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COMMISSION ON PUBLIC SCHOOLS

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April 20, 2018

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

Dear Mrs. Spencer:

The Committee on Public Secondary Schools, at its March 18-19, 2018 meeting, reviewed the decennial evaluation report from the recent visit to Monadnock Regional Middle-High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee was impressed with many of the programs and services and wishes to commend the following:

- the Husky PRIDE program rubric that has been adopted and implemented school-wide and is supported by the students as well as by the school community
- the development of the 21st century learning expectations, "Husky Habits"
- the 1:1 Chromebook program to support student learning
- the interdisciplinary division leadership structure to lead in developing common rubrics
- the professional staff's support of student co-curricular opportunities
- the high level of personalized learning and differentiated learning through the W.I.N. program
- the implementation of the W.I.N. block in the daily schedule to enrich students' learning
- the self-direction of the teachers in their professional learning communities to review content-based knowledge and student concerns and that allow teachers time to collaborate and share best practices
- the middle school staff scheduling that provides formal, structured time to examine student work and achievement data
- the development of the PRIDE rubric to communicate the civic/social component of 21st century learning expectations
- the dedicated teachers and administrators who work collaboratively to implement the PRIDE rubric
- the new principal's outreach and commitment to involve staff, students, and families in decision-making
- the new enrollment for students interested in AP courses to pursue a more challenging academic experience

- the teacher's dedication to their profession and the students
- the reorganization and adjustments made to special education programming and staffing to support student achievement
- the leadership of the head of maintenance to maintain and improve the older buildings of the district
- the recent upgrades to the building that have produced significant energy cost savings
- the school site and plant that have been well maintained and improved despite a challenging budgetary process

The Committee requests that school officials submit a Special Progress Report by May 1, 2019 providing detailed information on action taken to address the following:

- develop and implement specific and measurable criteria for success, such as analytic rubrics, for the academic competencies of the "Husky Habits"
- 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 guiding the school in its decision-making processes
- 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
- 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

Information about the proper preparation of the Special Progress Report can be found at <https://cpss.neasc.org> under the "Process" tab and click on "Visits through 2019" and then click on Special Progress Report.

All accredited schools must submit a required Two-Year Progress Report, which in the case of Monadnock Regional Middle-High School is due on October 1, 2019. Information about the proper preparation of the Two-Year Progress Report can be found at <https://cpss.neasc.org> under the "Process" tab and click on "Visits through 2019" and then click on Two-Year Progress Report. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well, schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on evaluation report recommendations, school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

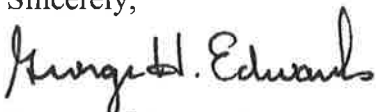
- ensure that every curriculum document includes units of study with essential questions, concepts, content, skills, the school's 21st century learning expectations, instructional strategies, and

- assessment practices that include the use of specific and measurable criteria for success such as school-wide analytic rubrics and course-specific rubrics
- develop and implement a process to ensure that the written and taught curriculum are consistently aligned
- 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
- establish a process to collect and analyze data to improve student achievement and to continuously inform curriculum, assessment, and instruction
- create a formal process to identify and ensure services for all at-risk students outside of the special education and 504 programs
- provide technology support to teachers to ensure technology is integrated into curriculum, instruction, and assessment

The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Committee considers the Special Progress Report. The school's Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green "Mark Progress Report Complete" button. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards



Edward J. Gallagher, III

GHE/EJG/rm(mms)

cc: Lisa Witte, Superintendent, Monadnock Regional School District
Michael Blair, Chair, Monadnock Regional School Board
Marjorie L. Schoonmaker, Facility Management, School Building Aid,
New Hampshire Department of Education
Mark A. Friese, Chair of the Visiting Committee
Gregory B. Myers, Chair, Committee on Public Secondary Schools