NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

REPORT OF THE VISITING TEAM

Weymouth High School

Weymouth, MA

October 3 – October 5, 2016

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STATEMENT ON LIMITATIONS

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

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

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

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INTRODUCTION

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

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

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

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

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting 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 Weymouth High School, a committee of ten 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.

The self-study of Weymouth High School extended over a period of 37 school months from January 2013 to September 2016. The visiting team was pleased to note that students, citizens, parents, and school board members 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, Weymouth 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 sixteen members was assigned by the Committee on Public Secondary Schools to evaluate Weymouth High School. The visiting team members spent four days in Weymouth; reviewed the self-study documents which had been prepared for their examination; met with administrators, teachers, other school and system personnel, students, and parents; shadowed students; visited classes; and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, special education personnel, building administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Weymouth High School.

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

- review of the school's self-study materials
- 48 hours shadowing 16 students for a half day
- a total of 12 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 29 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 committee consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting committee's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Committee Standards.

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

School and Community Summary

Weymouth High School, located on Massachusetts's South Shore, serves approximately 2,000 students from the 21.6 square mile Town of Weymouth. Located 17 miles southeast of Boston, the town of Weymouth was incorporated in 1635 and is the birthplace of Abigail Adams. For its first 200 years, Weymouth was a largely maritime and agricultural community shifting to a center for the shoe industry by World War II and today is a residential, suburban community in the Greater Boston metropolitan area.

With a population of 55,957, the town is becoming more culturally diverse. In 1990, 97.6% of the town identified as white, non-Hispanic on the US census. By 2000, that number was 94.9% and in 2010 it was 89.7%. No minority group comprises more than about 3% of the population of the town with Asian residents comprising 3.2%, African-American residents being 3.1%, and Hispanic residents making up 2.6%. Within the school district, however, for 2016, 78.7% is white, 7.3% Hispanic, 5.4% African-American, and 4.9% Asian, while Weymouth High School for 2016 is 83.4% white, 5.5% Hispanic, 4.1% African-American, and 3.7% Asian. Six percent of the student population's first language is not English with 1.2% classified as English language learners (ELL). Other languages spoken by Weymouth students include Portuguese, Spanish, Arabic, Tagalog/Filipino, Somalian, Bulgarian, Vietnamese, and Swahili.

Weymouth's economy is based on smaller service, retail, and wholesale operations. Weymouth's largest employer is South Shore Hospital with the Town of Weymouth second. The median household income is $69,099; however, the home ownership rate is 66.9% and 6.6% are in poverty. Twenty-four percent of district families are classified by the state as economically disadvantaged, meaning the student participates in one or more of the following state-administered programs: SNAP (food stamps); TAFDC (welfare); DCF (foster care); MassHealth (Medicaid) in October, March, or June. As of April 2015, the unemployment rate was 4.2%, down from 10.2% in January 2010. In 2016, approximately one out of five students in the school is classified as economically disadvantaged.

In addition to Weymouth High School's 2016 population of 2,003 students, Chapman Middle School (grades 7-8) houses 929 students and Abigail Adams Middle School (grades 5-6) houses 972. The district also has eight elementary schools located in each of the eight Weymouth neighborhoods for a total of 2,508 primary school students. Weymouth primary schools provide free half-day kindergarten and paid full-day kindergarten. Pre-kindergarten students go to Johnson Early Childhood Center which services 225 students, less than half of an incoming cohort to the Weymouth Public Schools. Fifteen percent of Weymouth's population is school age with close to 20% attending private school. Private schools in the area include St. Francis Xavier School, Sacred Heart Elementary School, South Shore Christian Academy, First Baptist Christian School, Archbishop Williams High School, and Notre Dame Academy.

The Weymouth School District is ranked in the lower 30% of school districts in the state in terms of per pupil expenditures and expended $13,407 per pupil compared to a state average expenditure of $14,936

per pupil in 2015. In FY 2015 state, federal, and other resources accounted for 45% of all funds received in the district, leaving 55% of funding to be obtained through local resources. Thirty-five percent of locally collected taxes are allocated to the town portion of the public school budget.

Weymouth High School includes students in grades 9-12. Enrollment is relatively stable fluctuating just below 2,000 or up to 2,100 over the past decade. The four-year graduation rate for the 2015 cohort was 89.8%, a number which has been steadily rising since hitting a low point of 77.7% in 2009. On average, 55% to 60% of students attends a four-year college; 20-25% attends two-year colleges, with 10% entering directly into the work force, and 5% joining the military. The dropout rate was 2.7% across all grades in 2015 and 2.1% across all grades in 2014 for an average of 2.4%. The average daily student attendance was 92.6% in 2016 while the state average is 94.9%. Students attend school for 180 days and for a minimum of 990 hours. The average attendance rate among teachers was 94% in 2015. In 2015, there were 134.6 teachers at Weymouth High School, creating a student-to-teacher ratio of 15:1. The average class size is 16.6; however, due to department and staffing deficiencies in key areas, class sizes can be as high as 36 students.

Weymouth High School engages students in a rigorous college and career-focused program of studies. Students must pass a total of twenty-two credits of classes over four years (a credit is given for each full year's successful completion of a course and can be distributed in fractional amounts such as 0.5 for a semester-long course). These twenty-two credits include a requirement for four credits of English, four credits of mathematics, three credits of history, three credits of science and one and a half credits of unified arts. Additionally, students must contribute ten hours of community service per year for a total of 40 hours. The community service requirement has become a large source of pride for the students and for the community. This past year, WHS celebrated reaching a total of 100,000 hours of service donated to the community since the implementation of this requirement in 2012. Students select one of six career academies at Weymouth High School. Students in the CTE Academy join during their freshman year; upon entering their junior year, non-CTE students join one of the following academies: Business and Entrepreneurship Academy, Fine Arts Academy, Global Studies Academy, Humanities Academy, and STEM Academy. These academies have suggested templates of course offerings to help students explore possible career pathways. Within these academies, students are able to prepare for college and careers by engaging in a diverse program of studies crafted to create connections among their classes and to real-world experiences. Students continue to develop core 21st century skills and fulfill their graduation requirements all while taking courses in areas of interest to them. Each Career Academy (with the exception of the Career and Technical Education Academy) requires students to complete five credits relative to their pathway beyond the current Weymouth High School requirements. While there is variance in the combinations of these additional credits, each combination is designed to support the creation of the Capstone project, a requirement of all academies as well as a graduation requirement. In this project, every senior works with an adviser to complete an independent project which synthesizes their learning from the electives in their career academy and demonstrates their command of the core 21st century skills in a real-world context. In March each year, WHS hosts two nights during which the students present their project at the Capstone Fair. All seniors set up their project in the school and members of the school, parents, school committee members, and other members of the community are

invited to view the projects. At graduation, upon successful completion of a WHS Career Academy's requirements, students receive a Certificate of Completion from that Career Academy in additional to their Weymouth High School diploma.

Weymouth High School has established partnerships with local businesses. Students in grades 8 and 10 attend an annual Career Fair where over fifty business partners are in attendance and students are able to explore various careers in a meet and greet setting. Student leaders organize numerous food drives and fundraising events for local charities such as the WHS Food Drive Challenge that helped raise $5,000 for the Weymouth Food Pantry. Business members and professors from local institutions of higher education serve as judges for the annual Capstone Fair Night. In addition, regional and local business outreach also occurs twice a year through the Career and Technical Education (CTE) Advisory Board meetings. Meetings are held once in the fall and spring at the high School within all ten CTE programs. The advisory boards are comprised of business members in the field and they help align current school curriculum with modern industry techniques.

The WHS career and technical education department also has articulation agreements in place with many colleges that allows students in CTE to transition from high school to college with credits already earned. The following career and technical education programs have articulation agreements with postsecondary institutions: allied health, architectural design & drafting, automotive technology, business technology, early childhood education and teaching, construction technology, culinary arts, graphic communications, information technology, and metal fabrication.

The school honors students for their accomplishments through the annual Senior Awards Night and the Underclassman Awards Night, which recognize students both for academic and civic excellence within the school community. The National Honors Society honors students for their academic excellence while the Volunteers in Practice Program (VIP) honors students who provide valuable, inspirational, and purposeful service to the community. In addition, individual teams hold annual award banquets to honor student athletes.

Weymouth High School Mission Statement:
WHS embeds core 21st century skills across the curriculum to prepare students for post-secondary education, careers and active citizenship.

The Weymouth High School community values . . .
- o 21st century skills.
- o critical thought.
- o independent learning.
- o learning with authentic applications.
- o academic excellence.
- o appropriate interaction among staff and peers.
- o active citizenship.

The Weymouth High School community believes that . . .
- o all graduates will be proficient with 21st century skills.
- o all graduates will be college or career ready.
- o all graduates are capable of independently solving problems.
- o all students have something to offer our school and community.

Learning Expectations
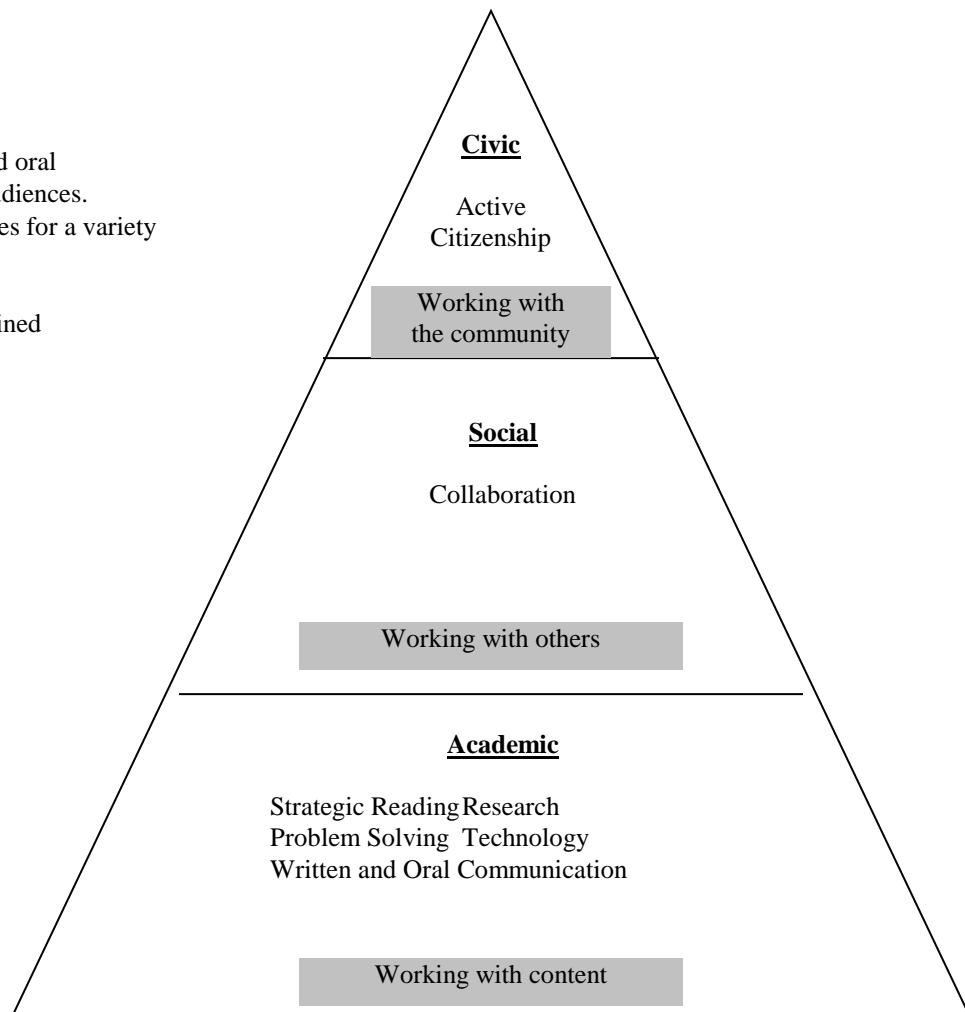The successful student will effectively:
   Academics
- communicate through written and oral communication to a variety of audiences.
- employ strategic reading strategies for a variety of purposes
- use technology.
- research for both short and sustained projects.
- solve problems.

   Social
- collaborate.

   Civic
- demonstrate appropriate and effective active citizenship

Civic

Active Citizenship

Working with the community

Social

Collaboration

Working with others

Academic

Strategic Reading Research
Problem Solving Technology
Written and Oral Communication

Working with content

COMMITTEE ON
PUBLIC SECONDARY SCHOOLS

TEACHING AND LEARNING STANDARDS

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

CURRICULUM

INSTRUCTION

ASSESSMENT OF AND FOR STUDENT LEARNING

1 Core Values, Beliefs, and Learning Expectations

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

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

2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which identify targeted high levels of achievement.

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

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

Core Values, Beliefs, and Learning Expectations

Conclusions

The school community engages in a dynamic, collaborative, but not entirely inclusive process somewhat informed by current research-based best practices to identify and commit to its core values and beliefs about learning. The development of the current mission statement followed the redesign of the existing curriculum, resulting in the identification and development of the seven competencies spelled out in the Weymouth High School's seven learning expectations and their accompanying eight (the communication expectation has two rubrics, one for written and one for oral communication) analytic rubrics. This sequence (the curriculum being redesigned before the development of the mission statement, the refinement of the school's core values, and the identification of the learning expectations) has resulted in the school's core values and beliefs being reflective of what is happening rather than driving what is happening/should be happening.

The process of soliciting ideas and feedback from faculty primarily took place electronically, followed up with discussion in full faculty meetings to secure additional feedback. The acting principal then used the school's Facebook page to solicit additional feedback from the community. A significant number of faculty and staff state that their voices were not actively sought and/or listened to when the WHS Core Values and Mission Statement was written, partially the result perhaps of using electronic media as a primary mode of communication. After the committee wrote and revised several iterations, the committee then provided final drafts of the mission statement and learning expectations including rubrics to the faculty. The committee also presented those documents to the community via email and to the students at school.

For the community at large, parents were not actively involved in identifying the core values of the school or the learning expectations, although they do feel informed about what they and their children are held accountable for. Some express concern about other, less involved parents in the community who may not be aware of the core values and learning expectations, or the extent to which their children would be held accountable. Creating the opportunity for feedback is not the same as actively soliciting feedback and engaging in meaningful and sustained discussion that results in all stakeholders feeling as though they have been heard and included in the process.

The school cites evidence of the current research-based best practices used to inform the process. The school website refers to how "faculty members [were] also encouraged to read select articles such as those from the 2011 Bibliography for NEASC Accreditation Standard 1." Additionally, the district alludes to *Growth Mindset 2014, Instructional Rounds in Education*, *Standards for the 21st Century Learner* by the American Association of School Librarians, and other articles and books made available to returning and new teachers. The school made no specific reference to what articles from the NEASC bibliography were read. Committee members did recall sending out different articles at the time. The school's core values and beliefs self-study subcommittee did cite *21st Century Skills: Learning for Life*

in Our Times by Bernie Trilling and Charles Fadel as a possible source for the learning expectations, but specific explanation as to how either text informed the authorship of the core values and learning expectations remains unclear. No clear process provided guidance to teachers as to how teachers are to be held accountable for the use of research in the review and revision of the core values and learning expectations. Effective revision and evaluation of the school's core values and learning expectations requires constant scholarship of research-based best practices to ensure a dynamic process with effective pedagogical and student outcomes.

The school clearly articulates the school's investment in preparedness and in the development of essential skills. The school documents reference values and beliefs, but not explicitly in relation to how they guide teaching and learning, focusing instead on student outcomes and measurable results. Moreover, the actual values implicit within the learning expectations are not currently included on the school website, published openly in the WHS Program of Studies or Handbook, or visually prevalent in the school. That information exists primarily as notes guiding the actions of WHS Core Values Committee, but not as a public document.

The school does not clearly articulate what it believes about the process of teaching and learning explicitly. The school has not identified statements like "Students learn best when they apply their learning in authentic situations" or "Teachers can best improve instruction for all students when they are reflective and collaborative about the use of rubrics." The school's activities, however, do reflect fidelity to those beliefs such as by the authentic application of student learning reflected in capstone projects and by the sustained commitment to community service each and every year. The creation and use of task forces and PLCs also bear testament to the faculty's reflective nature and desire to collaborate. All of those ideas and activities are commendable and unquestionably a bedrock foundation of this learning community, but not clearly articulated as values of the school.

The school was shaping and defining the WHS Mission Statement and community values as part of the Design 21 Plan simultaneously with the NEASC's development of the new, at that time, 2011 NEASC Standards for Accreditation.

The mission statement and learning expectations are clearly evident in almost all rooms and throughout the school, but not the school's core values. Two distinct examples of core values exist. The high school's published handbook for 2016-2017 has the district's "Statement of Educational Philosophy" followed by the district's core values, preceded by the statement, "The Core Values for the Weymouth Public Schools serve as the basic premise on which all management and curricular decisions are made and are the standards by which accomplishments are measured." The school's self-study, however, does not mention this set of core values in its narrative about the shaping of the Design 21 plan nor the learning standards that followed. The second clearly developed statement of core values linked to learning expectations can be found in the handbook for the Foundations Academy. Despite that published document, teachers and administrators aver that Foundation Academy students are held

accountable to the same school-wide learning expectations as the rest of the mainstream population. While the ideologies of the Foundations Academy, high school, and district do not explicitly conflict with one another, the lack of clarity surrounding their respective existence and use points to communication issues inherent within the process of their creation. Teachers, students, and parents can identify learning expectations, but they cannot articulate beliefs about the school's values surrounding teaching and learning, with the exception of the Foundations Academy. *When the school engages in a dynamic, collaborative, inclusive process to identify a school's core values and beliefs about learning it will result in a high level of buy in with those values and beliefs and a deep commitment to practices fully reflective of them.* (self-study, classroom observations, core values and beliefs self-study sub-committee, teacher interviews, students, parents, administrators, teachers, student work, school website, school publications, panel presentation)

The school has somewhat challenging and measurable 21st century learning expectations for students which address academic, social, and civic competencies which focus on high levels of achievement. The school's mission statement directly references 21st century skills defined by eight learning expectations, encompassing academic skills (Problem Solving, Strategic Reading, Written and Oral Communication, Research, and Technology), social skills (Collaboration) and civic competencies (Active Citizenship). All rubrics have measurable levels of success and rate student achievement as inadequate, needs improvement, proficient, and advanced with criteria referenced for each categorical rating. Each rubric notes that a score of proficient or better meets the WHS learning expectation. All rubrics use the same terminology so the expectations for levels of achievement are clear. Students, parents, teachers, and administrators all verify that rubrics are used in all classes including CTE and Foundations Academy classes. The active citizenship rubric is currently a work in progress as a recent addition to the learning expectations that is measured almost exclusively by data collected in the Aspen system. Although the active citizenship expectation and its rubric serve as the chief metric for civic competence and as an identified area of need addressed by a task force team, its presentation in the self-study and absence from the graphics around the school suggest that it is not yet viewed on equal footing as the other learning expectations.

Lack of specific means of oversight and the variances in faculty buy-in leave the learning expectations open to interpretation and with inconsistent emphasis from class to class. Students, parents, and teachers allude to how learning expectations are not consistently challenging in terms of the type of work assigned and how that work is graded. Students in particular cite how the integration of learning expectations in different classes seems perfunctory rather than an integral part of teaching and learning.

The school's learning expectations prepare students for the remainder of the 21st century. A great deal of thought and investment has been placed into each competency to accommodate changes in how students acquire, use, and disseminate information. It is clear that the school created these learning expectations with the express intent of preparing students for a changing world be it through a career or higher education.

The school has one analytic rubric for each learning expectation including the academic, civic, and social competencies. (The communication expectation has two rubrics, one for written and one for oral communication.) Some confusion exists regarding students in the Foundations Academy and whether the same learning expectations, standards, and rubrics apply to them or not. Most rubrics have specific criteria listed under various levels of achievement so that students, parents, and teachers are very clear about what the student must do to be successful on each of the learning expectations. In some instances, that language is vague. For instance, the collaboration rubric states that a student "Usually completes assigned tasks on time" or "Listens and speaks a fair amount" to earn advanced standing. "Usually" and "a fair amount" are not readily quantifiable, rendering that rubric more of a hybrid, analytic/holistic rubric. As such, its use may lead to ambiguity for the student as she or he moves from class to class, and teacher to teacher. Some rubrics have been revised since their original publication and some teachers modify the rubrics to be specific to an assignment, class, or grade level. Revision of school-wide rubrics appears to be done either individually by classroom teachers or on a broader basis during summer professional development. Both situations are not inclusive, however, as all stakeholders do not inform the revision. Rather, stakeholders approve changes made, sometimes through email or other online tools.

The school's learning expectations are sometimes inconsistent with its core values because ambiguous expectations, a lack of accountability, and barriers to collaboration preclude the faculty's ability to deliver the quality of education they all wish to provide for their students. The faculty members clearly care about students and dedicate themselves to student learning. Faculty members do not always have the time or resources to demonstrate the learning expectations they teach in the same manner that they expect their students to on a daily basis. PLC meetings could provide the venue for more direct and broad input on this topic but the allocation of time for specific activities in the PLCs is currently in flux, and thus problematic, while task force teams, although productive, do not hold all faculty equally accountable. Collaboration occurs on an ad hoc basis, sometimes determined by schedule or geographic location in the building. *Having challenging and measurable 21st century expectations and a valid method for assessing the level of their achievement ensures a consistent focus on supporting the school's 21st century learning expectations.* (self-study, student work, teacher interviews, students, parents, administrators, classroom observations)

The school's core values, beliefs, and 21st century learning expectations are actively, reflected in the culture of the school, are beginning to drive, curriculum, instruction, and assessment, and are sometimes reflected upon and considered when decisions are made regarding policies, procedures, and resource allocations. The school reports that its core values and beliefs and 21st century learning expectations were identified following the revision of the school's program of studies. That may explain why, for example, curriculum documents fail to include instructional strategies focused on technology use and why the library is reported by students to be underutilized despite WHS having learning expectations focused on those two topics ("use technology" and "research for both short and sustained projects"). The capstone project, for example, supports the school's commitment to independent student learning. As a graduation requirement, every senior works with an adviser to complete an independent project which synthesizes their learning from the electives in their career academy and demonstrates their

command of the core 21st century skills in a real-world context. Previous capstone projects were creative and relevant to students, promoting engagement and independent learning. The deep connections of capstone topics to the real world emphasize the importance of authentic application of student learning. The learning expectations are the cornerstones of the capstone project, and a central part of every senior's daily life. Although the learning expectations are abundantly evident for seniors, they are not as central to the learning experiences of underclass students due to variances of fidelity by teachers to their use to guide instruction from teacher to teacher, department to department.

The implicit values reflected in the eight learning expectations largely drive curriculum, sometimes drive instruction, and inconsistently drive assessment. The WHS school community's commitment to authentic applications of learning is evident in their career academies. The program of studies explains the authenticity of the career academies: "In the 11th and 12th grades students have the opportunity to join one of six career academies. Here students are able to prepare for college and careers by engaging in a diverse program of studies crafted to create connections among their classes and to real world experiences." The school has resourcefully and ingeniously re-packaged their existing curriculum to reflect their investment in authentic application of student learning. The flexibility to explore different classes as they pertain to college and career readiness (CCR) prepares students for future life choices after secondary school and fosters engagement and investment in learning.

While the capstone project is the most developed of the school's commitment to its implied values and published learning expectations, their influence can be seen in other areas. An increasing number of courses have developed instructional strategies that involve authentic applications as well. For example, students in a United States History class participate in a mock trial; botany students study plant life in the school's greenhouse, and classes in all subjects have access to the school's planetarium. The school also offers ten career and technical education programs (CTE). Authentic experience is the core of the CTE program. "Automotive students provide services to students, teachers and the public daily; cosmetology takes public clients; the Wildcat Bakery and Café opens three days a week to the public and teachers; graphic communications prints graphics for the school district as well as for the public; early childhood education students teach at the childcare center; allied health students earn clinical hours at two local elderly care homes; information technology students assist the district's educational technology department; carpentry students work on outside jobs and internships; and metal fabrication and drafting programs take in outside work. The program further provides students with authentic work experiences as qualified students may begin working outside of school during the time they would be in their shop."

The school's commitment to active citizenship is evident in the school and student commitment to community service. Students are required to complete at least ten hours of community service each year. The school finds many opportunities to volunteer within the school as well as in the outside community, and the school has amassed over 100,000 hours (and counting) of community service, earning recognition and accolades within the community and from private organizations like the New England Patriots. The school has also incorporated service as a theme in the transition from Chapman Middle School. Capstone projects also often feature acts of volunteerism or study the impact of volunteerism on

their community. The adoption of community service requirements reflects the value the school places on service to the community.

Not every teacher, however, demonstrates the same commitment to the implicit values and published learning expectations in their daily instruction. Some teachers have clearly embraced the learning expectations, crafting daily lessons, units of instruction, and meaningful assessment tasks around them. That said, members within the same department did not demonstrate consistent application of these ideas in their daily instruction, let alone across departments. This inconsistency was most apparent in the use of school-wide analytical rubrics for student assessment. Rubrics for the eight competencies were sometimes superficially applied to assignments to meet requirements for their use rather than to advance student learning.

The implied values and published learning expectations guide the school's policies, procedures, decisions, and resource allocations when possible. For instance, the entire school schedule was revamped to include a daily six-minute homeroom and an extended homeroom once a month to accommodate senior meetings with their capstone advisors while simultaneously trying to create a forum for building relationships between underclassmen and adults in the school. Teachers have volunteered (with a stipend provided) to be capstone advisors, allocating valuable time and resources to an authentic learning task. A special event, running two nights, is scheduled for the Capstone Fair, incurring cost, time, and resources to celebrate student achievement and to reach out to the community at large. The school has allocated professional development time for teachers to work in their task force teams since completing the self-study. Most teachers self-identified areas where they would like to work toward improving the school and met four times last year. The school's administration and four data coaches identified six areas in need of improvement based on attendance, grading, and MCAS data. Task force teams focused on attendance, curriculum, instruction, grading policies, assessment (rubrics and data collection), and intervention for underserved students. These task forces were then charged to address those areas of need by examining and analyzing attendance data, revising curriculum to align with instruction, improving instruction on a school-wide basis, addressing inconsistent grading policies school-wide, revising the school-wide rubrics and classroom data collection, and creating interventions for students with socio-emotional needs. Those teams accomplish a great deal, often based on the volunteerism, time and dedication of many teachers, a testament to the faculty's commitment to the school's core values. Based on an analysis of standardized testing data by the assessment task force team, revisions were made to several learning expectation rubrics. Another team created the strategic reading toolbox for school-wide use. Teachers report a higher sense of investment in the task force teams because exercising self-selection engendered a feeling of empowerment and ownership amongst faculty. The size of the groups, however, provides challenges for holding teachers accountable for making meaningful contributions to each group. Additionally, the task force teams consider issues and create solutions but forward their conclusions for action to the ILT. Collaboration in each team is common. Input from members outside of the immediate task force is gathered by the departmental representatives. Many of the identified areas in need of improvement directly impact each other. *Fully embracing and embedding the school's core values, beliefs, and 21st century learning expectations into the school's culture and into instructional practices and making them the driving force of all policy,*

procedures, and decision-making will optimize and enhance best practice learning strategies. (self-study, student work, teachers, students, teacher interviews, administrators, parents, program of study)

The school leadership has created a process for the regular review of its core values, beliefs, and learning expectations, but has not yet put it into action. The school created the Mission and Vision Subcommittee: "This standing subcommittee will meet once a semester to ensure that all changes align with the school's core values and beliefs. It will also run the bi-annual review of the core values and beliefs." A dean and two representatives from Instructional Leadership Team comprise the subcommittee, but the process through which review and potential revision of changes to learning expectations and the mission statement are made has not been executed. Having administration and middle management work in isolation without a clearly delineated process does not ensure adequate voice to all stakeholders as to the validity of the changes to curriculum and instruction or the revision of core values. This is particularly true with regard to the involvement of the students and community.

The school has not yet effectively used research-based best-practices to review its core values, beliefs, and 21st century learning expectations. School leadership and some faculty can cite isolated readings/research to ensure they are cognizant of 21st century learning skills. Readings were shared via email and discussed in faculty meetings (e.g., *Standards for the 21st Century Learner* by the American Association of School Librarians), but no oversight existed to ensure that all faculty read, accepted, or understood how to apply the provided research. The Core Values Committee also cited *21st Century Skills: Learning for Life in Our Times* by Bernie Trilling and Charles Fadel, but they could not clearly articulate how that text was used in the creation of the mission statement and learning expectations. Additionally, there is no indication that the entire faculty has had access to this text or has been held accountable for the information written in it. The Mission and Vision Subcommittee also does not appear to be responsible for substantiating its findings with educational research.

WHS uses faculty meetings as the periodic forums to share information about the 21st century skills and learning expectations. No formal or reliable mechanism to solicit feedback from other stakeholders (students, parents, and central administrators) or from the local business community exists. Conspicuously, parents do not feel that the core values and learning expectations are emphasized to the community. Participation in the Capstone Fair and CTE curriculum advisory board meetings may solicit community input for parts of the school, but not for the review and revision of the core values that drive the entire school.

The school does not make efficient use of collected data to review, support, and revise as may be necessary, its core values. Teachers are required to submit a holistic score for each student for the seven published learning expectations at the end of the year. While data coaches collect that data, the school does not question whether the scores on those rubrics are from a formative or summative assessment, oversee how many assessments were used to justify that holistic score, or utilize that data to inform decisions or review or revise learning expectations. Instead, the school uses data from attendance records, standardized tests, and demographic data as the primary impetus behind the work of task force teams. The school does not acknowledge in-house data on input by faculty on how well or poorly

student meet the published learning expectations collected in Aspen, perhaps because not all stakeholders feel that data is valid or because the consequences for not passing the published requirements is still undetermined. It also remains to be seen how the school intends to use the data collected about grade distributions throughout the school to inform their decision making about school-wide grading policies.

The school does not use data in smaller PLC group settings to review and revise core beliefs, values, and learning expectations. Some teachers with similar class loads (i.e., mostly chemistry or mostly junior English) meet once per seven-day schedule as part of a PLC, but some teachers are unable to meet with similar teachers or even attend a PLC at all. This school year, teacher PLCs are more focused and administration gives PLCs a direction while also expecting teachers to fill out a form outlining what was discussed. It remains unclear as to how exactly faculty members uses their PLC time because there is no meaningful method of accountability or oversight. PLC time can be used for interpreting, using, and calibrating the learning expectation rubrics or for discussing beliefs about teaching and learning but have not yet done so to date.

Faculty does not incorporate discussion of district and community priorities into its discussion of the school's core values, beliefs about learning, and learning expectations. Most task force teams focus on triaging areas of immediate need, and a significant number of faculty feels disconnected from administration, central administration, and the community. Stakeholders at all levels have the best interest of every student at heart, and effective communication and coordination would allow all of their efforts to help improve teaching and learning at the school.

The school's learning expectations do not directly align with the district goals posted on the website because of a lack of regular and effective communication between central administration and the school. The district goals directly reference student learning only once, aiming to "Improve student growth and achievement for all students." The second district goal is to "Engage in collaborative, data-informed problem solving with colleagues," which is somewhat supported by the collaboration learning expectation for students, but not supported by the current experiences of the teachers. The remaining two district goals, to "Create a safe and positive learning environment for all students, staff and families" and "Establish meaningful family and community partnerships" are not reflected in the school's learning expectations. The Weymouth School District's values published on the website also differ from the district's core values published in the WHS Handbook. It is important to note that the district's core values and goals and the school's implied values and learning expectations do not conflict. In fact, they hold more in common than in difference, but exist as separate entities instead of logical extensions of one another due to a lack of effective and meaningful communication among all the professionals dedicated to the growth and development of every student at WHS. *When the school initiates a process of timely, coordinated review and revision which is fully reflective of all stakeholder input multiple data sources and coordinated with district and community priorities it will ensure that the school's core values and beliefs are vibrant and have the power to drive all decisions related to policy and procedure.* (self-study, parents, teachers, addendum to the self-study, administrators, district website, WHS Handbook)

Commendations:

1. The development of eight clearly defined learning expectations with accompanying analytic rubrics using common language to help students achieve mastery of academic, social, and civic competencies
2. The senior capstone project's reflection of implicit core values and beliefs, commitment to independent and authentic learning, and explicit use of the analytical rubrics to measure and promote student achievement
3. The school's embrace of implied core values and beliefs to drive the decision to create career academies
4. The school's evident commitment to active citizenship through the impressive accumulated hours of community service

Recommendations:

1. In all future discussions about the school's guiding statements (core values, beliefs, learning expectations) ensure that communication and data gathering promotes ongoing rich discussion that is inclusive at all times of the voices of all major stakeholders, including students, parents, faculty, school administration, and central administration
2. Create and implement an inclusive regular process to revise the language of the analytic rubrics to ensure both a full understanding of the rubrics and their relationship the school's 21st century learning expectations and their adaptability for use across the curriculum
3. Include the active citizenship learning expectation in all published documents, including the program of studies and the student/parent handbook to demonstrate the school's commitment to that learning expectation
4. Develop and implement a process to ensure 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
5. Develop a process with explicit timelines for the regular review and revision of the school's core values, beliefs, and 21st century learning expectations which includes all the constituent groups in the school community, is based on research, multiple data sources as well as assuring they align with district core values and school community priorities

2 **Curriculum**

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

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

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

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

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

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

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

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

Conclusions

The curriculum is designed to ensure that all students practice and achieve each of the school's 21st century learning expectations; however due to the absence of fully completed curriculum guides, the curriculum as a whole lacks consistent connections between course content and learning expectations. The Weymouth High School Program of Studies (POS) identifies the school's mission statement: "Weymouth High School will embed 21st century skills across the curriculum to prepare students for post-secondary education, careers, and active citizenship." The school has identified a list of community values which include 21st century skills. Expanding on those "skills," the school has also established seven learning expectations to "communicate through written and oral communication to a variety of audiences, employ strategic reading strategies for a variety of purposes, use technology, research for both short and sustained projects, solve problems, to collaborate, and demonstrate appropriate and effective active citizenship." A single curriculum guide template was created for each department and course which asks teachers to identify the 21st century learning expectations that students would engage in for that lesson or unit. These curriculum guides vary in their level of completeness across and within all academic areas.

Currently, the program of studies subcommittee, the executive arm of the WHS Curriculum Task Force, is able to add or delete units or courses from the curriculum; however, the school has not yet demonstrated that it has based these decisions on data regarding their alignment with the school's learning expectations. According to the Endicott survey, 66.4 percent of staff reports that students are given opportunities to practice and achieve the school's learning expectations. Additionally, teachers are mandated to grade students on these core skills using school-wide rubrics. Teachers in all academic areas provide students with many opportunities to practice these skills; however, some skills align more closely with one content area than another, e.g., problem solving in mathematics, so while many curriculum documents outline skill goals for each unit across many academic areas, some appear to emphasize one over the others. Wide variations exist, however, with regards to completed curriculum guides and because of this not all guides identify clear connections between course content and learning expectations. On the very positive side, the capstone project is truly a culmination of the achievement of the 21st century skills during which the students may work individually or with a small group to demonstrate their proficiency in each of the core 21st century skills in every discipline and area of the curriculum. The successful completion of a capstone project with demonstration of proficiency in each core 21st century skill is a graduation requirement of all WHS students.

The majority of teachers understand the learning expectations for which they are responsible; however, some disciplines focus more on one 21st learning expectation than others; for instance, effective written and oral communication in English classes. Many teachers report that certain learning expectations fit better with the course they are teaching and admit they pay minimal attention to the other 21st learning expectations. *A purposefully designed curriculum ensures that all students will have sufficient opportunity to practice and achieve each of the school's 21st century expectations.* (self-study, Endicott

survey, student shadowing, teachers, students, program of studies, curriculum documents, teacher interviews)

Weymouth High School has a common template for use in writing curriculum documents which includes essential questions, concepts, content, and skills and reference to the school's 21st century learning expectations, but the template does not include suggested instructional practices, nor does it consistently suggest the use of the school-wide rubrics for assessment purposes. Curriculum guides are uploaded and available for view by teachers through Aspen, the WHS Information Management System. While all teachers can access these guides, a limited number of individuals can edit these documents. Curriculum guides are in place for many courses; however, major discrepancies regarding the comprehensiveness of these documents are evident within and across departments. Some courses have no curriculum documentation whatsoever and others merely have uploaded the blank curriculum guide template. Several departments, specifically mathematics, English, social studies, and world languages, have created comprehensive curriculum documents, while courses within other disciplines have done similar work. The school administration states that there is a focus on skills-based curriculum evidenced across all content areas and teachers' level of adherence to 21st century learning expectations which details what those skills will look like in terms of student learning and behaviors varies throughout the school. School-wide, analytic rubrics have been created to measure a student's progress in applying the school's 21st century learning expectations and are used by the majority of teachers. Many of these teachers, however, state that using the school-wide rubrics has become "an exercise in compliance." Some teachers have created their own rubrics that "are a better fit" with their individual curriculum and assessment needs, in some cases restating the language of the rubric, in some cases writing a new rubric.

Instructional lead teachers (ILT) and vertical alignment teams (VAT) are responsible for uploading and updating curriculum guides and course documents to ensure compliance with MassCore DESE standards; however, lead teachers lack the time to update curriculum documents on a regular basis and are unable to meet with course specialists and other teachers in their department to complete curriculum documents. This lack of personnel with direct authority for curriculum oversight makes establishing accountability/compliance in the above areas difficult. *When the common format includes suggested instructional practices, the use of the school-wide rubrics for assessment purposes and all curricula is written then student learning will be purposefully guided.* (self-study, teacher interviews, student shadowing, teachers, central office personnel, Endicott survey, curriculum documents, school administrators)

The curriculum at WHS often emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, and informed and ethical use of technology; however, a limited emphasis has been placed on cross-disciplinary learning and authentic learning opportunities both in and out of school. Teachers use essential questions and the school-wide problem-solving rubric to ensure an emphasis on inquiry and problem solving. Many teachers post essential questions in their classrooms and a few teachers incorporate essential questions as part of the lesson plan either as a warm-up activity or a handout for the agenda for the day or per unit. Although inquiry through essential questions in the classroom is often evident through classroom observations and facility

tours, the majority of teachers across all disciplines, with the exception of math, ELA, social studies, and world languages, do not have essential questions written in the curriculum maps resulting in a disconnection between seeing an emphasis on depth of understanding within the classroom through observations and in the written curriculum. Teachers throughout all disciplines at WHS are mandated to use the school-wide problem-solving rubric to score students on their ability to define, identify, evaluate, and reflect on solving problems. The vast majority of teachers are open to implementing the problem-solving rubric; however only certain content-specific courses find the problem-solving rubric aligns with their course curriculum and standards.

An overwhelming percentage of students at WHS feel the content of the courses they take challenges them to think critically and solve problems with only 7.8 percent disagreeing. A strong majority of teachers also report their content area emphasizes depth of understanding and application of knowledge. Some teachers are emphasizing the depth of understanding and application of knowledge through their content curriculum; however there is no regimen in place to promote consistency in the completion of curriculum documents and also insufficient levels of curriculum oversight to ensure the curriculum emphasizes depth of understanding and application of knowledge throughout all disciplines.

The CTE program at WHS allows students access to a cross-disciplinary curriculum where the students are learning various real world applications of curriculum in core classes and utilizing authentic learning both in and out of school through varied internships like in the early childhood education or construction pathway and providing opportunities for the students to interact with the community such as in the automotive, culinary, and cosmetology programs. Whereas all the CTE programs generally integrate cross-disciplinary learning and authentic learning as a key component of curriculum, few content/core classes are able to bridge the gap from the content standards in the curriculum within core classes to emphasizing and providing opportunities illustrating how those skills will be reflected in the real world. The level of the perception of authenticity and practical application between the core classes on the whole and CTE programs differs. Only 56 percent of students say they feel that information they learn in one class can be used in other classes, and 30 percent of staff feels that the curriculum emphasizes cross-disciplinary learning. The capstone project is based on a cross-disciplinary learning model that utilizes the specific application of knowledge within a certain program. Cross-disciplinary learning, aside from the capstone project, is only incorporated on an individual teacher basis because common planning time, PLC groups, and professional development do not provide enough time for teachers to interact and effectively collaborate with teachers from other disciplines to align curriculum with one another. At this time, curriculum documents do not formally make connections from one content area to another.

The majority of teachers use the technology rubric to determine if the students will be able to use technology efficiently and appropriately to produce an assignment and to demonstrate the ability to use technology as a learning tool appropriately. Teachers collectively state that besides using the technology rubric at the beginning of the year to ensure students understand how technology can be used, this rubric is not emphasized in the curriculum other than within a specific course that utilizes a variety of technology on a daily basis such as a computer programming course. At this time there is no formal

system or condition in place to ensure there is an emphasis on informed and ethical use of technology and the curriculum guides do not show evidence of a connection to the core values. When the curriculum emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, and authentic learning opportunities both in and out of school, informed and ethical use of technology, the students will be successful in achieving the core values and expectations for student learning and will more readily see the connections between learning and what they experience outside of school. (self-study, classroom observations, teachers, student shadowing, facility tour, student work, teacher interviews, curriculum documents, Endicott survey)

The degree of alignment between the written and taught curriculum at WHS is difficult to assess under current circumstances. Currently, the school does not have in place a codified plan to fully assess whether the written curriculum is being taught. The school is aware of that issue and is taking action. First, in March 2016, a newly formed WHS Curriculum Task Force's program of studies subcommittee identified critical curriculum-related needs. These needs included "creating a process that measures the alignment between the written and taught curriculum." Additionally, lead teachers and administration are charged with "ensuring progress in critical areas" of curriculum coordination. Furthermore, in hiring new deans the school has made a conscious effort to hire new deans with relevant content knowledge background so as to make the observation process and curriculum oversight more effective. Teachers report that "with full class loads, lead teachers do not have the time or authority, to mandate adherence [to the written curriculum." Deans and other administrators often have more pressing administrative duties that tend to take precedence over curriculum coordination needs. Teachers report that disparities exist within their content area regarding the written and taught curriculum claiming that colleagues are "often not teaching what is in the curriculum." While, 77.9 percent of the staff is in agreement that "the written curriculum is the taught curriculum," evidence based on 27 classroom observations by the visiting NEASC committee members shows that only twelve teachers delivered lessons that were aligned with corresponding curriculum documents. Of these twelve aligned classroom observations, 100 percent occurred in ELA, math, science, and history classrooms. In many subject areas where curriculum documents are incomplete or non-existent, there is no basis for teachers to adhere to the written curriculum. The solid alignment between the written and taught curriculum will ensure that all students have equitable and consistent educational experiences at WHS. (self-study, Endicott survey, teachers, student shadowing, department leaders, central office personnel, teacher interviews)

Limited curricular coordination exists between and among all academic areas within the school and minimal coordination and vertical articulation exists between WHS and Chapman Middle School. Prior to the creation of task force teams at WHS, vertical articulation teams (VATs) existed in English, math, social studies, world languages, art, music, and college and career readiness for the purpose of curricular coordination and vertical articulation across and within grade levels at WHS and between WHS and Chapman Middle School. VATs are overseen at the district level by the assistant superintendent of curriculum and instruction. Additionally, the school relies on PLCs organized by grade and content level as a vehicle to further promote grade level curricular coordination. Due to the limits of the schedule, not all teachers grouped by content and grade level attend the same PLC. These various measures, while

admirable, have not remedied the lack of concentrated curricular coordination and vertical articulation. The Endicott survey reports that a significant majority of WHS teachers disagree that they have "sufficient time to be engaged in formal curriculum evaluation, review, and revision work." Teachers across many disciplines report "huge discrepancies" with incoming 9th graders regarding content knowledge and skills based on their 8th grade experiences. Several 9th grade teachers report no communication with their 8th grade counterparts at the middle school. Currently, neither WHS nor Weymouth School District has representative district K-12 curriculum guides to illustrate and validate coordination or articulation.

Prior to the creation of task force teams, the school instructional leadership team (ILT) was charged with the review and revision of the curriculum and the development of the WHS Program of Studies. In March 2106 the school established curriculum task force and the program of studies subcommittee. The mission of the program of studies subcommittee states that, "This standing sub-committee exists to oversee and facilitate the yearly revision of the Program of Studies, to vet new courses in accordance with the course creation policy at WHS, and to oversee the revision cycle of curriculum documents in keeping with the WHS curriculum revision policy." While curriculum vetting documents exist, their use and effectiveness have not been quantified. The program of studies subcommittee identified critical needs to be address as, "Department specific curriculum oversight to ensure vertical articulation between Chapman Middle School and the high school, horizontal alignment of the curriculum." Still in its infancy, it is too early to gauge the effectiveness of this subcommittee with regards to effective curricular coordination and vertical articulation but this approach holds promise. Increased and more effective coordination between and among all academic areas within the school and with the sending schools will result in a stronger curricular progression so that all students will be prepared to practice and achieve the school's 21st century learning expectations. (self-study, Endicott survey, central office personnel, teacher interviews, school leadership, in-house survey)

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center vary in their sufficiency to fully support the curriculum including the co-curricular programs and other learning opportunities. Class sizes vary widely and are inconsistent across and within academic areas; only 23.2 percent of staff says current staffing is sufficient. Classroom observations noted variations in class sizes ranging from 4 to over 30 students. Especially high numbers of students were observed in the world languages classes. Teachers report that inadequate and insufficient instructional materials hamper their ability to fully implement the curriculum effectively with only 18.6 percent of staff stating adequate instructional materials to implement the curriculum. Teachers report lack of adequate, up-to-date textbooks with some courses reporting no textbooks. Due to the aforementioned larger class sizes, regular classroom sets of textbooks are inadequate.

Teachers also report inadequate and insufficient technology more specifically broken and insufficient availability of printers, broken projector screens, outdated computers, limited computer availability, and limited bandwidth. Due to these factors, many teachers report an inability to effectively achieve the expectation that students practice the informed and ethical use of technology.

The library/media center has a collection of resources with significantly outdated average copyrights of over 30 years old and older non-print resources such as VHS video cassettes. The fiction and nonfiction resources currently in the library overall are not sufficient to support the students at WHS to fully access the curriculum and the materials underpinning it. A telling fact is that the library has been accorded no formal budget allotment since at least 2008.

Many parts of the facilities for example the gymnasium, athletic fields, music spaces, art room, and science labs do not in and of themselves prevent teachers from implementing their curriculum. Large class sizes combined with insufficient materials and supplies however, create certain aspects of curriculum implementation that are less than ideal. On a broad facility basis, extreme fluctuations in classroom and building temperature affect student/teacher concentration.

Only 8 percent of staff reports that co-curricular programs are adequately funded; however, students report a vibrant array of co-curricular possibilities that exist especially in drama, music, clubs, and athletics. When sufficient support in a range of areas that support curriculum is provided then teachers' will be effectively supported in the implementation of that curriculum. (self-study, Endicott survey, facility tour, teacher interviews, students, budget reports, teachers, librarian)

The district provides the school's professional staff with limited personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. The assistant superintendent is responsible for the district-level curriculum coordination while the curriculum task force is responsible for the school-level curriculum coordination and articulation. As of the 2016-2017 school year, a teacher leadership and administrative collaboration (referred to as ILT 2.0) met over the summer to create a curriculum task force team co-chaired by a teacher leader and an administrator. A program of studies subcommittee was also created as an executive arm of the curriculum task force. The PLC groups, which meet during a common prep time throughout the school day once a cycle (once every seven school days) is the only time professional staff are accorded a devoted period of time to focus on curriculum coordination and articulation; however, there are several competing interests for allotments of the PLC time. Additionally, within this allotted time, not all members of a discipline can meet together to discuss curriculum. Without any formal department meetings outside of the school day to ensure ongoing collaboration on curriculum, teachers within a given department are not able to effectively collaborate on curriculum. With the creation and implementation of the curriculum task force and program of studies subcommittee, more professional staff members are involved in the process of ongoing curriculum development and review. WHS has recently created a regular curriculum review cycle through the program of studies subcommittee to oversee and facilitate the yearly revision of the program of studies, to vet new courses in accordance with the course creation policy at WHS, and to oversee the revision cycle of curriculum documents keeping with the WHS curriculum revision policy. WHS is in the process of collecting data through the program of studies subcommittee and has started identifying gaps in curriculum; however, at present the school has limited information on the analysis of the collected data for improving and revising curriculum. Providing sufficient personnel, time, and financial resources to research and incorporate best practices into the school's curriculum documents will enhance the ability of the entire staff to

successfully develop, evaluate, and revise curriculum. (self-study, teacher interviews, school leadership, central office personnel, teachers)

Commendations:

1. The maintenance of a comprehensive program of studies (POS) that allows students to explore a wide variety of course options
2. The school-wide commitment to the capstone project that promotes active citizenship while focusing on students' proficiency in mastering the school's 21st century learning skills
3. The creation of a common template for writing curriculum documents which includes units of study, essential questions, concepts, content and skills
4. The comprehensive curriculum documents created by in English, math, social studies, and world languages
5. The universal integration of authentic learning opportunities within the CTE curriculum
6. The use of the capstone project to closely integrate cross-disciplinary learning
7. The very significant progress on the curriculum task force to formalize curricular coordination, vertical articulation, and curriculum review

Recommendations:

1. Complete the electronic uploading of the curriculum documents and ensure that all curriculum documents include units of study with essential questions, concepts, content, and skills, the school's 21st century learning expectations, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic and course-specific rubrics
2. Provide training to staff as to how to effectively use, upload, review and revise curriculum guides
3. Provide sufficient opportunities for all staff to collaborate and complete curriculum guides with a focus on aligning 21st learning expectations and course content
4. Ensure that curriculum documents in all areas emphasize cross-disciplinary learning and opportunities for the authentic application of knowledge both in and out of school
5. Provide sufficient procedures including personnel, common assessments, data collection, and supervisory procedures to ensure that the written curriculum is the taught curriculum
6. Ensure staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum
7. Provide sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research

3 Instruction

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

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

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

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

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

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

Conclusions

Some teachers continuously examine their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations but the school as an institution does not do so on a concerted basis. While faculty members are well aware of the Weymouth High School (WHS) 21st century skills and core values, teacher understanding of which instructional practices support students' ability to acquire these skills is limited. For instance, according to WHS's technology rubric, students are expected to use technology to produce work; however, most instruction is presented without the use of technology and students are not required by the nature of their assignments to use technology as a method of demonstrating their learning. Teachers provide reasons for not modeling this learning expectation in class (e.g., poor infrastructure), but regardless, the instructional strategies are often not aligned with the school's core values, beliefs, and 21st century learning expectations. Some teachers are able to model skills necessary to achieve proficiency on a different 21st century learning expectation. For example, a teacher modeled presenting an oral report to her Spanish class and asked them to assess her presentation using the WHS oral communication rubric. Students then presented their own work, with a deeper understanding of the nature of the expectation. Engaging in close examination of instructional practices and identifying and encouraging the expansion of the use of those that are aligned with the school's 21st learning expectations will lead to a higher level of their mastery by students. (self-study, teachers, classroom observations, teacher interviews, student work)

Teachers employ personalized instructional strategies infrequently. When it occurs, teachers use differentiated strategies, topics based on interest, and learning style inventories. Academic support and foundational programs for students on IEPs and/or students classified as "at risk" use reflective strategies and student learning inventories on a regular basis (at least once per seven-day cycle). Within substantially separate special education classes, teachers have small class sizes (4-10 students per class), which allows time for conferencing and addressing individual learning needs per the students' individualized educational plans (IEPs). In addition, grade 12 students receive personalized advising as they complete their capstone project. Class sizes and teacher loads often severely impede teachers' ability to personalize instruction.

Teachers in the career and technical education (CTE) programs incorporate differentiation and tiered approaches. Teachers consistently monitor students within CTE programs for achievement through compliance as documented through SkillsPlus, an assessment program. Outside of the CTE programs the school provides no evidence of differentiation within each content expectation and/or objective; students generally are not given options in expressing or showing competencies. Although in chemistry classrooms, teachers use programs such as Process-Oriented Guided Inquiry Learning (POGIL) for concept investigation, overall, teachers and lesson examples illustrate the difficulty teachers experience to adequately tailor instruction with regard to the individual learner. The self-study acknowledges that teachers do not consistently personalize instruction. Within general education classes, teachers find it challenging to structure the class to meet with individual students on a regular basis. This is even more

difficult with large class sizes and in classes with special education support within inclusive settings. Although some teachers attempt to meet with students twice per term to discuss performance, those discussions do not necessarily guide future instruction.

Regarding cross-disciplinary learning, in some content areas, teachers employ thematic units that include essential questions from the curriculum that cause students to connect learning across disciplines and encourage students to think "big." Individual teachers report making an effort to create thematic curriculum with essential components. The administration states that teachers collaborate with colleagues in PLCs; however, not all staff members are part of a PLC. Only those who have time within their contractual schedule participate; a majority of special education, student support, and CTE staff are not included in these groups. This PLC work lacks the component of leadership by department chairs as well. No strategic and authentic instruction from other content area was recognized across disciplines; the meetings have a strong focus on 21st century learning skills. One teacher reported an example of history being incorporated into an English class but this is dependent on the specific content. The school does have a focus on common language and rubrics. The school expects 21st century learning expectations to be taught in all classes. The level of this dedication to the school-wide expectation varies among classes. Some teachers align the content to the WHS learning expectations with little difficulty, while others create special, often unrelated, lessons simply to fulfill the expectation. This disparity in lessons connecting to WHS learning expectations is evident within and across content areas.

While some students report, via the Endicott survey, that they are actively involved in their learning, many students report that their teachers do not make learning exciting and interesting for them. Both the career academies and WHS capstone project provide students with opportunities for hands-on, project-based learning and discovery lessons which challenge their thinking. For example, the business CTE students operate the school store, and their responsibilities include marketing, pricing, and inventory of goods. Additionally, all WHS students are expected to demonstrate these skills through the completion of the senior capstone project. To complete this project, students conduct independent research and the successful completion of the project is a graduation requirement. A recent capstone project involved a senior creating a personalized "Wildcat" app which the district now uses to communicate with students and families. Within core curriculum areas, use of different modalities, auditory, visual, and hands-on activities (e.g., labs, projects, presentations) are sometimes incorporated, but the most frequent method of instruction is teacher-led presentations with students taking notes. In addition, during classroom observations, students in some classes were observed to be off task for a significant amount of time and when they were redirected by the teacher, they used aggressive profanity to respond and did not attend to the task. This behavior was not met with any consequences.

Observed lessons and student work lacked sufficient emphasis on inquiry, problem solving, and higher order thinking. Whether or not teachers spend sufficient time on a unit/theme/topic/essential questions to allow students to understand and pursue the concepts varies by teacher. Some teachers spend an appropriate amount of time; others do not spend enough. Teachers vary within and among departments in terms of whether or not they ask students to analyze what they have learned, to synthesize concepts, to

compare/contrast, or to evaluate. For example, a physics lesson included all of these tasks, while a math class observed included none.

The WHS capstone project requires that students apply knowledge to real-world experiences or situations. Generally, teachers do not ask students to write for an audience beyond the classroom; however, there are marked exceptions. The capstone project requires students to present to an audience including community members. In the academic support class, a student portfolio is shared at the IEP meeting to demonstrate student progress to parents and other IEP team members. Students participate in internships and externships through CTE (e.g., early childhood, allied health). The CTE programs provide a vocational education, with many of the programs resulting in certifications for post-secondary employment (e.g., cosmetology, allied health). In addition, the career academy helps focus students into programs which are geared to ensuring that all students leave Weymouth High School career or college ready.

Although the capstone project quite explicitly, through the very close usage of the school-wide rubrics, ensures that students reflect upon and self-assess their work, the vast majority of classes showed little evidence of opportunities for that reflection and self-assessment. Overall, only 55.1 percent of students reports that teachers provide them opportunities to assess their own work.

The use of appropriate technology to enhance instruction is not evident. When class sizes exceed the number of accessible computers within computer labs, it is difficult to incorporate technology effectively on a regular basis as class sizes exceed the number of accessible computers within computer labs. Teachers and students are handicapped by significant concerns with regard to available and functioning devices, appropriate bandwidth capacity, functioning servers, and information technology (IT) support. Limited access to technology creates difficulty in implementing well-executed lessons that do incorporate technology. Lessons created to incorporate the WHS learning expectation of technology have often failed due to the school's inadequate infrastructure, resulting in discouraged and frustrated teachers and students steering away from incorporating technology into lesson planning or in class assignments. An example of this widespread concern was evident in a social studies class during which it took the students 15 minutes to connect to the Internet to begin the assignment, which resulted in a loss of momentum and student engagement. Also, a number of curriculum documents fail to suggest instructional strategies generally and so, obviously, fail to suggest/direct the use of such strategies that would reinforce to students the use of technology as a tool for teaching and learning.

Most classrooms have a projector and some have access to a computer lab. The labs are often used for student assessment (e.g. DOMA, i-Ready). Four data coaches (full-time teachers who receive additional training in data analysis) are in the process of analyzing and presenting data to core teachers. When available, computer labs are shared amongst many classroom teachers. Information about a Chromebook cart exclusively used by the science department is not publicized to other academic departments, as it was acquired through a grant that restricts use of the Chromebooks to the science department. Some teachers use an application called *Remind* to text students updates and strengthen

communication. Students use their personal cell phones to access online resources, when the bandwidth supports that effort.

With many alternative focus areas for professional development, little time is allocated to the integration of technology as a tool for teaching and learning that would allow students to use technology for inquiry, problem solving, and higher order thinking. Despite the WHS 21st century learning expectations which include technology, WHS does not have the infrastructure to incorporate technology consistently or effectively. Teachers use the data management system Aspen, to record grades, and some teachers have an Aspen Classroom page where they connect notes, class assignments, and online books (if purchased by the district).

Student work provided examples of independent learning projects in which students used technology to gather data, research, reference class notes, study guides, assignments, and as a step within the writing process. Due to a recent life sciences grant, CTE programs now include the following instructional technologies: a Computer Numerical Control (CNC) router for construction technology, a plasma cutter for metal fabrication, and a 3D printer in drafting and design.

All WHS students are issued school e-mail addresses and a login to a personal Aspen account. Aspen allows teachers to track grades, access IEP and 504 accommodations, email students and parents/guardians, and centralize class content for students. While teacher's instructional efforts around technology can be acknowledged, unfortunately the aging and unreliable infrastructure, lack of training, and understaffed IT department hinder unified efforts to produce learners with 21st century skills. The use by teacher of instructional practices that broadly personalize instruction, comprehensively engage students in cross-disciplinary learning, engage students as fully active and self-directed learners, consistently emphasize inquiry, problem-solving, and higher order thinking, closely apply knowledge and skills to authentic tasks, regularly engage students in self-assessment and reflection, and deeply integrate the use of technology as a tool for teaching and learning fully support the achievement of the school's 21st century learning expectations. (self-study, classroom observations, students, student work, teacher interviews, panel presentation, Endicott survey, central office personnel, teachers, program of studies)

Some teachers adjust their instructional practices to meet the needs of each student by using formative assessments and purposefully organizing group-learning activities; however, it is difficult for teachers to strategically differentiate instructional practices to meet the needs of each student. Teachers sometimes assess each student's learning throughout the lesson by employing a variety of assessments with a commitment to using the 21st century learning expectation rubrics. Most staff members are committed to using the rubrics; however, interpretations of the rubrics vary from academy to academy. Students recognize that teachers provide assessment for the purpose of monitoring progress and understanding. In classes with a large number of students (30-34 students), however, teachers rarely are able use assessments to help student improvement through areas of individual focus. Occasionally, students are permitted to make additional attempts to successfully complete an assignment or assessment, particularly in special education classes. Additionally, the quality and quantity of teacher formative feedback varies

from teacher to teacher. Most, not all, are using the school-wide rubrics, but some teachers also personalize feedback to better support student improvement.

The teachers report in the Endicott survey that 79 percent of teachers differentiate their instruction but staff members have varying levels of understanding of what differentiation is and how to use it. When asked about differentiation, several teachers described modifications made for students with IEPs, as opposed to the more inclusive definition of strategic differentiation which supports all learners in order to create different pathways for students to take when learning the material and exhibiting knowledge.

Within classes geared toward personally designed instruction, such as in CTE classes, substantially separate special education academic classes, academic support, and classes within the Foundation Alternative Education program, explicit differentiation is used. Many of these modifications are aligned with students' educational plans (IEPs/504s) and/or social/emotional needs. In inclusion settings, large class sizes impede general education teachers from adequately modifying curriculum assignments and assessments without consistent support or collaboration from a special education teacher. Consultation services are included on IEPs, through which special educators provide general educators with student-specific information to support implementing the IEPs of students.

While teachers do engage in some strategic differentiation within the classroom, significantly data from the Massachusetts Department of Elementary and Secondary Education District Review (2014) suggest further needs in this area. Structural challenges, an ineffective co-teaching model (with 22 inclusion classes co-taught by special education teachers and 41 inclusion classes covered by paraprofessionals), and a lack of appropriate professional development and/or training for teachers and paraprofessionals in this area hinder effective instructional differentiation to meet the needs of each student.

The school-wide initiative to incorporate and assess students' collaboration skills sometimes allows students to share efforts with peers across other disciplines. Most teachers provide opportunities for students to collaborate and further engage in classroom activities. Often, students are asked to choose their own groups when collaborating, but in most cases teachers direct them to pair with their geographic neighbor, limiting the tailor made opportunities for students to work collaboratively a broader variety of students.

Teachers at WHS share a sense of pride and investment in their students. They post the times they are available for extra help and are willing to support students. In addition, there is a homework hotspot in the library after school at which staff members provide support for students with homework or in preparation for an assessment. Students report that when teachers are unavailable for extra help, they will usually work with students to schedule a time at a later date. The use of formative assessments with common language across all academies and programs, group learning activities, and differentiating instruction will engage students in comprehensive learning experiences, foster collaboration, and allow students the opportunity to showcase understanding in different ways. (self-study, central office personnel, teacher interviews, Endicott survey, students, teachers, classroom observations, examination of rubrics/student work)

Infrequently, teachers individually and collaboratively improve their instructional practices by using student achievement data, feedback from a variety of sources (students, colleagues, supervisors, parents), and current research. The ability to examine student achievement data and to examine current research is somewhat limited. When the schedule allows, teachers are placed in small group PLCs with colleagues in their department to focus on essential questions of curriculum areas and curriculum planning. These meetings happen one period per seven-day rotation. Participation in these groups, however, varies by department and is subject to the vagaries of class scheduling (e.g., CTE and special education teachers not always able to participate). Several priorities compete for PLC time, including curriculum mapping, data analysis, and specific professional development such as a school-wide focus on close reading. Sufficient time to be allotted to complete all of these tasks is not available. The faculty is strongly committed to the use of the school-wide rubrics, but there are variations in how student work is scored on the rubrics from academy to academy. The inconsistent access to students' reading scores and math scores hinders teachers' ability to examine student achievement data. During the 2013-2014 school year, the data were available to all teachers via the Aspen student information system; however, data from the 2014-2015 assessments were not available until the fall of 2015.

The school conducts some surveys (e.g., parent survey after IEP meetings), but teachers do not always receive this data and are not given time to formally or collaboratively reflect on this data. The school committee members were apprised about parent concerns about students transitioning to high school and being underprepared to complete Algebra I. These concerns resulted in the addition of Algebra IA and Algebra IB to the program of studies. Very few parents, however, report that teachers ask them for feedback about how they teach, and few students report that teachers ask for their ideas/opinions to improve the style in which they teach. Few mechanisms support this reflection on a school-wide basis.

It is not clear that current research and best practices are driving WHS's initiatives. Members of the faculty at WHS do not read collectively (e.g., a journal article or a book on current research and best practice) and engage in discussion as a whole. Attempts have been made to share articles and ideas at PLCs, but this has not happened in the past two years. The school does not formally allocate time for teaching professionals to review current research and pedagogy, so it is not possible to determine whether decisions in the school that impact instruction are made based on review of current research and best practices. The school functions in several concurrent ways to make such instructional decisions. District-level administrators have priorities which appear to carry the most weight. The building administrators have their own priorities which manifest themselves in several ways. Instructional lead teachers (ILTs), full-time teachers who receive a stipend to serve as leading members, provide curriculum guidance to their department; however, they have no authority beyond their recommendations. Four data coaches who are also full-time teachers are trained by the district's data specialist, work on accessing various assessment databases, and share results of their analysis with staff. Six task forces made up of all high school faculty address attendance, intervention, underserved students, curriculum, instruction, and assessment. The combination of these groups represents considerable human capital, but the organizational shortcomings of budget, personnel, professional development, and delineation of lines of authority prevent the development of comprehensive strategies to improve instructional practices. Also, in the final analysis, teachers do not have sufficient formal time to discuss

current research and best practices related to instruction. To their credit, school leaders do communicate an expectation that improving instruction is important and that professional discourse contributes to improvement. This expectation is not combined with time or resources, however. Teachers benefit from broad opportunities to examine student work and assessment data and to share effective instructional strategies in that by so doing they add to their repertoire of teaching skills. (self-study, central office personnel, panel presentation, teacher interviews, Endicott survey, parents, school leadership, school committee, superintendent, teachers)

Teachers at Weymouth High School, as adult learners, have expertise in their content and instruction areas. Time for self-reflection, conferences, and programs designed to improve their instructional practices is lacking. Some teachers regularly read content-specific literature designed to help them improve instruction specific to their subject area, but such practice is not universal. Three years ago, professional learning communities (PLC) began convening at Weymouth High School. The school scheduled teachers to meet in small groups with colleagues in their department to focus on essential questions of curriculum and curriculum planning. At the inception of the PLCs, the school did not include special education and CTE teaching staff in the small group collaboration. The following school year an attempt was made to include special education staff, but often PLCs were scheduled during teaching periods. In its current state, scheduling is adequate, but still does not effectively incorporate all educators in an effective use of this time. Designated teacher leaders assign PLC tasks, but these tasks are not always relevant to improving curriculum, creating common language or reflecting, collaborating, and improving teaching practice. Teacher leaders find it difficult to maintain effective use of time, support, and the consistency of colleagues, as they do not have evaluation authority over their department.

As noted, differing interests compete for PLC time. During PLCs, teachers can be expected to analyze formative assessments and other information collected about individual students and devise and employ instructional strategies to specifically help individual students learn the concepts/skills. Teachers also are expected to use the time for curriculum mapping, data analysis, and addressing school-wide focus on, e.g., close reading and other 21st century learning skills. Available time is not sufficient to complete all of these tasks.

WHS collects feedback by surveys from administrators, peers, students, and parents (e.g., parent survey after IEP meetings, Youth Risk Survey, teacher/para surveys after PD), but with limited response rates (PD surveys have an approximate 30 percent response rate) teachers do not always receive sufficient, focused data and are not given time to reflect. The school has not established a process for soliciting feedback from parents and students focused on instructional practices.

The lack of appropriately focused professional development driven by teacher-identified needs in curriculum areas and a heavy focus on district initiatives and decennial accreditation recently have limited the school's ability to focus on expending the range of instructional practices. Contractually, there are four full days and eight designated half days allotted for professional development. Although there are records of educator requests for professional development opportunities beyond the contractual

days, there is a lack of evidence of significant commitment to conferences or programs designed to improve instructional practices within departments. Teachers do not maintain portfolios or journals with regards to self-reflection. When teachers maintain expertise in their content areas and in the use of content-specific instructional practices, they are fully equipped to help students achieve the school's core values, beliefs, and 21st century learning expectations at the maximum level. (self-study, teacher interviews, school leadership, panel presentation, central office personnel, teachers, Endicott survey)

Commendations:

1. The provision by the large number of faculty members of highly personalized instruction and guidance to WHS seniors as they work toward completion of their capstone project
2. The pronounced commitment by WHS's CTE programs to instructional practices that focus on the application of knowledge and skills to authentic tasks
3. The use of data, by CTE teachers and from a structured assessment program (SkillsPlus) that uses the analysis of individual student results to adjust instruction
4. The strong commitment of teachers to the success of their students and the provision of opportunities for students to obtain extra help

Recommendations:

1. Develop and implement a process to ensure that all teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations
2. Develop an inventory of specific instructional practices that are closely aligned with the school's core values, beliefs, and 21st century learning expectations
3. Provide professional development and sufficient supervision to ensure that teachers employ those aligned instructional practices that personalize instruction; engage students as active and self-directed learners; emphasize inquiry, problem solving, higher order thinking; apply knowledge and skills to authentic tasks; engage students in self-assessment and reflection; and significantly integrate the use of instructional technology as a tool for teaching and learning
4. Create structured procedures for PLCs that include all teachers in strategic and relevant PLCs with intentional groupings to ensure consistent collaboration over commonly agreed upon goals and activities that emphasize research-based, state-of-the-art instructional practices
5. Provide professional development on translating data analysis into changes in instructional practice

4 Assessment of and for Student Learning

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

1. The professional staff continuously employs a formal process 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.

Assessment of and for Student Learning

Conclusions

The professional staff mostly employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations. The school has a plan for such an assessment but obstacles are preventing its full understanding and adoption. The school's process in assessing whole-school achievement against the 21st century expectations is limited due to the inconsistencies caused by barriers to implementation and by varied interpretations of the rubrics. For instance, the school lacks clarity in providing consistent direction of how often the school-wide should be used and the rubrics as written are not easily adoptable for use across all departments. In the same vein, some teachers have chosen to make some changes to the rubrics while others simply use them less. The Endicott survey results show that 60 percent of staff members does not understand the formal process based on the use of the school-wide analytic rubrics to assess school and individual student progress in achieving the school's learning expectations. Staff members also report a lack of time to analyze data from the rubrics, indicating that a formal closed-loop process for the use of school-wide rubrics to assess progress in achieving the school's 21st century expectations is not fully in place.

The school has clearly defined the required frequency of their use in general terms: all teachers must use all seven of the rubrics during the length of their course, whether the courses are semester or full-year based; however, the school has not defined specifically how those rubrics should be used. One exception is the WHS capstone project initiative. The capstone project handbook articulates how capstone projects will be assessed with the school-wide rubrics. The capstone project assessment and results validate the achievement of 21st century expectations for graduating seniors.

Teachers are using the rubrics as a tool to report students' status on level of 21st century skills mastery; however, teachers are not consistently using the rubrics as a tool to develop their students' mastery of those skills. Teachers frequently report being overwhelmed by the expectation to use all seven of the rubrics. The development and faithful use of a formal process based on school-wide rubrics for assessing school-wide and individual progress in the achievement of the school's 21st century expectations will result in the accumulation of sufficient data to validate the efficacy of school programs. (self-study, Endicott survey, school leadership, classroom observations, teacher interviews, self-study assessment standard sub-committee, teachers, panel presentation)

The school's professional staff formally communicates individual student progress in achieving the school's 21st century expectations to students and families in the year-end report cards. The school reports progress in assessing individual students' achievement of the 21st century expectation reports, delineated by subject and by expectation, appearing alongside the numeric grades for each course. They indicate whether a student has met or is making progress toward the school's targeted level of achievement on a four-level proficiency scale. According to the Endicott survey, 61 percent of parents agrees that the school provides them with a formal report on progress on the achievement of the 21st

century expectations. Students report that they sometimes see quarterly ratings on the 21st century expectations but that these are not consistently provided by all courses. The active citizenship rubric score (based upon teacher comment codes, attendance, disciplinary, and a community service component) is provided quarterly to students and parents.

The school does not have identified benchmark dates and times or a detailed process for communicating whole-school achievement of the school's 21st century learning expectations. The school does, however, report at least once every annual cycle the overall school progress to the school committee based on other measures including standardized mathematics and ELA assessments, attendance, credit recovery, night school, active citizenship rubric, and capstone results. The capstone results are an assessment of progress against 21st century learning expectations for graduating seniors. The establishment of a codified grade reporting system increases the validity of all school assessments. (self-study, school leadership, school committee, students, Endicott survey)

Some members of professional staff occasionally collect, disaggregate, and analyze data to respond to inequities in student achievement. The Massachusetts Department of Elementary and Secondary Education District Review Report (DRR) completed by DESE in 2014 states, "While the basic building blocks of an effective data analysis system exist within the district, there is no system in place to train teachers to review and analyze data and then modify their instruction to address student needs revealed by the data."

WHS administration has responded to the DESE finding starting in 2015 by putting data coaches into place to provide data reports and training to the professional staff. Additionally, elements of WHS 2016 School Improvement Plan respond to inequities in achievement including in strategic reading, vocabulary improvements, 9th grade Algebra I, vertical integration on skill, instructional strategies, and curricular expectations.

At this point, guidance, administration, instructional leadership teams, the data coaches, and specific departments for MCAS (ELA, mathematics, science) have the major responsibility for analyzing data from MCAS, DORA, DOMA, ACCESS, VTCTS, PSAT/SAT, i-Ready, course grades, as well as 21st century skill data. Additionally, the data coaches are providing whole-school data summaries and data access/analysis training tips in their quarterly instructional planning newsletter sent to all faculty members relative to their area of responsibility. The most frequent historical application of data obtained from these sources has been in the process of placing students in the appropriate level courses or with appropriate supports, including ELL. The school, however, has now articulated its strategies and action plans for closing of three achievement gap areas identified by using school-wide data analysis in the development of the WHS Improvement Plan (SIP). Beginning in 2016-2017, SIP actions are being guided by the examination of data by the data coaches and the quarterly newsletters, by instructional leadership teams, through planned staff meeting time focused on the analysis of assessment data, and are driven by professional development focused on topics such as strategic reading, database and analysis training, and summer curriculum writing. The full, big picture aspect of SIP strategies and action steps to close achievement gaps are not yet fully understood.

The school has scheduled occasional meetings where professional staff and departments have met to analyze and respond to inequities in student achievements. These meetings/discussions occur most often in the MCAS standardized test subject areas. Drill downs on areas of low achievement and inequities are sometimes followed by sharing specific, successful instructional practices that have resulted in higher achievement. This practice leads to greater focus on the inter-relationship between valid data and increases in student achievement. Unfortunately, professional staff infrequently, and only in some areas, analyze a range of data including both formative and summative assessments. In these informal meetings, professional staff meet to analyze student work against specific measurable criteria (DDMs - science, ELA, world languages), review formative and summative assessments (DDMs - science, ELA, world languages), common assessments (science, world languages), and standardized professional certification tests (CTE). Teachers attest that these review meetings have informed changes to instructional practice to improve student learning. WHS, however, is lacking in the regular practice of reviewing common unit results, common assessments, and mid-year and final exams across all subject areas for the purpose of resolving inequities. The 2016 SIP depends on discussions at faculty meetings to review current assessment data and has a goal to create a plan for data access/analyses to continue to review achievement gaps in reading, vocabulary, and Algebra I. The implementation of this regular cycle of data analyses and achievement gap review has not yet been implemented or understood by faculty. The professional staff is not yet fully aware of these data analyses or action plans, nor have they been fully engaged in proposing changes in curriculum stemming from data analyses. The lack of consistent, formal and collaborative time for staff to engage in these activities is a limiting factor in how effectively this data work will be used. When professional staff members are able collect, disaggregate, and analyze data to address student inequities, they increase the likelihood of student achievement. (self-study, school improvement plan, school leadership team, central office personnel, district administration, self-study assessment standard sub-committee, teachers)

Prior to each unit of study, slightly more than half the teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. In fact, in the Endicott survey, an almost equal percentage of students and teachers (57 percent) indicate that 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. In on-site student interviews, when posed with the similar question, "Do your teachers regularly provide you with specific measurable criteria for success such as rubrics that help you understand what is expected of you prior to the assessment?", students replied that teachers "mostly" (57 percent) provide measurable criteria and "always" (43 percent) provide measurable criteria though not necessarily tying them into the a specific learning expectations. Providing and reinforcing a clear connections between unit goals, specific goals for a given lesson, and the school's learning expectations allows student to make connections between their daily classroom work and the overall goal of fully achieving those learning expectations. (Endicott survey, classroom observations, teachers, students)

Prior to summative assessments, teachers frequently provide students with corresponding rubrics. It is common practice for teachers to provide students with school-wide rubrics. The Endicott survey indicates that 51.8 percent of teachers reports using school-wide rubrics in assessing student progress.

The school-wide rubrics define targeted levels of student achievement. On a broader level of application, 78.2 percent of students reports that "teachers use rubrics to assess…work" and 69 percent of students reports that they "understand the rubrics my teachers use." A large majority (72.4 percent) of students also reports that they "understand what work [they] have to produce to meet [their] teacher's expectations." The school, however, acknowledges that the cultural shift from simply assessing with the rubrics to instructing with them has been slow to take hold. Expectations for summative assessments are inconsistently tied into the school's 21st century skills. Some teachers provide students with those rubrics at the start of lessons to establish expectations for student learning; some provide those rubrics at the end of a unit as a tool to score student work. Although the school is increasingly focused on using school-wide rubrics as a formative tool, many teachers continue to use rubrics only for summative purposes. Providing students with detailed school-wide rubrics allows them to make connections between their classroom experiences and the school's 21st century expectations. (Endicott survey, student work, students, teachers, self-study assessment standard subcommittee)

In each unit study, some teachers employ a range of assessment strategies, including formative and summative assessments. Although formative assessments were observed in about 50 percent of the classroom visits, their variety was limited with most in the format of quizzes, warm-up activators, or reviewing student homework or progress-to-date. Examples of "dipsticking," end of class check-ins, or conversations with students on an individual basis or in small groups to formatively assess their mastery of knowledge/skills were infrequent. In world languages, although many communicative activities like debates, discussions, historical accounts, and collaborative conversations are formative in nature, teachers report difficulty and lack of ability to assess individuals due to some very large class sizes.

According to the Endicott survey, 75 percent of students report that teachers use a variety of assessment methods including tests, oral presentations, reports, and research papers/projects. Teachers often provide exemplars for assignments/projects. These were more evident in performance and/or skill-based classes in CTE, art, or music. Employing a wide range of assessment strategies, including formative and summative assessments, provides students with opportunities to demonstrate their learning in a variety of ways. (self-study, classroom observations, Endicott survey, teacher interviews, self-study assessment standard sub-committee, teachers, student work)

Teachers occasionally collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. Only about half of the staff reports that they meet formally to discuss any aspect of assessment. The school provides little designated formal time for teachers to collaborate about assessment practices. Time has been dedicated to establishing DDMs (district-determined measures). The history department, for example, has a comprehensive plan for administering DDMs, but no formal analysis of those DDMs takes place. Though some teachers report that they administer many of the same assessments as other teachers of the same subject, they have little and inconsistent formal time dedicated to analyzing the results of those common assessments. Generally only infrequently and informally do teachers analyze common assessment data. Some individual teachers and groups of teachers, (like the 9th grade English teachers and the biology teachers) arrange their own periodic meetings to discuss assessment data. Teachers' examination of student work is

mostly limited to this same type of infrequent and informal collaboration. These informal meeting are sometimes focused on determining students' needs. Thus, teachers are also informally and inconsistently engaged in discussions of data to determine how to improve instruction and better support students. Furthermore, the school has not provided training in data analysis to empower teachers to generate data from assessments and draw meaningful conclusions from that data. Providing formal time to teachers for collaboration in the analysis of assessment data provides real time opportunities to improve assessment practices. (self-study, Endicott survey, teachers, self-study assessment standard sub-committee, teacher interviews)

Teachers occasionally provide specific, corrective feedback to ensure students revise and improve their work. Some teachers use formative assessments to monitor and assess student work and then provide students with opportunities to revise work. Whether or not teachers provide students with the opportunity to revise work is up to the individual teachers. The practice of allowing and encouraging students to rework assignments varied widely across classrooms, departments, and teachers. Some teachers allow resubmissions or retakes. Additionally, the grading treatment of retakes varies widely, from averaging of the original and retake of the work, to adding a maximum ceiling of points, to splitting the distance to maximum score. WHS has no school or departmental policies or guidelines for student revisions or resubmission of work, although some departments, like the English department, provide more opportunities for revision and resubmission than others.

While teachers commonly use rubrics to assess student work, teachers provide students with written feedback much less frequently. The majority of teachers update grades in Aspen on a regular basis; however, only just over half of students surveyed in the Endicott survey report that teachers assess their schoolwork in a reasonable amount of time. Furthermore, only half of students report that teachers give them feedback to help them improve their work. Parents convey a similar perspective: just over fifty percent of parents report that their students receive timely and corrective feedback. One factor that makes providing feedback challenging for teachers is overly large class sizes. Timely, specific, personalized feedback provides students opportunity to engage in productive mid-course corrections in their schoolwork. (self-study, classroom observations, teachers, Endicott survey, self-study assessment sub-committee, teacher interviews, student work)

Teachers sometimes use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Classroom observations showed that half of the classrooms used some type of formative assessment. In interviews with 29 WHS teachers, 82 percent of them provided answers on how they adjust both the content and instructional techniques to improve student learning from what they learned about students' performance on a given assignment. Members of the WHS Assessment Subcommittee brought forward several examples of formative assessments from different departments including world languages, science, ELA, and CTE. They also shared examples of how teachers in these departments use formative assessments to identify areas for reteaching or the need for changes in instructional practice. The data indicate that formative assessment is in use at WHS but it is difficult to gauge how extensively or how effectively teachers are using it to improve student learning. Data from

formative assessment is the key driver for the review and revision of instructional practices. (self-study, teacher interviews, classroom observations, self-study assessment standard sub-committee)

Some teachers informally collaborate on an opportunistic basis for the expressed purpose of using formative assessment results to determine appropriate, necessary changes in instructional practices. The Assessment Standard Subcommittee reports that some teachers use lunch period and hallway conversations to discuss formative assessment results and strategies for improving instruction and learning. The lack of common subject/department time, the lack of an explicit category for documenting formative assessments in the WHS curriculum templates in Aspen, the unexploited potential to share best practices in formative assessment using shared technology tools and documents, and the lack of an explicit topical focus on formative assessment in PLC meeting time inhibits more school-wide professional staff ability to improve instructional practices and student learning through data analysis and sharing of best practices using formative assessments. Focused reviews of formative assessment provide useful to review and revise instructional strategies. (self-study, teacher interviews, curriculum template, self-study assessment standard subcommittee)

Teachers and administrators occasionally, individually and collaboratively, examine evidence of student learning for the purpose of revising curriculum and improving instructional practice. At present, the school does not provide sufficient time and structure to sufficiently examine assessment data. Many teachers report that common assessments exist among subject area teachers. Informal groups of teachers in some departments and some PLCs dedicate some time to examining those assessments and the student work from those assessments; however, there is no consistency or uniformity of practice for examining assessments or student work. The school has no process for using those assessments to revise curriculum or improve instructional practices focused on the goal of achieving the school's 21st century learning expectations. Data from the use of school-wide rubrics and standardized testing is generated by data coaches, but there is no process to engage staff as a whole in the analysis of that data. PLCs are generally not provided with clear and consistent direction to facilitate the examination of assessments. At present, no survey data is collected from alumni.

The school has established a rubrics and data collection task force to develop a process for examining the results of student learning. They confirm conclusions many teachers have expressed, that "There is simply not enough administrative staff to support the collection and analysis of data." That task force identified that the "work that needs to be done" is to develop "a formal process to aggregate and analyze assessment data to respond to student needs, make adjustments to instruction, and guide assessment revision." The consistent examination by all teachers, both individually and collaboratively, of a variety of evidence of student learning for the purpose of revising curriculum and improving instruction will benefit students by synthesizing the school's curriculum, assessment, and instructional practices. (self-study, self-study assessment standards sub-committee, teacher interviews, school leadership, WHS rubrics and data collection task force)

Grading and reporting practices are rarely reviewed and revised to ensure alignment with the school's core values and beliefs about learning. Although 65 percent of parents report that grading policies are

aligned with the school's beliefs about learning, the school has no formal or regular practice of examining or analyzing grading practices to revise those practices to ensure that they align with the school's core values and beliefs about learning. Teachers from some departments voluntarily meet on a regular basis and dedicate some of that time to examination of grading practice, but only 36 percent of teachers report that grading policies are regularly reviewed and revised. Many teachers and administrators acknowledge the need for greater consistency in grading practices, both in terms of the general level of expectations and in the use of school-wide rubrics to assess consistently. The school has established a grading policy task force dedicated to examining grading practices. That task force has examined grade distribution and has begun to discuss what it takes for a student to achieve an A,B,C,D, or F. The task force has not yet developed conclusions about or recommended changes in grading practices. Thus, the school is not yet able to ensure that grading practices are consistent across all subject areas and by all teachers. Prior to the formation of the grading policy task force, the only mechanism teachers had to influence grading policy was an informal program of studies review process, a mechanism not particularly suited to the review of grading. Reviewing grading data for consistency within and across departments ensures that all students are graded fairly and equitably. (self-study, Endicott survey, teacher interviews, self-study assessment standard sub-committee, WHS grading policy taskforce, school leadership, teachers)

Commendations:

1. The consistent communication of individual student progress against the 21st century expectations to students and families on annual basis
2. The widespread use of school-wide rubrics to assess progress in achievement of 21st century skills
3. The use of senior capstone projects and the concomitant use of the school-wide rubrics as validation of achievement on 21st century expectations
4. The focused use of student data to assess active citizenship
5. The close analysis and use of standardized test data to guide the placement of students in appropriately leveled classes and the assignment of special services as may be needed
6. The use of formative assessment strategies by the world languages teachers that provide real-time opportunities to assess the efficacy of instructional practices
7. The school's concerted response to the DESE finding of need for a data analysis system to close achievement gaps identified in the 2016 School Improvement Plan
8. The fidelity of teachers in spelling out the goals of unit and lessons to ensure students' clear understanding of teachers' expectations for them
9. The dedication of time by science, world languages and CTE departments meeting to analyze assessment data
10. The establishment of the rubrics and data collection task force charged with developing "a formal process to aggregate and analyze assessment data to respond to student needs, make adjustments to instruction, and guide assessment revision"

Recommendations:

1. Develop and implement a process of reporting out whole-school progress toward achieving the 21st century skills
2. Implement an ongoing, closed-loop process including the provision of professional development in which all professional staff is engaged in the examination data derived from the use of the school-wide rubrics to assess the level of whole-school achievement of WHS 21st Century Expectations
3. Establish a reasonable and targeted level of commitment to using school-wide rubrics per expectation area
4. Implement professional development, a system of oversight, and an ongoing process to ensure that all faculty practice regular and effective assessment data analysis, regular use of formative assessments, varied assessments, and feedback strategies to improve student work
5. Ensure that the professional staff regularly engages in an assessment data analysis process that encompasses a range of results of student learning, including student work, common assessments, common units, mid-year and final exams, progress in meeting learning expectations, standardized testing, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni
6. Develop a review process to ensure grading practices are consistent and aligned with the school's core values, beliefs and 21st century expectations

SUPPORT STANDARDS

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

5 **School Culture and Leadership**

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

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

2. The school is equitable 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.

Conclusions

In many ways the school community consciously and continuously builds safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. The WHS Student Handbook reflects the goal of high expectations for all students. Policies are generally spelled out in the employee and student handbooks as a service to students, parents, and staff. The use of a discipline progression chart allows administration and teachers an opportunity to establish consistent escalating sanctions. To ensure safety and respect for all students, the school has employed four security guards to assist with escorting students to class and out of class and to maintain order. In addition to the security guards, the school has a Weymouth police officer to assist with safety of all students and staff. The administrative staff is made up of four deans who are responsible for dealing with discipline issues for a specific graduating class. Some teachers mentioned that the deans are, at times, inconsistent when enforcing discipline. The deans, security guards, and school resource officer share the responsibility with the associate principal and the principal for maintaining a safe environment. For instance, most parents express satisfaction with the timely communication provided by the principal in the event of a major issue (bomb threat). The security guards, school resource officer, deans, associate principal, and teachers are highly visible in the hallways.

The Endicott survey reveals that the majority of students feel safe at school. Only 14.6 percent reports that they do not feel safe at school; conversely, however, students do not report that they feel WHS has done a good job with building a respectful environment as only 36.3 percent of students indicate that they think students respect teachers, and only 24.9 percent of students think students respect one another. This data was both supported and challenged during an interview with a group of students as most of them felt that their school consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility. Students cited the number of security guards and administrators that are visible to ensure a safe environment, the respect given from teachers to students and vice-versa that they observe on a daily basis, the support they receive individually from several staff members throughout the school, and the capstone project that fosters the growth of student responsibility. Administrators report that WHS has experienced a decline in discipline incidents over a four-year time frame (2011-2014), but that decline does not apply to the rate of tardiness and class cuts.

The school is able to cite specific programs to document that students feel a sense of pride and ownership. WHS offers over 25 clubs and committees in which students can participate and 29 athletic programs in which 43 percent of the student body participates. Most students and staff express having pride in WHS, which was evident from their participation in the series of spirit days leading up to their homecoming football game. Students have continued a WHS capstone project referred to as "Operation Superfan," which invites all students to "The Game of The Week" to show their support and pride for their school and athletic teams. In addition to the programs offered, WHS students display their school pride to the incoming freshmen by holding three different events for the incoming class which include a celebration day promoting volunteerism, a shadowing day for students referred to as "Walk with a Wildcat Night," and an orientation day allowing students to meet some of the faculty and students. Additionally, to help create a positive and supportive environment, several student groups aid in this endeavor including the Gay-Straight Alliance which creates a safe space where all students can discuss

issues that involve the LGBTQ community as well as Friends of ELL Club and Best Buddies Club which helps work to work with English language learners and special education students to become active members in the community. Finally, the WHS students and staff can take pride in amassing (by the time of the visit) 135,000 hours of volunteer service as part of the entire school's commitment to service to the community. When the school community builds a safe, positive, respectful, and supportive culture, the school's community can be confident that students will take responsibility for learning which results in shared ownership, pride, and high expectations for all. (self-study, student handbook, discipline progression chart, program of studies, security guards, parents, teacher interviews, Endicott survey, students, athletic director, panel presentation, teachers)

The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses across most of 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. Two overwhelmingly positive aspects of the school concern students' ability to self-select courses across a wide range of curricular areas and levels of study. First, the school curriculum is comprehensive, with a fully integrated suite of Chapter 74 vocational education programs, via the career and technical education (CTE) academy that are fully accessible to the overwhelming majority of students. As early as 7th grade, all students are introduced to the breadth and depth of CTE options available at the high school. All 8th graders learn still more about the program via visits by WHS personnel to the middle school. Students apply to join CTE before entering high school. Once at the high school, CTE students rotate through all areas/shops with a basic orientation and explanation of initial projects, enhancing student familiarity the breadth of options within that academy. Besides meeting CTE requirements, students also are required to meet the same Massachusetts Core graduation requirements of the academies outside CTE. This crossover between vocational training and the other aspects of a full-service high school constitutes a rare opportunity for high school students. Secondly, the school has recently expanded equity of access and heterogeneity within certain classes and within the AP program. Access to participation in AP course work has been expanded within some departments like social studies. Within the last five years, AP enrollments have increased by 37.5 percent; the number of tests taken has increased by over 70 percent; and significantly the school has experienced a growth of 22.3 percent in qualifying scores AP of 3 or higher across the school. Generally, students experience heterogeneity *across rather than within* classes in their schedules. Several juniors and seniors state that switching between academies and to or from CTE to another academic is easy and cite themselves and close friends as examples. Guidance counselors and teachers indicate the school embraces a growth mindset, keeping as many possibilities as viable options by counseling students which classes might be a good match for them across departments. School leaders report that over the last two years, for first time they are fielding questions from parents looking to strike a balance between home life and school demands when assembling a scheduling regimen that includes AP vs. honors vs. CP classes.

The school offers a variety of heterogeneously grouped classes accessible to students. These are denoted in the program of studies as unleveled (i.e., Math Lab or Strategic Reading Strategies), CP/honors (i.e., many music courses, Java I and II, and many English electives). Owing to the number of students taking English electives, it is safe to estimate that a majority of students in the school experience at least one of the heterogeneously grouped courses while attending the school.

Foundations level courses exhibit the lowest degrees of student academic heterogeneity within the school. Forty-six present of the currently 28 students (out of 50 available spots) has IEPs, 504 plans, or receive ELL services. Faculty members report that students in foundations classes rarely leave the program once in it, making this group of students stand out as experiencing lower mobility than the vast majority of students in the school. Teachers also assert that once students are there, they do not return to the mainstream; that is, they are not mainstreamed back into the non-foundations general education classes. Providing students with a broad array of learning opportunities and the freedom to choose their paths, increases the school's ability to provide an equitable and inclusive educational experience for students. (self-study, Endicott survey, school administrators, guidance personnel, students, teacher interviews, 2015 school enrollment data)

There are formal, ongoing programs through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. The administration, the WHS School and Culture Steering Committee, and the attendance task force collaborated to create a schedule able to incorporate the "Wildcat Way" period, a formal program which provides regular contact to connect each student with an adult member of the school community in addition to the school counselor. This program entails assigning first-year students to an advisor/homeroom teacher who sees the student each day for six minutes to start the day, combined with a once a month 55-minute block to start the day. The program has the students loop with the same teacher from 9th to 10th grade to allow teachers an opportunity to build relationships with each student, to disseminate information in a smaller setting (20 students to 1 teacher in the typical homeroom) where students feel comfortable asking follow-up questions, so that the students have another resource besides their guidance counselor to seek information. At the start of junior year students transition to a new advisor within their chosen academy. During their junior year, the expectation of the advisor is to build a relationship with the student, assist with course selection, look at college and career paths based on their academy, and to prepare them for their senior year capstone project. Finally, during the student's senior year they are transitioned to a Capstone Project advisor within their academy. Again, the program expects advisors to build relationships with each student and to support them with their project.

Most "Wildcat Way" periods consist of advisors reviewing specific aspects of the school via PowerPoint presentation. During classroom observations, teachers completed the PowerPoint within twenty minutes, but the format following the presentation lacked an overriding consistency. Some students and some teachers stated that the "Wildcat Way" period provides them the opportunity to build a relationship with another adult or student; however, no data has been complied to assess the degree to which the student connections are being made. Most seniors and senior advisors are supportive of the "Wildcat Way" and of capstone advisory periods in that they allow for daily check-ins and support within the school day. Creating a formal program to which each student is connected with another adult, in addition to the school counselor, will foster students' social emotional development, enriching the students' connection to school. (self-study, class observations, teacher interviews, panel presentation, WHS attendance task force, self-study school culture and leadership sub- committee, students, WHS Capstone advisors)

In order to improve student learning through professional development, the principal and professional staff do not often have opportunity to engage in formal professional discourse for reflection, inquiry, and

analysis of teaching and learning, use limited resources outside of the school to maintain currency with best practices, rarely dedicate formal time to implement professional development, and rarely apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Most teachers feel that there has been a lack of sufficient opportunity to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning. WHS has monthly one-hour faculty meetings that are often used for school-wide goals and occasionally are utilized to give individual departments the chance to meet on departmental issues. Most teachers are part of a professional learning community (PLC) that meets one period every seven school days, comprising other WHS educators who teach the same subject that meets one period every seven school days. Most teachers state that they utilize PLC time to engage in conversation about learning expectations, quality of student work, and instructional strategies, but do not feel one period over seven school days is enough time. The science department voluntarily meets during their lunch to further their discussion on teaching and learning.

WHS schedules eight half days and four full days of professional development into the school calendar. Last year's professional development was predominantly focused by necessity on the decennial accreditation self-study. This year staff members have received professional development from outside agencies on close reading strategies and mindfulness, and will be receiving trauma-sensitive training. Administrators will present or facilitate future professional development on "accountable" talk, behaviors in the classrooms, and data protocols and inquiry. Administrators plan to work collaboratively with the task force teams to determine other future professional development days for the year. One of the scheduled days by contract provides teachers the opportunity to seek their own professional development. Many teachers are in favor of this day as they feel they then have a voice in the professional development they received. In addition, teachers may request to attend a professional workshop/conference/meeting in or out of the district.

The Endicott survey reveals that only 27.7 percent of professional development programs enable teachers to acquire and use the skills to improve instructional practices. The administration team is trying to dedicate formal time to implement professional development by aligning the PLC time with recent professional development; however, many teachers are unaware that they are supposed be focusing on close reading strategies during their PLC time. As a result, many teachers are unable to apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Engaging all staff in ongoing meaningful professional development responsive to teacher needs will improve instructional practices thus improving student learning. (self-study, teacher interviews, school administrators, Instructional Leadership Team, Endicott survey, WHS school district calendar, district early release professional development 2016-2017 calendar, self-study school culture and leadership sub-committee, professional development request form)

School leaders regularly use research-based evaluation and supervision processes that focus on improved school learning. WHS has implemented Department of Elementary and Secondary Education's state-approved evaluation model, which is tracked by Baseline Edge software. The purpose of WHS evaluation process is to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for

accountability. The specific type of plan that each educator is on is determined by the educator's career stage, overall performance rating, and the rating of the impact on student learning, growth, and achievement. The educator's overall performance rating is formed on the evaluator's professional judgment and the examination of evidence of the educator's performance against the four performance standards (curriculum, planning and assessment; teaching all students; family and community engagement; professional culture) and the educator's attainment of a professional practice goal and student learning goal. Most teachers are in agreement with the need for an evaluation process, but only some agree that the current process improves their teaching. Most teachers mentioned that the process lacked training with the software program and that the evaluators are inconsistent with their practices in observing and in the level of feedback given. Administrators mentioned that they are responsible for evaluating 23-25 faculty members each year, which makes it difficult to do an effective job.

Teachers new to WHS receive orientation on the evaluation system at the district level prior to starting the school year. In addition, the primary evaluator meets with each new teacher to explain the evaluation process. New teachers can gain a better understanding of the evaluation process through the other supports in place for the teachers that include meetings with the deans for two hours a month, meeting with the district administration for two hours every other month, and being assigned a mentor that meets with the teacher for 100 hours over the course of the first year and for 50 hours in their second year.

Administrators receive a one-day review session on the evaluation process through "Teacher 21" each year, and new teachers receive a second day of training. New administrators can increase their operational skill with the evaluation process through the district supports that are required by the district for all new administrators that include meeting with the superintendent once a month for two hours and being assigned a mentor from outside their district. Using an effective research-based procedure for evaluating and supervising teachers leads to improved student learning. (self-study, school administrators, central office leadership, superintendent, Instructional Leadership Team, teacher interviews, district administrators, Educator Evaluation System, second-year teachers)

The organization of time supports professional collaboration among most teachers and meets the learning needs of the vast majority of students and is moving in the direction of supporting research-based instruction. The current master schedule serves the need for faculty collaboration in allowing for PLCs to meet once every seven school days, which benefits the vast majority of faculty by providing time to collaborate within many curricular areas. Exceptions to this provision of opportunity include the Foundations teachers and the student support services personnel who are not currently assigned to a PLC. Additionally, the time allotted to the vertical articulation team (VAT), instructional leadership team (ILT), and the data coaches, while very limited, does constitute a meaningful opportunity for professional collaboration, at times in support of research-based instruction. The district's and school's ample allotment of professional development (PD) days could serve to routinely promote professional collaboration, e.g. through the 2016 task forces. Together, these group meetings offer several potential times in which for promoting formal collaboration a greater focus on genuine research-based instruction. What makes this time only potentially beneficial vs. demonstrably impactful for professional collaboration and research-based instruction is inadequate coordination and oversight due to the lack of

curricular leaders with the authority to orchestrate the focused use and follow-up of the allotted time within and across departments and within the current teacher observation and evaluation system.

The organization of time greatly supports the vast majority student learning needs. The seven-day rotation with a floating long block ensures student opportunities for everything from extra study time, school service, long labs, capstone prep, and a whole host of curricular enrichment and student services. Students report feeling relaxed within the schedule rather than being harried and hurried from place to place. In addition, the recent administration-student collaboration to reinstate homerooms and capstone advisory time as well as Wildcat Way periods underscores how the schedule works in service of Weymouth's student body. The two small exceptions to this overwhelming positive are short passing blocks between periods and cases where special education students cannot meet regularly with their liaison. Allocating recurring, dedicated time to the greatest school priorities will lead to the realization of those priorities. (self-study, school administrators, central office leadership, student handbook, program of studies, teacher interviews, Instructional Leadership Team, students, parents)

Student loads and class size issues inhibit the ability of teachers to meet the learning needs of all individual students. The Endicott survey indicates only 29.2 percent of the staff and only 34.0 percent of the parents believe that class sizes enable the teachers to meet individual needs. Student loads and class sizes vary greatly across WHS. The survey results are supported by the self-study and master schedule that show that 32 core-classes have over 30 students. Additionally, some classrooms are set up only for a certain number of students and exceeding that number immediately impacts student learning. Currently, many teachers in the science department and some in the world languages department continue to have large classes and/or class loads. For instance, several science classes have enrollments that exceed the number of lab spaces, hindering an effective lab experience for some students. Additionally, most science teachers state that the large class sizes have the potential to create an unsafe environment when the students are actively engaged in labs. The enrollments in several world languages classes exceed the number of listening stations in the world languages lab and enroll numbers of student that severely and negatively impacts the ability of world languages teachers to treat the four modalities of language mastery (reading, writing, listening, speaking) sufficiently in each lesson. In addition, some world languages teachers have in excess of 150 students on their course load. On the other hand, over 100 classes enroll ten or fewer students, including some in the world languages and science departments. Providing sufficient staffing and balancing class sizes and student loads allow teachers to better meet the learning needs of all students. (self-study, Endicott survey, classroom observations, teacher interviews, Instructional Leadership Team 2014-2015 class size data, teachers, students, facility tour)

The principal, working with other building leaders, is able to provide a limited degree of instructional leadership rooted in the school's core values, beliefs, and learning expectations. The principal works with a number of individuals serving in a range of roles and with designees with varying degrees of access and authority to provide instructional leadership within the school. These include ILTs, PLCs, VAT, and data coaches who exhibit high content knowledge, high discretion, but low authority. Other personnel with high authority, but arguably lower specific content knowledge and less discretion are members of the school administration who directly evaluate teachers. The school lacks a key group (and

has for a number of years) with authority and high content knowledge: departmental administrators. Such individuals serve as key movers in improving instructional practice and in linking instructional practice to professional development and in integrating the supervision and evaluation process fully into the improvement of instruction. The instructional lead teachers (ILTs) function as "first-among-equals" within core academic and guidance departments who meet weekly. Their efforts give voice to classroom teachers and serve to provide to the principal insight and guidance around the program of studies, supply priorities, and teacher schedules. Information from these meetings can filter back to the rest of the faculty through posted minutes and informal conversations. PLCs track their work via common forms submitted to the administration. Teachers and ILTs report that PLCs have near total control and discretion on the particular focus of their time that means that some PLCs are better at what they do than others. In practice the vast majority of faculty belong to PLCs, which are typically arranged by curricular content area (e.g., all geometry teachers) thus allowing for some ground-up alignment of assessment and lessons on an ad hoc basis.

The principal delegates specific authority to line administrators, ILTs, and PLCs to exercise meaningful, lasting, coordinated instructional leadership for students across the school; however, the resources accompanying the authority accorded to those individuals/entities are insufficient in terms of time, personnel, and financial support. Teacher evaluators, for instance, possess the authority, but do not have the resources to provide instructional leadership through the goal setting and classroom observation system. In practice members of the administrative team have little time to exercise their instructional leadership authority in a meaningful, consistent, coordinated manner whether that be through coordinated goal setting or through tracking the quality of instructional and assessment practices of classroom teachers. Providing administrators with both the authority and sufficient time and resources allows key players to provide meaningful and highly focused instructional leadership. (self-study, teacher interviews, Instructional Leadership Team, school administrators, district administrators, central office leadership, self-study school leadership and culture sub-committee)

Teachers, students, and parents have limited involvement in meaningful and defined roles in decision making that promote responsibility and ownership. Because the principal is accessible and open to feedback from students and parents, he puts himself in a position to allow for collaboration that promotes responsibility and ownership with those stakeholders. Parents are impressed with his welcoming demeanor, visibility at extracurricular activities, and participation with the WHS parent council meeting. The WHS parent council gives any parent or guardian the opportunity to collaborate with staff to foster communication between them in order to improve the quality of the high school experience for students and their parents/guardians. This opportunity, however, was rarely utilized by parents as the WHS parent council as it consists of five or six parents and only met twice a year. According to the Endicott survey, only 50 percent of the parents feel they have opportunities to be involved in important decisions made at the school.

The Endicott survey shows that only 31.3 percent of students believe they have input in important decisions made at the school. Most recently, however, some students cite cases indicating that the principal is accessible and open to feedback. For example, students proposed the idea of having the

junior prom off-campus. The principal charged these students to create a formal proposal including survey data representative of the junior class and to then present their findings to the administration. Following the presentation, the administration decided to move the junior prom off campus. This openness was also evident when two students approached the principal about scheduling a pep rally for the school. The principal charged those two students to create a proposal. Later that year those two individuals sold out the gymnasium for the pep rally. Currently, the student council is in discussion with the principal about extending the passing time from four minutes to five minutes.

The Weymouth High Council, a state-mandated group, meets once per month and comprises the principal, three parents, one student, one teacher, a business partner, and a member of the at-large community.   Discussions at council meetings focus on the student handbook and input into the development of the school improvement plan.

Many teachers report not feeling they are involved in decision making to promote an atmosphere of responsibility and ownership, as evidenced through the Endicott survey data with only 25.7 percent staff members feeling they are involved in decision making. Many teachers do not feel that the ILT structure allows for their voice to be heard as they are not present and rarely have time to interact with their lead teacher to discuss their concerns. When issues have been forwarded to an ILT meeting, the feeling is that their concern is never discussed. Recently, however, many teachers expressed appreciation with the transparency of the ILT meeting minutes that are now disseminated to the entire staff. Involving all community stakeholders in a meaningful way promotes responsibility and ownership by all stakeholders. (self-study, Endicott survey, teacher interviews, Instructional Leadership Team, parents, students, school administrators, self-study school culture and leadership subcommittee)

Across the school, many teachers often exercise initiative and a range of formal and informal forms leadership essential to the improvement of the school and to increase students' engagement in learning. Since the district eliminated the position of curriculum coordinators in 2008-2009, Weymouth High School created a number of roles at different points to fill the gap opened by diffusing teacher oversight and curricular leadership among teachers and administrators. The goal of these efforts was always to serve the best interests of the school community and to promote student success, but overall they arose as reactions to emerging needs rather than as being fit within an overarching, coordinated design. The areas of teacher initiative and leadership include some related to curriculum and instruction, such as ILTs, VAT, PLCs, and data coaches. Each of these roles and/or groups offers, even demands, teachers exercise leadership within departments and in the school at large in order to move school improvement efforts and student learning forward.

Other more focused and successful areas of teacher leadership and initiative (as opposed to ones imposed by outside circumstances) that positively contribute to school climate include the faculty support for volunteers in practice (VIPs), service as class and club advisors, coaches, and most recently much of the faculty contributions to the 2016 task forces. Teachers have cooperated in establishing the "Wildcat Way" and in contributing to the acknowledged success of the capstone initiative. The twilight academy was started as a teacher-run initiative to provide computer-based learning to assist students in

credit recovery. These examples underscore a recurring faculty practice of offering solutions to emergent issues with the support of an accepting, if overstretched, administration to make the most of scarce resources and lean middle-management capacity. Teachers who exercise power as leaders in both formal and informal capacities are instrumental in developing programs tailored to the unique needs and opportunities of the school community. (self-study, teacher interviews, school administration, Instructional Leadership Team central office administration, panel presentation, addendum to the2016 self-study)

The school board, superintendent, and principal generally function collaboratively, reflectively, and constructively in achieving the school's 21st century learning expectations. The superintendent and the principal meet regularly and often appear together at school committee meetings keeping the committee apprised of events and happenings throughout the district and within the high school. The school committee indicates their being very well apprised of major initiatives and curricular/instructional trends. The superintendent, principals, and school committee collaboratively develop a district improvement plan to address overall needs of the schools. At the high school level, the principal and other school leaders create and implement a school-specific improvement plan keeping in mind the needs addressed in the district improvement plan. The ILTs and principal meet together to develop and refine departmental improvement plans in alignment with the school improvement plan. The Endicott survey suggests a mixed impression of the efficacy of collaboration with 48.3 percent agreeing that the school committee, superintendent, and principal collaborate while 35.7 percent are undecided.

The overall dynamic is collegial and supportive, with the principal being granted broad authority over 21st century learning expectations, their implementation, and their assessment. The superintendent, central office administrators, and middle and high school administrators jointly facilitate the ongoing efforts to assist middle school students' transitions to and readiness for high school. The superintendent and school committee offer support in this regard. The bulk of collaboration occurs around budgetary matters and specific problem solving rather than on the specifics of these learning expectations. Collaborative, reflective, and constructive leadership enables school improvement plans to move forward in a meaningful, coordinated fashion. (self-study, superintendent, principal, middle school and high school administrators, central office leadership, Endicott survey)

The school board and superintendent provide the principal with sufficient decision-making authority to lead Weymouth High School. The principal's job description indicates that he is responsible for teaching and learning. Specific provisions include providing instructional leadership and promoting an effective learning climate in the school; developing and overseeing systematic procedures for the continual assessment of pupil achievement; and developing, revising, and evaluating the program of studies. The principal's job description does not, however, specifically delineate that he is responsible for upholding the school's core values or beliefs.

The superintendent and the school committee give the principal the authority to make important decisions for the school. The principal at WHS plans, organizes, administers, manages, and coordinates the total school program. He also recruits and hires staff in consultation with ILTs, and maintains the

power to oversee curriculum and program development, the program of studies, and student handbook. The principal also officially organizes all student events at the school. According to members of the school committee and central office administration, the principal retains discretion over particulars of the school's overall budget, staffing, and programming. Additionally, members of the school committee have the opportunity to meet with the principal at the majority of school committee meetings to speak to specific programs, budget items, and school data. In practice, however, the current support structure and the breadth of school offerings necessitate that the principal liberally rely on many designees to initiate, manage, and make key decisions on all tasks. By necessity, the principal often designates subcommittees to work on these projects. In this way the principal retains control over teaching and learning, especially in the school's focus on skills education and career readiness, though his impact and influence is diverted through subordinates, committees, and a handful of overriding school initiatives. That said, the ultimate authority, the veto power, lies with the principal, and this is both accepted and embraced at most levels. According to the Endicott survey, 42.5 percent of staff and 67.7 percent of parents agree that the principal has sufficient decision-making authority. Granting the principal sufficient decision-making authority enables school improvement plans to move forward in a meaningful, focused, coordinated fashion. (self-study, Endicott survey, master schedule, principal's job description, school committee, district leadership, school leadership, Instructional Leadership Team, vertical articulation team, deans, teachers)

Commendations:

1. The variety of transitional programs, including several led by students used to orientate incoming first year students, to the WHS supportive and respectful culture that fosters student responsibility for learning
2. The sharp, sustained increase of AP access/enrollment and a corresponding increase in student performance indicative of the school's movement toward heterogeneity in its programs
3. The continuing development of "Wildcat Way" period in pursuit of the goal of meeting the needs of all students through closer contact with and sustained support of students as individuals
4. The broadly expresses pride in the school's learning expectations and the school's deep commitment to the WHS capstone project altogether promoting a culture of high expectations, responsibility for learning, and shared ownership
5. The adoption of a research-based evaluation and supervision process combined with a mentor program for first- and second-year teachers that focus on improved student learning
6. The school leadership's refinement of the master schedule to meet the needs of students by providing a flexible long block/short block rotating schedule with a built-in Wildcat period and to promote faculty collaboration by allowing for the scheduling of the professional learning community meetings
7. The personal initiative displayed by teachers in their support of the establishment of the Wildcat period, the capstone project, the twilight academy, and the VIP program
8. The consistent leadership and initiative of administration and the rigorous faculty implementation yielding a proliferation of meaningful, impactful programs that provide students

with an equitable, skill-based education in preparation for leadership in a range of careers and academic pursuits

Recommendations:

1. Develop a formal codified approach in the "Wildcat" period to achieve the maximum benefit in ensuring that each student has an adult member of the faculty, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations
2. Develop overarching goals and practices that coordinate the efforts of PLCs, PD time, and the state's teacher evaluation system to bolster research-based instruction and coordinated curriculum development, and identified and broadly supported goals for professional development
3. Ensure that sufficient personnel resources are provided to support the effective use of research-based evaluation and supervision processes focused on improved student learning
4. Ensure class sizes and teacher loads are appropriate so that teachers can personalize instruction and teach the 21st century skills
5. Develop mechanisms which grant teachers, students and parents deeper involvement in decision making around issues of school policy and programs

6 School Resources for Learning

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

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

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

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

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

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

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

7.   Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

   - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
   - provide inclusive learning opportunities for all students
   - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Conclusions

Weymouth High School has limited coordinated and directive intervention strategies for identified students, including at-risk students that support each student's achievement of the school's 21st century learning expectations; the directive intervention strategies and follow through on the intervention plan are hampered by a lack of timeliness in the initial response and by lack of sufficient capacity of programs that serve those students' needs. The primary point of contact for intervention is the guidance counselor when students are at-risk for academic or social/emotional concerns. The guidance counselor then can provide informal intervention through an individual meeting with the student, connect the student to an adjustment counselor for social/emotional concerns, connect the student to an academic intervention (e.g., math lab, homework hot spot, peer tutoring, or after-school help with a teacher), complete a referral to the student intervention team (SIT), or direct the individual with the concern to complete the referral form. The SIT, comprising administrators, school psychologists, the guidance lead counselor, and the Foundations alternative pathways lead teacher, meets once per cycle (once every seven days). Due to the number of referrals that come in to the SIT, it may take up to a month before a SIT referral is reviewed by the team. Sometimes, teachers and counselors do not follow through on completing and submitting the SIT referral due to the lack of interventions or a lack of follow up/through which delays the timeliness of the SIT response to the referral. Once the SIT meeting has convened the SIT develops an action plan for the student, which is intended to include areas of concern, specific strategies/actions implemented, time frame of the actions, the point person overseeing the actions, and the plan for how progress will be monitored and how the progress results will be used.

According to the various members of the SIT, beyond the initial actions to be implemented, there is no follow-up to the plan being developed unless another referral to SIT is made on the student. Furthermore, at the SIT meeting, the intervention options are limited to homework hot spot after-school help, peer tutoring (only available four of seven blocks in the library on a drop-in basis), after-school teacher help (if the teacher is available after school), and alternative education pathways. Often, it takes a number of SIT referrals to generate action to gain entrance to the primary alternative program, the Foundations program, housed in the basement of the school, which incorporates an online first-time credit and credit recovery option as well as small class instruction with class sizes limited to approximately ten students. Only a limited number of spots are available (50) and criteria for admission as well as exit from the program have not been codified. The only cited criteria for admission is consistent failure and the only cited criteria for exit is due to poor conduct or absenteeism, at which point the student is returned to the mainstream courses without the alternative education support. Once a student gains admission to the Foundations program, they often spend the rest of their high school career there unless they are removed for previously mentioned reasons. Currently, 28 of the 50 spots in Foundations are being utilized. Beyond the Foundations Alternative Program, there is a tuition night school program for credit recovery available to all students and off-site intervention programs that students only have access to if they receive special education or 504 services. Data is lacking on the

effectiveness of interventions available and the school has not conducted a needs assessment to evaluate what is available, what is utilized, and what other options would be beneficial to student learning.

While programs exist, they are limited in whom they can service and the amount of students they can service. Furthermore, the district has been described by various stakeholders as "transient" in nature, with enrollment remaining the same but approximately 200 students per year moving in and out of the district which further taxes the services that are available. Without a needs assessment connected to what causes the transience or what is done to support students' transitions into the district, in the words of various school staff members, the process is reactive rather than proactive, oftentimes waiting for students to fail or "fall through the cracks" before action is taken. Without a clearly defined process for ensuring the delivery of services to identified students in a timely fashion, students in need of alternative or adaptive strategies will not always receive the full range of those needed services. (self-study, student support services staff, self-study school resources standard subcommittee, teacher interviews, student shadowing, SIT referral, SIT action plan, WHS student intervention team protocol, SIT follow-up action plan, pre-SIT referral form, list of student support services, teachers, students)

Weymouth High School (WHS) provides information to families, primarily through electronic means, about available student support services, but it is not clear that the families accessing the information include the families that are most in need. The school website, Aspen, school email, social media, and the school "app" are vehicles most commonly used to share academic expectations/progress, progress on active citizenship rubrics, guidance and related services, upcoming events, and parent/guardian informational programs. The primary source of information sharing for WHS is electronically based. The school's Aspen system provides access for students and parents to a range of data: attendance, schedules, transcripts, and academic grades. Students can also to access course specific pages, to upload assignments, and to communicate with their teachers. Typically, the only times paper mailings are sent to families regarding students' academic progress, upcoming programs, available resources and guidance services is if a family notifies the school that they do not have access to the Internet and cannot receive information electronically. Student support service information can be translated into the three most prominent world languages for families in the district (Portuguese, Arabic, and Spanish) and translating services are available for families in need. WHS also hosts a special education resource fair to share information and resources with students and families about services but does not expand upon how this is advertised or how families are invited. The guidance department also hosts a variety of parent information programs on post-secondary related topics such as College 101 and a financial aid night, but also does not expand upon how families are invited beyond electronic means. The only form of assessment that has been conducted to evaluate the effectiveness of information sharing was the Endicott survey which was done in preparation for the NEASC visit. The lack of some method of follow-up hinders the school in assessing the degree to which students/parents avail themselves of the proffered services, particularly those students/parents most in need. The Endicott survey data, though ostensibly positive regarding the dissemination of information about available services (79.5 percent for parents, 67.5 percent for staff, and 64.5 percent for students), fails to indicate whether segments of the student population that are in the greatest need are receiving the full range of data about available services. Providing broad and multi-modal dissemination/outreach regarding available services ensures that

special services are delivered to the largest segment of the student body. (self-study, support services personnel, parents, students, WHS website, self-study school resources subcommittee, Aspen system data)

Support services staff members frequently use technology to deliver an effective range of coordinated services for each student, despite some technology difficulties and inconsistencies. Support services staff members in counseling, health services, special education, and library media services use technology to deliver a range of coordinated services. Weymouth High School uses Aspen as its information management system. This system holds all data for all students. When teachers open up their class lists on Aspen, they see icons for IEPs, 504 plans, and health alerts flagging students that need an EpiPen, suffer from food allergies, have asthma or seizure history, need assistance on field trips, for whom access is subject to court orders, etc. This year, the icon indicating that a student receives ELL services has either disappeared or changed and consequently staff members cannot easily access the information about whether their students are ELL students. On a daily basis staff members can access attendance, schedules, grades, transcripts, graduation progress, previous evaluations and IEPs, and contact information. Parents and students have access to Aspen as well so that they can check attendance, schedules, transcripts, and academic grades. Students are also able to access course-specific pages if available and download or upload assignments and notes, access a textbook, and communicate with their teachers.

The district also has a hard drive system in which documents can be shared and are available at all times in the building. For example, when a staff member wants to make a referral to the SIT team, she/he would go to the shared drive on any district computer, access the form from the SIT folder, complete it, and email it to the SIT team.

The guidance department uses the *Naviance* system to expose sophomores to career exploration with a career interest profiler. The students can use this system through senior year to assist the application process for college. The guidance department also holds seminars throughout the year to address these needs and to educate the students on the tools available within the system. Students can also access *Scholarship Scoop,* which identifies some available scholarships. The school library/media center has a link on the school website which provides general information, eBooks, citation information, access to research databases, and access to the *Destiny* card catalog system; however, the school does not have a system or personnel in place to provide the necessary updates to *Destiny*, so it is not operating at its full potential.

Staff and students have access to computers in classrooms, offices, computer labs and the library; however, some classes cannot easily be accommodated in those areas due to large class sizes, lack of printer in the classroom, and/or computers that are so dated that, at times, they take and inordinate amount of time to boot up. Printers generally are aging or non-existent but fortunately the funding provided at the end of last year was partially devoted to remedy this shortcoming. The library has a laptop cart with ten computers that remains in the library and is used infrequently. The library also has six iPads and ten Nooks which can be checked out, but they also rarely circulate. While students with

IEPs or 504 plans have access to adaptive technologies when needed, teachers have not received the necessary training to support these students with their devices. Using technology to deliver an effective range of coordinated services for each student, combined with alternative methods such as mailings and telephone calls, in order to provide equitable access to services and information is imperative for meeting the needs of families that do not have Internet access. (self-study, student support/health/library/guidance personnel, self-study school resources standard subcommittee, WHS website)

School counseling services have adequate staff-to-student ratio (according to the NEASC Standard of a maximum of 300/1 students per counselor), who deliver a written developmental program; meet regularly with students to provide personal, academic, and career and college counseling; engage in individual and group meetings with some students; and deliver collaborative outreach and referral to community and area mental health agencies and social service providers; school counseling services, however, are limited by the lack of equity/consistency of individual student meetings and of the use of ongoing and relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Despite the counseling department's and parents' believing that the student-to-counselor ratio is too high and that the counselors need additional staffing, students actually do have general access to their guidance counselors as needed and their access to their counselors increases as they get closer to their post-secondary plan development. The Endicott survey, however, reveals that only 25 percent of students feel as if they meet with their counselor regularly. While students have access to their counselor, the department lacks a standardized process for ensuring that all students are meeting regularly with their counselor. This apparent contradiction may result from the discrepancy between students in higher level and upper grade courses easily accessing their guidance counselors as opposed to students in lower grade and lower level courses having less access to their guidance counselors. The foundations program does have a dedicated adjustment counselor solely for their program of 28 students, but even students in foundations courses report seeing their guidance counselors only four times during their entire high school career as opposed to students in Advanced Placement courses reporting seeing their counselor weekly or monthly. The general expectation among the counseling department is that all 9th and 12th grade students will be seen by Thanksgiving, but without direct supervision from a department head in the counseling department and at least rudimentary record keeping to track data, the department is not able to verify the number of and type of student meetings per year. The feedback from various stakeholders, however, is that the counseling department is responsive to student, teacher, and family concerns and actively engages with the needed partners to implement action to address student needs and achievement.

The guidance department delivers a well-established developmental guidance curriculum in various settings that addresses the academic, social-emotional and future planning needs of students. These methods include classroom lessons, seminar programs, parent outreach programs, the course selection process, and in various sessions focused on social-emotional issues. The guidance department, through the use of pre- and post-assessments of classroom lessons as part of the developmental guidance curriculum has increased the validity of assessment of the level of student mastery of the material

presented in that curriculum. Counselors spend one week per year, per grade level, conducting developmental guidance lessons through English classrooms and follow an established schedule for the year for when these lessons occur. Additional developmental guidance material is shared through extended Wildcat Hours through a partnership between guidance and adjustment counselors. The department has not identified a clear connection between the developmental guidance lessons and the pre- and post-assessments to measure degree of student growth expressed specifically in terms of the mastery of the school's 21st century learning expectations.

Guidance counselors, supplementing the support provided by adjustment counselors, spend a large portion of their time on social-emotional counseling and post-secondary planning. The department has not established a clear delineation of what adjustment counselors are responsible for versus what guidance counselors are responsible for. It appears that there is some crossover in responsibility and tasks. One adjustment counselor solely assigned to the Foundations Alternative Program that currently services 28 students in comparison to the four adjustment counselors each servicing approximately 500 students (one adjustment counselor per grade level). Although a program for formal group counseling is not in place, purpose-driven groups are established as concerns arise which are then primarily facilitated by adjustment counselors. School psychologists primarily provide special education evaluation services, although recently requests for school psychologists to provide individual and group counseling to students via the IEP process have arisen.

The counseling department is well aware of the resources such as the variety of community mental health resources available, but students often have to deal with long waiting lists to engage in community programs, ultimately limiting the overall effectiveness of the community programs. The counselors do invite outside agencies in to present their services and often partner with outside agencies to help students transition back to WHS, as demonstrated through their Transition Room program, which is designed as a bridge program for students returning from hospitalization. The justification for this program admirably came through a data collection process over a multi-year period regarding the number of students hospitalized during the school year and the resources available to them upon returning to school. A fine example of the use of data to assess needs and to develop programs to address and remedy identified shortcomings. This program has established a strong reputation among various stakeholders, shared through anecdotal feedback, yet there is no quantitative data available to support that anecdotal evidence of its effectiveness.

Outside of the pre- and post-assessments conducted on developmental guidance lessons, the department does not formally collection data on the needs of students/families and, the effectiveness of the developmental guidance program; nor is assessment data utilized to adjust the guidance programming. Maintaining a many-faceted program of guidance services ensures that the school is able to bring attention to bear on individual students' issues that could hinder their achievement of the school's 21st century learning expectations. (self-study, students, school support personnel, guidance lead counselor, guidance curriculum, teacher interviews, parents, self-study school services standard subcommittee, student shadowing)

The school's health services have an adequate number of certified/licensed personnel and support staff, who are able to provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments. Health services, however, do not use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The school's health services department, staffed during regular school hours, comprises two full-time licensed nurses and a paraprofessional who serves as the secretary for the office. The district provides a "floating nurse" who serves all schools in the district, typically providing substitute coverage and accompanying field trips.

On average, approximately 60-120 students visit health services each day for issues such as headaches, nausea, and chronic health conditions such as asthma. The health services staff estimates that almost half of all student visits are social-emotional in nature (e.g., anxiety issues). As of this year, substance use/drug impairment testing is available as needed. The nurses promote personal health issues on a one-on-one basis during individual student appointments and are looking to promote health issues throughout the school. The nurses have begun conversations with administration to promote school-wide health initiatives.

The health suite reception area is extremely small and does not provide for adequate privacy. Staff tape file folders onto the windows to partially obscure the view into the inner complex, but the door always remains open. Curtains can be pulled around the beds and there are two inner rooms available for more private matters, but the space is still cramped when considering the number of students who take advantage of the area.

The nurses use an appropriate referral process, frequently collaborating with the guidance staff to coordinate services with agencies such as Quincy Family Resources, Walden Eating Disorders, and Weymouth Teen, Women's and Men's Health. They also provide routine screenings for vision, hearing, scoliosis, and body mass index assessments. The school mail letters home to parents/guardians for those students who require further follow-up. The nurses continue to follow up two more times if the referral form is not returned via phone or mail. All tenth graders are required to have a routine physical exam. The school nurses log this data and track students who do not submit this information. Referrals to appropriate providers are made when necessary. Every year, the school sends a contact information sheet home to gather any essential health information that may have changed.

A community health survey is issued every few years to collect data on community health needs. In the past, data revealed that a substance abuse counselor was needed due to the growing opioid crisis and as a result funding for a community-based counselor was secured for this position.

School nurses review the services provided and submit this information to the Massachusetts Department of Public Health on a monthly basis. Nurses identify students who have frequent non-urgent health office visits and communicate with families to help resolve these concerns as a key focus of health services is assisting students to be in class and ready to learn. The provision of adequate staffing in the school's health services department enables nurses to successfully evaluate, treat and/or make the

appropriate school-based and community referrals to support students' well-being so that they may be able to fully achieve the school's 21st century learning expectations. (self-study, health services staff, student support services staff, students, community-based health survey)

Library/media services are somewhat integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff. The school librarian is informally engaged in the implementation of the school's curriculum but the library provides a limited number of resource and materials, technologies, and other information services in support of the school's curriculum. The librarian and the library aide ensure that the facility is available and staffed for students and teachers during regular school hours and are responsive to students' interests and needs in order to support independent learning in the library. The library, however, infrequently conducts meaningful 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 school librarian offers a library orientation to all first year students through English language arts (ELA) classes most years, but not all teachers accept her invitation. She also promotes the library to staff with various handouts and offers a new teacher library orientation; this year, three out of thirteen new hires accepted her offer to attend. Based on the Endicott survey, 55.4 percent of the faculty believes that the library personnel are actively engaged in the development and implementation of the school curriculum

Although the library plant is bright and spacious and adequately staffed as judged by the NEASC Standards, it is not valued as an integral part of the learning community. Based on the Endicott survey, 60 percent of students feel that they are not utilizing the library during class (despite the WHS learning expectation that "a successful student will effectively research for both short and sustained projects") and thereby not being helped by the library staff. Built in 2004, the library utilizes an open floor plan with a variety of teaching/learning and grouping options. Although a recently created Transition Room has expropriated the librarian's work room; however, dedicated spaces and equipment include a teaching area with a projection screen and twenty-five computers for classroom use and an additional sixteen computers nearby for independent pursuits and small group instruction, and a laptop cart with ten computers, six iPads, and ten Nooks. The two aging printers see a great deal of use as classroom teachers who lack their own printers use them. Conference rooms are available and can be reserved with the library staff. The Endicott survey indicates that 83.3 percent of the staff, 68.35 percent of the students and 65.3 percent of the parents agrees that the library provides a wide range of materials, an ostensibly positive range of figures but ones that point out deficiencies in the opinion of the key stakeholders.

The library maintains a limited number of subscription magazines available but they are not cataloged as part of the collection, and although they can leave the library, they are not formally checked out. The library has a small, outdated reference collection as well as fiction and nonfiction areas. The library does have access to the statewide library databases free of charge. While the librarian has been at WHS since 2008, she has *never* received a budget for the purchase of new materials. The result is that the collection has an average copyright date that is thirty years old. Although the National Honor Society traditionally presents an annual gift of $1000 for the purchase of library materials, it is not enough to keep the

collection current and engaging. While the librarian is willing to pick up materials at the Weymouth Public Library, she does not participate in the statewide interlibrary loan (ILL) program which could provide materials to supplement her collection.

The librarian and the library aide stagger their lunch schedules to ensure that someone is always available at the circulation desk. Neither staff member is available before school. The librarian oversees the homework hot spot in the library two days a week; a math teacher oversees the other two days. The library is not open after school on Fridays.

The librarian and her aide are creative in their reconfiguration of library space. For example, empty bookshelves were removed and repurposed by the carpentry shop. When requests for furniture for this space were denied, the library staff scavenged for furniture throughout the building to create a new welcoming college center. The librarian is very accommodating to requests by departments to use the media center. This particular area is used by guidance but that use does increase library traffic. Peer tutoring also takes place in the library during school hours. The library has space dedicated for this student support service which is run through guidance and provides peer tutors the opportunity to earn community service credit. The librarian supports this initiative by attempting to procure copies of classroom texts. Due to flexible scheduling, students are free to come to the library for independent study with appropriate passes. Students and staff are greeted by topical book displays as they enter the library such as a controversial book display for Banned Book Week.

While the librarian asks teachers what materials they would like to see in the library, there is no vehicle for student voice and no school budget to honor specific requests by students and teachers. The librarian works in isolation (she is the only certified librarian in the district), does not participate in a professional learning community (PLC), and is typically not provided for professional development opportunities but is usually considered part of the ELA group. The librarian does not meet formally with the principal to discuss the status of the library. *Destiny*, the automated card catalog system, has the ability to compile circulation, collection and patron data, but there is no forum to present the data and no budget to support the findings. Without sufficient resources, the library media center is less able to effectively enhance student learning to achieve the school's 21st century learning expectations. (self-study, librarian, library aide, student shadowing, facility tour, teachers)

Support services for the majority of identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL), do not have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff, nor do they 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; they do, however, have inclusive learning opportunities for nearly all students. In a school of just over 2,000 students, approximately 27 percent of the student body receives some type of formally identified services. Specifically, 305 students receive special education services; 42 English language learners (ELL) and 53 former limited English proficient (FLEP) students receive focused services; and 135 students receive Chapter 504 accommodations. Furthermore,

approximately 28 students are enrolled in the alternative pathways Foundations Program, a regular education intervention. Of the fifty spots available in that program, 46 percent of the students receive either 504 or IEP services. The school is staffed with 19 special education liaisons, each responsible for approximately 16 students, one English language learner teacher with a part-time paraprofessional, and the assistance of four deans (one of whom is serving informally as the special education department head). Special education liaisons are responsible for the oversight of students with IEPs; deans are responsible for the oversight of 504 plans; and the ELL teacher and part-time paraprofessional oversee ELL services. Special education liaisons do not have direct, scheduled interaction time with students for the oversight of services for which they are responsible. Oftentimes they need to utilize their planning periods to follow up on the implementation of the services in the IEP, for communicating with parents/guardians, and for meeting with students to ensure that their needs are being met. The ELL teacher has access to ELL students either two or three periods per day for direct English language instruction, but the ELL teacher's opportunities to collaborate with regular education teachers for intervention and support in general education classes is virtually non-existent. The ELL paraprofessional is in the building only two periods per day and provides support in the ELL classroom. As 504 plans are overseen by deans, the deans manage the initial referrals, coordinate the 504 eligibility determination process and meetings, and oversee the implementation of the 504 plans. Each dean is responsible for managing approximately thirty-four 504 plans. The high percentage of students receiving formal services in comparison to the staffing levels and lack of access for case managers and services providers to regularly engage with both students and their regular education teachers makes for a difficult model for coordination and collaboration of services.

The school does not employ a consistent formal method for collecting and analyzing ongoing assessment data, including feedback from the community, to improve services and ensure each student achieves the school's 21st century learning expectations. Service providers monitor their students' academic progress regularly through the Aspen system, but do so during their planning period or outside of their contracted school day. The school does not have a process for the regular review of data for students receiving services to ensure that services are being delivered equitably or with fidelity. The school mails parent surveys to homes after IEP meetings to collect feedback on the services/meetings but that data is sent directly to central office and the feedback is not shared with members of the school team/service providers and no process exists to track the return rate of those surveys. A special needs parent advisory council meets with the central office special education staff regularly, but the participation in this council is higher at the elementary and middle school levels and decreases at the high school level. Furthermore, there is no community feedback collected or analyzed outside of the community health survey that was last conducted in 2013.

Inclusive learning opportunities are available for students, through co-taught or paraprofessional supported classes. Despite the existence of these models as current practice, the school does not provide regular and ongoing professional development on inclusion and how best to support students with disabilities in the regular education setting, resulting in inconsistent models of classroom support and inconsistencies in how co-teachers and paraprofessionals are utilized to deliver differentiated instruction. Pull-out support does exist in various regular education settings, where a special education teacher or

paraprofessional occasionally pulls out both regular education and special education students requiring additional support, as needed. Full inclusion exists in the subjects of science and social studies and the schedule includes both inclusion and self-contained courses in English and math. While inclusion is the primary model that is utilized at WHS for students receiving special education services, the fidelity of that inclusion model is limited due to the lack of professional learning and coordination of services to ensure that inclusion is happening to the highest degree of student need to meet 21st century learning expectations. A full range of services for identified student combined with and the consistent and focused professional development to meet the needs of all students will ensure the highest and most equitable achievement of the school's 21st century learning expectations. (self-study, classroom observations, teacher interviews, self-study school resources standard sub-committee, deans, student support services personnel, guidance director, student shadowing)

Commendations:

1. The development and implementation of a student intervention team referral process that is accessible and can be utilized by various stakeholders throughout the school
2. The broad range of the methods of electronic communication about services available for student support that are timely and relevant in the 21st century world of electronic communication
3. The use of a range of parent outreach programs (special education resource fair, post-secondary planning evenings) to ensure the delivery of appropriate and focused services to students
4. The availability of adaptive technology for those identified students requiring access as an element of their identified services
5. The establishment of strong partnerships with community mental health resources and the transition room to assist students in re-entering mainstream environment
6. The creation of a clearly written developmental guidance program including multiple vehicles for its delivery and the use of pre- and post-assessments for developmental guidance lessons to assess student mastery of content
7. The broad collaboration among various district personnel to conduct community health survey to collect data on needs of school community to identify preventative and responsive health programming
8. The strong advocacy of the health services personnel for increasing the discussions about health issues around the school
9. The spacious and welcoming library that is able to accommodate the WHS school and larger community
10. The librarian's cooperative spirit in encouraging the use of the media center by various parties and the creativity in dealing with space and furniture issues
11. The highly collaborative culture among pupil services staff members in actively engaged in the coordination of services with a focus on supporting all students
12. The willingness of the special education liaisons to utilize their planning periods to follow up on the implementation of the services in IEPs, to communicate with parents/guardians, and to meet with students to ensure that their needs are being met

Recommendations:

1. Ensure that procedures are in place to support the maintenance of timely and efficient procedures by all of those involved in the student intervention team (SIT)
2. Create, implement, and monitor progress of scientific, research-based intervention strategies to target academic, social/emotional, and transition needs with clearly identified criteria for admission and exit
3. Develop a process to provide families at the beginning of each year, either electronically or via paper (based on results of a needs assessment), sufficient outreach especially to those most in need information about intervention services and to provide information about the school's developmental guidance program/events/resources
4. Evaluate and clearly define roles and responsibilities of guidance counselors vs adjustment counselors, special education liaisons, and the guidance department head to ensure that staffing is adequate and effective in ensuring each student achieves the school's 21st century learning expectations
5. Ensure highest level of privacy and confidentiality in the nursing office
6. Develop a process for routine "weeding" of the library/media center collection and enact a plan for the replacement of worn and/or outdated materials and the purchase new and engaging materials to support the curriculum and foster a love of independent reading
7. Ensure library/media services are actively engaged in the implementation of the curriculum
8. Ensure both regular updates of the *Destiny* card catalog system to optimize library services and the provision of orientation activities ensure in its full-scale use
9. Develop and provide professional learning opportunities for student support staff as well as regular education staff to include common planning time, professional development focused on differentiated instruction and assessment and on state of the art inclusionary modifications and accommodations, including the use of assistive technology
10. Ensure that special education staffing is sufficient and appropriate to provide required student services
11. Ensure students, families, and faculty are given opportunities to provide feedback on the quality of the school's delivery of services in the domains of health, guidance, library/media, and timely, coordinated and directive intervention strategies for all students

7 Community Resources for Learning

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

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

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

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

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

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

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

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

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

Conclusions

The town's and the district's governing bodies fail to dependably fund a range of school programs and services. While the school offers a wide range of school programs and services and no recent school programs have been eliminated due to budgetary issues, the community does not consistently support adequate funding across programs. Weymouth was ranked 285th out of 308 reporting communities for net school funding.

The district fails to provide adequate staffing in some areas. For example, in the world languages department, some class sizes exceed 30 students, rendering individualized support and/or differentiation of instruction to meet student needs difficult to deliver. Class size also varies widely depending on subject areas. Staff members (68 percent) and parents (56 percent) surveyed in February 2016 indicate that they either disagree or strongly disagree with the statement: "My community and the district's governing body provide dependable funding for a wide range of programs and services."

Additionally, the town's and district's governing bodies more specifically fail to provide sufficient professional and support staff to provide ongoing professional development and curriculum revision. The budget has line items dedicated to professional development, but the amount is miniscule as compared to what would represent a sustainable and cohesive professional development program. Town-wide professional development is overseen by one of the two assistant superintendents, who develop programs for each school and each level.

Technology is generally but not equitably available for classes. Individual students access technology in the library and computer carts are available to bring computers to individual classrooms. Overall, however, due to aging hardware and a lack of access to relevant software and applications, technology support is insufficient for students to be able access a 21st century technology-infused education at WHS. Currently, two staff members assist with technology system-wide, but that involves triaging any issues that may arise during the school day.

The sufficiency of funding for instructional materials and supplies including textbooks varies. Although three disciplines received money to replace/upgrade texts in August 2016, due to the need to dispense the funds in a timely manner, teachers were not consulted prior to purchase. Textbook replacement is still needed in a number of curricular areas. The librarian/media center has gone for a number of years with no line item specifically devoted to library purchases. Some funding has been donated over the years for library purchases but they have been insufficient to allow the library to maintain the currency of its collection.

In an attempt to supplement an anticipated shortfall, in 2015 the town sought a $3 million dollar override to Proposition 2 1/2. This override would potentially have added two world languages teachers, one physical education teacher, two art/music teachers, and two guidance counselors to the Weymouth High

School staff. The override would have added to district-wide curriculum support and special education administrative oversight as well as would have increased technology and supplies. In a town-wide referendum, unfortunately, the override proposal defeated.

Recently the school has developed some forward momentum. In late August 2016, money was released from the town to the school department for immediate expenditure. The school used this money to purchase new textbooks in three disciplines and also to increase the bandwidth available for wireless devices in the building. Dependably funding programs ensures that students will benefit from the full range of curricular programs and thereby will achieve the school's 21st century expectations. (self-study, FY17 budget override proposal, teacher interviews, self-study community resources standard subcommittee, Endicott survey, teachers, classroom observations, panel presentation, facility tour, central office personnel)

Weymouth High School has developed and planned, yet not fully funded, programs to ensure the maintenance and repair of the school's physical plant. The long-range improvement plan (for any items over $10,000 in value) includes facility needs and capital improvements across the town and encompasses all departments. This Five-Year Capital Improvement Plan for the town of Weymouth, submitted for the fiscal years 2015-2019 compiled a list of 122 projects each of whose cost was estimated to be over $250,000. Of those 122 projects, five of them specifically mentioned Weymouth High School and included corridor and ceiling light replacement, floor tile replacement, replacement of air conditioning in the Whipple Auditorium, a new turf field, and replacement of areas of the roof. Additionally, a $20,000 grant was obtained to purchase a new emergency generator for the building. While the district's and town's governing bodies have a mechanism in place, the Capital Improvement Plan (CIP), to identify the issues and to plan for those unanticipated contingencies, the FY17 budget reduced a requested $60,000 emergency maintenance fund by 36 percent to $38,336. Longstanding ongoing maintenance needs include plumbing issues, uneven temperature differences between gold and maroon buildings, and areas that experience roof leaks during inclement weather.

The school has a mechanism in place to track maintenance and repair requests from staff within the school. A ticket requesting repairs goes directly to the director of buildings and operations who, in turn, assigns the repair request to an onsite custodian. Embedded in this ticket request process is a time stamp that allows the creator to identify the amount of time elapsed between submission and resolution. During the thirteen- month period from September 2015 to October 2016, 2,231 requests were logged. Response times ranged from less than one day (replace a lock on a handicap stall) to a request delayed for 99 days to repair an eye station. Response times to close out the maintenance requests varied and the items listed did identify whether or not a priority response was needed.

The district does not have a formal system to properly monitor the maintenance, cataloguing, and replacement of equipment. Overall, the school is clean and well maintained, although some inequities exist within the building in terms of maintenance. For example, rooms in the gold wing are better maintained than some of those in the maroon wing; paint, wall marks, and floors look dated in the maroon section. The Foundations classes in particular are considerably less appealing and considerably

more in need of upkeep. A clean and well-maintained physical plant ensures that students can learn in a healthy, vibrant and safe environment free of any facility obstacles. (self-study, facility tour, Endicott survey, student shadowing, capital improvement plan, maintenance request log, self-study school resources standard subcommittee, teacher interviews, maintenance personnel)

The community fails to adequately fund a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements for the high school. The school, therefore, is unable to reliably implement any long-range plan regarding the aforementioned. The Town of Weymouth has a town capital improvement plan in place, but budgetary constraints prevent full implementation. Weymouth's per pupil expenditure has, since 2009, been at least 10 percent below the state average and only once in 2014 has the school budget met the minimum school spending threshold required by the state. This lack of funding prohibits the schools from fully implementing the school's 21st century learning standards. That lack also manifests itself in the classroom when technology issues arise and when teachers are unable to immediately triage, time is taken away from the lesson and time on learning. Some class sizes (over 30) and some daily teacher loads (exceeding 150 students) undermine the ability of teachers to personalize instruction and to accommodate individual students' learning styles. Activities and supports for students after school are lacking. Limited stipends are available for such activities through the budget. A fully funded long-range plan ensures that budgetary considerations, 21st century learning expectations, capital improvements, and enrollment and staffing needs are synchronized to best support student learning. (self-study, classroom observations, panel presentation, school board, parents, Endicott survey, self-study community resources standard subcommittee)

Faculty and building administrators are involved in budget development to varying degrees. Building administrators are actively engage in the development and implementation of the school's budget. Since the arrival of the current principal, a mechanism is in place whereby lead teachers bring departmental budget requests and needs to the high school administration in a collaborative process.   In turn, the principal then brings the list of needs and requests to the central office. The budget process then goes to the school committee who, in concert with the other town departments, decides upon town-wide priorities and needs. So, ostensibly individual teachers have input into the budgeting process in that the collaborative process has provided staff members with a voice in the annual budget process. That faculty voice, however, is neutralized by the town's inability to fund anything beyond a basic budget. Teachers, therefore, feel disempowered by the process and consider their invitation to participate an empty exercise, so frustration with the process and with the consistent budget constraints placed upon those on the front lines increases. Full-fledged faculty involvement in the development of an adequate budget ensures that the highest instructional mandates are met and that student needs predominate. (self-study, teachers, school budget, school board, central office personnel, school administrators, self-study community resources standard sub-committee)

At Weymouth High School, the school site and plant supports in varying degrees the delivery of school programs and services. In the Endicott survey 79.9 percent of the parents responded affirmatively when asked if the school's site and plant support the delivery of high quality programs; only 50.4 percent of

faculty members responded affirmatively. The school facility opened as a renovated building in 2004. Although showing signs of normal wear and tear, the physical plant is able to support the needs of students as they progress through the high school. The lack of up-to-date technology and access, however, impedes the ability of students to meet the school's 21st century learning expectations. The library is spacious and well lighted and has spaces for technology, private study, and whole class and group work. Computer hardware, however, is dated and frequently inoperable.

Other areas of the school include the gymnasium (with a capacity of 750) and the Whipple Auditorium has capacity for 705, with enough seating in each place to hold class meetings. Two nurses staff the school and are located in one suite at the crossroads of the first floor gold entrance. Due to the size of the school, students in need of health services must sometimes walk a distance to obtain services. The guidance suite(s) are located in two places in the school.

Ten science labs appear to be clean and well stocked. Technology in the labs consists of an overhead projector connected to a desktop computer. This limited connection to technology continues to be of concern to staff and students. The school houses a planetarium as well as a greenhouse. A family and consumer science laboratory allows access for all students to additional electives. Students in CTE programs work in an on-site automotive repair shop, a child care center, a cosmetology lab, a health suite, a woodworking shop or a fully operating restaurant and kitchen facility, a printmaking shop, and a graphic design studio. All rooms are clean and well maintained, with an adequate amount of supplies. The school has two cafeterias - one in each wing. The capacity of the maroon cafeteria is 396 and the gold has a maximum capacity of 375. Both are designed for student interaction and comfort. As mentioned above, the Five-Year Capital Improvement Plan includes five WHS-related projects: corridor and ceiling light replacement, floor tile replacement, replace air conditioning in the Whipple Auditorium, a new turf field and replacement of areas of the roof. Technology issues abound, including lack of sufficient operational computers, slow or non-existent Internet access, and inconsistently reliable access the school's Aspen/X2/Student Information System for grading and administrative purposes. The school is subject to leaks during inclement weather and students and faculty report significant differences in room temperature from classroom to classroom. A well-designed and maintained school facility strongly supports the maximum level of achievement by students of the school's 21st century expectations. (self-study, facility tour, teachers, classroom observations, students, five-year improvement plan)

Weymouth High 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. All areas of the school have adequate ventilation and air quality although as noted, temperature control throughout the building is uneven, especially between the two wings. One wing (maroon) does not have air conditioning, while the gold does. The building is handicap accessible, with three elevators and connector ramps for students to go to and from either wing. Frequent and up to date inspections/documentation ensure the maintenance of a safe, healthy environment that supports student achievement. (self-study. facility tour, central office personnel, school leadership, documentation/certificates)

Weymouth High School has a range, but not a comprehensive range, of strategies to engage parent and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. The school and teachers provide some outreach efforts to engage parents and families. The Aspen student information system is made available to students, parents and families to view report card and academic progress through this system. The district employs *School Messenger*, which is an automated phone call and email service that delivers messages from the school and district. Other outreach activities include an open house and scheduled parent teacher conferences. The guidance department offers multiple events for students and parents such as Walk with a Wildcat ninth grade orientation, college admissions and financing nights, and junior parent workshop days. During the school day students at all levels are able to participate in guidance-run workshops on resume writing, employability skills, and financial/economic literacy.

Parents and families who are limited by access to technology present a challenge because there is no school-wide family engagement strategy. Teachers attempt to be resourceful in ways to provide information to parents beyond Aspen, *School Messenger*, and report cards. In fact, Aspen has a portal that allows parents and teachers to directly email one another, but the degree and depth of its use has not been determined. At present the school offers avenues for communication and outreach to parents and students, but it does not track the degree of participation by those two groups to accurately judge the success of the school's outreach efforts and to determine if it is successfully reaching less connected families.

The school offers alternative pathways for students who are less connected to their education such as Foundation Academy and also offers credit recovery programs during the day, after school, and evenings. The Capstone projects strongly engage students, parents, and the community during the senior year. For example, a project by a student created an app as a communication tool for the school and community. Multiple methods of communication with parents and families ensure a true partnership between home and school, with the ultimate goal being the maximum success of the student. (self-study, Endicott survey, panel presentation, parents, guidance personnel, students, teachers)

Weymouth High School develops parent, community, business and higher education partnerships that support student learning. The natural byproduct of the career and technical education (CTE) program results in a number of business partnerships for the benefit of WHS students. Approximately 500 students (or 25 percent of the total population) are involved in the CTE program. A career and technical program advisory committee consisting of representatives from local business and industry, organized labor, institutions of higher education, parents, students and apprenticeship programs supports the school in its range of CTE programs. This advisory committee meets twice yearly to advise the school on the ongoing operation of the program area.

Students in the allied health field are sent on clinical experiences to area nursing homes and health care facilities. The school has onsite culinary arts, automotive, cosmetology, early childhood and woodworking center. As a feature of those programs members of the Weymouth community at large are invited to participate or take advantage of some or all of the offerings from these different pathways.

For students who have significant cognitive disabilities, WHS has a bridging program with Bridgewater State University, where students are able to enroll in college courses on a non-credit basis. No formal dual enrollment program exists for students to acquire college credit while at WHS.

Quincy Credit Union has an onsite presence at WHS. The credit union is in the school for the purposes of financial literacy and education. Credit union representatives also attend parent night and remain open during after school hours. It does not function as a bank or credit lending entity.

The WHS senior capstone project virtually requires students to collaborate with members of the parent, business, and at-large community, as students attempt to connect their classroom research with real-world applications. This capstone program involves most of the senior class, 25 percent of the school population. Capstone projects are judged by a number of members of the Weymouth business community including members of the financial, legal, health, education, and insurance fields. Such outreach provides real-world experiences in the community at large and allows the school and students to display their achievements to the entire community.

The Weymouth Education Foundation (WEF), a town-wide, non-profit group funds teacher grants yearly. During the 2015-2016 academic year, the foundation awarded nine WHS teachers grants for innovative ideas and curricular enhancement. The mission of the WEF is to "enhance creative and innovative learning opportunities to encourage academic excellence for all children attending the Weymouth Public Schools." The WEF has been in place for 21 years and comprises of a group of parents, business people, educators and other community supporters. This foundation raises money from individuals and businesses in order to provide enrichment to the academic programs that directly benefits students. Maintaining a wide range of parent, community, business and higher education partnerships ensures the continuation of wide support for the achievement of the school's mission and expands the range of student experiences beyond the school campus. (self-study, parents, school administrators, teachers, self-study community resources standard subcommittee)

Commendations:

1. The provision of supplemental funding by town and school official to be used to remedy some textbook, technology, and support shortcomings by securing additional copiers and textbooks and increasing the bandwidth available at the high school
2. The well-maintained building that supports the delivery of a wide range of educational services to students
3. The comprehensive facility features that fully support the range of CTE programs and their ability to provide real-life experiences for students in the CTE academy
4. The devotion of time commitment by the instructional lead teachers (ILTs) through their involvement in budget development
5. The Weymouth Educational Foundation for its close cooperation with the school department in providing financial support for innovative ideas for classroom curricular enhancement

Recommendations:

1. Create a consistent funding stream with particular focus on professional development targeting state-of-the art instructional processes responsive to teacher needs, including personnel who can deliver professional development that is relevant in all areas and across all disciplines
2. Establish and fund a consistent line item budget allocation focused on the maintenance of the currency of the library/media center and its ability to support 21st century learning
3. Develop a more efficient way of responding to repair requests for equipment and maintenance so that students and teachers have uninterrupted use of equipment and furniture
4. Implement and fund a five-year plan for the maintenance and upkeep of the facility, furniture and general equipment, and the any capital improvements necessary as the building ages
5. Develop and fund a long-range plan for maintaining the currency of the school's technology infra-structure and equipment, including access to copying services
6. Ensure additional support for teachers for supervising and leading after-school programs for students
7. Develop and fund a long-range plan to address programs and services, enrollment changes, staffing needs, facility needs, technology and capital improvements
8. Ensure that budget development procedures, through the ILT mechanism, involve each department in the process and that those procedures result verifiably that expenditures reflect teacher input
9. Develop and implement a process to assess the degree to which the school's outreach activities, particularly those targeted for the families less connected to the school, and respond as needed with training in alternate methods of communication to families

FOLLOW-UP RESPONSIBILITIES

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

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

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

To ensure that it has current information about the school, the Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Committee's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Committee's Substantive Change Policy is included in the Appendix on page 85. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Committee office has current statistical data on the school.

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

Weymouth High School
NEASC Accreditation Visit
October 2-5, 2016

Visiting Committee

Charles McCarthy, Jr.
NEASC
Burlington, MA 01803

Marc Cobb
Lincoln High School
Lincoln, RI 02865

Susan Ambrozavitch
Danvers High School
Danvers, MA 01923

Connell Clark
Enfield High School
Enfield, CT 06082

Lynn Dutsar
William J. Dean Technical High School
Holyoke, MA 01040

Robert James Ewell
Carver Middle High School
Carver, MA 02330

Hope Hanscom
West Bridgewater Public Schools
West Bridgewater, MA 02379

Catelynn Hillman
North Middlesex Regional High School
Townsend, MA 01469

Jane Hogan
Franklin High School
Franklin, MA 02038

Michael Martin
Monomoy Regional High School
Harwich, MA 02645

Henry Moon
Weston High School
Weston, MA 02493

Michael Roush
Kingswood Regional High School and
 Lakes Region Tech Center
Wolfeboro, NH 03894

Brent Ruter
Wareham High School
Wareham, MA 02571

Caroline Smith
Fairfield Warde High School
Fairfield, CT 06825

Jackie Vigneau
Burlington High School
Burlington, MA 01380

Kristina Wallace
Windsor High School
Windsor, CT 06095

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

- elimination of fine arts, practical arts and student activities

- diminished upkeep and maintenance of facilities

- significantly decreased funding

- cuts in the level of administrative and supervisory staffing

- cuts in the number of teachers and/or guidance counselors

- grade level responsibilities of the principal

- cuts in the number of support staff

- decreases in student services

- cuts in the educational media staffing

- increases in student enrollment that cannot be accommodated

- takeover by the state

- inordinate user fees

- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Weymouth High School

Commendations

Core Values, Beliefs, and Learning Expectations

1. The development of eight clearly defined learning expectations with accompanying analytic rubrics using common language to help students achieve mastery academic, social, and civic competencies
2. The senior capstone project's reflection of implicit core values and beliefs, commitment to independent and authentic learning, and explicit use of the analytical rubrics to measure and promote student achievement
3. The school's embrace of implied core values and beliefs to drive the decision to create career academies
4. The school's evident commitment to active citizenship through the impressive accumulated hours of community service

Curriculum

1. The maintenance of a comprehensive program of studies (POS) that allows students to explore a wide variety of course options
2. The school-wide commitment to the capstone project that promotes active citizenship while focusing on students' proficiency in mastering the school's 21st century learning skills
3. The creation of a common template for writing curriculum documents which includes units of study, essential questions, concepts, content and skills
4. The comprehensive curriculum documents created by in English, math, social studies and world languages
5. The universal integration of authentic learning opportunities within the CTE curriculum
6. The use of the capstone project to closely integrate cross-disciplinary learning
7. The very significant progress on the curriculum task force to formalize curricular coordination, vertical articulation, and curriculum review

Instruction

1. The provision by the large number of faculty members of highly personalized instruction and guidance to WHS seniors as they work toward completion of their capstone project
2. The pronounced commitment by WHS's CTE programs to instructional practices that focus on the application of knowledge and skills to authentic tasks
3. The use of data, by CTE teachers and from a structured assessment program (SkillsPlus) that uses the analysis of individual student results to adjust instruction

4. The strong commitment of teachers to the success of their students and the provision of opportunities for students to obtain extra help

Assessment of and for Student Learning

1. The consistent communication of individual student progress against the 21st century expectations to students and families on annual basis
2. The widespread use of school-wide rubrics to assess progress in achievement of 21st century skills
3. The use of senior capstone projects and the concomitant use of the school-wide rubrics as validation of achievement on 21st century expectations
4. The focused use of student data to assess active citizenship
5. The close analysis and use of standardized test data to guide the placement of students in appropriately leveled classes and the assignment of special services as may be needed
6. The use of formative assessment strategies by the world languages teachers that provide real-time opportunities to assess the efficacy of instructional practices
7. The school's concerted response to the DESE finding of need for a data analysis system to close achievement gaps identified in the 2016 School Improvement Plan
8. The fidelity of teachers in spelling out the goals of unit and lessons to ensure students' clear understanding of teachers' expectations for them
9. The dedication of time by science, world languages and CTE departments meeting to analyze assessment data
10. The establishment of the rubrics and data collection task force charged with developing "a formal process to aggregate and analyze assessment data to respond to student needs, make adjustments to instruction, and guide assessment revision"

School Culture and Leadership

1. The variety of transitional programs, including several led by students used to orientate incoming first year students, to the WHS supportive and respectful culture that fosters student responsibility for learning
2. The sharp, sustained increase of AP access/enrollment and a corresponding increase in student performance indicative of the school's movement toward heterogeneity in its programs
3. The continuing development of "Wildcat Way" period in pursuit of the goal of meeting the needs of all students through closer contact with and sustained support of students as individuals
4. The broadly expresses pride in the school's learning expectations and the school's deep commitment to the WHS capstone project altogether promoting a culture of high expectations, responsibility for learning, and shared ownership
5. The adoption of a research-based evaluation and supervision process combined with a mentor program for first- and second-year teachers that focus on improved student learning
6. The school leadership's refinement of the master schedule to meet the needs of students by providing a flexible long block/short block rotating schedule with a built-in Wildcat period and

to promote faculty collaboration by allowing for the scheduling of the professional learning community meetings

7. The personal initiative displayed by teachers in their support of the establishment of the Wildcat period, the capstone project, the twilight academy, and the VIP program

8. The consistent leadership and initiative of administration and the rigorous faculty implementation yielding a proliferation of meaningful, impactful programs that provide students with an equitable, skill-based education in preparation for leadership in a range of careers and academic pursuits

School Resources for Learning

1. The development and implementation of a student intervention team referral process that is accessible and can be utilized by various stakeholders throughout the school

2. The broad range of the methods of electronic communication about services available for student support that are timely and relevant in the 21st century world of electronic communication

3. The use of a range of parent outreach programs (special education resource fair, post-secondary planning evenings) to ensure the delivery of appropriate and focused services to students

4. The availability of adaptive technology for those identified students requiring access as an element of their identified services

5. The establishment of strong partnerships with community mental health resources and the transition room to assist students in re-entering mainstream environment

6. The creation of a clearly written developmental guidance program including multiple vehicles for its delivery and the use of pre- and post-assessments for developmental guidance lessons to assess student mastery of content

7. The broad collaboration among various district personnel to conduct community health survey to collect data on needs of school community to identify preventative and responsive health programming

8. The strong advocacy of the health services personnel for increasing the discussions about health issues around the school

9. The spacious and welcoming library that is able to accommodate the WHS school and larger community

10. The librarian's cooperative spirit in encouraging the use of the media center by various parties and the creativity in dealing with space and furniture issues

11. The highly collaborative culture among pupil services staff members in actively engaged in the coordination of services with a focus on supporting all students

12. The willingness of the special education liaisons to utilize their planning periods to follow up on the implementation of the services in IEPs, to communicate with parents/guardians, and to meet with students to ensure that their needs are being met

Community Resources for Learning

1. The provision of supplemental funding by town and school official to be used to remedy some textbook, technology, and support shortcomings by securing additional copiers and textbooks and increasing the bandwidth available at the high school
2. The well-maintained building that supports the delivery of a wide range of educational services to students
3. The comprehensive facility features that fully support the range of CTE programs and their ability to provide real-life experiences for students in the CTE academy
4. The devotion of time commitment by the instructional lead teachers (ILTs) through their involvement in budget development
5. The Weymouth Educational Foundation for its close cooperation with the school department in providing financial support for innovative ideas for classroom curricular enhancement

Recommendations

Core Values, Beliefs, and Learning Expectations

1. In all future discussions about the school's guiding statements (core values, beliefs, learning expectations) ensure that communication and data gathering promotes ongoing rich discussion that is inclusive at all times of the voices of all major stakeholders, including students, parents, faculty, school administration, and central administration
2. Create and implement an inclusive regular process to revise the language of the analytic rubrics to ensure both a full understanding of the rubrics and their relationship the school's 21st century learning expectations and their adaptability for use across the curriculum
3. Include the active citizenship learning expectation in all published documents, including the program of studies and the student/parent handbook to demonstrate the school's commitment to that learning expectation
4. Develop and implement a process to ensure 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
5. Develop a process with explicit timelines for the regular review and revision of the school's core values, beliefs and 21st century learning expectations which includes all the constituent groups in the school community, is based on research, multiple data sources as well as assuring they align with district core values and school community priorities

Curriculum

1. Complete the electronic uploading of the curriculum documents and ensure that all curriculum documents include units of study with essential questions, concepts, content, and skills, the school's 21st century learning expectations, instructional strategies, and assessment practices that

include the use of specific and measurable criteria for success, such as school-wide analytic and course-specific rubrics
2. Provide training to staff as to how to effectively use, upload, review and revise curriculum guides
3. Provide sufficient opportunities for all staff to collaborate and complete curriculum guides with a focus on aligning 21st learning expectations and course content
4. Ensure that curriculum documents in all areas emphasize cross-disciplinary learning and opportunities for the authentic application of knowledge both in and out of school
5. Provide sufficient procedures including personnel, common assessments, data collection, and supervisory procedures to ensure that the written curriculum is the taught curriculum
6. Ensure staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum
7. Provide sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research

Instruction

1. Develop and implement a process to ensure that all teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations
2. Develop an inventory of specific instructional practices that are closely aligned with the school's core values, beliefs, and 21st century learning expectations
3. Provide professional development and sufficient supervision to ensure that teachers employ those aligned instructional practices that personalize instruction; engage students as active and self-directed learners; emphasize inquiry, problem solving, higher order thinking; apply knowledge and skills to authentic tasks; engage students in self-assessment and reflection; and significantly integrate the use of instructional technology as a tool for teaching and learning
4. Create structured procedures for PLCs that include all teachers in strategic and relevant PLCs with intentional groupings to ensure consistent collaboration over commonly agreed upon goals and activities that emphasize research-based, state-of-the-art instructional practices
5. Provide professional development on translating data analysis into changes in instructional practice

Assessment of and for Student Learning

1. Develop and implement a process of reporting out whole-school progress toward achieving the 21st century skills
2. Implement an ongoing, closed-loop process including the provision of professional development in which all professional staff is engaged in the examination data derived from the use of the school-wide rubrics to assess the level of whole-school achievement of WHS 21st Century Expectations
3. Establish a reasonable and targeted level of commitment to using school-wide rubrics per expectation area

4. Implement professional development, a system of oversight, and an ongoing process to ensure that all faculty practice regular and effective assessment data analysis, regular use of formative assessments, varied assessments, and feedback strategies to improve student work
5. Ensure that the professional staff regularly engages in an assessment data analysis process that encompasses a range of results of student learning, including student work, common assessments, common units, mid-year and final exams, progress in meeting learning expectations, standardized testing, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni
6. Develop a review process to ensure grading practices are consistent and aligned with the school's core values, beliefs and 21st century expectations

School Culture and Leadership

1. Develop a formal codified approach in the "Wildcat" period to achieve the maximum benefit in ensuring that each student has an adult member of the faculty, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations
2. Develop overarching goals and practices that coordinate the efforts of PLCs, PD time, and the state's teacher evaluation system to bolster research-based instruction and coordinated curriculum development, and identified and broadly supported goals for professional development
3. Ensure that sufficient personnel resources are provided to support the effective use of research-based evaluation and supervision processes focused on improved student learning
4. Ensure class sizes and teacher loads are appropriate so that teachers can personalize instruction and teach the 21st century skills
5. Develop mechanisms which grant teachers, students and parents deeper involvement in decision making around issues of school policy and programs

School Resources for Learning

1. Ensure that procedures are in place to support the maintenance of timely and efficient procedures by all of those involved in the student intervention team (SIT)
2. Create, implement, and monitor progress of scientific, research-based intervention strategies to target academic, social/emotional, and transition needs with clearly identified criteria for admission and exit
3. Develop a process to provide families at the beginning of each year, either electronically or via paper (based on results of a needs assessment), sufficient outreach especially to those most in need information about intervention services and to provide information about the school's developmental guidance program/events/resources
4. Evaluate and clearly define roles and responsibilities of guidance counselors vs adjustment counselors, special education liaisons, and the guidance department head to ensure that staffing is adequate and effective in ensuring each student achieves the school's 21st century learning expectations
5. Ensure highest level of privacy and confidentiality in the nursing office

6. Develop a process for routine "weeding" of the library/media center collection and enact a plan for the replacement of worn and/or outdated materials and the purchase new and engaging materials to support the curriculum and foster a love of independent reading
7. Ensure library/media services are actively engaged in the implementation of the curriculum
8. Ensure both regular updates of the *Destiny* card catalog system to optimize library services and the provision of orientation activities ensure in its full-scale use
9. Develop and provide professional learning opportunities for student support staff as well as regular education staff to include common planning time, professional development focused on differentiated instruction and assessment and on state of the art inclusionary modifications and accommodations, including the use of assistive technology
10. Ensure that special education staffing is sufficient and appropriate to provide required student services
11. Ensure students, families, and faculty are given opportunities to provide feedback on the quality of the school's delivery of services in the domains of health, guidance, library/media, and timely, coordinated and directive intervention strategies for all students

Community Resources for Learning

1. Create a consistent funding stream with particular focus on professional development targeting state-of-the art instructional processes responsive to teacher needs, including personnel who can deliver professional development that is relevant in all areas and across all disciplines
2. Establish and fund a consistent line item budget allocation focused on the maintenance of the currency of the library/media center and its ability to support 21st century learning
3. Develop a more efficient way of responding to repair requests for equipment and maintenance so that students and teachers have uninterrupted use of equipment and furniture
4. Implement and fund a five-year plan for the maintenance and upkeep of the facility, furniture and general equipment, and the any capital improvements necessary as the building ages
5. Develop and fund a long-range plan for maintaining the currency of the school's technology infra-structure and equipment, including access to copying services
6. Ensure additional support for teachers for supervising and leading after-school programs for students
7. Develop and fund a long-range plan to address programs and services, enrollment changes, staffing needs, facility needs, technology and capital improvements
8. Ensure that budget development procedures, through the ILT mechanism, involve each department in the process and that those procedures result verifiably that expenditures reflect teacher input
9. Develop and implement a process to assess the degree to which the school's outreach activities, particularly those targeted for the families less connected to the school, and respond as needed with training in alternate methods of communication to families