

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

Commission on Public Schools



Committee on Public Secondary Schools

**Report of the Visiting Team for
Newfound Regional High School**

Bristol, NH

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STATEMENT ON LIMITATIONS

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

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

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

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

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

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

COMMUNITY RESOURCES FOR LEARNING

Support Standard

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

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.
3. The school community develops, plans, and funds programs to:
 - ensure the maintenance and repair of the building and school plant
 - properly maintain, catalogue, and replace equipment
 - keep the school clean on a daily basis.
4. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
5. Faculty and building administrators are actively involved in the development and implementation of the budget.
6. The school site and plant support the delivery of high quality school programs and services.
7. The school maintains documentation that the physical plant and facilities meet all applicable federal, state, and local laws and are in compliance with local fire, health, and safety regulations.
8. The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.
9. Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

10. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
11. The school develops productive parent/guardian, community, business, and higher education partnerships that encourage mutual cooperation and good citizenship and support student learning.

School and Community Summary

School and Community Summary

Newfound Regional High School (NRHS) is located in the Lakes Region of New Hampshire, a recreational and resort area in the central part of the state. The school district is comprised of seven towns: Alexandria, Bridgewater, Bristol, Danbury, Groton, Hebron, and New Hampton. NRHS is located in Bristol, approximately two miles west of exit 23 off Interstate 93.

The total population of the combined towns was 10,717 in the estimated 2013 US Census. Residents work in various industries in and outside the Lakes Region. Predominant means of employment include recreation, manufacturing, education, the restaurant and small services industries, and self-employed trades. The three largest employers within the school district are Freudenberg–NOK, a producer of automotive seals (440 workers); the Newfound Area School District (258 workers); and the New Hampton School, a private boarding-day school (150 workers). The average unemployment rate of the seven towns as of 2013 was 4.8 percent. As of 2013, families living below the poverty level ranged from 21.4 percent in Hebron to 4.6 percent in Bridgewater; the average for the seven towns was 11.5 percent. According to the 2010 Census, the median household income was \$55,163. Like the poverty level percentage, average income varied considerably among towns. Ethnic diversity is not a large factor in the community with 96 percent being Caucasian.

Extensive recreational resources are available in the area. Newfound Lake, located in district, is the focal point of outdoor opportunity. As a popular destination for boating, fishing, and swimming, the Newfound Lake area experiences a regular and considerable summertime population increase. Also in district, besides camping areas and numerous hiking and snowmobile trails, is the Ragged Mountain ski area and golf course; just to the north are numerous ski areas, and to the east are Squam Lake and Lake Winnepesaukee, New Hampshire's two largest lakes.

From 2007 to 2014, the student population of Newfound Area School District declined steadily from just under 1,500 to just under 1,200. It has since stabilized at around 1,200 students with a current population of 1,215. Four public elementary schools include Bristol Elementary with 221 students, New Hampton Community School with 116 students, Danbury Elementary School with 58 students, and Bridgewater–Hebron Village School with 137 students; one public middle school with 294 students, and one public high school with 378 students, which serve the district. Additionally, one private high school with a total enrollment of 310 students is located in the school district.

Twenty-eight students paid nonresident tuition fees of \$14,891 to attend NRHS in 2016-2017, all from the neighboring town of Hill. An average of \$16,709 was spent per pupil in the high school in 2015-2016, a figure exceeding average state spending per pupil by \$1,641. Fifty-five percent of 2016 local property taxes were allocated to the public schools with 37 percent paid directly to the district and 18 percent to the state.

NRHS serves grades 9-12. There are 378 students enrolled for the academic year 2017–2018. There are 92 students in grade 9, 111 students in grade 10, 97 students in grade 11, and 78 students in grade 12. In terms of race and ethnicity, students are very similar, with no single identifiable minority group representing more than 2 percent of school enrollment. Current enrollment is 96 percent Caucasian, 2 percent African American, and 2 percent Asian. The two-year average annual dropout rate for the high school is less than 1 percent, and the graduation rate is higher than 99 percent. The average student attendance rate in 2016-2017 was 93 percent.

The Newfound Area School District expended \$16,164 per pupil compared to a state average expenditure of \$15,068 per pupil in 2015-2016. In fiscal year 2016, state, federal, and other resources accounted for 39.7 percent of all funds received in the district, leaving 60.3 percent of funding to be obtained through local resources.

There are 31 teachers at NRHS, creating a student-to-teacher ratio of 12:1. Individual teachers carry an average load of 82 students with an average class size of 14. The average student-to-teacher ratio in core academic subjects including English, social studies, math, and science is 78:1, while school-wide it is 86:1. Sixteen percent

of high school students currently receive special education services, and currently no students are receiving English as a Second Language (ESL) services. The school offers a total of 31 courses identified as Honors, Advanced Placement, or "Running Start," which provides college credit through New Hampshire Technical Community College. Total enrollment in these courses is 233. Sixty-three percent of students are enrolled in at least one of these upper level courses.

All students are required to take four years of English, three years of mathematics and social studies, two years of science, one year of physical education, and one semester each of health, arts education, financial literacy, and information and communication technologies (computers), with the remainder of students' programs filled from a variety of elective courses, including two world languages. Over 71 percent of students participate in at least one of the many co-curricular activities offered at NRHS every year.

From the class of 2016, 39 percent of graduates attended four-year colleges, with 15 percent enrolled in two-year colleges, 41 percent entered the workforce, and 6 percent entered the military.

NRHS routinely makes multiple, authentic connections with approximately 30 community partners. Each year via Westward Bound, Bridge Academy, and summer group extended learning opportunities (ELOs), approximately 80 students build experiences and community connections; another 10 to 40 participate in full ELOs or job shadows and related activities such as career expos; and all seniors complete a Senior Project ELO, many of which directly involve a community partner. Students participate in job shadow/awareness experiences at Grafton County Jail and local police departments, district elementary schools, Pat's Pizza, and Freudenberg NOK. Others provide hands-on assistance at Golden View nursing home and Gilford Physical Therapy and Spine Center. Students also participate in the Lakes Region Chamber of Commerce Expos on Manufacturing and Allied Health. The Newfound Connections has 18- to 21-year-old students visit the local shelter, thrift store, and diner to learn life skills.

The Running Start program, sanctioned through the New Hampshire Community College system, enables students to enroll in certain courses to earn college credits at a significant tuition reduction, with scholarship opportunities available for families in need. In 2016-2017 there were six Running Start classes offered with a total of 63 students enrolled.

NRHS students are recognized for their accomplishments in many ways, including quarterly and yearly Honor Roll; Student of the Month awards, both academic and "Spirit and Service", which are tied to the school's core values; graduation with Honors, achieving New Hampshire Scholar status, New Hampshire Scholar Athletes, and Honors Parking Lot. In addition, local area businesses and organizations sponsor scholarships. Each spring, the school honors students from all spectra in underclassmen, senior, and athletic awards nights with a number of honors tied to academics, social/civic, athletic, spirit/service, and core values.

Core Values, Beliefs and Learning Expectations

Vision Statement

NRHS commits to fostering positive relationships in order to develop responsible, engaged, globally-minded citizens who are critical thinkers prepared for future endeavors and personal success.

Statement of Core Values and Beliefs:

The Newfoundland community encourages and inspires students to take ownership of their education in order to achieve success in school, in their community, and throughout their lives.

To maintain this, **we believe:**

Respect embodies integrity and trustworthiness, which empower students to tolerate and celebrate differences, through compromise, collaboration and effective communication in order to achieve common goals.

Perseverance is necessary to meet challenges and successfully apply newly acquired knowledge and skills in order to set and achieve individual goals.

Discovery is the process by which students develop innovative and creative learning strategies that foster a love of learning and appreciation for one's intellectual and social development both locally and globally.

Growth results when the students and the school community maximize opportunities for all to acquire and demonstrate knowledge and skills essential to lifelong learning and personal success.

Independence is achieved when students are accountable, resourceful, and responsible citizens ready to meet the challenges of the future.

21st Century Learning Expectations

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-direction
- Accountability

Learning and Innovation

- Critical and Creative Reasoning
- Problem-solving,
- Communication and Collaboration

Information, Media and Technology

- Information Literacy
- Media Literacy
- Technological Skills

Introduction

Introduction

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

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

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

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

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

The self-study of Newfound Regional High School extended over a period of 18 school months from January 2016 to June 2017. The visiting team was pleased to note that students, parents, support staff, school board

joined the professional staff in the self-study deliberations.

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

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

The Process Used by the Visiting Team

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

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

- review of the school's self-study materials
- 30 hours shadowing 12 students for a half day
- a total of 17 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 12 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

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

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

Standard 1 Indicator 1

Conclusions

Newfound Regional High School engaged in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning. The process began in the fall of 2015 with a self-reflection in conjunction with the New Hampshire Department of Education's Investing in Innovation (i3) summer institutes and the New England Network for Personalization and Performance grants. A core values and beliefs team composed of faculty and building administrators was formed and began to meet regularly in early 2016 to review the existing mission statement and to articulate the school's core values and beliefs about learning. Workshops were held for students, faculty, and parents during and after the school day to seek input from the various stakeholder groups. The resulting 180 values were further reduced by multivoting strategies and five emerged as the foundation of the school's core values and beliefs. Ninety-one and five-tenths percent of parents indicate that the school's core values and beliefs represent what the community values about student learning. "Respect, Perseverance, Discovery, Independence, and Growth" are prevalent throughout the school, in the main lobby, in the parking lot, in the hallways, in classrooms, and on the school's website. Parents and students are familiar with the school's core values and beliefs about learning. Students and teachers reference the five core values in classrooms. The change culture committee, a team formed to vet new ideas through protocols, references the core values in committee discussions. As a result of the dynamic, collaborative, and inclusive process guided by current research to identify and commit to a set of core values and beliefs about learning, the entire school community has a sense of ownership and commitment to the school's core values.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- students
- parents
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

NRHS has challenging 21st century learning expectations for all students which address academic, social, and civic expectations. Each expectation is defined by draft rubrics with specific and measurable criteria for success; however, these rubrics along with targeted high levels of achievement have not yet been formally adopted and implemented by faculty. The learning expectations were developed with faculty and parent input in 2013 as part of school redesign efforts and include three main categories with three learning expectations for each category. Life and Career Skills include flexibility and adaptability, initiative and self-direction, and accountability. Learning and Innovation include critical and creative reasoning, problem-solving, communication, and collaboration. Information, Media, and Technology include information literacy, media literacy, and technological skills. The school is struggling with the adoption of specific and measurable criteria for success for each of these learning expectations and a way to report individual student and school-wide achievement of each. According to the Endicott survey, 39.1 percent of staff agree that the school's 21st century learning expectations are challenging and measurable for all students. Both a three-rubric and a nine-rubric format have been drafted. Currently, a nine-rubric format for school-wide rubrics is under consideration, but questions and concerns about the implementation of these rubrics have continued. As a result, the faculty has not yet established a consensus on school-wide assessment. Most faculty are not incorporating the learning expectations into classroom instruction and assessment at this time. The school has challenging and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies; therefore, once learning expectations and specific and measurable criteria for success, such as school-wide analytic rubrics, which define high levels of achievement are implemented, most students will be able to understand their performance level and what is needed to meet the school-wide learning expectations.

Sources of Evidence

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

Standard 1 Indicator 3

Conclusions

The school's core values and beliefs are reflected in the culture of the school and guide school policies and decisions; however, the 21st century learning expectations have not yet been assimilated into curriculum and assessment in classrooms. The core values and beliefs are prevalent in the culture of the school and are a reflection of the school community. Students and parents are familiar with the values of respect, perseverance, discovery, independence, and growth and teachers incorporate these values and beliefs into their classroom instruction. Students in photography classes have been asked to photograph examples of the core values; social studies classes have had debates referencing the core values; and the Freshman Seminar has five strands that reflect the five core values. Faculty members and students show respect toward one another. The change culture committee, student and staff senate, twice-weekly advisory program, and school-wide guided study period encourage students to develop perseverance and growth. International travel, senior projects, and a plethora of extended learning opportunities extend learning beyond the classroom and provide students with an opportunity for discovery and independence. The majority of students and parents are not yet familiar with the 21st century learning expectations. The 21st century learning expectations are not yet an integral part of most classrooms. Although draft analytic rubrics have been developed, these rubrics have not yet been adopted by the faculty and are not being used to measure student achievement of the learning expectations in most classes. Overall, curriculum, instruction, and assessment practices do not demonstrate direct and active connection with the 21st century learning expectations. As the school begins to articulate the connection between the core values and the 21st century learning expectations in the culture of the school, it will better be able to demonstrate how these beliefs guide practices and are used to drive curriculum, instruction, and assessment and guide policies, procedures, decisions, and resource allocations in the school.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- parents
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school has yet to have a formal process or schedule to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and community priorities. Revisions have occurred on an as-needed basis and some time has been spent in professional development provided by the New Hampshire Department of Education. The core values and beliefs about learning were reviewed in the fall of 2015 and were adopted in late 2016. The 21st century learning expectations were reviewed in 2011 as a result of the revised Standards of the New England Association of Schools and Colleges (NEASC). They were further revised in 2013. Since that time, several versions of rubrics have been developed to define specific and measurable criteria for success, with the school experimenting with three, five, and nine rubric versions. The faculty has yet to integrate these rubrics or to reach a consensus on school-wide assessment and reporting of student achievement on the student learning expectations; therefore, the school is not yet able to include this data in the revision process. The school routinely reviews data on standardized assessments such as Advanced Placement (AP) exams and SAT scores and there have been attempts to connect instructional practices with the 21st century learning expectations. As the school develops a consistent process to regularly review and revise the core values, beliefs, and 21st century learning expectations, students will be better supported in their achievement of the school's learning expectations.

Sources of Evidence

- self-study
- teachers
- Standard sub-committee

Standard 1 Commendations

Commendation

The inclusive process in the development of the school's core values and beliefs

Commendation

The high visibility of the core values and beliefs about learning throughout the building

Commendation

The school-wide familiarity with the school's core values and beliefs

Commendation

The curricular and extracurricular programs, which have a direct and active connection to the core values and beliefs

Standard 1 Recommendations

Recommendation

Ensure each 21st century learning expectation is defined by specific and measurable criteria for success, such as school-wide analytic achievement, which define targeted high levels of achievement

Recommendation

Ensure that the school's core values, beliefs, and 21st century learning expectations drive curriculum, instruction, and assessment in every content area and classroom, and guide the school's policies, procedures, decisions, and resource allocations

Recommendation

Develop and implement a process for the regular review of core values, beliefs, and 21st century learning expectations based upon multiple data sources and current research

Standard 2 Indicator 1

Conclusions

Some curriculum is purposefully designed to ensure that students in those courses practice and achieve the targeted 21st century learning expectations. The school-wide unit plan template includes a section for specifying the 21st century learning expectations; however, few teachers identify clear connections between course content and the learning expectations. Units commonly keep all nine of the listed expectations in each unit. Some unit plans were edited to show fewer than nine. Only a small number of the units include notations of content, instructional strategies, and/or assessments aligned to a specific expectation. Students may not have the opportunity for practice and achievement of the 21st century learning expectations. Many teachers incorporate the 21st century skills within their courses, especially reasoning and problem-solving and critical and creative reasoning. Explicit integration of the 21st century learning expectations within the written curriculum is in progress. When the curriculum is purposefully designed with the 21st century learning expectations included, all students will have the opportunity to practice and to achieve each of them.

Sources of Evidence

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

Standard 2 Indicator 2

Conclusions

The vast majority of the curriculum is written in a common unit plan template. However, essential questions, concepts, content, skills, the school's 21st century learning expectations, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics, are only included in varying degrees in these unit templates. According to the Endicott survey, 65 percent of the faculty agree that there is a common unit template for all subjects. Teachers of courses not yet using the common unit template have adopted a template from a different publisher, which includes components comparable to the school's common unit plan template. Approximately half of the unit plans include a list of instructional strategies while a greater majority include concepts, content, and skills. Few unit plans include specific and measurable criteria for success. Written assessment measures, including course-specific rubrics, were observed during classroom visits. The 21st century learning expectations are populated into the common template; however, there are rarely specific learning activities connected to an expectation. When all the curriculum is written in a common format that includes essential questions, concepts, content, skills, the school's 21st century learning expectations, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success, students will have common learning experiences that ensure achievement of course-specific and school-wide learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

Most curricula emphasize some depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, efforts toward cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology; however, not all curricular documents are complete. According to the Endicott survey, 63 percent of students agree that their courses challenge them to think critically and solve problems. Inquiry and problem-solving skills are often emphasized in honors and Advanced Placement courses, where students are provided opportunities to challenge one another and to investigate topics through debates and presentations, as well as in elective courses. Sixty-three percent of all students enroll in honors classes, Advanced Placement classes, or college classes through the Running Start program. These opportunities are found less frequently in the general level courses, where students describe that they are not always challenged. The extended learning opportunities (ELO), including the Senior Project, allow for students to have a voice in their learning by designing curriculum in conjunction with the ELO coordinator that aligns with the 21st century learning expectations and provides authentic learning experiences both in and out of school. Most cross-disciplinary learning is identified as providing historical background to contextual learning in art, English, and science. Similarly, emphasis on English competencies can be found in science and art. Eighty-three percent of students and 78 percent of teachers consistently utilize and emphasize the 21st century learning expectation of “informed and ethical use of technology.” Availability of Chromebooks from carts and desktop computers in the library media center (LMC) allow for frequent instruction using technology. The planning checklist found at the end of the unit plan template further encourages teachers to incorporate inquiry, problem solving, and higher order thinking in their curriculum with prompts such as, “Clear need and real-world reason for students to learn and to apply the new skills.” When the curriculum consistently identifies applications for inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology, all students will be ensured opportunities for depth of understanding and application of learning.

Sources of Evidence

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

Standard 2 Indicator 4

Conclusions

Many courses demonstrate alignment between the written and taught curriculum. Written curriculum is at various levels of completion within departments by course and across disciplines. There are formal and informal reviews of alignment between written and taught curriculum through the observation process as part of the school's teacher evaluation plan, classroom walkthroughs, and lesson plan reviews. A majority of the same courses in a subject are taught by only one teacher, who has a high degree of ownership of the self-designed curriculum. Additionally, by virtue of the design of Advanced Placement (AP) and dual enrollment courses with specified curricula from outside agencies, there is a high degree of alignment between the written and taught curricula. Departments are working to align other courses, for example, the math department is focusing on the Algebra II curriculum and instruction. Departments use some of their weekly common planning time to identify and remediate differences in curriculum among department members. A clear alignment between written and taught curriculum creates more consistent learning opportunities for students.

Sources of Evidence

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

Standard 2 Indicator 5

Conclusions

Incomplete curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district. Common planning time built into the schedule affords departments opportunities to work on horizontal progressions, such as those between Algebra 1 and Algebra 2 or between English classes at each grade level. Responsibilities in regards to the school-wide learning expectations have not yet occurred to explicitly ensure interdisciplinary connections among the academic disciplines. The French 1 and Spanish 1 curricula were developed cooperatively by middle school and high school teachers. During recent years, the grades K-5 schools have purchased common reading and math resources, although accompanying curriculum documents are not yet complete. During the spring of 2017, some middle school and high school teachers met to discuss vertical alignment, particularly focused on courses for eighth and ninth grade students. District principals as well as the curriculum coordinator, who is new to the district, are highly optimistic about the prospect of collaboration to develop an aligned curriculum. Teachers themselves see the value in this work and they have worked to bring the curriculum into alignment. The middle and high school have found it valuable to meet together and recently have begun work to align the schools' competencies in all common areas. When the school and district coordinate horizontal and vertical curriculum alignment between and among all academic areas within the school as well as with sending schools, then students will experience more seamless learning.

Sources of Evidence

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

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to implement the curriculum, including the co-curricular programs and other learning opportunities. Because the curriculum is not completely documented, it is difficult to make a definitive assessment on whether resources are adequate, although there is satisfaction with the available resources from students and parents and some teachers. Other teachers feel that resources are inadequate due to the 2% Tax Cap instituted by the district towns in March 2012. A declining district enrollment from 1,500 to just under 1,200 resulted in some budget reductions. The 2015-2016 per pupil expenditure was \$16,709, exceeding the state average of \$15,068 by \$1,641. The average class size is 14 and that individual teachers carry an average student load of 82 students. Seventy percent of classes are between 7 and 19 students, nine classes have fewer than four students, and two classes have 25 students. There is a wide range of specialized course offerings such as Robotics, Criminal Justice, Child Development, First Aid and CPR, Living on your Own and students have the ability to further pursue interests with a variety of online courses. There have been some budget reductions in the funding of instructional materials and supplies, in particular textbooks, alternative and creative means of meeting the prioritized needs of teachers have been utilized. Science labs are equipped with proper and sufficient safety equipment, as well as, sufficient materials for implementing labs outlined in the curriculum. A Family and Consumer Science lab has been updated with new equipment and an additional lab was added. The library/media center houses print and digital resources, computers, and makes several data-based resources available to support students and teachers. The reduction of support staff in the library/media center has resulted in some challenges to meeting curricular needs. There is sufficient technology to meet most curricular demands; however, the network infrastructure is unreliable, resulting in frequent and sporadic loss of connectivity and technology support response time could be improved. The school is able to continue to offer numerous co-curricular offerings, including Project Promise, extended learning opportunities (ELOs), internships, and cultural exchange opportunities, which further enhance learning. Athletics is funded at 100 percent through the budget. The sufficiency of staffing levels, instructional materials, technology, equipment, supplies, facilities and the resources of the library/media center will support the full implementation of the curriculum.

Sources of Evidence

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

Standard 2 Indicator 7

Conclusions

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. The high school schedule provides teachers with weekly common planning time that teachers report is available for development, evaluation, and revision of the curriculum. The staff used the books *The Art and Science of Teaching* and *Creating and Using Learning Target and Performance Scales* by Robert Marzano to guide their work. During the 2016-2017 school year, some curriculum units were written by teachers. One of the goals for this year is to return to completing the curriculum documentation process, within the high school and among the schools in the district. District administrators, department chairs, and the district curriculum coordinator are responsible for this work. All members of the professional staff are actively involved in the process of curriculum development and review. During the past three years, a formal 10-year curriculum cycle has been put in place. The budget provides \$35,000 in stipends for curriculum work beyond the school day, typically during the summer. Teachers use various data in the curriculum development and review process. English teachers use the Northwest Education Assessment (NWEA) and local data. Science teachers strengthened their use of guided inquiry as a result of the New England Common Assessment Program (NECAP) science data that indicated a weakness in inquiry. A local citizenship test provided the social studies department with useful data about citizenship instruction. Because professional staff focuses the district-provided time and financial resources on the ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, students are prepared to meet the school's learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- school board
- department leaders
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Commendations

Commendation

The common unit plan template that includes essential questions, concepts, content, skills, 21st century learning expectations, instructional strategies, and assessments

Commendation

The high enrollment in honors, dual enrollment, and Advanced Placement courses

Commendation

The wide range of course offerings and authentic learning opportunities available to students

Commendation

The time and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum

Commendation

The use of technology within the curriculum to support student learning

Standard 2 Recommendations

Recommendation

Design curriculum across all grade levels and content areas to ensure that the school's 21st century learning expectations are included and that all students have opportunities to practice and achieve each of the school's 21st century learning expectations

Recommendation

Complete curricular documents in a common format for all courses that include essential questions, concepts, content and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics

Recommendation

Ensure the curriculum across all content areas emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, and informed and ethical use of technology

Recommendation

Ensure clear alignment between the written and taught curriculum for all departments

Recommendation

Ensure vertical alignment between and among all academic areas within the school as well as with sending schools

Standard 3 Indicator 1

Conclusions

Teachers have begun to examine instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. The school recently adopted the core values and beliefs and is just beginning to examine their practices in light of these. A few classes have been designed specifically to promote these core values and beliefs, such as Bridge Academy, a ninth grade program, and Current Issues and Photography. Formally, teachers' instructional practices are examined through the evaluation process with administrators and recorded on iObservation. Some teachers ask students for feedback on instruction at the end of a unit or in end-of-course evaluations. Teachers with instructional problems of practice sometimes explore these through protocols with colleagues. New Foundations, a faculty-developed initiative where teachers shadow students, has affected 16 teachers over the last two years and, as a result, instructional practices are being naturally examined. Pockets of rich examples of practices that are tied directly to the core beliefs and values of the school can be seen in various classrooms. As examination of instructional practices with clear connections to the school's core values, beliefs, and 21st century learning expectations is further developed, there will be a more purposeful organization of curriculum, instruction, and assessment.

Sources of Evidence

- self-study
- teachers
- school leadership
- Standard sub-committee

Standard 3 Indicator 2

Conclusions

Some teachers use a variety of instructional practices to support the achievement of the school's 21st century learning expectations by and engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; and engaging students in self-assessment and reflection; however, personalizing instruction and engaging students in cross-disciplinary learning is used to a lesser degree. Personalized instruction is supported by advisory, the learning center, and guided study and homework club, all of which allow students to seek personalized support outside the classroom. Co-taught classes offer more individualized support, but initial instruction is the same for all students. Teachers use a standard unit design template, which requires teachers to develop a learning plan; however, completed plans do not reflect personalized learning practices.

Examples of cross-disciplinary learning include the Honors English 9 classes in which the literature is coordinated with Honors Global Studies and world languages classes where the unit on cuisine is coordinated with the family and consumer science teacher. Although not always purposefully designed, cross-disciplinary learning is built into several courses such as Freshman Seminar and physical sciences, which stress skills such as problem solving and language arts. Cross-disciplinary learning allows students to understand how each course relates and connects with others.

Students in most classes are actively and positively engaged with the content. Some strong examples of self-directed learning occur in the many extended learning opportunities (ELOs) and Sophomore Seminar. Debates and presentations are a popular method of learning among the students. Peer feedback is an integral and embedded part of the culture in many English and social studies classes at the school, so much so that teachers do not have to ask students to provide it.

Many teachers engage their students using inquiry, problem-solving, and higher order thinking, especially in the Honors and Advanced Placement classes. English classes use Socratic Seminars and protocols to foster collaborative inquiry, analysis, and synthesis. Social studies classes emphasize cause and effect through questioning techniques. In math classes, students support their findings with mathematical reasoning and logic to explain their solutions to their classmates.

There are many opportunities for students to apply knowledge and skills to authentic tasks. Many performance tasks have authentic and real-world purpose including debates, writing, speaking, financial literacy, and civics education. All students must complete a Senior Project as a requirement for high school graduation. The project requires students to engage in learning and applying skills to authentic products or processes. In addition, extended learning opportunities provide students with authentic experiences and inquiry based learning. Students must develop essential questions and establish their own learning goals. In addition, all students must submit written reflections and the idea of "thinking about learning" is essential to the process.

Many teachers engage students in self-assessment and self-reflection. The use of self-reflection checklists and self-assessment on rubrics before submitting work is used in many classes. Many teachers are starting to employ the school's core values in reflection on assignments. For example, a math teacher used the core values after a challenging assignment, in which students were asked to reflect on perseverance. Many teachers repeat the types of performance tasks students complete throughout the year in order to reflect and build a particular skill. Reflection on Socratic Seminars, literary analysis, and presentations are some examples of repeated tasks where students take the learning from the previous experience to improve their performance. Some teachers are using protocols in which students are asked to debrief on the process of the group. Other examples include teachers asking students to design their own rubrics or set their own criteria for success. Senior Project and student-designed extended learning opportunities also include elements of self-reflection throughout.

Teachers use technology in various ways to help students learn. In Financial Literacy, technology allows students to progress independently in their learning. Many teachers use videos and multimedia resources as part of their

daily instruction. Some teachers use video recording as a way to allow students to reflect on speeches and performances. Teachers use Google Classroom and website to share instructional resources and to give feedback for improvement. Students are very familiar with Web2School and its organization, and used that knowledge to see how they performed on formative and summative assessments.

Teachers use a variety of instructional practices to support the achievement of the school's 21st century learning expectations by and engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; and engaging students in self-assessment and reflection; therefore, because teachers use varied instructional practices including personalization and cross-disciplinary learning, equitable opportunities exist for students to meet the school's 21st century learning expectations.

Sources of Evidence

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

Standard 3 Indicator 3

Conclusions

Many teachers adjust their instructional practices to meet the needs of each student by using formative assessment and by providing additional support and some alternative strategies within the regular classroom, but strategies do not generally include strategically differentiating or purposefully organizing group learning activities.

Most teachers give specific and immediate feedback to help students improve during class and provide additional support within the regular classroom. Teachers check in with students during self-directed activities, respond to questions, correct misconceptions, and, in some cases guide students to uncover misunderstandings or knowledge on their own. Many teachers use activators and pre-assessments to gauge initial understanding or knowledge at the beginning of class and at the start of new units of learning. Many teachers also use large group question-and-answer settings to determine what students know about a subject. Many teachers use exit tickets, and some use rubrics to have students self-assess to help guide instruction. Individual or small group teacher-student conferencing and specific feedback on work are also strategies used by some teachers.

In many content areas, teachers differentiate project-based learning, notably by choice of product and personal interest, and teachers use multiple modalities for whole-group instruction. A cohort of teachers were trained in Universal Design for Learning (UDL) instructional strategies, and began implementation of UDL within the classroom. For example, in ninth grade English classes, students choose to learn via different modalities. However, there is no apparent evidence of devising and of employing instructional strategies and different modalities to specifically help individual students learn in response to information collected about individual students.

The teachers in a co-taught class for students with disabilities strategically group students for learning. Many teachers, especially those who teach honors and Advanced Placement classes, plan engaging learning activities where students collaborate in groups and engage in in-depth learning.

All teachers provide extra support outside the regular classroom for students who need additional time to learn. These opportunities include daily guided study, teacher office hours, and Project Promise, an after-school support. Some teachers provide alternative strategies within the classroom to support learning, such as in some observed math classes. Students use GeoGebra to explore graphical and algebraic connections and must support all mathematical reasoning with logic.

Though many teachers adjust their instructional practices to meet the needs of each student by using formative assessment and by providing additional support and alternative strategies within the regular classroom; when all teachers strategically differentiate and purposefully organize group learning activities, students will continue to benefit from challenging and personalized instruction leading them to their highest potential.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teachers
- Endicott survey

Standard 3 Indicator 4

Conclusions

Most teachers individually improve 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 and supervisors; and examining current research. However, few teachers collaboratively improve their instructional practices and engage in professional discourse focused on instructional practices.

Most teachers informally and individually use classroom assessment data, including formative and summative assessments to improve their instructional practices. However, this work is not always able to be done collaboratively. Common time exists for departments to meet regularly; however, teachers are not looking at student work collaboratively on a regular basis to improve individual, departmental, or whole-school instruction. A lack of common assessments and common rubrics inhibits teachers' ability to use assessment data collaboratively in order to share and improve instruction within and across different cohorts of students. Data teams exist and data are released to the staff several times a year so that teachers may draw conclusions from them to adjust their teaching.

Because all teachers participate in the teacher evaluation program, administrators give feedback on instructional practice to all teachers at least once per year. Teachers are not formally, or on a regular basis, visiting each other's classrooms to give feedback on instruction. Some teachers give students an opportunity to give feedback on instructional practice at the end of the a unit or a course. Some teachers voluntarily bring problems of instructional practice to their peers through formal protocols in order to gain better insight about an instructional issue. Teachers have yet to regularly or in formal ways gather feedback from parents on instructional practices.

Teachers and administrators talk positively about the book studies used at the school as current research. Departments approach this in different ways. The books and workbooks tied to the Marzano evaluation model are the most widely referenced among staff. Many teachers are excited to be focusing on research-based literature about growth mindset and grit, as it directly ties to one of the core values and beliefs. The district maintains a website with a page devoted to resources on mindset. Common planning time is used collaboratively by some departments to share the professional literature.

Common planning time is an opportunity for teachers to engage in discussions about instructional practices, but departments do not have a standard format for these discussions. Some groups such as the change culture committee, use protocols from School Reform Initiative in order to bring problems of practice to other teachers in the building to improve instruction. The performance assessment work group is another group that has, in the past, used protocols that discuss the learning plans that come before and during assessment..

As the school continues to learn of practices, the improvement of instruction and the collaborative sharing of these practices by engaging in professional discourse will support all students in receiving high quality and equitable learning experiences.

Sources of Evidence

- classroom observations
- teacher interview
- teachers
- department leaders

Standard 3 Indicator 5

Conclusions

All teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. This is done through teacher evaluation and the Newfound Area School District Professional Learning Plan. Also, the school adopted the Marzano model for teacher evaluation which is focused on his book, *The Art and Science of Teaching*. For re-certification, each teacher must write at least two goals, one content goal and one instructional goal. The district and school support these goals by providing professional learning through book studies and administrator evaluation and guidance. Teachers who struggle to meet instructional goals of evaluation, are offered additional administrative support through Individualized Growth Plans. Teachers participate in individually selected professional learning opportunities related to their professional learning goals including graduate courses. In 2016, seven teachers attended the Advanced Placement (AP) Summer Institute and in 2017, six teachers attended; courses represented each of the core subject areas and world languages. Additionally, teachers present at annual conferences such as the the National Council of Teachers of English Annual Conference, the New Hampshire Science Teachers Association Conference, and the New Hampshire Jumpstart Coalition, sharing their reflections on teaching in their content areas. Currently, there are nine co-taught classes and professional learning is planned to further support this instructional model. Because teachers, as adult learners and reflective practitioners, continue to access, implement, and reflect on high quality research-based instructional practices to maintain expertise in their content areas, they help ensure students are prepared for college, career, and citizenship.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 3 Commendations

Commendation

The commitment to the use of a teacher evaluation program focused on instructional strategies

Commendation

The multiple opportunities for students to access extra support within the school day

Commendation

The efforts of teachers to ensure that all students learn

Standard 3 Recommendations

Recommendation

Ensure all teachers strategically differentiate and purposefully organize group activities

Recommendation

Develop and implement a plan for teachers to collaboratively examine student work and data, and use feedback from students and parents for the purpose of improving instruction

Standard 4 Indicator 1

Conclusions

The professional staff has begun a process to assess individual student progress in achieving the school's 21st century learning expectations, and is working to revise the formal process for whole-school progress. A few teachers report on 21st century learning expectations, but the 21st century learning expectations do not drive assessment. Use of the rubrics is inconsistent and the leadership team and staff have not yet decided which rubrics will be implemented. There are two different version of rubrics, one version is seen as cumbersome by the teachers, another as too simplistic. There is little use of any version of the 21st century learning expectations rubrics with assessments. Teachers demonstrate confusion and inconsistency regarding rubrics and use of rubrics. However, in most cases teachers generate their own rubrics to assess progress toward state competencies and often elements of 21st century expectations are included in the rubrics, but not explicitly stated to students. When all staff employ a formal process to assess whole-school and individual student progress in achieving the 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics there will be a positive impact on the ability of students to become better communicators, collaborators, and creators of high quality work.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- school leadership
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

The professional staff has yet to communicate individual student progress in achieving the 21st century learning expectations to the students and their families, or whole-school progress to the school community. There are traditional report cards and progress reports at eight regular intervals throughout the school year; however, the school does not have specific dates/times when it reports in writing to students and families about individual progress toward achievement of these expectations or whole-school progress. During the 2016-2017 school year, the school designed and implemented a student goal setting objective in which students were required to develop one academic goal and one goal for post-secondary planning. Many of these goals were related to the school's expectations. Progress toward these goals was tracked for individuals and the whole school. Although the school's rubrics were not used to measure the progress, an attempt is being made to begin this process. As the school develops a formal process to communicate both individual and whole-school progress, the faculty and community will better understand the progress of its students in the achievement of the learning expectations.

Sources of Evidence

- classroom observations
- student shadowing
- teachers
- school board
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

Professional staff frequently collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. The data team analyzes end-of-year math and reading scores to drive instructional practices. Collaboration among teachers is improving and they are eager to reach out to help each other with planning and creating assessments. Special education teachers collaborate with co-teaching partners at least once a week to discuss and review student work samples. Students and staff complete a survey on the importance of goal setting which was reviewed during all four quarters of 2016-2017. The school fell short of reaching its student progress goal by one percent. As this is a new practice for the school, teachers intend to continue with disaggregating, and analyzing data, work on student progress. Collection, analysis, and disaggregation of data is supported by the change culture committee. As the school becomes proficient in the process of collecting, disaggregating, and analyzing data teachers will be able to identify and respond to inequities in student achievement.

Sources of Evidence

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

Standard 4 Indicator 4

Conclusions

Teachers outline unit-specific learning goals; however, teachers do not always communicate the school's applicable 21st century learning expectations prior to each unit of study. The 21st century learning expectations are posted around the school; however, students claim that they have only recently seen or heard this term being used within the school. Teachers' plans indicate that 21st century learning expectations are incorporated in their lessons, but apparently are not communicated explicitly to students. As teachers continue to implement the practice of communicating the 21st century learning expectations to students prior to each unit of study, the connection to the units, lesson plans, and the skills being assessed will become clear to students.

Sources of Evidence

- classroom observations
- student shadowing
- panel presentation
- student work
- teacher interview
- department leaders
- Standard sub-committee

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, most teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targets for high levels of achievement. Most parents and students have a high level of understanding of what is expected for high levels of achievement. Many assessments include rubrics outlining specific and measurable criteria for success. Across most departments, teachers provide students with specific and measurable criteria in rubric form; however, sometimes the rubrics are simple rating scales with a list of required dimensions and the weight of each dimension. One supplemental strategy consistently used is the extensive practice of providing models or exemplars that show especially well done versions of similar summative projects. As a result of providing students with criteria for success, students are able to be better prepared to reach proficient levels on summative assessments.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- parents
- school leadership
- Standard sub-committee

Standard 4 Indicator 6

Conclusions

Most teachers employ a range of assessment strategies, including formative and summative assessments, in each unit of study. A variety of assessment strategies are used including tests, quizzes, projects, debates, and presentations. Student and teacher feedback was presented in the form of a critique of student work. The math department has begun a process to create common mid-terms and final exams. Beginning last year some members of the social studies departments are piloting and implementing a four-point soft skills rubric assessing communication, collaboration, responsibility, and perseverance. In order to assess pronunciation of a world language, students sing songs in that language as a way to demonstrate their knowledge. By employing a range of assessment strategies, including formative and summative assessments, teachers have built a positive culture for all, especially for those students with different learning styles.

Sources of Evidence

- classroom observations
- student shadowing
- facility tour
- student work
- teachers
- students
- parents

Standard 4 Indicator 7

Conclusions

There are initial strides being made toward all teachers collaborating regularly and in formal ways to create, analyze, and revise formative and summative assessments, including common assessments and time is built into the teachers schedules to create, analyze, and revise formative and summative assessments. The science department has many common assessments, and the math department is exploring common midterms and finals. These teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. When all the staff is committed to the creation, use, analysis, revision of common assessments and understands the value of this practice, students will have more equitable access to curriculum and proficiency standards.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- school support staff
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

In many cases, teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work. Many teachers in the English and social studies departments write corrective comments on students written work to assist in revisions. Math teachers make a strong effort to correct assignments within 48 hours to help alleviate any confusion for students. The change to the “redo” policy has significantly increased the instances that students revise and improve their work. At this time there is not a consistent late work policy and some students reported inconsistencies in assessment of late work. The school has expanded the use of Google Classroom and Google Docs which aids in the process of giving corrective feedback. On the Endicott survey, 64 percent of students agree that teachers give suggestions to improve work. Teacher feedback is the primary mechanism for student learning and is used in a timely and specific way, allowing more students to reach proficiency beyond the basic level.

Sources of Evidence

- classroom observations
- student work
- teacher interview
- teachers
- school leadership
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 9

Conclusions

Teachers have begun to use formative assessment to inform and adapt their instruction for the purpose of improving student learning. The change culture committee administered a survey in which teachers were asked to share their "redo" practices. By reading about other teachers' practices, staff was able to learn how formative assessment can shape instruction. Formative assessments were also discussed by the committee and teachers. The school felt that formative assessment practices needed to be addressed as to their purpose and achievement. For example, exit tickets are used as formative assessments. In addition, pre-tests, reflective writing, journals, and quizzes are also used. The increase in the use of formative assessment practices resulted in more student-centered instructional practices among some teachers. Students can describe the difference between formative and summative assessments as well as explain the benefits of formative assessment, demonstrating the consistent use of this practice by teachers. As the school continues its commitment to regularly using and expanding methods of formative assessment to inform and adapt their instruction, student engagement and learning will continue to increase and improve.

Sources of Evidence

- classroom observations
- panel presentation
- teacher interview
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and collaboratively, examine a narrow range of evidence of student learning for the purpose of revising curriculum and improving instructional practice from 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. Common planning time is built into the schedule each week for the purpose of collaboratively reviewing student work. The change culture committee reviews student work for the purpose of revising curriculum and improving instruction. The implementation of common assessments is not a departmental or school-wide practice. At this time, the school does not have a formal process for the assessment of the 21st century learning expectations. The lack of this data and the confusion of the use of school-wide rubrics or other measurements makes it difficult to measure the evidence of achievement of 21st century learning. The school uses standardized assessment such as Northwest Evaluation Association (NWEA) and Smarter Balanced Assessment Consortium (SBAC) and uses this data to provide information to teachers. It is unclear if this data has driven curricula changes. There is good communication between the principals of the sending schools and the high school. This communication has provided data that has been helpful in looking at the gaps in achievement and the areas of concern within the larger supervisory union, specifically in the area of literacy. The administrators are devising a plan to better prepare incoming students. Survey data sent to alumni only reaches students that have graduated one year ago. The response rate for these forms is about 20 percent. At this time, no data is collected from current students or post-secondary institutions. Teachers and administrators, individually and collaboratively, examine student work, standardized assessments, and data from sending schools; therefore, when a school-wide commitment is made to examine an extensive range of data including common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, data from post-secondary institutions, and survey data from alumni, then learning, curriculum revision and changes in instructional practices can be purposefully improved.

Sources of Evidence

- classroom observations
- panel presentation
- student work
- teacher interview
- teachers
- school board
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

Grading practices have been reviewed and revised to ensure alignment with the school's core values and beliefs about learning; however, reporting practices have not had the same focus. The change culture committee began work last year of examining what principles should guide grading practices. This work and subsequent review of grading policies resulted in a revision of the "redo" policy, published in the student handbook, to include a larger percentage for redone work. The core values of perseverance and growth are clearly aligned with this policy change by encouraging students to work at difficult tasks and by expecting improvement students are supported to become proficient. In September 2017, all staff were required to distribute syllabi that included explicit statements of grading practices and required parent signature for the review of the syllabi. Currently, the reporting practice includes traditional percentage grades on a 100 point scale with corresponding letter grades. Teachers are able to choose pre-generated comments to add to the report. As a result of the review and revision of the grading policy to ensure alignment with the school's core values and beliefs about learning, more students are engaged in growing their own achievement.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- department leaders
- school leadership
- school website
- Standard sub-committee

Standard 4 Commendations

Commendation

The collection of data to identify and respond to inequities in student achievement

Commendation

The efforts to increase the use of formative assessments to support student learning

Commendation

The communication of unit-specific learning goals to be assessed prior to each unit to students

Commendation

The consistent use of rubrics, which provides clear expectations for students

Standard 4 Recommendations

Recommendation

Develop and implement a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

Recommendation

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

Recommendation

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

Recommendation

Examine a range of data including common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, data from post-secondary institutions, and survey data from alumni for the purposing of revising curriculum and improving instructional practice

Standard 5 Indicator 1

Conclusions

Newfound Regional High School 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. Through distribution of school handbooks and dissemination and sharing of discipline data with faculty through updates, these practices support the culture of high expectations and safety. Several programs such as the student staff senate, consisting of 18 students and 6 faculty members, student council, and student athletic leadership team demonstrate shared ownership throughout the school. The culture of inclusiveness is supported through the Bear Trap program, a program for 18- through 21-year-old students in transition, supported by Newfound Connections. Other avenues that allow student responsibility are options for student choice, such as enrollment in online courses through the Virtual Learning Academy Charter School, extended learning opportunities, internships, technical education programming, Advanced Placement courses, and Project Running Start, a program that partners the high school with the local community technical college. In addition the school has built a safe environment through Freshman Seminar, Sophomore Seminar, and the advisory program, which are designed to prepare students for the academic and social challenges of high school. "We are Newfound" posters can be seen throughout the school community affirming the amount of pride students and staff have for the school. There is a sense of security that most students feel because of the consistency in supervision of the high school administrators. The students and staff are supported by the administrators and both groups have a voice in decision-making, which also supports the positive school culture. Because NRHS consciously and continually builds and provides a safe, positive, respectful and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all, students thrive in the school environment.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teachers
- students
- school board
- central office personnel
- school leadership

Standard 5 Indicator 2

Conclusions

The school is equitable and inclusive, ensuring high access in challenging academic experiences, making certain that courses throughout the curriculum are populated with students reflecting diversity, fostering heterogeneity, and supporting achievement of the school's 21st century learning expectations. The school fosters heterogeneity by ensuring every student, over the course of the high school experience, has the option of enrolling in a minimum of at least one heterogeneously grouped core course. Throughout a student's high school career, the student has the option of taking Earth and Space Science or a social studies course, which are heterogeneously grouped. In addition, according to the Endicott survey, 60.6 percent of students agree with the statement, "I have a number of opportunities to take courses in which students of varying levels of ability are enrolled." Students can choose to pursue an area of interest through extended learning opportunities. Students can challenge themselves by advocating for their interests through course offerings, which allow for a student to dive deeper into a possible future college and career path. Over 63 percent of students are enrolled in honors, Advanced Placement, or Running Start courses. Senior Project, a rigorous capstone performance assessment which involves research, product, and presentation is required of all students. Because the school provides additional academic experiences for all students, students are be supported in the achievement of the school's 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 3

Conclusions

There is an ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving some of the school's 21st century learning expectations. Based on recommendations from the 2007 NEASC report, the school designed and implemented a student advisory program to promote an effective framework toward implementing 21st century learning practices. Advisory also provides a means for students to have their social and learning needs addressed. According to the Endicott survey, the vast majority of students agree that advisory provides them with another adult who knows them well and with whom they are willing to meet regularly. During these meetings, advisors work with students on their educational progress, coach them on best practices to succeed, and keep students on track and working toward their personal goals. One highlight from the advisory model concerns a student, struggling with a personal loss, who felt comfortable in processing this with the advisor. Because there is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations, students are supported in meeting the expectations necessary to be successful.

Sources of Evidence

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

Standard 5 Indicator 4

Conclusions

There are formal processes in place to improve student learning through professional development as the principal and professional staff engage in professional discourse for reflection; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills and ideas gained in order to improve curriculum, instruction, and assessment. In the past, the Performance Assessment Work Group (PAWG), faculty members examined student work using 21st century learning expectations rubrics. A professional development committee examined and revised the professional learning master plan for district teachers in 2015. The plan was changed from accumulating hours to goal setting and a pathway by which to accomplish the goals. Now, teachers and professional support employees are required to develop and adhere to professional goals that they set for themselves, and set standards, benchmarks, and timelines by which to accomplish them. Teachers are encouraged to examine out-of-district professional development opportunities for ongoing learning and enhancement of their educational areas of expertise. Teachers feel supported in accessing professional development opportunities. The Newfound Area School District dedicates formal time to professional development by providing six professional development days. Administrators regularly provide resources from outside the school to maintain best practices. Several professional development opportunities are provided for staff members to enhance their teaching. Some in-district professional development days included a review of the books *The Art and Science of Teaching* and *The Handbook for the Art and Science of Teaching*, by Robert Marzano and, most recently, Carol Dweck's book, *Mindset*. The district created a full-time curriculum coordinator's position in 2013 to ensure that the taught curriculum was aligned to state and national standards. The coordinator provides teaching and training opportunities that have included standardizing learning goals and rubrics through departments, as well as grade-to-grade articulation. Teaching is supported with professional development and by continuously engaging staff in professional discourse about best teaching practices, there will be even greater quality learning opportunities for students.

Sources of Evidence

- self-study
- teachers
- school board
- community members
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Indicator 5

Conclusions

School leaders use research-based evaluation and supervision processes during the evaluation process that focus on improved student learning. Observations are performed for probationary teachers at least two times each year. Tenured teachers are observed at least once between nominations for rehire. Evaluation of domains 3, Reflecting on Teaching, and 4, Collegiality and Professionalism, are presented to all employees through a conference with an administrator at the end of each year. Professional development workshops were provided for staff on opening day in the fall of 2011 to introduce the Marzano observation and evaluation model. New hires are expected to attend a meeting at the beginning of the year to receive *The Art and Science of Teaching* and *The Handbook for the Art and Science of Teaching*. As school leaders embed research-based evaluation into supervision practices, teachers' instructional practices will improve and student learning will benefit.

Sources of Evidence

- self-study
- panel presentation
- teachers
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 6

Conclusions

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of most students. The daily schedule is a seven-periods per day and the school has provided built in time for advisory, Freshman Seminar, and common planning time. There is a deliberate attempt to provide extra support for students during the fourth period, which is known as guided study. Every student is assigned to a guided study by grade or academic need. Students who need additional support are assigned to the learning center for guided study. In addition to being divided primarily by grade, guided studies are also divided into silent or collaborative groups. While not all students use the collaborative study as intended, two staff members are assigned to assist students. During these study blocks, students can work on individual assignments, meet with group members to collaborate, access the library media center, and meet with teachers for additional help or to make up work. On Mondays and Fridays, students attend advisory for the first block of fourth period. Advisory differs for each student. Some students participate in specialized advisories, which include student athletic leadership team, prom committee, and others. Most students meet with their advisors to check their grades, create personalized goals each quarter, and check on the progress of their goals at progress time. All teachers, with the exception of the Freshman Seminar and co-teachers, have the same schedule. Every week, teachers meet with their departments for two of the fourth period blocks for common planning time. The efforts of the school to organize time, which supports research-based instruction and professional collaboration among teachers, also supports efforts to meet the learning needs of its students.

Sources of Evidence

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

Standard 5 Indicator 7

Conclusions

Student load and class sizes enable teachers to meet the learning needs of most students. Individual teachers carry an average student load of 82 students. Seventy percent of classes are between 7 and 19 students, nine classes have fewer than 4 students, and two classes have 25 students. Class sizes, depending on courses, range from 20 to 24 students in math and English classes, to as small as 4. The average class size is 14. In addition, 73.2 percent of students agree class sizes in their courses are reasonable. Class sizes allow teachers to meet the learning needs of individual students. During guided study, students can access help from teachers during faculty office hours. Furthermore, Running Start, Advanced Placement courses, and honors level courses provide the opportunity for students to challenge themselves with the most rigorous curriculum that is offered. Because the school provides a variety of electives and honors courses and because the school is small, at times class sizes are not always equitable, but most are reasonable. The efforts of the school to balance class sizes and student load support the teachers in their efforts to meet the individual needs of students.

Sources of Evidence

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

Standard 5 Indicator 8

Conclusions

The principal and other building leaders, consistently provide instructional leadership that is rooted in the school's core values and beliefs. The principal and assistant principal are members of the leadership council, which oversees the implementation of the school's mission, core values, and instructional goals. These two leaders are also a part of the data team that analyzes trends within the school based on assessments. Administrators trust the teachers to work on their assigned projects and to accomplish their tasks. The teachers appreciate the supportive nature of the principal's leadership and believe he supports them when they provide ideas for professional development. The principal is accessible to the school community and goes above and beyond to support the students of the school. His years at Newfound, as both an assistant principal and principal, provide him with a background in the challenges and opportunities of the school. The principal's efforts to work collaboratively with the faculty provides instructional leadership and ensure that decisions are rooted in the core values and beliefs of the school.

Sources of Evidence

- self-study
- panel presentation
- teachers
- school board
- central office personnel
- Standard sub-committee

Standard 5 Indicator 9

Conclusions

Almost always, teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Teachers are involved in promoting ownership in many ways. Faculty meetings involve stakeholders in decision-making. Also, according to the Endicott survey, 52.6 percent of students agree that they have input in important decisions made at school. Students voice opinions about the dress code. For example, students are allowed to wear hats. Project Promise supports student voice. There are student initiated and student run clubs. Students and staff have a voice through the student staff senate, which convenes to discuss and craft proposals for changes to the school handbook. Parents have had opportunities to be involved in important decisions at the school through round table discussions with the principal. Parents advocated for and reinstated the Advanced Placement Statistics course, examined the dress code, and had a discussion about the school's core values. Because teachers, students, and parents are meaningfully involved in decision-making, responsibility and ownership are promoted.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- parents
- school board
- community members
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 10

Conclusions

Most teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. During the summer of 2016, teachers and administrators met voluntarily to participate in a protocol regarding the grading policy. Administrators allowed teachers to make changes to the grading policy and grade reporting after carefully looking at formative assessments. Also, teachers lead through participation in the leadership council, which is an open forum consisting of department chairs and other faculty that meet once a month to discuss current needs and issues within the school. The change culture group is a professional learning community that uses protocols to create dialogue around system dilemmas. Furthermore, teachers are empowered to provide new academic offerings to students. The principal encourages all departments to consider new and relevant learning opportunities. Because teachers exercise initiative and leadership at the school, improved student engagement in learning and school improvement continues.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- central office personnel
- school leadership

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The principal provides the school board with pertinent information, for example, changes to the grading policy, test results, facility updates, scheduling changes, and other cultural, academic, or social/civic happenings. The district administrative team meets once a month and is very collaborative. This has grown over the past few years with steady leadership. Other school leadership is pleased with the open lines of communication with the high school principal. The school board works well with the school and district administrators. Because of the sense of partnership with the principal and the board, and the support of the superintendent, the school will be able to achieve the 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 12

Conclusions

The school board and superintendent always provide the principal with sufficient decision-making authority to lead the school. District level leaders trust the principal with making decisions that affect the high school and the principal is afforded the ability to supervise the entire school and make meaningful decisions. The superintendent and school board consistently support student-oriented changes that the principal supports such as grading and assessment policies, alteration of student schedules, academic interventions, and the program of studies. A large percentage of staff and parents agree that the school board and superintendent empower the building principal to lead the school. In addition, the school board and superintendent assist in promoting the school's positive news. With the continued support of the school board and superintendent in providing the principal with sufficient decision-making authority to lead the school, the students and staff will continue to thrive.

Sources of Evidence

- self-study
- teachers
- parents
- school board
- community members
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Commendations

Commendation

The sense of pride embedded throughout the school community

Commendation

The respect students display for one another

Commendation

The responsibility and ownership for decision-making, which is shared among the teachers, students, and parents

Commendation

The number and quality of professional development opportunities offered to staff

Commendation

The high level of collaboration between and among the school board, superintendent, and principal

Standard 6 Indicator 1

Conclusions

The school routinely offers timely, coordinated, and directive intervention strategies for most students, including identified and at-risk students, that generally support each student's achievement of the school's 21st century learning expectations. The guidance, special education, health, and library media departments collaborate and strive to provide timely, coordinated, and directive intervention strategies for all students. Services include, but are not limited to, support for social-emotional issues, drug and alcohol counseling, college and career planning, a learning support center for both identified and non-identified students, the special education transition program for 18- through 21-year-olds, homework supports and health assessments for concussion impacts on learning. The high school intervention team meets biweekly and looks at a variety of supports, including Response to Intervention (RTI). It is only after other supports have proven inadequate is there a referral to special education services. Students are proud of the integration of special education students and programs into the school and that they feel comfortable accessing help in the learning center. As the school further coordinates timely and directive intervention strategies for students, including identified and at-risk students, students will benefit and will progress toward achievement of the 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- students
- parents
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

The school frequently provides information to families, including for those most in need, about available student support services. The Endicott survey indicates 78 percent of parents agree that the school provides information about available student support services to all families. Approximately 70 percent percent of staff are in agreement with this statement, and 57 percent of students agree they know who to ask for help at school if they have a personal problem. The school uses School Messenger, a district-wide phone-calling system, regularly used by the principal and superintendent to highlight important upcoming events and information. Incoming Ninth Grade Night and open house are examples of informational sessions that highlight school and community services important to student success. The school website provides access to the school's program of studies and provides information in reference to support services such as extended learning opportunities (ELOs), Advanced Placement (AP) courses, and the learning center. There is a monthly school newsletter that includes information relevant to guidance, the school nurse, and community events. Guidance sends out emails pertaining to financial aid and college nights. The most recent financial aid night had 15 people in attendance. The school mails home report cards. The majority of teachers, special educators, and guidance personnel use phone calls to communicate with parents about student needs and concerns. Because information regarding student supports services is made available to families, especially those most in need, students have better access to available support services.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- department leaders
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff frequently use technology to deliver an effective range of coordinated services for each student. The guidance department staff use the Web2School student information system as well as emails and faxes for communication. A system to streamline career and college planning and application process is not in place other than uploading transcripts directly to the Common Application. The special education staff use EasyIEP, Web2School, email, and the Google Classroom applications. Chrome Applications and other tools assist with accessibility to information. Guidance lends laptops to students on an as-needed basis for Audiobooks (Bookshare) and Dragon Software is available to students as needed. While there is a growing amount of access to technology and tools that enhance delivery of support services, frequent technology problems, outages, and crashes result in interruptions in access and loss of work. When support services staff have access to appropriate, reliable, and effective technology on a regular basis, they will fully deliver an effective range of coordinated services for each student.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- teachers
- students
- department leaders
- school support staff
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff who strive to deliver a written, developmental program; meet 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.

School counseling services meet the staffing requirements according to the state standard of 1 counselor per 300 students. There are currently two guidance counselors with a 1 to 180 counselor to student ratio and serve 378 students. A guidance administrative assistant assists in the management of the office. A full-time student assistance program (SAP) coordinator handles crisis counseling, at-risk students, and serves as a liaison to outside resources available to students and parents. The SAP also works to implement group counseling. A part-time school psychologist is available three days a week to work with students who have counseling goals outlined in their Individualized Education Program (IEP) or Section 504 plans. The school psychologist is also responsible for all of the academic and social-emotional testing for special needs students the high school. The school psychologist works at the middle school the other two days a week. The number of professional counselors meets the guideline of the American School Counselor's Association. They follow a 2010 written developmental guidance curriculum and have a plan to rewrite and update it. The high school counselors strive to do their best to meet the needs of students while spending time handling crisis situations and coordinating PSAT and SAT testing. The director of guidance has taken on the responsibility of providing support for at-risk students. The school has an agreement with Kearsarge Alternative Learning School that ensures that students can receive their high school diploma starting at age 16. Last year, eight students graduated from Kearsarge. Although counselors struggle to meet with all students regularly, they run mini-informational sessions during the fourth period block in an attempt to provide group opportunities for students to meet with their counselors. In addition, guidance sends out monthly informational newsletters and senior email blasts with information regarding events such as Financial Aid Night, College Night, and College Fairs. The school counselors collaborate with and refer out to community area mental health and social service providers. The responsibilities of the guidance counselors are extensive and counselors often do not have the time to complete all of them. The school counselors have many additional responsibilities that limit their time with individual students. They are responsible for testing, writing and managing 504s, developing the master schedule, as well as managing student scheduling. All of these responsibilities are put aside to deal with students in crisis. According to the Endicott survey, students, parents, and staff all agree that there is a need for more guidance personnel and services. The Endicott survey indicates 35 percent of students agree that they are comfortable going to their counselor. Twelve percent of students agree that they meet with their counselor regularly. Many juniors and seniors do not know who their guidance counselor is and never made an appointment to see a counselor. Counselors collect assessment data and feedback from the school community, mostly from in-house surveys, to improve services and support student achievement of the school's 21st century learning expectations. School counseling services have an adequate number of certified/licensed personnel and support staff and as they meet with students to provide services and use ongoing, relevant assessment data, including feedback from the school community, they will further improve services and ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- panel presentation

- facility tour
- teachers
- students
- parents
- school board
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

The school's health service department employs one full-time registered nurse who consistently provides preventative health and direct intervention services; uses an appropriate referral process; conducts ongoing health assessments; and uses 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. The school nurse provides both emergent and ongoing care for students in numerous ways. She sees and cares for patients regularly, coordinates with community agencies and providers to refer students to outside health providers for additional services, coordinates dental and flu clinics in the school, screens students for possible drug and alcohol issues, and provides concussion screening and follow-up care for concussion impacts on students academically. The nurse also regularly collaborates with other student support services and outside agencies to help secure access to healthcare coverage for students in need. The Endicott survey shows that the majority of students feel comfortable visiting the school nurse. Seventy percent of staff agree there is adequate licensed health services personnel and 61 percent agree that health services provide preventative and direct intervention services. Eighty-two percent of parents agree that the health services has adequate personnel and 83 percent agree health services provide preventative and direct intervention services. When the nurse is absent, coverage is provided by a school administrative assistant and is limited to dispensing medication. When paraprofessionals are available they provide additional administrative support. The nurse uses the health component of Web2School and additional paper records to maintain student health information. The nurse continually tailors and improves services based on evidence of need and feedback from such tools as the Youth Risk Behavior Survey and the Teen Assessment Project, and school initiatives such as the change culture committee. Services such as concussion screening and ongoing monitoring, support for the school's work to address drug and alcohol problems, and addressing stress and anxiety issues have resulted from coordinated efforts with the health service department. Because the school's health services department has a certified/licensed nurse who consistently provides preventative health and direct intervention services; uses an appropriate referral process; conducts ongoing health assessments; and uses 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; health services supports the health and ability of its students to participate in learning opportunities.

Sources of Evidence

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

Standard 6 Indicator 6

Conclusions

The vast majority of library/media services are integrated into curriculum and instructional practices. The library media center (LMC) has adequate certified/licensed personnel who is actively engaged in the implementation of the school's curriculum; provides a wide range of materials, technologies, and other information services in support of the school's curriculum; ensures the facility is available and staffed for students and teachers before, during, and after school; is responsive to students' interests and needs in order to support independent learning; and conducts 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 specialist maintains virtual and print material collections and provides instructional services that are integrated into curriculum and instructional practices. According to the Endicott survey, 96 percent of staff and 75 percent of students agree that the library media center has sufficient materials, technology, and other information services. The library media specialist is certified but does not have any support staff at this time. To ensure access to the facility, the LMS asks for assistance from the office administrative assistant or paraprofessionals, as available. The media specialist is the front line in providing support for technology in classrooms, but her ability to work with teachers is hindered by the need to keep the library media center open and functioning. The media specialist is actively engaged in implementation of the school's curriculum in several ways, such as teaching research skills during sessions of the Freshman and Sophomore Seminars during the fourth block, co-teaching a course on video production, and providing research materials and instruction during regular classes in collaboration with classroom teachers. By collaborating with school staff, the media specialist is able to keep the center open Monday-Thursday from 7:30 a.m. to 5:00 p.m. A teacher is available to help with homework after school in the media center on those days. Individual students have access to the media center during their study halls. The library media specialist is responsive to student and staff needs and interest. She collects feedback through student staff surveys and has also begun using social media to communicate library services and to ask for input. She maintains a current collection for student reading made up of high interest materials such as graphic novels and the Manga series. She supports student interests and activities by providing audio-visual equipment and accessories. In addition, she leverages information and technology resources to help ensure students achieve the school's 21st century learning expectations. Because the library media specialist provides a range of services and is responsive to student needs, she supports student progress and independent learning.

Sources of Evidence

- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- students
- parents
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners, have an adequate number of certified/licensed personnel and support staff who consistently collaborate with teachers, counselors, targeted services, and other support staff in order to achieve, the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The special education department serves an identified 16 percent of the school's population while providing drop-in support to any student as needed in the learning center. There are four certified special education teachers and 18 paraeducators. Section 504 accommodations are managed by the guidance counselors, and one English language learner (ELL) teacher works for the district and in schools as needed. The special education teachers work in close collaboration with guidance and health care services to ensure student individual program needs are addressed and met in the classroom. Paraeducators provide small group and 1:1 support for students in classrooms. Special education teachers teach targeted classes for specific populations, such as the program for 18 to 21-year-olds, Newfound Connections, as and co-teach classes with subject area teachers. The special education staff facilitates student learning and integration into school activities using a variety of means such as running the Bear Trap snack service, which is available to all students and staff and run by the Newfound Connections students; providing support for students in the unified sports programs; leveraging a range of technologies that enable students to access curriculum, instruction and activities, based on need; and integrating additional activities and opportunities into the fourth block study and Freshman Seminar. In addition to inclusive in-school activities, the special education staff works to provide transition planning and to create opportunities for students in the area communities. The Endicott survey indicates that 57 percent of school staff and 68 percent of parents agree there are adequate staff to support identified students in special education, Section 504, and ELL. One parent shared that her son is proud of how inclusive the school community is and that he enjoys seeing and interacting with the full range of students in all school settings. This sentiment was echoed by other parents. Guidance counselors set meetings with family members, students, and staff to establish, monitor, and update 504 accommodation plans. Special services, guidance, and health services staff regularly meet with each other, teachers, and other relevant school staff to discuss student needs, seek to identify new issues or concern early, and to continually monitor the effectiveness of student support plans. Assessment data for feedback and service improvement is gathered from a range of sources including academic achievement tests, speech/language evaluations, psycho-educational evaluations, behavioral plans and data, attendance records, and collaborative meetings with service providers, families, students, and staff. The efforts of the school to provide support services and inclusive learning opportunities for identified students and use data and feedback, students are able to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- students
- parents
- Endicott survey
- school website

- Standard sub-committee

Standard 6 Commendations

Commendation

The support to students most in need by the use of school and community resources that are readily available through the collaboration of student support services

Commendation

The timely provision of information on a wide range of topics to families regarding student support services

Commendation

The efforts of counseling staff to meet the varied needs of students

Commendation

The efforts to implement a successful alternative pathway for at-risk students to receive their high school diploma

Commendation

The efforts of the health services department to coordinate with student support services, school departments, and community service providers to provide a wide range of services

Commendation

The efforts of the library media specialist and faculty to support the extended hours of the library media center

Commendation

The inclusive environment throughout the building for special needs students

Commendation

The services provided by the school which support student integration into the classroom and school activities

Standard 6 Recommendations

Recommendation

Develop and implement a plan to provide student access to counselors regularly for personal, academic, career, and college counseling

Standard 7 Indicator 1

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; ongoing professional development and curriculum revision; and sufficient equipment; however, funding a full range of technology support and sufficient instructional materials and supplies is somewhat limited. The school provides a wide range of programs and services, including extended learning opportunity (ELO) programs, a variety of electives in most departments, in-house and regional career and technical education (CTE) offerings, a Senior Seminar program, visual and performing arts, computer technologies, and a program for 18 to 21-year-olds, Newfound Connections. Changes occurred to course offerings over the last three years because of the tax cap and budget realities facing the district. According to the Endicott survey, 44 percent of teachers, 53 percent of students, and 56 percent of parents agree that the community and the district's governing body provides dependable funding for a wide range of programs and services. As teachers have retired, they have not been replaced because of declining enrollment and ineffective programming because of declining enrollment and ineffective programming. Overall, staffing positions, including professional and support staff, have been funded. Class sizes remain at or below state standards, and 48 percent of teachers agree that the community provides dependable funding. Professional development funds are part of the collective bargaining agreement and monies set aside have not been impacted; the funding appears adequate and allows for teachers to personalize professional development. The district has a plan to look at and provide additional funds and time for curriculum review. The school struggles to meet identified teacher requests for materials and supplies, although some needs have been met creatively. Although there has been a reduction in funding for textbooks and technology supplies, a ten-year replacement cycle was begun three years ago to provide sustainable funding. Furniture and equipment replacement and repair has also been delayed. School leadership has tried to find other sources of money to fund larger requests. Newfound Regional High School has a moderate amount of technology, but service and maintenance, replacement, and Wi-Fi capabilities are inconsistent. Cuts to technology made last year in order to reach the tax-capped budget totaled more than \$125,000, although some of these requests may have been funded in alternate ways. Additionally, one technology assistant position is currently vacant and remains to be filled, resulting in a significant lag time to resolve problems. The community and 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; and sufficient equipment; therefore when there is dependable funding for instructional materials and supplies and a full range of technology support, teaching and learning will be better supported.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- students
- school board
- school leadership
- Endicott survey

Standard 7 Indicator 2

Conclusions

The school develops, plans, and funds programs to keep the school clean on a daily basis and to ensure the proper maintenance and repair of the building and the school plant; and maintains, catalogues and replaces equipment. A system is in place for cataloging, prioritizing, and responding to requests for maintenance, and 76 percent of staff agree that repairs are made in a timely fashion. Regularly scheduled maintenance is accounted for in the budget, and repairs and replacements of large scale equipment are present in form of a ten-year facilities plan and capital reserve fund to budget for them. The custodial staff clearly takes outstanding pride in and care of the building. The restrooms, hallways, common areas, and classrooms are spotless. A previously vacant position has recently been filled, leading to a more equitable workload. In addition, one student volunteers several hours a week to help with school maintenance, demonstrating the ever-present and clear pride in the maintenance and care of the facility. Sixty-three percent of students, 94 percent of parents, and 98 percent of staff agree that the school is clean and well-maintained. Because the school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant and to keep the school clean and well-maintained, the educational experience for students and staff is supported.

Sources of Evidence

- self-study
- facility tour
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. Changes to programs and services, especially those driven by enrollment changes and staffing needs, happen on the school level through creative use of personnel and space. A ten-year capital improvement plan project list exists for building and grounds repair. It includes the repair and maintenance of equipment; however, an exhaustive list is not yet complete. The Newfoundland Regional School District has begun a strategic long-range plan, and the anticipation of the equipment and building repairs in the next ten years will allow for successful budgeting. Technology is budgeted for each year; however, targeted for reductions when the budget cannot be met because of the tax cap. When the community funds and the school implements the strategic long-range plan, especially in the area of technology, the school will be supported in its ability to provide quality education in the future.

Sources of Evidence

- self-study
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 4

Conclusions

Faculty and building administrators are actively involved in the development and implementation of the budget. Early in the fall, staff is requested to fill in budget requests through a Google Form and justify expenditures. The budget is generally level funded. Fifty percent of staff agree having input into the development of the school budget. The leadership team compiles budget requests with recommendations from and collaboration with the central office personnel. The principal speaks freely about the budget and has access to and provides department leaders with updated information about the budget. The principal works hard to ensure that most reasonable requests are funded. As a result of the active participation of faculty and building administrators in the development and implementation of the budget, all stakeholders have meaningful input into the process.

Sources of Evidence

- teachers
- school board
- school leadership
- Endicott survey

Standard 7 Indicator 5

Conclusions

The school site and plant support the delivery of high quality school programs and services in most instances. Sixty-four percent of students, 87 percent of parents, and 73 percent of staff agree that the school's facility adequately supports its programs and services, including the programmatic expansions in the areas of science, technology, engineering, and math (STEM), social sciences, and elective programs, six Advanced Placement classes and Newfound Connections. Hallways are large and well-maintained; offices exist for special services and student support. Science labs and most classrooms are spacious and equipped, and teachers have their own classrooms, although the amount of space for each varies. The library media center has appropriate space to support student learning. The cafeteria space and food preparation area are sufficient, although storage for the cafeteria's non-food products is very limited and shared with the custodial staff's equipment. Maintenance and cafeteria storage space is a concern, as is storage space for classrooms, with much "under the eaves" storage being utilized. The performing arts center has been recently updated with LED lights, a new sound system, a digital interface, and new hardware. The health, guidance, administrative areas are all adequate and suitable. Parking is sufficient during the regularly scheduled school day but is limited during large events. Some athletic fields currently do not meet the New Hampshire Interscholastic Athletic Association's safe playing conditions and the school is addressing this. A new roof for the building has been funded and is expected next year. When the school site and plant fully support the delivery of high quality programs and services, students and teachers benefit.

Sources of Evidence

- facility tour
- teacher interview
- teachers
- students
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

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 passed a fire inspection in September indicating that all standards were met. Records of compliance are kept at the central office. The custodial staff has Safety Data Sheets (SDS) printed out for all chemicals used at the facility. Chemical storage in the science labs are orderly but printed out SDS sheets for each chemical in a cabinet are a necessity in the event of a spill or hazardous chemical situation. Safety equipment is monitored and maintained regularly. Custodial staff is responsible for inspection and coordinating maintenance on boilers, wells, air handling units, filters, and pumps, and has a regular checklist of inspections that is followed. Food service has recently changed hands and is now run by an independent contractor, and meets health and safety requirements. The auditorium and gymnasium lobby do not have handicap accessible doors; however, two of the eight primary doors for entering and exiting the school are accessible. The auditorium has handicap accessible seating and the stage is accessible. Upgrades to the auditorium and gym lobby are scheduled for 2019. Because 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 students and faculty at are ensured a safe environment.

Sources of Evidence

- classroom observations
- facility tour
- teachers
- students
- school leadership
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

Professional staff makes every effort to 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. Sixty-five percent of students agree that parents have the opportunity to participate. All faculty actively attempt to reach parents through phone calls or emails, as the school mandates that every parent of a struggling student, with current grades of D or F, be contacted prior to the end of the quarter. Additionally, the school reaches out to parents via individual phone calls by teachers and administrators, the Twitter handle @WeAreNewfound, and the school monthly newsletter. Grades are accessible on the schools's portal and are distributed to students. Progress reports are distributed midway through each quarter and mailed home at the end of each quarter. Parents are encouraged to attend athletic and performing arts events. The Student Assistant Program specifically reaches out to families of students at-risk and assists with referrals to service providers. Parent-teacher conferences and open houses are historically poorly attended, although attempts have been made in recent years to change the format in order to encourage more participation. In a two-day period in which parents can self-schedule a conference, less than half of the 28 available time slots are typically filled. Parents are encouraged to attend Senior Project presentations and extended learning opportunities. The efforts of the professional staff to reach parents, specifically those who have been less connected with the school will result in increased student involvement and achievement and create strong connections to the many communities of Newfound High School.

Sources of Evidence

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

Standard 7 Indicator 8

Conclusions

The school develops many productive parent, community, business, and higher educational partnerships that support student learning. Business and community partnerships include Freudenberg NOK and the annual Manufacturing Day, many speakers from local organizations such as Planned Parenthood, the local police and fire departments, and programs, volunteering, and speakers affiliated with Squam Lake Science Center, local libraries, and area schools. The Newfound Connections program used community connections to place students in job environments, specifically at local businesses like Pat's Pizza, Bristol Hannaford, Parkhurst, Wizard of Wash, and the New Hampton Fire Department during the school day. All students must complete a Senior Project, many of which have strong community connections and explore in depth an area of interest. Students are encouraged to have community experts sit on their evaluative panel, and to invite parents in for their presentation. Students receive support on this project through the library media center, their advisories, and in the Senior Seminar. The ELO program also uses many community partners, like the police and fire departments and area schools, for job shadowing and extending the school day. The addition of an on-site licensed drug and alcohol abuse counselor (LADC) and social worker have helped students get connected to community agencies that can provide them with support. Sixty-eight percent of students agree that the school invites parents to meet teachers and become involved, but only 26 percent of students respond that their parents take advantage of this. Seventy-eight percent of students agree that the professional staff actively engages the family as partners in their children's education. Additionally, parents support of certain certain clubs, such as the Friends of Newfound Football is high, and parents generally turn out for events in which their children are performing, for example, the community musical, athletic events, and music performances. Higher education partnerships include six classes with Running Start credit and six AP classes where students can earn college credit in select institutions. Additionally, students have the option to take classes at the Plymouth Regional High School's Career and Technical Education Center and some matriculate with area higher education institutions. Struggling students have the option of participating in Adult Education through Kearsarge and Franklin. The efforts of the Newfound High School to connect the community with its students better prepares students for college and career readiness.

Sources of Evidence

- self-study
- teachers
- students
- parents
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Commendations

Commendation

The creative application of resources to continue to support a wide range of school programs and services and sufficient professional and support staff

Commendation

The care and pride that the school community takes in the maintenance of the school

Commendation

The development and implementation of a long-term capital improvement plan to meet current and future facility needs

Commendation

The inclusion of all faculty into the process of budget development and the careful allocation of resources

Commendation

The creative use of space ensuring that all faculty and programs have sufficient space in which to work

Commendation

The variety of ways in which the school attempts to communicate to and reach out to parents

Commendation

The outstanding support of community partnerships and the expansion of the borders of the school through student extended learning opportunities

Standard 7 Recommendations

Recommendation

Ensure adequate and dependable funding for a full range of technology support and instructional materials and supplies

Recommendation

Provide written safety data sheets for each chemical storage cabinet

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Pamela Burke - Merrimack Valley High School

Assistant Chair: Mrs. Mary Pierangeli - Dudley-Charlton Regional School District

Team Members

Carisa Corrow - Merrimack Valley High School

Emily Gilmore - South Burlington High School

Julie Heon - Wilton-Lyndeborough Cooperative Middle School/High School

Ivy Leavitt-Carlson - Laconia High School

Tonia Orlando - Plymouth Regional High School

Susan Richardson - Beverly High School

Nancy Rose - Merrimack School District SAU 26

Kristan Sheffer - Kingswood Regional High School and Lakes Region Technology Center

Anthony Sperazzo - Gilford High School

Nancy Stevens - York High School