

**Massachusetts School Building Authority  
School District Educational Profile Questionnaire (the “Questionnaire”)**

**Date:** November 21, 2022

**Name of School District (the “District”):** Dudley-Charlton Regional School District

**Name of Priority Statement of Interest School:** Shepherd Hill Regional High School

**Author(s) of the Educational Profile Questionnaire (Name, Title):** Darren C. Elwell, Shepherd Hill Regional High School Principal

As part of the District’s invitation into the Eligibility Period, the MSBA is seeking the following information as a way to confirm what the District provided in its 2021 Statement of Interest and discussions during the Senior Study, and to further inform our understanding of the School District’s facilities, teaching methodology, and program offerings.

**SECTION ONE: District-wide Facilities**

A. Please confirm the following pre-populated MSBA 2016 School Survey information for all public schools in the District using a “Y” for accurate and “N” for not accurate. Additionally, please complete any non pre-populated information.

School Name	Grades originally intended to be served in the school facility	Grades currently served in the school facility	Year Founded	Last Add or Reno Year	Total GSF	Y/N
Charlton Elementary		PreK - 1	1958		57,750	Y
Dudley Elementary	Junior High School	2 - 4	1957	Addition in 2000	54,000	Y
Heritage School	4 - 6	2 - 4	1989	No major renovations	85,500	Y
Mason Rd School	4 - 6	PreK - 1	1963	Addition in 2000	44,000	Y
Charlton Middle School	5 - 8	5 - 8	2000	No major renovations	133,000	Y
Dudley Middle School	5 - 8	5 - 8	2000	No major renovations	97,000	Y
<b>Shepherd Hill Reg High</b>	<b>7 - 12</b>	<b>9 - 12</b>	<b>1973</b>	<b>2011 MSBA Green Repair Windows and Doors</b>	<b>192,247</b>	<b>Y</b>

B. Using the space below, please describe how students progress from grades K to 12 (e.g. students from North Elementary School attend East Middle School, students from South Elementary School attend West Middle School, and students from both middle schools attend ABC High School). Additionally, please update any inaccurate School Survey data that was pre-populated.

The Dudley-Charlton Regional School District is comprised of elementary and middle schools in both Dudley and Charlton. Students from both communities then attend Shepherd Hill Regional High School in Dudley. Please see the progression outlined below.

### **Dudley Students**

Mason Road School → Dudley Elementary School → Dudley Middle School → Shepherd Hill Regional High School

### **Charlton Students**

Charlton Elementary School → Heritage Elementary School → Charlton Middle School → Shepherd Hill Regional High School

<b>SECTION TWO: Current Priority Statement of Interest School, Shepherd Hill Regional High School</b>
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A. Please complete the chart below indicating the number of each room type currently in Shepherd Hill Regional High School. Please use the Comments column to further describe a program, if applicable.

<b><u>ROOM TYPE</u></b>	<b>No. of Rooms</b> (e.g. N/A, 1, 2, etc.)	<b>Comments</b>
<b><u>CORE ACADEMIC SPACES</u></b>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>	N/A	
<i>Kindergarten (indicate full/ half day in the Comments column)</i>	N/A	
<i>Grade 1</i>	N/A	
<i>Grade 2</i>	N/A	
<i>Grade 3</i>	N/A	
<i>Grade 4</i>	N/A	
<i>Grade 5</i>	N/A	
<i>Grade 6</i>	N/A	
<i>Grade 7</i>	N/A	
<i>Grade 8</i>	N/A	
<i>Math (Grades 9-12)</i>	12	One computer lab serves as a math classroom due to the demands of one teacher's computer science elective offering
<i>Science/ General Classroom (Grades 9-12)</i>	3	
<i>Science Lab/ Demonstration (Grades 9-12)</i>	9	
<i>Social Studies (Grades 9-12)</i>	9	
<i>English (Grades 9-12)</i>	10	
<i>World Language (Grades 9-12)</i>	6	

<b><u>ROOM TYPE</u></b>	<b>No. of Rooms</b> (e.g. N/A, 1, 2, etc.)	<b>Comments</b>
<i>Other (indicate program in the Comments column)</i>	2	Business and Technology Classrooms
<b><u>SPECIAL EDUCATION</u></b>	10	1 Post-Graduate Program, 1 Therapeutic Learning Classroom, 2 Intensive Learning Centers, 1 Speech and Language Room, 5 Academic Support Classrooms
<b><u>ART</u></b>	4	3 Classrooms, 1 Digital Photography Computer Lab
<b><u>MUSIC</u></b>	2	
<i>Practice Rooms</i>	1	
<b><u>HEALTH &amp; PHYSICAL EDUCATION</u></b>	2	1 Classroom, 1 Weight Room
<i>Adaptive PE Spaces</i>	0	
<i>Gymnasium</i>	1	1 Large Gym with Divider
<b><u>MEDIA CENTER</u></b>	1	
<b><u>DINING &amp; FOOD SERVICE</u></b>	1	1 Cafeteria, 1 Kitchen
<b><u>MEDICAL SUITE</u></b>	1	
<i>Nurses' Office</i>		
<b><u>ADMINISTRATION &amp; GUIDANCE</u></b>	12	4 Administrative Offices, 4 Guidance Offices, 3 SAC Offices, 1 School Resource Officer
<b><u>OUTDOOR LEARNING</u></b>	4	Project Adventure Ropes Course, Tennis Courts, Basketball Courts, Athletic Fields
<b><u>AUDITORIUM</u></b>	1	
<b><u>NATATORIUM</u></b>	0	
<b><u>DESE APPROVED CHPT 74 SPACES</u></b>	N/A	Indicate which programs are currently offered
<b><u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u></b>	2	Woodshop, Engineering
<b><u>NON-SCHOOL DISTRICT SPACES</u></b>	N/A	
<b><u>OTHER</u></b> (indicate type of program in the Comments column)		e.g. project-based learning spaces, common area learning spaces

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *currently* used (e.g. multiple schools operating in a single building, the library also serves as Special Education pull out space, the cafeteria doubles as a gymnasium, etc.).

1. Currently, core instructional spaces (inventoried above) are occupied by teachers who remain in the space throughout the seven-period day. Teachers do not travel to other instructional spaces, with the exception of several Special Education teachers who co-teach in different general education classrooms. Of the Math, English, Social Studies, World Language, and Science Departments, the Science Department is the most disadvantaged due to the age and condition of the laboratory equipment, as well as the de-centralized location of the department's classrooms. Not all science classrooms are equipped with whole group instructional space and laboratory furnishings, and the classrooms do not meet current standards for size, accessibility and layout. With science classrooms in different parts of the building, there are a number of challenges, including access to, and storage of instructional equipment needed on a daily basis. The infrastructure in these spaces, including the gas, water, and ventilation systems, are in desperate need of upgrades.

2. As indicated in the 2021 Statement of Interest, Shepherd Hill has implemented both Biomedical and Engineering Innovation Pathways (IP) in recent years. Shepherd Hill has also earned distinction for its implementation of Project Lead the Way programming. Unfortunately, these specialty programs have been retrofitted into existing spaces that were not intended for 21<sup>st</sup> century pedagogy and technology. The Engineering IP courses are taught in an area that was previously an industrial arts wing. The space does not have adequate accommodations for robotics and other program components. The cutting-edge equipment utilized as part of the Biomedical IP is stored in a separate space on the third floor of the building, and moved in and out of classrooms, as needed. The wood shop classes and computer aided design classes are also located in a portion of the former industrial arts wing. There are challenges with the mechanicals, and in particular, the ventilation in these areas. Storage space for specialized, high-cost equipment is limited.

The auditorium and ancillary performing arts instructional spaces are occupied on a daily basis, and are at full capacity with very limited space. The sound system in the auditorium has failed, and the school has had to resort to renting equipment in order to maintain audio and visual systems for school and community events. This impacts instruction on a daily basis. Storage space for performing arts equipment is woefully inadequate, resulting in limited instructional space in the band and chorus rooms.

Similarly, the gymnasium is utilized throughout the school day with physical education classes occupying both the main and smaller gym areas, separated by a hanging curtain. The gymnasium bleachers can only accommodate two thirds of the student body. The flooring consists of original hardwood on one side of the curtain, and original tile on the other. Both floors are beyond their useful lives and have been impacted by resurfacing and the leaking roof. These challenges require ongoing flexibility both during the school day, and after school during extracurricular activities.

In recent years, the school's football field and track area have been upgraded, but the remaining outdoor learning areas, including the basketball courts, tennis courts, baseball, softball, and

soccer fields are all in need of renovation, with an emphasis on increased accessibility features for all students.

3. There are no non-traditional spaces utilized on a regular, daily basis for instruction.

C. Using the space below, provide information about the Shepherd Hill Regional High School's *current* teaching methodology (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include class size policies and, if applicable, scheduling particulars.

Shepherd Hill's current teaching methodologies resemble a more traditional approach to secondary level instruction. Many teachers work largely in isolation, and the lack of classroom space presents challenges for cooperative and project-based forms of learning. While the school has made strides to implement co-teaching and other inclusive practices, the physical structure of the building and the isolation of departments has perpetuated a more compartmentalized approach to both planning and instruction.

As a result of pandemic-era instructional shifts, teachers are routinely integrating technology, online platforms, and applications into instruction. Classrooms are equipped with projectors and some of the necessary peripherals for teachers. Classrooms are equipped with wireless connectivity. However, network access challenges persist, and access to Chromebooks and printers is problematic. The dated electrical system limits the extent to which technology upgrades can occur throughout the building. Despite their best efforts, it is not uncommon for a teacher to avoid incorporating technology altogether in order to avoid unnecessary technical complications and delays.

Project-based activities can be observed throughout the building, but with varying frequency; implementation of project-based learning experiences continues to be a priority. Individual practitioners have adopted these and other research-supported practices, but the siloed nature of departments scattered throughout the building prevents the collaboration and coordination necessary to make these learning experiences meaningful. Although some teachers are located in close proximity to their department colleagues, departments are not all intentionally clustered, presenting challenges for Department Coordinators who oversee day-to-day affairs. Alignment of curricula and programming is similarly hindered by the lack of departmental cohesion throughout the building. Shepherd Hill offers two self-contained intensive learning centers for Special Education students, as well as a post-graduate program. Alignment and coordination of these programs remains a significant challenge due to the location of the classrooms and the poorly-equipped nature of the classrooms which do not adequately support life skills instruction.

The current Collective Bargaining Agreement between the Dudley-Charlton Regional School District and the Dudley-Charlton Regional Teachers' Association does not include specific language pertaining to class size limits. However, every reasonable effort is made to ensure that the number of students placed in class sections does not exceed the safety limits of the space and the availability of instructional materials. This is of particular concern in the Science Department. At present, chorus and physical education teachers accommodate upwards of 36 students in their respective instructional spaces, which are, as noted, in a state of disrepair. In the core content areas, it is not uncommon to see upwards of 28 students in an English, Math, World Language, or Social Studies classroom.

Shepherd Hill operates a rotating 7 period schedule over a 14 day cycle. There are 4 daily lunches. Please see the attached bell schedule for more detail.

<b>SECTION THREE: Proposed Priority Statement of Interest School, Shepherd Hill Regional High School</b>
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A. Please complete the chart below indicating the number of each room type proposed, if known at this time. The District should modify the included grades in the ‘Room Type’ column to reflect any grade configuration(s) the District is interested in studying during Feasibility Study, as already presented to the MSBA in the 2021 Statement of Interest and as discussed during the District’s Senior Study. In a case where the District is considering multiple grade configurations, the widest grade span should be included (i.e. if the District is interested in studying their current 1-4 configuration, a K-5 configuration, and a K-8 configuration, the ‘Room Type’ column should include all grades between Grade K and Grade 8).

<b><u>ROOM TYPE</u></b>	<b>No. of Rooms</b> (e.g. N/A, 1, 2, etc.)	<b>Comments</b>
<b><u>CORE ACADEMIC SPACES</u></b>		
<i>Pre-Kindergarten (indicate full/ half day in the Comments column)</i>	N/A	
<i>Kindergarten (indicate full/ half day in the Comments column)</i>	N/A	
<i>Grade 1</i>	N/A	
<i>Grade 2</i>	N/A	
<i>Grade 3</i>	N/A	
<i>Grade 4</i>	N/A	
<i>Grade 5</i>	N/A	
<i>Grade 6</i>	N/A	
<i>Grade 7</i>	N/A	
<i>Grade 8</i>	N/A	
<i>Math (Grades 9-12)</i>	11	
<i>Science Instructional Space (Grades 9-12)</i>	12	
<i>Social Studies (Grades 9-12)</i>	9	
<i>English (Grades 9-12)</i>	10	
<i>World Language (Grades 9-12)</i>	6	
<i>Other (indicate program in the Comments column)</i>	2	Business and Technology
<b><u>SPECIAL EDUCATION</u></b>	10	
<b><u>ART</u></b>	4	
<b><u>MUSIC</u></b>	2	
<i>Practice Rooms</i>	1	
<b><u>HEALTH &amp; PHYSICAL EDUCATION</u></b>		
<i>Adaptive PE Spaces</i>	1	
<i>Gymnasium</i>	1	
<b><u>MEDIA CENTER</u></b>	1	
<b><u>DINING &amp; FOOD SERVICE</u></b>	1	

<b><u>ROOM TYPE</u></b>	<b>No. of Rooms</b> (e.g. N/A, 1, 2, etc.)	<b>Comments</b>
<b><u>MEDICAL SUITE</u></b>	1	
<i>Nurses' Office</i>		
<b><u>ADMINISTRATION &amp; GUIDANCE</u></b>	12	
<b><u>OUTDOOR LEARNING</u></b>	4	Project Adventure Ropes Course, Tennis Courts, Basketball Courts, Athletic Fields
<b><u>AUDITORIUM</u></b>	1	
<b><u>NATATORIUM</u></b>	N/A	
<b><u>DESE APPROVED CHPT 74 SPACES</u></b>	N/A	
<b><u>NON-CHPT 74 ENRICHMENT PROGRAM SPACES</u></b>	2	Wood Shop and Engineering/Innovation Pathways
<b><u>NON-SCHOOL DISTRICT SPACES</u></b>	N/A	e.g. Public Works
<b><u>OTHER</u></b> ( <i>indicate type of program in the Comments column</i> )	6	Common Area Learning/Meeting Spaces

B. Describe how 1) core spaces, 2) specialty spaces, and 3) non-traditional spaces described above are *proposed* to be used, if known at this time. Additionally, if there are proposed changes, indicate how they will impact space needs and what training to support teaching staff will/ may be provided.

1. The most fundamental responsibility of any school is to provide a safe, secure physical and psychological environment in which teaching and learning can occur without unnecessary disruptions. This baseline responsibility is becoming more difficult with the increasing number of external threats that schools and districts have experienced in recent years. In this pursuit, security upgrades are critically important. The current main entrance configuration does not provide adequate space to properly screen visitors in an area separate from the main instructional wing. All building points of access should similarly be renovated to ensure that the building is secure, to the maximum extent possible, from external threats. In continuation of the mission of creating a safe, comfortable learning environment, the school's aging HVAC system must also be universally addressed. The inconsistent heat in the winter months, and the lack of cooling during the warmer months creates conditions that negatively impact teaching and learning. It goes without saying that all systems - plumbing, electrical, HVAC, and all structural components – roofing, etc., impact the instructional spaces used on a daily basis. All require immediate attention in order to ensure that basic operations in core and specialty spaces can occur unimpeded.

Most notably, beyond the updated mechanicals and structural repairs, one of the most meaningful changes will entail the intentional clustering of core academic departments throughout the building. Additional department-specific meeting spaces located within the department clusters will allow for greater collaboration. The Science Department's

instructional spaces will require the most significant reconfiguration. Training and support for the department's teachers will be required to ensure safe operation of the gas, water, and ventilation systems in the newly-renovated spaces. All staff across all content areas should receive training in order to take full advantage of upgraded technology that should be available in classrooms.

Project-based learning requires makerspaces where teachers and students have the space to work collaboratively with a variety of materials, beyond the traditional desks in rows. Renovations should include non-traditional instructional spaces featuring areas for students to engage in iterative, creative processes.

2. Specialty spaces, including the gymnasium, outdoor instructional areas, auditorium and ancillary performing arts spaces, and the school's Engineering Innovation Pathway spaces should be renovated to ensure that the physical condition of the building does not hinder instruction or student activities. The IP programs should have their own unique, dedicated instructional spaces, reflecting the level of sophistication that these programs require. In addition, design consideration should be given to the industry-connections component of the IP programs. The gymnasium complex should have a dedicated space for adaptive physical education classes in consideration of the needs of all Shepherd Hill students.
3. Non-traditional spaces are not used for instruction. However, it is worth reiterating that the main and secondary entrances, library, cafeteria, kitchen and other common areas should all be upgraded to maintain security and ensure effective, efficient service delivery as outlined in the 2021 Statement of Interest.

C. Using the space below, provide information about Shepherd Hill Regional High School's *proposed* teaching methodology, if known at this time (e.g. technology integration, self-contained classroom, team teaching, project based, departmental, or cluster). Include any changes to class size policies, if applicable.

Overall, the proposed teaching methodology for Shepherd Hill reflects the learning community's vision of a more inclusive, collaborative, technologically-advanced approach to secondary education. The faculty and staff are currently re-examining how time is maximized in the instructional block. Instructional staff seek to create and deliver learning experiences that equip students with knowledge, skills and strategies that transfer to real-world applications beyond Shepherd Hill. In this pursuit, Shepherd Hill's teaching methodology should reflect an increased reliance on inquiry and project-based approaches.

As a District, the Dudley-Charlton Regional Schools embrace and implement Universal Design for Learning (UDL), a framework designed to maximize teaching and learning for all staff and students. At its core, UDL addresses the systemic barriers that result in inequitable learning opportunities and outcomes for students. Unfortunately, regardless of the extent to which the faculty work to incorporate the UDL principles into their practices, the physical plant presents certain barriers that are difficult to overcome. The UDL approach considers the needs of all learners, including students with disabilities. Unfortunately, UDL practices are often incongruous with a building constructed at a time when a more compartmentalized, less inclusive approach to education was prescribed.



With regard to the integration of technology at Shepherd Hill, all classrooms should be equipped with all of the necessary peripherals for engagement in whole group activities and individual application. Access to wireless connectivity and devices should be reliable and equitable so that less time is spent problem-solving technical issues, and more time is spent using the technology for its intended purposes.

Faculty collaboration will be a critical component of achieving this vision of a 21<sup>st</sup> century learning environment. In order to achieve this vision, departments should be located in clusters throughout the building and have access to collaborative meeting spaces. Co-teaching and shared responsibility require co-planning, and co-planning requires dedicated time and space for general education teachers and Special Education teachers to work together. Similarly, within the core departments, general education teachers should also have the dedicated time and space needed to collaborate on shared lessons, common assessments, and interdisciplinary units of study. Department Coordinators share responsibility with building administrators for providing instructional leadership, and these proposed changes would allow peer coaching to become an integral component of the school's professional culture.

#### **SECTION FOUR: Community Engagement**

A. Describe the community outreach that has occurred to this point, and any future plans and goals related to engaging the community on the Shepherd Hill Regional High School project. If considering grade reconfiguration, consolidation of facilities, and/or a change to the current teaching methodology, describe the outreach and discussions that have occurred to this point and any future plans to engage the community on the proposed changes. Additionally, indicate whether the District has determined whether or not an override or debt exclusion might be required for full project funding.

On September 2, 2022, Dudley-Charlton Regional School District Superintendent Lamarche informed the learning community that Shepherd Hill had officially entered the MSBA Eligibility Period, and he also informed the learning community of the need to establish a Shepherd Hill School Building Committee (SHSBC). At the regularly-scheduled Dudley-Charlton Regional School Committee meeting of August 24, 2022, the School Committee established the composition of the SHSBC. On October 12, 2022 the School Committee then approved the membership recommendations of Superintendent Lamarche, and the SHSBC membership was finalized. The first official meeting of the SHSBC will occur on December 5, 2022.

Superintendent Lamarche continues to provide Eligibility Phase process updates to the Dudley-Charlton Regional School Committee during regular meetings. Principal Elwell has provided faculty and staff with process updates during faculty meetings, and has also included updates to the Shepherd Hill School Council membership during monthly meetings. Superintendent Lamarche and Principal Elwell will be scheduling forums with stakeholders to further inform the community of the MSBA process and the district's intentions. Members of the SHSBC will also serve as ambassadors in the community.

The proposed teaching methodology changes, including the reconfiguration of departments to promote greater coordination and collaboration will continue to be discussed with Department Coordinators during monthly meetings. Administration and Department Coordinators will work

closely with all staff in order to solicit feedback and build consensus around these and other programmatic changes.

At this time, no determination has been made relative to the community funding of the proposed project.

<b>SECTION FIVE: Attachments</b>
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A. Please attach to this completed Questionnaire any **Executive Reports or Conclusions** of reports or studies related to: Coordinated Program Review, Master Plan/ Facilities Plan (if not already on file), and NESDEC/NEASC reports (if not already on file). Below, list all documents attached (as applicable).

Documents attached:

- NEASC Report (2015)
- DESE Targeted District Review Report (2018)
- Shepherd Hill Regional High School Bell Schedule

Should you have any questions as you complete this document, please contact your Project Coordinator, Sarah Przybylowicz, at:

Massachusetts School Building Authority  
617-720-4466  
Sarah.Przybylowicz@massschoolbuildings.org

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES**

**COMMITTEE ON PUBLIC SECONDARY SCHOOLS**

***REPORT OF THE VISITING COMMITTEE***

**Shepherd Hill Regional High School**

**Dudley, MA**

October 25 – October 28, 2015

Gay E. Longnecker, Chair

Leesa Hudak, Assistant Chair

Mary Pierangeli, Principal

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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 Shepherd Hill Regional 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 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 American and International Schools Abroad (CAISA).

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

- Teaching and Learning Standards
  - Core Values, Beliefs, and Learning Expectations
  - Curriculum
  - Instruction
  - Assessment of and for Student Learning

- Support of Teaching and Learning Standards
  - School Culture and Leadership
  - School Resources for Learning
  - Community Resources for Learning.

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Committee in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it shows 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 Shepherd Hill Regional High School, a committee of seven members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available for young people. In addition to faculty members, the self-study committees included one building administrator.

The self-study of Shepherd Hill Regional High School extended over a period of 19 school months from October 2013 to June 2015. The visiting committee was pleased to note that students and parents 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 adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Shepherd Hill Regional High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

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

### **The Process Used by the Visiting Committee**

A visiting committee of 15 evaluators was assigned by the Committee on Public Secondary Schools to evaluate the Shepherd Hill Regional High School. The Committee members spent four days in Dudley, Massachusetts, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Committee's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, building administrators, and school resource personnel, diverse points of view were brought to bear on the evaluation of Shepherd Hill Regional High School.

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

- review of the school's self-study materials
- 43 hours shadowing 15 students for a half day
- a total of 6 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 30 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers



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

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

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

## School and Community Profile

Shepherd Hill Regional High School (SHRHS) is a four-year comprehensive high school located in Dudley, Massachusetts. This South Central Massachusetts high school (9-12), serves 1,153 students from the towns of Dudley and Charlton through the cooperative regional agreement established in 1970. In 2010 the total population of the two communities was 24,371. In the district, there are 1,999 male students and 1,998 female students, with a total student population of 3,997. Of the 1,153 students at the high school, 102 are school choice students from surrounding towns. In addition to the high school, the school district has four public elementary schools, Mason Road Elementary School and Dudley Elementary School in Dudley, and Heritage Elementary School and Charlton Elementary School in Charlton, as well as two public middle schools, Dudley Middle School in Dudley, and Charlton Middle School in Charlton. Bay Path Regional Vocational Technical School in Charlton serves students from both Dudley and Charlton, as well as eight other surrounding towns.

The rural community of Dudley, located 49 miles southwest of Boston and 16 miles southwest of Worcester in Worcester County, is known for its quaint, rural atmosphere with a number of ponds and reservoirs, which are ideal for recreation. The town also is home to a local golf course, which is currently used as the home course of the Shepherd Hill Regional High School golf team. Founded in 1815, Nichols College is a small but respected private college in Dudley, known for providing its students an excellent business education and strong return on investment. According to the 2010 census, Dudley's population is 11,390, a growth of 13.5% over the previous decade. In 2010, the average annual household income was \$64,782 and the median age was 38.3.

Twenty-one percent of Dudley residents hold a bachelor's degree or higher. The population of Dudley is 93.8% white, 2.9% Hispanic, 1.0% African American, .8% Asian and 1.5% other.

The rural community of Charlton, located 49 miles west of Boston and 12 miles southwest of Worcester in Worcester County, celebrated its 250<sup>th</sup> anniversary in 2005. Although Charlton was once a farming community, few of these farms remain. Just like Dudley, Charlton has a number of small ponds and reservoirs used for recreation by its residents. The population, according to the 2010 census, is 12,981, a growth of 15.3% over the previous decade. Twenty-six percent of Charlton residents have attained a bachelor's degree or higher and the average annual income was \$82,268. The population of Charlton is 94.2% white, 2.9% Hispanic, .9% Asian, .6% African American and 1.4% other.

The district budget for FY2016 is \$47,409,796. Thirty-eight percent of the total comes directly from the communities of Dudley and Charlton. Dudley's 2016 assessment is \$6,982,715, an increase of 2.48% over last year. Charlton's assessment is \$11,393,472, an increase of 1.59%. The remainder of the budget is funded primarily by state funds (Chapter 70, transportation reimbursement, and school building aid) along with \$1,012,500 from district reserves.

Shepherd Hill Regional High School has a graduation rate of 95.2% and a dropout rate of .5%. Sixty-four percent of students from the class of 2015 enrolled in four-year colleges, 18% enrolled in two-year schools, 2% enrolled in post-graduate trade schools, and 15% enlisted in the military or entered the workforce. The attendance rate for students is 94.8%, and the attendance rate for teachers is 96.7%. According to the 2014-

2015 Massachusetts School and District Profile, Shepherd Hill Regional High School had an average attrition rate for all students of 4.7%: 4.1% for females, 5.4% for males, 8.8% for high needs students, and 9.4% for low-income students. According to the Department of Elementary and Secondary Education profile, 14.6% of the school's student population is low-income, compared to a state average of 26.3%. Approximately 14.6% of students are deemed "economically disadvantaged", compared to a state average of 26.3%. Nine percent of the student population is disabled, compared to 17.1% across the state. Finally, .3% of students are English Language Learners, compared to a state average of 8.5%. In 2013, The Dudley-Charlton Regional School District per pupil expenditure of \$10,908 was \$3,113 (22%) below the state average of \$14,021. This ranked the district 314<sup>th</sup> out of 325 school districts across Massachusetts.

Shepherd Hill Regional High School has a strong Advanced Placement (AP) program, and its students have a long tradition of success on the Massachusetts Comprehensive Assessment System (MCAS.) In the 2013-2014 school year the school partnered with Massachusetts Insight Education (formerly Massachusetts Math and Science Initiative) in order to increase the amount of AP courses offered at the school and strengthen the AP curriculum and instruction in all areas. In the past three years Shepherd Hill has added four AP courses; English Language Composition, Environmental Science, Physics 2, and Computer Programming, bringing the total number of AP classes offered to 13. Also, by eliminating prerequisites for AP courses, the enrollment in AP courses has increased by 300% in three years. In May 2014, 213 students took 386 exams, and 64.2% of testers achieved a qualifying score of 3 or higher. The 2014 MCAS results were as follows: 94% of students scored proficient or higher on

the English language arts exam, 84% of students scored proficient or higher on the mathematics exam, and 85% of students scored proficient or higher on the science and technology portion of the exam.

The efforts and achievements of Shepherd Hill Regional High School students are recognized in a variety of ways. Some examples include the underclass awards ceremonies held at the conclusion of each year to reward students for academic success and perfect attendance. An annual senior awards ceremony is also held on the Friday before graduation to recognize outstanding graduates for academic achievement, commitment to various clubs and community service efforts, success in athletics, perfect attendance, and for contributions to the school through student government and other leadership endeavors. An honor roll is published quarterly and graduates who are members of the National Honor Society are awarded an honor cord at commencement. Additionally, every September for the past 26 years Shepherd Hill faculty, staff, and administrators host a First Honors Dinner, where students who have maintained the first honor distinction for four consecutive terms the previous year are invited to dinner served by teachers, followed by an inspirational message from a former graduate.

Shepherd Hill students enjoy many opportunities to be engaged in learning and enrichment outside of the classroom. For example, during the April school vacation many students participate in a foreign language trip, where students are given the unique opportunity to travel and learn the language, culture and history of foreign countries. Last year 123 students and 18 staff members traveled to Italy, Switzerland, and France. This year 80 students and 12 staff members will explore Madrid, Barcelona, and London. This unique experience allows students to expand the walls of the classroom and enjoy

authentic learning opportunities. Last year, in partnership with Quinsigamond Community College (QCC), the mathematics department realigned curriculum in the grade 11 Intermediate Algebra and the grade 12 Senior Math classes in order to better meet the needs of students who take the AccuPlacer exam upon enrolling at many area colleges and universities to determine placement in college level math classes. Students now have multiple opportunities to succeed on the Accuplacer test before beginning college. SHRHS students participate in dual enrollment programs through several local colleges, including QCC, Nichols College, and Worcester State University. SHRHS students are strongly encouraged to participate in extracurricular activities. An abundance of opportunities to play interscholastic sports, participate in the performing arts (band, chorus, and drama), and hone leadership skills through student government, are available to our students. The many clubs and groups available also help our students to connect with classmates and to pursue an interest or pastime. A small sample of these include robotics, Students Against Destructive Decisions, Astronomy, bowling, the environmental committee, the Gay-Straight Alliance, Friends on the Hill, the math team, and peer tutors.

## **Shepherd Hill Regional High School**

### **Core Values**

*“Committed to Excellence”, Shepherd Hill Regional High School is dedicated to educate, challenge and empower students to succeed in the 21st century. With “Pride and Unity”, we foster intellectual achievement, civic responsibility and personal growth.*

### **Beliefs about Student Learning**

*Through quality instruction in a safe and stimulating learning environment, we encourage students to be inquisitive, resourceful, and responsible learners. By cultivating respect and a strong work ethic, we are confident that our students will excel in the present and meet the demands of the future.*

### **21<sup>st</sup> Century Learning Expectations**

- 1. The Shepherd Hill student writes effectively – expressing ideas using conventional standard written English*
- 2. The Shepherd Hill student reads effectively – comprehending material from a written text*
- 3. The Shepherd Hill student demonstrates effective interactive communication skills (speaking and listening) – understanding and responding to a variety of topics and points of view*
- 4. The Shepherd Hill student uses technology effectively – utilizing and evaluating media and technology responsibly*
- 5. The Shepherd Hill student understands and applies personal wellness skills – demonstrates appropriate health related decisions*
- 6. The Shepherd Hill student demonstrates critical thinking – gathering and analyzing information to solve problems*
- 7. The Shepherd Hill student demonstrates cultural literacy – understanding diverse cultures and recognizing global perspectives*
- 8. The Shepherd Hill student demonstrates inventive thinking – using creativity in art, communication, and problem solving*
- 9. The Shepherd Hill student demonstrates civic and social responsibility – being respectful of people, ideas, and property as well as understanding the rights and duties of citizenship*

# **COMMITTEE ON PUBLIC SECONDARY SCHOOLS**

## **TEACHING AND LEARNING STANDARDS**

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**CORE VALUES, BELIEFS, AND LEARNING  
EXPECTATIONS**

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**CURRICULUM**

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**INSTRUCTION**

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**ASSESSMENT OF AND FOR STUDENT  
LEARNING**

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## Teaching and Learning Standard

# 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 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
3. The school's core values, beliefs, and 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations based on research, multiple data sources, as well as district and school community priorities.

## Conclusions

The school community engaged in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning. Beginning in March 2011 a committee comprised of administrators, teachers, students, parents, and community members met to review and revise existing academic learning expectations and to develop core values and beliefs about learning. Committee members were given copies of resources including NEASC's *Guidebook: Developing Core Values, Beliefs, and Learning Expectations* (2009) and the *Framework for 21<sup>st</sup> Century Learning*. Shepherd Hill faculty and staff attended a professional development session entitled, "*Embedding 21<sup>st</sup> Century Skills in Curriculum*," conducted by Ed Dunn from Teachers21. The committee brainstormed "ideas, values, and priorities" reflective of the school and designed a survey which was distributed to stakeholders (parents, community members, Dudley-Charlton Regional School Committee, and the Shepherd Hill Student Council). More than 1,500 surveys were completed and returned. Additionally, staff members were surveyed in department meetings and students were surveyed in advisories. From this feedback, the committee crafted core values and beliefs draft statements. The drafts were given to all staff members and feedback was requested. The final draft was approved unanimously during a full-faculty meeting in May 2011.

Following the approval of the core values and beliefs, the committee culled information from surveys and considered revisions to the existing learning expectations (designed in 2002). After reviewing survey feedback and reflecting on current literature, slight

changes were proposed, and in June 2011, the faculty unanimously approved Shepherd Hill's 21<sup>st</sup> Learning Expectations. In October 2011, the Shepherd Hill School Council unanimously endorsed the statements of core values, beliefs about learning, and the 21<sup>st</sup> century learning expectations. The Dudley-Charlton Regional School Committee unanimously voted to endorse them as well during their meeting in November 2011. After several years of implementation, the most recent Endicott survey indicates that 85 percent of the students and 91 percent of parents state that they are familiar with the Shepherd Hill Regional High School Core Values and Beliefs. In addition, survey results indicate that 86 percent of parents believe that the community shares the values represented in the school's core, values, beliefs and learning expectations. Students and parents are generally aware of these core values and beliefs. While teachers, parents, and students understand that the learning expectations reflect skills they should develop to be successful in a 21<sup>st</sup> century world, they also understand that their progress in meeting those learning expectations has no direct impact on their grades or graduation requirements.

The statement of core values and beliefs is prevalent throughout the school, in classrooms, on the school's website and letterhead, and on various documents. Faculty, parents, and students are able to reiterate the school's core values and beliefs about learning with a clear understanding using the motto "Pride and Unity" and "Committed to Excellence." As a result of the dynamic, collaborative, and inclusive process guided by current research to identify and commit to a set of core values and beliefs about learning, the entire school community has a sense of ownership and commitment to the school's

core values and beliefs that permeates the culture at Shepherd Hill Regional High School.  
(self-study, Endicott survey, parents, panel presentation, students)

Shepherd Hill has challenging and measurable 21<sup>st</sup> century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify how students achieve or exceed the expectations. The school has nine (eight academic and one social/civic) comprehensive, challenging, and measurable 21<sup>st</sup> century learning expectations: Students are expected to write, read, communicate, and use technology effectively; to demonstrate personal wellness, critical thinking, cultural literacy, and inventive thinking; and to demonstrate civic and social responsibility. The majority of students and faculty members feel that the learning expectations are challenging and that they assist in developing skills they will utilize in the remainder of the 21<sup>st</sup> century.

During the spring of 2012, a rubric committee comprised of faculty from each of the academic subject areas convened and revised rubrics for the student learning expectations in conjunction with the newly revised core values and beliefs. The faculty was asked for recommendations and feedback. The revised rubrics were reviewed at the final faculty meeting of 2012 and adopted unanimously. These rubrics are used school-wide to measure individual student achievement on each of the nine learning expectations. Rubrics contain 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. Teachers, students, and parents are aware of this. Specific departments have been identified as primary assessors of the

Shepherd Hill's learning expectations. The programs of studies clearly identifies which learning expectation will be measured course by course, however, as reported in the program of studies and curriculum guides, learning expectation #3 is assessed solely by the world language department and #5 is assessed solely by the health/physical education department. Because Shepherd Hill has developed challenging learning expectations designed to prepare each of its students for the 21<sup>st</sup> century and has developed analytic rubrics to assess achievement of these expectations, most students are able to understand their performance level on assignments and of what they need to do to meet school-wide learning expectations. (self-study, Endicott survey, student shadowing, parents, teacher interview, panel presentation)

The school's core values, beliefs, and 21<sup>st</sup> century learning expectations are actively reflected in the culture of Shepherd Hill, and frequently drive curriculum, instruction, and assessment, and guide many of the school's policies, procedures, decisions, and resource allocations. The culture of the school reflects the school's core values, beliefs, and learning expectations. The annual world language trip brings students and teachers outside of the classroom to explore cultures and languages that have been studied in the classroom. The First Honors Dinner recognizes the hard work of students who have maintained first honors for every term during the previous school year. Fundraisers and benefits bring students and faculty together as a unified team in order to support and participate in local affairs. An annual pep rally unites the school in a celebration of diversity, while celebrating the student athletes and students involved in the music program.

Faculty and staff create a culture that fosters respect and safety so that students are willing to take the intellectual risks needed to become “resourceful and responsible learners.” The faculty guides students by offering several personalized, engaging programs which are focused on expanding student-centered learning, higher order thinking skills, and self-reflection. In recent years, Mandarin Chinese, Financial Literacy, AP Environmental Science and engineering classes were added to the curriculum. The AP program was expanded, and improvements have been made with the school’s partnership with higher education institutions in order to provide students with an opportunity to meet the 21<sup>st</sup> century learning expectations.

Each curriculum area has been assigned a learning expectation as a primary evaluator, and instructors utilize the appropriate rubric for that expectation on formative and summative assessments as well as on common activities and assignments. Students have some opportunities to self-assess, and are given opportunities to master assignments. While the core values and beliefs are a significant driving factor in the culture, policies, and procedures, they are not currently the driving force behind instructional changes that are taking place. The student learning expectations were written into the new curriculum maps and are included in course syllabi. Additionally, the development of common midterms and finals across disciplines is a direct result of the examination of the core values, beliefs and 21<sup>st</sup> century learning expectations. The cell phone policy has recently been changed in order to incorporate the use of Smartphones for learning. Assemblies addressing character building and promoting good decision-making are regularly scheduled and the implementation of a salad bar for students in the cafeteria has given students more healthy options.

A meeting with the central office personnel found that administration is frequently willing to provide funding so students and faculty have access to resources. On an academic level, this includes over the past three years the addition of new Advanced Placement classes (English Language Composition, Environmental Science, Physics 2, and Computer Programming) bringing the total offering to 13 AP courses, additional AP professional development opportunities have been added, the partnership established with Nichols College to enhance opportunities for students involved in marketing class, the MCAS prep classes offered to students during the school year and over the summer, and the addition of a challenge course and rock wall. On a co-curricular level, the district is supportive of many clubs and groups, performing arts endeavors, student government, and athletic teams.

The parents, students, faculty and staff at Shepherd Hill value learning. These stakeholders are excited about the opportunities available for students, both in and out of the classroom. “Pride and Unity” is apparent in many aspects of the school. Students and parents often attend after-school activities to support other students in the school. These activities include attending sporting events, drama productions and musical performances. Students, faculty, and parents are proud of the programs being offered at the school and this has assisted in creating a school that is truly a community of learners. This past summer all students read *The Immortal Life of Henrietta Lacks*. Concepts from the book were woven across the curriculum and students were very excited to see the connections across disciplines. The students at Shepherd Hill respect adults; adults respect students; students respect students, however, more work needs to be done in order

to effectively engage all students. As a result of the many decisions made at all levels of the school community that reflect the core values, beliefs, and 21<sup>st</sup> century learning expectations, Shepherd Hill Regional High School has a positive school culture that makes the school a place that encourages learning and gives students and faculty the opportunity to continue to practice and achieve their core values, beliefs and 21<sup>st</sup> century learning expectations. (self-study, students, superintendent student shadowing, parents, teachers, teacher interview)

Since the core values, beliefs, and learning expectations have recently been formally adopted, Shepherd Hill has not yet developed or implemented a formal process and timeline for review and revision of its core values, beliefs, and learning expectations, nor have the district learning goals been aligned with the school's learning expectations. In March 2011, a core values and beliefs committee was developed. It was comprised of teachers, parents, students and community members. The school leadership implemented a process and timeline for the review and revision of its core values and beliefs. Since the completion of the committee's task, however, there has been no timeline put into place for the regular review and revision of the core values, beliefs and learning expectations. The most recent review and revision of the Shephard Hill Core Values, Beliefs and 21<sup>st</sup> Century Learning Expectations was grounded in research, informed by the use of multiple data sources, and school leaders and faculty are able to cite researched-based readings with which they are familiar. These include *Pathways to Prosperity* and *Framework for 21<sup>st</sup> Century Learning*.



Currently, no periodic forums exist to share information about 21<sup>st</sup> century skills and learning. In speaking with the school committee, they acknowledged that they do not receive updates on student progress toward meeting learning expectations, and they defer to school administrators to determine whether learning standards are met. Shepherd Hill Regional High School has not regularly solicited feedback from the local business community regarding the learning expectations.

The school examines data about student performance on standardized tests and student work. There are data teams and PLCs that meet to calibrate the rating protocol and to analyze results of standardized tests. Assessments that are commonly discussed include MCAS, SAT and AP test results as well as common midterm and final exams, student learning expectations, and District Determined Measures. The analysis of the data on standardized tests is used to facilitate the school's determination of achievement gaps. Some departments collect data regarding the learning expectations they are responsible for and use that data to reflect on curriculum and teaching practices in order to see areas that may need improvement. The PLCs and faculty members do not discuss research on learning with any regularity. The faculty did incorporate the discussion of district and community priorities into its discussion of the school's core values, beliefs about learning, and learning expectations. The faculty used these priorities when developing the school's core values, beliefs and learning expectations. As the core values, beliefs and learning expectations are reviewed and revised in the future, the faculty will need to ensure that community priorities continue to be discussed.

The school's learning expectations do not currently align with the district's learning goals. A newly adopted District Strategic Plan has been put into place in order to begin the process of aligning district goals with the school's core values and beliefs about learning. A regularly scheduled review of Shepherd Hill's core values, beliefs, and learning expectations including all stakeholders (students, teachers, parents, central office, community) which includes the review of multiple data-based research and includes district and school community priorities will ensure the core values, beliefs, and learning expectations are preparing all students to be ready for post-secondary education and/or career pathways. (self-study, panel presentation, teachers, central office personnel)

Commendations:

1. The thorough and inclusive process for developing the school's core values, beliefs and 21<sup>st</sup> century learning expectations
2. The core values and beliefs that are creatively posted, demonstrated, and embraced throughout the school
3. The identification of measurable, observable learning expectations and school-wide rubrics that address the needs of the 21<sup>st</sup> century learner
4. The many student programs and procedures that embed the core values in daily school experiences such as the opportunity for students to become leaders
5. The learning expectations that are adopted by each department and the civic and social expectation that is the responsibility of the entire faculty

Recommendations:

1. Develop and implement a process to regularly and deliberately review and revise the core values, beliefs, and learning expectations that includes all members of the school and business community
2. Use student achievement data on the school-wide learning expectations, as well as district-wide goals and current research to inform the review and revision of the core values, beliefs, mission statement, and learning expectations

## 2 Curriculum

*The written and taught curriculum is designed to result in all students achieving the school's 21<sup>st</sup> century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations
  - instructional strategies
  - assessment practices that include the use of school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
  - inquiry and problem solving
  - higher order thinking
  - cross-disciplinary learning
  - authentic learning opportunities both in and out of school
  - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

## Conclusions

The curriculum at Shepherd Hill Regional High School is designed to ensure that students are exposed to a variety of opportunities to meet the 21<sup>st</sup> century learning expectations. The nine learning expectations are identified and are covered by all of the various educational disciplines. Each of the learning expectations is listed in each of the curriculum maps as well as in the course catalog. The document identifying the learning expectations is available online, used by many teachers as a rubric for specific assignments, and posted in every classroom, library, and hallways. While the school has collected and reviewed data/results regarding the school's learning expectations, only a few departments have begun an ongoing process for using this data in revising curriculum. It is very clear in the curriculum maps which courses emphasize which of the learning expectations. In numerous courses there are indications of students practicing specific learning expectations. Multiple courses in multiple curricular areas offer learning experiences connected to each of the school's learning expectations. Most teachers understand and embrace the learning expectations they are responsible for teaching and assessing. When the formal, school-wide rubrics are purposefully integrated into the curriculum, students will have a guideline to gauge their progress on the 21<sup>st</sup> century learning expectations. (program of studies, classroom observations, facility tour, teacher interview, student work, curriculum maps, course syllabi)

All curriculum is written in a common format that includes units of study with essential questions, content and skills as well as 21<sup>st</sup> century learning expectations, instructional strategies and assessment practices. A review of the curriculum maps demonstrated the common format and alignment of 21<sup>st</sup> century learning expectations with their

curriculum. This format includes essential questions, content, skills and applicable 21<sup>st</sup> century learning expectations. While content is always addressed in the curriculum documents, concepts associated with content are not included. Each content area has assumed responsibility for certain learning expectations. Curriculum maps connect the state standards to the units of study in most courses and identify corresponding instructional strategies allowing opportunities for students to demonstrate related skills. Instructional practices are identified in the header of each curriculum map, yet they are not connected to specific content areas within the maps. Units of study in the curriculum maps identify multiple assessment strategies. While assessments practices are indicated there is no connection made between them and the use of school-wide rubrics. The vast majority of courses have curriculum maps but new courses/programs such as LEAP need to develop curriculum maps. Standards are not always addressed in every curriculum map. By having a common curriculum format, teachers, students and parents will be able to identify the 21<sup>st</sup> century learning expectations for each course and ensure alignment of the curriculum both within and between content areas. (curriculum maps, self-study, teachers, Endicott survey)

The curriculum, to varying degrees, emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities, and the informed and ethical use of technology by the majority of students. Inquiry and problem solving can be seen in the AP and upper level courses of all content areas, especially in the math and sciences, business/technology and fine arts. Higher order thinking is most often found in the AP and upper level courses, especially in social studies, sciences and math, however it is not

necessarily observable in all courses. Departments meet regularly to discuss and review data from MCAS, PSAT, SAT to review and revise curriculum. The consistent format for writing curriculum maps includes essential questions, assessments, and skills that frequently indicate higher order thinking skills. Department coordinators regularly engage in walk-throughs, observations, and monthly meetings to discuss issues of instructional practices involved in higher order thinking skills. Although these higher order thinking skills are more frequently seen in AP and upper level courses, some teachers are working toward incorporating these skills into all classes, through scaffolding and other forms of differentiated instruction.

Cross-disciplinary learning is limited but can be found in social studies and the widespread use of the school-wide theme. In the summer of 2015, all students and faculty read the book *The Immortal Life of Henrietta Lacks*. This book was then used as a springboard in multiple content areas. Geometry, chemistry, English, and social studies designed innovative cross-curricular lessons that integrated themes from this book.

Authentic learning opportunities can be found in science labs, fine arts, technology/business, the STRIVES program and the travel abroad program.

The condition in place that ensures some cross-disciplinary learning is the annual “school-wide theme.” Curriculum maps in science and math indicate the application of knowledge through cross-disciplinary learning. The English curriculum indicates extensive cross-disciplinary learning with history and social studies. Other curriculum maps infrequently emphasize cross-disciplinary learning. Some authentic learning opportunities are available in school (science labs) and through after school clubs and other programs.

Informed and ethical use of technology is emphasized in the business/technology courses, visual arts courses and sciences. All students at Shepherd Hill are required to read and sign the Student Technology Acceptable Use Policy (IJNDBA) Agreement Form; also, the students' parent/guardian signs this form. Three content areas are responsible for assessing learning expectation #4, effective and responsible use of technology. The curriculum of these three content areas (science, math, business/technology) indicate they are responsible for this learning expectation, however there are no specific lessons or exercises written in the curriculum maps that indicate this. When the curriculum consistently identifies applications for inquiry, problem solving, higher order thinking, cross-disciplinary learning, authentic learning and informed and ethical use of technology, all students will be ensured opportunities for depth of understanding and holistic, authentic learning. (self-study, student shadowing, student work, teacher interview, curriculum maps)

In some content areas there is alignment between the written curriculum and the taught curriculum. Each course has a curriculum that identifies course-specific content and skills. Curriculum maps list general instructional practices and assessments for each course. Some curriculum maps identify specific standards to be addressed as well as specific skills. Teachers can reference hard copy and electronic copies of the curriculum maps to plan instruction. Teachers meet in departmental Professional Learning Communities (PLCs) to review data from common midterm and final exams as well as from District Determined Measures to assess student mastery of the curriculum. Teachers also create and administer a variety of assessments to monitor student mastery. However,



some curriculum maps reference textbook worksheets and assessments rather than curriculum standards as measures of student achievement.

Many teachers indicated the need for common planning time to review the curriculum and to plan instruction based on the results of these assessments. While department coordinators conduct walk-throughs to observe the implementation of the curriculum, there is no formal process in place to review lesson plans as a means to measure the connection between the written and the taught curriculum. Some learning experiences are not reflected in the curriculum maps. There is a close working partnership between the media specialist and the English department to support writing and media literacy as part of the school's 21<sup>st</sup> century learning expectations, yet this cross-curricular activity does not appear in any of the curriculum maps. Increased opportunities to review the curriculum and plan instruction will support an alignment between the written and the taught curriculum. (teacher interview, teachers, curriculum maps, classroom observations, self-study, Endicott survey, school-wide rubrics, student work)

Curricular coordination and vertical articulation exists to some extent among most academic areas within the school as well as with sending schools in the district. Although professional development days have been used for vertical alignment among content areas between sending schools and SHRHS, the self-study reports more work needs to be done. Limited professional development time has been provided for SHRHS teachers to meet with some of their counterparts from the sending schools. Recently, the district began providing time for teachers to meet with each other within content areas for this purpose. The visual art teachers have been coordinating a K-12 district-wide art

exhibition for the past four years. This allows for art teachers to develop a comprehensive understanding of the vertical articulation of their curriculum. An ongoing, informal process exists for reviewing curriculum among most content areas. The English department specifically states its monthly meetings involve discussion of curriculum review, evaluation, and development. Continued collaboration among department members, increased collaboration among all departments, and increased vertical articulation with sending schools will allow for the further development of an effective system for full curriculum coordination. (teacher interview, self-study, department coordinators, teachers, curriculum maps, PD workshop descriptions)

Staffing levels, instructional materials, equipment and the resources of the library/media center are somewhat sufficient to implement the curriculum. District and school leadership, in addition to teachers, reports having sufficient staff to implement the curriculum. An appropriate number of special education personnel are available to support identified students in core academic disciplines. Staffing levels support the addition of new Advanced Placement courses such as AP Environmental Science and AP Language and Composition, as well as a wide range of electives that have been added to reflect student interest. Teachers report that class sizes range between 10- 30 students and laboratory classes are limited to 24 to meet current safety recommendations, yet some teachers report that a few lab classes exceed this number.

SHRHS offers a range of co-curricular activities and new activities often are added based on student interest. Staff members are able to supervise each of these activities, be it a paid advisor position or a volunteer position. All students participate in an advisory

program and there are enough staff volunteers to participate in this program that supports 21<sup>st</sup> century learning expectations.

Teachers reported having sufficient class materials /supplies to support the curriculum and as reported by the Endicott survey, 84.7 percent of students and 82.5 percent of parents believe that the school provides the necessary instructional materials for each course. Textbooks for environmental science, biology, chemistry and physical science have been updated to better reflect the district's learning objectives and the math department updated its algebra textbooks. Lab equipment, software, maps and other materials are provided to support the curriculum. Building-wide wireless Internet access does not exist and poses multiple challenges to the implementation of the curriculum. Four Google Chrome carts with Google Chromebooks provide a limited solution to this issue, but it does not eradicate the need for building-wide WiFi. The math department has multiple document cameras but reports that additional cameras would aid in the implementation of the curriculum. The visual arts department reports having updated programs for its computers as well as digital cameras for classes, however the concurrent scheduling of multiple sections of courses can impact the availability of equipment and poses challenges to the ability to deliver the curriculum. The media center has an adequate range of print materials and online materials that support the curriculum. The media specialist, in collaboration with teachers, is able to order additional materials to support the curriculum, and teachers are able to submit library purchase recommendations, which align with the needs of their content area. The media specialist has purchased e-books and students and staff have access to online databases to support

the implementation of the curriculum. In the library, sixteen computers are available for teachers to utilize with their classes.

While SHRHS has numerous course and co-curricular offerings that support the 21<sup>st</sup> century learning expectations, the aging facility limits the school's ability to fully implement these expectations and the curriculum. The staff reports that there are an adequate number of science labs and technology classrooms, but these labs have not been updated since the construction of the school and the space is limited to support the expanded course offerings and achievement of the learning expectations. Storage is an issue in many areas and performance space in the performing arts area of the building often doubles as storage areas thus limiting their ability to fully achieve the standards stated in the curriculum.

The school fosters numerous co-curricular activities and learning activities such as clubs, community service opportunities, leadership opportunities as well as the various types of show choirs and the annual world language trip abroad. Some co-curricular activities require student fees for supplies and expenses, and students often engage in a wide range of fundraising events to support participation in these programs. Students may also apply for scholarships to support and participate in work-study opportunities to support their participation in these programs which enhance the curriculum and help students to achieve learning expectations. Continuous review and enhancement as needed of staffing levels, instructional materials, technology, equipment, supplies, facilities and the resources of the library/media center will support the full implementation of the

curriculum as well as the school's learning expectations. (Endicott survey, teacher interview, classroom observations, facility tours, department leaders, central office personnel, Endicott survey)

The district provides the professional staff at SHRHS with sufficient personnel and funding but insufficient time for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

There is a designated curriculum coordinator working full-time for grades K-12 in the Dudley-Charlton Regional School District. The professional staff at SHRHS has adequate time to devote to curriculum coordination and articulation for grades 9-12.

Some members of the professional staff are actively engaged in the ongoing process of curriculum development and review. SHRHS has an informal process for review and development; this occurs during their regular monthly department meetings. Some of the expenditures related to curriculum development include release time, professional development time, conferences, books, and consultants. Some of the specific books the faculty has used during the development, evaluation and revision of curriculum include *What it Means to be a Great Teacher*, *Someone's Else's Child*, and *Teach Like a Champion*. Some professional development conferences attended by some teachers for this purpose were "Keys to Content Writing" a two-day conference in February 2014; teachers meeting several times in 2013-2014 to revise and align curriculum with K-12 educators in the district, and math and science teachers attending one week-long seminar at Massachusetts Insight, in summer 2015. Some content areas use data/results collected from assessment of the school's learning expectations to make revisions to the curriculum.

This year's annual school-wide theme is an exemplary innovative approach to connecting curriculum, both vertically grades 9-12 and inter-disciplinary across content areas.

Providing the school's professional staff with sufficient personnel, additional time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, will improve the quality education students receive through comprehensive curricula. (self-study, teacher interview, department leaders, teachers, students)

Commendations:

1. The inclusion of well-crafted, thought provoking and thorough learning expectations in the curriculum
2. The reporting of student progress toward achievement of the academic learning expectations on the 2<sup>nd</sup> quarter and 4<sup>th</sup> quarter progress reports
3. The use of curriculum maps to guide instruction
4. The content areas that provide authentic learning opportunities both in and out of school
5. The availability of co-curricular activities that enhance the curriculum and learning
6. The use of common midterms, final exams, and DDMs to inform revision of curriculum maps
7. The updating of textbooks in the science and math departments
8. The addition of a district curriculum coordinator working to coordinate K-12 curriculum

9. The professional development committee that evaluates staff needs for the new recertification cycle and the district's designation of funds and release time for teachers to participate in PD opportunities
10. The use of school-wide themes that encourage innovation and imagination in cross-curricular instruction and promote community

Recommendations:

1. Ensure integration of learning expectations and school-wide rubrics in the written curriculum
2. Develop and implement a plan to ensure that the written curriculum is aligned with the taught curriculum
3. Increase opportunities for teachers to plan for cross-disciplinary learning
4. Develop and implement a plan to ensure vertical alignment at SHRHS as well as with the sending schools
5. Link instructional practices to specific elements in the curriculum maps
6. Provide the school's professional staff with sufficient time and resources to regularly review and revise curriculum maps
7. Ensure the implementation of higher order thinking, inquiry and problem solving in all classes across the school

### 3 Instruction

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



## Conclusions

Teachers' instructional practices are routinely examined to ensure consistency with the school's core values, beliefs, and 21<sup>st</sup> century learning expectations. Teachers (78.3 percent) report that they continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning. Curriculum maps include learning expectations and specific instructional practices, and the SHRHS Course Description Catalog lists the learning expectations. All teachers are familiar with the school's identified beliefs about learning and the standards for which they are responsible. In addition to reflecting upon individual instructional practices, teachers sometimes meet collegially, both informally and formally, to discuss instructional practices in their department's curricula. Although monthly after-school department time is used to examine student work, to review MCAS and exam scores, to address school-wide initiatives, and to collaborate on instructional practices, teachers express the need for more formal time to reflect on and to review their instructional practices. Time to meet collegially is sometimes allotted during professional development days. When teachers consistently examine their pedagogy, and when they integrate the school's core values, beliefs, and learning expectations into their instructional practices, students are assured opportunities to achieve the learning expectations. (Endicott survey, teachers, student work, curriculum maps, self-study)

Teachers' instructional practices inconsistently support the achievement of the school's 21<sup>st</sup> century learning expectations by attempting to personalize instruction, engage students in cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem solving, and higher order thinking; apply

knowledge and skills to authentic tasks; engage students in self-assessment and reflection; and integrate technology. Although many teachers cite examples of personalized instruction such as student choice of project and essay topics, only 45.5 percent of students agree with this assertion. Eighty-eight percent of teachers believe they personalize instruction; however, only 31.8 percent of students and 58.3 percent of parents agree with this assertion. While some teachers cited valid examples of personalized instructional practices during interviews and the panel presentation, such as utilizing kinesthetic activities to demonstrate understanding of vocabulary and jigsawing, little evidence of this practice was observed in classroom observations.

Departments do make an effort to engage students in cross-disciplinary learning. Each year, staff members select a school-wide theme and all teachers design lessons and projects related to the selected theme. Some examples utilized this school year include STEAM projects such as demonstrating an understanding of the Plague in a work of art and comparing and contrasting elements of an episode of *Law and Order* to the school-wide text, *The Immortal Life of Henrietta Lacks*.

Although 76.4 percent of parents agree that teachers engage their children as active learners, many classroom observations conflicted with this perception. Students are often engaged in passive activities, such as copying notes, working on review sheets, or listening to lectures. Some exceptions were noted such as in visual arts, however there was little evidence across the curriculum to support the assertion that students are often engaged as active and self-directed learners.

While the Endicott survey indicates that 78.8 percent of parents and 92.8 percent of teachers report that instructional practices emphasize inquiry, problem solving, and higher order thinking, classroom observations as well as examination of student work demonstrates inconsistencies in these instructional practices. Examples of the use of inquiry, problem solving, and higher order thinking reported by teachers include students engage in debate and are asked challenging questions; students conduct inquiry-based labs; and students exhibit some analysis, evaluation, and synthesis in completing projects. However, these practices were not consistently observed across the school during classroom observations or in student work, nor was it consistently applied across all levels.

While 55.2 percent of students report that they have the opportunity to apply what they learn outside the classroom, there are multiple opportunities for students to do so. Some examples of authentic tasks include learning to grocery shop in the LEAP program, completing an externship in STRIVES, producing videos in SHAM, displaying art work at a district-wide art show, producing musical performances, engaging in mock trials, producing computer programs, and performing biotechnology finger printing labs at the Worcester Foundation of Experimental Biology.

Whereas 64.6 percent of students believe that teachers provide opportunities to assess their own work, self-assessment and reflection is not a part of instructional routines in many classes. Teachers report that they occasionally ask students to reflect upon their performance in tasks. Many teachers also report that this is an informal process rather

than a consistent instructional strategy. Reflective practices to improve student learning, however, is not pervasive.

According to the Endicott survey, 54 percent of students state that teachers ask them to use technology in assignments. As a result of limited access to the Internet in the building, most teachers do not develop lessons requiring Internet access. Some accommodations have been made in an attempt to circumvent these limitations, however. For example, the student handbook was recently modified to allow Smartphone usage in the classroom in lieu of computers.

When instructional practices such as personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating the use of technology are utilized, the school's 21<sup>st</sup> century learning expectations will be fully supported. (panel presentation, teacher interview, self-study, students, student work, student shadowing, classroom observations, Endicott survey)

Teachers adjust their instructional practices to meet the needs of each student by using formative assessment; by strategically differentiating, and by providing support for students before, during, and after school hours; group activities, however, are not always purposefully organized to maximize student learning. Teachers indicate in their self-study and in interviews that they often adjust instructional approaches in response to student

needs. Sixty-five percent of students agree that their teachers vary teaching strategies, while 13 percent of these students disagree and 21.8 percent are undecided.

Teachers report that they utilize formative assessments during class, including questioning, exit tickets, quick surveys, and mini-assessments to provide feedback and to guide lesson development and instruction. For example, the English department introduced a graphic organizer to support the learning expectations after students performed poorly on a writing assignment. Members of the performing arts report that formative assessment is a natural ongoing practice essential to the discipline. Student homework is commonly reviewed as part of the lesson in many classrooms and students can ask questions of the teacher if clarification is necessary. However, only 57.2 percent of parents report that teachers modify or adjust their instructional practices based upon students' progress in achieving the school's 21<sup>st</sup> century learning expectations. Additionally, while the purpose of assessment is improvement, some detailed feedback is neither specific nor actionable.

According to the Endicott survey, 92.8 percent of faculty use differentiated instructional practices and teacher interviews reveal that they recognize the importance of this instructional strategy. Additionally, teachers cited examples of differentiated instruction including literary circles, the incorporation of visuals, modifications for learning disabilities, use of manipulatives, student choice, scaffolding, or extra time on tests. However, few of these methods were evident during classroom observations and in examination of student work.

According to the Endicott survey, 68.7 percent of teachers report that they adjust their instructional practices by organizing group learning activities. Additionally, 75 percent of students report that teachers use group activities. Examples of group work include development of lab reports, the collaboration over mathematical problems, and the completion of subject-specific worksheets. Groups are assigned largely by student choice, less so with deliberate teacher design after analysis of student data and performance, nor with specific student needs or abilities in mind.

Teachers, students, and parents consistently and enthusiastically report that extra help is available to all students after school, and at a time when the teacher is available during the school day. The Endicott survey reaffirms this availability as 86 percent of parents agree that teachers provide additional support for their children. School-wide practices exist for struggling students such as the Student Support Team, Student Improvement Plans, weekly progress reports for any student who asks, as well as co-taught and special education services. When teachers employ differentiated instruction that meets the needs of all students, and design grouping patterns using performance data, and include specific feedback to students, student's achievement of the school's 21<sup>st</sup> century learning expectations will be fully supported. (teacher interview, Endicott survey, students, classroom observations, student shadowing, student work, self-study, department leaders)

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; and engaging in professional discourse. A majority of teachers (85.5 percent) report that they improve

their instructional practice by using student data from a variety of formative and summative assessments, including midterm and final exam analysis and MCAS score data analysis. Examination of data occurs in PLC meetings several times a year and within informal conversations among colleagues. Teachers, however, express a need for additional opportunities to meet with other department members in order to routinely examine student data. Teachers examine student work using feedback from a variety of sources, including students, other teachers, supervisors, and parents.

Student work is also examined both individually and collegially to inform instruction. Many departments report utilizing departmental meetings and professional development days to examine student work and analyze exams and MCAS scores to identify instructional needs. Again, teachers express a desire for more opportunities to examine work collaboratively.

Although teachers use feedback from a variety of sources, including students, other teachers, and supervisors, parents do not provide a large amount of feedback. While departments use feedback from colleagues and students in regard to instructional practices, via surveys, questionnaires, and collegial analysis, little feedback is solicited from parents.

Only 18.8 percent of parents indicate on the Endicott survey that their children's teachers have asked them for feedback about teachers' instructional practices. Some teachers state that they do not feel parental feedback is helpful except in the context of parent-teacher conferences. Teachers do believe, however, that student feedback can be helpful,

particularly in identifying areas in which a student may struggle in a subject and at the end of a course.

Teachers sometimes examine current research, however it is delivered primarily in the form of weekly memos from the school principal and superintendent. Several days of formal professional development is offered to all faculty and teachers are entitled to \$150 per year to apply toward a professional development conference of their choice and between \$750 and \$1000 to pursue graduate work. Current educational research was utilized in selecting and preparing the school-wide learning expectations in 2011.

Teachers do engage in professional discourse focused on instructional practice, including the process of vertical curriculum mapping for their departments. Each curriculum map includes specific instructional practices. In addition, some departments use professional development days to establish common protocols, such as writing research papers.

Teachers feel the principal and superintendent vigorously encourage professional discourse, as is evident in the articles, inspirational comments, and memos faculty members regularly receive from administration. Additional professional discourse occurs following administrator's walk-throughs and formal observations of teachers.

Examining data, utilizing feedback, and examining current research provides an opportunity to reflect upon and improve instructional practices that further student learning. (Endicott survey, teachers, teacher interview, classroom observations, department notes, student work, self-study)

SHRHS teachers maintain expertise in their content area and express a desire to develop content-specific instructional practices. To this end, the school's professional



development program provides direction, approval, and financial support to improve professional practices. A significant number of teachers have recently trained to become Advanced Placement teachers and many of these teachers have continued to go to workshops this past fall to continue to develop their craft. School leaders report that requests for professional development are very rarely, if ever, denied. Teachers have also benefitted from association with the French River Education Center because of the diversity of course selections available at nominal costs. Additionally, online workshops are also available as well as enrollment in professional groups within Twitter. Finally, the District Professional Development Committee coordinates professional development needs and has announced district-wide reads on pedagogical topics in the past. The Endicott survey indicates strong agreement that faculty maintains expertise in the subject they teach (94 percent of staff, 88.5 percent of students, and 80 percent of parents). However, with only 2.5 days of professional development built into the school's calendar, and with district-wide initiatives usurping half of this time, teachers express concern over the lack of time for content-specific professional development and collegial collaboration. Additionally, while they recognize that there is strong support for teachers to seek outside professional development, teachers express a reluctance to take days out of school due to its impact upon students. Rather, some teachers have stated that they prefer to take online courses which they can access outside of school hours. While teachers have some professional literature available to them, this collection is not in its permanent location and is dated and limited in terms of its depth and breadth. When teachers are allotted more time for professional development, teachers continue to

improve their practice, which in turn supports students to achieve the 21<sup>st</sup> century learning expectations. (teacher interview, Endicott survey, self-study, school leadership)

Commendations:

1. The examination of instructional practices to ensure consistency with the school's core values, beliefs, and 21<sup>st</sup> century learning expectations
2. The use of authentic tasks to apply learning outside the classroom
3. The willingness and availability of the teachers to provide extra help for students
4. The practice of adjusting instructional practices to meet student needs
5. The teachers' use of time provided to work efficiently, collaboratively, and productively in order to improve instructional practices
6. The regular examination of data from multiple sources
7. The teachers who value professional development and continuous learning
8. The financial support for professional development from the school district
9. The use of school-wide instructional themes that allow for cross disciplinary collaboration

Recommendations:

1. Provide more opportunities for inquiry, problem solving, and higher order thinking in instruction in all academic levels
2. Ensure opportunities for self-directed learning rather than teacher-centered instruction in all classes
3. Formalize the use of self-assessment and reflection as a routine practice in all disciplines

4. Provide adequate wireless infrastructure to incorporate meaningful use of technology into instructional practices
5. Formalize the use of student data related to the achievement of the 21<sup>st</sup> century learning expectations to inform instruction
6. Increase opportunities for teachers and departments to review current educational research, to examine data, and to discuss instructional practices, individually and collaboratively

## 4 Assessment of and for Student Learning

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

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21<sup>st</sup> century learning expectations.
2. The school's professional staff communicates:
  - individual student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families
  - the school's progress in achieving the school's 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
  - student work
  - common course and common grade-level assessments
  - individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations
  - standardized assessments
  - data from sending schools, receiving schools, and post-secondary institutions
  - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

## Conclusions

The professional staff continuously employs a formal process, based on school-wide rubrics, to assess individual student progress in achieving the school's 21<sup>st</sup> century learning expectations and is in the process of implementing a means of aggregating whole-school progress toward those expectations. The school ensures that each student has regular opportunities to be assessed on each of the school's learning expectations using a system devised by department coordinators and administrators that assigned an average of two of the 21<sup>st</sup> century academic learning expectations to each department and course. All departments and courses are responsible for assessing civic and social responsibility. On quarter two and four progress reports, all students receive comments of "exceeds, meets, approaches, below" on the course-assigned academic learning expectations. All students are assessed across the curriculum on civic and social responsibility by way of comments on the third quarter progress report. Currently, departments are developing and refining the process to collect data required to track school-wide achievement of the learning expectations. Because the school uses a formal process, based on school-wide rubrics, to assess individual student progress on the 21<sup>st</sup> learning expectations, students know where they stand in regards to these important goals. (parent, teachers, students, department coordinators, guidance counselors, Endicott survey, SHRHS Programs of Studies, student work)

Shepherd Hill Regional High School reports student progress in achieving the school's 21<sup>st</sup> century learning expectations to students and their families and continues to develop the process to report this school-wide progress to the school community. The school

communicates individual student progress in achieving each of the 21<sup>st</sup> century learning expectations on the quarter two, three, and four progress reports. This occurs using a comment on the quarterly progress report that is a continuum rating ranging from “below expectations to exceeds” expectations. The comment is not tied to the grade earned in the course. Previously, communication was reported to parents electronically. The parent portal for the new online gradebook is not yet accessible to parents. The school has identified an annual benchmark date when it shares whole-school achievement of each of the school’s 21<sup>st</sup> century learning expectations with the community. A public report of 2014-2015 school's progress is on the district’s website. As the school continues to report individual achievement of the 21<sup>st</sup> century learning expectations, and when it refines its process to report school-wide progress to the community, Shepherd Hill Regional High School will be able to identify learning needs of students and to adjust curriculum and instruction accordingly. (self-study, teachers, school leadership)

The professional staff collects, disaggregates, and analyzes data from standardized assessments and data from common summative assessments to identify and respond to inequities in student achievement. The professional staff collects, disaggregates, and analyzes a range and variety of data/results, including both formative and summative common departmental assessments, as well as standardized test results (MCAS, SAT, PSAT, AP) to identify inequities in student achievement. Some department coordinators report that school-wide academic expectations are used to assess student summative assessments using the school-wide analytic rubrics. Teachers discuss the review of this student work informally. During department meetings, teachers review summative

common assessment results in February and at the end of the school year “to determine if adjustments in curriculum and instruction can be made across all classes.” Ongoing discussions of any achievement gaps occur during designated professional development days and as part of the course selection process. Curriculum maps were reviewed most recently in the spring of 2015 by all departments based on identified gaps in student achievement. Major curriculum revisions occur on a scheduled rotation.

Changes in accelerated level instructional practices are made to increase student opportunity to demonstrate higher order thinking skills. Level 2 instructional practices include guided questioning and assessment-specific tools such as illustrations, teacher-generated outlines and textbook-generated resources. Student work portfolios/folders serve as a vehicle for individual teachers to identify needed changes in instruction. There is informal discussion among teachers of commonly taught courses about the data examined and how it relates to instructional practices. Continuing the practice of collecting, disaggregating, and analyzing data to respond to individual and school achievements is essential to understand and respond to inequities in achievement. (self-study, Endicott survey, teachers, department leaders, school support staff)

Teachers at SHRHS sometimes communicate to the students, prior to units of study, the school’s applicable 21<sup>st</sup> century learning expectations and related unit-specific goals to be assessed. Course syllabi listing the 21<sup>st</sup> century learning expectations are distributed to students on the first day of class. While the commonly used syllabus format includes information about grading and course topics, it does not articulate to students what they are expected to know and be able to do prior to each unit of study. According to the

Endicott survey, 54.2 percent of teachers and 60.9 percent of students agree that teachers reference the expectations (some make verbal references to learning expectation posters in classrooms) at the beginning of each unit of study. Consistent communication of the school's 21<sup>st</sup> century learning expectations and of unit-specific goals prior to a unit of study clarifies for students what is expected and provides consistency across content areas. (teacher syllabi, Endicott survey, self-study)

Prior to summative assessments, teachers frequently provide students with the corresponding school-wide rubrics, however course-specific rubrics are not consistently provided. Teachers report that the rubrics for assessing 21<sup>st</sup> century learning expectations are reviewed before summative assessments. Departments have developed common midterms and final exams and share rubrics to ensure equity and consistency. Efforts are ongoing to devise additional common assessments and rubrics. Students are sometimes given the course-specific rubric for assignments. Consistently providing corresponding course-specific rubrics to all students prior to giving summative assessments will ensure that all students have knowledge of their expected level of performance. (student work, teacher interview, students, self-study)

In each of the units of study, most teachers employ a wide range of assessment strategies, including formative and summative assessments. Teachers regularly assess daily learning by using tools such as Kahoot It!, Pick Me app, whiteboard short student responses, review exercises "Do Nows" and exit activities. Some teachers check individual student progress through conversations with students on an individual basis or



in small groups. In some courses students are encouraged to reflect on their work to measure their own progress. This is especially visible in the visual and performing arts and technology and engineering, where students are required to critique their work and decide how to improve their performance/end product. In many classes, a variety of assessments are used including portfolios, individual and group projects, and student presentations. Endicott survey results show that 96 percent of teachers believe they use a variety of assessment strategies. The range of assessment strategies varies depending on the level of the course. In many level 2 courses, assessment is focused primarily on recall and students are frequently given study guides and vocabulary lists to use during the assessment process. Level 1 students being assessed on the same skill set as level 2 students are required to demonstrate knowledge using less or no teacher-provided tools, and AP students are required to create and/or problem solve to demonstrate their learning. In some circumstances teachers provide exemplars for assignments/projects. Teachers use results from semester and final exams to measure the effectiveness of the various instructional strategies they use and to make recommendations for student placement in subsequent sequential courses. 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, student work, administrative evaluation instrument, Endicott survey)

At SHRHS, teachers collaborate regularly through a variety of collaborative processes on the creation, analysis, and revision of formative and summative assessments, including common assessments. The school designates specific PD meetings and department

meetings for staff to collaborate about assessment practices. The majority of other interactions occur informally and outside of the contractual school day. Release time is also available for collaboration, but is utilized predominantly for major curriculum revisions. Teachers report they would like common planning time built into the schedule. Staff review of common assessment data occurs primarily during monthly department meetings and in informal setting (i.e., in hallways, during prep periods, before and after school, during lunch). The new educator evaluation process encourages the creation of common assessments to support SMART goals and DDMs. Modifications to common midterm exams are discussed departmentally in February using the midterm exam analysis template. The staff is working to develop common assessments across curriculum, as they continue to use them in common courses. Regular formal collaboration on the creation, analysis, and revision of formative and summative assessments, including common departmental and interdisciplinary assessments, will foster students' achievement of the school's 21<sup>st</sup> century learning expectations. (self-study, department meeting minutes, teacher interview, teachers)

While some teachers provide specific, timely and corrective feedback to ensure students revise and improve their work, this practice is not consistent. Some teachers use ongoing formative assessment practices to monitor and assess students' work and to provide students with immediate opportunities to revise/resubmit their work before their work is formally assessed. Corrective feedback is primarily used for revision on AP and level 1 assignments. Classroom observations and examination of student work reveal feedback on work in level 2 courses is limited to praise and error correction. Applicable

departmental rubrics are also used to provide some feedback. Often assignment checklists are used for feedback, giving a grade but offering little specific, corrective feedback. Teachers report that students have the opportunity to examine previous assignments before summative assessments are given; however, with the exception of some AP students, in general students do not take advantage of this opportunity. The Endicott survey reports that 70.4 percent of students agree that teachers offer suggestions to improve their work. Teacher feedback is timely. Teachers sometimes review common student errors on summative assessments with the class as a whole before the next unit of study. Consistently providing specific, timely, and corrective feedback to students deepens their understanding of material and improves their overall academic success. (student work, classroom observations, student portfolios, teacher interview)

Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Teachers in many courses use “Do Nows”, Socratic method, Pick Me app, and exit slip data to inform future instruction. Classroom observations revealed the use of entrance and exit short quizzes to assess the students’ level of understanding. Review games like jeopardy and the use of white boards are also used across the curriculum to assess the effectiveness of instructional strategies incorporated in lessons prior to introducing the next lesson. Technology incorporation in the review process involves using Kahoot!, turnitin, GradeCam, and other online software. Teachers report that they informally discuss the results of their common, departmental assessments and use the results “to make immediate adjustments to their instruction based on the needs of the students and class.” They also report that although

they understand that formative assessment drives instruction, the lack of common planning time makes collaboration difficult. When teachers regularly use formative assessment to inform their instruction, more students benefit from instruction adapted to their needs, resulting in improved student learning. (self-study, classroom observations, teacher interview)

Teachers and administrators at SHRHS, individually and collaboratively, continue to work toward formally examining individual and school-wide progress in achieving the school's 21<sup>st</sup> century learning expectations for the purpose of revising the curriculum and improving instructional practice. At scheduled department meetings, teachers review student work for the purpose of revising curriculum. Instructional practices are also discussed. Due to lack of common planning time, it is difficult for teachers of co-taught and commonly taught courses to collaborate on examining student work. Teachers report that they collaborate frequently during lunch and before and after school informally to gather evidence pertinent to revising curriculum and for improving instructional practices. Department leaders, administrators, and teachers report that across the curriculum common summative grade-level assessments are administered twice yearly. Students in common courses also take common departmental formative assessments. Individual and school-wide progress in achieving 21<sup>st</sup> century learning expectations is measured using school-wide rubrics and recorded on student progress reports in quarters two, three, and four. Because conversion to the new SchoolBrains grading software is not complete, previous data stored in iPass is no longer available and therefore there is no evidence to examine. All students take MCAS in grade 10; all

sophomores take PSAT/NMSQT and juniors can choose to take PSAT/NMSQT, but must pay individually, and students in all AP courses are required to take AP exams and pay for them. Guidance reports that if students are unable to pay for standardized tests, the district provides the necessary funds. There are reports on results of tests taken during 2012-2013 in the School Integrated Summary for all CEEB exams and for PSAT exams taken in 2013-2014. The self-study states that curricular changes have been made based on individual and collaborative examination of failure rate, aggregated results of school-wide learning expectations, CEEB and state testing results and college placement rates. The change in electronic reporting has made evidence unavailable for examination. Previous information available on iPass was lost when the new SchoolBrains software was adopted this year. Administrators report that there is a plan to address this incompatibility of software programs. Teachers and support staff report difficulty in making changes based on examining data since data is currently unavailable. Through the recently adopted educator evaluation instrument "Massachusetts Model System for Educator Evaluation," students are surveyed to provide data for teachers to analyze in the future regarding impact of teacher assessment-related instructional practices. The new Naviance software currently beginning to be implemented was adopted with the intent of providing data to analyze from post-secondary institutions. Seniors received training in their English classes this fall and students say that they are currently using Naviance to some degree in post-secondary planning. As a result of math department analyzing data on graduating seniors' college placements rate, math curriculum was revised to enable struggling students to take a course at SHRHS to prepare them to succeed at Quinsigamond Community College.

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 benefits students by synthesizing the school's curriculum, assessment, and instructional practices. (student work, self-study, teacher interview, school leadership, school support staff, school profile, CollegeBoard/MCAS test result reports)

At Shepherd Hill Regional High School, grading and reporting practices were recently reviewed and revised to ensure alignment with the school's core values and beliefs about learning; however grading practices were reviewed only for revising common, course-specific departmental assessments. As reported in the self-study, staff does not yet have a procedure in place to regularly review and discuss the effectiveness of the school's grading practices with regard to the core values and beliefs. While summary reports of data from teacher assessment of students' degree of achievement of expectations for core values and beliefs have been generated and are made public on the school's website, there is currently no specific plan in place for regularly reviewing this data for the purpose of designing assessments. Rubrics directly aligned to the core values have been developed to assess student progress toward meeting expectations. Comments have been added to the school's report card and progress reports in second and fourth quarter to inform parents and students about progress made in meeting the school's learning expectations and progress reports in third quarter inform parents and students of student progress in meeting civic and social core expectations. Teachers participate in grading calibration activities during a scheduled department meeting to ensure that grading practices are

consistent across the curriculum. When interviewed, teachers stated that departments grade in a similar fashion, however they could not speak for all departments. The Endicott survey reveals that 71.1 percent of staff agrees that reporting and grading practices are regularly reviewed and revised. When all teachers regularly review and revise grading and reporting practices to align with the school's core values and beliefs about learning, students will understand the connection between the grades they earn and the 21<sup>st</sup> century learning expectations. (self-study, teacher interview, school-wide rubrics, report cards, progress reports)

Commendations:

1. The use of school-wide rubrics to assess progress toward meeting 21<sup>st</sup> century learning expectations
2. The efforts of teachers of commonly taught courses and co-teachers in co-taught courses to create opportunities for collaboration to discuss evidence related to instructional practice and common assessment results for the purpose of improving student performance
3. The adoption of Naviance software to assist students in goal setting and post-secondary planning
4. The development and use of common summative assessments and the ongoing development of common assessments across the curriculum
5. The use of a variety of formative assessments to inform instruction
6. The administration's and faculty's efforts to develop remedial opportunities to improve student learning

7. The changes made to the mathematics curriculum as a result of college placement data

Recommendations:

1. Formalize a process that guarantees frequent opportunities for all faculty members to analyze data from formative and summative assessments
2. Ensure all assessments include application of knowledge and skills in addition to recall of information
3. Develop and implement a process to communicate school-wide progress in achieving the school's 21<sup>st</sup> century expectations
4. Communicate the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to students prior to each unit of study
5. Review grading and reporting practices to ensure alignment with the school's core values and beliefs about learning
7. Provide students at all levels with specific and corrective feedback on their work



## **SUPPORT STANDARDS**

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**SCHOOL CULTURE AND LEADERSHIP**

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**SCHOOL RESOURCES FOR LEARNING**

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**COMMUNITY RESOURCES FOR LEARNING**

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## 5 School Culture and Leadership

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

## Conclusions

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. The student, parent, and teacher handbooks reflect high expectations for learning. The students report that there are high expectations in their courses. The core values, beliefs about learning, and school-wide student learning expectations were visible in classrooms and were incorporated in class syllabi. Discipline and attendance policies illustrate responsibility and high expectations for students as evidenced in the student/parent handbook, teacher handbook, the discipline code, and the attendance policy. Absences are monitored and calls home are made every morning to verify if parents are aware of the student's absence. Students report that the principal addresses the students and faculty when a major issue arises. Students indicate feeling welcome to meet formally and informally with the principal. A review of the annual data on disciplinary actions and incidents of vandalism have reflected downward trends. The school provides a variety of programs and activities that are focused on improving school climate. These programs include the Gay Straight Alliance (GSA), Sheppard Hill Alternative Reinforcement Program (SHARP), Students Against Destructive Decisions (SADD), and the National Honors Society (NHS). Additionally, programs such as Spirit Week, Pep Rallies, Freshman Barbeque, Freshman Jump Start Orientation, and the Homecoming Dance aim to promote student pride and ownership of their school. Students and staff report high student and staff attendance at after-school activities such as sports, drama and music productions, and fundraisers like car washes. Staff members report that many students choose to stay at school after the

school day ends because they feel it is a welcoming place. Interviews with students revealed that they believe teachers have high expectations of them in learning, goal-setting, behavior, respect for other, and participation in school and community. Because the school community fosters mutual respect and student responsibility for learning while providing a safe, positive, respectful, and supportive culture, it ensures a sense of pride, shared ownership, and high expectations for all. (students, teachers, school committee, school leadership, central office personnel)

Although Shepherd Hill strives to be equitable and inclusive in some elective courses and in a wide variety of co-curricular endeavors, the school does not foster heterogeneity by reflecting the diversity of the student body in a majority of core classes, nor does it ensure access to challenging academic experiences for all students. Shepherd Hill's Program of Studies indicates four levels of student grouping: Advanced Placement, Level 1 (honors/accelerated), Level 1 (college prep), and Level 2 (college prep). The Life Skills program STRIVES (Skills to Reach Individual Vocational Educational Success) is a separate classroom staffed with a special education teacher, a job coach, and several assistants. According to the program of studies, the majority of core courses are leveled; however, in an effort to ensure access to high level courses for students, nearly all prerequisites for Advanced Placement (AP) courses have been eliminated. The curriculum in Level 1 college prep courses is intended to be identical to the Level 2 college prep courses but with variations in instructional methods and assessments to meet the learning styles and needs of the students in the class. Teachers reported that they individualize instruction and assessment as needed. However, engaging academic challenge was not evident in Level 2 courses. The Endicott survey reports that 72 percent

of students agree that they have a number of opportunities to take courses with students of varying levels of ability. Although Shepherd Hill Regional High School makes attempts to broaden grouping patterns, not all students are guaranteed the experience of academic challenge, engagement, and diversity. When courses are populated with students reflecting the diversity of the student body and are more heterogeneous, Shepherd Hill will create a more equitable and inclusive environment, which will promote academic challenge for all students as they strive to meet the 21<sup>st</sup> century learning expectations. (school leadership, teachers, students, self-study, Endicott survey)

There is a formal, ongoing program through which all students have an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21<sup>st</sup> century learning expectations. Shepherd Hill Regional High School has a formal advisory program which provides regular contact to connect each student with an adult member of the school community. The advisory period meets every Wednesday for 24 minutes. Teachers, administrators, and administrative assistants all participate as advisors, as well as upper class student volunteers who lead freshman advisories. All students are assigned to an advisor, but the roles and responsibilities of that advisor are not clearly defined. A committee of faculty volunteers developed the advisory curriculum; however, according to the students, lessons are not presented every week. Students also reported mixed feelings regarding their advisory program, with many students reporting dissatisfaction with the program. The results of the Endicott survey demonstrate that 59 percent of students agree that they are provided with a mentoring program run by an adult that knows them well. In addition to the advisory program, the school provides additional opportunities for adult members

of the school community to get to know students through the variety of extracurricular activities. As the advisory program continues to develop, and roles and responsibilities are more clearly defined, students will make valuable connections with each other and adult members of the school community. (students, school leaders, teachers, self-study)

In order to improve student learning through professional development, the principal and professional staff informally engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. A collaborative spirit of reflection and inquiry exist within the faculty, as evidenced by conversations with teachers and administrators. Staff meetings, department coordinator meetings, and Professional Learning Community (PLC)/ department meetings are held on a monthly basis, each of which have specific agendas and minutes. Departments have collaborated to create common assessments, including midterm and final exams, as well as assignments to assess student achievement of the school-wide learning expectations. Common assessments are analyzed and used to improve curriculum, instruction, and assessment. Additionally, departments develop student learning goals and professional practice goals using the Massachusetts Model System for Educator Evaluation. Two full days are devoted to professional learning and all staff meet for a full day prior to the opening of school. During the full-day professional development days, staff can choose to attend sessions hosted by a selection of professionals from within the district who are asked to share best practices. Teachers reported that there has been an increase in professional development opportunities after

school addressing a variety of topics, including special education practice. Advanced Placement teachers have the opportunity to train at a variety of colleges and attend conferences to perfect their craft. Teachers have also participated in STEAM training where they developed two lessons that they would incorporate throughout the year. Teachers are encouraged to attend conferences and workshops and to share the information gained with their colleagues. Teachers also take advantage of courses offered through the French River Education Center, which is a non-profit education agency serving Worcester County member school districts. When the school provides the time for ongoing professional development and collaborative application of professional learning, staff will be able to provide students at Shepherd Hill Regional High School with the highest quality educational experience possible. (self-study, teachers, department leaders)

School leaders strive to use research-based evaluation and supervision processes that focus on improved student learning. There has recently been training to transition to The Massachusetts Model System for Educator Evaluation. Administrators and department coordinators attended seminar and workshops including “Rethinking Teacher Supervision and Evaluation” presented by Kim Marshall and Teacher Supervision and Evaluation Calibration training. Teacher SMART goals and District Determined Measures as well as student performance on common assessments are used to measure student learning and instructional methods. Continued practice and development of teacher evaluation instruments will result in improved instruction through monitoring of student assessment results. (school leadership, teachers, self-study)

While the organization of time supports research-based instruction and the learning needs of students, it does not yet support adequate professional collaboration among teachers. Shepherd Hill Regional School has a 14-day rotating schedule that has been in place since 2000. In 2006, a fourth lunch was added to accommodate an increase in enrollment and overcrowding in the cafeteria. There are seven blocks in the day labeled from A to G. Block A is 64-minutes long to allow time for the Pledge of Allegiance, a moment of silence, and morning announcements. Block E is 92-minutes long, to accommodate four 20-minute lunches. The remaining blocks are 42 minutes long. Day one begins with block A period one and ends with block G period seven, the last scheduled class of the day becomes the first period the next day. The rotation in the schedule with the extended blocks, supports implementation of effective instructional practices, such as labs, special projects, and inquiry-based learning. Teachers do not have a common planning time during the day. Their PLC collaboration time is after school once a month along with department meetings. Teachers have indicated that they want more time to collaborate with their departments and other departments to create cross-curricular lessons. They also indicated that they would like more time with the PLC, and with the sending schools to align curricula vertically. Shepherd Hill Regional High School does not have small learning communities. The Instructional Support Team (IST) discusses strategies, such as after-school assistance, for students who are struggling. An organization of time throughout the school community that supports delivery of curriculum and best practices in instructional practice and also provides opportunities for professional collaboration will more fully support the learning needs of all students by giving teachers opportunities



to reflect on their practice. (teachers, classroom observations, department leaders, self-study)

Student load and class size enable teachers to meet the learning needs of individual students. The self-study reports the current student-teacher ratio as 15:1 with average class sizes in core academic courses ranging from 17.2 in English to 18.4 in math. The average world language class is 18.3, social studies, 17.6, and science, 18.2. Average teacher loads in core academic classes are English: 96, social studies: 114, math: 106, science: 104, and world languages: 111. According to the Endicott survey, 74 percent of staff agrees that load and class sizes in their courses are reasonable; 61 percent of parents agree that the number of students in their children's classes allows the teacher to meet their children's individual needs. The self-study states that special attention is given to maintaining small class sizes for level 2 courses and ninth grade to provide a smooth transition and extra support. Maintaining appropriate class sizes ensures the opportunity for teachers to meet individual student needs. (students, teachers, self-study, classroom observations)

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs and learning expectations. Shepherd Hill Regional High School is led by a principal, two assistant principals, a guidance director, and nine department coordinators. The principal communicates information through monthly staff meetings, monthly PLC/department meetings, and department coordinator meetings, as well as through weekly memos to the staff and newsletters for the parents. Meeting agendas demonstrate a focus on teaching and learning. The Principal's Advisory

Committee is comprised of 17 students who provide a student perspective on a variety of issues pertaining to school culture, student activities, and events. The school principal also hosts celebratory breakfasts throughout the year to recognize success by athletes and teams, to boost morale, and to reward classes for school spirit. Continued communication and instructional leadership in support of Shepherd Hill Regional High School values, beliefs, and learning expectations will further the school's achievement of its stated expectations for each individual student's success in achieving the stated 21st century learning expectations. (students, teachers, parents, central office personnel)

Teachers, students, and parents at Shepherd Hill Regional High School are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Students initiate ideas for new after-school activities and clubs; teachers research and suggest speakers for improving the school culture and for new courses. Teachers develop curriculum and common assessments. Parents, students, and staff serve on committees such as the School Council, Principal's Advisory Committee, Superintendent's Advisory Committee, and the NEASC self-study committee as well as the Dudley-Charlton Special Education Parent Advisory Council and English Learner Parent Advisory Council. The students who serve on the student council are active in promoting student responsibility with many student activities such as the dodge ball tournament, the pep rally, the talent show, and teacher-student events such as Homecoming Dance, Red Cross Blood Drive, Freshman Jumpstart, and the Mr. Shepherd Hill competition. The Principal's and the Superintendent's Advisory Council provide students opportunities to voice their opinions, concerns, and ideas. As a result of the willingness of the administration to work as collaborative partners with teachers,

students, and parents, all stakeholders have a meaningful decision-leadership that is rooted in the school's core values, beliefs, and learning expectations. (school committee, central office personnel, parents, teachers, students)

Teachers exercise initiative and leadership essential to the improvement of the school and to increase student engagement in learning. Teachers working in their departments review and revise curriculum, assessment strategies, instructional practices, and school organizational practices. One of the outcomes department work has been the development of new courses, such as Accounting III and AP Computer Science. Teachers make efforts to maintain currency through professional development and collaboration. Teachers are provided time and financial support for individual professional development opportunities. Through an investment by the district and subsidized by the Massachusetts Math and Science Initiative (MMSI), the number of trained AP teachers has increased from 8 to 17 in the last two years. Teacher initiative and leadership leads to significant increases in student learning. Teachers have initiated the integration of online grading and have invited motivational speakers to improve school climate. Many teachers organize and chaperone educational field trips to expand learning beyond the classroom. These include the annual world language trip, biology-related field trips to the Worcester Foundation, a tour of the town of Salem, and trips to robotics competitions. Teachers express an appreciation of the school leadership's open door policy, rapid response to expressed concerns, and collaborative approach to problem solving. (teachers, department leaders, school leadership)

The school committee, superintendent, and principal of Shepherd Hill Regional High School are collaborative, reflective, and constructive in striving to achieve 21<sup>st</sup> century learning expectations. The school committee is involved in the wide view of the school district and stated that they are there to support the students, which is reinforced by the superintendent and the school principal. The school committee is responsible for policy and budget, big-picture funding, education reform. School committee members expressed complete confidence in the administrators' strengths and talents, and leave the operations to them. The superintendent provides checks and balances, spends significant time with the principals, and brings initiatives and requests to the school committee. The school committee, the superintendent, and the principal have a respectful, collegial, and supportive relationship that is centered on student needs. The collaboration of the school committee, superintendent, and high school principal has helped the school to move forward in achieving 21<sup>st</sup> century learning expectations, and, as a result, the school has begun to implement programs and processes which enable the district to fulfill its mission and live its core values and beliefs. (school committee, central office personnel, principal, classroom observations, student work)

The school committee and superintendent provide the principal with sufficient decision-making authority to lead the school. The principal's job description states that she is the education leader and manager of the school and shall supervise the operations and management of the school. Teachers also reported that the principal is the educational leader of their school. The principal has been given the authority by the superintendent and the school committee to make decisions for the school. The principal is the primary decision maker regarding student activities, meeting schedules, and the operation of the

school building. The principal supports teaching and learning needs and provides focus on the school's learning expectations. The principal is also responsible for overseeing teacher evaluation, including approving each teacher's professional practice and student learning goals. Due to the close communication, confidence, and support provided by the superintendent and the school committee, the principal enjoys sufficient decision-making authority to lead the school. (school committee, superintendent, principal, teachers)

Commendations:

1. The culture of respect, pride, and ownership that is fostered by adults and students at SHRHS
2. The extensive opportunities for students to contribute to their school culture
3. The initiative taken by students and faculty to suggest and enact new programs and co-curricular activities
4. The respectful and positive student-teacher rapport
5. The staff's eagerness to collaborate professionally to promote student learning
6. The impressive variety of co-curricular and extracurricular opportunities for students
7. The school committee and superintendent for providing the principal with sufficient decision-making authority to lead the school
8. The involvement of all school community stakeholders in the decision-making process
9. The professional development that is financially supported by the school district

Recommendations:

1. Increase equitability, inclusiveness, and heterogeneity in all courses to ensure all students have a similar opportunity for academic and social challenge
2. Evaluate the effectiveness of the current advisory program to increase school-wide fidelity
3. Ensure that the organization of time during the school day allows for professional collaboration among teachers
4. Examine the current course leveling structure to ensure that the school is equitable and inclusive, that all students are experiencing challenging academic experiences, and that courses throughout the curriculum are populated with students reflecting the diversity of the student body

## 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> century learning expectations.



## Conclusions

The school has timely, coordinated, and directive intervention strategies for students, including identified and at-risk students, that support each student's achievement of the school's 21<sup>st</sup> century learning expectations. According to the Endicott survey, 95 percent of the staff at Shepherd Hill agrees that the school effectively provides these support services to all students, including those most in need. Fifty percent of the students and 55 percent of the parents agree with this statement. Each student is assigned a guidance counselor who meets with him or her at least twice per year and monitors student progress for the duration of his or her high school career.

The school has begun to implement a developmental guidance program as evidenced by a freshman orientation program conducted during advisory period at the beginning of the school year. Additionally, incoming 9<sup>th</sup> graders are afforded the opportunity to participate in the "Jump Start" program, another orientation program held in August, prior to the beginning of the school year. During the 2015-16 school year, the counselors visited each senior English class to introduce seniors to Naviance, a newly acquired web-based software program. Seniors were shown how to use this software for college exploration purposes and to complete the Common Application process. Students reported that since the implementation of Naviance, the level of collaboration with their guidance counselors has significantly increased around the college application process. The guidance department has also made some efforts to do some in-class work with sophomores to complete career interest inventories in the winter months and to work with juniors to begin post-secondary planning in earnest. However, there is not currently a

clearly articulated developmental guidance program with a curriculum focusing on college and career readiness for students in grades 9-12.

An Instructional Support Team at Shepherd Hill Regional High School meets weekly to discuss at-risk students, to identify interventions and to develop action plans to be implemented that support student success. The team is comprised of the school nurse, guidance counselors, school psychologist, team chairperson, assistant principal, and other staff as appropriate.

Shepherd Hill employs a full-time school resource officer on site who works in conjunction with the guidance staff, school nurse, and administrators to address issues related to student behavior, mental and physical health issues, parent communication, and attendance. He is also a liaison between the school and local law enforcement. The school resource officer has an office located in the library and he is a visible presence in the school. He has a good rapport with the students and his presence and has had a positive impact on student behavior.

School-wide assembly programs are brought to the student body to enhance the students' 21<sup>st</sup> century learning expectations on a variety of relevant topics. The students are educated on healthy decision-making through Rachel's Challenge, the Yellow Dress, pre-prom drunken driving awareness program, Mock Drunk Driving Accident, anti-bullying programs and a number of other programs to support social-emotional learning standards. The school has intervention strategies for students through a number of programs and services that ensure achievement. SHARP is a program that was established to support

the students who are at risk for dropping out of school and to assist them to successfully complete high school. According to the self-study and in meetings with school leadership, the SHARP program coordinator position was eliminated several years ago. Since that time, guidance counselors have shared the responsibility to provide instruction and support to students in that program, in addition to their many other responsibilities. Staff interviewed indicated that this lack of consistent oversight of the program has diminished its effectiveness with students.

The guidance counselors connect students with a variety of other learning environments off site including the Job Corps Program, and partnerships with Nichols College and Quinsigamond Community College. The school also has a partnership with Community Healthlink, a community-based counseling agency that provides counseling to students on site. As a result of its varied intervention strategies, including Instructional Support Team, partnerships with local colleges, implementation of Naviance and the presence of the school resource officer, students are provided with supports to help prepare them to become productive global citizens in the 21<sup>st</sup> century. (Endicott study, self-study, teacher interview, parents, teachers, central office personnel, school leadership, facility tour)

The school makes efforts to provide information to families, including those most in need, about available support services. Shepherd Hill Regional High School has information available for families and guardians about the student support services provided by the school. According to the Endicott survey, 73 percent of students agree that they know who to ask for help if they need it, while 76 percent of parents and 87 percent of staff agree that the school provides information about the available student

support services. The services are communicated through a variety of ways including parent meetings, email, outreach connections over the summer, the school's website, Twitter, and the school newsletter. The guidance department also has a Facebook account that is used to communicate important information and dates regarding course selection, SATs, college and career exploration, financial aid resources and upcoming programs and events. The guidance department indicated in the self-study that it has used the Ed Alert program to email parents with important information. However, the self-study reports that they have only 513 parent emails collected and 319 cell phone numbers, indicating that there are parents who are not receiving communications in this manner.

Parents and staff report that students are able to access their guidance counselor on an as-needed basis. The guidance counselors contact parents and mail letters home to arrange meetings regarding students who may be in danger of failing or who demonstrate patterns of absenteeism. The school nurse or her assistant make phone calls daily to check on students who are absent from school. The nurse prides herself on her ongoing, direct communications with parents about student health related concerns either by telephone or face to face. She regularly provides written communications to parents and families regarding immunizations, screenings, and health alerts.

Information regarding student progress is communicated to parents and guardians through report cards and progress reports four times a year. There had been a parent portal through iPass, the school's previous Student Information Reporting System. This

system was recently changed to address the reporting requirements of the DESE, and the parent portal on the new software program is not yet available.

There is regular progress reporting for students on IEPs via weekly progress reports, quarterly progress reports, and IEP meetings. There does not appear to be general information on the school's website with information about available services for students with disabilities either through special education or Section 504. There are a variety of resources available to parents of ELL students through the ELLPAC link on the high school's website including information about how to obtain translators and interpreters. Because of the efforts of the Shepherd Hill staff to communicate information to parents about available programs and supports, students are identified and provided with interventions to ensure success. (Endicott survey, self-study, parents, teacher interview, school leadership)

Support services staff partially use available technology to deliver a range of coordinated services for each student. Shepherd Hill support services staff use technology to deliver a range of coordinated services for each student; however, recent changes in the data management system has hindered the abilities of communicating information and the ease of finding information on and about students. Students utilize technology throughout the building where Wifi access is available. They can use the library computers during study halls, computer labs for classes, and Chrome cart laptop computers in classrooms when available. The self-study, teachers and students indicated that access to the library, Chrome carts, and computer labs are sometimes difficult to schedule.

The guidance department has begun using a program called Naviance to assist students in their college preparation as well as using Collegeboard.org. Additionally, the director of

student resources indicated that the school has revisited usage of Grade Point, an online course delivery program that can assist with credit recovery for students who are failing or can to meet the needs of students who may not be able to attend school regularly due to health, attendance, or discipline-related issues.

The library media specialist purchases eBooks which available through the online card catalog program Destiny. The library has access to several databases that allow faculty and students to access online journals, newspapers, magazine articles, primary source documents, and videos. Because the school employs a certified library media specialist, they have access to the statewide Gale Databases. The school subscribes to a database through ABC-Clio and the American History Video database.

The district's Acceptable Use Policy was revised and approved by the school committee in June 2014 to include the use of personal devices including cell phones and laptops for school use. However, due to limited WiFi in the building, there is not widespread use of personal devices without teacher permission.

Although the school nurse's assistant utilizes school software to record information regarding student immunizations and screenings, the school is not currently using software to record student visits to the nurse's office, medication administration, etc. The school effectively uses eSped in the development of IEPs and progress reports for students with IEPs. Efforts of the Shepherd Hill student support staff to use technology to deliver an effective range of services are inconsistent due to limitations in WiFi access and under-utilization of existing software in the library, nurse's office, and other areas of

the school. (facility tour, teacher interview, panel presentation, self-study, students, school leadership)

School counseling services have appropriately licensed personnel and support staff who have begun to deliver a developmental program to students, 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 to ensure each student achieves the school's 21<sup>st</sup> century learning expectations. Although some data is collected to review impact of the guidance program on areas such as student attendance, discipline, at-risk students, no evidence suggests the use of ongoing, relevant assessment or survey data, including feedback from graduates and school community to improve the quality services of provided to help students achieve 21<sup>st</sup> century learning expectations.

Shepherd Hill Regional High School has appropriately licensed personnel in the area of student support services. According to the self-study, there are four guidance counselors, supporting approximately 266 students on each of their caseloads. Counselors meet with the students at least twice per year, including meeting for course selections in the spring. The Endicott survey indicates that 20 percent of students and 37 percent of parents feel that counseling personnel meet regularly with students. When asked, students and parents indicated that guidance counselors are available to meet with students on an as-needed basis.

The school guidance counselors implemented the newly acquired Naviance program for all 12<sup>th</sup> graders at the beginning of the school year by going into all grade 12 English classes and training seniors on how to use the software for the college search process and to complete the Common Application process. Seniors who spoke to visiting committee members indicated that this is most helpful and feel that communication with their guidance counselors is enhanced as a result of using the Naviance program. Discussions with guidance personnel indicated that Naviance can be used to support students in a multitude of ways and the department intends to expand the use of the program to students in all grade levels.

Guidance counselors also focus on college to career readiness by organizing college fairs at lunchtime in the cafeteria as well as organizing college panel presentations provided to juniors. Guidance counselors meet with all 9<sup>th</sup> graders during advisory period at the beginning of the school year to provide introductory information regarding topics such as available school resources, the school schedule, and how to get assistance if needed. According to guidance staff interviews, guidance counselors interface with parents, outside counselors and human service agencies regarding students, and assist students and families to make referrals as appropriate. Additionally, Shepherd Hill has a partnership with Community Healthlink, who provides more in-depth counseling services for students on site at the school to make services more accessible. Because there is no school adjustment counselor at Shepherd Hill, the guidance counselors and school psychologists also provide school-based counseling to students who have social-emotional issues that impede school progress. They also assist students in crisis to get the appropriate supports or mental health assessment if required.



The Student Instructional Support Team comprised of counselors, administrators, the school psychologist, school nurse and other staff as appropriate meet on a weekly basis to develop solutions for students who are failing or exhibiting high-risk behavior.

The guidance department uses a variety of ways to communicate with students and parents including newsletters, fliers, and the guidance link on the school's website. They also have a guidance Facebook page where they post important information about programs and services. Parents are invited in to learn of services offered by the guidance department and for meetings regarding student concerns as necessary. Guidance counselors communicate with parents regarding students at risk of failure through written notification and phone calls.

With the transfer of data from iPass to School Brains, important data regarding student course schedules and other important information was lost. This negatively affected the school support personnel's ability to work with students efficiently and effectively closed access to the parent portal. During interviews with staff, school leaders acknowledged that collecting and utilizing data to improve services for students and professional practice is an area of need. At the present time, data is collected regarding student SAT and PSAT scores, graduation rates, discipline issues and attendance rates. At the present time, it does not appear that there is a system or a plan in place for obtaining data and feedback from students, staff, graduates, parents and community members to evaluate the impact of guidance programs on student success and to inform programs and practices moving forward. Due to the efforts of the guidance staff including the use of Naviance and an online credit recovery system, the developmental program offered to students that has been expanded to reach a greater number of students; the increased opportunities to

collaborate with students; the enhanced access to college and career counseling; the support of at-risk students; and the relationships and partnerships with outside service providers, students are more effectively able to meet the learning expectations. A plan to obtain data and feedback from students, staff, graduates, parents and community members to evaluate the impact of guidance programs on student success will help the department's ability to inform programs and practices moving forward. (facility tour, panel presentation, teacher interview, self-study, students, school support staff, school leadership)

The school 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 to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations. The school currently does not utilize available technology or software programs that maintain data and generate reports regarding student visits to the health office, student accident reports or other health concerns. Additionally, there is no formal process identified to develop written individual health care plans to address student medical needs. The self-study states that SHRHS has a full-time RN on staff during the day and an aide who helps with documenting and maintaining student records. The school nurse trains volunteer faculty members designated to administer EpiPens. The nurse works with students with diabetes to encourage independence in managing their condition, and also helps to support students with eating disorders.

The nurse's office is located adjacent to the guidance suite which facilitates her ability to

attend student meetings and to quickly collaborate with or obtain assistance from guidance for students who may come to her office for a mental health visit. The nurse indicated that if she has a concern about a student that the school could not address, she calls the parents and provides them with the resources to obtain the help on their own. The nurse conducts health screenings for students who wish to participate in sports and who for a variety of reasons may not be able to obtain a physical from a doctor. She conducts yearly screenings in her office but tries to keep the scale for weight in a more private area in the health office in order to protect students' privacy. She also maintains BMI data, and monitors blood sugar levels of diabetics. She maintains records of students who have the appropriate physician's orders and parental permission to be administered medication at school. The nurse sends out a list of all the students with EpiPens and inhalers to the faculty and coaches who may have those students in their groups. The location of the nurse's office and guidance suite provides the opportunity for ongoing communication regarding student concerns and needs. Additionally, the nurse has developed solid working relationships with teachers, guidance counselors, administrators and parents and prides herself on direct communication with all constituents, verbally, face-to-face or by email to provide information relative to student health needs and concerns. The nurse's assistant helps with maintaining data on student attendance, tardies and dismissals, and contacts families by telephone to confirm when a student is absent. The nurse keeps track of data relative to student needs and visits to the health office using written reporting and relies on her assistant to track student data electronically regarding immunizations, screenings, and alerts. Although the school nurse's assistant utilizes school software to record information regarding student

immunizations and screenings, the school is not currently using software to record student visits to the nurse's office or medication administration.

There is strong communication regarding students with concussions between and among the nurse, athletic trainer, coaches, physical education staff and teachers. There is not a formal process in place to address Individual Health Care Plans for student medical needs. Instead the nurse obtains the medical order from the physician and communicates directly (email or conversation) with parents and teachers what is required based upon the physician's order.

There does not appear to be a process in place by which the school obtains feedback from parents or the school community regarding services provided. As a result of the health services currently in place, students are provided with preventative health services, direct intervention services, and ongoing student health assessments, to improve services and ensure a successful school experience for students. A plan to obtain data and feedback from students, staff, and parents to evaluate the impact of the services provided will help inform practices to help students meet their learning goals. (facility tour, teacher interview, self-study, students, school leadership)

Although the school has a full-time licensed school librarian, Shepherd Hill library/media services are not fully integrated into curriculum and instructional practices at the current time. The librarian is available to provide a wide range of materials, technologies, and other information services in support of the school's curriculum, but her expertise is not being fully utilized. The student body is reported to be 1,153 students according to the self-study. There is presently only one certified library media specialist available on staff

for the faculty and students at Shepherd Hill High School. The library was previously staffed with a library aide, but that position was cut a few years ago and has not been replaced. Little evidence suggests that the library is being integrated into curriculum and instructional practices; however, the librarian reported that she creates pathfinders of sources for research assignments and fills carts with pre-selected books to assist classes with research upon request.

The library funds a database called ABC-Clio for research which provides primary source documents and more for students. The librarian selects ebooks and teaches freshman classes how to access the library resources through the online card catalog to find those sources. New purchases are selected with the input from faculty and students. The librarian receives suggestions on a wish list and uses them when creating her purchase orders in the fall to support the curriculum and student interests. Material selections are responsive to students' interests and needs in order to support independent learning.

The library media center collection is managed by the Follett program Destiny. This program allows the curator to list outdated materials, resources that have not been utilized within an allotted time range, and to list resources that may contain incorrect information (i.e., Pluto is a 9<sup>th</sup> planet, USSR instead of Russia as a country) Until this school year, the librarian reported that she was not allowed to weed resources that may contain incorrect data and now may begin to collect those volumes to be considered for weeding if she documents what the weakness of each may have.

The library is used as for directed studies and due to limited space and technology students seeking to use the library are frequently turned away. Preference for using the

library during study hall is first given to high honors students and then ten students from each study hall beyond that each period. The library is used more as a study hall location and is not being accessed by classes to assist the school's 21<sup>st</sup> century learning expectations. The school library is available and staffed for students and teachers before, during, and after school. At this time, more assessment using relevant data, including feedback from the school community will help improve services and help students to achieve the school's 21<sup>st</sup> century learning expectations. When the library/media services are more comprehensively and effectively integrated into the curriculum, students will have enhanced opportunities to achieve their learning goals. (classroom observations, facility tour, teacher interview, self-study, students, school leadership)

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 21<sup>st</sup> century learning expectations; provide inclusive learning opportunities for all students; perform assessment using relevant data, including feedback from the school community to improve services and ensure each student achieves the school's 21<sup>st</sup> century learning expectations. The special education program is adequately staffed with five licensed special educators for approximately 100 students with disabilities who receive services on IEPs. There is a special education coordinator who is responsible for working with the school administration to schedule special needs students in accordance with the services required by their IEPs. The coordinator also schedules students for small group accommodative testing for MCAS and school-wide testing. Additionally, a full-time

special education team chairperson is responsible for ensuring that the school is in compliance with mandated special education time lines and processes and chairing student evaluation and other TEAM meetings. There are four teaching assistants assigned to students in inclusive settings. There are two sub-separate special education programs, STRIVES and LEAP, which provides services to students with two different types of presenting profiles/disabilities. The LEAP program is adequately staffed with a special educator, a job/life skills coach and two paraprofessionals. The STRIVES program is staffed by a special educator and a job coach. SHRHS has a full-time school psychologist who conducts special education evaluations and is available to provide services and supports to all students. There is also a speech and language pathologist on staff to provide services to students with communication disabilities, as well as the availability of a BCBA (board certified behavior analyst), occupational therapist and school nurse for consultation and direct services for students as needed.

The director of student resources is the 504 coordinator and guidance counselors are responsible for oversight of the 504s of students on their caseloads. There are approximately 30 students on 504 Accommodation Plans at Shepherd Hill Regional High School. The school procedures are in place to ensure compliance with evaluation process and timelines as well as dissemination to teachers and implementation of 504 accommodations for students.

According to the self-study, opportunities to collaborate on behalf of students on 504 plans with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21<sup>st</sup> century learning expectations occur in within inclusion settings, during common prep periods, through email, department and staff meetings, and during

specialized meetings such as Instructional Support Team and 504 meetings.

Currently, four students at the high school have been identified as English language learners and three of those four students have opted to receive services. SHRHS has a district ESL coordinator who is also the ELL liaison for the high school. Additionally, she teaches three sections of English and one ELL class. She is licensed Sheltered English Immersion Teacher through the Hampshire Educational Collaborative. She supports the ELL students in the content areas and is also a resource and support to teachers who provide instruction to students in the general education program. The high school has eight teachers who are SEI endorsed who are able to offer instruction for English language learners at all levels including beginner, intermediate, and advanced classes and there are several other teachers in the process of obtaining their SEI endorsement.

The ESL coordinator at SHRHS collaborates with teachers, counselors, targeted services, and other support staff in order to achieve the school's 21<sup>st</sup> century learning expectations in a variety of ways. She goes into classes in the content areas to observe instruction for ELL students and to provide coaching to teachers. She does regular check-ins with classroom teachers and communicates with them regarding student progress, assisting with progress reports and report cards. She provides resources to staff and parents regarding ELL websites available that have helpful information. Additionally, a LPAC website has a parent information packet. The ESL coordinator collaborates with staff and parents by assisting with procuring interpreters for various meetings involving parents and students and obtaining translations for families in the primary language of the home. The ESL coordinator has also promoted collaboration among teachers for the high



school's ELL students by raising cultural awareness through participation in book clubs. She facilitated reading the book *The Bite of the Mango*, and other books to help promote engagement for inclusion and an asset-based approach to the richness English language learners can bring to all members of the school community.

Shepherd Hill's special education department provides a continuum of services for students with special needs. The majority of students receive services in an inclusion model through co-taught classes where instruction is provided collaboratively by a general educator and a special educator in a specific content area. Special educator/general educator teams are established by departments (English, mathematics, science, social studies). There are also inclusion classes supported by teaching assistants. Small group special education classes are also available for students with disabilities within learning centers. Additionally, academic support classes have been established to reinforce instruction from content area classes in order to help those students make effective progress.

The STRIVES and LEAP programs provide the opportunity for students with more intensive special needs to receive instruction and access the curriculum within the least restrictive environment within their home school.

Students receiving accommodations under Section 504 have full access to instruction and extracurricular activities available to all students. Additionally, English language learners are fully included and embraced by the school community. At the panel presentation, a 12<sup>th</sup> grade student who presented provided a compelling example of an English language learner who has participated in rigorous AP courses, has demonstrated

high levels of achievement, and has been fully included and participatory in the life of the school and is an active part of the music department.

The school psychologist and special educators conduct evaluations for students to determine eligibility and determine the needed services for students to achieve IEP goals aligned with the school's 21<sup>st</sup> century learning expectations. Progress for students with disabilities receiving services on IEPs is reported through quarterly progress reports as is required by law.

Students eligible for accommodations under Section 504 and English language learners receive report cards and progress reports available to all students for each marking term which include feedback on the school's student learning expectations. ELL students are covered under WIDA (World Class Instructional Design and Assessment). Based upon the home language survey that the parent completes at the time of enrollment, an initial screening assessment, the WIDA Assessment Proficiency Test (WAPT) is conducted for ELL students. This screening helps with curriculum planning for ELL students by domain. ELL students are then assessed annually through ACCESS (Annual Language Proficiency Assessment), which provides data on student progress in the domains of speaking, listening, reading and writing. As a result of the range of support services available for identified students including students with disabilities and English language learners, the appropriate level of staffing and inclusive opportunities provided, students are ensured the opportunity to become productive global citizens in the 21<sup>st</sup> century. (classroom observations, facility tour, teacher interview, self-study, students, school leadership)

Commendations:

1. The introduction of Naviance to students in 12<sup>th</sup> grade for college application process and completion of common application and the use of an online credit recovery system for students
2. The full-time school resource officer assigned to the school to support students, staff, administration and families
3. The Instructional Support Team that meets to identify and develop tiered interventions for at-risk students
4. The SHARP program which supports students most at risk for dropping out of school
5. The partnerships with local colleges and community counseling agencies to provide opportunities and supports to students
6. The guidance department's multiple modes of communication with parents and students regarding pertinent information
7. The information on the school's website with resources for parents of ELL students
8. The connection with outside service providers to support students and families
9. The dedicated school nurse who collaborates with guidance staff, teachers, parents, athletic director, and administration to support student health concerns
10. The offering of a wide range of programs and supports for students with disabilities including inclusion supports, co-teaching model, learning center services, academic support, and STRIVES and LEAP programs

Recommendations:

1. Expand the developmental guidance program by developing strategic curriculum geared toward students at each grade level focused on college and career readiness as well as on social emotional learning standards
2. Explore possible solutions for appropriate oversight and support for students in the SHARP program
3. Develop and implement a system for obtaining data and feedback from students, staff, graduates, parents and community members to evaluate the impact of guidance programs on student success and to inform programs and practices moving forward
4. Implement parent communication portal with new student information system
5. Increase method of communication to parents regarding available programs and services for student with disabilities
6. Survey staff, parents and students regarding special education, 504, guidance and ELL, to obtain relevant assessment data that will serve to improve services and will help to ensure each student achieves the school's 21<sup>st</sup> century learning expectations
7. Provide additional computers and access for instruction in the library to increase its function as a research and learning environment and to increase the librarian's expertise of online and print resources to assist students attain their learning expectations
8. Begin using a software program such as SNAP for recording student health data
9. Survey staff, parents, and students to obtain relevant feedback and assessment data that will serve to improve school health services and library/media services

and will help to ensure each student achieves the school's 21<sup>st</sup> century learning expectations

## 7 Community Resources for Learning

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

1. The community and the district's governing body provide dependable funding for:
  - a wide range of school programs and services
  - sufficient professional and support staff
  - ongoing professional development and curriculum revision
  - a full range of technology support
  - sufficient equipment
  - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
  - to ensure the maintenance and repair of the building and school plant
  - to properly maintain, catalogue, and replace equipment
  - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
  - programs and services
  - enrollment changes and staffing needs
  - facility needs
  - technology
  - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

## Conclusions

The community and the district's governing body provide funding for a wide range of school programs and services; sufficient professional and support staff; ongoing professional development and curriculum revision; sufficient equipment, and sufficient instructional materials and supplies, which appear to be at acceptable levels, however, technology support is limited. Funding for Shepherd Hill Regional High School is a challenge. Although there is a wide range of school programs and services, per pupil expenditure is approximately three thousand dollars below the Massachusetts state average for school expenditures. An additional twelve million dollars annually would be required in order to reach the state average. Nonetheless, there is sufficient professional and support staff, with 75 full-time teachers, forming a student-to-teacher ratio of 15:1. Based on current student enrollment, staffing appears to be adequate. Ongoing professional development and curriculum revision is available to all staff. Teachers are encouraged to participate, but prefer online professional development, recognizing the importance of being with their students in class. This online professional development, often in the form of webinars, is more attractive to teachers due to its convenience. Formal time dedicated to curriculum revision occurs during monthly department meetings. All teachers in the district were trained on 21<sup>st</sup> century learning expectations, and SHRHS was a host site for training on the new ELL mandates. There are noticeable variations in the levels of technology support. Three quarters of classrooms have an installed digital projector, yet only one quarter of the teaching rooms are equipped with interactive whiteboards. Only 32.5 percent of the staff and 47.5 percent of parents feel that these programs and services are adequately funded by the school-wide

budget, which includes funds allocated to technology supplies, staff and support, and much needed departmental resources. Dollar amounts for departmental supplies appear to be adequate, however, many teachers independently purchase items for their classrooms. When there is a tangible commitment to provide significant funding for technology support at appropriate levels, the school will be able to provide an environment to support 21<sup>st</sup> century learning expectations. (teachers, Endicott survey, self-study, panel discussion, school leadership)

Shepherd Hill Regional High school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant as well as to keep the school clean on a daily basis; however, the preventative maintenance and replacement of equipment is lacking. Staff (98.8 percent) and parents (86.3 percent) feel that the school is well maintained. The maintenance staff does not have the appropriate funding to do the necessary preventative maintenance. Much of their time is dedicated to repairs after equipment has failed. Most equipment is over 40 years old and replacement parts in many instances are no longer available. The maintenance staff is forced to act creatively, often consolidating parts from several sources to produce functioning units. The energy efficiency of many pieces of equipment is lacking, which increases costs, and funds are depleted in a valiant effort to keep equipment functional.

Repairs are performed reactively as opposed to proactively (i.e., repairs are addressed as quickly as possible after a piece of equipment has failed). Unfortunately, because the



maintenance staff does such a superb job cleaning and performing necessary repairs, at first examination it does not appear that the school is in need of significant updates.

Areas of particular concern are the boys' locker room and wood shop. Ventilation in the locker room is poor; drying out wet equipment is difficult, and as a result mildew/mold is a problem. The wood shop has an antiquated ventilation system, and no sawdust collection system is in place.

Although there are four computer labs/areas and four Chromebook-equipped carts, there is inconsistent access to computers and minimal wireless Internet. Some departments such as ELL and world languages administer computerized tests at the end of the school year requiring computer access. As a result, those regularly scheduled classes must to be relocated to allow for this computerized testing. The school kitchen facilities are antiquated, in most cases original to the 1973 construction of the building. Equipment is deteriorating, antiquated, and inefficient. Freezer and general storage space is inadequate. All classrooms contain temporary battery-operated clocks, but all rooms contain a working telephone. Although the school building is exceptionally clean, and maintenance and repairs are ongoing, when SHRHS plans and funds necessary replacement equipment, students will benefit from a more effective learning environment. (Endicott survey, teachers, parents, students, school leadership, central office personnel, facility tour)

The Dudley and Charlton communities create long-range plans to address programs and services, enrollment changes, staffing needs, the facility needs, technology, and capital

improvements; however, inadequate funding impedes the implementations of these plans. There are long-range plans in place to address school needs, but the lack of available funding impedes the implementation of these plans. This technology plan in particular is focused on serving student needs, as opposed to focusing on the equipment itself. The implementation schedule identified in the technology plan is not moving forward due to lack of funds. Inadequate storage is a building-wide problem. Storage for the music program is severely lacking. Present solutions to storage issues, such as use of the auditorium aisles, is not acceptable in the long term. The athletic trainer's office is a substandard space and its inadequacy is compounded by its use for additional athletic storage. Planned infrastructure maintenance has been ignored as well due to lack of funding. Copper tubing for water delivery is at the end of its life expectancy and is often repaired in patchwork fashion. Wedge pumps within the heating system often seize up and cannot be re-opened after repairs are performed. As a result, replacement of the antiquated valve requires the entire heating system to be shut down. Modern equipment could produce substantial energy savings. Implementing an effective process for capital expenditures, programs and services, and infrastructure needs is an integral part of providing a quality educational experience for students. (facility tour, department leaders, self-study, central office staff)

Faculty and building administrators are actively involved in the development and implementation of the budgetary process. The budgetary process at SHRHS is a transparent one. Teachers are asked in the fall of the preceding school year to provide their "wish lists" of potential expenditures. Projected enrollment data is considered.

Department coordinators compile these requests and give them to the building principal who evaluates them in consultation with department coordinators. The requests are included or modified or rejected. After school council input/approval, the budget proposal is then passed on to the district superintendent and finance director. After consolidation with proposals from other district schools, the district budget is presented to the school committee during a televised meeting. Following public hearings a final budget is voted on by town meeting in each district town. Open communication and a transparent process between faculty and building administrators is essential to the development of a thorough budget that ensures the delivery of high quality educational opportunities for students. (self-study, teacher interview, budget documents, central office personnel)

To some degree, the school site and plant support the delivery of school programs and services. The Endicott survey results indicate 74.1 percent of students, 45.8 percent of staff, and 64.1 percent of parents feel that the physical plant supports the delivery of high quality programs and services. However, despite the commendable work of the maintenance department, the school building is over forty years old and is in only fair condition. The science labs have been virtually untouched since the school's construction 43 years ago. Maintenance staff has been exemplary in their use of stop-gap measures to prolong a useful life of this equipment. Chemical storage areas are inadequate. Although a new acid storage cabinet was recently obtained, other storage fixtures continue to deteriorate. For example, a flammables cabinet shows a great deal of rust and cannot be closed. This compromises its effectiveness in the event of fire. The size of the library space is appropriate for a school of SHRHS's size. There are computers present, but not

in a quantity sufficient to satisfy student needs. Electronic databases are available, but are underutilized by students. Both the main office and guidance suites are lacking meeting space. Two conference rooms are available in the building, but neither is in close proximity to the office/guidance suites. This impacts confidentiality and privacy.

A lack of technology and access to wireless Internet seriously impacts how teachers deliver content and limits the resources available in their classrooms. The condition of athletic fields continues to be an area of concern, despite the recent installation of a synthetic turf field, composite track, scoreboard, lighting, and fencing. At present, temporary bleachers and portable restrooms are in place. The remaining athletic fields are not sufficient to meet the needs of students. Regular flooding occurs, and turf quality suffers due to a lack of fertilizing and watering. Tennis and basketball court playing surfaces show extensive pitting and will require resurfacing at some point.

The parking lots have been recently resurfaced. There is a strong sense of pride exhibited by the SHRHS community in the attempts to provide professional upkeep of the physical plant; however, as a result of its age, the physical plant does not fully support a 21<sup>st</sup> century learning environment for students. (self-study, facility tour, teacher interview, department leaders)

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. There is evidence of regular inspections by local and state officials. Fire drills, lockdown drills, and stay-in-place drills occur regularly. Local fire departments, water department, and board of health officials, visit the school as required. Repairs are

made as needed. The building satisfies all accessibility requirements. This includes the newly installed artificial turf field. Parking facilities are ADA compliant.

The science department is doing its best to store chemicals according to established protocols. The lack of necessary shelving space and appropriate cabinet storage, on the other hand, makes this difficult. SHRHS has documented that its facilities are in compliance with applicable federal and state laws and local regulations. Consequently, all members of the community are assured of a safe facility. (facility tour, self-study, teachers, inspection documents)

All professional staff actively engages 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. SHRHS uses numerous methods to engage parents and families, whether they are highly involved or not as involved. Monthly newsletters, email "blasts," Facebook, Twitter and other social media, the district's website are all utilized by the staff and administration to reach out to district families. Eight times per year four report cards and four progress reports are sent by email and through the US Postal Service to communicate academic progress. Parent-teacher conferences are scheduled for both the fall and spring. ELL staff translates school documents for parents who are non-English speakers. The district's website contains a link to translate its content to a wide variety of languages. Teachers of struggling students collaborate to produce improvement plans, which are mailed home and are to be returned with a parent signature of acknowledgement. Guidance counselors communicate with parents by letter whenever a student is failing one or more classes each quarter. Face-to-face meetings often result.

Special education students receive weekly progress reports. This produces regular, weekly communication between parents and academic support teachers.

Through numerous booster clubs, parents and families support school activities. Rather than schedule a formal career day, teachers are encouraged to invite parents and other community members to speak to classes about their professions. The professional staff uses multiple methods to reach all parents and families, including those families who are less connected to the school community. (self-study, teachers, teacher interview, parents, panel presentation)

The school develops productive parent, community, business, and higher education partnerships that support student learning. According to the Endicott survey, 72.9 percent of SHRHS parents agree that the school has effective partnerships with parent, community organizations, businesses, and higher education to support student learning. Numerous partnerships exist between SHRHS and the community at large. Partnerships with Quinsigamond Community College, Nichols College and Worcester Polytechnic Institute give students' access to academic rigor at the college level as well as give students an opportunity to earn college credits. Partnership with Mass Insight Education has produced many benefits for the AP program, including professional development for teachers. Students enrolled in the STRIVES life skills/vocation program receive training that allows them to work at Nichols College, Park-and-Shop supermarket, and Old Sturbridge Village. Athletic and performing arts booster clubs provide both financial assistance as well as logistical support for those organizations. The Dudley-Charlton Education Association (DCEF) is a non-profit organization composed of parents and business leaders who have an interest in fundraising for education. They have raised in

excess of \$77,000 for various grants awarded to teachers within the district. Several local companies united to sponsor the first Honors Dinner, which served to recognize students who excelled academically by earning first honors for an entire school year.

Student organizations partner with community groups as well. The Student Council, in association with the Red Cross, sponsor two blood drives each year. National Honor Society has worked with several local charities, including Toys For Tots, Webster-Dudley Food Share, and Special Olympics. Science classes are exposed to biotechnology when visiting the UMass Medical School Regional Science Center. These students, as part of their visit, perform gel electrophoresis experiments. The school has developed productive parent, community, business, and higher education partnerships that support student learning and enable students to practice and achieve the 21<sup>st</sup> century learning expectations. (self-study, teachers, Endicott survey, panel presentation, parents)

#### Commendations:

1. The work of the custodial and maintenance staff to provide a clean school
2. The efforts of the maintenance staff to keep the various building systems operating
3. The technology plan that is focused on student needs
4. The transparent and clearly articulated budget-building process which involves both teachers and administrators
5. The school's compliance with all local, state, and federal codes and regulations
6. The multitude of methods utilized by the school community to reach out to parents and families
7. The benefits students receive from the many varied partnership opportunities

Recommendations:

1. Ensure dependable funding for continued technology support for teaching and learning by fully implementing the district technology plan
2. Provide dependable wireless internet access throughout the school building
3. Develop a plan to address problems with the building's infrastructure that are due to the age and deterioration of the building and its equipment including:
  - Provide safe and adequate chemical storage in science classrooms
  - Update science lab equipment and facilities
  - Address deterioration of athletic fields and facilities
  - Provide additional storage for the music program
  - Update the infrastructure of the heating system
  - Provide additional ventilation in the boys locker room
  - Replace ventilation system in the wood shop
  - Replace aging equipment in the school kitchen facility
4. Increase the number of opportunities available to students that produce exposure to real world experiences



## 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 Shepherd Hill Regional 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 Shepherd Hill Regional 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 xx. 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.

**Shepherd Hill Regional High School  
NEASC Accreditation Visit  
October 25 - 28, 2015**

**Visiting Committee**

Gay Longnecker (Chair) NEASC Burlington, MA 01803	Nora Mocarski Canton High School Canton, CT 06019
Leesa Hudak (Assistant Chair) Bow High School Bow, NH 03304	Mary-Lynne Osborne Enrico Ferme High School Enfield, CT 06082
Laurie Belanger Apponequet Regional High School Lakeville, MA 02347	Marilyn Radivich Branford High School Branford, CT 06405
Paul Charpentier Foxborough High School Foxborough, MA 02035	Dhana Tulloch-Reid Bloomfield High School Bloomfield, CT 06002
Victor Cristofaro Bulkeley High School Hartford, CT 06114	Carolyn Waters Doherty Memorial High School Worcester, MA 01602
Matthew Hunt Waltham High School Waltham, MA 02452	Laurie Whitman Johnston Senior High School Johnston, RI 02919
Sheryl Jaffe Northampton High School Northampton, MA 01060	Sally Winslow Franklin Public Schools Franklin, MA 02038
Jennifer Malerba Killingly High School Dayville, CT 06241	

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

## **Shepherd Hill Regional High School**

### **Commendations**

#### **Core Values, Beliefs, and Learning Expectations**

1. The thorough and inclusive process for developing the school's core values, beliefs and 21<sup>st</sup> century learning expectations
2. The core values and beliefs that are creatively posted, demonstrated, and embraced throughout the school
3. The identification of measurable, observable learning expectations and school-wide rubrics that address the needs of the 21<sup>st</sup> century learner
4. The many student programs and procedures that embed the core values in daily school experiences such as the opportunity for students to become leaders
5. The learning expectations that are adopted by each department and the civic and social expectation that is the responsibility of the entire faculty

#### **Curriculum**

1. The inclusion of well-crafted, thought provoking and thorough learning expectations in the curriculum
2. The reporting of student progress toward achievement of the academic learning expectations on the 2<sup>nd</sup> quarter and 4<sup>th</sup> quarter progress reports
3. The use of curriculum maps to guide instruction
4. The content areas that provide authentic learning opportunities both in and out of school

5. The availability of co-curricular activities that enhance the curriculum and learning
6. The use of common midterms, final exams, and DDMs to inform revision of curriculum maps
7. The updating of textbooks in the science and math departments
8. The addition of a district curriculum coordinator working to coordinate K-12 curriculum
9. The professional development committee that evaluates staff needs for the new recertification cycle and the district's designation of funds and release time for teachers to participate in PD opportunities
10. The use of school-wide themes that encourage innovation and imagination in cross-curricular instruction and promote community

#### Instruction

1. The examination of instructional practices to ensure consistency with the school's core values, beliefs, and 21<sup>st</sup> century learning expectations
2. The use of authentic tasks to apply learning outside the classroom
3. The willingness and availability of the teachers to provide extra help for students
4. The practice of adjusting instructional practices to meet student needs
5. The teachers' use of time provided to work efficiently, collaboratively, and productively in order to improve instructional practices
6. The regular examination of data from multiple sources
7. The teachers who value professional development and continuous learning
8. The financial support for professional development from the school district

9. The use of school-wide instructional themes that allow for cross disciplinary collaboration

#### Assessment of and for Student Learning

1. The use of school-wide rubrics to assess progress toward meeting 21<sup>st</sup> century learning expectations
2. The efforts of teachers of commonly taught courses and co-teachers in co-taught courses to create opportunities for collaboration to discuss evidence related to instructional practice and common assessment results for the purpose of improving student performance
3. The adoption of Naviance software to assist students in goal setting and post-secondary planning
4. The development and use of common summative assessments and the ongoing development of common assessments across the curriculum
5. The use of a variety of formative assessments to inform instruction
6. The administration's and faculty's efforts to develop remedial opportunities to improve student learning
7. The changes made to the mathematics curriculum as a result of college placement data

#### School Culture and Leadership

1. The culture of respect, pride, and ownership that is fostered by adults and students at SHRHS
2. The extensive opportunities for students to contribute to their school culture

3. The initiative taken by students and faculty to suggest and enact new programs and co-curricular activities
4. The respectful and positive student-teacher rapport
5. The staff's eagerness to collaborate professionally to promote student learning
6. The impressive variety of co-curricular and extracurricular opportunities for students
7. The school committee and superintendent for providing the principal with sufficient decision-making authority to lead the school
8. The involvement of all school community stakeholders in the decision-making process
9. The professional development that is financially supported by the school district

#### School Resources for Learning

1. The introduction of Naviance to students in 12<sup>th</sup> grade for college application process and completion of common application and the use of an online credit recovery system for students
2. The full-time school resource officer assigned to the school to support students, staff, administration and families
3. The Instructional Support Team that meets to identify and develop tiered interventions for at-risk students
4. The SHARP program which supports students most at risk for dropping out of school

5. The partnerships with local colleges and community counseling agencies to provide opportunities and supports to students
6. The guidance department's multiple modes of communication with parents and students regarding pertinent information
7. The information on the school's website with resources for parents of ELL students
8. The connection with outside service providers to support students and families
9. The dedicated school nurse who collaborates with guidance staff, teachers, parents, athletic director, and administration to support student health concerns
10. The offering of a wide range of programs and supports for students with disabilities including inclusion supports, co-teaching model, learning center services, academic support, and STRIVES and LEAP programs

#### Community Resources for Learning

1. The introduction of Naviance to students in 12<sup>th</sup> grade for college application process and completion of common application and the use of an online credit recovery system for students
2. The full-time school resource officer assigned to the school to support students, staff, administration and families
3. The Instructional Support Team that meets to identify and develop tiered interventions for at-risk students
4. The SHARP program which supports students most at risk for dropping out of school



5. The partnerships with local colleges and community counseling agencies to provide opportunities and supports to students
6. The guidance department's multiple modes of communication with parents and students regarding pertinent information
7. The information on the school's website with resources for parents of ELL students
8. The connection with outside service providers to support students and families
9. The dedicated school nurse who collaborates with guidance staff, teachers, parents, athletic director, and administration to support student health concerns
10. The offering of a wide range of programs and supports for students with disabilities including inclusion supports, co-teaching model, learning center services, academic support, and STRIVES and LEAP programs

## **Recommendations**

### **Core Values, Beliefs, and Learning Expectations**

1. Develop and implement a process to regularly and deliberately review and revise the core values, beliefs, and learning expectations that includes all members of the school and business community

2. Use student achievement data on the school-wide learning expectations, as well as district-wide goals and current research to inform the review and revision of the core values, beliefs, mission statement, and learning expectations

## Curriculum

1. Ensure integration of learning expectations and school-wide rubrics in the written curriculum
2. Develop and implement a plan to ensure that the written curriculum is aligned with the taught curriculum
3. Increase opportunities for teachers to plan for cross-disciplinary learning
4. Develop and implement a plan to ensure vertical alignment at SHRHS as well as with the sending schools
5. Link instructional practices to specific elements in the curriculum maps
6. Provide the school's professional staff with sufficient time and resources to regularly review and revise curriculum maps
7. Ensure the implementation of higher order thinking, inquiry and problem solving in all classes across the school

## Instruction

1. Provide more opportunities for inquiry, problem solving, and higher order thinking in instruction in all academic levels
2. Ensure opportunities for self-directed learning rather than teacher-centered instruction in all classes

3. Formalize the use of self-assessment and reflection as a routine practice in all disciplines
4. Provide adequate wireless infrastructure to incorporate meaningful use of technology into instructional practices
5. Formalize the use of student data related to the achievement of the 21<sup>st</sup> century learning expectations to inform instruction
6. Increase opportunities for teachers and departments to review current educational research, to examine data, and to discuss instructional practices, individually and collaboratively

#### Assessment of and for Student Learning

1. Formalize a process that guarantees frequent opportunities for all faculty members to analyze data from formative and summative assessments
2. Ensure all assessments include application of knowledge and skills in addition to recall of information
3. Develop and implement a process to communicate school-wide progress in achieving the school's 21<sup>st</sup> century expectations
4. Communicate the school's applicable 21<sup>st</sup> century learning expectations and related unit-specific learning goals to students prior to each unit of study
5. Review grading and reporting practices to ensure alignment with the school's core values and beliefs about learning
7. Provide students at all levels with specific and corrective feedback on their work

### School Culture and Leadership

1. Increase equitability, inclusiveness, and heterogeneity in all courses to ensure all students have a similar opportunity for academic and social challenge
2. Evaluate the effectiveness of the current advisory program to increase school-wide fidelity
3. Ensure that the organization of time during the school day allows for professional collaboration among teachers
4. Examine the current course leveling structure to ensure that the school is equitable and inclusive, that all students are experiencing challenging academic experiences, and that courses throughout the curriculum are populated with students reflecting the diversity of the student body

### School Resources for Learning

1. Expand the developmental guidance program by developing strategic curriculum geared toward students at each grade level focused on college and career readiness as well as on social emotional learning standards
2. Explore possible solutions for appropriate oversight and support for students in the SHARP program
3. Develop and implement a system for obtaining data and feedback from students, staff, graduates, parents and community members to evaluate the impact of guidance programs on student success and to inform programs and practices moving forward
4. Implement parent communication portal with new student information system

5. Increase method of communication to parents regarding available programs and services for student with disabilities
6. Survey staff, parents and students regarding special education, 504, guidance and ELL, to obtain relevant assessment data that will serve to improve services and will help to ensure each student achieves the school's 21<sup>st</sup> century learning expectations
7. Provide additional computers and access for instruction in the library to increase its function as a research and learning environment and to increase the librarian's expertise of online and print resources to assist students attain their learning expectations
8. Begin using a software program such as SNAP for recording student health data
9. Survey staff, parents, and students to obtain relevant feedback and assessment data that will serve to improve school health services and library/media services and will help to ensure each student achieves the school's 21<sup>st</sup> century learning expectations

#### Community Resources for Learning

1. Ensure dependable funding for continued technology support for teaching and learning by fully implementing the district technology plan
2. Provide dependable wireless internet access throughout the school building
3. Develop a plan to address problems with the building's infrastructure that are due to the age and deterioration of the building and its equipment including:
  - Provide safe and adequate chemical storage in science classrooms
  - Update science lab equipment and facilities

- Address deterioration of athletic fields and facilities
  - Provide additional storage for the music program
  - Update the infrastructure of the heating system
  - Provide additional ventilation in the boys locker room
  - Replace ventilation system in the wood shop
  - Replace aging equipment in the school kitchen facility
4. Increase the number of opportunities available to students that produce exposure to real world experiences

# Targeted District Review Report



Dudley-Charlton Regional School  
District

Review conducted February 12–14, 2018

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Office of District Reviews and Monitoring

Massachusetts Department of Elementary and  
Secondary Education

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## Executive Summary

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The Dudley-Charlton Regional School District, located in central Massachusetts on the Rhode Island border, serves approximately 4,000 students in 4 elementary schools, 2 middle schools, and 1 high school.<sup>1</sup> The number of central office leaders has been mostly stable in recent years.<sup>2</sup> The seven-member school committee, three members from Dudley and four from Charlton, has experienced some recent turnover, with three members being elected since 2017. The number of members from each town is based on student enrollment.

The superintendent, the school committee, the teachers' association, and town officials have created a culture of collaboration, transparency, and trust. This culture of collaboration has contributed to high levels of morale among teachers and administrators and has enabled the district to work with school committee members and town leaders to ameliorate budget shortfalls.

For example, while the towns of Dudley and Charlton have a positive relationship with the district, the towns' approved regional assessments to fund the district's budget have only minimally exceeded the required net school spending (NSS) level, by 2.2 percent in fiscal year 2017, compared with the statewide average of 24 percent. The major reason for this limited funding beyond the required NSS level was restrictions in the towns' Proposition 2½ levy limits, which means that increases for schools and other town services were not possible without an override. Facing a budget shortfall in the 2018–2019 school year, the superintendent and both school committees embarked on a campaign to put a \$1.5 million- override on the ballot in the spring 2017. On April 3, 2018, voters in Dudley and Charlton approved a Proposition 2½ override totaling more than \$3 million for the regional school district (see the Financial and Asset Management section).

## Instruction

The team observed 59 classes throughout the district: 19 at the high school, 23 at the 2 middle schools (grades 5–8) and 17 at the 4 elementary schools (2 grades Pre-K–1, 2 grades 2–4). The team observed 27 ELA classes, 17 mathematics classes, 14 science classes, and 1 class in another subject area (health). The observations were approximately 20 minutes in length. All review team members collected data using ESE's Instructional Inventory, a tool for recording observed characteristics of standards-based teaching. This data is presented in Appendix C.

Districtwide in observed classrooms, team members noted high levels of teachers' knowledge, a positive classroom climate, and overall positive behaviors by the students that made classrooms conducive to teaching and learning. However, the quality of instruction varied, instruction was not

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<sup>1</sup> In 2017–2018, 3,925 students were enrolled in the district.

<sup>2</sup> After the onsite review in February 2018, an interim superintendent replaced the superintendent who resigned. In addition, the curriculum director assumed the position of special education director, and a high-school English teacher and ELL coordinator was appointed curriculum director.

appropriately differentiated to account for differences in the learning needs of all students, and teachers did not consistently engage students in challenging tasks that required higher-order thinking skills.

## **Strengths**

- The superintendent, the school committee, the teachers' association, and town officials have created a culture of collaboration, transparency, and trust. There is a high level of morale among administrative and teaching staff.
- In most observed classes, team members noted a high incidence of teachers' knowledge of the subject matter, of classroom routines and positive supports in place to ensure that students behave appropriately, and of a positive classroom climate that is conducive to teaching and learning. The district has developed a culture of professional growth for teachers through timely observations and evaluations that include recommendations to improve pedagogy.
- The district has developed a professional development program, which is aligned with district and school priorities and supports teachers throughout their careers.
- The towns of Dudley and Charlton and the district have a positive working relationship, which has contributed to a collaborative budget process and a budget that meets required net school spending.
- The district has developed a capital improvement plan for the future status of its aging buildings. The buildings are generally in good condition.

## **Challenges and Areas for Growth**

- The district's planning documents do not provide a clearly defined vision for improvement for the district as a whole and for each school individually. The planning documents focus largely on structural improvement such as technology, staffing, and committee work and not on student achievement and instructional practice.
- In observed lessons, the quality of instruction varied across levels, especially in students engaging in higher-order thinking, students communicating their ideas and thinking with each other, student engagement in challenging tasks regardless of learning needs, and teachers' use of a variety of instructional strategies.
- The district has not developed an evaluation process for administrators that enhances professional growth and includes recommendations for improvement.

- The budget document does not contains trend data or a summary or narrative highlighting the district's goals.

## **Recommendations**

- The district should use a participatory process to revise its planning documents and make them more data- and goal-driven.
- The district should improve instruction by building teachers' capacity to engage students in higher-order thinking, to allow students to communicate their ideas and thinking with each other, to engage all students in challenging tasks regardless of learning needs, and to use a variety of instructional strategies.
- The district should ensure that all administrators develop SMART goals as part of the educator evaluation system and that they receive frequent growth-oriented feedback.
- The district should construct public budget documents that are transparent and complete. The budget should be clearly aligned with the district and school improvement plan goals.

## Dudley-Charlton RSD Targeted District Review Overview

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### Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, targeted district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. In general, districts performing at the 20<sup>th</sup> percentile or above receive a targeted review, while lower-performing districts receive a comprehensive review.<sup>3</sup> Reviews consider carefully the effectiveness of systemwide functions, with reference to three district standards used by the Department of Elementary and Secondary Education (ESE). Targeted reviews address one of the following sets of three standards: **Governance and Administrative Systems** (Leadership and Governance, Human Resources and Professional Development, and Financial and Asset Management standards) or **Student-Centered Systems** (Curriculum and Instruction, Assessment, and Student Support standards) —and may include the team’s observations/thoughts about systems and practices in the set of standards not being addressed. All targeted reviews include finding(s) about instruction based on classroom observations. A targeted review identifies systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results. The targeted district review is designed to promote district reflection on its own performance and potential next steps. In addition to being a tool that districts can use to inform their own improvement efforts, review reports may be used by ESE to identify technical assistance and other resources to provide to the district. This targeted review by the Office of District Reviews and Monitoring focused on the following standards: Leadership and Governance, Human Resources and Professional Development, and Financial and Asset Management.

### Methodology

Reviews collect evidence for each of the three district standards identified as the focus of the targeted review. Team members also observe classroom instructional practice. A district review team consisting of independent consultants with expertise in the district standards reviews documentation, data, and reports for two days before conducting a three-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with such stakeholders as school committee members, teachers’ association representatives, administrators, teachers, students, and students’ families. Subsequent to the onsite review, the team meets for two days to develop findings and recommendations before submitting a draft report to ESE.

### Site Visit

The site visit to the Dudley-Charlton Regional School District was conducted from February 12–14, 2018. The site visit included approximately 22 hours of interviews and focus groups with approximately 75 stakeholders, including school committee members, district administrators, school staff, students,

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<sup>3</sup> Other factors are also taken into consideration when determining the type of review a district will receive.

students' families, and teachers' association representatives. The review team conducted 3 focus groups with 11 elementary-school teachers, 14 middle-school teachers, and 4 high-school teachers.

A list of review team members, information about review activities, and the site visit schedule are in Appendix A, and Appendix B provides information about enrollment, attendance, and expenditures. The team observed classroom instructional practice in 59 classrooms in 7 schools. The team collected data using ESE's Instructional Inventory, a tool for recording observed characteristics of standards-based teaching. This data is contained in Appendix C.

## District Profile

Both Dudley and Charlton have a town manager form of government and the chair of the school committee is elected. The seven members of the school committee meet approximately bi-monthly during the school year. Three members represent Charlton and three represent Dudley with the seventh member representing the town with the greater population, currently Charlton.

The superintendent has been in the position since July 28, 2014. The district leadership team includes the superintendent; the director of curriculum and student assessment; the science, technology, engineering, art, and math (STEAM) director; the information technology director; and the director of operations and finance. Central office positions have been mostly stable in number over the past five years. The district has seven principals leading seven schools. There are four assistant principals. In 2017–2018, there were 258 teachers in the district.

In the 2017–2018 school year, 3,925 students were enrolled in the district's 7 schools:

**Table 1: Dudley-Charlton Regional School District,  
Type, Grades Served, and Enrollment\*, 2017–2018**

School	School Type	Grades Served	Enrollment
Dudley Elementary	ES	2–4	391
Charlton Elementary	ES	Pre-K–1	345
Heritage School	ES	2–4	480
Mason Road School	ES	Pre-K–1	276
Dudley Middle School	MS	5–8	574
Charlton Middle School	MS	5–8	691
Shepherd Hill Regional High School	HS	9–12	1,168
<b>Totals</b>	<b>7 schools</b>	<b>Pre-K–12</b>	<b>3,925</b>
*As of October 1, 2017			

Between 2014 and 2018 overall student enrollment decreased by 2.9 percent. Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, economically disadvantaged students, and English language learners (ELLs) and former ELLs) as compared with the state are provided in Tables B1a and B1b in Appendix B.

Total in-district per-pupil expenditures were lower than the median in-district per-pupil expenditures for 32 K–12 districts of similar size (3,000–3,999 students) in fiscal year 2016: \$11,157 as compared with \$13,919 (see [District Analysis and Review Tool Detail: Staffing and Finance](#)). Actual net school spending has been above what is required by the Chapter 70 state education aid program, as shown in Table B3 in Appendix B.

## Student Performance

**Note:** The Next-Generation MCAS assessment is administered to grades 3–8 in English language arts (ELA) and mathematics; it was administered for the first time in 2017. (For more information, see <http://www.doe.mass.edu/mcas/parents/results-faq.html>.) The MCAS assessment is administered to grades 5 and 8 in science and to grade 10 in ELA, math, and science. Data from the two assessments are presented separately because the tests are different and cannot be compared.

**The average scaled score on the Next- Generation MCAS assessment for all students was above the state rate by 2.2 points in ELA and by 2.0 points in math.**

**Table 2: Dudley-Charlton Regional School District  
Next-Generation MCAS ELA and Math Average Scaled Score (SS) Grades 3–8, 2017**

Group	N	ELA SS	State SS	N	Math SS	State SS
High Needs	599	489.6	488.5	599	489.6	488.1
Econ. Dis.	414	493.6	489.2	414	492.9	488.1
SWD	271	478.6	480.0	271	478.5	479.8
ELLs	57	488.2	484.9	57	491.6	486.8
All	1,919	501.3	499.1	1,919	500.8	498.8

Next Generation MCAS Achievement Levels: 440–470 Not Meeting Expectations; 470–500 Partially Meeting Expectations; 500–530 Meeting Expectations; 530–560 Exceeding Expectations

**The percentage of students meeting or exceeding expectations on the Next-Generation MCAS assessment in grades 3–8 was above the state rate by 6 percentage points in ELA (55 percent vs. 49 percent) and above the state rate by 4 percentage points in math (52 percent vs. 48 percent).**

- In ELA, the percentage of students meeting or exceeding expectations was above the state rate for high needs students, economically disadvantaged students, and English language learners by 4 to 9 percentage points, and below the state rate by 4 percentage points for students with disabilities.

- In math, the percentage of students meeting or exceeding expectation was above the state rate for high needs students, economically disadvantaged students, and English language learners by 2 to 8 percentage points, and below the state rate by 4 percentage points for students with disabilities.

**Table 3: Dudley-Charlton Regional School District  
Next-Generation MCAS ELA and Math Percent Meeting or Exceeding (M/E) Expectations Grades 3–8, 2017**

Group	N	ELA M/E	State M/E	Above/Below State	N	Math M/E	State M/E	Above/Below State
High Needs	599	31%	27%	4	599	29%	27%	2
Econ. Dis.	414	38%	29%	9	414	35%	27%	8
SWD	271	9%	13%	-4	271	10%	14%	-4
ELLs	57	32%	23%	9	57	30%	26%	4
All	1,919	55%	49%	6	1,919	52%	48%	4

**The percentage of students scoring proficient or advanced on the MCAS assessment in 10<sup>th</sup> grade was 4 and 1 percentage points above the state rate in ELA and math, respectively.**

- In ELA, the percentage of students scoring proficient or advanced was above the state rate by 3 and 8 percentage points for high needs students and economically disadvantaged students, respectively, and below the state rate by 8 percentage points for students with disabilities.
- In math, the percentage of students scoring proficient or advanced was below the state rate by 1 and 18 percentage points for high needs students and students with disabilities, respectively, and above the state rate by 4 percentage points for economically disadvantaged students.

**Table 4: Dudley-Charlton Regional School District  
MCAS ELA and Math Percent Scoring Proficient or Advanced in Grade 10, 2017**

Group	N	ELA	State	Above/Below State	N	Math	State	Above/Below State
High Needs	61	82%	79%	3	60	57%	58%	-1
Econ. Dis.	46	89%	81%	8	45	64%	60%	4
SWD	25	60%	68%	-8	25	24%	42%	-18
ELLs	3	--	59%	--	3	--	39%	--
All	263	95%	91%	4	262	80%	79%	1

**Between 2014 and 2017, science proficiency for all students improved by 1 percentage point and improved by 3 and 7 percentage points for high needs students and English language learners, respectively, and declined by 6 percentage points for students with disabilities.**

**Table 5: Dudley-Charlton Regional School District  
MCAS Science Percent Scoring Proficient or Advanced in Grades 5, 8, and 10, 2014–2017**

Group	N (2017)	2014	2015	2016	2017	4-yr Change	State (2017)
High Needs	251	34%	45%	29%	37%	3	31%
Econ. Dis.	184	--	58%	39%	47%	--	32%
SWD	106	17%	20%	11%	11%	-6	21%
ELLs	22	29%	18%	11%	36%	7	20%
All	914	58%	63%	56%	59%	1	53%

In ELA, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS assessment was 6 percentage points above the state rate in grades 3–8 as a whole and 5 to 9 percentage points above the state rate in the 3<sup>rd</sup> through 7<sup>th</sup> grades, and equal to the state rate in the 8<sup>th</sup> grade.

In math, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS assessment was 4 percentage points above the state rate in grades 3–8 as a whole and 5 to 13 percentage points above the state rate in the 4<sup>th</sup> through 7<sup>th</sup> grades, equal to the state rate in the 3<sup>rd</sup> grade, and 3 percentage points below the state rate in the 8<sup>th</sup> grade.

**Table 6: Dudley-Charlton Regional School District  
Next-Generation MCAS ELA and Math Percent Meeting or Exceeding (M/E) Expectations in Grades 3–8, 2017**

Grade	N	ELA M/E	State ELA	Difference	N	Math M/E	State Math	Difference
3	303	53%	47%	6	303	49%	49%	0
4	279	54%	48%	6	279	62%	49%	13
5	289	58%	49%	9	289	51%	46%	5
6	325	56%	51%	5	325	56%	50%	6
7	347	58%	50%	8	347	52%	47%	5
8	376	49%	49%	0	376	45%	48%	-3
3–8	1,919	55%	49%	6	1,919	52%	48%	4

Between 2014 and 2017, in science, the percentage of students scoring proficient or advanced on the MCAS assessment improved by 1 percentage point in the district as a whole and by 6 percentage points in the 8<sup>th</sup> grade, and declined by 1 and 5 percentage points in the 10<sup>th</sup> and 5<sup>th</sup> grades, respectively.

**Table 7: Dudley-Charlton Regional School District  
MCAS Science Percent Scoring Proficient or Advanced in Grades 5, 8, and 10, 2014–2017**

Grade	N (2017)	2014	2015	2016	2017	4-yr Change	State
5	288	60%	61%	56%	55%	-5	46%
8	376	40%	47%	35%	46%	6	40%
10	250	83%	87%	83%	82%	-1	74%
All	914	58%	63%	56%	59%	1	53%



Between 2014 and 2017, in ELA, the median student growth percentile (SGP) improved by 11 points in the 5<sup>th</sup> grade and by 4.5 to 9 points in the 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grades, and declined by 7 points in the 8<sup>th</sup> grade.

**Table 8: Dudley-Charlton Regional School District  
ELA Median Student Growth Percentile, 2014-2017**

Grade	N (2017)	2014	2015	2016	2017	4-yr Change	State (2017)
3	--	--	--	--	--	--	--
4	265	54.5	56.5	53.5	59.0	4.5	50.0
5	265	46.0	42.0	30.0	57.0	11.0	50.0
6	309	47.0	47.0	36.0	52.0	5.0	50.0
7	332	51.0	53.0	59.0	60.0	9.0	50.0
8	357	47.0	51.0	56.0	40.0	-7.0	50.0
10	226	33.5	42.0	35.0	39.0	5.5	50.0

Changes in SGP of 10 points or more are considered meaningful.

Between 2014 and 2017, in math, the median SGP improved by 18.0 points in the 4<sup>th</sup> grade and by 14.5 points in the 7<sup>th</sup> grade.

**Table 9: Dudley-Charlton Regional School District  
Math Median Student Growth Percentile, 2014-2017**

Grade	N (2017)	2014	2015	2016	2017	4-yr Change	State (2017)
3	--	--	--	--	--	--	--
4	268	46.0	60.0	50.0	64.0	18.0	50.0
5	265	43.0	49.0	44.0	41.0	-2.0	50.0
6	311	42.0	35.0	36.0	42.0	0.0	50.0
7	330	47.5	37.0	47.0	62.0	14.5	50.0
8	356	39.0	45.0	28.0	43.0	4.0	50.0
10	228	47.0	41.0	42.5	47.0	0.0	50.0

Changes in SGP of 10 points or more are considered meaningful.

In ELA, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS assessment ranged from 51 to 56 percent in the 3<sup>rd</sup> grade, and from 52 to 58 percent in the 4<sup>th</sup> grade in the district's elementary schools. The percentage of students meeting or exceeding expectations ranged from 58 to 62 percent in the 5<sup>th</sup> grade, from 55 to 60 percent in the 6<sup>th</sup> grade, from 52 to 67 percent in the 7<sup>th</sup> grade, and from 32 to 64 percent in the 8<sup>th</sup> grades in the district's middle schools.

**Table 10: Dudley-Charlton Regional School District  
Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations by Grade and School, 2017**

School	3	4	5	6	7	8	3–8
Mason Road	--	--	--	--	--	--	--
Charlton	--	--	--	--	--	--	--
Dudley	51%	58%	--	--	--	--	55%
Heritage	56%	52%	--	--	--	--	54%
Dudley Middle	--	--	58%	55%	67%	32%	53%
Charlton Middle	--	--	62%	60%	52%	64%	59%
District	53%	54%	58%	56%	58%	49%	55%
State	47%	48%	49%	51%	50%	49%	49%

In math, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS assessment ranged from 39 to 57 percent in the 3<sup>rd</sup> grade, and was 63 percent in the 4<sup>th</sup> grade in the district's elementary schools. The percentage of students meeting or exceeding expectations in math ranged from 44 to 58 percent in the 5<sup>th</sup> grade, from 57 to 58 percent in the 6<sup>th</sup> grade, from 53 to 54 percent in the 7<sup>th</sup> grade, and from 40 to 51 percent in the 8<sup>th</sup> grades in the district's middle schools.

**Table 11: Dudley-Charlton Regional School District  
Next-Generation MCAS Math Percent Meeting or Exceeding Expectations by Grade and School, 2017**

School	3	4	5	6	7	8	3–8
Mason Road	--	--	--	--	--	--	--
Charlton	--	--	--	--	--	--	--
Dudley	39%	63%	--	--	--	--	50%
Heritage	57%	63%	--	--	--	--	60%
Dudley Middle	--	--	58%	57%	54%	40%	52%
Charlton Middle	--	--	44%	58%	53%	51%	52%
District	49%	62%	51%	56%	52%	45%	52%
State	49%	49%	46%	50%	47%	48%	48%

On the MCAS assessment in the 10<sup>th</sup> grade, the percentage of students scoring proficient or advanced at Shepherd High Regional High was above the state rate by 5 and 2 percentage points in ELA and math, respectively.

**Table 12: Dudley-Charlton Regional School District  
MCAS ELA and Math Percent Scoring Proficient or Advanced in Grade 10, 2017**

School	ELA	Math
Shepherd Hill Regional High	96%	81%
State	91%	79%

In science, the percentage of students scoring proficient or advanced on the MCAS assessment was 49 and 62 percent in the 5<sup>th</sup> grade and 34 and 56 percent in the 8<sup>th</sup> grade at Dudley Middle and Charlton middle schools. Science proficiency in the 10<sup>th</sup> grade at Shepherd Hill Regional High was 83 percent.

**Table 13: Dudley-Charlton Regional School District  
MCAS Science Percent Scoring Proficient or Advanced by School and Grade, 2017**

<b>School</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>10</b>	<b>Total</b>
Dudley	--	--	--	--	--	--	--	--
Mason Road	--	--	--	--	--	--	--	--
Charlton	--	--	--	--	--	--	--	--
Heritage	--	--	--	--	--	--	--	--
Dudley Middle	--	--	49%	--	--	34%	--	41%
Charlton Middle	--	--	62%	--	--	56%	--	59%
Shepherd Hill Regional High	--	--	--	--	--	--	83%	83%
District	--	--	55%	--	--	46%	82%	59%
State	--	--	46%	--	--	40%	74%	53%

**In ELA, the percentage of all students meeting or exceeding expectations on the Next-Generation MCAS assessment ranged from 53 to 59 percent in the district's schools.**

- The percentage of high needs students meeting or exceeding expectations ranged from 27 to 43 percent.
- The percentage of economically disadvantaged students meeting or exceeding expectations ranged from 34 to 51 percent.
- The percentage of students with disabilities meeting or exceeding expectations ranged from 8 to 18 percent.
- The percentage of English language learners meeting or exceeding expectations ranged from 26 to 42 percent.

**In math, the percentage of all students meeting or exceeding expectations on the Next-Generation MCAS assessment ranged from 50 to 60 percent in the district's schools.**

- The percentage of high needs students meeting or exceeding expectations ranged from 27 to 35 percent.
- The percentage of economically disadvantaged students meeting or exceeding expectations ranged from 32 to 39 percent.
- The percentage of students with disabilities meeting or exceeding expectations ranged from 4 to 19 percent.
- The percentage of English language learners meeting or exceeding expectations ranged from 16 to 42 percent.

**Table 14: Dudley-Charlton Regional School District  
Next-Generation MCAS ELA and Math Percent Meeting and Exceeding Expectations by School, 2017**

School	ELA					Math				
	All	High Needs	Econ. Dis.	SWD	ELLs	All	High Needs	Econ. Dis.	SWD	ELLs
Mason Road	--	--	--	--	--	--	--	--	--	--
Charlton	--	--	--	--	--	--	--	--	--	--
Dudley	55%	43%	51%	18%	42%	50%	33%	39%	12%	33%
Heritage	54%	27%	34%	8%	26%	60%	35%	37%	19%	42%
Dudley Middle	53%	36%	43%	8%	37%	52%	30%	38%	4%	16%
Charlton Middle	59%	27%	35%	8%	--	52%	27%	32%	13%	--
District	55%	31%	38%	9%	32%	52%	29%	35%	10%	30%

Between 2014 and 2017, ELA proficiency at Shepherd Hill Regional High improved by 2 and 6 percentage points for all students and students with disabilities, respectively, and did not improve for high needs students.

Between 2014 and 2017, math proficiency at Shepherd Hill Regional High declined by 3 and 6 percentage points for all students and high needs students, respectively, and improved by 16 percentage points for students with disabilities.

**Table 15: Dudley-Charlton Regional School District  
MCAS ELA and Math Percent Scoring Proficient or Advanced in Grade 10, 2014-2017**

School	ELA					Math				
	2014	2015	2016	2017	4-yr Change	2014	2015	2016	2017	4-yr Change
Shepherd Hill Regional High	94%	95%	96%	96%	2	84%	87%	81%	81%	-3
High Needs	84%	79%	85%	84%	0	66%	67%	59%	60%	-6
Econ. Dis.	--	83%	89%	93%	--	--	76%	64%	67%	--
ELLs	--	--	--	--	--	--	--	--	--	--
SWD	58%	61%	69%	64%	6	11%	41%	38%	27%	16

Between 2014 and 2017, in science, the percentage of students scoring proficient or advanced on the MCAS assessment improved by 3 percentage points at Charlton Middle and declined by 3 and 2 percentage points at Dudley Middle and Shepherd Hill Regional High, respectively.

- Between 2014 and 2017, science proficiency for high needs students improved by 6 and 2 percentage points at Charlton Middle and Shepherd Hill Regional High, respectively, and declined by 1 percentage point at Dudley Middle.
- In 2017, science proficiency for economically disadvantaged students was 37 and 38 percent at Dudley and Charlton middle schools, respectively, and was 83 percent at Shepherd Hill Regional High.
- Between 2014 and 2017, science proficiency for students with disabilities declined by 7 and 4 percentage points at Dudley and Charlton middle schools, respectively, and declined by 20 percentage points at Shepherd Hill Regional High.

**Table 16: Dudley-Charlton Regional School District  
MCAS Science Percent Scoring Proficient or Advanced in Science by School and Subgroup, 2014–2017**

School	N (2017)	2014	2015	2016	2017	4-yr Change
Dudley	--	--	--	--	--	--
Mason Road	--	--	--	--	--	--
Charlton	--	--	--	--	--	--
Heritage	--	--	--	--	--	--
Dudley Middle	298	44%	50%	39%	41%	-3%
High Needs	97	31%	39%	22%	30%	-1%
Econ. Dis.	71	--	52%	29%	37%	--
SWD	39	12%	15%	9%	5%	-7%
ELLs	14	--	14%	15%	36%	--
Charlton Middle	352	56%	57%	53%	59%	3%
High Needs	89	27%	39%	24%	33%	6%
Econ. Dis.	66	--	51%	31%	38%	--
SWD	37	18%	17%	13%	14%	-4%
ELLs	5	--	--	--	--	--
Shepherd Hill Regional High	248	85%	87%	83%	83%	-2%
High Needs	53	64%	67%	59%	66%	2%
Econ. Dis.	41	--	79%	73%	83%	--
SWD	21	44%	39%	24%	24%	-20%
ELLs	2	--	--	--	--	--

Between 2014 and 2017, the district's four-year cohort graduation rate for all students declined 1.2 percentage points, from 95.3 percent in 2014 to 94.1 percent in 2017, above the 2017 state rate of 88.3 percent. The 2017 four-year cohort graduation rates for each subgroup with reportable data were above the state rates.

**Table 17: Dudley-Charlton Regional School District  
Four-Year Cohort Graduation Rates, 2014–2017**

Group	N (2017)	2014	2015	2016	2017	4-yr Change	State (2017)
High needs	107	88.2%	81.6%	77.5%	88.8%	0.6	80.0%
Economically Disadvantaged*	87	87.9%	81.8%	81.0%	87.4%	-0.5	79.0%
ELLs	5	--	--	--	--	--	63.4%
SWD	32	85.2%	73.0%	61.1%	78.1%	-7.1	72.8%
African American	4	--	--	--	--	--	80.0%
Asian	8	--	--	--	100%	--	94.1%
Hispanic or Latino	19	83.3%	72.2%	80.0%	84.2%	0.9	74.4%
Multi-Race, non-Hisp./Lat.	2	--	--	--	--	--	85.2%
White	269	95.7%	93.9%	91.6%	95.2%	-0.5	92.6%
All s	303	95.3%	91.9%	91.1%	94.1%	-1.2	88.3%

\* Four-year cohort graduation rate for students from low income families used for 2014, and 2015 rates.

Between 2013 and 2016, the district's five-year cohort graduation rate decreased by 1.9 percentage points for all students from 95.1 percent in 2013 to 93.2 percent in 2016, above the 2016 state rate of 89.8 percent.

**Table 18: Dudley-Charlton Regional School District  
Five-Year Cohort Graduation Rates, 2013–2016**

Group	N (2016)	2013	2014	2015	2016	4-yr Change	State (2016)
High needs	102	83.6%	89.5%	83.7%	82.4%	-1.2	82.9%
Economically Disadvantaged*	84	83.3%	89.7%	83.1%	84.5%	1.2	82.1%
ELLs	2	--	--	--	--	--	70.9%
SWD	36	77.8%	85.2%	75.7%	69.4%	-8.4	76.5%
African American	3	--	--	--	--	--	83.4%
Asian	--	--	--	--	--	--	94.8%
Hispanic or Latino	15	--	83.3%	77.8%	93.3%	--	76.8%
Multi-Race, non-Hisp./Lat.	1	--	--	--	--	--	87.4%
White	261	95.6%	96.4%	94.3%	93.1%	-2.5	93.5%
All	280	95.1%	96.0%	92.7%	93.2%	-1.9	89.8%

\* Five-year cohort graduation rate for students from low-income families used for 2013 and 2014 rates.

In 2017, the in-school suspension rate for all students was 4.8 percent, more than twice the state rate of 1.7 percent. In-school suspension rates in the district were more than twice the state rates for each subgroup with reportable data.

**Table 19: Dudley-Charlton Regional School District  
In-School Suspension Rates by Subgroup, 2014–2017**

Group	2014	2015	2016	2017	4-yr Change	State (2017)
High Needs	7.6%	8.2%	8.5%	7.9%	0.3	2.6%
Economically Disadvantaged*	8.6%	8.6%	7.9%	9.0%	0.4	2.9%
ELLs	--	--	9.9%	--	--	1.7%
SWD	7.6%	9.8%	10.9%	9.0%	1.4	3.1%
African American	14.3%	--	10.0%	--	--	3.3%
Asian	--	--	--	--	--	0.5%
Hispanic or Latino	7.4%	11.1%	12.3%	10.4%	3.0	2.5%
Multi-Race, non-Hispanic or Latino	10.7%	8.3%	6.3%	--	--	2.1%
White	4.6%	3.9%	4.7%	4.3%	-0.3	1.3%
All	5.0%	4.5%	5.4%	4.8%	-0.2	1.7%

\*Suspension rates for students from low income families used for 2014 rates.

Between 2014 and 2017, out-of-school suspension rates increased for all students and for each subgroup with reportable trend data by 0.3 to 2.4 percentage points, below the 2017 state rates for all students and each subgroup, except white students.

**Table 20: Dudley-Charlton Regional School District  
Out-of-School Suspension Rates by Subgroup, 2014–2017**

<b>Group</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>4-yr Change</b>	<b>State (2017)</b>
High Needs	3.1%	2.5%	2.8%	4.1%	1.0	4.5%
Economically Disadvantaged*	3.5%	2.6%	3.1%	5.2%	1.7	5.3%
ELLs	--	--	1.4%	--	--	3.8%
SWD	2.8%	2.9%	2.7%	4.8%	2.0	5.5%
African American	7.1%	--	3.3%	--	--	6.3%
Asian	--	--	--	--	--	0.7%
Hispanic or Latino	2.5%	2.7%	3.3%	4.9%	2.4	5.2%
Multi-Race, non-Hispanic or Latino	6.7%	1.2%	2.5%	--	--	3.1%
White	1.7%	1.5%	1.3%	2.0%	0.3	1.6%
All	1.9%	1.5%	1.5%	2.2%	0.3	2.8%

\* Suspension rates for students from low income families used for 2014 rates.

**Between 2014 and 2017, the district's dropout rate for all students increased from 0.6 percent in 2014 to 1.0 percent in 2017, below the state rate of 1.8 percent.**

**Table 21: Dudley-Charlton Regional School District  
Dropout Rates by Subgroup, 2014–2017**

<b>Group</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>4-yr Change</b>	<b>State (2017)</b>
High Needs	0.9%	3.8%	2.5%	2.9%	2.0	3.5%
Economically Disadvantaged*	0.8%	3.6%	2.4%	2.5%	1.7	3.6%
ELLs	0.0%	--	--	12.5%	12.5	6.5%
SWD	1.1%	5.0%	1.8%	5.0%	3.9	3.3%
African American	0.0%	0.0%	0.0%	5.0%	5.0	2.9%
Asian	--	0.0%	0.0%	0.0%	--	0.6%
Hispanic or Latino	0.0%	3.3%	3.2%	0.0%	0.0	4.2%
Multi-Race, non-Hispanic or Latino	0.0%	9.1%	0.0%	0.0%	0.0	1.7%
White	0.7%	0.8%	0.8%	1.1%	0.4	1.1%
All	0.6%	1.0%	0.9%	1.0%	0.4	1.8%

\*Dropout rates for students from low income families used for 2014 rates.

## Leadership and Governance

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At the time of the onsite review in February 2018, the superintendent was in his fourth year in the position having previously served as a middle school principal in the district. He has hired four of the current seven principals. Morale in the district is high as evidenced by low turnover of teachers and by numerous comments to the team during the onsite review.

The superintendent is attempting to focus teaching in the district on preparing students for the skills they need in the twenty-first century. This has resulted in a strong focus on technology and interpersonal skills. This emphasis is evident in the district's planning documents.

In recent years, the superintendent has focused on bringing the district's technology up to date. At the time of the onsite review in February 2018, the district had only had wireless access in its schools for two years and was still experiencing bandwidth issues.

### ***Strength Finding***

**1. The superintendent, the school committee, the teachers' association, and town officials have created a culture of collaboration, transparency, and trust. There is a high level of morale among administrative and teaching staff.**

**A.** The superintendent's relationship with the school committee has been positive and productive.

1. In his 2016–2017 evaluation, members of the school committee described the superintendent as effective and applauded his interaction with students, his communication with the staff, and his work with the school committee.
2. School committee members stated that the superintendent was a skilled listener who thought outside the box. They stated that he had handled difficult situations with professionalism, compassion, supportiveness, reasonableness, and calmness.

**B.** The superintendent has developed and nurtured positive relations with town officials and state legislators.

1. The superintendent has organized several leadership breakfasts with town officials and local legislators.
2. In March 2017, a meeting was held to judge support for an operational override. Twenty-nine local and state officials and district leaders attended and supported the concept of the override. A follow-up meeting was held in May 2017 to formulate plans for an override in the 2017–2018 school year.



- a. At the time of the onsite review in February 2018, the town of Charlton approved an override vote for April 3, 2018. The town of Dudley was expected to follow. (See the Financial and Asset Management standard below.)
3. A school committee member stated that relations with the town boards, local and state representatives, and fire and police departments were constructive.
- C. Principals told the team that they felt supported by the superintendent and had autonomy within the planning structure of the district.
  1. For example, each principal received a budget for professional development to send teachers to workshops and conferences that reflect the specific needs of the school.
  2. Principals said that the hiring of teachers was done at the school level with a committee of teachers aiding the principal in the hiring decision. They stated that the superintendent was collaborative and supportive.
- D. Teachers expressed the view that the district was a fine place to work and they felt consulted and involved.
  1. Teachers' association representatives stated that they had a positive relationship with the superintendent, that they could call him anytime and that there had not been any grievances.
  2. Teachers stated that the superintendent sent out weekly communications to teachers. They said that they were aware of his vision for classroom teaching (kids first), and their voices were heard in the planning process.

**Impact:** Leaders who communicate effectively and work at building relationships with all the stakeholders in the district are essential for a district to move forward. A strong level of trust between the superintendent and the community can lead to increased and sustained support for the district.

### ***Challenges and Areas for Growth***

2. **The district's planning documents do not provide a clearly defined vision for improvement for the district as a whole and for each school individually. The planning documents focus largely on structural improvement such as technology, staffing, and committee work and not on student achievement and instructional practice.**
  - A. Interviews and a document review indicated that the district's 2014–2017 strategic plan began in 2014, was revised in 2016, and expired in 2017. At the time of the onsite review in February 2018, the district continued to operate under this plan and was developing the 2017–2020 strategic plan. The superintendent told the team that he planned to take the new plan to the

school committee in May 2018, noting that the new strategic plan would go into effect in July 2018.

- B.** The district's 2014–2017 strategic plan does not have SMART goals<sup>4</sup> based on specific desired student outcomes.
  - 1. The vision in the district's 2014–2017 strategic plan focuses on providing a safe and supportive learning environment and the development of lifelong learning and personal confidence to enable students to meet the challenges of a changing world.
    - a. Elementary teachers stated that the vision of the district was “kids first.” Middle-school teachers stated that the district's vision was “kids first.” High-school teachers stated that the vision was “pride and unity” for the high school and “kids first” for the rest of the district. The 2014–2017 strategic plan does not use this terminology.
  - 2. The district's 2014–2017 strategic plan has three headings: communications, community engagement and partnerships; climate, culture and civility; and curriculum, instruction and assessment. Under each are goals and “tasks/activities.”
    - a. In the 2014–2017 strategic plan, of the 17 tasks/activities in the curriculum, instruction and assessment section, only 3 address curricula and only 1 addresses teachers' practice. Only one of the tasks/activities lists teachers as the personnel responsible (developing vertical alignment committees). Tasks/activities are not related to measurable student achievement outcomes.
- C.** Of the 14 “action steps” in the draft strategic plan under the heading “academic competencies,” only one concerns a student outcome (seniors producing portfolios or capstone projects).
- D.** Although the strategic plan is reviewed periodically, it is missing an annual action plan, which would enable the district to prioritize initiatives within a given school year.
  - 1. The district's de-facto annual action plan is based on the “theme” determined by the superintendent, by professional development (PD) priorities decided by the PD committee, and by the power standards for evaluation determined by the administrative team. These district priorities are not part of the 2014–2017 strategic plan.
- E.** Both teachers and the superintendent spoke about an emphasis on teacher practice, using phrases such as “dynamic teaching,” “student engagement,” and “data driven instruction.” These terms and other indicators of exemplary teacher practice are absent from both the 2014–2017 strategic plan and the draft strategic plan.

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<sup>4</sup> SMART goals are Specific and Strategic; Measurable; Action Oriented; Rigorous, Realistic, and Results Focused; and Time and Tracked.

- F.** The School Improvement Plans (SIPs) use the 2014–2017 district goals as their goals and then list school specific activities under those goals. However, the SIPs are missing some of the basic elements of effective school improvement such as backward design from specific student outcomes.
1. The SIPs list the task/activity, the evidence of completion, and the personnel responsible. Few SIP goals, activities, and student outcomes are written as SMART goals. Most SIPs are missing resources and a timeline. For example, one SIP listed staff participation in the district’s ELA/literacy program and curriculum creation as a task/activity. The outcome was that students would have a more consistent ELA experience across grade levels. Neither the task nor the outcome was specific, measurable, or time limited.
  2. The SIPs do not have goals addressing specific student outcomes.
  3. The SIPs do not contain instructional practice objectives that can be linked to the educator evaluation process.

**Impact:** Without a strategic plan with data-based SMART goals and SIPS with SMART goals aligned with those in the strategic plan, stakeholders do not know the direction in which the district is heading, the plans to achieve goals, or the extent to which progress is being made.

## ***Recommendation***

- 1. The district should use a participatory process to revise its planning documents and make them more data- and goal-driven.**
  - A.** The district should engage in an inclusive, reflective process to clarify its vision and communicate it to ensure that students, teachers and families understand the district’s overriding philosophy.
    1. The vision should be incorporated into the district plan, and plan goals should be designed to achieve the district’s vision.
  - B.** The district should adopt a backwards planning process based on desired student outcomes and other outcomes identified by the district, including those specific to academic achievement.
  - C.** The district should develop an annual action plan that prioritizes district initiatives aligned with the strategic plan.
    1. This document should include many of the yearly initiatives already in place such as yearly themes and PD priorities and align these with the strategic plan.

2. The draft strategic plan contains some initiatives written with benchmarks and timelines. This should be expanded to those initiatives that are less specific and not time limited.

**D.** SIPs should be aligned with the district plan.

1. SIPs should include annual school initiatives, personnel responsible, and the resources needed to achieve them.
2. Outcomes should be written in SMART goal format.
3. The plan should include any professional development and budgetary implications, if applicable.

**Benefits:** By implementing this recommendation, the district can use a representative and effective district and school improvement planning process that results in clarity about the district's vision, specific goals, and its plans to achieve them. A greater focus on student achievement outcomes and instructional practice goals will increase the likelihood that the plan will drive continuous and meaningful improvement in teaching and learning.

**Recommended resources:**

- ESE's *Planning for Success* tools (<http://www.doe.mass.edu/research/success/>) support the improvement planning process by spotlighting practices, characteristics, and behaviors that support effective planning and implementation and meet existing state requirements for improvement planning.
- *What Makes a Goal Smarter?* (<http://www.doe.mass.edu/edeval/resources/presentations/SMARTGoals/Handout5.pdf>) is a description of SMART goals with accompanying examples. The handout was designed to support educators in developing goals as part of the educator evaluation system but could also be a useful reference for the district as it develops or refines its DIP and SIPs.
- *Massachusetts Transfer Goals* (<http://www.doe.mass.edu/candi/model/MATransferGoals.pdf>) are long range goals that students should work toward over the course of their Pre-K–12 academic experience. They were written to provide an explicit connection between the standards-based Model Curriculum Units and Massachusetts' definition of College and Career Readiness. They are not recommended for use as a checklist, evaluation tool, or as an assessment tool, but they could be a helpful resource for the district as it articulates a vision and engages in long-term planning.

## Instruction

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### ***Contextual Background***

Primary responsibility for curriculum and instruction lies with the director of curriculum and student assessment, whose role is to provide Pre-K–12 leadership in the areas of curriculum, instruction, learning, assessment, strategic planning, staff development, and grant management in coordination with district administrators. Additional support for curriculum and instruction is provided by the director of science, technology, engineering, art, and mathematics (STEAM), who has been in the role for two years, and the seven principals, who serve as the instructional leaders of their schools. Six department heads at the high school, who receive a stipend and teach four out of five classes,<sup>5</sup> support the principals and teachers with strategies to improve curriculum and instruction. Department heads at the high school also collaborate with the two assistant principals on evaluations and meet monthly with the teachers. At the middle school, team leaders receive a stipend, but do not evaluate teachers. An ELL and a Title I coordinator receive stipends, but do not have release time to meet with teachers. The district has K–5 facilitators in mathematics and literacy and ELL liaisons for each school. Reading teachers also model instruction in classes. Approximately 50 instructional assistants are assigned to classrooms or work one to one with students. The district does not have coaches to support teachers in the classroom.

The district adopted “power standards,” or areas of focus for teacher evaluations, when it adopted its educator evaluation system. Administrators and teachers receive a list of these power standards at the start of the school year. In the 2017–2018 school year, the seven power standards include well-structured lessons, adjustment to practice, and student engagement.

### ***Strengths***

- 1. In most observed classes, team members noted a high incidence of teachers’ knowledge of the subject matter, of classroom routines and positive supports in place to ensure that students behave appropriately, and of a positive classroom climate that is conducive to teaching and learning.**
  - A.** Team members observed sufficient and compelling evidence that teachers demonstrated knowledge of subject matter and content (characteristic #1) in 49 of 59 classes or in 83 percent of observed lessons (in 83 percent of elementary lessons, in 82 percent of middle-school lessons, and in 85 percent of high-school lessons.)

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<sup>5</sup> Other high-school teachers teach five classes.

1. In a marine biology class for students in grades 11–12, the teacher provided feedback as students dissected small sharks and questioned students about the muscle structure and size of the liver as they worked in pairs.
  2. In a grade 1 ELA literacy block, a teacher met with a small group of students for guided reading and provided targeted support and questioned students as they read aloud to ensure comprehension of a short story.
- B.** Team members observed sufficient and compelling evidence of classroom routines and positive supports in place to ensure that students behave appropriately (characteristic #11) in 52 of 59 classes or in 84 percent of observed lessons (in 82 percent of elementary lessons, in 96 percent of middle-school lessons, and in 84 percent of high-school lessons.)
1. In an elementary class, kindergarten students returned to the classroom from a health class and immediately took their places on the rug for mathematics review.
  2. In a middle-school ELA class, students met individually with the teacher who reviewed and signed their agenda books, while the remainder of the class worked on an individual assignment.
  3. In a high-school ELA class, the teacher positively and successfully redirected students when they were not focused on the assignment.
- C.** The team observed sufficient and compelling evidence that classroom climate is conducive to teaching and learning (characteristic #12) in 52 of 59 classes or in 88 percent of observed lessons (in 100 percent of elementary lessons, in 87 percent of middle-school lessons, and in 79 percent of high-school lessons).
1. In a high-school ELA class, students seemed comfortable laughing and enjoying a lesson on Shakespeare.
  2. In a grade 5 ELA class, students worked in groups on citing textual evidence and the teacher positively reinforced students as they worked.
  3. In a grade three literacy block, students rotated among centers, and transitions were smooth without disruption.
  4. In a kindergarten ELA literacy block, the observer noted, “Students know where to go and what to do.”

**Impact:** Teachers’ knowledge of the subject and content matter ensures that students learn complex concepts and skills. When structures are in place and the environment is conducive to teaching and learning, students can feel safe to take risks and become responsible for their own learning.

## ***Challenges and Areas for Growth***

2. **In observed lessons, the quality of instruction varied across levels, especially in students engaging in higher-order thinking, students communicating their ideas and thinking with each other, student engagement in challenging tasks regardless of learning needs, and teachers' use of a variety of instructional strategies.**
  - A. Observers noted sufficient and compelling evidence of students engaging in higher-order thinking (characteristic #6) in 29 of 59 observed lessons (in 41 percent of elementary lessons, in 61 percent of middle-school lessons, and in 42 percent of high-school lessons.)
    1. The team observed some strong examples of students engaging in higher-order thinking, including high-school students analyzing text in an ELA class and middle-school students working together in a science lab to measure the amount of energy stored in food.
    2. In contrast, in a high-school science class, students took notes while the teacher lectured.
    3. In a middle-school ELA class, students viewed a video during the entire 20-minute observation time. The teacher did not stop the video during the observation to ask questions and enable students to engage in higher-order thinking to process what they were viewing.
  - B. Team members observed sufficient and compelling evidence of students communicating their ideas and thinking with each other (characteristic #7) in only 21 of 59 observed lessons (in 41 percent of elementary lessons, in 43 percent of middle-school lessons, and in just 21 percent of high-school lessons.)
    1. The team observed some examples of students communicating their ideas and thinking with each other, including a lively discussion about Macbeth in a high-school ELA class, students interacting during a science lab at the high school, and an elementary teacher questioning students in a guided reading group, "What you think you know about the book from the cover?"
    2. In several high-school lessons where students were not given opportunities to interact, the teacher lectured or responded to students' questions throughout the observation. In some cases, when there was time to communicate ideas and thinking, students were assigned individual work.
    3. In two mathematics classes (high school and grade 4), the teacher solved problems on the interactive white board while students watched.
  - C. Team members observed sufficient and compelling evidence of the teacher ensuring that students are engaging in challenging tasks regardless of learning needs (characteristic #9) in only 25 of 59 observed lessons (in 47 percent of elementary lessons, in 57 percent of middle-school lessons, and in just 21 percent of high-school lessons.) At all levels, while observers saw appropriate use of instructional aides to assist students in accessing the curriculum, observers

found mostly whole-group lessons with little evidence of differentiation to ensure that all students could access the curriculum.

1. In a high-school English class, for example, the teacher lectured, and then students read aloud, and then answered questions as a group. While the tasks changed, the whole-group lesson was not differentiated and did not support and challenge all students.
  2. At the elementary level, students were often grouped for the literacy block, though in most cases, they all performed the same tasks, indicating an absence of differentiation.
- D.** Team members observed sufficient and compelling evidence that the teacher used a variety of instructional strategies (characteristic #10) in 23 of 59 observed lessons (in 47 percent of elementary lessons, in 43 percent of middle-school lessons, and in only 26 percent of high-school lessons.)
1. In most observed middle-school and high-school classes, the teacher lectured. In some classes, the teacher used an interactive white board to solve problems or to make a PowerPoint presentation.
  2. At the elementary level, students were assigned various tasks in learning centers during the literacy block, but in several whole-group lessons the teacher instructed and asked questions of the full group.

**Impact:** When effective, engaging, research-based instructional practices are not fully in place K-12, the district cannot ensure that students are sufficiently prepared to achieve at high levels.

## ***Recommendation***

1. **The district should improve instruction by building teachers' capacity to engage students in higher-order thinking, to allow students to communicate their ideas and thinking with each other, to engage all students in challenging tasks regardless of learning needs, and to use a variety of instructional strategies.**
  - A.** As part of the supervision and evaluation process, school leaders and evaluators should provide feedback to teachers on how to improve their skills in providing challenging, engaging instruction that meets all students' needs.
    1. All teachers should be encouraged to vary their instructional methods and rely less on the lecture format.
    2. The district should continue to provide administrators with opportunities to calibrate evaluations through walk-throughs and videos, ensuring that there is a common understanding of concepts including student engagement, higher-order thinking, and varied instructional strategies that address students' strengths and needs.
    3. The district should continue conducting learning walks with a focus on identifying examples of these concepts.



4. The district could encourage teachers to observe peers who are exemplary in these areas.
- B.** The district should consider planning professional development addressing the areas described above.
1. Professional development could include sharing best practices, collaborative instructional planning, and reflecting on the effectiveness of new instructional strategies.
  2. Topics could include using questioning techniques to elicit higher order thinking, as well as how to structure opportunities for students to engage in deep and meaningful discussions about subject matter with each other.
  3. The district should consider longer time frames for professional development themes and goals (see Human Resources and Professional Development section of this report) to ensure deep and sustained learning and promote meaningful change to instructional practice.
- C.** The district should pay particular attention to helping teachers learn how to promote student engagement in challenging tasks regardless of learning needs.
1. This should include a focus on formative assessment strategies that can help teachers to identify students' strengths and needs.
  2. Teachers who use centers or group activities should maximize the potential of this approach by differentiating student tasks based on their identified skill level.

**Benefits** By implementing this recommendation the district will ensure that all teachers are engaging students at a high level of learning. Students will gain deeper understanding of course content and be able to support their ideas and thinking. Students with disabilities, English language learners, and students with varied learning styles will be able to access the curriculum successfully.

**Recommended resources:**

- ESE's "What to Look For" Observation Guides (**Updated August 2017**) (<http://www.doe.mass.edu/candi/observation/>) describe what observers should expect to see in a classroom at a particular grade level in a specific subject area. This includes the knowledge and skills students should be learning and using (as reflected in state learning standards) and best practices related to classroom curriculum, instruction, and assessment for each subject area. The guides are not designed to replace any evaluation system or tools districts currently use but are a resource to help classroom observers efficiently identify what teachers and students should be experiencing in specific subjects and grade levels.
- ESE's *Learning Walkthrough Implementation Guide* (<http://www.mass.gov/edu/docs/ese/accountability/dart/walkthrough/implementation-guide.docx>) is a resource to support instructional leaders in establishing a *Learning Walkthrough* process in a school or district. It is designed to provide guidance to those working in an established culture of collaboration as well as those who are just beginning to observe classrooms and discuss teaching and learning in a focused and actionable manner.

- Appendix 4, *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice* (<http://www.mass.gov/edu/docs/ese/accountability/dart/walkthrough/continuum-practice.pdf>) is a framework that provides a common language or reference point for looking at teaching and learning.

## Human Resources and Professional Development

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### Contextual Background

The district's practices for hiring teachers and administrators are collaborative and implemented consistently across the district. Teams of teachers and administrators districtwide use hiring protocols and interview procedures.

While the district has adopted the Massachusetts Educator Evaluation Framework, implementation is inconsistent. Teachers' evaluations generally provided actionable feedback that promoted professional growth; however, only the evaluations of several principals included feedback intended to improve instruction. Most teachers' evaluation files included self-assessment and goal setting documents with student learning goals written as SMART goals. However, most administrators' goals did not include measurable benchmarks. The district has implemented student and staff feedback and the use of common assessment data, required components of an educator evaluation system.

The district has a process for developing, implementing, and funding professional development (PD). PD is funded by the regional budget and federal Title IIA funds. The teachers' collective bargaining agreement provides a yearly amount for PD, as well as amounts allocated per teacher for workshops and for tuition reimbursement for graduate courses.

A six-member PD committee, which the teachers' collective bargaining agreement describes, determines districtwide PD. The committee, led by the director of curriculum and student assessment, determines the types of PD offerings for the district's full-day and half-day PD programs. Each school year, the district has a retreat where district and school administrators, led by the superintendent, determine the theme for the year's PD programming. The committee also administers surveys to teachers before and after PD, to get feedback about their professional needs and an evaluation of the PD.

In school year 2016–2017, the district's PD themes were social and emotional behavior and character education; in school year 2017–2018, the theme was technological literacy with digital tools. In 2018–2019, the theme will be project-based learning. The district has obtained grants in anticipation of this focus. Teachers in focus groups seemed aware of the annual PD themes.

## ***Strength Findings***

- 1. The district has developed a culture of professional growth for teachers through timely observations and evaluations that include recommendations to improve pedagogy.**
  - A.** Teachers' evaluations reviewed by the team included actionable feedback that included recommendations on how to improve teaching practices.
    1. Team members reviewed the evaluation files of 24 teachers randomly selected from the district's 7 schools. All files included completed self-assessments, team or individual goal setting documents that included SMART goals, formative assessments/evaluations, summative evaluations, and evaluators' observation walkthrough summaries.
      - a. The evaluation files reviewed included teachers on developing or self-directed one or two-year evaluation plans. Formative assessments/evaluations and summative evaluations were conducted in accordance with the timelines required by the educator's plan.
      - b. Teachers told the team that at first the educator evaluation system was overwhelming but that it was going well now. Teachers stated that they received timely feedback from evaluators, which they could reflect on and respond to as part of the evaluation process.
      - c. When team members asked evaluators whether they have spent time calibrating the consistency of evaluations across the district, evaluators told the team that they have discussed calibration at the weekly administrative team meetings and have received training in observational techniques. Evaluators stated that twice a month teams of administrators visited schools, observed classes, met with the principals, and calibrated findings. Administrators conduct learning walks at each school twice a year.
      - d. All evaluation documentation is stored in TeachPoint, the district's educator evaluation management system.
    2. The teachers' evaluation documents reviewed by the team were informative and instructive<sup>6</sup> and included professional practice and student achievement SMART goals as well as instructional practices and engagement strategies the teacher used to improve student achievement. For example, one evaluator noted the best practices that the teacher used to engage the students in high quality-instruction.
    3. Of 24 teachers' files reviewed, 20 included recommendations from the evaluator that could improve educator skills or improve the learning experience for students. For example, one

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<sup>6</sup> An informative evaluation is factual and cites instructional details such as methodology, pedagogy, Standards and Indicators of Effective Teaching Practice or instruction of subject-based knowledge that is aligned with the state curriculum frameworks. It does not commit to improvement strategies. An instructive evaluation includes comments intended to improve instruction.

evaluator suggested practices to help students learn the content and to connect it to their world today.

- B.** As of the 2015–2016 school year, state educator evaluation regulations (603 CMR 35.07) call for all districts to collect and use student feedback as evidence in the teacher evaluation process and staff feedback in the administrator evaluation process. The educator evaluation regulations also call for districts to develop multiple measures of student learning, growth, and achievement and inform judgments about educator impact.
1. District and school leaders told the team that the district has implemented the student and staff feedback requirements of the state’s Educator Evaluation Framework. The district has developed a document entitled “Overview of Student/Staff Feedback Survey Evaluation Guidelines,” which outlines student and staff survey guidelines and timelines.
  2. Students and teachers confirmed that the district conducted surveys to measure the effectiveness of teachers and administrators. In addition, the district provided the team with survey feedback forms used by students and staff to measure teacher and administrator effectiveness.
  3. School leaders told the team that assessment data was reviewed to determine whether teachers were meeting the student learning goals included in the teachers’ goal setting documents.

**Impact:** Providing educators with suggestions and recommendations that improve practice and enhance professional growth promotes a culture of continuous improvement and support and likely leads to improved student achievement.

**2. The district has developed a professional development program, which is aligned with district and school priorities and supports teachers throughout their careers.**

- A.** Interviews and a document review indicated that the district’s professional development (PD) program incorporated many of the core components of the Massachusetts Standards for Professional Development.<sup>7</sup> Among these principles is that PD should be a systematic and purposeful process directed by effective and collaborative leadership.
- B.** The district’s PD committee oversees its PD program.
1. The PD committee is composed of the director of curriculum and student assessment, the science, technology, engineering, arts, and math (STEAM) director, the interim director of special education, and three members of the teachers’ association.
  2. The committee meets several times throughout the year.

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<sup>7</sup> [www.doe.mass.edu/professionaldevelopment/standards](http://www.doe.mass.edu/professionaldevelopment/standards)

3. Teachers told the review team that teachers' association representation on the PD committee made them feel that they were consulted about the PD program.
- C. The collective bargaining agreement between the district and the Dudley-Charlton Teachers' Association includes agreements about PD funding.
1. The agreement specifies that the district allocate \$65,000 for PD in school year 2017–2018. To ensure that each teacher has an equal opportunity to attend workshops, conferences, etc., the district allocates a minimum of \$150 per teacher per agreement year. The district reimburses teachers for graduate courses, the amount depending on the academic level.
- D. The district schedules three full PD days (in October, January, and August) and two half-days in school year 2017–2018. Beginning in the 2018–2019 school year, the district plans to add two half days for districtwide PD. There are many other PD opportunities in the district, including a menu of summer offerings, enough for a group of high-school teachers to say that there are “constant PD opportunities for everyone.”
1. The district provides opportunities for faculty to serve as instructors and uses the “train-the-trainer” model whenever possible.
  2. The district encourages teachers to observe each other's instruction through the mentor program and for less experienced teachers to witness colleagues' techniques in an informal peer-observation process. In addition, the district gives some teachers release time to observe teaching in neighboring districts.
  2. The district's STEAM director runs a monthly workshop called “Define STEM” with the teachers for grades 4–8. This online program comes with PD, as well as lesson plans.
  3. School principals are allocated dedicated PD funds and choose the content of the PD for their school-based educator improvement sessions, which are held during faculty meetings or the dedicated half-day release time.
  4. The district has monthly PLCs with different forms at different schools, such as data study, vertical alignment, and collaborative lesson planning.
  5. During “Tech Tuesdays,” knowledgeable staff members teach their colleagues about iPads, interactive white boards, etc. This program matches the district's current technology theme.

**Impact:** Using teacher leaders as instructors and trainers can support communication and collaboration and help the district focus on priorities to improve teaching and learning. The use of monthly PLCs can also contribute to continuous improvement. Teachers' participation in choosing and evaluating PD gives them a feeling of empowerment. By creating opportunities for teachers to take on instructional leadership, the district is supporting the growth of its faculty.

## ***Challenges and Areas for Growth***

### **3. The district has not developed an evaluation process for administrators that enhances professional growth and includes recommendations for improvement.**

- A.** The team reviewed evaluation documentation of 14 school and district administrators including the most recent evaluation of the superintendent conducted by the school committee.
  - 1. Of the 14 administrator evaluations, only 5 included SMART goals. None of the five was a principal's evaluation because principals were required to adopt the district goals, which were not SMART goals. For the most part, these goals did not have benchmarks or measurable outcomes.
  - 2. Evidence of instructive comments and growth-oriented feedback in the administrators' evaluations was limited to the evaluations of four principals for whom the superintendent wrote lengthy evaluations that included growth-oriented feedback.
  - 3. School leaders stated that they submitted goals to the superintendent and met with him on an ongoing basis throughout the year. They noted that at the end of the year they received a summative evaluation that included instructive feedback.
- B.** The superintendent's goals were not SMART goals and reflected a general direction for the district rather than actionable goals with measurable outcomes. For example, one goal was "I will continue to pursue the district strategic plan priorities." Another goal was "District administrators will provide support to the district schools to develop consistent methods of communication with students, parent and the community." The superintendent's goals were submitted with a plan, but it did not include a timeline or specific outcomes.
  - 1. All school committee members completed evaluations of the superintendent, and all made comments, some of which were recommendations for improvement.

**Impact:** Without providing all district and school leaders with suggestions and recommendations to improve practice and enhance professional growth, the district is missing critical opportunities to promote a culture of continuous improvement and to improve student achievement.

## ***Recommendation***

- 1. The district should ensure that all administrators develop SMART goals as part of the educator evaluation system and that they receive frequent growth-oriented feedback.**
  - A.** Evaluators of school and district administrators should evaluate and observe administrators consistent with the Massachusetts Educator Evaluation Framework guidelines.

1. Evaluators should conduct thorough formative assessments/evaluations and summative evaluations and observations that include effective recommendations for improvement that will lead to professional growth.
2. The superintendent should establish procedures that ensures all administrators receive timely formative and summative evaluations and observations.
3. Evaluators of school and district administrators should provide verbal and written actionable feedback to administrators that includes information on progress toward meeting student achievement and/or school improvement goals.
4. Evaluators of school and district administrators should ensure that administrators have developed SMART goals aligned with district/strategic or school improvement plans.
  - a. This includes the school committee ensuring that the superintendent develops SMART goals.
5. The district should continue to use staff feedback as a component of the administrator evaluation process.

**Benefits:** By ensuring high-quality goals and feedback for all administrators, the district will help ensure that school and district leaders have opportunities to reflect on their professional practice. If all administrators establish SMART goals that are aligned with school and district goals, their work will help to guide the schools and district on a clear path toward improved student achievement.

**Recommended resources:**

- *On Track with Evaluator Capacity* (<http://www.doe.mass.edu/edeval/resources/pln/OnTrack-EvaluatorCapacity.pdf>) is an interactive document that provides specific strategies, lessons learned, and links to district-created resources. It was produced by eight districts that were part of a Professional Learning Network for Supporting Evaluator Capacity.
- *Quick Reference Guide: Opportunities to Streamline the Evaluation Process* (<http://www.doe.mass.edu/edeval/resources/QRG-Streamline.pdf>) is designed to help districts reflect on and continuously improve their evaluation systems:
  - What's working? What are the bright spots?
  - How can we streamline the process to stay focused on professional growth and development?
  - What do we need to adjust to ensure our system is valuable to educators and students?



## Financial and Asset Management

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### Contextual Background

Dudley and Charlton have a positive relationship with the district, but the towns' approved regional assessments to fund the district's budget have only minimally exceeded the required net school spending (NSS) level, by 2.2 percent in fiscal year 2017, compared with an average of 24 percent statewide.

The towns have struggled to fulfill additional funding requests from the district because they have been at their Proposition 2½ levy limits, which means that increases for schools and other town services were not possible without an override. In response, a \$3 million tax override was proposed for the fiscal year 2019 budget. At the time of the onsite review in February 2018, both boards of selectmen had approved putting the override on their ballots, which was scheduled to take place on April 3, 2018.<sup>8</sup>

### Strength Findings

- 1. The towns of Dudley and Charlton and the district have a positive working relationship, which has contributed to a collaborative budget process and a budget that meets required net school spending.**
  - A.** The relationship between district leaders and town officials is professional and collaborative.
    1. District leaders spoke highly of their relationships with town administrators.
      - a. The superintendent stated that the towns were “well run.” Other interviewees stated that the district had a positive working relationship with municipal officials.
      - b. The towns and the district hold regular joint meetings that include state legislators, selectmen, and school committee members.
      - c. Interviewees stated that the towns were supportive of the schools and provided whatever resources they could.

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<sup>8</sup> On April 3, 2018, voters in Charlton and Dudley approved a Proposition 2½ override totaling more than \$3 million for the regional school district. In Charlton, voters supported a \$1,543,655 increase to the tax rate. In Dudley, voters supported an increase of \$1,544,333. See "[Charlton, Dudley Voters Support Proposition 2 1/2 Override for Schools,](#)" *Citizen Chronicle* (April 3, 2018).

2. The towns and district work together to achieve a budget that is satisfactory to the schools, meets required net school spending (NSS), and is affordable for the towns.
- B.** The district's actual NSS has exceeded the minimum requirement for at least the last 10 years. That excess percentage has fluctuated in the last 10 years from 1.2 percent to 4.2 percent. The average Massachusetts School district exceeds the minimum by around 24 percent.
1. The district's actual NSS has increased from \$33,804,552 in fiscal year 2007 to \$40,584,636 in fiscal year 2017.
  2. The district's actual NSS exceeded the NSS requirement by 2.2 percent in fiscal year 2017.

**Impact:** Because the town and district officials communicate and work collaboratively, they likely can allocate resources more effectively, and address areas of concern quickly.

**2. The district has developed a capital improvement plan for the future status of its aging buildings. The buildings are generally in good condition.**

- A.** The capital improvement plan combined with the budget document sets out a complete picture of the capital budget.
1. The capital improvement plan details past current and future bond payments and state aid on those payments.
    - a. The detail notes that the 1999–2000 renovation and construction projects will have their last principal and interest payments in 2019.
  2. The individual building assessments estimate the costs and priority of each building's capital improvement need.
  3. The district budget demonstrates how the capital plan fits into the overall budget picture.
- B.** The capital improvement plan tracks the current and future needs of each building and reports on recently funded improvements.
1. Shepherd Hill Regional High School is 45 years old and has never had a major renovation.
    - a. A 2016 School Survey Report by the Massachusetts School Building Authority (MSBA) rates Shepherd Hill as being in good condition "with a few building systems that may need some attention (level 2)."
    - b. In 2016, the district contracted for a professional analysis of the high school's capital needs. The study presents a 20-year plan for replacing various systems. Immediate needs include a roof, pneumatic controls, paving, and athletic fields.

- c. The MSBA rejected various statements of interest for renovating the high school. The superintendent told the team that the building was in too good condition to receive MSBA funding.
  - d. The district is hoping the MSBA will fund a new roof for the high school.
- 2. Charlton Elementary was built in 1958 and renovated in 1988. Heritage Elementary was built in 1989.
  - a. The MSBA School Survey Report rates Charlton Elementary as level 2 indicating that it needs minor repairs or renovation.
  - b. The Report rates Heritage Elementary as level 1, good with few needs.
  - c. The capital improvement plan includes the capital needs of the Charlton and Heritage elementary schools. Items needed include carpets at Charlton Elementary and heat pumps and an energy management system at Heritage.
- 3. The other four schools, Dudley and Charlton middle schools, Dudley Elementary, and Mason Road were built or renovated in 2000.
  - a. The MSBA School Survey Report rates all four schools level 1, good with few needs.
  - b. The capital improvement plan lists the capital needs of all four buildings. Necessary items include paving repairs, carpets, air conditioning, and a roof replacement.

**Impact:** Effective capital planning helps to ensure that school buildings are in generally good condition and provide adequate learning environments for all students and staff.

## Challenges and Areas for Growth

- 3. **The budget document does not contains trend data or a summary or narrative highlighting the district's goals.**
  - A. The budget document consists of a binder with multiple exhibits.
    - 1. The budget document does not include trend data or a summary or narrative highlighting the district's goals.
    - 2. The budget document shows the budget for the next fiscal year; however, it does not include an actual expenditure history.
    - 3. The budget document does not have full-time equivalent (FTE) data in the personnel sections. The document does not have an FTE history. The school "spotlights "contain staffing data, but not FTE data.
    - 4. A PowerPoint presentation on the district's website describes the budget process.

- B.** The budget document does not contain clear links to district and school goals.
  - 1. Budget development is not connected to the district's strategic plan.
  - 2. SIPs are not connected to the budget document and the goals are not monetized.
  - 3. Finance officers told the review team that the funding needed for school and district goals was discussed in administrative team meetings about the budget.

**Impact:** Without including historical data, summary narratives, and clear links to strategic goals in the budget document, the district does not present important financial information to the public and cannot ensure the effective use of funds to support the needs of students.

## Recommendation

### **1. The district should construct public budget documents that are transparent and complete. The budget should be clearly aligned to the district and school improvement plan goals.**

- A.** The detailed public budget should be expanded, adding historical data for previous years. It should include trend information for several years.
  - 1. The district office should use its detailed internal records to provide information that will enhance the documents' transparency.
  - 2. The district might consider displaying individual department/program budgets---or displaying those funds by school---to communicate how funds are allocated and used.
  - 3. The public budget should include actual line item expenditures for the previous school year. Previous year's expenditures or current year-to-date expenditures could also be included.
  - 4. At a minimum, the payroll line items should show staffing levels, in full-time equivalents, for the previous, current, and projected year.
  - 5. The district could consider showing the requests of principals and department heads for additional transparency.
- B.** Funding for the SIPs and the district strategic plan should be transparently linked to the budget.
  - 1. SIPs and the district's strategic goals should be monetized. The budget narratives and supporting materials should connect the SIP and district budget needs to the actual budget.

**Benefits:** A transparent and complete budget presentation will help to ensure that the district's funds are being properly used to support the needs of the district's students, and will help the public to better understand the district's financial picture.

### **Recommended resources:**

- *Transforming School Funding: A Guide to Implementing Student-Based Budgeting* ([https://www.erstrategies.org/library/implementing\\_student-based\\_budgeting](https://www.erstrategies.org/library/implementing_student-based_budgeting)), from Education Resource Strategies, describes a process to help districts tie funding to specific student needs.

- The Rennie Center's *Smart School Budgeting* (<http://www.renniecenter.org/research/reports/smart-school-budgeting-resources-districts>) is a summary of existing resources on school finance, budgeting, and reallocation.
- *Best Practices in School District Budgeting* (<http://www.gfoa.org/best-practices-school-district-budgeting>) outlines steps to developing a budget that best aligns resources with student achievement goals. Each step includes a link to a specific resource document with relevant principles and policies to consider.

## Appendix A: Review Team, Activities, Schedule, Site Visit

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### Review Team Members

The review was conducted from February 12–14, 2018, by the following team of independent ESE consultants.

1. John Retchless, Leadership and Governance
2. Maureen Murray-Adamson, Instruction
3. James Hearn, Human Resources, *review team coordinator*
4. Alison Fraser, Professional Development
5. David King, Financial and Asset Management

### District Review Activities

The following activities were conducted during the review.

The team conducted interviews with the following financial personnel: director of operations and finance, the benefits coordinator, treasurer, payroll coordinator, accounts payable coordinator, and administrative assistant to the director of operations and finance.

The team conducted interviews with the following members of the school committee: one member.

The review team conducted interviews with the following representatives of the teachers' association: president, vice-president, treasurer, and two building representatives.

The team conducted interviews/focus groups with the following central office administrators: superintendent, director of curriculum and student assessment, director of operations and finance, interim director of special education, and the STEAM director.

The team visited the following schools: Shepherd Hill High School (grades 9–12), Charlton Middle School (grades 6–8), Dudley Middle School (grades 6–8), and Heritage School (grades 2–4), Dudley Elementary School (grades 2–4), Mason Road School (pre-K–1), and Charlton Elementary School (pre-K–1).

During school visits, the team conducted interviews with 7 principals and focus groups with students' families and 11 elementary-school teachers, 14 middle-school teachers, and 4 high-school teachers.

The team observed 59 classes in the district: 19 at the high school, 23 at the 2 middle schools, and 17 at the 4 elementary schools.

The review team analyzed multiple data sets and reviewed numerous documents before and during the site visit, including:

- Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates.
- Data on the district's staffing and finances.
- Published educational reports on the district by ESE, the New England Association of Schools and Colleges (NEASC), and the former Office of Educational Quality and Accountability (EQA).
- District documents such as district and school improvement plans, school committee policies, curriculum documents, summaries of student assessments, job descriptions, collective bargaining agreements, evaluation tools for staff, handbooks, school schedules, and the district's end-of-year financial reports.
- All completed program and administrator evaluations, and a random selection of completed teacher evaluations.

### Site Visit Schedule

Monday 02/12/2018	Tuesday 02/13/2018	Wednesday 02/14/2018
Orientation with district leaders and principals; interviews with district staff and principals; document reviews; interview with the teachers' association and teachers, and visits to Mason Road School for classroom observations.	Interviews with district staff and principals; review of personnel files; teacher focus groups; school committee interview; town officials interview; parent focus group; and visits to Shepherd Hill High School, Charlton Middle School, Dudley Middle School, and the Heritage School for classroom observations.	Interviews with students; interviews with school leaders; visits to Dudley Middle School, Charlton Middle, the district's elementary schools, and Shepherd Hill High School for classroom observations.

## Appendix B: Enrollment, Attendance, Expenditures

**Table B1a: Dudley-Charlton RSD  
2017–2018 Student Enrollment by Race/Ethnicity**

Group	District	Percent of Total	State	Percent of Total
African-American	66	1.7%	86,305	9.0%
Asian	51	1.3%	65,667	6.9%
Hispanic	314	8.0%	191,201	20.0%
Native American	9	0.2%	2,103	0.2%
White	3,378	86.1%	573,335	60.1%
Native Hawaiian	3	0.1%	818	0.1%
Multi-Race, Non-Hispanic	104	2.6%	34,605	3.6%
All	3,925	100.0%	954,034	100.0%

Note: As of October 1, 2017

**Table B1b: Dudley-Charlton RSD  
2017–2018 Student Enrollment by High Needs Populations**

Group	District			State		
	N	Percent of High Needs	Percent of District	N	Percent of High Needs	Percent of State
Students w/ disabilities	553	45.3%	14.0%	171,061	38.0%	17.7%
Econ. Dis.	819	67.1%	20.9%	305,203	67.9%	32.0%
ELLs and Former ELLs	86	7.0%	2.2%	97,334	21.6%	10.2%
All high needs students	1,220	100.0%	30.8%	449,584	100.0%	46.6%

Notes: As of October 1, 2017. District and state numbers and percentages for students with disabilities and high needs students are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 3,955; total state enrollment including students in out-of-district placement is 964,806.



**Table B2: Dudley-Charlton RSD  
Attendance Rates, 2014–2017**

<b>Group</b>	<b>N (2017)</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>4-yr Change</b>	<b>State (2017)</b>
High Needs	1,229	95.0	94.6	95.1	94.4	-0.6	93.1
Econ. Dis.	828	--	93.9	94.7	93.9	--	92.6
ELLs	74	96.7	96.3	95.2	96.0	-0.7	93.5
SWD	589	95.2	94.0	95.1	94.6	-0.6	93.0
African American	62	97.4	97.0	97.7	97.4	0.0	94.0
Asian	56	97.3	97.3	97.1	96.6	-0.7	96.3
Hispanic or Latino	326	95.4	94.9	95.2	94.2	-1.2	92.8
Multi-Race	94	95.5	95.7	96.4	96.0	0.5	94.5
White	3,554	96.2	95.8	96.2	95.8	-0.4	95.1
All	4,104	96.1	95.8	96.2	95.7	-0.4	94.6

Notes: The attendance rate is calculated by dividing the total number of days students attended school by the total number of days students were enrolled in a particular school year. A student's attendance rate is counted toward any district the student attended. In addition, district attendance rates included students who were out placed in public collaborative or private alternative schools/programs at public expense. Attendance rates have been rounded; percent change is based on unrounded numbers.

**Table B3: Dudley-Charlton Regional School District  
Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2015–2017**

	FY15		FY16		FY17	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
<b>Expenditures</b>						
By school committee	\$47,225,411	\$46,189,287	\$47,409,796	\$46,764,372	\$48,873,113	\$47,823,519
From revolving funds and grants	--	\$4,739,592	--	\$5,066,359	--	\$4,335,381
Total expenditures	--	\$50,928,878	--	\$51,830,732	--	\$52,158,900
<b>Chapter 70 aid to education program</b>						
Chapter 70 state aid*	--	\$23,842,023	--	\$23,938,773	--	\$24,151,183
Required local contribution	--	\$14,006,333	--	\$14,629,068	--	\$15,535,167
Required net school spending**	--	\$37,848,356	--	\$38,567,841	--	\$39,686,350
Actual net school spending	--	\$39,014,729	--	\$39,502,370	--	\$40,584,634
Over/under required (\$)	--	\$1,166,373	--	\$934,529	--	\$898,284
Over/under required (%)	--	3.1%	--	2.4%	--	2.3%

\*Chapter 70 state aid funds are deposited in the local general fund and spent as local appropriations.

\*\*Required net school spending is the total of Chapter 70 aid and required local contribution. Net school spending includes only expenditures from local appropriations, not revolving funds and grants. It includes expenditures for most administration, instruction, operations, and out-of-district tuitions. It does not include transportation, school lunches, debt, or capital.

Sources: FY15, FY16, and FY17 District End-of-Year Reports, Chapter 70 Program information on ESE website

Data retrieved 12/13/17 and 7/5/18

**Expenditures Per In-District Pupil**  
**Fiscal Years 2014–2016**

<b>Expenditure Category</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Administration	\$211	\$235	\$223
Instructional leadership (district and school)	\$644	\$625	\$642
Teachers	\$4,427	\$4,571	\$4,649
Other teaching services	\$877	\$925	\$945
Professional development	\$118	\$64	\$50
Instructional materials, equipment and technology	\$384	\$256	\$270
Guidance, counseling and testing services	\$296	\$304	\$313
Pupil services	\$1,197	\$1,241	\$1,262
Operations and maintenance	\$864	\$840	\$815
Insurance, retirement and other fixed costs	\$1,694	\$1,817	\$1,989
Total expenditures per in-district pupil	\$10,711	\$10,879	\$11,157

Sources: [Per-pupil expenditure reports on ESE website](#)

Note: Any discrepancy between expenditures and total is because of rounding.

## Appendix C: Instructional Inventory

Focus Area #1: Learning Objectives & Expectations		Insufficient Evidence	Limited Evidence	Sufficient Evidence	Compelling Evidence	Average Number of points
		(1)	(2)	(3)	(4)	(1 to 4)
1. The teacher demonstrates knowledge of the subject matter.	ES	0%	18%	71%	12%	2.9
	MS	4%	13%	78%	4%	2.8
	HS	0%	16%	74%	11%	2.9
	Total #	1	9	44	5	2.9
	Total %	2%	15%	75%	8%	
2. The teacher ensures that students understand what they should be learning in the lesson and why.	ES	0%	24%	76%	0%	2.8
	MS	0%	17%	78%	4%	2.9
	HS	5%	37%	53%	5%	2.6
	Total #	1	15	41	2	2.7
	Total %	2%	25%	69%	3%	
3. The teacher uses appropriate classroom activities well matched to the learning objective(s).	ES	0%	24%	71%	6%	2.8
	MS	0%	17%	78%	4%	2.9
	HS	0%	53%	42%	5%	2.5
	Total #	0	18	38	3	2.7
	Total %	0%	31%	64%	5%	
4. The teacher conducts frequent checks for student understanding, provides feedback, and adjusts instruction.	ES	12%	12%	71%	6%	2.7
	MS	9%	22%	61%	9%	2.7
	HS	0%	58%	32%	11%	2.5
	Total #	4	18	32	5	2.6
	Total %	7%	31%	54%	8%	
Total Score For Focus Area #1	ES					11.2
	MS					11.3
	HS					10.6
	Total					11.0

Focus Area #2: Student Engagement & Higher-Order Thinking		Insufficient Evidence	Limited Evidence	Sufficient Evidence	Compelling Evidence	Average Number of points
		(1)	(2)	(3)	(4)	(1 to 4)
5. Students assume responsibility to learn and are engaged in the lesson.	ES	0%	47%	53%	0%	2.5
	MS	0%	22%	70%	9%	2.9
	HS	0%	42%	53%	5%	2.6
	Total #	0	21	35	3	2.7
	Total %	0%	36%	59%	5%	
6. Students engage in higher-order thinking.	ES	0%	59%	29%	12%	2.5
	MS	9%	30%	57%	4%	2.6
	HS	11%	47%	42%	0%	2.3
	Total #	4	26	26	3	2.5
	Total %	7%	44%	44%	5%	
7. Students communicate their ideas and thinking with each other.	ES	6%	53%	41%	0%	2.4
	MS	17%	39%	30%	13%	2.4
	HS	5%	74%	21%	0%	2.2
	Total #	6	32	18	3	2.3
	Total %	10%	54%	31%	5%	
8. Students engage with meaningful, real-world tasks.	ES	6%	59%	35%	0%	2.3
	MS	4%	35%	48%	13%	2.7
	HS	21%	53%	21%	5%	2.1
	Total #	6	28	21	4	2.4
	Total %	10%	47%	36%	7%	
Total Score For Focus Area #2	ES					9.7
	MS					10.5
	HS					9.2
	Total					9.9

Focus Area #3: Inclusive Practice & Classroom Culture		Insufficient Evidence	Limited Evidence	Sufficient Evidence	Compelling Evidence	Average Number of points
		(1)	(2)	(3)	(4)	(1 to 4)
9. The teacher ensures that students are engaging in challenging tasks regardless of learning needs.	ES	6%	47%	41%	6%	2.5
	MS	17%	26%	57%	0%	2.4
	HS	16%	63%	16%	5%	2.1
	Total #	8	26	23	2	2.3
	Total %	14%	44%	39%	3%	
10. The teacher uses a variety of instructional strategies.	ES	0%	53%	47%	0%	2.5
	MS	9%	48%	43%	0%	2.3
	HS	5%	68%	21%	5%	2.3
	Total #	3	33	22	1	2.4
	Total %	5%	56%	37%	2%	
11. Classroom routines and positive supports are in place to ensure that students behave appropriately.	ES	0%	18%	53%	29%	3.1
	MS	0%	4%	87%	9%	3.0
	HS	0%	16%	79%	5%	2.9
	Total #	0	7	44	8	3.0
	Total %	0%	12%	75%	14%	
12. The classroom climate is conducive to teaching and learning.	ES	0%	0%	88%	12%	3.1
	MS	0%	13%	78%	9%	3.0
	HS	0%	21%	79%	0%	2.8
	Total #	0	7	48	4	2.9
	Total %	0%	12%	81%	7%	
Total Score For Focus Area #3	ES					11.2
	MS					10.7
	HS					10.1
	Total					10.6

# BELL SCHEDULE SHEPHERD HILL REGIONAL HIGH SCHOOL



Warning Bell 7:30 a.m.

Report to Block A: 7:35 a.m.

## Breakdown Block A

Channel 1 - 2 minutes

Announcements - 2 minutes

Block				Days						
				1	2	3	4	5	6	7
A	7:40 - 8:44	64 minutes		1	7	6	5	4	3	2
B	8:48 - 9:30	42 minutes		2	1	7	6	5	4	3
C	9:34 - 10:16	42 minutes		3	2	1	7	6	5	4
D	10:20 - 11:02	42 minutes		4	3	2	1	7	6	5
E	11:06 - 12:38	68 minutes		5	4	3	2	1	7	6
F	12:42 - 1:24	42 minutes		6	5	4	3	2	1	7
G	1:28 - 2:10	42 minutes		7	6	5	4	3	2	1

Block				Days						
				8	9	10	11	12	13	14
A	7:40 - 8:44	64 minutes		1	7	6	5	4	3	2
B	8:48 - 9:30	42 minutes		2	1	7	6	5	4	3
C	9:34 - 10:16	42 minutes		3	2	1	7	6	5	4
D	10:20 - 11:02	42 minutes		4	3	2	1	7	6	5
E	11:06 - 12:38	68 minutes		5	4	3	2	1	7	6
F	12:42 - 1:24	42 minutes		6	5	4	3	2	1	7
G	1:28 - 2:10	42 minutes		7	6	5	4	3	2	1

Passing time: 4 minutes

## BREAKDOWN BLOCK E—LUNCH SCHEDULE

<b>Lunch 1</b>	<b>Lunch</b>	<b>11:06 - 11:26</b>	<b>20 min.</b>	<b>All 1<sup>st</sup> floor classrooms (except rooms 100-102)</b>
	Class	11:30 - 12:28	68 min.	
<b>Lunch 2</b>	Class	11:06 - 11:26	20 min.	<b>All 2<sup>nd</sup> floor classrooms (except room 208) &amp; rooms 100, 101, 102</b>
	<b>Lunch</b>	<b>11:30 - 11:50</b>	<b>20 min.</b>	
	Class	11:54 - 12:14	44 min.	
<b>Lunch 3</b>	Class	11:06 - 11:50	44 min.	<b>All 3<sup>rd</sup> floor classrooms and library (except science rooms and SHARP)</b>
	<b>Lunch</b>	<b>11:54 - 12:14</b>	<b>20 min.</b>	
	Class	12:18 - 12:38	20 min.	
<b>Lunch 4</b>	Class	11:06 - 12:14	68 min.	<b>P.E. classes, 3<sup>rd</sup> floor science classes, SHARP, and room 208</b>
	<b>Lunch</b>	<b>12:18 - 12:38</b>	<b>20 min.</b>	

## TWO HOUR DELAY SCHEDULE

9:30	Warning Bell	
9:35	Pass to Block C	
9:40 - 10:16	Block C	36 min.
10:20 - 11:02	Block D	42 min.
11:06 - 12:38	Block E	68 min (Normal Lunch Schedule)
12:42 - 1:24	Block F	42 min.
1:28 - 2:10	Block G	42 min.