



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS**

**Director**

GEORGE H. EDWARDS  
781-425-7735  
gedwards@neasc.org

**Deputy Director**

ALYSON M. GEARY  
781-425-7736  
ageary@neasc.org

**Executive Assistant to the Director**

DONNA M. SPENCER-WILSON  
781-425-7719  
dspencerwilson@neasc.org

**Associate Director**

EDWARD J. GALLAGHER, III  
781-425-7722  
egallagher@neasc.org

**Associate Director**

KATHLEEN A. MONTAGANO  
781-425-7760  
kmontagano@neasc.org

**Associate Director**

BRUCE R. SIEVERS  
781-425-7716  
bsievers@neasc.org

**Associate Director**

WILLIAM M. WEHRLI  
781-425-7718  
bwehrl@neasc.org

February 9, 2018

Lisa Spencer  
Principal  
Monadnock Regional Middle-High School  
580 Old Homestead Highway  
Swanzy, NH 03446

Dear Mrs. Spencer:

On behalf of the Committee on Public Secondary Schools, I am pleased to submit the final version of the decennial report which you discussed with the chair, Mark A. Friese, in its draft form.

As the chair of the visiting team, Mr. Friese is the one individual authorized to make changes in the report. Therefore, based on your mutual review of the draft, this final version includes all of the revisions that he judged to be appropriate. The Committee has asked that I remind you that in accordance with its policy, no further changes will be made to the report.

Committee policy which requires that the decennial report be sent to the following persons or office within 60 days of its receipt from the CPS office:

- superintendent of schools
- board of education
- members of the faculty
- state department of education
- public library or city/town office
- appropriate news media

Following the official release of the evaluation report, the Committee office will send the report to each member of the visiting team.

The report will be presented to the Committee on Public Secondary Schools at its March 18-19, 2017 meeting. A letter notifying you of the Committee's action on the report will follow.

Lisa Spencer  
October 2, 2017  
Page Two

I congratulate you and the entire Monadnock Regional Middle-High School community for the time and effort you have invested in the Accreditation process. It is our sincere hope that this report will provide a valuable blueprint for school improvement.

Sincerely,

A handwritten signature in cursive script that reads "Edward J. Gallagher, III". The signature is written in black ink and is positioned above the typed name.

Edward J. Gallagher, III

EJG/rm

cc: Lisa Witte, Superintendent, Monadnock Regional School District  
Michael Blair, Chair, Monadnock Regional School Board  
Mark A. Friese, Chair of the Visiting Team

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

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Report of the Visiting Team for  
Monadnock Middle-High School**

Swanzey, NH

September 24, 2017 - September 27, 2017

Mark Friese, Chair  
Karen Libby, Assistant Chair  
Lisa Spencer, Principal

# STATEMENT ON LIMITATIONS

---

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

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

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

# **STANDARDS FOR ACCREDITATION**

---

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

## **Teaching and Learning Standards**

### **Core Values and Beliefs About Learning**

#### **Curriculum**

#### **Instruction**

#### **Assessment of and for Student Learning**

## **Support Standards**

### **School Culture and Leadership**

### **School Resources for Learning**

### **Community Resources for Learning**

# CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

---

## Teaching and Learning Standard

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

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

# CURRICULUM

---

## Teaching and Learning Standard

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

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

# INSTRUCTION

---

## Teaching and Learning Standard

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

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



# **ASSESSMENT OF AND FOR STUDENT LEARNING**

---

## **Teaching and Learning Standard**

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

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

core values and beliefs about learning.

# SCHOOL CULTURE AND LEADERSHIP

---

## Support Standard

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

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

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

# SCHOOL RESOURCES FOR LEARNING

---

## Support Standard

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

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

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

# COMMUNITY RESOURCES FOR LEARNING

---

## Support Standard

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

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

# School and Community Summary

---

## School and Community Summary

Named after the local landmark Mount Monadnock, Monadnock Regional Middle High School (MRMHS) is a 7-12 school built in 1961. The school sits on nearly 100 acres of well-maintained property. The school grounds include the school building, athletic fields, and a nature area. The school is located in Swanzey, a southwestern New Hampshire town of about 7,255 residents, located approximately 5 miles from Keene, New Hampshire, 10 miles from the Massachusetts border, and 20 miles from the Vermont border.

In addition to Swanzey, the school serves 5 other towns, including Fitzwilliam (population 2,454), Gilsum (population 610), Richmond (population 1,089), Roxbury (population 236) and Troy (population 2,262). According to the New Hampshire Employment Security Community profiles (2014), the median family income is \$65,346, although the range varies from town to town, with a high of \$79,000 in Fitzwilliam to a low of \$56,750 in Gilsum. The unemployment in the district in 2014 ranges from a high in Troy of 4.7% and a low in Swanzey of 3.7%, averaging 4.25% compared to the state average of around 4%. An average of 7.8% of the families in this community live below the poverty level, ranging from a high in Swanzey of 13.6% to a low in Roxbury of 2.1%.

The School Administrative Unit (SAU) 93 is the largest employer in the district, which employed 377.15 full- and part-time workers during the 2015-2016 school year. The next largest employer is the Fenton Family Dealership also located in Swanzey, a car dealership that employs 130 full time workers and 34 part-time workers. The towns serve as bedroom communities for Keene and larger towns in Massachusetts.

The lack of diversity in the towns is reflected in the student population, with over 95% of the town's populations being white. Only 5% of the student population is non-white. This percentage is not expected to change significantly in the future. There are 36 students enrolled in English as a Second Language (ESL) program over the past 5 years and 17 are enrolled currently. The school currently has five nonresident students who are paying tuition to attend MRMHS.

The total student population in the district is 1985, which includes 160 home schooled students. The district has 5 elementary schools, all of which feed into MRMHS. According to the 2015 Annual Report put out by the school district, there are 247 middle school students: 108 in the 7th grade and 139 in the 8th grade, and 488 high school students: 123 in the 9th grade, 124 in the 10th grade, 115 in the 11th grade, and 126 in the 12th grade, for a total of 735 students.

According to the NH Department of Education on average, the Monadnock School District spends a total of \$16,404.63 per pupil district-wide, with an average of \$16,300.48 spent on a middle school student and \$16,951.18 spent on a high school student. This is above the state average of \$14,374.93 per student, with an average of \$13,698.36 spent on a middle school student and \$14,466.37 spent on a high school student. The school rates and percentage of local taxation spent for each town is as follows: Swanzey is \$14.84 at 65%, Troy is \$17.44 at 62%, Fitzwilliam is \$13.82 at 61%, Gilsum is \$14.08 at 62%, Roxbury is \$13.43 at 68%, and Richmond is \$15.11 at 61%.

In 2016, 85.29% of the seniors graduated from Monadnock. An average of 43% of the total senior class attends a four-year college or university. Twelve percent of the graduates attended a two-year college, and 6% attended other schools (Trade, Beauty Academy, etc). Members of the class of 2016 were accepted to colleges ranging from area technical schools and local colleges such as Keene State College, Keene Beauty Academy, and River Valley Community College to more highly selective school such as Yale University, Bentley College, and Johnson and Wales University. Thirty-four percent of the graduates entered the workforce. Five percent of the graduates entered the military. The dropout rate is 3.85% compared to the 2015 dropout rate of .55%.

Monadnock offers 3 choices of diplomas. A Standard Diploma (20 credits) which 28% of the graduates achieved (including 6 students enrolled in the SMART program); the NH Scholars diploma and/or addition focus on Art or



STEM (23 credits) which 30% of the 2016 graduates achieved, and the Diploma of Distinction (26 credits) which 30% of the graduates achieved. Eleven percent of the graduates earned a diploma from the MRHS Adult Diploma Program.

There is some separation between the middle and high school. The middle school is located in the back hallways of the building, but share the cafeteria, gym, library, and VEX classrooms. The middle school also runs on a slightly different schedule than the high school. Middle school students attend a block of VEX in the morning on a rotating A/B schedule and then attend classes with their teams for the remainder of the day.

Students at MRMHS have access to a number of opportunities including, but not limited to: Extended Learning Opportunities and Internships throughout the community, Programmed Logic for Automatic Teaching Operations (PLATO), Virtual Learning Academy Charter School (VLACS), Running Start through River Valley Community College, Evening Division night school program, Cheshire Career Center (CCC) at Keene High School, Drivers Education through Cheshire Driving School LLC, InterACT Club in conjunction with the Keene Rotary Club, and a Senior Capstone course. Monadnock High School works closely with Keene State College and Franklin Pierce College as a host site for many of their practicum and student teachers.

MRMHS recognizes a variety of student achievements throughout the year. The televisions in the cafeteria are updated regularly to report individual accomplishments and achievements of athletic teams and the numerous extra curricular activities. Bulletin boards and display cases around the school show student work. Students and teams are also recognized on the outdoor display screen and during morning announcements. Academic awards are given to students at high school graduation, senior and underclassmen awards assemblies, and during inductions to the National and Junior National Honor Societies. Athletic achievements are also recognized during pep rallies and more formally during individual team awards nights. The Husky Pride program was created during the 2012-2013 school year as a reward program for students who show civic and academic distinction. In the middle school, students are selected as Student of the Month and their pictures and profiles are placed on a bulletin board in the hallway. There is also a quarterly breakfast to recognize middle school students who achieve high honor roll. Many of the accomplishments of the students, faculty, and school are publicized in the local newspaper, and district publications such as the school's annual report, published in February of each year prior to the first deliberative session.

During the 2015-2016 school year, MRMHS had approximately 50 regular education teachers, 5 special education teachers, and 3 case managers. On average the student-teacher ratio in the middle school was 1:17, and 1:13 in the high school. The district teacher attendance rate was (93.88%), excluding professional days. The middle school student attendance rate was 95.1%, while the high school student attendance rate was 93.8%.

# Introduction

---

## Introduction

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

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

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

### **Teaching and Learning Standards**

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

### **Support of Teaching and Learning Standards**

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

### **Preparation for the Accreditation Visit - The School Self-Study**

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

The self-study of Monadnock Regional Middle High School extended over a period of several school months spanning the 2015/2016 and 2016/2017 school years.

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

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

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

A visiting team of 16 members was assigned by the Committee on Public Secondary Schools to evaluate Monadnock Regional Middle High School. The visiting team members spent four days in Swanzey, NH, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Monadnock Regional Middle High School.

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

- review of the school's self-study materials
- 43.5 hours shadowing 14 students for a half day
- a total of 16 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 32 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

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

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

# Standard 1 Indicator 1

---

## Conclusions

The school community has begun a collaborative and inclusive process informed by current research-based best practices to identify and commit to some of its core values and beliefs about learning. A thoughtful and inclusive process was used in developing the school's mission statement. The mission statement committee met several times, over several months, and included a representative cross-section of all stakeholders. The committee utilized current research, which included *Make the Words of Mission Statements Come to Life* by Richard Dufour (1997). The mission statement was approved and adopted in May 2009. The district mission statement did predate the school's mission statement and was considered during the process of writing the school's mission statement. Following that, the school wrote its belief statements. This document was ratified on the 5th of May, 2016. Parallel efforts included work to create the Husky Habits, which defines the expected social, civic, and academic competencies for students. The Husky PRIDE rubric assesses social and civic competencies and is completely implemented, while the remaining competencies of the Husky Habits, focused on academics do not currently have established rubrics. To date, efforts to develop and implement rubrics have been fragmented and at times have stalled. Teacher and student interviews demonstrated an inconsistent understanding and lack of consistent terminology when discussing the Husky Habits. Teachers repeatedly expressed their confusion in terminology and of their understanding of how everything fits together. Many of the key elements addressing this standard are apparent and have been developed over several years, however, are not complete. When all members of the school community are actively 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, then the core values and beliefs will reflect the beliefs and values of the entire school community, and students, teachers, and parents will better comprehend the connections between the daily school activities and the achievement of the school's 21st century expectations.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- students
- school board
- school leadership

# Standard 1 Indicator 2

---

## Conclusions

Monadnock Regional Middle High School (MRMHS) has challenging and measurable 21st learning expectations for all students which address academic, social, and civic competencies; however, only the social and civic competencies are measured by a school-wide analytic rubric that defines a high level of achievement.

At this time academic competencies do not have school-wide rubrics. MRMHS has a strong emphasis on the civic, social, and professional readiness through the Husky PRIDE rubric. However, the staff is still in the process of developing school-wide rubrics to address academic competencies. These expectations are outlined in and are referred to as the Husky Habits. The Husky Habits cover the areas of Communication, Problem Solving, Technology Literacy, Wellness, Creativity, and Civic, Social and Professional Readiness. School-wide rubrics were mentioned in the MRMHS self-study, however, when interviewed, teachers report that these rubrics have been inconsistently implemented by the staff in their classroom. There is evidence of a problem solving and constructed response rubric used in some disciplines. MRMHS is in the process of revising and developing school-wide rubrics through the multidisciplinary groups led by division leaders; the social studies division leader and group is creating the school-wide rubric for communication, the math division leader and group is responsible for creating the school-wide wellness rubric, the technology education division leader and group is responsible for revising the school-wide problem-solving rubric, the English division leader and group is responsible for creating the school-wide creativity rubric, and the science division leader and group is responsible for creating the school-wide technology literacy rubric. Each rubric will subsequently be handed to the other divisions to ensure maximum staff input into the development of the rubrics

All staff implement and report on the Husky PRIDE rubric which aligns with social and civic competencies. This rubric is displayed in most classrooms and is reported once per quarter on each student's report card for both middle and high school students. The PRIDE rubric addresses the following qualities: Perseverance, Responsibility and Respect, Integrity, Dedication, and Empathy. Parents expressed satisfaction with the PRIDE rubric grade as an indicator of their student's social responsibility. However, in interviews, some staff stated they did not have a complete understanding of school-wide rubrics and spoke about using the school-wide rubrics as a guideline for creating their content-specific rubrics. However, there is evidence of departments using common rubrics to assess student work. For example, the English department has developed a series of rubrics that align with the Common Core Standards that may be modified to fit various academic subjects. This statement highlights a general theme of misunderstanding and inconsistency in the understanding of the concept of school-wide rubrics. This is supported by the Endicott survey reporting that only 48.1 percent of the staff are in total agreement that their school had developed and implemented school-wide rubrics that define all of the 21st learning expectations. In contrast, 71.6 percent of students report being familiar with the 21st century learning expectations, and 73 percent of parents have an understanding of the level of learning their children must demonstrate to meet the school's learning expectations. Finally, only 44.9 percent of students, 54.3 percent of teachers and 62.3 percent of parents are in total agreement that their school's 21st learning expectations are adequately challenging. When school-wide rubrics that address all aspects of each of the 21st century learning expectations, or Husky Habits, are fully developed and consistently implemented, MRMHS will have measurable criteria which define high levels of achievement for all students.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work

- teacher interview
- department leaders
- Endicott survey
- Standard sub-committee

# Standard 1 Indicator 3

---

## Conclusions

Some of Monadnock Regional Middle High School's (MRMHS) Core Values, Beliefs, and 21st Century Learning Expectations are reflected in the culture of the school, drive curriculum, instruction, and assessment in some classrooms, and are used to guide some of the school's policies, procedures, decisions, and resource allocations.

MRMHS has recently developed 21st century learning expectations and core values and beliefs that are increasingly being reflected in the school's culture. MRMHS's 21st Century Learning Expectations, or the Husky Habits, encompass a variety of academic, social, and civic expectations including communication, problem-solving, technology literacy, wellness, creativity, and civic, social, and professional readiness. Currently only the civic, social, and professional readiness expectation is assessed by a rubric called the Husky PRIDE rubric, as part of the Husky PRIDE program. On this rubric, students are assessed based on their ability to demonstrate perseverance, responsibility, integrity, dedication, and empathy on a scale of (1) beginning, (2) developing, (3) proficient, and (4) exemplary. Each category is reported out once per quarter for each class on all students' report cards. Parents expressed pleasure about the PRIDE Program rubric and found that this rubric provided them with more valuable information about their children's performance than the numeric academic grade. Some staff mentioned that this rubric is also used to process behavior with middle school students who get sent to the office from class. Middle school students who have detention also have to complete a project aligning with this rubric that focuses on the incident that placed them in detention, how it affected them, as well as how it affected others around them. In addition to the PRIDE Program rubric, advisories have been added to the high school and middle school schedule. These advisories meet daily during a What I Need (WIN) block and supports academic, civic, and personal values as well as 21st century learning expectations. During the WIN block advisors help schedule students to meet with their teachers to make up missed classwork, or tests, to access tutoring or extra help, or to use the time as a structured study hall for students to learn new skills and strategies, including wellness lessons. To promote academic growth and social responsibility, MRMHS has a policy that students pass all of their classes to participate in any extracurricular activities. The MRMHS self-study reports that teachers and administrators work together to check academic progress for each student, notify at-risk students and parents, in addition to suggesting available and appropriate interventions available during the WIN block. The goal of this process is to emphasize academic growth while encouraging students to be involved in extracurricular activities. According to the self-study MRMHS also has a variety of clubs and activities which are active in the community including Junior National Honor Society, National Honor Society, Interact Club (Rotary), and Key Club (Kiwanis). These groups emphasize the importance of civic responsibility through community outreach and volunteer opportunities.

According to the MRMHS self-study, all academic course descriptions have been developed to include the updated Common Core State Standards as well as the 21st century learning expectations, however, through classroom observations and examination of student work they have been inconsistently implemented. Unit plans are updated annually, and building administrators regularly reviews these plans to ensure curriculum remains relevant and support the 21st century learning expectations. The high turnover rate in the administration has hindered this process in recent years. This has created different terminology as well as changes in focus for each administrator. Expectations are unclear to staff, and varied methods of implementation have occurred across curriculum and instruction. To further support MRMHS's 21st Century Learning Expectations and Belief Statements resource allocations have put a priority on providing all students with Chromebooks. Teachers are starting to utilize computer programs and applications in the classroom such as Google Classroom. Several classes are also utilizing digital textbooks; unfortunately, the network infrastructure minimally supports all the technology to utilize these features properly. Each senior must complete a capstone project, including a digital portfolio, using Weebly, that is directly aligned with the 21st century learning expectations. When the school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, it will guide the school's policies, procedures, decisions, and resource allocations to best support all students.

## **Sources of Evidence**

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- students
- parents
- department leaders
- school support staff
- school website
- Standard sub-committee



# Standard 1 Indicator 4

---

## Conclusions

The school lacks a process to regularly review and revise its core values, belief statement, and 21st century learning expectations. This plan needs to be based on best practices, current research, and multiple data sources, as well as district and community priorities. District leaders state that this plan is expected to take three years to fully develop and implement. Given that the school is still in the process of reviewing and possibly implementing new language associated with the core values, beliefs and 21st century learning expectations, a review at this time would be premature. However, the leadership team is well aware of the need to develop such a plan and has already begun discussions regarding what it might look like and entail. The school community needs time to fully absorb and institute these newly revised and/or developed ideas before engaging in revision. Members of the Core Values and Beliefs Subcommittee reported that previous efforts to institute and maintain a rigorous review and revision schedule were routinely interrupted. The current administration is making an effort to re-establish a more stable schedule for review. Although the process has begun, there is still much work to be done. At this time, there is no evidence to suggest a formal use of student data that should be used in this revision process. Teachers stated that they believe that the essence of the school's core values has always been the heart of what they do, and continues to be so to this day. When the school develops a plan to identify the requisite data, develop a review and revision process for the core values, belief statements, and 21st century learning expectations based on current research and multiple data sources, then the school will better meet the priorities of the school community.

## Sources of Evidence

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

# Standard 1 Commendations

---

## Commendation

The collaborative process used to update and develop the school's belief statements, 21st century learning expectations, and Husky Habits

## Commendation

The Husky PRIDE program rubric has been adopted and implemented school-wide and is supported by the students as well as by the school community

## Commendation

The development of the 21st century learning expectations, "Husky Habits"

## Commendation

The staff and leadership team that has already begun and fully support the need to design and develop a review and revision plan for the core values, beliefs, and 21st century learning expectations

# Standard 1 Recommendations

---

## Recommendation

Develop specific and measurable criteria for success, such as analytic rubrics, for the academic competencies of the Husky Habits

## Recommendation

Determine and clearly communicate the expectations of the core values, beliefs, and expectations for learning to all staff for the purpose of measuring student success and leading the school in its decision making processes

## Recommendation

Identify a timeline for reflection and review of the school's core values, beliefs about learning, and 21st century learning expectations to ensure that they continue to effectively define what is most important to the MRMHS community

## Recommendation

Unify and clarify terminology for the school's core values, belief and 21st century learning expectations to promote uniformity between the school's language and accreditation Standards

## Recommendation

Formalize a process to ensure the school's core values, beliefs, and 21st century learning expectations drive curriculum, instruction, and assessment in every classroom and guides the school's policies, procedures, decisions, and resource allocations

# Standard 2 Indicator 1

---

## Conclusions

The curriculum is designed to ensure that all students have the opportunity to practice and achieve each of the school's 21st century learning expectations. The curriculum template includes a section for listing 21st century learning expectations and teachers have included them in all reviewed curriculum documents. While there is a section for including 21st century learning expectations, there is no elaboration in these documents on how these are to be integrated into instruction and assessment. The curriculum documents do not purposefully connect course content and the 21st century learning expectations. Classroom visits corroborate this observation as learning goals, including 21st century learning expectations, were rarely presented or discussed during the observe lessons. This is supported by the Endicott survey which reports that only 42 percent of staff agree that the formal curriculum ensures that all students practice and achieve all of the school's learning expectations. Student responses are also consistent with this conclusion as students generally could not report which learning expectations were included in the lessons. The school does not formally identify which courses are responsible for each of the 21st century learning expectations, but curriculum documents consistently record which of these learning expectations are to be taught in each course. Each of the 21st century learning expectations is included in multiple curriculum documents across each department. The school is currently in the process of developing school-wide rubrics to assess student attainment of the 21st century learning expectations and consequently, no clear data regarding the students' attainment of the school's learning expectations exist. When the 21st century learning expectations articulated in the formal curriculum are fully implemented, students will actively practice and achieve each of the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- student shadowing
- teachers
- students
- Endicott survey

## Standard 2 Indicator 2

---

### Conclusions

The curriculum template is consistently written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices. However, the level of detail and completeness of the various components of the curricula vary, and the elements of the documents do not explicitly indicate measurable criteria for success such as school-wide rubrics or course-specific rubrics. Instructional practices use terminology such as "lecture," "discussion," "independent practice" or "project." These instructional practices are not directly connected to specific learning goals or 21st century learning expectations. Assessment practice is in a similar format that simply lists types of assessments such as "quiz," "test," "project," or "presentation." Assessment practices do not include specific, measurable criteria for success, nor do they make connections to specific learning goals or 21st century learning expectations. While the curriculum documents include all of the required elements, they are presented as lists of standards, generic learning goals, instructional practices, and assessment formats. These curriculum documents provide little breadth and limited guidance as to what should be taught or assessed in the classroom. The middle school science curriculum is the one discipline that has exemplary curriculum documents that are a model for the school. When curriculum documents connect specific learning goals with instructional techniques and assessment formats that include measurable criteria for success, teachers will be able to design lessons and assessments that are consistent among all staff members, ensure all students are presented common learning outcomes and measure all student attainment of these outcomes.

### Sources of Evidence

- classroom observations
- teacher interview
- teachers

## Standard 2 Indicator 3

---

### Conclusions

The written curriculum has limited emphasis on depth of understanding and application of knowledge, through inquiry and problem solving, high order thinking, authentic learning opportunities, and informed and ethical use of technology; however, there is some evidence of cross-disciplinary opportunities in the curriculum.

While there is a process for oversight of curriculum in place to ensure the curriculum emphasizes depth of understanding through inquiry, problem solving, and higher order thinking skills in all courses and levels, the application of this process is inconsistent. Division leaders, who are leaders of interdisciplinary groups, are working to develop common, school-wide rubrics for the adopted 21st century learning expectations. Some teachers or departments have competencies or content standards. The Endicott survey reflects 67 percent of students feel the content of courses is challenging them to think critically and solve problems, and 79 percent of staff agree their content area emphasizes depth of understanding and application of knowledge. The Senior Project is a great example of an interdisciplinary opportunity that includes the higher order thinking and problem solving goals. Furthermore, examination of student work samples, including assignments and accompanying rubrics, did not reveal a high level of inquiry, problem solving, and higher order thinking. However, classroom observations did show some teachers engaging students in inquiry, problem solving, and higher order thinking in classroom lessons that were focused on essential questions, learning objectives and student engagement. In the Endicott survey, 62.4 percent of students agree that teachers include topics from other subject areas in classes; 63 percent of teachers report the curriculum emphasizes cross-disciplinary learning. Student and teacher interviews did not provide evidence of cross-curricular opportunities except in technology education where student learn math to accurately work with metals, wood, and other material for building. Technical education courses also offer authentic learning opportunities for students such as building an athletic storage facility for the school and Adirondack chairs to sell. The written curriculum does not formally address informed and ethical use of technology, however, students sign a form that they have read the parent/student handbook which includes a section on Computer and Internet Use policy.

When the curriculum purposefully emphasizes depth of understanding and application of knowledge, cross-disciplinary learning, and informed and ethical use of technology, students will be engaged in a curriculum that reflects a depth of understanding and application of knowledge to ensure their success after MRMHS.

### Sources of Evidence

- classroom observations
- student work
- teacher interview
- Endicott survey

# Standard 2 Indicator 4

---

## Conclusions

There is minimal alignment between the written and the taught curriculum. The written curriculum adheres to a template that includes the course title, grade, credits, course description, 21st century learning skills, links to academic expectations, "students will" statements, interdisciplinary connections, essential questions, instructional units, student outcomes and methods of assessment. Although the Endicott survey reflects that 66.7 percent of teachers agree that the written and taught curricula are aligned, the elements of these guides were rarely reflected in the teachers' syllabi or classroom instruction goals, assessment, and learning expectations. Although there is some alignment by certain teachers, it is inconsistent. Curriculum administrators review teachers' unit plans and report there is alignment; however, classroom observations did not show evidence of alignment in the written curriculum. Assessment rubrics attached to student work did not always align with the learning expectations, and classroom content goals were rarely observed during classroom observations. Student interviews revealed an inability to articulate what their teachers specifically want them to learn. When the school has a comprehensive written curriculum and provides training and time for the MRMHS staff to focus on effective curriculum and instructional strategies to ensure consistent practices throughout the school, then MRMHS will fully achieve an alignment between the written and the taught curriculum which will facilitate increased student achievement through a common curricular experience.

## Sources of Evidence

- classroom observations
- student work
- teachers
- students
- school leadership
- Endicott survey

# Standard 2 Indicator 5

---

## Conclusions

Monadnock Regional Middle-High School (MRMHS) utilizes systems that promote and support effective coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district. The district has developed and implemented a five-year vertical alignment cycle and is in the process of reviewing science curriculum to align with the Next Generation Science Standards. The mathematics department has been provided with a consultant and school-year professional development days to evaluate and revise the MRMHS math curriculum. Social studies curricula are currently under review. The district assembles K-12 teams by discipline to ensure that all levels participate in the development, review, and evaluation of the curriculum. Curriculum review and revision occurs during the summer. Middle and high school teachers are provided collaborative time within and across content areas for the articulation of the curriculum. The administration has designated leaders to support and coordinate these team meetings. All teachers meet three times monthly: one interdisciplinary division meeting, one department PLC meeting, and one whole-school meeting. Only 28 percent of teachers, however, agree that this is sufficient time for curriculum review, evaluation, and revision. The self-study further reports that there is no routine or protocol for these meetings, and curriculum review, evaluation and development are not guaranteed. Furthermore, K-12 curriculum teams do not always incorporate student performance data when making revisions to curricula. Although the district and the school has established a structure for the systematic coordination and articulation of the curriculum, it lacks district-level K-12 curriculum guides to document progress in this process, suggesting that curricular coordination and articulation is inconsistent. When MRMHS has developed and implemented a process to ensure effective curricular coordination and vertical articulation, then students in the school district will be better able to learn and achieve the 21st century learning skills necessary for success in and beyond MRMHS.

## Sources of Evidence

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



# Standard 2 Indicator 6

---

## Conclusions

Instructional materials, technology, equipment supplies, facilities and the resources of the library/media center are sufficient to implement the curriculum; however, staffing levels in some disciplines are inadequate.

According to the master schedule, most classes are below the set course cap. While most class sizes are below or at the cap, there are some courses that exceed the cap and impact teaching and learning. A few teachers, primarily in world languages, report teaching multiple classes in which more than one level or type of class is put in the same room for instruction during the same block. Additionally, due to a recent resignation, some classes were well over 30 students in a class. The Endicott survey also reflects that only 24.7 percent of staff feel the school has sufficient professional staff to implement the curriculum. Teacher interviews also reveal many staff have four or five preps. Additionally, some classes have several students with special needs, and only one paraprofessional is provided for support.

In parents, staff, and student interviews, they reported sufficient instructional materials, technology, equipment, supplies and library/media resources. Each student has been provided a Chromebook, and some classrooms have additional technology including large screen projection televisions to replace projectors and graphing calculators. Teachers report in interviews that if they need supplies, they can get them. However, the Endicott survey reports that only 44.4 percent of staff feel the school has sufficient instructional materials to implement the curriculum. Teacher, students, and parents benefit from the added technology including the Chromebooks, but the loss of the technology integration specialist has impacted the teacher's ability to fully implement the technology to capacity and in ways that will transform instruction and assessment for students. Teachers have to teach themselves how to use software which slows the ability to implement innovative strategies in the classroom. A printer has been added to the library/media center to improve printing access for students, and IT reports it doubled the WiFi bandwidth over the summer to increase connectivity. Some teachers and students find the WiFi is still insufficient, especially when a whole class logs on at the same time. IT stated that the additional devices in school slow down the system, but the current bandwidth should support the Chromebooks. Parents are pleased with the technology and appreciate that students can complete homework on the Chromebook without Internet access. Students and teachers say the library/media center provides sufficient print and non-print resources to fully implement the curriculum. The Endicott survey shows that 76.1 percent of parents agree that the library and media resources adequately support learning in their children's classes.

The Endicott survey shows 45.7 percent of staff, and 61 percent of parents feel the facilities fully and adequately support the implementation of the curriculum and support programs and services. Interviews with parents, staff, and students give a more positive view of the facilities including classrooms, gymnasium, cafeteria, science labs, auditorium and athletic fields. The Endicott survey shows that only 11.1 percent of staff feel co-curricular programs are adequately funded, and 28.8 percent of parents feel the same way. The parent/student handbook highlights fall, winter and spring athletic offerings as well as 18 documented clubs. Student interviews conflicted with the Endicott survey results with students reporting Monadnock is really good about clubs. The students feel that the teachers support their extra-curricular desires despite the budget shortfalls.

When MSMHS has sufficient staffing to minimize large class sizes and manages the class offerings to reduce the number of teacher preps and the number of multi-course classrooms, that will, in turn, enhance learning opportunities for all students.

## Sources of Evidence

- classroom observations
- student shadowing

- teacher interview
- teachers
- students
- parents
- department leaders
- Endicott survey

# Standard 2 Indicator 7

---

## Conclusions

The district provides the school's professional staff with sufficient personnel and financial resources, but it does not provide adequate time and direction for ongoing and collaborative development, evaluation, and revision of the curriculum that minimally includes assessment results and current research.

The lack of sufficient time is consistently cited as a challenge in the completion of formal K-12 curriculum documents. The director of curriculum, instruction, and assessment is responsible for leading the district's curriculum coordination and articulation. Following an established five-year curriculum revision cycle, the director used an inclusive process to establish district-wide K-12 curriculum teams. Year one of the curriculum cycle includes the establishment of curriculum teams and review of current curriculum documents and research. In year two, teacher teams write and rewrite curriculum documents. Implementation of new or revised curricula occurs in year three. The curriculum revision schedule has been implemented in past years. The mathematics and science departments have established working teams currently revising their curriculum while the social studies department is at the beginning of the cycle. These teams are financially compensated for the year one foundation work which occurs during the summer. In the middle and high schools, individual course curriculum development and revision is planned during the school year using department and division meeting time. The allocation of resources other than financial compensation varies by department. The mathematics department was provided with two consultant math coaches to oversee the work. The science team was provided books, including Bob Marzano's material on instruction and assessment.

The products of the curriculum development and revision process vary by department. The English department has completed a comprehensive framework, the District Literacy Plan for 2017-2022, which includes a vision, philosophy, mission, and instructional context. Grades 7-12 include Husky Habits, NECAP and SBAC results, resources for integrating literacy strategies across other content areas, and a strategic implementation plan. Some middle school science curriculum includes essential questions, learning goals, skills, materials, and common assessments, but these are not standard for all courses. A complete K-12 District Curriculum Guide for science was unavailable for review. The mathematics department adopted the Envision program for grades K-6, but a K-12 District Curriculum Guide or any curriculum framework beyond grade six was also unavailable for review. Although the district established a process for curriculum development and revision, changes in district leadership and subsequent lack of coordination across years has led to a variety of products from department to department, and some are missing altogether. There was evidence that the mathematics curriculum development process was informed by Smarter Balanced Assessment results. Additionally, the science and English curriculum updates were in response to changes in national and state frameworks: Next Generation Science Standards for science and Common Core State Standards for English. Most staff members have expressed that insufficient time was allocated to complete the curriculum development and revision process. Only 28 percent of surveyed staff agree that "Teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work."

When the school district can coordinate all professional staff in the process of curriculum development and implementation, students will have greater access to achieving the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel

- school leadership
- Endicott survey
- Standard sub-committee

# Standard 2 Commendations

---

## Commendation

The creation and universal use of a curriculum template for use in writing curriculum documents which include essential questions, concepts, content, skills, 21 century learning expectations, instructional practices, and assessment practices

## Commendation

The 1:1 Chromebook program to support student success

## Commendation

The establishment of a formal curriculum development, evaluation, and revision process

## Commendation

The technical education and English departments' focus on competencies

## Commendation

The interdisciplinary division leadership structure to lead in developing common rubrics

## Commendation

The professional staff's support of student extra-curricular opportunities

# Standard 2 Recommendations

---

## Recommendation

Ensure that every curriculum document includes units of study with essential questions, concepts, content, skills, the school's 21st century learning expectations, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success using school-wide and course-specific rubrics

## Recommendation

Identify which courses are responsible for teaching and assessing each of the 21st century learning expectations

## Recommendation

Provide protocols to direct and focus the teachers' collaborative work groups to support curriculum development

## Recommendation

Develop and implement a process to ensure that the written and taught curriculum are consistently aligned

## Recommendation

Ensure technology infrastructure has the capacity to support the use of technological resources in the classroom

## Recommendation

Develop a formal data system that informs curriculum, instruction, and assessment

## Recommendation

Increase formal opportunities in the curriculum for cross-disciplinary learning

# Standard 3 Indicator 1

---

## Conclusions

The teacher's instructional practices are not routinely evaluated to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Collectively, the staff has been working to revise the core values, beliefs, and 21st century learning expectations since 2011, but there exists some confusion regarding common terminology. As of May 26, 2016, the school ratified a mission statement, a set of six belief statements, and a set of six 21st century skills that they refer to as "Husky Habits." Teachers and staff reported in interviews that the newly adopted materials will support the "whole child" and that teachers will be able to use these in the future to inform their instructional practices. One of the Husky Habits is associated with civil, social, and professional readiness that will prepare responsible adults for life after Monadnock Regional Middle High School. All teachers assess every student on each of the five elements of the sixth Husky Habit: PRIDE (Perseverance, Responsibility, Integrity, Dedication, and Empathy). This formal process occurs four times each year which accompanies the quarterly report card. When interviewed, parents reported that the PRIDE report helped give a well-rounded picture of their students' social, academic, and civil progress. According to the Endicott survey, fewer than half of teachers and parents believe that these accepted values, beliefs, and 21st century learning expectations are used to inform instructional practices to personalize student learning. When a program is in place for teachers to continually examine instructional practices to ensure consistency with the core values, beliefs, and 21st century learning expectations, students will benefit by having a clear set of expectations across all disciplines.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- parents
- school leadership
- Endicott survey

## Standard 3 Indicator 2

---

### Conclusions

Monadnock Regional Middle High School's instructional practices support the 21st century learning expectations by frequently personalizing instruction and integrating technology, although they only occasionally engage students in cross-disciplinary or active and self-directed learning, as well as applying knowledge and skills to authentic tasks; and rarely emphasize inquiry, problem solving, and higher order thinking or encourage self-assessment and reflection.

At MRMHS, the instruction is systematically personalized on a daily basis. According to the Endicott survey, 72 percent of staff report they personalize instruction to support the achievement of the school's learning expectations. Across the school, this is supported by the WIN (What I Need) program. Teachers can schedule personalized instructional time with the teacher of their choice. Instruction becomes highly personalized during the completion of the Senior Capstone Project course. Students are allowed to self-select and pursue a career or community-focused project. It is here that students use the skills they have learned throughout their time at MRMHS to become active and self-directed learners. Additionally, MRMHS offers a wide variety of elective courses as well as extended learning opportunities (ELOs) through which students can explore areas of personal interest within the school and the community. Staff reports adequate training and coaching in differentiation but noted that increased class sizes in recent years have made this a more difficult task to achieve within classes.

Technology integration is an area that MRMHS prides itself on. The one-to-one Chromebook program that began six years ago has positively impacted the staff and students. All teachers are expected to be using appropriate technology within their lessons. In panel interviews, teachers, students, and IT staff all reported that instructional practices have improved and students have been more engaged in 21st century learning grades 7-12. A majority of students (83.2 percent) report using technology in their daily assignments. Parents reported that the access to technology both at home and at school had created greater learning opportunities for their students. However, the technology integration position is currently vacant, and there are no immediate plans to fill it. District employees report a disconnection between the needs of teachers and the IT department. The technology integrator position creates a bridge between the two by understanding both the needs of classroom teachers and the concerns of the IT implementation.

Several of the grade levels are engaging students in cross-disciplinary learning. Grades 7 and 8 teachers have common daily team time to develop cross-disciplinary opportunities. At the high school level, time constraints on common team planning limit teachers abilities to create such experiences. One area of strength is the performing arts program. Each year performing arts teachers produce a play and ask each discipline to create and implement a unit that relates to the topic of the play. The math and science department helped bring in a huge flying apparatus for the play *Mary Poppins*; students worked to measure weight distribution and movement as part of this built-in, cross-curricular project. Students reported that last year the play *Bring It On* was incorporated in lessons across all of their classes. There is evidence that many disciplines incorporate interdisciplinary learning. However, this is not sustained on a frequent and consistent basis. As aforementioned the Senior Capstone Project is a shining example of students being involved in their learning. Recently the tech ed department joined forces with the custodial staff to build a shed for machinery on campus. Although these type of project-based assessments are offered, it is not done with regularity and continuity throughout the building. Several teachers reported that group work was not something that occurred frequently in their class. Others stated that they used project-based assessments, but they were mostly research essays. Students are tasked with doing independent research in several disciplines and have contributed to the building and community in several ways. In one civics class, the students were tasked with creating a school policy, and the class voted to accept or reject. During the summer the English department runs Monadnock Reads, a community outreach program that involves the entire school and community. According to the Endicott survey, 62.2 percent of students feel that teachers give them opportunities to choose topics for some assignments. This helps the students engage as active and self-directed learners.

According to the Endicott survey, 76.5 percent of teachers believe that curriculum supports and emphasizes



inquiry, problem-solving, and higher order thinking. Classroom observations and student interviews did not accurately reflect this notion. Webb's Depth of Knowledge appears to be the district's guiding standard for rigor in math. A consultant was brought in to formally train the middle and high school teachers on how to increase the depth of knowledge and incorporate them into all lessons. Within the English department, lesson plans and unit plans are completed using Bloom's taxonomy. The self-study reports that some, but not all, of the teachers, explain this philosophy to students. Examination of lessons shows that each lesson has essential questions and key themes. During classroom observations, there was little evidence that these elements are explicitly posted in the rooms nor were there consistent articulation of them to students during lessons.

Some teachers regularly ask students to apply their knowledge and skills to authentic tasks. FACS and VEX classes are firmly grounded in authentic work. Other classes, like biology and Senior Capstone class, partner with outside entities to create authentic educational experiences. Tasks like the senior project and the Planaria Project require students to create work that is designed for audiences beyond the school and into the community. While some classes complete these authentic tasks with ease, other disciplines and teachers struggle to find meaningful, real-world tasks to which students can connect. Students report being able to make connections in some classes, but not being able to see clear, meaningful connections in others. Students are asked to present many times throughout their career at MRMHS. This gives them real-world skills that will benefit them beyond their high school careers.

Students at MRMHS receive varied and inconsistent tasks of reflection. Although it is stated in the Endicott survey that 76.5 percent of teachers ask their students to self-assess, only 10.2 percent of students responded that teachers provide them with opportunities to assess their work. A great example of an alternative assessment practice was how the technology teacher identified how he invites the Director of Facilities into his class to work with the students on the completion of the building project and their overall reflection of the project. There were also examples of peer assessment in the art, business ed, and the biology labs as well.

As a result of teachers' commitment to personalized learning and the integration of technology, the school's 21st century learning expectations are supported; with the additional emphasis on the teachers' instructional practices consistently providing opportunities for students to work on cross-curricular projects that promote higher order thinking and active student engagement, students will fully achieve the 21st century learning expectations.

## **Sources of Evidence**

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

# Standard 3 Indicator 3

---

## Conclusions

Across learning areas and grade levels, some Monadnock Regional Middle High School teachers adjust their instructional practices to meet the needs of each student by using formative assessments, differentiation, purposeful group learning, but virtually all teachers provide additional support and use alternative strategies.

A strength of the programming at MRHMS is the strategic differentiation for students with the implementation of the WIN block. Students receive daily interventions in different subjects of their choosing. Teachers report that increase in time from 25 minutes to 40 minutes, along with the implementation of the scheduling tool Enriching Students, has created time and opportunities for meaningful daily remediation and personalized instruction. Many teachers have reported that they use a variety of formative check-ins throughout the lesson such as bell ringer activities, informal conferences, quick quizzes (Google Forms) and general observations. It was evident through observation that the level of frequency and the comfortability with formative check-ins varied from class to class. Some teachers articulated the use of formative check-ins as a way to inform student learning as an ongoing process. Others use formative assessments as grades only and are not explicit with the students as to how they are an important instructional feedback tool. Specific and immediate feedback was seen in many math, English, tech and art classes. Formative assessments are used with a high level of frequency in some classes. These teachers report using Kahoots, PLATO, socrative.com, exit tickets, 3-2-1, and quick writes. The evidence points to these assessments being used mostly for review for the students. Some teachers use this data to analyze student learning and adjust instructional practices, but evidence that this practice was systematic was not evident. Students did report that formative assessments were used to check their knowledge, but not to change the instruction of the teacher. Review of student work showed that some assignments were designated as both formative and summative assessments, indicating potential confusion among staff regarding assessment processes. In the Endicott survey, 78.1 percent of students report working in groups. However, staff reports this instructional strategy only occurs 64.2 percent of the time. In class observations, it was noted that quite often, students were allowed to work with friends and were not paired strategically to maximize learning opportunities. Evidence from classroom observations and teacher interviews shows that student group work is typically conducted in self-selected groups with no goal to specifically help individual students with collaboration skills or engage in higher order thinking.

When all MRMHS teachers adjust their instructional practices to meet the needs of each student with consistency by using formative assessments, differentiation, purposeful group learning, provide additional support and use alternative strategies, then all students will be able to achieve their fullest ability and meet the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- students
- department leaders
- Endicott survey

# Standard 3 Indicator 4

---

## Conclusions

In some areas, teachers, individually and collaboratively, work to improve their instructional practices by reviewing formative and summative assessments, examining student work, engaging in professional discourse and infrequently by using current research; however, student achievement data and feedback from a variety of sources, including students, parents, teachers, and supervisors are rarely used.

Many teachers at Monadnock Regional Middle High School occasionally use student achievement data to improve their instructional practices using a variety of formative and summative assessments. Staff in both schools were asked to give examples of formative work. Items such as Kahoot, daily problems, bell ringers, discussions, Socrative, exit tickets, quick writes, and quizzes were all mentioned. Most of these items are examined and used to inform instructional practices. When it comes to summative assessments and review of district assessment data, the administration has not disseminated the data for PLCs, teams, and individual teachers to analyze. According to the Endicott survey, 64.2 percent of the staff say that they improve their instructional strategies using data. However, only 35.9 percent of staff report using data in a collaborative manner. Middle school staff has regular formal meeting times that are designed to meet and review assessments. The high school staff reports that they lack common planning time and are not able to review this type of data. They also stated that they have seen the data at a macro level, but have not been able to drill down to inform their practices. Some staff can meet regularly within and across content areas to look at student work. All reports and observations show that the high school teachers do not have regular formal time for this type of review of student work.

Parents responding to the Endicott survey indicate that only 16.4 percent of them believe that their students' teachers have asked for or have taken feedback from them to help inform their practices. Instructional leaders throughout the building work with their departments to discuss best practices and have one hour monthly dedicated for this work. To a lesser degree, 43.1 percent of students report that their teachers ask for their opinions and ideas to improve how they teach. However, there was evidence that this did happen in several classrooms. Some teachers give an end-of-the-year class survey for feedback. Other staff members ask students to reflect on projects and how they might improve the process going forward.

Staff reports that supervision and evaluation practices at MRMHS do not help them improve instruction. They indicate that their faculty and student goals are helpful, but current evaluation models and RIBAS rubrics have caused confusion and have not supported the teachers' instructional growth. The school's media center features many books that focus on pedagogy and best practices. It carries teachers sets in several titles that could be used in a book study. The faculty reads journals and articles in small pockets but does not participate in full staff development with opportunities to discuss their thoughts. For example, the "critical friends" group reads articles regarding best practices and current research, and then they meet to engage in discussion. There is no formal time for the full faculty to engage in a similar type of discussion and literature review. Decisions that impact the school are made based on the core beliefs of the school and sometimes incorporate current research and best practices. Although survey numbers from Endicott state that 17.2 percent of staff try to improve instructional practice by engaging in professional discourse, 20 members of the staff participated in the MSRDC Certificate of Advanced Graduate Study (CAGS) cohort with New England College. Without scheduled time for professional discourse outside of this program, it makes it difficult for staff to engage for any meaningful amount of time. With consistent turnover at the administrative level, teachers feel professional discourse is not currently on the top of the priority list.

When teachers individually and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments, examine student work, use current research and engage in professional discourse, use feedback from a variety of sources, including students, parents, teachers, and supervisors, then students will benefit by having a cohesive educational experience.

## Sources of Evidence

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

# Standard 3 Indicator 5

---

## Conclusions

As adult learners and reflective practitioners, teachers at Monadnock Regional Middle High School maintain expertise in their content area and content-specific instructional practices within small learning communities. Within small groups, some members of the staff regularly read content-specific literature designed to help them improve instruction specific to their subject area. Examples of this were evident in the district-wide NGSS (Next Generation Science Standards) committee and the math instructional coach that was brought in for the middle and high school. According to the Endicott survey, 88.9 percent of the staff reports that they maintain expertise in their content area and content-specific instructional practices. This number is in opposition to the budget indicators that show that only 30 to 40 percent of staff members use their professional development money annually, as reported by the director of curriculum. This disparity suggests that any of the professional development opportunities that the staff undertake are informal. The critical friends group meets regularly to review articles about best practices and works collectively to find solutions to school problems. This group consists of 10-12 staff members who are part of this voluntary group. The My Learning Plan, managed by Frontline has been used by staff to request out-of-district professional learning opportunities as well as completing a form to lead their professional development within the district upon approval for a stipend. The middle school has professional learning communities that allow for collaboration and reflection on instructional practice. The high school has monthly faculty meetings as well as division and department meetings where reflection on instructional practices takes place based on student grades. Teachers at the high school have noted that with common planning time restrictions, most of the conversations with colleagues happen informally. The district also offers four to five professional development days geared toward overarching goals, while two to three days are given to the principals for building-specific development. It is here that teachers indicated time to work with content-specific instructional practices within small learning communities. Teachers report that they no longer maintain portfolios or journals that show evidence of their work and self-reflection. Because MRMHS teachers, as adult learners and reflective practitioners, collectively maintain expertise in their content area and content-specific instructional practices, by taking full advantage of all formal and informal professional development opportunities, students at MRMHS benefit from the improved instruction and learning.

## Sources of Evidence

- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey

# Standard 3 Commendations

---

## Commendation

The high level of Personalized Learning and differentiated learning through the W.I.N program

## Commendation

The utilization of the C.A.G.S. program to further professional growth

## Commendation

The students' belief that teachers value their feedback on instructional practices

## Commendation

The Senior Capstone project which engages students in self-directed, authentic tasks

## Commendation

The implementation of the WIN block in the daily schedule to enrich students learning

## Commendation

The self-direction of the teachers in their professional learning communities to review content-based knowledge and student concerns that allows teachers time to collaborate and share best practices

## Commendation

The continued use of varied formative assessments to help teachers meet the needs of the students

## Commendation

The middle school staff scheduling that provides formal structured time to examine student work and achievement data

## **Standard 3 Recommendations**

---

### **Recommendation**

Create a formal process to examine instructional practices for alignment with core values, beliefs, and 21st century learning expectations

### **Recommendation**

Develop and implement processes to ensure teacher's instructional practices support student learning through 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, and engaging students in self-assessment and reflection

### **Recommendation**

Post student learning targets and essential questions explicitly to assist students in making connections and achieving higher order thinking

### **Recommendation**

Provide support for teachers in the use of technology to promote 21st century learning expectations

### **Recommendation**

Implement a process for high school staff to examine student work and achievement data that will inform instruction

### **Recommendation**

Increase authentic learning opportunities to promote inquiry, problem solving and higher order thinking across all disciplines

# Standard 4 Indicator 1

---

## Conclusions

Monadnock Regional Middle High School staff is in the beginning stages of employing a formal process to assess individual student progress and whole school progress in achieving the school's 21st century learning expectations based on specific and measurable criteria, such as school-wide analytic rubrics. MRMHS has taken a significant step toward implementing 21st century learning expectations rubrics to assess student progress in two ways: the 21st century learning expectations have been summarized into a six-item list called the "Husky Habits," and they have developed a rubric to assess the civic/social 21st century learning expectation. They have named this rubric Husky PRIDE (Perseverance, Respect/Responsibility, Integrity, Dedication, and Empathy). Since 2011, the Husky PRIDE rubric has been used by all teachers to report student progress quarterly on report cards. According to parents and students, there is a broad appreciation for this assessment piece and is often the first thing looked at when report cards arrive. Parents stress the importance of these social and civic qualities and are pleased to have feedback in this area from teachers consistently. Faculty and staff are in the process of developing the five remaining 21st century learning expectations and recognize that the collaborative process may take several years to complete. In the meantime, faculty uses a variety of rubrics to assess student performance. When professional staff completes the 21st century learning expectations rubrics, the school can employ a formal process to measure student and school progress on 21st century learning expectations.

## Sources of Evidence

- panel presentation
- teacher interview
- teachers
- students
- parents



# Standard 4 Indicator 2

---

## Conclusions

Monadnock Regional Middle High School is in the initial stages of communicating individual student progress in achieving 21st century learning expectations to students and their families. MRMHS does not currently communicate the school's progress in achieving 21st century learning expectations to the school community. Individually, on each student's quarterly report card, a Husky PRIDE grade is communicated for each course. However, that data is not collated to provide a school-wide data point. Additionally, as reported in discussions with department representatives and teachers, the science, math and English departments inconsistently use other components of the 21st century learning expectations. It is recognized by teachers and students alike that there is little consistency among teachers across departments. Once the school community decides on common specific and measurable criteria for success, such as school-wide analytic rubrics for the five remaining components of the 21st century learning expectations, the staff can communicate individual student and the school's progress in achieving the 21st century learning expectations to students, their families, and the school community.

## Sources of Evidence

- teacher interview
- teachers
- students
- department leaders

# Standard 4 Indicator 3

---

## Conclusions

There is evidence that the Monadnock Regional Middle High School professional staff collects, disaggregates, and analyzes some data to identify and respond to inequities in student achievement. The primary method of standardized data collection is through the analysis of New England Common Assessment Plan (NECAP), PSAT and SAT scores and sometimes the analysis results in changes that address inequities in student achievement. For example, analysis of NECAP scores revealed weaknesses in student writing. The MRHMS staff responded by making changes in the curriculum of English courses which now requires meeting competency in writing a research paper as shown on the constructed response rubric. According to the self-study, in response to NECAP scores, the math department shifted toward level-appropriate materials for algebra and real-world math curricula. An additional change included the extensive use of the EnVisions program at the middle school and limited use at the high school. Further analysis of NECAP data also revealed weaknesses in reading scores. According to the administration, the MRMHS response was to put reading specialists in co-teaching situations and small group interventions to strengthen reading comprehension and composition writing. There are indications that information is analyzed from other standardized tests as well, such as SBAC and reading inventories. However, the results seldom drive changes in curriculum or instruction. Other changes come about as a result of administrators discussing anecdotal data in their monthly meetings. For example, data collected from teachers concerning the timing of the VEX program resulted in moving the VEX to later in the day. Teachers in the self-study group say they sometimes analyze data from formative and summative assessments on an informal basis both individually and collaboratively, and that this helps them respond to inequities in student achievement by making adjustments in curriculum and instruction. For students with disabilities, special education case managers gather data from progress monitoring assessments and progress reports from teachers as needed. Programs exist to individualize instruction whenever possible. However, due to the high number of course offerings, and that in many cases only one teacher is teaching a particular course, collaboration on data if collected, is limited. Frequent changes in administration have been an obstacle for implementing a process for the consistent and effective analysis of data. Ongoing conversations to address achievement gaps are happening within the new administration. Currently, they are exploring changes in the social studies curriculum based on data found in SAT and SmarterBalance results, and they have implemented a formal department meeting time for further discussions. However currently, there is no established plan for an organized, systematic approach to these conversations or how to develop ways to respond to inequities in student achievement. Although no school-wide policy exists and there is lack of evidence suggesting a long-term plan, there are efforts as reported by teachers in informal conversations to use data. When the district develops a district-wide plan to address inequities in student achievement based on the analysis of data, programs available, and time for professional sharing, inequities in student achievement will improve.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 4 Indicator 4

---

## Conclusions

Before each unit of study, some teachers communicate to students the school's 21st century learning expectations and related unit-specific learning goals to be assessed. According to interviews with various administrators and teachers, it is a school-wide expectation that all MRMHS faculty communicate to students the applicable unit-specific learning goals to be assessed. However, what information gets communicated and at what time varies greatly across teachers and departments. Students report the use of course-specific, analytic and criteria-based rubrics by many teachers before assignments and assessments throughout the school year. Some assignments outline specific learning objectives. According to student interviews, this practice is appreciated and significantly assists students in understanding how their learning will be assessed. However, while students are frequently aware of unit learning expectations and goals, these expectations and goals may not necessarily be aligned with the school's 21st century learning expectations. Furthermore, there are inconsistencies as to the timing of when the information is given to students. Several courses in the science department provide a syllabus at the beginning of the year that explicitly lays out course objectives as well as the 21st century learning expectations for the year ahead. The syllabus for U.S. History also lists 21st century learning expectations in addition to essential questions to be addressed throughout the year. The syllabus for Small Gas Engines outlines course objectives and instructional strategies. However, throughout the school, there is very little evidence to show that these course objectives and 21st century learning expectations are communicated to students before each unit of study. In fact, according to the Endicott survey, a little over half (54.5 percent) of students believe that their teachers explain what the learning expectations are before each unit of study, and 39.5 percent of students believe that prior to each unit of study, teachers communicate to students the school's learning expectations and corresponding rubric to be used. When teachers regularly and systematically communicate to students the school's 21st century learning expectations and related unit-specific learning goals to be assessed before each unit of study, teachers will be supporting student learning by clearly articulating their criteria for success.

## Sources of Evidence

- teacher interview
- students
- Endicott survey

# Standard 4 Indicator 5

---

## Conclusions

Before summative assessments, most teachers provide students with specific and measurable criteria for success. Students who were interviewed reported receiving study guides before summative assessments in many, but not all, classes. According to the Endicott survey, 71.2 percent of students feel they understand in advance what they have to accomplish to meet teachers' expectations. The manner in which teachers communicate criteria for success on summative assessments varies. One math teacher interviewed keeps previously used assessments on file in the classroom and invites students to come to review them or to use them as practice tests. Several science teachers regularly provide students with course-specific rubrics before summative assessments. According to interviews with students, a significant amount of verbal assistance is given to students before summative assessments during the WIN time. The students reported using that time to seek out their teachers to confirm what will be on the summative assessment. Students also reported that in some cases, they receive no information about summative assessment content which they find highly frustrating. Consistently, students expressed the desire for teachers to use a common system with criteria for assessments to minimize frustration from not knowing where to focus study time. Once the faculty develops common analytic rubrics and grading practices, students will be able to demonstrate achievement and mastery of the school's learning expectations.

## Sources of Evidence

- teacher interview
- teachers
- students
- Endicott survey

# Standard 4 Indicator 6

---

## Conclusions

Teachers at Monadnock Regional Middle High School inconsistently employ a range of assessment strategies, including formative and summative assessments during each unit of study. Examples of formative assessments include on-the-spot questioning (dip-sticking), class discussions, homework, quizzes, exit tickets, Kahoot, collaborative work, and observation. In English courses, students share rough drafts with classmates for peer editing and submit rough drafts to their teacher for corrective feedback. The READ 180 English remedial reading class monitors student progress through the Scholastic Reading Inventory adaptive computer assessment. According to the Endicott survey, 83 percent of the staff agrees with the indicator, and some examples of this were evident in the student work. Several students when interviewed reported that it is common practice to go to a teacher during WIN time to share drafts of work and receive corrective feedback. Teachers also employ a range of summative assessments including papers, projects, exams, and presentations. The science department has many labs, for example, the Forensics class investigates a mock crime scene as an assessment. Additionally, there is a Senior Capstone project for which the English department takes great pride. This project includes various assessments as the students go through the requirements. Examples were also shown in Algebra II and Family and Consumer Science as ways that are more creative and offer the opportunity for students to apply knowledge and skills. Although no school-wide policy exists, many teachers and students report that there are opportunities to re-work assignments. It is far less common for retakes to be allowed for summative assessments. There are strong pockets of appropriate use of formative and summative assessments in the school these were observed primarily technology and art classes to ensure projects were completed on time and correctly. However, the effectiveness of formative assessments is not consistent across teachers or disciplines. It is clear that many teachers and students do not fully understand the difference between formative and summative assessments and, therefore, opportunities for meaningful feedback are sometimes lost. When the taught curriculum incorporates strong formative assessments that are linked to valid summative assessments, then the teachers will be able to identify gaps in learning that will inform the need for adjustments to instruction and ultimately ensure all skills are learned as well as taught.

## Sources of Evidence

- classroom observations
- student work
- teacher interview
- teachers
- students
- Endicott survey

# Standard 4 Indicator 7

---

## Conclusions

There is little or no evidence that teachers at Monadnock Regional Middle High School have been collaborating regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. Due to administration and philosophy shifts throughout the past few years, there has not been formal department time built into the schedule. The new administration responded to the faculty's need to spend time collaborating with department colleagues and, therefore, this school year marks a return to monthly department meetings. Most teachers report that despite not having formal time for the last several years, collaborating with teachers of common courses often occurs. The Endicott survey shows that 63 percent of teachers say they meet formally to discuss formative and summative assessment. Due to the decrease in student enrollment, there are many teachers who teach a course that have only one section, and therefore, those teachers have no one with whom to collaborate. When asked if teachers of same courses use common assessments, it was agreed upon that summative assessments such as midterms and final exams are 70 to 80 percent common. Some PLCs are in place, however, most lack the necessary formal protocol to be highly effective. The Endicott survey shows that only 18.8 percent of the teachers use this time to collaborate and analyze data from common assessments. When teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, student achievement will increase.

## Sources of Evidence

- teacher interview
- teachers
- department leaders
- Endicott survey
- Standard sub-committee

# Standard 4 Indicator 8

---

## Conclusions

Most teachers at Monadnock Regional Middle High School are committed to providing specific, timely and corrective feedback and to providing students with opportunities to revise or improve their work. Some teachers reported using the "dipstick" method to quickly pinpoint areas of difficulty and then provide immediate feedback in the form of re-teaching these concepts. Many teachers reported that they frequently use personalized observation to monitor student understanding. Special education teachers assisting in the classroom provide corrective feedback during the instructional time as well as in the resource room. According to the Endicott survey, 59.2 percent of students report that their work is assessed in a reasonable amount of time, and 64.8 percent of students feel that teachers offer suggestions to help them improve their work. After reviewing student work, there was little evidence of a consistent assessment philosophy or practice across all disciplines on the type of or amount of feedback to students. Most examples simply included a grade and the items marked wrong or right. Students interviewed said that WIN time is helpful for speaking with teachers about how to improve their work and that most teachers provide opportunities for revision. Students also reported that there are a small number of teachers who take such a long time to get corrective feedback returned to students, they wind up feeling like it is not useful to their learning. In a school-created survey, students indicated that 17.3 percent of teachers give daily feedback via conference or written, 38.3 percent do it on a weekly basis, and 21 percent do it on a monthly basis. Most classes meet on an every other day basis, so a month on the calendar corresponds to two weeks of classes. It is required of teachers to update PowerSchool every two weeks, and students and parents have access so they can stay current with grades. When timely and corrective feedback becomes a consistent practice, it supports continual student growth in learning allowing students to access the curriculum effectively.

## Sources of Evidence

- student work
- students
- Endicott survey
- Standard sub-committee

## Standard 4 Indicator 9

---

### Conclusions

Although some teachers regularly use formative assessments, they are rarely used to inform and adapt their instruction for the purpose of improving student learning. Monadnock Regional Middle High School teachers in all learning areas use a variety of formative assessments on a daily basis. Teachers report that many times, a quick formative assessment takes the form of a simple scan around the room for a show of hands or a show of a number of fingers in the air (Five means students understand the concept completely). Kahoot is currently a popular way for teachers to gather information quickly in regards to how well the class understands the material. In addition to the traditional quiz or homework assignment, other formative assessment include exit slips, quick writes and focus questions. Some teachers report that information gathered in formative assessments often drives re-teaching of concepts or gives the green light for the teacher to move forward with introducing new material. The Endicott survey indicates that 61.7 percent of teachers agree and 21 percent strongly agree that there is some indication that teachers do adapt their instruction to improve student learning. However, materials to support this claim were not readily available. When teachers consistently and appropriately use formative assessments to inform and adapt their instruction, then students will be better supported in their learning.

### Sources of Evidence

- classroom observations
- self-study
- Endicott survey
- Standard sub-committee



# Standard 4 Indicator 10

---

## Conclusions

Monadnock Regional Middle High School teachers and administrators, individually and collaboratively, regularly examine a range of evidence of student learning; however, the formal examination of student learning for the specific purpose of revising curriculum and improving instruction is applied inconsistently.

Teachers report that most examination of student work happens on an individual basis. Teachers sometimes discuss the common course and common grade-level assessments, but this practice is infrequent across the board. Although common course assessments exist, there is little opportunity to discuss results of those assessments in any meaningful manner.

Administration collaborates with English, math, and science, to analyze scores from NECAP, PSAT and SAT standardized tests and evidence shows that these discussions have resulted in the revision of curriculum. Elementary schools in the district share relevant data of incoming 7th graders to aid in course placement. There is little formal sharing of information concerning student learning that comes from MRMHS' only receiving school, Cheshire Career Center. MRMHS receives data from one post-secondary institution concerning graduation rates of alumni. MRMHS surveys current students and uses the information to support the school but no longer surveys alumni due to lack of funds. The Response to Intervention model, WIN, enables students to seek support from their academic teachers during a daily 40-minute period.

Some courses have common formative and summative assessments which teachers use to individually and collaboratively review and revise curriculum and instruction. Individual and school-wide progress in achieving the school's 21st century learning expectations is not complete. It is understood that the school is in the very beginning stages of developing and measuring 21st century learning expectations. At this time the school has only one (Husky PRIDE) rubric in place. Use of an older version of a school-wide rubric is sporadic throughout the school, and there is little evidence that they are being used to revise curriculum or to improve instructional practices at this time. However, the current administration has a well-developed plan to address this deficiency in the coming years. The use of a variety of formative assessments and common summative assessment enables teachers who teach common courses to make timely adjustments to the curriculum and their instructional strategies. However, the review of formative and summative assessments for the explicit purpose of revising curriculum and improving instructional practices remains inconsistent. Even though the majority of teachers cite collaborating with colleagues frequently, most of these discussions occur on an informal basis and do not always result in changes to the curriculum or improve instructional practices.

When a formal process is in place to examine evidence of student learning from varied sources to revise curriculum and to improve instructional practices, students will be better supported to achieve the school's learning expectations.

## Sources of Evidence

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

# Standard 4 Indicator 11

---

## Conclusions

Grading and reporting practices are not routinely reviewed and revised to ensure consistent alignment with the school's core values and beliefs about learning. The professional staff reported that there had not been time allotted for any systematic review of grading practices to ensure they reflect the balanced use by all teachers of formative, summative, and common assessments. The grading practices are not aligned school-wide, although all teachers use the traditional 100 point system. Over the past six years, competency-based assessments have been implemented with limited use and collaboration. The 21st century learning expectations are identified in the program of studies, but there is no alignment with these across curricular areas. The Endicott survey reveals that 37 percent of staff agree that there is a regular review and revision process. The PRIDE rubric that was developed six years ago and is fully implemented and reports quarterly on student attainment of those skills is the only student assessment tool that is routinely reviewed. Anecdotal discussions with teachers and students supported the visiting committee's inconsistent findings regarding a lack of collaborative school-wide grading philosophy, but also provided evidence that the school leadership team were in the beginning stages of creating those school-wide rubrics. Staff and students indicated a need for alignment and a desire for this work to continue. When the school has developed and implemented a comprehensive review and revision of grading and reporting practices to ensure alignment with the school's core values and beliefs about learning, then the school will have a greater sense of consistency across all disciplines to support student achievement in all levels.

## Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

# Standard 4 Commendations

---

## Commendation

The development of the PRIDE rubric to communicate the civic/social component of 21st century learning expectations

## Commendation

The dedicated teachers and administrators who work collaboratively to implement the PRIDE rubric

## Commendation

The teachers self-directed use of department meeting time to evaluate types of assessment to improve student learning

## Commendation

The variety of methods that are available to collect data to improve student achievement

## Commendation

The teachers who utilize WIN time to assist students in preparing for summative assessments

## Commendation

The teachers' use of a variety of assessments to meet each student's individual needs

## Commendation

The teachers' dedication to collaborating to improve the quality of assessments despite not having scheduled time together

## Commendation

The teachers who are willing to work with students in a variety of ways to ensure concepts are learned

# Standard 4 Recommendations

---

## Recommendation

Develop and implement specific and measurable criteria for success, such as school-wide analytic rubrics for the five remaining 21st century learning expectations

## Recommendation

Develop and implement a formal process to assess individual student progress in achieving the 21st century learning expectations as well as a formal process to assess whole school progress in achieving the 21st century learning expectations

## Recommendation

Establish a process to collect and analyze data to improve student achievement and to continuously inform curriculum, assessment and instruction

## Recommendation

Create a uniform way for teachers across departments to provide students with unit-specific learning goals prior to each unit of study which will be assessed

## Recommendation

Develop a common language so that all students and staff have a universal understanding of formative and summative assessments and competencies throughout the school

## Recommendation

Provide school and department professional development to review and revise assessment practices, to include grading calibration and student feedback protocols, to ensure all teachers are universally aligned with the schools' core values and beliefs about learning.

## Recommendation

Develop and implement a process to communicate individual student progress in achieving the school's 21st century learning expectations to students and their families; and whole school progress to the school community

# Standard 5 Indicator 1

---

## Conclusions

The Monadnock Regional Middle High School community is taking steps to build a safe, positive, respectful and supportive culture that fosters student responsibility for learning and results in shared ownership, pride and high expectations for all. Throughout the school, posters and locker decorations with the saying “Dude Be Nice” can be seen and this campaign is referenced in discussions as an anti-bullying initiative launched by a student and supported by students and staff participation. Students and staff who exemplify the values of the “Dude Be Nice” initiative are recognized at assemblies. In the Endicott survey conducted in the spring of 2016, 39.2 percent of students indicated bullying as a problem at MRMHS, but this recent initiative has led students to report that they feel safer at the school now than they did in the past. The wellness committee composed of administrators, teachers, guidance counselors and specialists like the integrationist takes an active role in promoting a healthy and positive school culture. The wellness committee conducted a survey about needs and stress of students and staff. The wellness committee organizes monthly programming to promote student and staff wellness, including activities to reduce stress, programming about healthy relationships, and a speaker about healthy decision making. The wellness committee develops materials for use by staff in advisory discussions and the plan for this year is to develop weekly advisory lessons based on monthly topics identified by the wellness committee. Parent and student interviews and classroom visits and a review of student work indicate that academic expectations are highly variable. The school fosters high social and civic expectations through its HUSKY Pride rubric. One example of high expectations is the number of AP exams students are taking has increased from 93 in 2014 to 156 in 2017; and the actual number of students who are enrolled in AP courses has increased from 65 to 94, the percentages of students with scores of 3 have dropped from 67.7 percent to 48.9 percent. However, based on performance on AP exams, students who pursue the AP curriculum are not achieving at qualifying levels. When MRMHS establishes a formal practice to build positive and meaningful experiences for student learning and engagement, then consistent application and development of those formal practices(s) will sustain initiatives to build a safe and supportive school culture and students will meet the learning expectations of the school.

## Sources of Evidence

- self-study
- student shadowing
- teachers
- students
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 2

---

## Conclusions

Monadnock Regional Middle High School generally has an equitable and inclusive learning environment where students have access to challenging academic experiences, however, due to the multiple levels of core courses throughout the curriculum inhibits the heterogeneity in those curriculum areas and the ability to meet the schools 21st century learning expectations. Most classes are offered at several levels, with the vast majority of core academic classes delineated as general, college preparatory, honors, and Advanced Placement. Data provided from the Endicott survey, the master schedule and through teacher and student interviews provides limited support to the claim that the school is equitable, inclusive, and fosters heterogeneity. Teachers report that because of the multiple levels the courses tend to be homogeneous. The student and teacher interviews and the student data supports the claim that the vast majority of students demonstrating academic performance at a lower level are in the foundational courses. However, the Endicott survey results show that 58.7 percent of students are in agreement, and only 10 percent of students are in disagreement that students have some opportunities to take courses in which students of varying levels of ability are enrolled. Enrollment in AP courses is open to any interested student. This supports the school goal of offering rigorous academic opportunities for students. However, this does limit the heterogeneity of the other levels that are offered within that curriculum area. The master schedule also indicates that the majority of students are tracked in their core content courses during their high school years. While the school strives to be equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, and fostering heterogeneity, there is an inconsistent level of achievement throughout courses. Because of the different course levels that exist within the school, not all students are experiencing challenging academic experiences that allow them to work to their fullest potential.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- school support staff

# Standard 5 Indicator 3

---

## Conclusions

Monadnock Regional Middle High School consciously established an advisory program in 2008 that continues to be adjusted and revised in order to provide a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations. The advisory program has undergone a number of changes in recent years, with the WIN (What I Need) period introduced this year which allows students to be scheduled to meet with specific teachers using specialized software developed by Enriching Students. As noted in the self-study, "While there is an advisory, through which each student has an adult in the school, in addition to his or her school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations, it often fluctuates and can be improved." The self-study notes that "the understanding of the purpose of advisory among faculty, staff, students, and parents varies." The Endicott survey indicates that 55.7 percent of students and 53.6 percent of parents are in agreement that "the school has a program (advisory, mentoring program) which provides me an adult in the school, in addition to a guidance counselor, with whom I meet regularly and who knows me well." The school continues to make adjustments to its advisory model; for instance, the period allocated for the advisory has changed considerably in recent years, from 30 minutes to 25 minutes to the current 40 minutes. There is a plan in place to reflect on the opening weeks of this year's WIN model and to consider adjustments. The wellness committee plans to provide weekly lesson materials to support the advisory component of the WIN period, linked to monthly themes associated with wellness and health. The structure of the high school WIN program facilitates the development of sustained relationships for students with an adult besides their guidance counselor. Many students expressed a positive relationship with faculty and staff. As MRMHS continues to fine tune the advisory program and assure that students, staff, and families have a common understanding of the purpose of the WIN period and advisory, this program will become more effective and significantly support the individual educational needs of each student.

## Sources of Evidence

- teacher interview
- teachers
- students
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 4

---

## Conclusions

Due to the frequent turnover of administrative staff district-wide, there has been an inconsistent focus on professional development as a means to improve student learning through professional discourse for reflection, inquiry, and analysis of teaching and learning; or a focused use of resources outside of the school to maintain currency with best practices; the formal dedication of time to implement professional development; and the specific application of skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. In the past, there was not a clear or coherent system or formal practice of planning and assessing professional development based on data to improve teaching and learning. While outside consultants have been hired to provide training in literacy instruction and math practices, the teachers indicate that the purpose of the training was not clear and there was little follow-up offered to evaluate the effectiveness of the PD. While there is time each month for departments and divisions to meet, there is no established protocol to assure that faculty meet to reflect and implement new practices in classroom instruction. The district administration team has identified a PD committee with representatives from all schools and this group just drafted the new PD plan. However, faculty indicated that they do not feel that they were efficiently consulted in the development of professional development programming. Upon review of the Master Professional Development Plan, there is little evidence to support the district's plan for professional development is sufficient, and there is limited evidence of detailed, focused planning based on student achievement data. However, there is clear evidence of a rejuvenated relationship between the staff and the new administrative team. New plans are in place to address the disconnect in professional development goals and their impact on student achievement. When MRMHS develops and implements a thorough professional development plan that includes identifying needs and assessing the impact of professional development on the instructional practices that includes specific protocols to ensure successful implementation of the plan, then the students will be able to fully acquire all of the school-wide 21st century learning skills.

## Sources of Evidence

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



# Standard 5 Indicator 5

---

## Conclusions

The school leaders regularly use research-based evaluation and supervision processes; however, their focus on improved student learning has been inconsistent. School leaders routinely make classroom observations and follow up with post-observation conference meetings to discuss what they have seen and to provide feedback to educators. Through teacher interviews, the evaluation process was reported to be inconsistently applied by the previous administrations. Although the district provided the visiting team with its evaluation plan, teachers report it is not implemented or followed to its full potential, as indicated by the Endicott survey, stating that 49.4 percent of staff agree that “Input from supervisors who are responsible for evaluating my teaching plays an important role in improving my instructional practices.” There is also little evidence of related professional development opportunities to support teachers throughout the evaluation and observation process. District administrators report that this is the fifth year with the Ribas model of evaluation. Teachers are responsible for creating Student and Professional Practice SMART Goals as part of their evaluation process, and teachers indicated that they feel that the goals are more meaningful to them than the rest of the evaluation process. Teachers have indicated that the process of developing goals has been constructive as it encourages them to collaborate and focus on shared goals, however, implementation of this does not happen. When school leaders implement the evaluation and supervision process with fidelity, and the feedback is used as a guide for professional growth, then the school will see an overall increase in student learning.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- Endicott survey
- school website
- Standard sub-committee

# Standard 5 Indicator 6

---

## Conclusions

The organization of time somewhat supports research-based instruction and the learning needs of all students; however, the time allocated for professional collaboration among teachers is limited. There is no clear professional development long-term plan or targeted outcomes. The district PD plan is vague and does not have a clear focus for teachers. There are limited opportunities for teachers to have time following professional development to meet and discuss and implement what they learned. While there are monthly department meeting times, there is no set agenda for these group meetings or long-range plan. There have been three substantively different master schedules in the last six years, with a shift from 45-minute periods to a modified block that was designed with considerable faculty input, and a more recent shift to a block schedule with alternating A and B days which was created with minimal faculty input. The recent shift of the VEX block to the end of the day accommodated needs identified by the middle school staff, but the high school faculty who teach these courses were not consulted about this change in the schedule. While middle school teachers have common planning periods, many high school teachers have many (frequently more than five) preps resulting in stress to the teachers, and they do not have a shared planning period with colleagues in their departments. Teachers state that there is limited time to work together. Many teachers feel they are alone in their rooms each day causing significant inconsistencies of curriculum and assessments. Many teachers said that they are not using the same standards as required and are often left to find curriculum on their own. When MRMHS implements more supported time for teachers to work collaboratively and involves faculty in review and revisions to the master schedule, then alignment of standards and assessment will be more consistent and conducive to student learning.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 7

---

## Conclusions

Student load and class size frequently enable teachers to meet the learning needs of individual students. Course loads are highly variable. For instance, one high school English teacher has class sizes of 28 and 34 while other courses are much smaller, these large classes are the exception as most class sizes are manageable. Teachers reported that these large class sizes have had a negative impact on the learning environment for those specific classes. There is also evidence that the administration is addressing these concerns. In the Endicott survey, 57 percent of the parents agree that the number of students in class allows the teacher to meet their learning needs, suggesting that these large classes are not the norm. However, the school's effort to offer a variety of course options for students has created a schedule with teachers sometimes having five or six courses to prepare for each semester. When interviewing teachers, their biggest concern is the difficulty in meeting the needs of their students due to the amount of preparation time they spend on a daily basis. When the leadership team collaboratively develops a philosophy to manage class size and number of course offerings, then teachers will effectively meet student learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- central office personnel
- school support staff
- Standard sub-committee

## Standard 5 Indicator 8

---

### Conclusions

The principal, working with other building leaders, has a clear plan to improve instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Since the last NEASC visit, the district has undergone significant turnover among school board members, SAU administration, building administrators, and faculty. Because of the frequent change in leadership, instructional support has been inconsistent. Interviews with teachers and the administrative team indicate that the current administration is establishing effective working relationships with other building leaders, colleagues, and educators to improve instructional leadership on the school's core values, beliefs, and learning expectations. The division leaders meet regularly with the building administrators, and they have been tasked with facilitating work with their departments and divisions, including the goal of developing school-wide rubrics this year. The principal is an engaged member of the wellness committee that is taking the lead in promoting school culture. The principal has established constructive working relationships; an example of the principal's leadership is when she moved the VEX program to the end of the day to meet student needs more effectively. Because the new leadership team is developing an instructional plan that is collaborative with other building leaders to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, there is renewed optimism about the potential for academic and professional growth.

### Sources of Evidence

- department leaders
- school leadership
- Standard sub-committee

# Standard 5 Indicator 9

---

## Conclusions

Monadnock Regional Middle High School occasionally involves teachers, students, and parents in meaningful and defined roles in decision making that promote responsibility and ownership. The district does not have a formal decision-making matrix or procedural plan to follow when policies, decisions regarding school-related events, issues, are addressed. At this time, parents do not have formal decision-making roles or input into the school's culture and climate although interviewed parents shared that their concerns are heard and that they are happy with the school's current direction. The faculty and student handbook are completed by building administration without input from teachers, students, and parents. Through student interviews and shadow observations, students indicate that their opinions on assemblies, school-wide events and other school culture initiatives are not always heard. Students report that while last year they took a survey on what students wanted for weekly assemblies, they felt the administration "did not listen." Endicott survey data shows that 31.4 percent of students agree that they have input in important decisions, 33.3 percent of staff feel that teachers, students, and parents are meaningfully involved in decision making to promote an atmosphere of responsibility and ownership, and only 37.9 percent of parents feel that they have opportunities to be involved in important decisions made at the school. None of the Endicott Survey questions directly related to stakeholder involvement in the decision making process surpassed 40 percent agreement indicating that stakeholder involvement in the decision-making process that promotes responsibility and ownership could be improved. The district website gives little information on how parents, community members, and local business contribute to enhancing education at MRMHS. The new principal has a plan to use surveys to get feedback about their work and sends out a weekly message to faculty and staff. When MRMHS teachers, parents, and students have a defined role in decision making that allows for ownership, the school will reap the benefits of their increased engagement.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 10

---

## Conclusions

Teachers informally exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. The self-study and teacher interviews indicate that there are some initiatives developed by teachers to improve their practice and school culture. One example where teachers have consistently demonstrated initiative is through the critical friends group which for over a decade has provided a forum for monthly collegial sharing and collaboration. The wellness committee is another example of a teacher-initiated collaborative effort to have an ongoing positive impact on school culture. The website lists numerous clubs and activities for students to get engaged in their community with faculty support, including Interact Club, Future Business Leaders of America, Key Club, Special Olympics, Destination Imagination, French Honor Society, and more. The faculty is paid stipends to lead these clubs. The Diversity Alliance involves students and contributes to the school culture. It is noteworthy that the teachers, at the time of the visit, are on their third consecutive year of working on an expired contract. This has had a detrimental impact on teacher morale, yet they continue to support students. Interviewed students shared their appreciation of their teachers' support despite this contractual impasse. When the teachers' contract issue is resolved, and they more frequently exercise initiative and leadership to improve the school, there will be an increased positive impact on school culture and climate

## Sources of Evidence

- self-study
- teacher interview
- teachers
- school support staff
- school website
- Standard sub-committee

# Standard 5 Indicator 11

---

## Conclusions

The school board, superintendent, and principal collaborate, reflect, and are constructive in achieving the school's 21st century learning expectations. The current leadership team of the school board, new principal, and the superintendent have established a constructive rapport that has stabilized the district leadership after years of high turnover in staff as well as in administrators and school board members. They are committed to collaboration on a homework policy, on a curriculum revision schedule, on establishing a grading policy, on the budget, and on improving school culture and climate. The school board supports the educational professionals. The new principal has been given the autonomy to make decisions to move the school forward. Because the new principal, superintendent, and current school board are collaborative, reflective, and constructive, they will be able to effectively implement the school's 21st century learning expectations as they are developed.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- school leadership
- Standard sub-committee

# Standard 5 Indicator 12

---

## Conclusions

The school board and superintendent have provided the new principal with sufficient decision-making authority to lead the school. The new principal has already restructured the division groupings for interdisciplinary dialogue to pursue the development of school-wide rubrics. The new principal has introduced weekly communication with faculty to keep them informed, has adjusted the master schedule to improve learning opportunities for middle school students in the VEX period, and has introduced the WIN period with supporting software to facilitate personalized scheduling of students. Because the school board and superintendent have provided the new principal with autonomy in decision making, the school can be proactive with the changes to improve student learning.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- school support staff
- Standard sub-committee



# Standard 5 Commendations

---

## Commendation

The school-wide commitment to the student-developed "Dude Be Nice" initiative

## Commendation

The monthly themes promoted by the wellness committee expressed through advisory activities and assemblies

## Commendation

The new principal's outreach and commitment to involve staff, students, and families in decision making

## Commendation

The open enrollment for students interested in AP courses to pursue a more challenging academic experience

## Commendation

The commitment the school has made to develop its WIN intervention program

## Commendation

The teachers' continued dedication and professionalism in the face of contractual problems

## Commendation

The teacher's dedication to their profession and the students

## Commendation

The critical friends group that is an example of sustained teacher-led initiative to provide support for collaborative practices and self-reflection

## Commendation

The middle school schedule that allows for daily collaboration among middle school teachers

# Standard 5 Recommendations

---

## Recommendation

Implement the evaluation process with fidelity and use the evaluation data to guide professional development

## Recommendation

Continue to expand efforts to ensure a safe and supportive school environment

## Recommendation

Review the number of course offerings and the impact it has on teacher preps and student class load to ensure class size is conducive to meet the learning needs of students

## Recommendation

Develop and implement a process to ensure all students receive an equitably challenging academic experience which supports their achievement of the school's 21st century learning expectations and fosters heterogeneity

## Recommendation

Develop and communicate consistent expectations and language about the WIN period and advisory for faculty, students, and families

## Recommendation

Create a focused professional learning program on instructional best practices based on current research that includes the necessary protocols to effectively inform curriculum and instruction

## Recommendation

Establish more consistent opportunities for teachers to collaborate and enhance their practice through PLCs

# Standard 6 Indicator 1

---

## Conclusions

The Monadnock Regional Middle High School has some timely, coordinated, and directive intervention strategies for students, including identified and at-risk students, that support each student's achievement of the school's Husky Habits (i.e., 21st century learning expectations). The Endicott survey results reflect this statement. When students were asked, My school meets the needs of all students, the results were fairly equally shared among the categories; total agreement (30.2 percent), total disagreement (33.2 percent), and undecided (36.6 percent). When staff was asked the question, "The school has timely, coordinated, and direct intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations," 49.4 percent of teachers were in agreement, while 30.9 percent disagreed. Only some parents (25.5 percent) agree that The school has timely and coordinated strategies to meet the needs of all students. The WIN (What I Need) program has been implemented this year to create a block in the schedule to support all students as they achieve the school's 21st century learning expectations. The block serves as a Response to Intervention: students schedule to see teachers to get extra help, and teachers request to see students to make up assignments or to give extra instruction. Also, the wellness committee works with advisors to have activities and programs during the WIN block that promote a cohesive, friendly school culture, minimize stress, and maximize healthy choices. Dude be Nice was introduced this year by a senior student and the wellness committee, and promotes kindness in the community. Over 130 middle and high school students have joined the DBN committee to promote kindness. Also, three times per year students and faculty nominate one student from both the middle and high schools as well as one faculty member to be recognized at the school-wide pep rally for their caring contributions to the school community. Other initiatives of the wellness committee include alcohol and drug awareness, healthy relationships, and stress management. All initiatives are in response to surveys of students and faculty, and annual surveys of students and faculty inform the wellness committee on future programs. In addition, middle school teachers have shared planning time which enables them to discuss identified and at-risk students on a daily basis and to implement intervention strategies in all core classes. Moreover, a special educator and paraprofessional are assigned to each of the three middle school teams so they are also a part of the shared planning time and can help communicate student needs and help support teachers as they support students. The guidance department follows the ASCA model and has a comprehensive guidance curriculum that they implement consistently. The responsibilities covered by the guidance counselors are extensive, and counselors often do not have the time to cover every responsibility in sufficient depth. Outside the special education department, formal processes are not in place to identify at-risk students. Informal conversations serve as the primary referral tool, and although there is anecdotal evidence to support that students' concerns are being met in the moment of crisis, a more formal process will be helpful to address the long-term needs of these risk students. When Monadnock Regional Middle High School has consistent coordinated, timely, directive intervention strategies for students, including identified and at-risk students, students will successfully achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- students
- parents
- department leaders
- central office personnel
- school leadership
- school support staff

- Endicott survey

# Standard 6 Indicator 2

---

## Conclusions

Monadnock Regional Middle High School frequently provides information to families, especially to those most in need, about available student support services. The Endicott survey states that 57.6 percent of parents and 55.6 percent of the staff report that "The school provides information about available student support services (guidance, library/media, health, and special education) to all families." Parents report that student support services are dedicated to providing information to families, even when the Internet is not available. One parent explained that communication is never a problem, even though she does not have Internet or a cell phone. Guidance and special educators call parents or reach them through the mail. For families with the Internet, the school uses the MRMHS website to inform parents about upcoming events including college information nights, financial aid nights, free and reduced lunch, health office services, and more. Guidance counselors and parents report the school is using Facebook to share news about the school and upcoming events. Grades are posted at a minimum of every two weeks on PowerSchool. Parents and students are given login information. The school mails home interim reports as well as report cards. School counselors specifically identify low achieving students and mail a letter of concern home quarterly. Teachers, special educators, and guidance personnel use phone calls to communicate with parents about student needs and concerns. Also, the SAU sends a newsletter to all households in the district three times a year about the school, programs, and news of the district. The school uses PowerSchool to disseminate power announcements and Robocalls to reach all families through email and phone calls to remind them of an open house or important event. The administration recently became editors of the school's website and are actively updating their online presence. The administration uses data from the website and Facebook (i.e., hits on a page, likes, re-posts, shares) to measure the effectiveness of their communication platform and to inform future communication methods. Because MRMHS communicates with families and makes informing the community about resources a priority, students will be more effectively supported to achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- parents
- central office personnel
- school leadership
- school support staff
- Endicott survey
- school website

# Standard 6 Indicator 3

---

## Conclusions

Support services staff at Monadnock Regional Middle High School extensively use technology to deliver an effective range of services for each student. MRMHS uses PowerSchool as its scheduling and grading software. This allows students, parents, and staff 24-hour access to grades. Grades from PowerSchool are uploaded to the Enriching Students software to help all advisors make informed decisions in scheduling for each student's WIN block. The 1:1 Chromebook initiative allows students the opportunity to take online classes with VLACS or credit recovery or competency recovery with PLATO. Also, Chrome Apps and other tools help with accessibility. For example, ReadWrite, Dragon, and other tools help read texts to students who have trouble with literacy. There is also a magnifying app that helps students with vision problems. All students grades 7-12 access curriculum through Naviance to support students' achievement of the school's 21st century learning expectations. Some of these units include resume building, career exploration, and assessing personal learning styles. The Google Suite of tools is used extensively throughout the school for administrative purposes. In the health office and library, Google Forms are used to register and collect data. Guidance is moving toward an online scheduling system as well, using Google Calendar. The library provides access to online databases to support student research and provides over 1,000 audio and ebooks that support the curriculum. Several teachers commented that it is getting difficult to keep track of all the online tools and resources available to teachers and students. There is a potential technological barrier for students and parents as there are areas where homes do not have access to the Internet. Local libraries and school officials are working together and are dedicated to bridging this gap. Because of the wide availability of hardware and software technology, MRMHS will continue to deliver an effective range of coordinated services for each student.

## Sources of Evidence

- panel presentation
- teacher interview
- students
- parents
- school leadership
- school support staff

# Standard 6 Indicator 4

---

## Conclusions

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

There are currently three guidance counselors: one at the middle school (serving 218 students) and two at the high school level (serving 506 students). There is also a guidance administrative assistant who manages the middle and high school guidance offices, fulfills some of the registrar duties along with the counselors, and spends time in the summer staffing the office. The director of student services stated that a district school psychologist and a new school social worker are assigned to the school, however, at the time of the visit, their responsibilities in the middle/high school have yet to be explicitly determined. This has made it difficult for the whole mental health team to be proactive in its efforts to meet all of the needs of the student body.

Monadnock Regional Middle High School counselors follow the American School Counselor (ASCA) model and follow a written developmental comprehensive guidance curriculum. The high school counselors report that they meet with every student at least twice a year: once before Thanksgiving to provide personal, academic, career and college counseling with an emphasis on creating a personalized four-year plan that aligns with the 21st century learning objectives, and again in the spring as they are scheduling for the following year's courses. They run classroom presentations for each grade level often using Naviance as a technological tool and have several presentations for parents throughout the year. The school counselors work with, collaborate with, and refer to community area mental health, and social service providers including, but not limited to, Monadnock Family Services, Monadnock Area Pastoral Services, and the Monadnock Area Drug and Alcohol Coalition.

The responsibilities covered by the guidance counselors are extensive, and counselors often do not have the time to cover any one responsibility in great depth. The school counselors have many additional responsibilities that take away from addressing the daily social and emotional needs of students. They are responsible for testing, graduation, writing and managing a large number of 504s (41 as of September 2017), 36 students with counseling goals and objectives in their IEPs (school counselors state that they are currently out of compliance in meeting these IEPs), the master schedule, scholastic awards, managing students in the SMART program, and managing a variety of academic coursework that students are allowed to take including VLACS and PLATO. All of these responsibilities are put aside to deal with a student in crisis.

The counselors collect data through surveys and feedback sheets to evaluate their programs and work together to use that data to revise what they do and how they do it. They also use data to identify the timing of services in the school year (i.e., parent presentations). In the Endicott survey, students, parents, and staff all agree that there is a need for more guidance personnel and services. The Endicott survey indicates 56 percent of students are comfortable going to their counselor. At the same time, 59.7 percent of students disagree with the statement, "I meet with my counselor regularly." Moreover, the survey states that when asked "Does the school have sufficient certified/licensed counseling personnel and support staff," 46.3 percent of parents and 55.6 percent of staff disagree.

When the school mental health and guidance staff responsibilities are appropriately delegated, then all components of the program can be fully implemented, IEP counseling goals will be met, and students will be more effectively supported as they achieve the school's 21st century learning academic expectations.

## Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents
- school leadership
- school support staff
- Endicott survey
- school website



# Standard 6 Indicator 5

---

## Conclusions

The school's health services have an adequate number of certified/licensed personnel who provide direct intervention services, use an appropriate referral process, conduct ongoing student health assessments when requested, use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. However, being the sole provider of health services for 750 students between the ages of 11-21, the school nurse has limited ability to provide preventative health services. Staffing is adequate to meet the direct intervention needs of students at Monadnock Regional Middle High School. The school nurse uses a Google Form to record when students enter the health office, tracking name, grade, chief complaint, and automatically include a date and time stamp. This information helps track trends in the school community and individual student's health issues, and then this data is used to inform health service practices and improve the services of the health program. Google Sheets are used to track the completion of health forms and parental waivers of over-the-counter medicines. PowerSchool is used on a limited basis to alert teachers of student health concerns, such as asthma or anaphylaxis. The nurse follows specific protocols to help expedite students return to the classroom, calls parents to collaborate or report to them or to remove a student from the school. She refers students to the athletic trainer or outside resources when needed, maintaining a list of outside area professionals who are accessible to the community. However, being the sole provider for the delivery and documentation of health services for 750 students from the ages of 11-21 makes it difficult for the school nurse to attend IEP or 504 meetings, and on occasion, she cannot leave the clinic for her lunch period. Also, the health services suite does not provide for student confidentiality since the treatment room also contains the only entrance to the front office and teachers and students access this space on a routine basis. When the student health services department is staffed adequately, students' direct intervention and preventative needs will be addressed therefore ensuring each student achieves the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- Endicott survey

# Standard 6 Indicator 6

---

## Conclusions

Library/media services are integrated into curriculum and instructional practices in a limited manner, but do have an adequate number of certified/licensed personnel and support staff who provide a wide range of materials, technologies, and other information services in support of the school's curriculum; are responsive to students' interests and needs in order to support independent learning; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The librarian is actively engaged in creating opportunities to integrate library resources into the school's curriculum. She emails teachers requesting their curriculum so that she can offer timely resources and create library resource guides that will support student inquiry and research. Also, she offers to work collaboratively or co-teach. Collaboration with the English department is more formalized. The librarian supports research projects in grades 9-12, introducing students to Monadnock's paid subscription databases and research using the school's print resources. There is a wide range of resources provided to support students and enable them to reach their 21st century learning expectations. The library collection contains over 17,000 print resources, with an additional 1,000 ebooks available. Ebooks are available through both Follett and Overdrive, and audiobooks are available through the Apple store, CD, or on Overdrive. There are 15 portable devices, including Kindles, iPads, and iPods, that are loaded with ebooks and audiobooks, free for circulation to support student literacy. Twenty desktop computers, one color printer, and two overhead projectors are available for use in the library that is slightly under 5,000 square feet. In addition, seven subscription databases support student research. On the Endicott survey, 75.3 percent of students either strongly agree or agree that the library provides a wide range of materials, technology, and other information services.

The facility is available and staffed by a certified librarian for students and teachers for only 15 minutes both before and after school. Although the library is staffed by another teacher until 4:00 p.m. for students who are waiting for the late bus three days per week, it is not staffed by a certified librarian and students can not check out books and do not have support for research and accessing online resources. The librarian has students sign in using a Google Form when entering the library and gathers information about what the student is working on and asks if the student needs additional support or resources. The data she collects help her purchase resources and provide support for students' interests and needs. For example, earbuds are now circulated through the library; students use the library for their printing needs; students use the library as a space to collaborate during the WIN period. The CREW method is used for weeding, and the librarian uses data through Follet Titlewave to analyze the library collection, identify areas of need, and purchase books. Moreover, the librarian surveys the faculty on their curricular needs of how best to support their content objectives and student research needs to help students achieve the school's 21st century learning expectations. The MRMHS librarian is the only certified librarian in the district and often supports the district's five elementary library programs in preparing lessons and providing materials for their schools while at MRMHS. Additional this support requires her to be out of MRMHS three days of every month to provide this support. When the library/media services are integrated into the curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff fully devoted to MRMHS, then students will achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- students

- Endicott survey
- school website

# Standard 6 Indicator 7

---

## Conclusions

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations and provide inclusive learning opportunities for all students. There is some ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

In 2017, special education services were restructured to be more responsive to student needs. Special educators are now case managers and work in the classroom with their student population. This is seen as an improvement as these teachers are now working closely with the students whose IEPs they are responsible for writing and implementing. Moreover, at the high school level, three resource rooms were created to serve specific populations of students with IEPs: IIRS serves low cognitive students who are highly socially functioning; Emotionally Disabled (ED) students; and a Life Skills program for lowest cognitive students. At the Middle School level, each of the three academic teams has a special educator and para-educator assigned to the team to support students and staff. High school and middle school teachers report that students are better supported with the new restructuring. The director of student services, teachers, and special educators report positive feedback from these changes. There are currently nine special education case managers in the school, and a special education teacher reports the average caseload in the high school is approximately 16 students. There are fewer than six English language learners at Monadnock Regional Middle High School, and the person providing these services is a district employee, not working full-time at the school. 504s are managed by school counselors. As of September 2017, guidance counselors write and manage 504s for 41 students. Special education teachers report communicating with parents via email to keep them aware of student progress toward achieving the school's 21st century learning expectations. Case managers are required to assess student achievement using relevant data. Information was not provided about how formal feedback is sought for and given from the broader school community. It was observed in the special education resource room that locked storage was not provided for student files, therefore not adequately providing for student confidentiality.

When support services for identified students, including special education, Section 504 of the ADA, and English language learners, have a formal assessment process that identifies needs and analyzes feedback from the school community, and when support services adequately provide for student confidentiality, all students will be more effectively served to achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- students
- central office personnel
- school support staff
- Endicott survey

# Standard 6 Commendations

---

## Commendation

The reorganization and adjustments made to special education programming and staffing to support student achievement

## Commendation

The welcoming library media center which provides resources that support students achieving the school's 21st century learning expectations

## Commendation

The school nurse who works diligently to care for the well being of all members of the school

## Commendation

The comprehensive guidance curriculum that is implemented in a consistent, coordinated fashion

## Commendation

The school's use of technology including PowerSchool, Naviance, and Enriching Students to schedule for WIN

## Commendation

The extensive library collection of audio and ebooks

## Commendation

The 1:1 Chromebooks that provide more technology learning opportunities for students

## Commendation

The increased use of social media to improve communication with the community

## Commendation

The energy and positive contributions of the wellness committee

## **Commendation**

The design and development of the Discovery Room for STEM

# Standard 6 Recommendations

---

## Recommendation

Create a formal process to identify and ensure services for all at-risk students outside of the special education and 504 programs

## Recommendation

Initiate a formal plan for assessing student needs and collecting feedback from the school community to improve services so that each student is better equipped to achieve the school's 21st century learning expectations

## Recommendation

Store the school's online resources and tools in a central location so all stakeholders can have access to supported technology integration

## Recommendation

Examine duties and responsibilities currently managed by the mental health staff

## Recommendation

Ensure confidentiality of student records in all required spaces

## Recommendation

Analyze health-related service and documentation procedures and reorganize the clinic physical layout/space to protect student confidentiality and to ensure all health requirements are met

## Recommendation

Assess health service priorities and health service staffing needs

## Recommendation

Integrate media materials, technologies, and other information services into the curriculum

## Recommendation

Evaluate funding to ensure all library resources are available after school



# Standard 7 Indicator 1

---

## Conclusions

The community and the district's governing body provide dependable funding for sufficient equipment and sufficient instructional materials and supplies. The limitation of a default budget for the past few years has led to lack of dependable funding to effectively support the wide range of school programs and services, sufficient professional and support staff, and providing a full range of technology support.

The Endicott survey states that 45 percent of teachers concur that the school provides adequate funding for instructional materials and supplies, and further indicates that 53 percent of students, 14 percent of teachers and 21 percent of parents agree that the district provides a wide range of school programs and services. The school has successfully implemented a 1:1 technology initiative with Chromebooks but lacks the network infrastructure to support consistent use of the technology. Teachers and students report difficulty in classes accessing the network en masse, leading to an inability to depend on the technology as a classroom tool. The position of district technology integration specialist has been left vacant, limiting the ability of teachers to develop technology-rich lessons and expand the technical abilities of the students.

The district routinely relies on a default budget due to the difficulty in passing a budget through town elections. Teachers expressed concern regarding lack of communication surrounding budgetary changes creating a sense of distrust among professional staff regarding the district administration. School administration concurs that there has been a lack of transparency in the past regarding departmental budgets and is currently working to reverse this trend. Reductions in force have occurred due to attrition as well as layoffs leading to increased class sizes. A significant area of concern is the inability of the community and the district to ratify the collective bargaining agreement with the teachers' union for three years; this has led to low morale among many staff throughout the school and district.

The district allocates money for individual professional development although only about 40 percent of professional staff district-wide take advantage of the opportunity due to a lack of knowledge of available funds or feelings of being overburdened. The effect of the continuous default budgets has limited the ability of the school to fully support its technology initiatives and the ability to provide sufficient professional and support staff to maintain the wide variety of programs and course offerings. Therefore, it is difficult for students to utilize the technology available fully and the teachers have difficulty supporting the educational programs with some very large class sizes and numerous preps.

When the district governing body provides adequate funding to continuously support the wide variety of technology and programs offered to the students, then the students will be able to enjoy the rich educational experience and to meet all of the learning expectations of the district.

## Sources of Evidence

- self-study
- teacher interview
- school board
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 2

---

## Conclusions

The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant, properly maintains, catalogs, and replaces equipment, and keeps the school clean on a daily basis.

The Endicott survey states that 96 percent of staff, 78 percent of parents, and 61 percent of students have a positive assessment of the overall cleanliness of the building. For a building constructed in 1961, the structure appears to be in excellent condition. The head of maintenance runs a department of seven custodians at the middle-high school (two on days/five on nights), and five maintenance workers who manage all six buildings in the district, as well as the grounds of three district buildings, including the middle-high school. Over the past seven years, the high school has been completely rewired, and sections have been replumbed, new propane fired furnaces have been installed, insulation has been refurbished, and in some sections, the ventilation system has been replaced. One of the courtyards has been reclaimed to provide new space for expanded science labs and the creation of an exploratory space named the "Discovery Center." The overall energy efficiency of the building has improved considerably with a drop in annual expenses of \$200,000 per year.

The maintenance department reports that the use of "School Dude" provides an efficient and dependable method of reporting maintenance requests. Teachers report that repairs appear to be scaffolded, with minor repairs and those affecting student safety dealt with quickly and efficiently, while some requests are not repaired nor will be repaired due to the schedule and priorities set by the maintenance department. Teachers report not being a part of this decision process. Some repair requests are not being completed due to the location with classrooms in older parts of the building where more significant repairs and maintenance jobs are scheduled but have been delayed by budget constraints. The head of maintenance reports on having a schedule for ongoing repairs and needs of all buildings, and of making headway with the renovations of the elementary building, but has been unable to complete his scheduling of upgrades at the middle-high school due to budgetary constraints. Because the school develops, plans and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalog, and replace equipment; and to keep the school clean on a daily basis; the improved energy efficiency they have realized will result in significant cost savings and that will free up of funds to support other programs that will support students as they strive to achieve their goals and learning expectations

## Sources of Evidence

- facility tour
- teacher interview
- teachers
- students
- central office personnel
- school leadership
- Endicott survey

# Standard 7 Indicator 3

---

## Conclusions

The district does not have a formal long-range plan to address programs and services, enrollment changes and staffing needs, facility needs, technology or capital improvements.

Despite the lack of a clear vision for long-range plans, students' needs overall are being met. Conversations with the head of maintenance clarified the maintenance long-range plans. The head of maintenance does see that the physical plant tasks meet the needs of students for the upcoming year.

There was a long-range planning committee which disbanded some time ago which was comprised of community, the head of maintenance and district administration. This committee developed a long-range plan for building maintenance and capital improvements, some of which has been completed, some of which is ongoing. The greatest current impediment to the completion of this plan is the default budget which holds spending at last year's level.

Conversations with the new principal regarding the budgeting process allowed her to clarify changes she is making with an eye toward improving the long-range vision for the high school and strengthening the budgeting process. This includes clarifying communication regarding department budgets for smaller stand-alone courses and increasing transparency for this process within the building.

When a long-range plan is developed to address changing facility and technology needs and capital improvements, the school will be better prepared for expected and unexpected expenses to support the school's long-range vision.

## Sources of Evidence

- self-study
- facility tour
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

# Standard 7 Indicator 4

---

## Conclusions

Faculty and building administrators are mostly involved in the development and implementation of the budget. Building administration regularly confers with department leaders, who work with members of their department to assess needs. The building administrators then compile the needs and present a preliminary budget to the district business manager, who works it into the overall master budget. The principal also meets with the business manager and superintendent to prioritize building needs. Current building administrators are working to increase transparency regarding this process and to increase faculty awareness of individual budgets. As an example, the art department, and several other small stand-alone departments had not been previously included in this process until the current budget cycle. The principal, with the business manager and approval of the school board, can move funds between line items when needed. When a process for formalizing the involvement of department leaders and other faculty members in the assessment of the needs of the building, all stakeholders will have a voice to ensure the physical plant is better aligned with the academic needs to support student achievement.

## Sources of Evidence

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

# Standard 7 Indicator 5

---

## Conclusions

The school site and plant mostly support the delivery of high quality school programs and services. Some areas of the building remain in need of heating, insulation upgrades, and ventilation improvements. Some teachers in those sections of the building report days with classrooms either too cold for students to focus productively or conversely too hot to concentrate. These are the classrooms located in the 700 and 800 hallways, an area of the high school that has not been improved upon from the previous five-year plan. One area of concern is the inability for the band to have a consistent practice area throughout the school year. Because the band uses the auditorium for its practice facility, there are many times throughout the year that students are displaced due to other school events using the auditorium. When all necessary upgrades are completed, and there is a space for all courses to learn without interruption, then the building and school plant will better support high quality school programs.

## Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students
- central office personnel
- school leadership
- Endicott survey

# Standard 7 Indicator 6

---

## Conclusions

The school maintains most documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. The certificate of inspection for the lift in the auditorium is current, and the custodial staff has already been contacted for scheduling re-inspection. Other occupancy permits for various areas of the building, including the auditorium, cafeteria, and annex, have not been inspected by local authorities for at least two years and during the visit, the occupancy certification for the auditorium had expired. It was explained that responsibility for scheduling those inspections has shifted from the school to the local authorities and that new certificates were forthcoming. The MSDS sheets are located in each custodial closet and the primary chemical storage area. All middle school science rooms have MSDS sheets available, while the high school MSDS sheets are only available on CD. All underground storage has been closed off following the switch to propane for heating. Other areas of compliance, including evidence of appropriate OSHA training, water and environmental testing, asbestos abatement, and hazardous waste disposal, are appropriately documented and on file. When all inspections are carried out on a regular basis and posted, and emergency information is available in hardcopy, then the school will be able to ensure the health and safety of its students.

## Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- central office personnel
- school leadership

# Standard 7 Indicator 7

---

## Conclusions

Most professional staff reported actively engaging with parents and families as partners in each student's education and having systems to reach out specifically to those families who have been less connected with the school. Most staff reported regularly using email to reach out to parents and families. PowerSchool is always available for parents and students to access current grades, and progress reports and term grades are mailed home. In addition to the school website, the administration has created Facebook groups for the middle and high schools this year to improve community outreach and communication. With the 1:1 initiative with Chromebooks, the district collaborated with local public libraries to ensure WiFi availability to provide students and parents Internet access if not available at home. Faculty writes and send out a minimum two postcards per term to students' parents. The principal reports that due to Facebook posts, this year's homecoming games had excellent attendance. Parents report regularly receiving emails or paper copies of emails, a thrice-annual newsletter from the superintendent's office, Facebook notifications, and a quick response to their questions (either via email or telephone) from the faculty and administration. Advisors sent out personal invitations (both electronic and paper as needed) to parents for open house. The school regularly connects with families to ensure educational stability of homeless children under the McKinney-Vento Act. The Title 1 program is handled primarily at the SAU, with a clear process for registration handled within the school. A school security officer makes home visits to address truancy as well as health and wellness checks as needed. Because the school uses multiple modes of communication, the professional staff can actively engage with parents and families to support each student's personal growth and education.

## Sources of Evidence

- self-study
- teachers
- parents
- school leadership
- school support staff

# Standard 7 Indicator 8

---

## Conclusions

The school frequently develops productive parent, community, business, and higher education partnerships that support student learning. All students earning a regular education diploma are required to complete a Senior Capstone project. As part of the project, they must identify a mentor from the school or community at large to guide them in their work. Also, a member of the community sits on each student's panel presentation and assessment. The band and athletic boosters clubs offer financial support for the band and a variety of sports. The drug-and alcohol-free post-graduation party is organized and financed by parents. By 2016, twenty-one local businesses donated a variety of prizes in support of Husky Pride program. The fine and performing arts department have partnered with Keene State College in presenting several productions. The science department has collaborated on a *Planaria* research project with Keene State College for the past six years. The school has also partnered with the Cheshire Career Center at Keene High School for more than ten years to provide vocational training to sophomores, juniors, and seniors. However, this partnership does interfere with students' ability to attend their other classes due to conflicting schedules between the two schools, with some teachers reporting that students miss up to one and a half hours per week of class commuting to the career center. The manufacturing technology program regularly brings in members of the community to present and speak with the students, as well as making use of them for collaborative projects. The school has been able to place students in a variety of Extended Learning Opportunities (ELOs); however, a reduction in staff has led to the elimination of the ELO coordinator, forcing others to assume those responsibilities and negatively impacting the appropriate implementation of the ELO program. Students in the Life Skills program have some opportunities to intern with community businesses such as Miranda's dress shop, Fast Friends (a greyhound rescue group), and the Carpenter Home (a nursing facility). The district has worked with the local public libraries to ensure students can access the Internet outside of school as part of the Chromebook initiative. Because the school develops productive partnerships with parents, the community and area businesses, and higher education, students have enhanced learning opportunities to reach their maximum potential.

## Sources of Evidence

- self-study
- teacher interview
- parents
- school leadership
- school support staff



# Standard 7 Commendations

---

## Commendation

The custodial staff's noteworthy effort and work to maintain a clean school building

## Commendation

The leadership of the head of maintenance to maintain and improve the older buildings of the district

## Commendation

The recent upgrades to the building that have produced significant energy cost savings

## Commendation

The principal's determination to improve transparency regarding budget matters and making sure the needs of departments and individual faculty are being met

## Commendation

The school site and plant that have been well maintained and improved despite a challenging budgetary process

## Commendation

The personalized invitations and communication for parents

## Commendation

The administration's efforts to provide multiple communication methods to the families and community

## Commendation

The Capstone Senior project that provides an excellent opportunity to involve the community in the school

## Commendation

The multiple relationships with a wide variety of community members that create a wide range of opportunities for all students

## **Commendation**

The access to technology through the one-to-one Chromebook program increasing the opportunity to teach and model technology literacy

# Standard 7 Recommendations

---

## Recommendation

Improve the network infrastructure to fully support teachers and students in large groups to utilize the 1:1 technology initiative

## Recommendation

Ensure the implementation of the Capital Improvement Plan to allow completion of the renovations and needed upgrades

## Recommendation

Ensure that long-range academic goals and programs are fully supported to minimize large class sizes and to offer the courses commensurate with staff availability so that all students are challenged and can reach their potential

## Recommendation

Formalize a process for expenditure requests and communicating changes in the budget balances

## Recommendation

Provide technology support to teachers to ensure technology is integrated into curriculum, instruction and assessment

## Recommendation

Develop a plan for regularly completing and posting all necessary inspections to ensure compliance with all applicable federal, state, and local laws and regulations and have hard copies of all MSDS sheets readily available for emergency personnel

## Recommendation

Continue to explore personalized communication from faculty and guidance to reach all families, particularly those less engaged with the school

## Recommendation

Look for ways to lessen the impact of the CCC program on students' other classes

## **Recommendation**

Evaluate the impact of the ELO coordinator position

# **FOLLOW-UP RESPONSIBILITIES**

---

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

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

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

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

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

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

# **SUBSTANTIVE CHANGE POLICY**

---

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

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

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

# Roster of Team Members

---

## Chair(s)

**Chair: Mark Friese** - Stonington High School

**Assistant Chair: Karen Libby** - Kingswood Regional High School and Lakes Region Technology Center

## Team Members

**James Brizard** - Hopkinton Middle High School

**John Carter** - Turners Falls High School

**Erin Cayer** - Winnisquam Regional High School

**Heather Cowap Salemme** - Groton-Dunstable Regional High School

**Ms. Lynn Dole** - Mohawk Trail Regional High School

**Kevin Farley** - Goffstown High School

**Erica Foskitt** - Alvirne High School

**Anika Hastings** - Kingswood Regional High School and Lakes Region Technology Center

**Devyn Jackson** - Millbury Memorial Junior-Senior High School

**Barbara Mee** - Londonderry High School

**Tyler Nekton** - Epping Middle/High School

**Patricia Rella** - Plymouth Regional High School

**Maryellen Schaefer** - South Burlington High School

**Amy White** - Wilton-Lyndeborough Cooperative Middle School/High School

