drill Team. Many of these clubs are designed to help students develop leadership qualities and to become active members of their communities. These opportunities help to foster relationships between faculty and students that carry over to positive experiences in the classroom environment. Therefore, because teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning, students are afforded many valuable learning opportunities inside and outside of school. (self-study, panel presentation, teachers, students)

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The school board has a good deal of trust in the central office administrators, as well as in the

Spaulding High School administrative team and teachers. The district management team (i.e., the superintendent of schools, the assistant superintendent of schools, and the building principals) meets twice per month to collaborate on district goals and policies. Furthermore, the assistant superintendent meets once per week with a building assistant principal to discuss curriculum and instruction. The administrative team and the central office personnel share a common vision and are in agreement on the work that needs to be done. Since the school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations, a shared vision for improvement of student learning is being implemented. (self-study, school board, central office administrators, school leadership team)

The school board and superintendent provide the principal with some decision-making authority to lead the school. The school board believes that every principal in the district is directly responsible for the instructional programs at their respective schools and have made it clear in the district policy manual that the principals have decision-making authority for these programs. The superintendent of schools has the decision-making authority over curriculum, throughout the district, and it is the responsibility of the school principal to implement the adopted curriculum. However, many behavioral policies are initiated by the building principal with the support of the superintendent. In addition, a multitude of initiatives and decisions have been made by the principal and have been supported by the school board and the superintendent of school (e.g., safety measures, security, and the implementation of the school safety team, and the locking exterior doors requiring the use of a card reader). The Alternative Pathways credit recovery program for at-risk, struggling students was instituted when the principal presented the idea to the superintendent of schools and was support by the school board from both a philosophical and financial perspective. The aspiration laboratory in the guidance department was also an initiative brought forth by the principal that ultimately received support from the school board and the superintendent of schools. On the other hand, there are a number of program initiatives that originate in the central office and are directed to the district buildings. These initiatives present challenges for the school administrative team in terms of balancing the day-to-day needs of the building operations with the pedagogical objectives of the initiatives of the central office. When the school board and superintendent provide the principal with sufficient decision-making authority to lead the school, the principal is able to establish a shared vision for the school and to guide the implementation of the core values, beliefs and learning expectations. (self-study, school board, central office personnel, school leadership team)

Commendations:

1. The safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and rising expectations for all

2. The high level of participation in co-curricular activities, particularly the music and theater programs and the Air Force Junior ROTC program

3. The time and energy spent over the past two years invested to improve interpersonal relationships which has clearly made a difference in the climate of the building

4. The increasing opportunities in both academic and co-curricular activities

5. The principal and building administrators' collaborative and supportive working relationship that has established a positive foundation to assist all students in achieving their learning goals

6. The positive and collaborative relationship between and among the school administrative team, central office administrators, and the school board

Recommendations:

1. Provide a structure to the ongoing program or process that ensures that each student has an adult in the school, in addition to the school counselor, who knows the student well that will assist the student in achieving their individual goals and the school's 21st century learning expectations

2. Ensure that the principal and professional staff have sufficient and purposeful professional development time to develop and reflect on initiatives most valuable to improve student learning

3. Ensure teacher evaluation and supervision processes focus on improving instructional practice

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

5. Ensure that teachers, students, and parents are consistently involved in meaningful and defined roles in decision-making that promote responsibility and ownership

6. Ensure the principal has sufficient authority when it comes to establishing priorities in regard to building initiatives

6 School Resources for Learning

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.

Conclusions

      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. In conjunction with an extensive variety of courses to meet the diverse needs of its students, Spaulding High School, provides numerous interventions and resources and therefore offers a strong educational support system that meets the different needs of students. There are a variety of intervention strategies available to students including E block, Plato, and credit recovery programs. In addition, students receive attention from guidance counselors assigned to students all four years of high schools, and teachers are available for extra help before and after school on an individual basis. The school also has a special education counselor who supports the emotional needs of students with disabilities and well as a school social worker who provides mental health counseling. The school also provides a learning laboratory in each core academic department staffed by a highly qualified teacher and special educator available to all students for tutoring and help during the school day. The school identifies at-risk students at the grade 8 level and offers an alternative education pathways program offering team teaching in English and mathematics to help students become more successful. The Bud Carlson Academy is an alternative education program available to all students to provide academic success in an alternative setting. Students are also provided alternative opportunities to work toward graduation or an alternative diploma through Rochester Community Education alternative diploma options, and collaborative programming for a general education diploma (GED) options. Counselors and assistant principals work together to develop personalized learning plans for at-risk students including partnering with a local community agency, Project Pride, to provide a variety of support to students graduating from high school. Since the school assesses and documents individual needs in a timely, coordinated, and with directive intervention strategies for all students, including identified and at-risk students, there is support for each student's achievement of the school's 21st century learning expectations. (self-study, school leadership team, teachers, school support staff)

      The school provides information to families, especially to those most in need, about available student support services. The overwhelming majority of students know where to go if they have problems. Similarly, parents feel that the school provides information about available support services. Spaulding High School uses multiple communication tools to reach students and families, formally and informally. E-mail, United States Postal Service, telephone, and in-person contacts are utilized by parents and caregivers. Online communication resources include the Spaulding High School and the Rochester School District websites, Google sites, Facebook, and the email capability in Infinite Campus, and the data management system. For emergency notifications and critical stakeholder communications, parents and guardians may be reached through the school's Honeywell Instant Alert System. Additional outreach methods utilized include the use of local radio and news media, when extensive community involvement is indicated. Since Spaulding High School is located on a major thruway in the community, the school marquee is also used to communicate information. The local free newspapers, the *Rochester Times* and the *Foster's Daily Democrat*, reach throughout the greater

Rochester community and readily publishes stories regarding Spaulding High School. The school's website is updated regularly with pertinent information for students and parents including information regarding curriculum and upcoming events. In addition, students receive information weekly during homeroom meetings and via the daily announcements regarding upcoming events, programs, services, and college visits. Consequently, because the school regularly provides information to families, especially to those most in need, about available student support services, parents and students may know about and take advantage of the many services and programs at the school. (self-study, parents, school leadership team, teachers, school support staff)

Support services staff frequently use technology to deliver an effective range of coordinated services for each student. The staff members of the guidance department, special education department, health services office, and library media center have access to and utilize many technologies to deliver services. The school uses the web-based data management system Infinite Campus to provide real-time information regarding academic progress, attendance, teacher emails, and communication between school and home. Staff and students utilize school-wide use of Google Apps for Education. All support staff have access to a desktop or laptop computer although they are not updated regularly. All learning laboratories have a desktop computer available for student use and the guidance department has a computer center available for students to use for a variety of needs including college search and application process. The library/media center has a variety of technology tools available including desktops and Chrome books, and electronic teaching and learning devices for instruction, projects, research, and educational support. The special education department has access to applications and software such as Dragon, Microsoft Word, PhraseBoard, MyVoice and Tap to Talk to utilize on an as-needed basis. Special education staff members manage students IEPs utilizing Easy IEP software, which is available for staff members' access through secure login within the IC student information system. Since support services staff regularly use technology to deliver an effective range of coordinated services for each student, they are able to deliver an effective range of coordinated services for each student and to support 21st century learning expectations; however, services would be improved if a greater number of up-to-date devices and software programs were available to meet student needs. (self-study, teachers, school support staff)

School counseling services in most areas 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; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Six certified, highly qualified guidance counselors serve the 1,400 students at Spaulding High School; but there is only one social worker for the entire population. Additional access to services for social and emotional health provided by an additional mental health counselor would provide additional necessary support. The counselors work with an alphabetical breakdown of students in

grades 9-12 maintaining a caseload of 250-265 students, with the exception of the team leader, who has a caseload of 220 students. Counselors meet regularly with students to provide personal, academic, career and college counseling using the 12-touch program to ensure each student meets with guidance at least 12 times while at Spaulding High School. The guidance department has a comprehensive developmental school counseling curriculum which provides a framework for services and supports to meet the needs of all students in areas of academic counseling as well as personal, social, and career development counseling. The guidance department has implemented several programs at each grade level including development of four-year plans, Freshman Friday's to introduce freshmen to guidance, interest inventories with grade 10 students to assist with college and career planning and PSAT readiness with junior students. The guidance department has developed a master calendar with seminars, evening presentations, college fairs, and college visits to support students in their college and career readiness. School counselors meet individually with students to discuss course selection and college and career planning options. Group meetings are used at the various grade levels to address a variety of college and career readiness topics. The social worker provides group counseling to students in need of services that include teen pregnancy, grief counseling, children of alcoholics, and sexual assault support. Counselors deliver collaborative outreach by partnering with Strafford County Community Action Program (CAP) and other social services providers. The department also works in partnership with the Family Justice Center. They have developed a school referral form for use in referring students and families to agencies that address a variety of issues such as families in transition, loss, and substance abuse. The school counseling department works collaboratively with community and area mental health agencies and social service providers to meet the needs of their diverse population. Guidance uses a variety of data sources to review and improve services (e.g., data sources that include results from the Youth Risk Behavior Survey, written feedback from students who attend college, and evaluations provided by students and parents after evening presentations). Senior exit surveys are conducted to gain information and feedback from students prior to graduation. The results of these surveys are utilized to improve services and, in the future, to ensure that students meet 21st century learning expectations. Because 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; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations, students will learn and be supported as they achieve the school's 21st century learning expectations. (self-study, school leadership team, school support staff)

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; and use ongoing, relevant assessment data, including feedback from the

school community, to improve services and ensure each student achieves the school's 21st century learning expectations. An adequate number of certified/licensed personal and support staff provides health services at Spaulding High School. Two full-time nurses are employed as teachers and one part-time support staff member who is shared with the middle school. The health services include preventative health and direct intervention services. Nursing staff provides immediate triage and health needs of the student population and also supports 60 preschoolers from Small Wonders, a curriculum-based preschool program. School-wide health information is provided through various public announcements. Preventative health and direct intervention services include access to a suicide hotline, community action partnership, vision, and hearing screening. Vision screenings are also provided for driver's education students. The health services use an appropriate referral process for health services in an open door policy. Contact methods include in person, phone, and e-mail. Referrals come from students, teachers, school administrators, counselors or other support services personnel, as well as from doctors or other healthcare providers. The nursing staff members work closely with the guidance department and the special education department to ensure health issues are addressed in a confidential manner. Teachers are alerted to students with health issues in a confidential manner. Medical issues are integrated into the school management information system and are available to limited staff members on a need-to-know basis. Ongoing student health assessments for students are conducted on an individual basis as students seek assistance from the health services personnel. However, the health services at Spaulding High School do not 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. Because 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 students' well being is supported; and when ongoing, relevant assessment data, including feedback from the school community is sought and responded to, it will ensure each student achieves the school's 21st century learning expectations. (self-study, classroom observation, teachers, school support staff)

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; 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/media center personnel includes one certified library/media specialist and two library assistants. The library/media specialist has over 20 years of teaching experience, as well as experience as a classroom science teacher, and actively engages in the implementation of the school's curriculum and instructional practices by providing students and faculty resources to

support the curriculum and independent learning. Paid student library assistants are also available to assist students and teachers. The library/media center personnel provide a wide range of materials such as books in print, e-books, databases, and technologies and inform the school community through the library's webpage and through various print publications, such as handouts. Library/media center professionals gather information to support the school curriculum and attend at least two meetings from each department throughout the school year to remain knowledgeable and informed. The library/media center program is adequately funded and the library/media center personnel support curriculum and independent learning by budgeting for and purchasing materials that support classroom objectives as well as provide support for independent learning. The library/media center is adequately staffed to ensure the facility is available for students and teachers every school day from 6:45 a.m. to 3:00 p.m. Library/media center personnel strive to support student interests and needs for independent learning by providing students with opportunities to request materials for purchase through the library/media center's website and in person requests to staff. Library/media specialist conducts ongoing assessments using relevant data, including feedback from the school community, to improve services. Library hours were extended in response to survey data from students and teachers. The library/media services support the integration of technology by incorporating a variety of computers, mobile devices, and wireless technology throughout the library to ensure students have the resources to achieve the school's 21st century learning expectations. This effort has purchased one cart with 24 Chromebooks; however, there are not enough computers or mobile devices available for when conducting research for a class. Consequently, since the 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; and conduct ongoing assessment using relevant data, including feedback from the school community, the library/media services will help to ensure each student achieves the school's 21st century learning expectations. (self-study, teachers, school support staff, students)

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have a mostly 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; and frequently 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. Spaulding High School does not have the resources to fully implement the 21st century learning expectations for all identified students including special education, Section 504 of the American with Disabilities Act, and English language learners. Each identified student is assigned to a case monitor and guidance

counselor. The case monitors each work with a caseload of approximately 25 students with IEPs. They check with students on a weekly basis, have progress and IEP meetings to assess student plans and adjust them as needed, conduct three-year assessments, and develop transition plans for students. There is frequent communication among all stakeholders and teachers including those in special education, guidance counselors, administrators and support staff. However, recent budgetary cuts have resulted in less time to collaborate between regular and special education teachers. There is less time for common planning time for co-teachers in order to fully implement their collaborative model. In addition, they staff learning labs that are part of the major curriculum components of the school and attend the department meeting of these departments in order to communicate effectively with the faculty in that area. All students have the opportunity to attend the learning labs throughout the day. Students may access support on formative and summative work and may work in small groups or as individuals. Many special education teachers team teach with a highly qualified regular educator or teach supportive instruction for students with specialized individual needs. Co-taught classes support an inclusive environment for all students. Imbedded throughout departments such as music, art, physical education and international languages, the collaborative courses offer students the opportunity to gain skills in a peer-mentoring model that develops academic skills and social skills in a unique, paired-student learner model. The Learning Independence through Experience (LITE) program provides students with multiple special needs instruction on daily living skills and core academic instruction. The SKILLS program provides identified students with modified core academic curriculum within the core academic courses. Goal Oriented Student Transitions (GOST) offers students that have earned their certificate of attendance, a further opportunity to gain real-world skills that are applied through job shadows, civic engagement, community service, and recreational therapy activities throughout the greater Rochester community. Spaulding High School is one of the founding members of the New Hampshire Interscholastic Athletic Association (NHIAA) sanctioned Unified Sports Division. Unified Sports allow students with special needs to play with their peers in soccer, volleyball, and basketball throughout the school year. Spaulding High School has been at the forefront of promoting inclusion within athletic programs. Data is gathered from a variety of sources including feedback from the school community to assess and improve services. The special education team uses focus monitoring to improve programming and to provide more opportunities in mainstream classroom settings. Classroom data collection is also utilized to improve instruction. When 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; and perform ongoing assessment using relevant data, including feedback from the school community, support services personnel will continue to improve services and will ensure each student achieves the school's 21st century learning expectations. (self-study, school leadership team, teachers, school support staff)

Commendations:

1. The varied intervention strategies available to meet the different needs of all students

2. The learning lab model staffed by a highly qualified teacher and special educator that provides support for students in all academic areas

3. The welcoming attitude and open communication between Spaulding High School personnel and families and caregivers

4. The use of available technology by support personnel for delivering an effective range of coordinated services

5. The focus on individual and group meetings to promote academic success, personal development, and post-secondary planning

6. The active involvement of health services members in all student support efforts

7. The library/media personnel's use of data to improve services for students and faculty

8. The integration of library/media services that is infused into all curriculum areas and instruction

9. The inclusive practices developed between regular and special education to meet needs of all students

Recommendations:

1. Increase the available social, emotional, and mental health services available for students

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

7 Community Resources for Learning

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

1. The community and the district's governing body provide dependable funding for:
   - a wide range of school programs and services
   - sufficient professional and support staff
   - ongoing professional development and curriculum revision
   - a full range of technology support
   - sufficient equipment
   - sufficient instructional materials and supplies.

2. The school develops, plans, and funds programs:
   - to ensure the maintenance and repair of the building and school plant
   - to properly maintain, catalogue, and replace equipment
   - to keep the school clean on a daily basis.

3. The community funds and the school implements a long-range plan that addresses:
   - programs and services
   - enrollment changes and staffing needs
   - facility needs
   - technology
   - capital improvements.

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

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

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

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

8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Conclusions

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, sufficient equipment, professional development, and curriculum revision; however, there instructional materials and supplies and limited and the district does not fully fund a full range of technology support. The funding of the Rochester School Department comes from state, federal, and local funds. The state and federal funds tend to fluctuate each year, and the trend is each year the amount is decreasing. With that, the amount of local funds increases to absorb these decreases. The local funds are primarily from property taxes. The city of Rochester passed a tax cap in 2010. The amount raised by property taxes must not exceed the increase from the Consumer Price Index at the end of the calendar year. The city council can override the tax cap but needs a two-thirds vote. This has not happened since the adoption of the tax cap. Nonetheless, dependable funding and opportunity are provided for professional development and curriculum revision and development. For example, several teachers have received their master's degree with the school district paying the bulk of the cost. Teachers also have funding for professional development and conferences though the district budget. Textbook and instructional materials purchases have been put off or have been reduced to meet the budget constraints, and in some cases fundraising and donations have been sought to stem shortfalls; however, the funds are still allocated for these purposes on a yearly basis, the final decisions being with the school administration as to the final distribution of these funds. The current wireless Internet system has proven to be inadequate to support the current and emerging technologies required for 21st century learning. For example, there are several classrooms within the school which are unable to connect with the wireless Internet systems at this time, rendering many newer devices unable to be used. Hence, because the community and the district's governing body provide dependable funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development and curriculum revision, sufficient equipment, and when the district provides sufficient instructional materials and supplies as well as fully fund for a full range of technology support, students will be able to strengthen their social, academic, and civic skills to prepare them for success in the 21st century. (self-study, parents, school leadership team, teachers, students)

The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis. There has been an investment in the physical plant in terms of painting, updating the heating systems, hot water tanks, oil tank removal, and roof repairs being completed and planned. Though institutional knowledge from the past regarding facility repairs and investments and equipment repairs were not adequately recorded, the records are now being kept up-to-date on Google Docs for future reference. During daytime operations at Spaulding High School, two full-time maintenance workers are responsible for routine maintenance, repairs, and general cleanliness of the building. In addition, there are eight full-time maintenance workers and one half-time worker cleaning the buildings after school. In addition, the director of maintenance has a staff of six full-time workers that perform repair work and maintain

the grounds of all ten schools in the district. Much of the main building is approximately 75 years old, and it is a challenge to maintain. Repair requests during the school year originate with the high school staff members in the form of requests to the administration, which are turned into work orders by the head of maintenance. Maintenance and repair are generally done in a timely manner, but sometimes budgetary constraints can slow the process resulting in a long wait for some repairs. Special orders of some replacement parts can also take a long time. Nonetheless, the day-to-day cleaning of the facility is excellent and all cleaning equipment for the high school is in good working order. However, given the large athletic complex, it is very difficult to maintain the grounds. An outside consulting firm performed an audit for the building manager, and cleaning procedures and processes have been changed as a result. Consequently, since the school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis, students and staff work in a clean, safe environment. (self-study, facility tour, central office administrators, school leadership team, teachers)

Overall the community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, and capital improvements. However, access to effective and consistent technology in the classroom is inadequate for providing a 21st century education. The community funds and the school implements a long-range, five-year plan that addresses programs and services with projected enrollment. Spaulding High School is currently at 94 percent capacity, and it lacks the area for future building expansion, without using the athletic fields to build upon. The long-range plan at Spaulding High School for programs and services is connected to projected enrollments. The last enrollment projections are from a 2008 study which indicated a general declining enrollment. At this time, the high school would have minimal ability to compensate for increases in enrollment with recent reductions in staff and current staffing levels. Investment in safety measures such as security gates, single entry to building and locked egresses, surveillance camera systems throughout interior and exterior the building, and a reconfiguration of the front office and foyer layout for the building have been completed. The long-range maintenance capital improvement plan (CIP) for building and ground maintenance plans has been developed. Several of these items have already been completed, and others are in progress and in line for future funding. Technology center renovation plans are in consideration and progress. This renovation will involve a review of programs and equipment in the CTC but will also support the Spaulding High School facility through the renovation and repair of the areas that lead to the CTC. WiFi access is inconsistent in the building and limits the opportunities for a 21st century learning environment. Access to some Internet learning content is restricted by the school firewall system, although school personnel realize that the balance between protecting the school's technology systems and maintaining 21st century learning environment will always be a challenge. (self-study, teacher interviews, student panel, teacher panel, support panel). Therefore, because the community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, and capital improvements, the facility will be modernized and be better able to support programs and services; however,

the technology necessities need to be addressed to meet 21st century needs. (self-study, facility tour, school leadership team, teachers, school support staff, students)

Faculty and building administrators are actively involved in the development and implementation of the budget. The budget process begins in November and typically ends in June. Teachers fill out this form with their requests for yearly funding and submit it to their team leaders to be reviewed and ultimately submitted to the principal. The principal in turn submits the budget for Spaulding High School to the superintendent of schools. From November to the end of January, the budget is developed and reviewed by the superintendent and assistant superintendent of schools. At this point, the district will know whether it has met the tax cap; if it exceeds the cap, the management team will strategize on how to reduce the budget to fall within the tax cap. At the end of January, the budget is presented to the entire school board. During February and part of March, the school board committees review their portion of the budget and make necessary adjustments. The full school board must approve a budget by March 25th of each year. Once the school board approves the budget, it is submitted to the city manager who will include the school department requests in the overall budget for the city. The city council must approve an overall budget by June 30th of each year. The city tax cap has made it increasingly challenging to maintain programs, staffing, and equipment necessary to continue to meet the needs of all students. This coupled with two years of budget freezes and significant staff cuts in 2013-2014 has had an adverse impact on some departments and programs. However, it is also important to note that while student enrollment over that period fluctuated, there has been an overall reduction of about 200 students from a high of 1,573 to the current 1,370 students at Spaulding High School. Since the faculty and building administrators are actively involved in the development and implementation of the budget, administrators and faculty have input on the use of the limited funds available. (self-study, central office administrators, school leadership team, teachers)

The school site and plant is adequate in some areas and limited in others in its support of the delivery of high quality school programs and services. The school site and plant support the delivery of many high quality school programs and services, such as athletics, health office, fine and performing arts, a comprehensive guidance program, special education programs, an auditorium and dining hall, school-to-career (STC) programs, the technology center, the AFJROTC, and a number of other programs. However, in addition to the limited number of available classrooms, there are limitations to the delivery of high quality school programs and services in technology and learning laboratories, proper science rooms and laboratories, and athletic and physical education facilities. A limited number of athletic fields result in conflicts with practice times for sports teams on the existing fields. Storage areas are limited by the building configuration and storage of large items of athletic equipment stored in hallways have led to warnings from the fire marshal. The science rooms and laboratories need to be addressed to bring this part of the facility up to needs for implementing the 21st century learning expectations. The science laboratories have one sink that does not work, a chemistry lab lacking eye wash and other safety equipment, and there is a lack of exhaust hoods in all but one laboratory. The chemical storage closet is also in an unlocked place between classrooms. CTC is in the process of a $7.5 million in renovation funding. This

will create an infusion of equipment and facility improvements of the CTC facility and renovations to the adjoining areas of Spaulding High School. Hence, when the school site and plant support the delivery of high quality school programs and services, teachers can focus on teaching and students can focus on achieving the adopted academic, civic, and social expectations for learning. (self-study, classroom observation, school leadership team, teachers)

The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Maintenance records for inspections are on file in the facilities maintenance office as well as the schedule for upcoming inspections. The school is in compliance with handicap regulations. In addition, the investment in safety measures such as security gates, single entry to building, camera systems throughout interior and exterior to the building, and a reconfiguration of the entire entry way office layout for the building has resulted in greater security and safety for everyone in Spaulding High School. All inspection reports are on file in the appropriate offices and are shown to be up to date. The school is in compliance with all the regulations required. Since the school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations, administrators, teachers, students, and parents can be assured that the primary focus will be on teaching and learning. (self-study, facility tour, school leadership team, school support staff)

All professional staff members across the school engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. Communication to parents includes phone calls to homes, email messages, Infinite Campus reporting system, the Honeywell System that notifies parents and caregivers of school events, school delayed openings and school closing calls. Parents can also access information through the school's website and the school Facebook page. Efforts to reach out to families that have been less connected with the school include personal contacts from administrators and case managers. Many teachers have students update contact information at the beginning of a class to have the best way to contact a parent. The Raider Pantry provides outreach to students and families who may be less connected with the school by providing food to students who may not otherwise have it during the school day. They also provide food care packages to families in need for the weekends, and when needed, also provide clothing and other items to families and students. Food and clothing drives are done on a regular basis to support this effort. Teachers send forms home to allow parents to indicate the best way to communicate with them at the beginning of a course. Athletic programs communicate with parents electronically, utilizing paper resource, local newspapers, digital sports web site and a twitter account. Consequently, because all professional staff members actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school, all students

will be able to achieve the 21st century learning expectations. (self-study, parents, school leadership team)

The school develops productive parent, community, business, and higher education partnerships that support student learning. Spaulding High School maintains a number of partnerships with area businesses. For example, the Holy Rosary Credit Union runs a full-service credit union operated by students in the CTC. Frisbee Hospital is home to a student art display on a regular basis and also holds an art competition which awards scholarship funds. Friendly's restaurant regularly supports fundraising drives and events. Several other local businesses also contribute funds to support the school. CTE Advisory committees are comprised of members from local business and industry. These members also support programming in the school by donating equipment and materials, as well as providing internships and co-op opportunities for students in each class and throughout the school. Athletic as well as most clubs have parent-led booster clubs. Higher education opportunities are readily available to students. Every year, the guidance department takes seniors to the college fair at University of New Hampshire where students have a chance to talk with hundreds of college admission representatives. Spaulding High School guidance counselors also plan college visits to at least two colleges for students to tour campuses and get a feel for college life. Representatives from Upward Bound and Educational Talent Search (ETS) visit Spaulding High School regularly to work with students who are first generation, low income, or minority. Students apply for participation with these programs and are interviewed and accepted by the programs. Upward Bound involves a summer program for students to live at UNH and attend classes. Both programs offer fee waivers for SATs and ACTs and support students with strengthening their academic records and college applications. In addition, Spaulding High School has a strong partnership with the New Hampshire Higher Education Assistance Foundation (NHHEAF). NHHEAF representatives visit Spaulding High School several times throughout the school year for college nights, FAFSA nights, and SAT prep courses. Spaulding High School promotes the NHHEAF website "I Am College Bound" which has articles and activities for students to learn more about and engage in the college admissions process. Spaulding High School also encourages juniors and their parents to attend NHHEAF's "Destination College" event held every spring on a college campus. Students and parents attend workshops at this event to again learn more about admissions, financial aid, athletic requirements, and more. Since strong partnerships with parent, community, business, and higher education exist, students are afforded a wide range of educational opportunities that otherwise would not be available to them. (self-study, parents, school leadership team, teachers)

Commendations:

1. The dependable funding provided by the community for ongoing professional development and curriculum revision

2. The security measures added and implemented to insure student and school safety

3. The investment made to the school to upgrade maintenance and safety

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

5. The number of established existing and developing partnerships with community organizations and institutions of higher learning

Recommendations:

1. Ensure that the community and the district's governing body provide dependable and adequate funding for a full range of technology, technology support, materials and supplies

2. Implement a plan to improve the technology system and resources that support the teaching and learning needs of the school

3. Develop and implement a plan to address safety concerns in the science labs

4. Address the storage and field concern to maintain safety requirements in the athletic department

FOLLOW-UP RESPONSIBILITIES

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

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

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Committee 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 Committee requires that the principal of Spaulding High School 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 Committee in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Committee 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 Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Committee'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 Committee's Substantive Change Policy is included in the Appendix on page 69. 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 Committee office has current statistical data on the school.

The Committee 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 Committee'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 Committee staff following the on-site visit.

The visiting committee would like to extend its appreciation to the members of the Rochester School Board, the district and school level administrators, parents, faculty and staff members, the school secretaries, and especially the students of Spaulding High School for the hospitality they extended to each member of the visiting committee.

APPENDIX A

Spaulding High School

NEASC Accreditation Visit
March 1-4, 2015

Visiting Committee

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Dartmouth High School
Dartmouth, MA 02748

APPENDIX B

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Committee 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 Committee'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 or modifications that cannot be accommodated (e.g., the number of special needs students or vocational students or students with limited English proficiency)

Appendix C

List of Commendations and Recommendations

Core Values, Beliefs, and Learning Expectations

Commendations:

1. The inclusion of a variety of stakeholders in the development of the core values, beliefs, and 21st century learning expectations

2. The core values, beliefs, and 21st century learning expectations that are posted throughout the building

Recommendations:

1. Clearly define the challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies

2. Develop and implement school-wide analytic rubrics that identify targeted high levels of achievement

3. Ensure that 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. Develop and implement a formal process to regularly review and revise the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities

Curriculum

Commendations:

1. The curriculum is written in a common format that includes units of study with concepts, content, and skills

2. The curriculum includes competency-aligned, course-specific rubrics to assess students' work

3. The variety of authentic learning opportunities available for students in some classes

4. The emphasis on depth of understanding and application of knowledge through inquiry and problem solving

5. The degree to which the science and math departments currently manage to engage and coordinate with their middle school counterparts

6. The creation and implementation of stimulating lesson plans by classroom teachers, often utilizing their own Internet resources

Recommendations:

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

2. Ensure that all written curriculum includes, essential questions, instructional strategies, and the school's 21st century learning expectations

3. Develop and implement a curriculum that emphasize depth of understanding and application of knowledge through cross-disciplinary learning

4. Ensure the faculty has adequate time to develop and revise the curriculum

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

6. Ensure that there's sufficient funding to support the delivery of the curriculum in all academic and co-curricular areas of the school

7. Provide professional staff with sufficient time for collaboration, evaluation, and revision of curriculum using assessment results and current research

Instruction

Commendations:

1. The schedule time for relearning and reassessment, and the teachers' provision of one-on-one time with students before school, during lunches, and after school on a regular basis

2. The teachers' personalization of instruction by using a variety of strategies to differentiate instruction for students of different learning styles and abilities

3. The teachers' utilization of the learning labs

4. The school's variety of data sources to review student progress

5. The Rochester School District's support of teacher professional development

Recommendations:

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

2. Develop and implement a process to ensure opportunities to engage students in formal cross-disciplinary learning

3. Ensure that teachers have adequate formal time to evaluate and reflect on their instructional practices to make changes that will positively impact student learning

4. Develop and implement a process to ensure that adequate time is allotted to allow teachers, individually and collaboratively, to review student achievement to improve instructional practices

5. Ensure professional development is prioritized to meet the school's needs

Assessment of and for Student Learning

Commendations:

1. The content-specific, department-wide rubrics that effectively demonstrate and assess competencies to allow for objective data collection

2. The faculty which offers a diversity of assessment types to appeal to all learners

3. The three departmental pull-out days contribute to creation, analysis, and revision of formative and summative assessments

4. The consistent use of formative assessments in most classrooms

Recommendations:

1. Develop and implement a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations

2. Develop and implement a process where the professional staff 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

3. Designate formal time at regular intervals for faculty to collaboratively examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice

4. Establish a formal, systematic process for reviewing and revising grading and reporting practices and their alignment with core values, beliefs, and learning expectations

School Culture and Leadership

Commendations:

1. The safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and rising expectations for all

2. The high level of participation in co-curricular activities, particularly the music and theater programs and the Air Force Junior ROTC program

3. The time and energy spent over the past two years invested to improve interpersonal relationships which has clearly made a difference in the climate of the building

4. The increasing opportunities in both academic and co-curricular activities

5. The principal and building administrators' collaborative and supportive working relationship that has established a positive foundation to assist all students in achieving their learning goals

6. The positive and collaborative relationship between and among the school administrative team, central office administrators, and the school board

Recommendations:

1. Provide a structure to the ongoing program or process that ensures that each student has an adult in the school, in addition to the school counselor, who knows the student well that will assist the student in achieving their individual goals and the school's 21st century learning expectations

2. Ensure that the principal and professional staff have sufficient and purposeful professional development time to develop and reflect on initiatives most valuable to improve student learning

3. Ensure teacher evaluation and supervision processes focus on improving instructional practice

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

5. Ensure that teachers, students, and parents are consistently involved in meaningful and defined roles in decision-making that promote responsibility and ownership

6. Ensure the principal has sufficient authority when it comes to establishing priorities in regard to building initiatives

School Resources for Learning

Commendations:

1. The varied intervention strategies available to meet the different needs of all students

2. The learning lab model staffed by a highly qualified teacher and special educator that provides support for students in all academic areas

3. The welcoming attitude and open communication between Spaulding High School personnel and families and caregivers

4. The use of available technology by support personnel for delivering an effective range of coordinated services

5. The focus on individual and group meetings to promote academic success, personal development, and post-secondary planning

6. The active involvement of health services members in all student support efforts

7. The library/media personnel's use of data to improve services for students and faculty

8. The integration of library/media services that is infused into all curriculum areas and instruction

9. The inclusive practices developed between regular and special education to meet needs of all students

Recommendations:

1. Increase the available social, emotional, and mental health services available for students

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

Community Resources for Learning

Commendations:

1. The dependable funding provided by the community for ongoing professional development and curriculum revision

2. The security measures added and implemented to insure student and school safety

3. The investment made to the school to upgrade maintenance and safety

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

5. The number of established existing and developing partnerships with community organizations and institutions of higher learning

Recommendations:

1. Ensure that the community and the district's governing body provide dependable and adequate funding for a full range of technology, technology support, materials and supplies

2. Implement a plan to improve the technology system and resources that support the teaching and learning needs of the school

3. Develop and implement a plan to address safety concerns in the science labs

4. Address the storage and field concern to maintain safety requirements in the athletic department