TIMBERLANE REGIONAL SCHOOL BOARD

ATKINSON, DANVILLE, PLAISTOW, SANDOWN

THURSDAY,
FEBRUARY 20, 2020

Regular Meeting - **7:00PM**

Superintendent's Office
30 Greenough Road , Plaistow, NH

Dr. Earl Metzler, II, Superintendent

Shawn O'Neil, Chairman
Jennifer Silva, Vice Chairman

AGENDA

1. **7:00PM Call to Order – Chair**
2. **Roll Call – Clerk**
3. **Pledge of Allegiance**
4. **Approval of Minutes**
5. **Student Representative**
6. **Delegates and Individuals**
7. **Current Business**
   a. **7:10PM** Assessment Report* – INFORMATIONAL (45)
   b. **7:55PM** Compass Update* – INFORMATIONAL (20 minutes)
   c. **8:15PM** Projected Unencumbered Funds – INFORMATIONAL/ACTION (30)
   d. **8:45PM** School Board Annual Report Article – ACTION (10 minutes)
   e. **8:55PM** District Clerk Compensation – ACTION (15 minutes)
   f. **9:10PM** Policies (first read) – ACTION (15 minutes)
8. **9:25PM Administrator's Report**
9. **9:30PM Personnel Report**
10. **9:35PM Committee Reports/Reports of the School Board**
11. **Correspondence Folder**
12. **Vendor and Payroll Registers**
13. **9:40PM Other Business**
14. **Nonpublic (RSA 91-A:3, paragraph II (C) – reputation)**
15. **Future Dates**

DATE	MEETING TYPE	LOCATION	TIME
March 5	Regular Board Meeting	SAU	7:00PM
March 10	Voting	POLLS	
March 19	Re-organizational/Business Meeting	SAU	7:00PM
April 2	Regular Board Meeting	SAU	7:00PM
April 15	SAU Board Meeting – Re-Organizational	SAU	7:00PM
April 16	Regular Board Meeting	SAU	7:00PM
May 7	Regular Board Meeting	SAU	7:00PM
May 21	Regular Board Meeting	SAU	7:00PM
June 4	Regular Board Meeting	SAU	7:00PM
June 18	Regular Board Meeting	SAU	7:00PM

The MISSION of the Timberlane Regional School District is to engage all students in challenging and relevant learning opportunities, emphasizing high aspirations and personal growth.

**PowerPoint Presentation*

estimated times

ADMINISTRATOR'S REPORT

Administrator's Report for February 20, 2020 School Board Meeting

1-3. OPEN MEETING *Self-explanatory.*

4. APPROVAL OF MINUTES *(11 sets – 1/9, 1/16, 1/29 (x2), 2/5, 2/6, 2/10, 2/12, 2/13, 2/18, 2/19)*

5-6. STUDENT REP AND DELEGATES AND INDIVIDUALS – NO STUDENT REP TONIGHT

7. CURRENT BUSINESS

a. Assessment Update - INFORMATIONAL

District Administrator to present and based on recent feedback from board members, the presentation team will come back to a future meeting to field questions from the board once they've had time to digest the data.

b. Compass Update – INFORMATIONAL

Susan Rasicot to provide an update on the Compass program.

c. Projected Unencumbered Funds – INFORMATIONAL/ACTION

Geoff Dowd to provide projected surplus for consideration of building/maintenance projects.

d. School Board Annual Report Article – ACTION

Chairman O'Neil to present draft of report for inclusion in the 2019 annual report.

e. School District Clerk – ACTION

Board members to discuss and act on the compensation for the school district clerk.

f. Policies – ACTION

Board members to review policies scheduled for first read as put forward by the Policy Committee.

8. *ADMINISTRATOR'S REPORT*

a. Update on District Activities

9. *PERSONNEL REPORT*

10. *COMMITTEE REPORTS/REPORTS OF THE SCHOOL BOARD* *– Committee Chairs to update board on current initiatives (these topics were combined by the Chair).*

11. *CORRESPONDENCE* *– All correspondence now forwarded to board members as it comes in.*

12. *VENDOR AND PAYROLL REGISTERS* *– please be sure to review and sign vendor and payroll registers.*

13. *OTHER BUSINESS* *– Board members to provide agenda items for future meeting consideration.*

14. *NONPUBLIC SESSION* *– Session requested under (c) reputation.*

15. *FUTURE DATES* *– As indicated.*

UPCOMING REGULAR MEETING AGENDAS

This information is provided for informational purposes only. Agenda items are subject to change.
The official agenda will be distributed one week prior to its scheduled meeting.

March 5, 2020	
Policies	
Food Service Annual Review	*Year 3 of 4*
School Meals Cost Increase	*Based on DOE recommendations*
Before/After Care YMCA Program at TLC	
Assessment Report – Part II	*Field questions on 2/20 presentation*

March 19, 2020	
Re-organizational meeting	
Policies	
Renominations	

April 4, 2020	
Policies	
Committee Assignments	
Athletic Trainer Contract	*Annual review/renewal*

Presentation Schedule			
Item	**Detail**	**Timeline/By**	**Done**
Strategic Plan Update	Biannual report (Sep/Mar) – TBD	00/00/0000	
School Calendar Workshop	Member request – TBD	00/00/0000	
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	8/22/2019	√
NHSBA Resolutions	September of each year	9/5/2019	√
Budget /Default Budget	First Draft	10/3/2019	√
Enrollment/NESDEC	After October 1 enrollment numbers determined	10/3/2019	√
Budget Committee	Meet with committee – SB Goal	10/3/2019	
Develop 5-Year Facilities Plan	SB Goal by October 15	10/17/2019	
Create proposal for Solar Panels	SB Goal by October 15	10/17/2019	
School Action Plans	September of each year – Elementary	10/17/2019	√
Videographer Training Update	SB Goal	11/7/2019	√
Program of Studies	First Read	11/21/2019	√
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	11/21/2019	√
Potable Water for Plaistow	Backburner item – TBD – 12/5/2019	12/05/2019	√
School Action Plans	October of each year – Secondary	12/5/2019	√
Program of Studies	Second Read	12/5/2019	√
Facilities Department Org Chart	Review of department structure	12/5/2019	
Advanced Placement Stats	Review of enrollment – SB Goal	12/5/2019	√
Assessment Reports	Assessments scores – SB Goal (2/20/20)	12/5/2019	√
STEAM Resources Outline	Utilization update – SB Goal (2/20/20)	12/5/2019	√
Current Budget Evaluation	To fill gaps/concerns re: academic goals – SB Goal	12/5/2019	
Union Updates	Invites to present – SB Goal (after March vote)	12/19/2019	
No Bully Update	To monitor program – SB Goal	12/19/2019	√
Financial Reporting Schedule	Incorporate into school board schedule – SB Goal	1/2/2020	√
Ratify TSSU and TAU #633 CBAs	Finalize CBAs for warrant (by 2nd Tuesday in January)	1/2/2020	√
Finalize Warrant /Recommendations	For Deliberative Session (by last Tuesday in January)	1/16/2020	√
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	2/20/2020	
Projected unencumbered funds	To inform on end of year funds to address needs	2/20/2020	√
Food Service Annual Review	Renewal Year 3 of 4	03/5/2020	
Auditors Report	Without findings – SB Goal	3/19/2020	
Professional Staff Renominations	Notification of nonrenewal required by April 15th	3/19/2020	
School Meal Costs Increase 2020-21	Consideration to increase based on DOE recommendations	4/4/2020	
Athletic Trainer Contract Annual Review	Annual review and consideration of renewal for 2020-21 school year	4/18/2020	
Compass Program Update	Update on the new program	5/21/2020	√
Treasurer's Report	Quarterly (Aug/Nov/Feb/May)	5/21/2020	
Data Governance Plan	Annual review by 1st meeting in June	6/4/2020	
Credit Card/Electronic Check Update	Update on Superintendent's goal to accept electronic payments at the PAC by June 30th.	6/18/2020	
No Bully Update	To monitor program – SB Goal	6/18/20	

Timberlane Regional School District State Testing and Building Assessment Results

Presentation to Timberlane Regional School Board

February 20, 2020

TRSD School Board Goals 2019-2020

Presentation is designed to fulfill School Board Goal 1 for Academics:

"Goal 1. Review state testing and building assessment scores"

- **State Testing (District & Building) Results**
  - 2018-2019 NHSAS – English Language Arts (ELA) & Mathematics, grades 3-8
  - 2018-2019 NHSAS – Science, grades 5, 8, & 11
  - 2019 SAT School Day – Evidence Based Reading and Writing & Mathematics, grade 11
- **Building-Level STAR Assessment Results (requested at School Board Meeting on 11/7/19)**
  - 2016-2019 STAR, Early Literacy, grades K-1
  - 2016-2019 STAR Reading, grades 2-10 & Mathematics, grades 1-10

2017-2019 New Hampshire Statewide Assessment Background Information

2016-2017	Smarter Balanced Assessment
2017-2018	NHSAS replaced Smarter Balanced Assessment for state accountability testing under the federal Every Student Succeeds Act (ESSA).
2018-2019	NHSAS ELA: New format of assessment as compared to 2018 due to separation of reading and writing. NHSAS Science: Assessment continues to evolve as American Institutes for Research (AIR) pilot this assessment year to year.

NH Department of Education
NHSAS Data

Online Reporting System

- Student achievement data
- Data reflects all students who took assessment
- School-level results
- Individual student reports mailed home to families in June

School and District Report Card

- School and district accountability data in accordance with the Every Student Succeeds Act (ESSA)
- Published on DOE iReport website
- Results impacted by participation requirements (minimum of 95%)
- Results exclude students who were enrolled in school less for less than 90% of the academic year
- Results used to determine schools in need of support and improvement

New Hampshire Statewide Assessment System (NHSAS) School and District Report Card

- **Federal regulations require states to pay special attention to achievement gaps and the performance of students in key subgroups.**
  - *****_Subgroup scores are calculated with 11 or more students. These subgroups include:_
  - Students with Disabilities
  - Economically Disadvantaged
  - English Language Learners
  - Race/Ethnicity
  - Sex
- **Students within each subgroup must meet specific indicators. Heaviest weight on:**
  - Achievement and growth indicators (elementary and middle level)
  - Achievement and graduation rates (high school level)
- **Designations for subgroups requiring improvement include:**
  - CSI: Comprehensive Support and Improvement
  - TSI: Targeted Support and Improvement
  - ATS: Additional Targeted Support

2019 NHSAS School and District Report Card (SDRC) District Accountability

- Academic Achievement in NH is measured by examining both:
  - **Student performance (How well did students perform?) and**
  - **Student participation (Did all students participate?)**

To ensure all students participate, **schools are held accountable for students who did not take the test:**

> "Federal law requires all States that receive funds under Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA) **ensure not less than 95 percent of students (and 95 percent of all students within subgroups) participate in the annual statewide assessment** (ESSA Section 1111 (c)(4)(E))."
>
> *-NH DOE Technical Advisory on Parent Exemptions to the Statewide Assessment, October 25, 2018*

2019 NHSAS
School and District Accountability

This 95% participation assurance is embedded in NH's accountability system as follows:

1. "Unless a student has a serious illness/medical emergency, severe emotional distress, death in the family, qualifies for NH Alternative assessment or participated in another state's assessment system, that student is counted in the participation rate denominator.

2. After the participation rate calculation is completed, **if a school and/or district has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators**. For example, if XYZ School has a participation rate of 92 percent, three percent of the scores (95%-92%=3%) will be included in the accountability system as zeros."

-NH DOE Technical Advisory on Parent Exemptions to the Statewide Assessment, October 25, 2018

2019 TRSD NHSAS School and District Accountability Overview

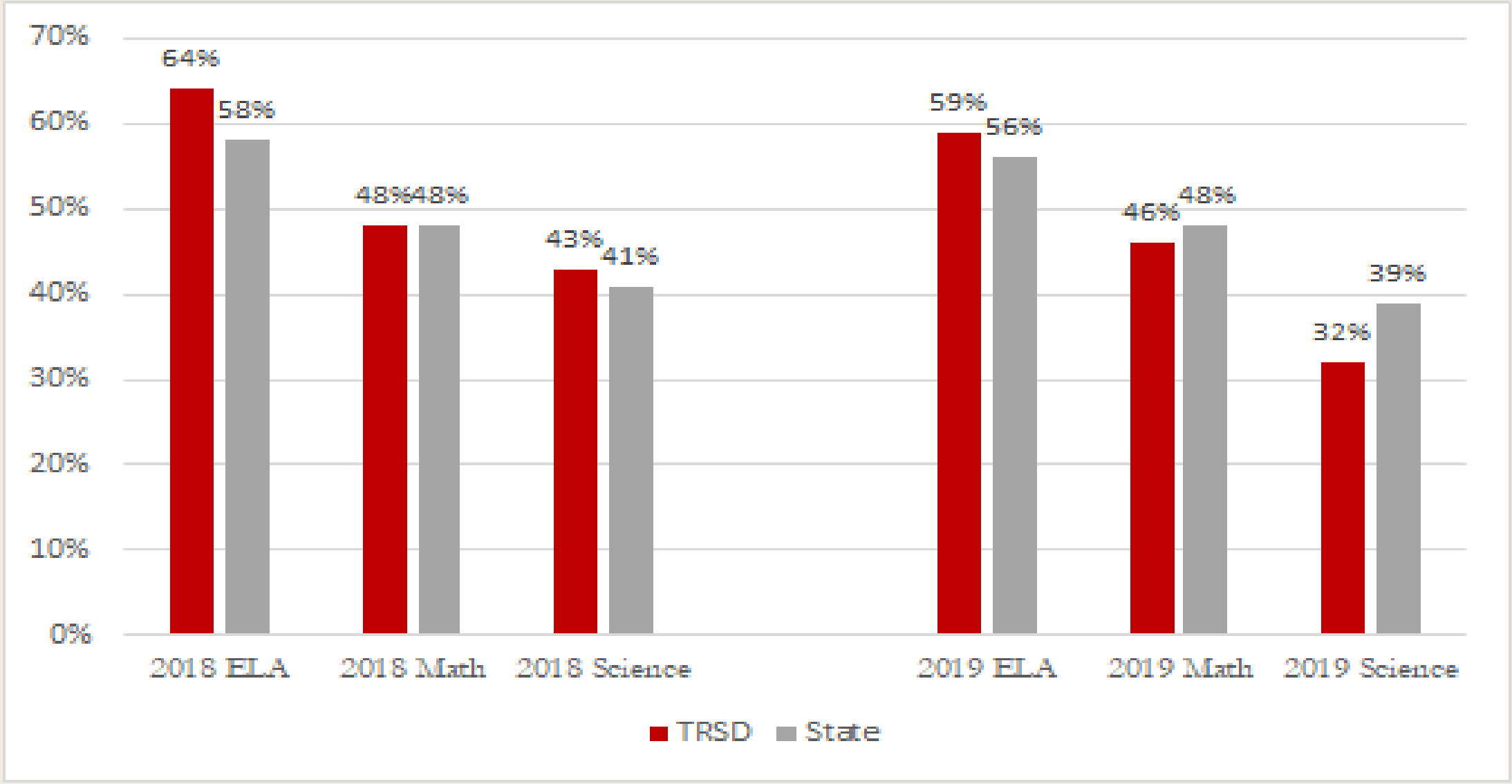
- Accountability data from the NH School and District Report Card, posted on DOE website through iReport
    - Achievement is measured across 4 levels of proficiency
    - Levels 3 and 4 are considered proficient
    - State Proficiency Targets for ELA and Math are new for 2019

2019 TRSD NHSAS Participation & % Proficient			
	ELA	**Mathematics**	**Science**
2019 TRSD Participation	96%	96%	**93%**
2019 TRSD Average % Proficient	59%	46%	32%
2019 State Average % Proficient	56%	48%	39%
2019 State Proficiency Target	60.45%	49.14%	N/A

2018 / 2019 NHSAS SDRC Comparison District Results: Participation and % At/Above Proficient

NHSAS	ELA	Math	Science
2018 Participation	98%	98%	98%
2019 Participation	96%	96%	**93%**
2018 TRSD Average % Proficient	64%	48%	43%
2019 TRSD Average % Proficient	59%	46%	32%
2018 State Average % Proficient	58%	48%	41%
2019 State Average % Proficient	56%	48%	39%

2018-2019 NHSAS SDRC Comparison: TRSD vs State % At/Above Proficient



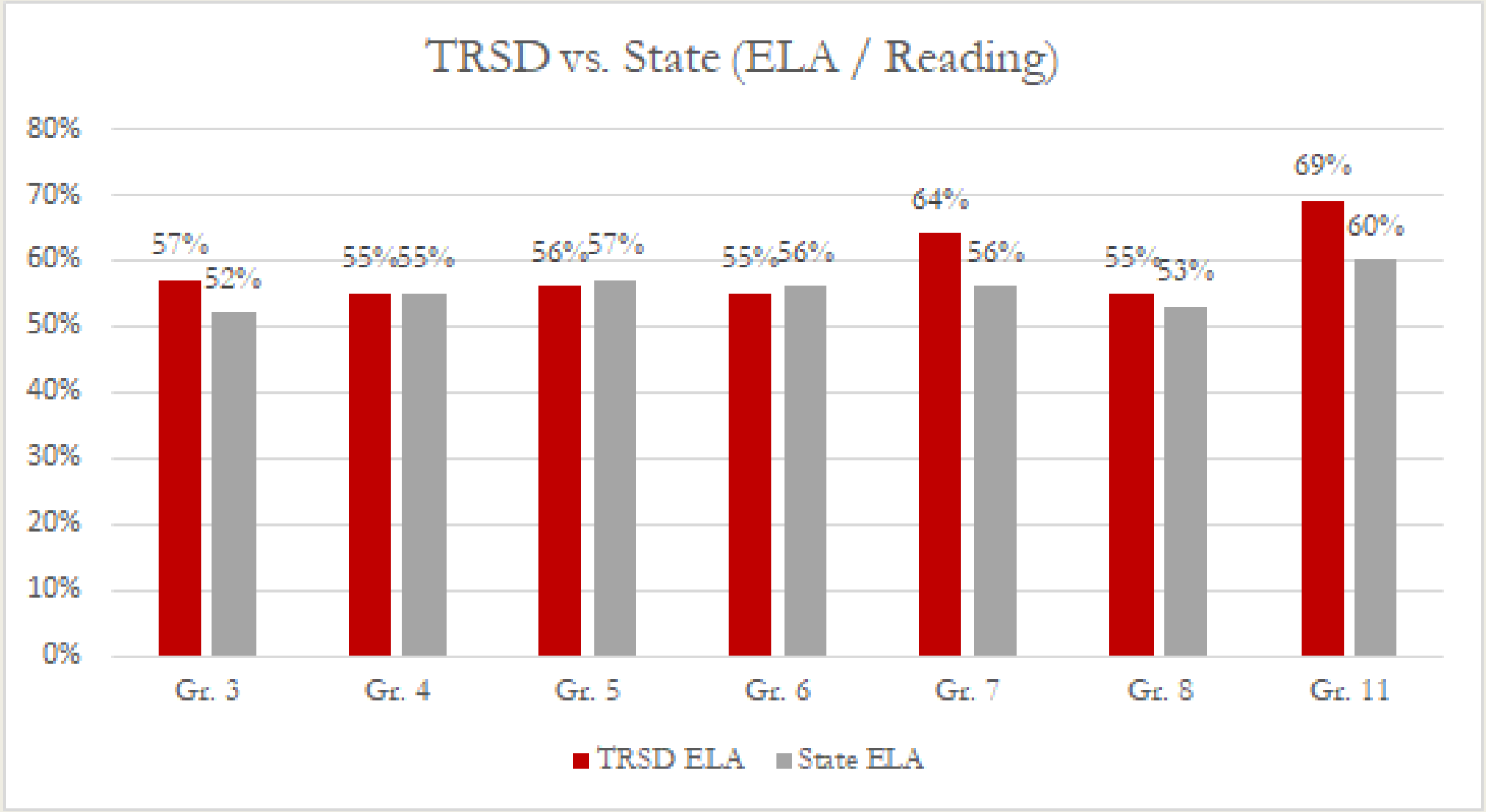
2019 Timberlane Regional School District NHSAS Reading / ELA Results

2019 NHSAS Participation Rates by School

When school, district, and/or subgroup participation is less than 95%, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators.

NHSAS	ELA	Math	Science
2019 District Participation	96%	96%	**93%**
2019 Atkinson Academy Participation	**93%**	**93%**	**89%**
2019 Danville School Participation	98%	98%	95%
2019 Pollard School Participation	95%	95%	98%
2019 Sandown North Participation	99%	98%	**94%**
2019 TRMS Participation	98%	98%	98%
2019 TRHS Participation	95%	95%	**91%**

2019 TRSD vs. STATE (ELA/Reading)
% At/Above Proficient



2017-2019 Statewide Assessment (SBAC / NHSAS) District Reading/ELA Grades 3-8

- Same color = Same cohort
- 2017: Smarter Balanced Assessment
- 2019 Changes in NHSAS ELA:
  - writing section separated from reading section of assessment.
  - different format of assessment from 2018

Reading / ELA Achievement 3-Year Trend %At/Above Proficient			
	2017 SBAC	**NHSAS 2018**	**NHSAS 2019**
Grade 8	68%	62%	55%
Grade 7	71%	73%	64%
Grade 6	61%	67%	55%
Grade 5	73%	67%	56%
Grade 4	66%	66%	55%
Grade 3	68%	52%	57%

2018-2019 NHSAS District Reading/ELA Grades 3-8, 11 Subgroups

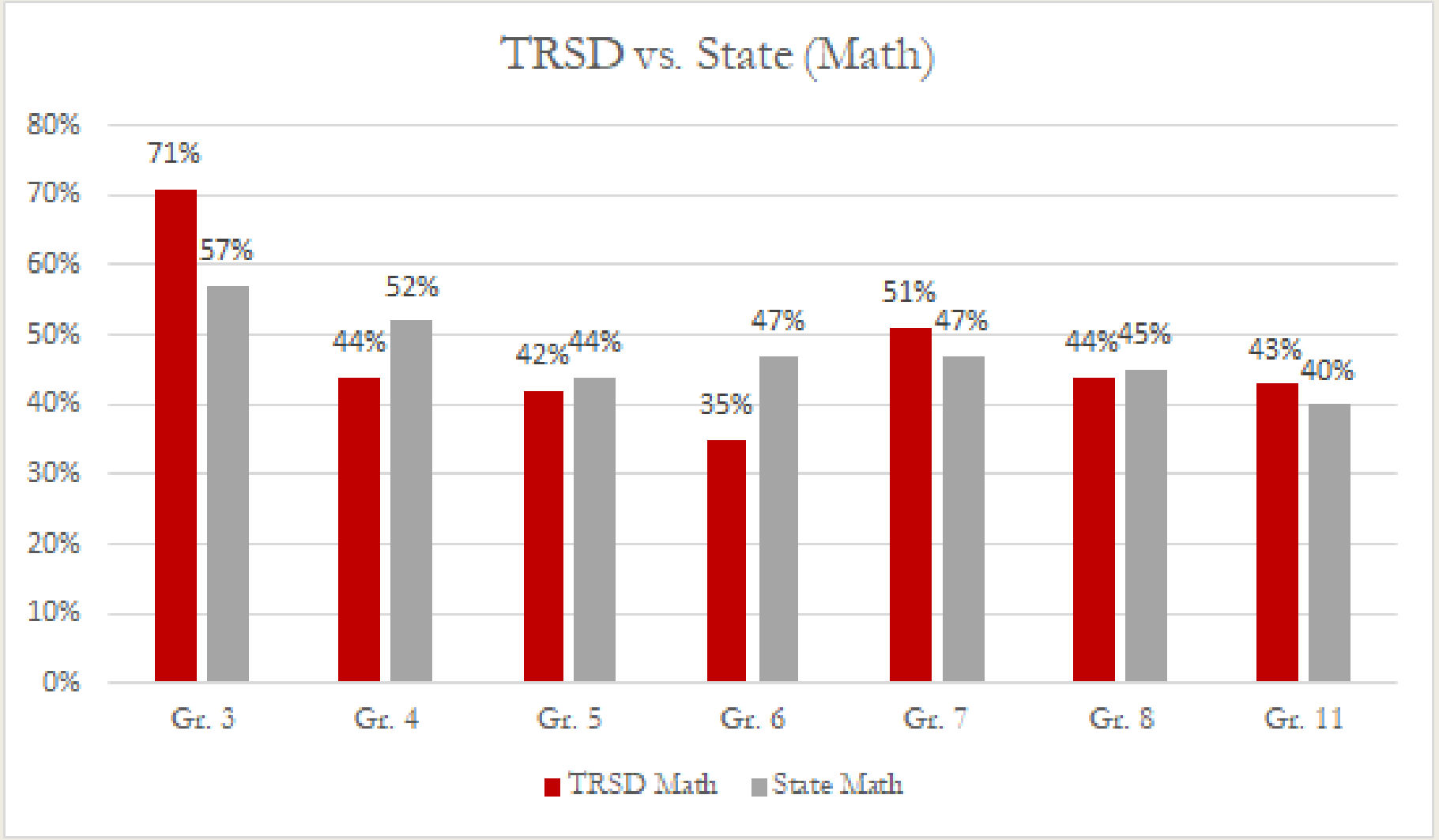
Reading ELA – Students w/ Disabilities Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	30%	50th percentile
2019	23%	40th percentile
2019 State Target	21.95%	N/A

Reading ELA – Economically Disadvantaged Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	49%	50th percentile
2019	37%	42nd percentile
2019 State Target	40.39%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

2019 Timberlane Regional School District NHSAS Mathematics Results

2019 TRSD vs. STATE (Math)
%At/Above Proficient



2017-2019 Statewide Assessment (SBAC / NHSAS) District Mathematics Grades 3-8

- Same color = Same cohort
- 2017: Smarter Balanced Assessment

Mathematics Achievement 3-Year Trend %At/Above Proficient			
	2017 SBAC	**NHSAS 2018**	**NHSAS 2019**
Grade 8	48%	42%	44%
Grade 7	57%	52%	51%
Grade 6	47%	46%	35%
Grade 5	52%	48%	42%
Grade 4	56%	58%	44%
Grade 3	63%	52%	71%

2018-2019 NHSAS District Mathematics Grades 3-8, 11 Subgroups

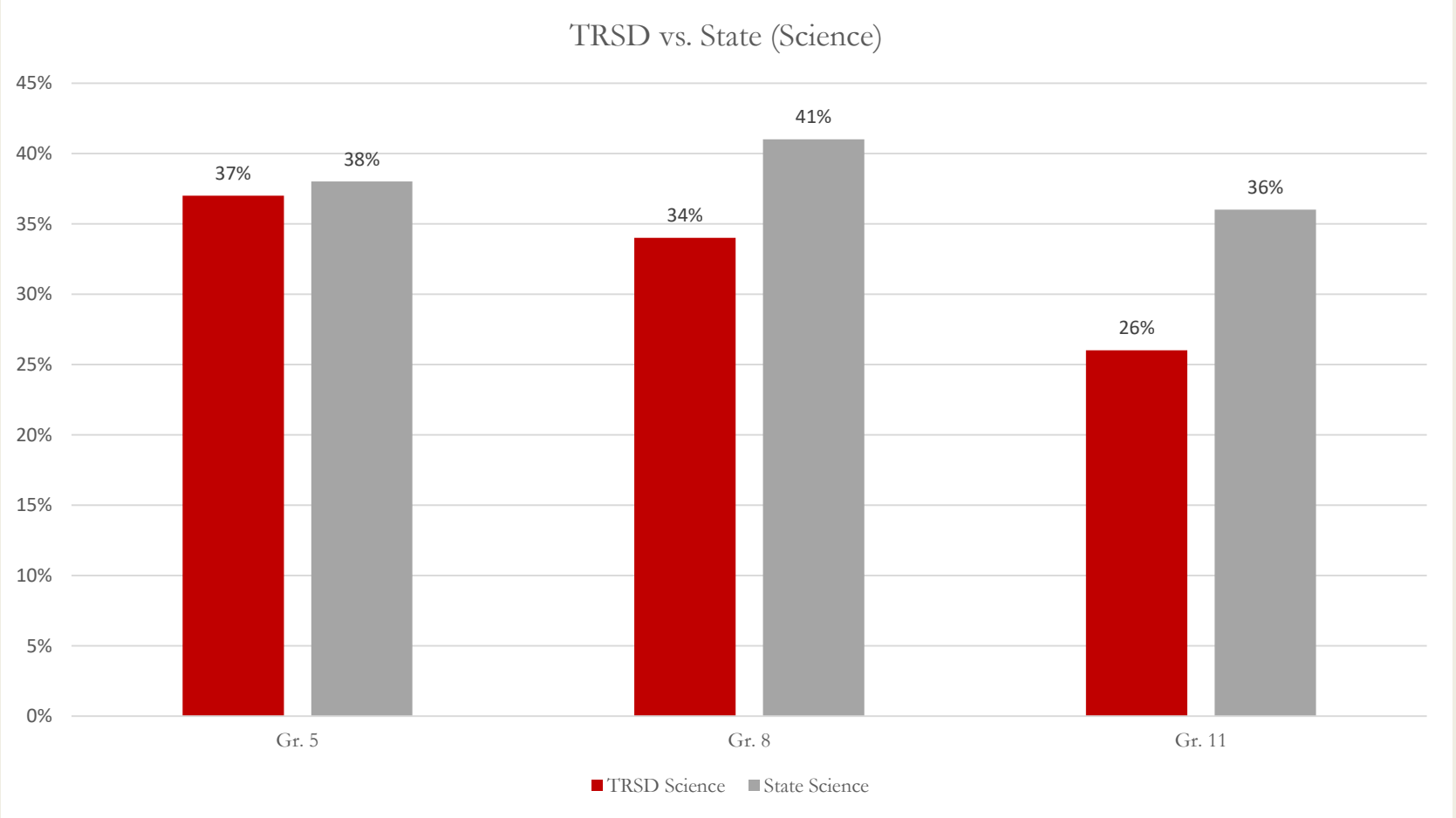
Mathematics– Students w/ Disabilities **Percent of Students at Level 3 or Above**		
	Achievement	**MGP**
2018	20%	42nd percentile
2019	15%	39th percentile
2019 State Target	15.90%	N/A

Mathematics– Economically Disadvantaged **Percent of Students at Level 3 or Above**		
	Achievement	**MGP**
2018	34%	41st percentile
2019	30%	42nd percentile
2019 State Target	29.05%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

2019 Timberlane Regional School District NHSAS Science Results

2019 TRSD vs. State (Science)
% At/Above Proficient



2018-2019 Statewide Science Assessment (SBAC / NHSAS) District % At/Above Proficient

- 2019 is year 2 of NHSAS Science
- Science assessment continues to evolve as American Institutes for Research (AIR) pilot this assessment year to year
- Scores for 2019 are provided from:
  - The DOE State and District Report Card (SDRC)

Science Achievement 2-Year Comparison % At/Above Proficient		
	2018 NHSAS SDRC	**2019 NHSAS SDRC**
Grade 11	34%	26%
Grade 8	47%	34%
Grade 5	47%	37%

2017-2019 SBAC & NHSAS Individual School Results Reading/ELA, Mathematics, and Science

Scores for 2018 & 2019 scores are provided from:

- **Online Reporting System (ORS),** through the American Institutes for Research (AIR) Statewide Reporting System
  - Student Achievement Data:
    - *results reflect all students who took assessment*
- **DOE School and District Report Card (SDRC)**
  - School and District Accountability Data:
    - *results reflect adjustments to data, based on student participation and attendance*
    - *calculated based on achievement, growth, and participation across schools and subgroups*

Atkinson Academy 2019 Participation Rates

If a school, district, and/or subgroup has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators.

	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Atkinson Academy All Students	**93%**	**93%**	**89%**
Economically Disadvantaged	Suppressed	Suppressed	Suppressed
Students with Disabilities	**79%**	**79%**	Suppressed
Race / Ethnicity	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Hispanic or Latino	**92%**	**92%**	Suppressed
White	**93%**	**93%**	**89%**
Sex	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Female	95%	95%	**89%**
Male	**91%**	**91%**	**88%**

Atkinson Academy 3-Year Trend

2019 NHSAS SDRC
AA Grades 3-5

- Mathematics
  - State Average: 48%
  - TRSD Average: 46%
  - AA Average: 62%
- ELA
  - State Average: 56%
  - TRSD Average: 59%
  - AA Average: 68%
- Science:
  - State Average: 39%
  - TRSD Average: 32%
  - AA Average: 36%

Atkinson Academy % At/Above Proficient					
Grade	**2017 SBAC**	**2018 NHSAS ORS**	**2018 NHSAS SDRC**	**2019 NHSAS ORS**	**2019 NHSAS SDRC**
	Mathematics				
5	67%	56%	55%	47%	45%
4	67%	73%	74%	66%	61%
3	54%	73%	73%	79%	77%
	English Language Arts				
5	77%	73%	73%	62%	59%
4	75%	75%	76%	86%	80%
3	68%	71%	71%	63%	63%
	Science				
5		62%	61%	39%	36%

Atkinson Academy Subgroups Achievement and Growth

Reading ELA – Students w/ Disabilities Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	36%	58th percentile
2019	23%	37th percentile
2019 State Target	21.95%	N/A

Reading ELA – Economically Disadvantaged Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	Suppressed due to small size	
2019	Suppressed due to small size	
2019 State Target	40.39%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Atkinson Academy Subgroups Achievement and Growth

Mathematics – Students w/ Disabilities
Percent of Students at Level 3 or Above

	% Proficient	MGP
2018	36%	56th percentile
2019	26%	34th percentile
2019 State Target	15.9%	N/A

Mathematics – Economically Disadvantaged
Percent of Students at Level 3 or Above

	% Proficient	MGP
2018	Suppressed due to small size	
2019	Suppressed due to small size	
2019 State Target		N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Danville School 2019 Participation Rates

If a school, district, and/or subgroup has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators

	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Danville School All Students	98%	98%	95%
Economically Disadvantaged	100%	100%	Suppressed
Students with Disabilities	100%	100%	Suppressed
Race / Ethnicity	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Hispanic or Latino	Suppressed	Suppressed	Suppressed
White	98%	98%	95%
Sex	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Female	97%	97%	**89%**
Male	100%	100%	100%

Danville School 3-Year Trend

2019 NHSAS SDRC
Danville School, Grades 3-5

- Mathematics
  - State Average: 48%
  - TRSD Average: 46%
  - DES Average: 56%
- ELA
  - State Average: 56%
  - TRSD Average: 59%
  - DES Average: 53%
- Science:
  - State Average: 39%
  - TRSD Average: 32%
  - DES Average: 38%

Danville School % At/Above Proficient					
Grade	2017 SBAC	2018 NHSAS ORS	2018 NHSAS SDRC	2019 NHSAS ORS	2019 NHSAS SDRC
	Mathematics				
5	55%	47%	49%	45%	46%
4	59%	53%	53%	60%	59%
3	51%	60%	60%	63%	65%
	English Language Arts				
5	73%	71%	73%	55%	57%
4	65%	65%	64%	56%	55%
3	63%	59%	58%	44%	45%
	Science				
5		51%	53%	37%	38%

Danville School Subgroups: Achievement and Growth

Reading ELA – Students w/ Disabilities Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	22%	44th percentile
2019	11%	25th percentile
2019 State Target	21.95%	N/A

Reading ELA – Economically Disadvantaged Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	55%	51st percentile
2019	13%	suppressed due to small size
2019 State Target	40.39%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Danville School Subgroups: Achievement and Growth

Mathematics – Students w/ Disabilities **Percent of Students at Level 3 or Above**		
	% Proficient	**MGP**
2018	15%	35th percentile
2019	17%	51st percentile
2019 State Target	15.9%	N/A

Mathematics – Economically Disadvantaged **Percent of Students at Level 3 or Above**		
	% Proficient	**MGP**
2018	45%	40th percentile
2019	38%	suppressed due to small size
2019 State Target	29.05%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Pollard School 2019 Participation Rates

If a school, district, and/or subgroup has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators

	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Pollard School All Students	95%	95%	98%
Economically Disadvantaged	**93%**	**93%**	100%
Students with Disabilities	**93%**	**93%**	100%
Race / Ethnicity	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Hispanic or Latino	Suppressed	Suppressed	Suppressed
White	95%	95%	98%
Sex	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Female	95%	95%	100%
Male	95%	95%	96%

Pollard Elementary School 3-Year Trend

2019 NHSAS SDRC
Pollard Elementary Grades 3-5

- Mathematics
  - State Average: 48%
  - TRSD Average: 46%
  - PES Average: 39%
- ELA
  - State Average: 56%
  - TRSD Average: 59%
  - PES Average: 57%
- Science:
  - State Average: 39%
  - TRSD Average: 32%
  - PES Average: 37%

Pollard School % At/Above Proficient					
Grade	2017 SBAC	2018 NHSAS ORS	2018 NHSAS SDRC	2019 NHSAS ORS	2019 NHSAS SDRC
	Mathematics				
5	55%	43%	44%	30%	30%
4	59%	43%	44%	27%	28%
3	51%	32%	33%	70%	68%
	English Language Arts				
5	71%	58%	60%	58%	59%
4	61%	63%	63%	53%	53%
3	67%	43%	42%	60%	59%
	Science				
5		36%	38%	36%	37%

Pollard School Subgroups: Achievement and Growth

Reading ELA – Students w/ Disabilities Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	21%	42nd percentile
2019	22%	46th percentile
2019 State Target	21.95%	N/A

Reading ELA – Economically Disadvantaged Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	34%	39th percentile
2019	43%	45th percentile
2019 State Target	40.39%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Pollard School Subgroups: Achievement and Growth

Mathematics – Students w/ Disabilities Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	15%	36th percentile
2019	<10%	40th percentile
2019 State Target	15.9%	N/A

Mathematics – Economically Disadvantaged Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	24%	34th percentile
2019	28%	46th percentile
2019 State Target	29.05%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Sandown North 2019 Participation Rates

If a school, district, and/or subgroup has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators

	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Sandown North All Students	99%	98%	**94%**
Economically Disadvantaged	97%	97%	Suppressed
Students with Disabilities	95%	**93%**	100%
Race / Ethnicity	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Hispanic or Latino	100%	100%	Suppressed
White	98%	98%	**94%**
Sex	ELA Gr. 3-5	Math Gr. 3-5	Science Gr. 5
Female	100%	100%	**94%**
Male	97%	96%	**94%**

Sandown North School 3-Year Trend

2019 NHSAS SDRC
Sandown North Grades 3-5

- Mathematics
  - State Average: 48%
  - TRSD Average: 46%
  - SN Average: 55%
- ELA
  - State Average: 56%
  - TRSD Average: 59%
  - SN Average: 47%
- Science:
  - State Average: 39%
  - TRSD Average: 32%
  - SN Average: 36%

Sandown North % At/Above Proficient					
Grade	2017 SBAC	2018 NHSAS ORS	2018 NHSAS SDRC	2019 NHSAS ORS	2019 NHSAS SDRC
	Mathematics				
5	53%	45%	45%	49%	51%
4	58%	62%	62%	41%	39%
3	81%	55%	55%	70%	71%
	English Language Arts				
5	73%	64%	64%	44%	46%
4	63%	60%	61%	40%	38%
3	73%	45%	45%	56%	56%
	Science				
5		40%	40%	33%	36%

Sandown North Subgroups Achievement and Growth

Reading ELA – Students w/ Disabilities Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	30%	44th percentile
2019	13%	33rd percentile
2019 State Target	21.95%	N/A

Reading ELA – Economically Disadvantaged Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	43%	52nd percentile
2019	32%	37th percentile
2019 State Target	40.39%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Sandown North Subgroups Achievement and Growth

Mathematics – Students w/ Disabilities Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	34%	45th percentile
2019	24%	27th percentile
2019 State Target	15.9%	N/A

Mathematics – Economically Disadvantaged Percent of Students at Level 3 or Above		
	% Proficient	**MGP**
2018	36%	40th percentile
2019	43%	21st percentile
2019 State Target	29.05%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

TRMS 2019 Participation Rates

If a school, district, and/or subgroup has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators

	ELA Gr. 6-8	Math Gr. 6-8	Science Gr. 8
TRMS All Students	95%	95%	98%
Economically Disadvantaged	**93%**	**93%**	Suppressed
Students with Disabilities	**93%**	**93%**	100%
Race / Ethnicity	ELA Gr. 6-8	Math Gr. 6-8	Science Gr. 8
Hispanic or Latino	Suppressed	Suppressed	Suppressed
White	95%	95%	98%
Sex	ELA Gr. 6-8	Math Gr. 6-8	Science Gr. 8
Female	95%	95%	100%
Male	95%	95%	96%

Timberlane Regional Middle School 3-Year Trend

2019 NHSAS SDRC TRMS

- Mathematics
  - State Average: 48%
  - TRSD Average: 46%
  - TRMS Average: 43%
- ELA
  - State Average: 56%
  - TRSD Average: 59%
  - TRMS Average: 58%
- Science:
  - State Average: 39%
  - TRSD Average: 32%
  - TRMS Average: 34%

Timberlane Regional Middle School %At/Above Proficient					
Grade	**2017 SBAC**	**2018 NHSAS ORS**	**2018 NHSAS SDRC**	**2019 NHSAS ORS**	**2019 NHSAS SDRC**
	Mathematics				
8	48%	45%	42%	44%	44%
7	57%	52%	52%	51%	51%
6	47%	45%	46%	34%	35%
	English Language Arts				
8	68%	62%	62%	55%	55%
7	71%	72%	73%	64%	64%
6	61%	68%	68%	54%	55%
	Science				
8		47%	47%	33%	34%

Timberlane Regional Middle School Subgroups Achievement and Growth

Reading ELA – Students w/ Disabilities
Percent of Students at Level 3 or Above

	% Proficient	MGP
2018	33%	51st percentile
2019	27%	43rd percentile
2019 State Target	21.95%	N/A

Reading ELA – Economically Disadvantaged
Percent of Students at Level 3 or Above

	% Proficient	MGP
2018	56%	50th percentile
2019	36%	36th percentile
2019 State Target	40.39%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

Timberlane Regional Middle School Subgroups Achievement and Growth

Mathematics – Students w/ Disabilities
Percent of Students at Level 3 or Above

	% Proficient	MGP
2018	18%	42nd percentile
2019	17%	40th percentile
2019 State Target	15.9%	N/A

Mathematics – Economically Disadvantaged
Percent of Students at Level 3 or Above

	% Proficient	MGP
2018	33%	42nd percentile
2019	29%	41st percentile
2019 State Target	29.05%	N/A

- Assessment Proficiency measures the % of students proficient across each subgroup.
- In 2019, NH set StateTargets for each subgroup in Math and English Language Arts.
- The Mean Growth Percentile (MGP) is only used for students in grades 4-8 and requires two consecutive years of assessment results.

2019 SAT SCHOOL DAY

- 2019 - year 4 of SAT for grade 11 state accountability testing under the Every Student Succeeds Act (ESSA)
- New for 2019 – all students took the essay portion of the assessment

TRHS 2019 Participation Rates

If a school, district, and/or subgroup has less than 95 percent participation, the number of students under 95 percent will be calculated as zeros in the achievement and growth indicators

	ELA Gr. 11	Math Gr. 11	Science Gr. 11
TRHS All Students	95%	95%	**91%**
Economically Disadvantaged	**81%**	**81%**	**68%**
Students with Disabilities	**86%**	**86%**	**74%**
Race / Ethnicity	ELA Gr. 11	Math Gr. 11	Science Gr. 11
Hispanic or Latino	Suppressed	Suppressed	Suppressed
White	95%	95%	**91%**
Sex	ELA Gr. 11	Math Gr. 11	Science Gr. 11
Female	98%	98%	**94%**
Male	**92%**	**92%**	**88%**

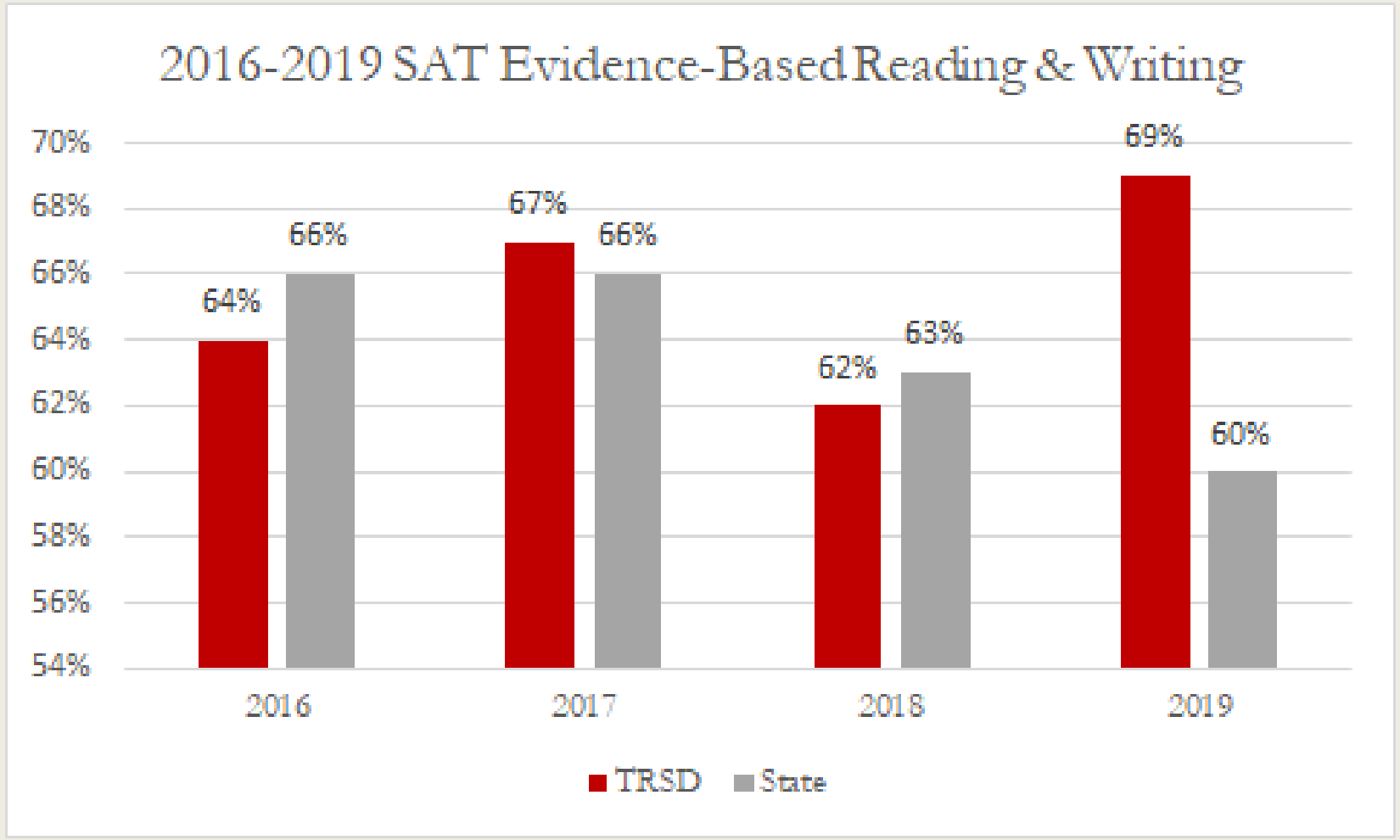
Timberlane Regional High School
SAT School Day 4-Year Trend

2019 NHSAS SDRC

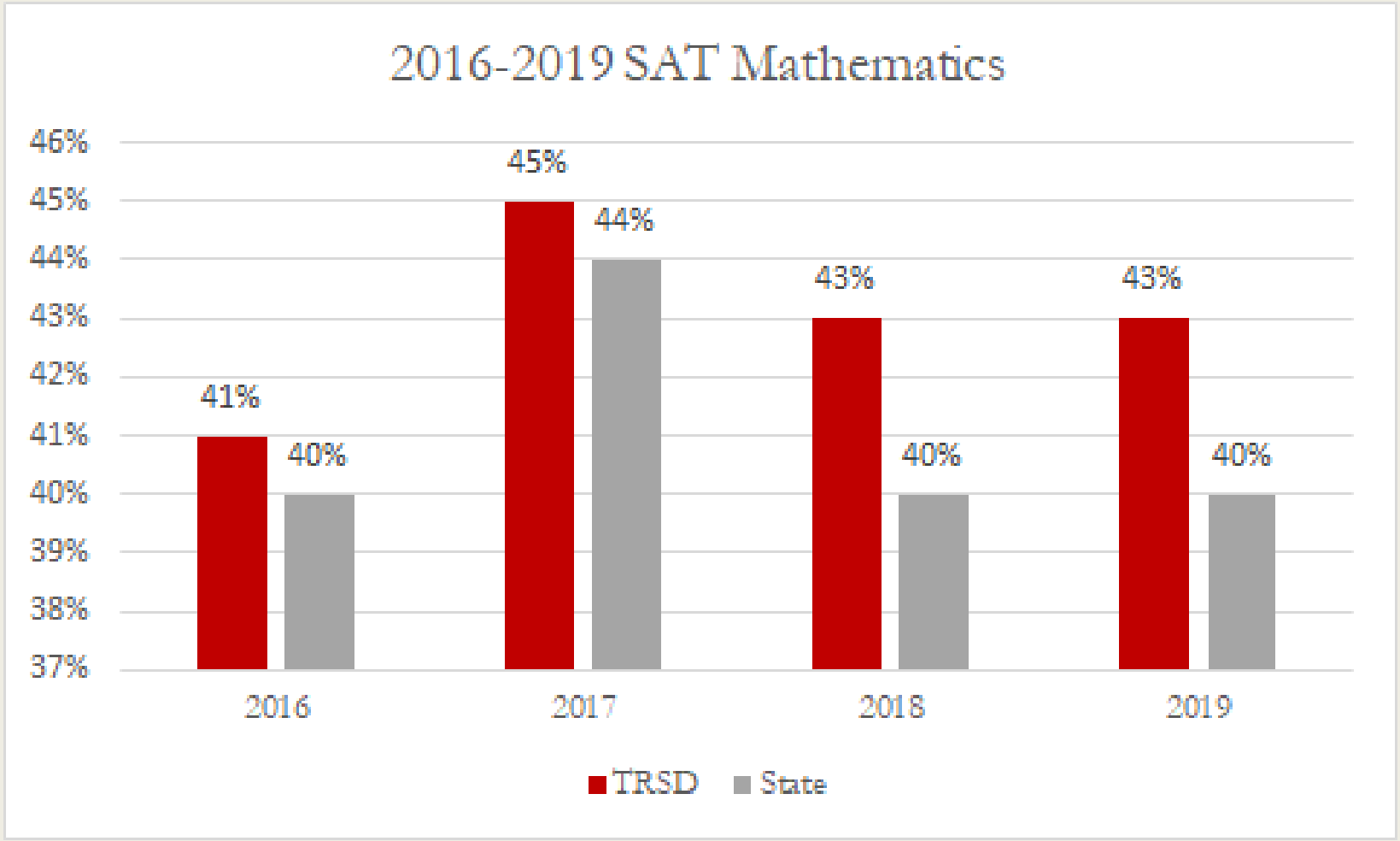
- SAT Mathematics
  - State Average: 40%
  - TRHS Average: 43%
- SAT Evidence-Based Reading & Writing
  - State Average: 60%
  - TRHS Average: 69%

TRHS SAT School Day % At/Above Proficient				
Grade	2016 SAT	2017 SAT	2018 SAT	2019 SAT
	Mathematics			
11	41%	45%	43%	43%
	Evidence-Based Reading and Writing			
11	64%	67%	62%	69%

2016-2019 SAT School Day - Evidence-Based Reading and Writing % At/Above Proficient



2016-2019 SAT School Day - Mathematics
% At/Above Proficient



STAR ASSESSMENT

Early Literacy, Grades K-1
Mathematics, Grades 1-10
Reading, grades 2-10

Star Assessment - Purpose

- **Universal Screening** – Who is reaching benchmark? Who is in need of intervention/support? Enrichment?
- **Progress Monitoring** – Are students responding to the intervention? Is the intervention working?
- **Differentiating Instruction** – Which skills are students ready to learn? Which skills are appropriate for groups of students to work on?
- **Student Growth Percentiles (SGP) to Measure Growth** – Are students showing growth this year and over multiple years? Is a student's growth average, high or low as compared to academic peers nationwide? Did students of all abilities grow?

STAR Scores and Reports

Multiple data reports available to serve different purposes:

- Screening Reports for class and grade level
- Student Diagnostic Reports
- Instructional Planning Reports
- Progress Monitoring - Progress toward individual or group goals set in STAR
- Growth Reports (SGP)
- Longitudinal Reports
- Parent Reports (report uses Percentile Rank)

STAR District & School Scores

- Data presented based on Percentile Rank:
  - Included in STAR Parent Reports
  - Referenced in School Action Plans
  - Used to determine individual and/or group interventions
- Supplementary raw STAR data files include SGP by school and grade level
- District Percentile Rank (PR) Benchmarks:
  - Above Benchmark: At/Above 85 PR
  - At Benchmark: At/Above 50 PR*

    *increased from 40PR in 2017-2018
  - Below Benchmark: At/Below 49 PR

STAR Assessment
District Scores

District STAR Early Literacy, grades K-1 % of Students At/Above Benchmark

- Early Literacy assesses both reading and math
- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

District Early Literacy	16-17 40PR	17-18 50PR	18-19 50PR
Grade 1	Not available	92%	94%
Kindergarten	95%	92%	87%

District STAR Reading, grades 2-10 % of Students At/Above Benchmark

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

District Reading	16-17 40PR	17-18 50PR	18-19 50PR
Grade 10	Not available	48%	42%
Grade 9	47%	40%	44%
Grade 8	48%	55%	51%
Grade 7	64%	66%	59%
Grade 6	67%	60%	59%
Grade 5	64%	66%	58%
Grade 4	70%	74%	64%
Grade 3	77%	64%	70%
Grade 2	68%	70%	66%

District STAR Math, grades 1-10 % of Students At/Above Benchmark

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

District Math	16-17 40PR	17-18 50PR	18-19 50PR
Grade 10	Not available	71%	71%
Grade 9	57%	69%	68%
Grade 8	75%	73%	71%
Grade 7	79%	76%	69%
Grade 6	79%	64%	60%
Grade 5	81%	78%	73%
Grade 4	77%	85%	78%
Grade 3	87%	74%	79%
Grade 2	70%	83%	72%
Grade 1	87%	82%	84%

Atkinson Academy - STAR
% of Students At/Above Benchmark

AA Reading	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	77%	71%	70%
Grade 4	82%	80%	78%
Grade 3	82%	84%	82%
Grade 2	78%	83%	81%

AA Early Literacy	16-17 40PR	17-18 50PR	18-19 50PR
Grade 1	87%	98%	98%
Kindergarten	100%	100%	98%

AA Math	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	88%	86%	89%
Grade 4	85%	93%	88%
Grade 3	87%	82%	88%
Grade 2	80%	96%	72%
Grade 1	87%	86%	88%

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

Danville School - STAR
% of Students At/Above Benchmark

DS Reading	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	79%	70%	49%
Grade 4	87%	70%	73%
Grade 3	68%	57%	55%
Grade 2	64%	73%	61%

DS Early Literacy	16-17 40PR	17-18 50PR	18-19 50PR
Grade 1	67%	74%	92%
Kindergarten	81%	85%	80%

DS Math	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	88%	67%	61%
Grade 4	89%	79%	91%
Grade 3	83%	70%	68%
Grade 2	83%	76%	61%
Grade 1	77%	75%	78%

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

Pollard School - STAR
% of Students At/Above Benchmark

PS Reading	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	75%	53%	61%
Grade 4	81%	72%	67%
Grade 3	85%	61%	72%
Grade 2	69%	74%	61%

PS Early Literacy	16-17 40PR	17-18 50PR	18-19 50PR
Grade 1	82%	94%	94%
Kindergarten	97%	92%	91%

PS Math	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	82%	73%	70%
Grade 4	86%	79%	68%
Grade 3	93%	62%	79%
Grade 2	73%	83%	79%
Grade 1	88%	87%	84%

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

Sandown North / TLC - STAR
% of Students At/Above Benchmark

SN Reading	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	78%	55%	46%
Grade 4	81%	66%	43%
Grade 3	83%	60%	68%
Grade 2	70%	58%	71%

SN / TLC Early Literacy	16-17 40PR	17-18 50PR	18-19 50PR
Grade 1	72%	78%	72%
Kindergarten	86%	82%	76%

SN Math	16-17 40PR	17-18 50PR	18-19 50PR
Grade 5	91%	76%	78%
Grade 4	83%	88%	75%
Grade 3	94%	80%	79%
Grade 2	68%	79%	77%
Grade 1	89%	78%	86%

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

TRMS STAR Reading, grades 2-10 % of Students At/Above Benchmark

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

TRMS Reading	16-17 40PR	17-18 50PR	18-19 50PR
Grade 8	48%	55%	51%
Grade 7	64%	66%	59%
Grade 6	67%	60%	59%

TRMS Math	16-17 40PR	17-18 50PR	18-19 50PR
Grade 8	75%	73%	71%
Grade 7	79%	76%	69%
Grade 6	79%	64%	60%

TRHS STAR Reading, grades 2-10
% of Students At/Above Benchmark

- District Benchmark for PR changed from 40 PR to 50 PR in 2017-2018
- Same Color = Same Cohort of Students

TRHS Reading	16-17 40PR	17-18 50PR	18-19 50PR
Grade 10	Not available	48%	42%
Grade 9	47%	40%	44%

TRHS Math	16-17 40PR	17-18 50PR	18-19 50PR
Grade 10	Not available	71%	71%
Grade 9	57%	69%	68%

Plans for Ongoing and Continual Improvement

Data Informed Action Planning

- Administer statewide assessment in grades 3-11 later in the testing window to allow for more instructional time prior to testing.
- Greater use of varied instructional practices, personalized goal setting, monitoring student progress, and RTI action planning in all schools.
- Administrators to provide specific feedback to educators for improving teaching and learning…TELA training.
- Increase the collaborative teamwork of educators to use assessment data (formative and summative) to inform classroom instructional practices and individualized work with students.
- Explore specific training/professional development for teachers of mathematics in all schools.

NHSAS Interim Assessments

Comprehensive Interim Assessments & Benchmark Modules allow educators to:

- Elicit evidence of student learning to inform teaching and learning;
- Engage in professional learning;
- Deepen teacher content knowledge;
- Evaluate grade level instructional progress and plan adjustments to increase learning for all students; and
- Observe student use of the testing platform and accessibility supports with actual test items.

Source: New Hampshire Department of Education, American Institutes for Research, 2019

SAT Essay Preparation Across Content Areas

4 week plan, implemented in 2018-2019, to prepare all juniors for SAT essay writing.

Week 1:

- 11th grade English teachers introduced the SAT grading rubric and reviewed various samples of student essays from the College Board.
- Teachers brainstormed with students approaches they could take to make sure they managed their time in reading the prompt and the excerpt, planning the writing, completing the writing, and proofreading the writing.

Week 2:

- 11th grade Social Studies teachers went over SAT essay tips.
- Students then had 50 minutes to write a practice essay using a real SAT essay prompt that connected to the Social Studies curriculum.
- Students submitted this essay to their Social Studies teacher to grade using the SAT rubric.

SAT Essay Preparation Across Content Areas, cont.

4 week plan, implemented in 2018-2019, to prepare all juniors for SAT essay writing

Week 3:

- 11th grade Science teachers reviewed (for a second time) the SAT essay tips.
- Students then had 50 minutes to write a second practice essay using a real SAT essay prompt that connected to the Science curriculum.
- Students submitted this essay to their Science teacher to grade using the SAT rubric.
- All Social Studies and Science teachers graded the essays and returned them to the students.

Week 4:

- 11th grade English teachers debriefed the practice experience with their students to find out how they felt about it, their perception of the prompts, their reaction to the grades, etc.
- Following the debrief, the students used their graded essays to discuss in pairs or groups and have the opportunity to reflect on their writing and scores.

Ongoing Professional Development

- Ongoing professional development in writing instruction through K-5 grade-level inquiry groups;
- Monthly PD (K-5) focused on the modes (genres) of writing and curricular expectations
- Ongoing professional development in mathematics instruction:
  - *Guided math*
  - *Ongoing Assessment Project (OGAP)*
  - *OGAP PLC model to analyze and sort student work for instructional next steps*
- NGSX Science training
- Grades 6-12 ongoing PD and collaborative work in competency-based instruction, assessment, and reporting in reading and writing.

Compass Classroom

Susan Rasicot
Director of Pupil Personnel Services and Special Education
February 20, 2020

Compass Classroom Instructional Design

- Program Director: 1 Behaviorist
- 6 Registered Behavioral Technicians
- Case managers are at the building level in the TRSD
- Home behavioral support: 2 hours a month

Students Participating in this Environment

- Three students currently enrolled
- Room capacity is total of 8 students
- Two more students in process
- An additional two students may enter as late as May, 2020

- The anticipated students would then lead the total enrollment through Extended School year to 7 students.

Building Level Feedback

- An effective resource for the building level professionals
- The team is supportive of addressing the development of socially appropriate behaviors before unacceptable behaviors occur
- The behaviorists and Registered Behavioral Technicians have quickly become members of the Pollard School team

Future Needs: Transitional Programming

- The requirements of the program include students not being more than four years apart in age.
- Current students enrolled will require a program to transition to in middle school or an Out of District placement will need to be secured.
- Grant covers the Pollard School program.

Future Considerations

- Open up the program to additional students not in the Timberlane district to maintain an enrollment of eight students
- During the Extended School Year program have Timberlane students transition back into the school setting.
  - Students may then use the Compass experience as their transition back to the district
  - Students would then be transitioned to their neighborhood schools.

Questions

Timberlane Regional School District

End of Year Projection

FY 2019-2020

as of February 20, 2020

		Variance Fav / (Unfav)
Salaries		845,000
Regular Education	635,000	
Special Education	210,000	
Health / Dental		400,000
Other Benefits		350,000
Books/Info. Res./Software		40,000
Spec. Educ.		
Prof Serv.		(180,000)
Tuition		(540,000)
Vocational Education		(80,000)
Professional Improvmt		40,000
Legal fees		(50,000)
Utilities		60,000
Major Maint.		0
Other		100,000
Appropriations Var.		985,000
Revenue Var.		300,000
Encumbrance to apply		70,000
Proj. Surplus before Cap. Res.		1,355,000
Capital Reserve Contribution		0
Projected Surplus		**1,355,000**

Current Fund Retention = $500,000

TIMBERLANE POLICY COMMITTEE RECOMMENDATIONS TO THE SCHOOL BOARD

FIRST READ

1	**BCA/BCA-R** (PC recommends revising policy to reflect NHSBA language; Related policy added; procedure updated with new language and BCA-X eliminated.)
2	**BDA ANNUAL ORGANIZATION MEETING OF THE SCHOOL BOARD** (PC recommends revisions to the opening of the annual organizational meeting, and presider over the election portion of the meeting)
3	**BDB BOARD OFFICERS** (PC recommends incorporating NHSBA language into the policy)
4	**BDC APPOINTED BOARD OFFICIALS** (PC recommends updating the legal references and re-affirming the body of the policy)
5	**BDD BOARD-SUPERINTENDENT RELATIONSHIP** (PC recommends re-affirming the policy as is mirrors NHSBA language:
6	**BBBH ORGANIZATION AND OPERATION OF THE SCHOOL ADMINISTRATIVE UNIT (SAU SCHOOL BOARD** (PC recommends re-affirming for the purpose of including in the Timberlane policies)

The committee adopted a mission statement and goals for the 2019-20 school year as follows:

MISSION - The TRSD Policy Committee maintains existing and creates new district policies. The Policy Committee recommends policies and revisions to the entire TRSD School Board for their approval.

GOAL 1 - During the 2019-2020 school year, the TRSD Policy Committee will review district policies to keep current with revisions to NH RSAs, case law and recommendations from the New Hampshire School Board Association and the National School Board Association;

GOAL 2 - During the 2019-2020 school year, the TRSD Policy Committee will continue to work reviewing and updating policies which have been reviewed by New Hampshire School Board Association, with priority to the most dated policies;

GOAL 3 – During the 2019-2020 school year, the TRSD Policy Committee will continue to note all related policies and review them together; and

GOAL 4 - During the 2019-2020 school year, the TRSD Policy Committee will meet on the first Thursday of each month that the school board conducts its business.

Timberlane Regional School Board	Policy Code: BCA
Adopted: 04-21-83 **Reaffirmed:** 11-01-90 **Revised:** 09-20-01 **Reaffirmed:** 06-04-15 **Revised:**	**Page 1 of 2**

ETHICS POLICY STATEMENT

Related Policies: BCB

~~The Board will adopt a member code of ethics statement and annually each member will read, review and sign a copy of the statement to indicate agreement with the statement.~~
In order to fulfill its duty under state law to provide education to pupils within the District, the Board adopts the following expectations for each of its members.

AS A MEMBER OF THE SCHOOL BOARD, AND IN ACCORDANCE WITH MY OATH OF OFFICE, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION BY STRIVING TO ADHERE TO THE FOLLOWING EXPECTATIONS:

1. Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Understand that the Board, as governing body, does not manage the District, but rather sets the broad goals and standards for the District by way of policies adopted by a quorum of the Board at proper meetings under the Right-to-Know law.
3. Be informed about current educational issues by individual study and through information, such as those sponsored by my state and national school board associations.
4. Make decisions and take votes based upon the available facts, the full deliberation of the Board, and my independent judgment, and refuse to surrender or subordinate that judgement to any individual or special interest group.
5. Work respectfully with other Board members by encouraging the free expression of differing opinions and ideas.
6. Seek opportunities for the Board to establish systematic communication channels with students, staff, and members of the community.
7. Recognize that as a general principle the District and its students benefit when Board decisions, which have been made following consideration of all sides and vote of a quorum, receive the subsequent support of the whole Board, whenever practicable.

8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or non-public session.
9. Recognize that individual Board members are without authority to act relative to School District business, and that I may not individually commit the Board to any action except as specifically designated to do so by Board action.
10. Understand the chain of command and refer problems or complaints to the proper administrative office per applicable School Board policies.
11. Work with the other Board members to establish effective Board policies, and foster a relationship with the District administration toward the effective implementation of those policies and management of the District operations, personnel and facilities.
12. Communicate to the Superintendent and to the Board (only as consistent with the Right-to-Know law) expressions of public reaction to Board programs, policies and other Board actions.
13. Present personal criticisms concerning District operations, staff, etc. to the Superintendent, not to District staff, the public, or unnecessarily at a Board meeting.
14. Establish policies and protocols for systematic communications with students, staff, and members of the community. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

Appendix BCA-R

Timberlane Regional School Board	Procedure Code: BCA-R
Adopted: 09-20-01 **Revised:** 04-02-09 **Revised:** 09-05-13 **Revised:**	**Page 1 of 3**

SCHOOL BOARD MEMBER ETHICS/EXPECTATIONS

AS A MEMBER OF THE SCHOOL BOARD, AND IN ACCORDANCE WITH MY OATH OF OFFICE, I WILL STRIVE TO IMPROVE PUBLIC EDUCATION BY STRIVING TO ADHERE TO THE FOLLOWING EXPECTATIONS:

1. Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning issues to be considered at those meetings.
2. Understand that the Board, as governing body, does not manage the District, but rather sets the broad goals and standards for the District by way of policies adopted by a quorum of the Board at proper meetings under the Right-to-Know law.
3. Be informed about current educational issues by individual study and through information, such as those sponsored by my state and national school board associations.
4. Make decisions and take votes based upon the available facts, the full deliberation of the Board, and my independent judgment, and refuse to surrender or subordinate that judgement to any individual or special interest group.
5. Work respectfully with other Board members by encouraging the free expression of differing opinions and ideas.
6. Seek opportunities for the Board to establish systematic communication channels with students, staff, and members of the community.
7. Recognize that as a general principle the District and its students benefit when Board decisions, which have been made following consideration of all sides and vote of a quorum, receive the subsequent support of the whole Board, whenever practicable.
8. Respect the confidentiality of information that is privileged under applicable law or is received in confidence or non-public session.
9. Recognize that individual Board members are without authority to act relative to School District business, and that I may not individually commit the Board to any action except as specifically designated to do so by Board action.
10. Understand the chain of command and refer problems or complaints to the proper administrative office per applicable School Board policies.

Timberlane Regional School Board	Procedure Code: BCA-R
Adopted: 09-20-01 **Revised: 04-02-09** **Revised: 09-05-13** **Revised:**	**Page 2 of 3**

11. Work with the other Board members to establish effective Board policies, and foster a relationship with the District administration toward the effective implementation of those policies and management of the District operations, personnel and facilities.
12. Communicate to the Superintendent and to the Board (only as consistent with the Right-to-Know law) expressions of public reaction to Board programs, policies and other Board actions.
13. Present personal criticisms concerning District operations, staff, etc. to the Superintendent, not to District staff, the public, or unnecessarily at a Board meeting.
14. Establish policies and protocols for systematic communications with students, staff, and members of the community. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

_____

School Board Member Signature Date

~~AS A MEMBER OF MY LOCAL BOARD OF EDUCATION, I WILL STRIVE TO IMPROVE PUBLIC EDUATION, AND, TO THAT END, I WILL STRIVE TO:~~

~~Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning the issues to be considered at those meetings.~~

~~Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings.~~

~~Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.~~

~~Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.~~

~~Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent of Schools.~~

~~Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.~~

~~Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school board associations.~~

~~Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff.~~

~~Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.~~

~~Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law or is received in confidence or executive session.~~

~~Take no private action that will compromise the Board's actions or decisions, and respect and support such actions and decisions as made by the majority vote or consensus of the Board.~~

~~Not accept things of material value for personal use or gain from companies or organizations doing business with the school district. Exceptions to this policy are the acceptance of minor items (typically items valued less than $25) which are generally distributed by the companies through public relations programs.~~

~~Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.~~

Timberlane Regional School Board	Procedure Code: BCA-X
Adopted: 04-02-09 **Revised:** 09-05-13	~~Page 1 of 1~~**REPEAL AND REPLACE WITH BCA-R**

SCHOOL BOARD MEMBER ETHICS/EXPECTATIONS

~~AS A MEMBER OF MY LOCAL BOARD OF EDUCATION, I WILL STRIVE TO IMPROVE PUBLIC EDUATION, AND, TO THAT END, I WILL STRIVE TO:~~

~~Attend all regularly scheduled Board meetings, insofar as possible, and become informed concerning the issues to be considered at those meetings.~~

~~Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings.~~

~~Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.~~

~~Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.~~

~~Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent of Schools.~~

~~Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs.~~

~~Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school board associations.~~

~~Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff.~~

~~Avoid being placed in a position of conflict of interest, and refrain from using my Board position for personal or partisan gain.~~

~~Take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable law or is received in confidence or executive session.~~

~~Take no private action that will compromise the Board's actions or decisions, and respect and support such actions and decisions as made by the majority vote or consensus of the Board.~~

~~Not accept things of material value for personal use or gain from companies or organizations doing business with the school district. Exceptions to this policy are the acceptance of minor items (typically items valued less than $25) which are generally distributed by the companies through public relations programs.~~

~~Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.~~

~~School Board Member Signature~~ ~~Date~~

Timberlane Regional School Board	Policy Code: BDA
Adopted: 05-03-84 **Revised: 11-01-90, 04-18-91** **08-27-92, 10-17-96** **12-03-98, 02-22-01** **09-20-01, 02-24-05** **06-20-13**	**Page 1 of 2**

ANNUAL ORGANIZATION MEETING OF THE SCHOOL BOARD

Related Policies: BBAB, BDB, BDC

The Board shall organize annually at its first meeting following the District elections. Every member shall be notified of the meeting for organization, in accordance with RSA 91-A:2. This meeting shall be called to order by the ~~Superintendent~~School Board Chair, who shall preside ~~during and until the election of a Chairperson~~until the election portion of the meeting.

The election of the Chairperson should be based on qualifications for the position. Other methods such as rotation should be discouraged.

Unless changed by a two-thirds vote of those present, the order of business for each annual organization meeting of the Timberlane Regional School Board shall be as follows:

A. Opening of meeting by the ~~Superintendent or a member of his/her staff~~School Board Chair.

B. Elections – to be presided over by the Superintendent

   1. Chairperson
   2. Vice Chairperson
   3. Others, if desired

C. Appointments for the next school year – to be presided by the newly elected Chair

   1. School District Clerk and Board Recording Secretary
   2. School Treasurer and Deputy Treasurer (at expiration of term)
   3. School Counsel
   4. Attendance Officer
   5. Others, if desired

D. Bonding (RSA 197:23-a)

   1. Treasurer
   2. Deputy Treasurer

E. Designating Banks

Timberlane Regional School Board	Policy Code: BDA
Adopted: 05-03-84 **Revised: 11-01-90, 04-18-91** **08-27-92, 10-17-96** **12-03-98, 02-22-01** **09-20-01, 02-24-05** **06-20-13**	**Page 2 of 2**

1. Depository for District Funds

F. Designating dates and times for regular monthly meetings

G. Adjournment

With respect to B, C, and E: a plurality vote of the board shall be sufficient to elect school board officers, to appoint school board officials and to designate a depository for district funds.

After adjournment of this meeting, the Board shall reconvene in special meeting if it wishes to consider additional matters. The order of business for such special meeting shall be that established for regular meetings.

Legal Reference:

RSA 91-A:2, Public Records and Meetings: Meetings Open to the Public)

BDA – ANNUAL ORGANIZATION MEETING

Timberlane Regional School Board	Policy Code: BDB
Adopted: 01-01-83 **Revised: 10-03-96** **Revised: 12-03-98** **Revised: 02-22-01** **Revised: 09-20-01** **Reaffirmed: 02-24-05** **Revised: 06-06-13** **Revised:**	**Page 1 of 1**

BOARD OFFICERS

Related Policies: BBAB, BDA

The officers of the School Board shall be a Chairperson and a Vice-Chairperson. The officers shall be elected at the annual organization meeting to serve until the next annual organization meeting or until a successor is elected. Any vacancy in any of such offices may be filled at any meeting of the Board provided that all members of the Board have been notified prior to the meeting that the vacancy will be filled at such meeting. The Superintendent is the chief executive officer and an ex-officio member of the Board and ~~shall be the Executive Secretary~~ ~~ex-officio~~ a non-voting member.

CHAIRPERSON:

The Chairperson shall have the right to vote on all matters before the Board. The chairperson shall consult with the Superintendent on the preparation of the agenda for each meeting, shall have authority to sign contracts and other instruments as approved by the Board in its name and on its behalf, and shall have such other powers and duties as the Board may from time to time determine.

VICE-CHAIRPERSON:

The Vice-Chairperson shall have the powers and duties of the Chairperson in his/her absence or for the duration of the disability, and such other powers and duties as the Board may from time to time determine.

If the chairperson resigns from the school board or resigns from the office of chair, the vice-chairperson will become chair of the board. If the chairperson loses his/her election or does not run for re-election, the vice-chair shall serve as chair during the organizational meeting. If the vice-chairperson or secretary resigns from the school board or from the respective office, the board will hold new elections for those offices.

Timberlane Regional School Board	Policy Code: BDC
Adopted: 04-21-83 **Revised:** 11-01-90 **Revised:** 09-07-95 **Revised:** 12-03-98 **Revised:** 11-18-10 **Revised:**	**Page 1 of 1**

APPOINTED BOARD OFFICIALS

Related Policies: BBBC, BBBH, BDB, BID

CLERK OF THE DISTRICT

The Clerk of the District is appointed by the Board and the School Board will fix the salary of the District Clerk who shall not be a member of the School Board. The Clerk shall keep a true record of each District meeting and make any reports to the State of New Hampshire as may be required and shall carry out duties as required by law.

TREASURER

The Treasurer of the School District shall be appointed by the Board and shall not be a member of the School Board. He/she shall receive such remuneration as the Board may determine and perform such duties pertaining to the fiscal affairs of the School District as outlined in the New Hampshire statutes relating to public schools.

A Deputy Treasurer shall be appointed by the Board.

RECORDING SECRETARY

The Board Recording Secretary shall be appointed by the Board and shall be responsible for the taking and transcribing the minutes of the Board meetings and for Board correspondence.

Statutory References:
RSA 195:5, Cooperative School District Officers: School Board Powers & Duties
RSA 197:20, School Meetings & Officers: Clerk Duties
RSA 197:22, School Meetings & Officers: Treasurers Bond
RSA 197:23-a, School Meetings & Officers: Treasurers Duties
RSA 671:23, School District Elections: Warrant
RSA 671:6, School District Elections: Other Officers
RSA 671:31, School District Elections: Reports by Clerk
~~*RSA 195:5*~~
~~*RSA 197:20, 197:23-a*~~
~~*RSA 197:27*~~
~~*671:23, 671:6, 671:31*~~

Timberlane Regional School Board	Policy Code: BDD
Adopted: 04-21-83 **Reaffirmed: 11-01-90** **Revised: 12-16-10** **Reaffirmed:**	**Page 1 of 1**

BOARD-SUPERINTENDENT RELATIONSHIP

Related policies: BG, BGA

The Board believes that policy-making is the primary function of a School Board and that the execution of the policies is the primary function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies and frees the Board to devote its time to policy-making and appraisal functions.

The Superintendent is responsible for the administration of Board policies, the execution of Board decisions, the operation of school programs, for keeping the Board informed about school operations and issues, and for satisfactory fulfillment of the duties required by statute and regulations of the State Board of Education.

Appendix BDD-R

Timberlane Regional School District	Policy Code: BBBH
Approved: 12-04-91 **Revised: 12-12-95** **Revised: 11-12-97** **Revised: 09-20-01** **Revised: 02-24-05** **Reaffirmed:**	**Page 1 of 3**

ORGANIZATION AND OPERATION OF THE SCHOOL ADMINISTRATIVE UNIT (SAU) SCHOOL BOARD

A. SAU SCHOOL DISTRICTS: The School Districts of Timberlane and Hampstead shall constitute SAU #55.

B. SAU BOARD: The combined school boards of the school districts.

C. VOTING RIGHTS:

RSA 194-C:7 Representation. Every school district maintaining one or more public schools shall be entitled to 3 votes on the joint board of school administrative units, plus additional votes as provided in RSA 194-C:8. Districts not maintaining schools shall have one representative on said joint board, who shall be entitled to one vote. Each school district board member present shall be entitled to have a proportionate share of the school district's votes provided that the total votes per district shall be equally divided among said district's board members present and cast as each member present decides on any issue.

RSA 194-C:8 Weighted Voting. In all votes regarding school administrative unit affairs, including organizing of such unit school board and selection of officers, each district shall be entitled to one additional vote for each 16 pupils residing in that district and enrolled in schools under the administrative unit. A balance of 8 or more students shall entitle that district to an additional vote. Less than 8 students would have no net effect on a district's vote. Enrollments shall be based on the average daily membership in residence of each district for the school year which ended in the preceding June. Weighted votes shall only be used upon the demand of a majority of the members of any board present and voting in the school administrative unit. The school board members present at a school administrative unit school board meeting shall be entitled to cast the entire number of votes assigned to their school districts, provided that each representative present shall be entitled to a proportionate share of the total to be cast as provided in RSA194-C:7.

1. Elect, when necessary, a Superintendent.
2. Act upon the Superintendent's nomination for SAU professional staff.
3. Fix the salaries of all SAU personnel.
4. Adopt a budget for the expenses of the SAU.
5. Adopt policies affecting the SAU.

D. VACANCY ON THE BOARD: Any vacancy on the SAU Board shall be filled in accordance with the statute governing the Board of the school district of the resigned member.

Timberlane Regional School District	Policy Code: BBBH
Approved: 12-04-91 **Revised: 12-12-95** **Revised: 11-12-97** **Revised: 09-20-01** **Revised: 02-24-05** **Reaffirmed:**	**Page 2 of 3**

E. ELECTION OF SAU PROFESSIONAL STAFF: When a vacancy occurs in the SAU professional staff, the Chairman of The Board shall establish a screening committee consisting of one Board member from each of the school districts. The Chairman of the screening committee shall be appointed by the SAU Board Chairman and the Superintendent of Schools shall serve on the committee (except if the Superintendent's position is being vacated).

F. EMPLOYMENT OF OFFICE PERSONNEL: All other SAU personnel shall be recommended for employment by their immediate supervisor and approved by the Superintendent of Schools.

G. MEETINGS:

1. Annual: The SAU Board shall meet annually between April 1 and June 1 in each year, at a time and place fixed by the Chairman. The Board shall organize by electing the following officers: The Board shall elect the professional staff members for the next fiscal year and fix the salaries of all SAU personnel.
    a. Chairman
    b. Vice Chairman
    c. Treasurer
    d. Assistant Treasurer
2. Semi-Annual: The SAU Board shall hold a meeting between October 15 and December 15 in each year for the purpose of preparing a recommended budget for the next fiscal year for the expenses of the SAU.
3. Budget Hearing - Public: There shall be held, within the SAU at a time and place specified by the SAU Board Chairman, a public hearing upon the recommended budget. The SAU Board shall adopt a budget, following the public hearing, for the next fiscal year.
4. Special Meetings: The SAU Board may hold special meetings at the call of the Chairman or at the request of any one of the member school boards.
5. Notification of Meetings and Procedure:
    a. Except in emergencies, written notice of each meeting is expected from the Superintendent's office well in advance of the appointed time and legally posted in accordance with RSA 91-A:2.
    b. The public budget hearing shall be held in an appropriate facility centrally located.

c. An agenda shall be prepared by the Superintendent of Schools for each Board member prior to the meeting. Items will not be included for action of the SAU Board at a meeting unless submitted to the Superintendent of Schools four days prior to the day of the meeting.

d. The SAU Board may go into non-public session by a majority vote of the members, in accordance with RSA 91-A:3.

e. A caucus of reasonable duration may be called by any one of the member boards. The SAU School Board will recess while individual boards are holding a caucus.

I. ANNUAL AUDIT: The SAU Board shall authorize an audit of the SAU accounts annually.

J. NON-DISCRIMINATORY POLICY: The SAU Board does not discriminate on the basis of race, religion, color, gender, sexual orientation, age, marital status, disability, or nationality or ethnic origin, in the educational programs or activities which it operates and that are required by Titles VI and IX.

K. ADMINISTRATIVE AUTHORITY: The Superintendent of Schools is the chief executive officer of the school districts and, in his absence, the Assistant Superintendent will act as deputy chief administrative officer with the same power and responsibilities as vested in the Superintendent.

Legal References:
RSA 194-C:5
RSA 194-C:10
RSA 194-C:9

REAFFIRMATION NOTE: Reaffirmation of this policy on _____ was for the sole purpose of clarifying that this policy is an SAU55 Board policy and its inclusion in the Timberlane policy repository is merely a courtesy to reference the SAU policy.

February 19, 2020

Executive Summary

Ice Hockey Update

The Timberlane Regional High School Hockey Program competed in the Real Speed Sports League at the Icenter in Salem, NH. The team practices three days per week at the Methuen Ice Rink. We are pleased and proud to report the team will play in a semifinal playoff game this Sunday at the Icenter!

Coach Bill Brown and his staff have created a very positive atmosphere that focuses on player development. His expectations for the players, both as individuals and as a team, were clear from the beginning. The team has competed with approximately 17 players, with some of the players being new to the sport. Some of our former players have acknowledged that playing in this league is what convinced them to play hockey this season.

Several players have commented that this season was “a lot of fun.” The support was there from the school and our students showed up to support our team. Team members were happy (and appreciative) that they were still able to be on the ice three or four times per week.

Thank you to Coach Bill Brown and his staff, as well as Dr. Metzler, the Timberlane Administrative Team and the School Board for creating a positive experience for our student-athletes. We are proud of the team and look forward to watching the program grow.

Prepared by: Angelo Fantasia, Director of Athletics

February 20, 2020

Executive Summary

TRHS Rooms 116 and 118 Science Cabinets

In response to the School Board's request for an update on the installation of the science cabinets at the high school, I offer the following:

The science cabinets project was originally approved in 2017. The project included upgrading the cabinets in rooms 116 and 118 as rooms 114, 120, 122, and 126 were completed in prior years. These remaining two rooms were slated to be completed in 2018; however, due to department turnover and key personnel vacancies, these rooms have not yet been completed.

The plan moving forward is to complete these rooms by August 2020. To that end, we have obtained a rough estimate for this project which includes:

- Removal of existing cabinets in classrooms 116 and 118
- Supplying new solid oak cabinets that will match the rooms with existing cabinets
- Installation of new cabinets
- Reinstallation of existing countertops and fixtures

A draft RFP is in progress for this project and scheduled to be posted next week.

Respectfully submitted,

Gary Paradis, Director of Facilities

February 20, 2020

Executive Summary

Outline of STEAM Resources

This executive summary is designed to fulfill the requirements of Academic Goal 4 of the Timberlane Regional School Board Goals for 2019-2020:

> *Academic Goal 4. "Obtain an outline of STEAM resources and materials available in classrooms with an explanation of utilization by staff."*

To address this goal, school and district administrators collected information from building-level staff regarding our current inventory of STEAM resources across the district. These resources were added to a shared document, along with a brief explanation of how these items are currently being used by staff across the district. This list of resources was reviewed by the TRSD Curriculum and Assessment Committee in January, 2020. This detailed list of resources has been organized with columns for each district school in accordance with the outline below:

I. Books
    i. Item
    ii. Utilization
II. Software
    i. Item
    ii. Utilization
III. Tech Hardware
    i. Item
    ii. Utilization
IV. Tools
    i. Item
    ii. Utilization
V. Materials
    i. Item
    ii. Utilization

Summary of STEAM Resources and Usage by Building

TLC at Sandown Central

TLC at Sandown Central engages students in STEAM-based instruction through a variety of print and online resources. Classroom teachers utilize STEAM kits to support science lessons. Students also access leveled readers, which are texts written for each student's reading ability, within content areas related to STEAM.

Atkinson Academy

Atkinson Academy frequently makes use of recyclable materials to create and innovate. Through Makerspace scheduled time, grade level classes work weekly with the Enrichment teacher on STEAM projects. In addition, the school hosts whole-school STEAM Enrichment Days throughout the year. The school has a room dedicated to planning and housing materials and projects. The school plans to move to a full size classroom later this year. Many classroom materials are distributed to the classroom teachers. Multiple online resources are used in both classroom settings and technology class. Students also use touchscreen Chromebooks in technology class. Grades 3-5 have Chromebooks for all students through the 1:1 Chromebook initiative, grades 1 and 2 house 10 Chromebooks in each classroom, and there are tablets, laptops, and additional Chromebooks available for use around the building.

Danville School

Danville School uses the Engineering Design Process for STEAM projects. Classroom teachers, through whole class instruction and small group STEAM projects facilitated by the Enrichment teacher, guide students through the steps of defining a problem, collecting information, brainstorming, developing, analyzing and improving their designs. The Enrichment teacher has a full instructional classroom to teach students and house materials and projects. Classroom teachers use their classroom space for STEAM instruction or sign out the Innovation Lab – a full classroom dedicated to creation and to the storage of recyclable materials. There is also a 3-D printer available in the Innovation Lab. Online resources are used in both classroom settings and technology classes. Students may use the computer lab when technology classes are not scheduled or access Chromebooks in their classrooms. Grades 3-5 have 1-1 Chromebook access. Tablets and additional Chromebooks are dispersed in the building for grades K-2.

Pollard School

At the Pollard School, the Enrichment teacher works with small groups on STEAM projects throughout the day. Students' creativity and innovation are supported during Tier 3 instruction as well as Tier 2 (Personalization Block). The Pollard School schedules several whole-school STEAM Enrichment Days throughout the year. The Enrichment teacher has a full-size classroom for instruction, student workspace, and the storage of materials and projects. Materials are also distributed to classroom teachers for classroom STEAM projects. Teachers utilize multiple literacy resources, both class sets and groups of leveled readers around science content, to inspire their lessons. Online resources are used in both the classroom and technology class settings. Chromebooks are available for all grades.

Sandown North

Sandown North utilizes an integrated approach to STEAM instruction. Grades 4 and 5 work weekly with the Enrichment and Technology teachers during the Technology Unified Arts block to focus on STEAM. Additionally, teachers design whole class projects at all grade levels. Students also engage in STEAM Enrichment projects in the classroom and in small group settings with the Enrichment teacher. The school celebrates whole-school STEAM Enrichment Days several times a year. The Technology and Enrichment teachers share a classroom space for instruction and the storage of materials and projects. Chromebooks are available for all grades

in the classroom and during technology class. Multiple online and literacy resources are used by all teachers.

Timberlane Regional Middle School

At Timberlane Middle School, students engage in STEAM instruction through their Unified Arts STEM classes and in their Science, Tech-Ed, Art, and Math classes. All students in grades 6-8 have a Chromebook through the 1:1 initiative. Students are able to access the software that they need to be successful in all STEAM classes. Teachers utilize a variety of resources to engage students in STEAM-based lessons, projects, and assessments. Although STEM classes have only been offered at the middle school for a few years, the middle school STEM classrooms continue each year to build on their inventories of equipment, tools, and supplies. The STEM teachers are now able to carry out a variety of innovative instructional lessons and projects that align to the STEM curriculum. Teachers throughout the middle school, however, face a variety of limitations on what they can do with students because of the aging facility.

Timberlane Regional High School

Students at TRHS engage in STEAM-based instruction through required and elective courses in Science and Math and through elective course offerings in the departments of Art, Computer Science, Digital Literacy, Engineering, and Industrial Trades. Most classrooms in these departments are adequately supplied with resources, tools, and other materials to engage students in innovative STEAM-based instructional activities. All students in the high school have a Chromebook through the 1:1 Chromebook initiative.

Like the middle school, the aging high school facility presents a challenge for effective STEAM-based instruction. As noted on page 8 of the Timberlane Regional School District's Strategic Plan for 2018-2023, the "lack of modern STEM (science technology, engineering, and math) facilities at the HS and MS" is listed as a threat to the district in the area of facilities. This concern was also raised in the New England Association of Schools and Colleges (NEASC) Commission on Secondary Schools' *Report of the Visiting Team for Timberlane Regional High School*. With regard to Standard 7, Community Resources for Learning, Indicator 5, the visiting committee commends the efforts of the administration and staff to "minimize the impact certain areas of the building have on student learning whenever possible." The report notes the extensive science and art options that are available to high school students, but also observes that "the facility limitations are impacting the development of STEM programming for students."

Respectfully Submitted By:
Sandra Allaire, Director of Curriculum and Professional Learning

February 20, 2020

Executive Summary

NEASC Report of the Visiting Team for Timberlane Regional High School (TRHS)

Timberlane Regional High School recently completed its decennial accreditation cycle and received a thorough report from The Committee on Public Secondary Schools of the New England Association of Schools and Colleges (NEASC). The high school will use this report as a blueprint to inform ongoing efforts to continuously improve the quality of programs and services for all students. The school's continued accreditation is based on satisfactory progress over the course of the next ten years towards recommendations for improvement made by NEASC.

NEASC Process

During the 2018-2019 school year, all TRHS staff participated in a thorough self-study process, aligned to NEASC's seven core standards for accreditation. These include four standards in the domain of Teaching and Learning and three Learning Support Standards:

- 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

The TRHS Self-Study Report was the first step in the re-accreditation process and provided a thorough self-assessment of the school's status with regard to each of the NEASC Standards. In November, 2019, a visiting team of 13 members spent four days in Plaistow, reviewed the self-study documents that had been prepared for their examination, met with administrators, teachers, school board members, other school and system personnel, students, and parents. The team shadowed students, visited classrooms, and interviewed 26 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 a central office administrator, diverse points of view were brought to bear on the evaluation of the high school.

The visiting team then produced an extensive report of its findings, that was informed by the TRHS self-study report and the extensive interactions, observations, and research conducted by the NEASC Visiting Team during its three and a half days in our school.

NEASC Report of the Visiting Team

The report of the NEASC Visiting Team references the sources of evidence for each conclusion drawn. These conclusions were agreed to by visiting team consensus. The report includes

commendations and recommendations that will be helpful to the school as it works to improve teaching and learning and to live up to the seven Committee Standards. The high school will immediately begin working with NEASC by having members of a follow-up committee attend a March Follow-Up Seminar. The visiting team has expressed their thanks to the school community for the hospitality and welcome, writing, "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."

Follow-Up Process

The Commission requires that the principal submit routine Two-and Five-Year Progress Reports documenting the status of all evaluation report recommendations highlighted by the Commission in its notification letters to the school. The Commission expects the school to have addressed each of the recommendations within five years. Failure to meet standards will result in a request from the Commission for additional Special Progress Reports. The high school is pleased to see the hard work of the school district and high school faculty and staff reflected in the one-hundred and nine page report and accepts the commendations and recommendations as valid and appropriate, as well as the challenge to address them through continued commitment to the students of the Timberlane Regional School District.

Respectfully Submitted By:

Donald H. Woodworth

New England Association of School and Colleges, Inc.

Commission on Public Schools

Committee on Public Secondary Schools

Report of the Visiting Team for Timberlane Regional High School

Plaistow, NH

November 17, 2019 - November 20, 2019

Paul MacMillan, Chair
David DiPietro, Assistant Chair
Donald Woodworth, 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:
    - individual student progress in achieving the school's 21st century learning expectations to students and their families
    - the school's progress in achieving the school's 21st century learning expectations to the school community.

3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
    - student work
    - common course and common grade-level assessments
    - individual and school-wide progress in achieving the school's 21st century learning expectations
    - standardized assessments
    - data from sending schools, receiving schools, and post-secondary institutions
    - survey data from current students and alumni.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.

3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

4. In order to improve student learning through professional development, the principal and professional staff:
    - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
    - use resources outside of the school to maintain currency with best practices
    - dedicate formal time to implement professional development
    - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

7. Student load and class size enable teachers to meet the learning needs of individual students.

8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

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

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

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

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

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

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

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
    - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
    - provide inclusive learning opportunities for all students

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

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 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 community 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

Timberlane Regional High School (TRHS) is located in Plaistow, New Hampshire and serves the communities of Atkinson, Danville, Plaistow, and Sandown. Situated in southern New Hampshire just north of the Massachusetts border and the Merrimack River, TRHS is approximately 25 miles inland from the Atlantic Ocean and almost equidistant from Portsmouth, NH (33.5 miles), Manchester, NH (36 miles), and Boston, MA (39 miles). The high school is located in a residential wooded area, while the entire district ranges in character from rural to suburban. The nearest city with a population over fifty thousand is Haverhill, MA, adjacent to Plaistow, four miles from the school. With proximity to route 495 in Massachusetts, district commuters have access to major highways (I-95 and I-93) and commercial centers in Massachusetts and New Hampshire.

In a six year period the population of the district has increased 2% (From 24,733 in 2010 to 25,239 in 2016). The 2018 figures indicate that there are 6,836 residents of Atkinson, 4,445 residents of Danville, 7,658 residents of Plaistow, and 6,395 residents of Sandown. The median household income for the district is $93,888 with Atkinson at the high end ($105,357) and Plaistow at the low end ($81,216). The district is mainly residential; there are no major industries in any of the four towns. Atkinson and Plaistow have retail and sales centers, whereas Sandown and Danville have primarily small businesses. As in other communities along the Massachusetts border in southern New Hampshire, the district has seen a rise in the cost of housing over the last decade. The unemployment rate in the district ranges from a high of 4.2% in Plaistow to a low of 3.3% in Danville.The percentage of families living below the poverty line ranges from 4.7% in Plaistow to 1.8% in Atkinson.

In addition to the high school, there are five elementary schools and one middle school in the district, for a total student population of 3,524 in the 2017-2018 school year. The percentage of local property taxes allocated to the district schools was 65.7% in Atkinson, 71% in Danville, 60.7% in Plaistow, and 72% in Sandown for the 2017-2018 school year. The average expenditure per pupil, including state aid, for the 2017-2018 school year in the state of New Hampshire was $16,214.73; for that same period the district expended $17,376.37 per pupil. School choice is not an option in the State of New Hampshire at this time.

TRHS enrolled 1,117 students in grades 9-12 as of October 2018. NESDEC projections demonstrate that the downward trend of high school enrollment will continue for the next few years, which will result in a school population of under 1,000 students. The elementary school enrollments are growing, however, so by 2028, the high school enrollments will likely increase. The impact of these changes on budgets, program offerings, and facility use have not been determined. The strategic plan demonstrates the district's desire to provide a robust curriculum and high quality co-curricular opportunities for students, but the budget committee and school board face challenges due to the perception that there is a varying ability and willingness of the district voters to maintain present spending levels.

The racial/cultural/ethnic composition of the district is 0.2% Native American/Alaskan Native, 1.2% Asian/Pacific Islander, 2.6% Hispanic, 0.9% African American, 94.5% White, and 0.6% Other.

TRHS employed 87 full-time teachers in 2018-2019. The daily teacher attendance rate for the 2017-2018 school year was 92%. Average daily student attendance in 2017-2018 at the high school was 93.25%. The average teacher-to-student ratio is 1:12.8 for regular education teachers with an average class size of 17 students.

TRHS has an A/B block schedule with 4 blocks meeting each day for 90 minutes. There are three tracks of course work: Accelerated (ACC), College and Career Prep (CCP) and Advanced Placement (AP). In addition to these, students are heterogeneously grouped in most elective courses, some team-taught courses such as World Studies and American Studies, and in some core courses such as Portfolio Writing and Journalism. Sixty-seven percent of students are enrolled in at least one accelerated class; 14% are enrolled in AP courses; 24% of students receive special education support.

Student recognition programs at TRHS include honor society recognition and induction ceremonies (13 honor societies including National, Business, English, French, Spanish, and Rho Kappa), Senior Awards ceremony, Junior Awards ceremony, Scholarship evenings, Drama Awards Night, High School Music Awards Night, Senior Athletic Recognition Night, STEM Night, and Excellence in Academic Dinner. Informally, a group of teachers initiated a letters to students campaign in 2018-2019 where teachers wrote a personalized note of encouragement to every student enrolled in grades 9-12.

For the graduating Class of 2017, 58% enrolled in four-year colleges, 18% enrolled in two-year colleges, 4.5% enrolled in career/vocational programs, 4.5% joined the military, and 15% went directly into the workforce. As a whole, 95.42% of TRHS students graduate. The two-year average dropout rate from the school years spanning 2016-2018 was .68%.

TRHS partners with 42 local businesses to support student learning and school resources. Partners serve as mentors, sponsor school events, serve as guest speakers, provide internship opportunities, and donate materials to supplement curriculum. Examples include the Plaistow Community YMCA, which hosts Evening Division; interns and volunteers; and the Merrimack Valley Philharmonic Orchestra, which sits in residence at the Performing Arts Center.

Locally, TRHS provides educational opportunities to students and the community. In 2018-2019, TRHS offered 34 adult education classes serving 139 adults, served 15 students in the HiSET program, offered 25 Evening Division classes with 112 students enrolled, sent 60 students to attend career and technical education at Pinkerton or Salem High School, and 74 students attended Virtual Learning Academy. TRHS also offers transitional services in the form of the Work Opportunities Unlimited program (25 students) and IMPACCT Academy (5 students).

In support of student readiness for post-secondary education, TRHS has partnered with Southern New Hampshire University and New Hampshire Technical Institute to offer dual enrollment opportunities. The school counseling department has hosted Sophomore Career Day every year for the last six years featuring 25 professionals from the community—including alumni—who present to the entire sophomore class in small group presentations. For parents of juniors and seniors, school counseling offers college planning and financial aid information sessions. The annual College Fair for juniors and seniors is held in the fall with over 85 colleges in attendance.

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 Timberlane Regional High School, a committee of nine members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included administrators, teachers, and they had one parent on each Standard committee for a total of seven parents. They also had two or three students serve on each Standard committee for a total of sixteen students who participated in this process.

The self-study of Timberlane Regional School extended over a period of 14 school months from September 2018

to October 2019. The visiting team was pleased to note that parents and students joined the professional staff in the self-study deliberations.

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

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

The Process Used by the Visiting Team

A visiting team of 13 members was assigned by the Committee on Public Secondary Schools to evaluate Timberlane Regional High School. The visiting team members spent four days in Plaistow, 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 a central office administrator, diverse points of view were brought to bear on the evaluation of Timberlane Regional High School.

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

- review of the school's self-study materials

- 36 hours shadowing 18 students for a half-day

- a total of 10 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 26 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 Timberlane Regional High School.

Standard 1 Indicator 1

Conclusions

Timberlane Regional High School (TRHS) has engaged in a dynamic, collaborative, and inclusive process systematically informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

Work on the TRHS mission statement and learning expectations began in July 2013 and was completed by January 2015. This work was done by the TRHS NEASC steering committee of six selected faculty members and five administrators. During the summer of 2013, more than forty teachers and administrators worked together to identify the skills, knowledge, and traits of an ideal Timberlane graduate. The school then reviewed its existing set of expectations and conducted research using resources such as the Common Core State Standards, the Habits of Mind, the Partnership for 21st Century Skills, the Math Practice Standards, the Next Generation Science Standards, and the National Standards for Foreign Language Education. There is no evidence showing that TRHS used any standardized test data during this development process. TRHS also took the district goals and initiatives into consideration when developing the school's mission statement and learning expectations. In August 2014, the steering committee created an online survey that was offered to all staff, parents, and students to collect feedback regarding the district's core beliefs and expectations of learning. In the fall of 2014, the steering committee collected and reviewed all the data, created the new mission statement and presented it to the faculty at faculty meetings, and posted it on the TRHS website for additional feedback. TRHS's current mission statement was officially adopted in January 2015. The Endicott survey results indicate that 90 percent of the 952 students who responded are familiar with the school's core values and beliefs about learning.

As a result of the dynamic, collaborative, and inclusive process to identify and commit to a set of core values and beliefs about learning, the TRHS community has a sense of ownership and commitment to the school's core values that permeates the culture at TRHS.

Sources of Evidence

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

Standard 1 Indicator 2

Conclusions

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

Of the 864 students who responded to this question on the Endicott survey, 47.2 percent of students indicate that TRHS had challenging 21st century learning expectations, 17.4 percent disagree, and 35.4 are undecided. Of the 108 staff/faculty respondents, 72.2 percent agree that the school's 21st century learning expectations are challenging and measurable for all students, 6.5 percent disagree, and 21.3 percent are undecided. In the 2017-2018 school year, TRHS completed rewriting the school's curriculum using the Understanding by Design (UbD) as a framework. The final stage changes to a competency-based curriculum include the development of common rubrics by course and the development of performance assessments that utilize a common rubric to provide consistent, summative feedback to students.

The school's 21st century learning expectations are reflected in the written curriculum for all courses. These expectations are listed in the TRHS Program of Studies. Not all departments completed the curriculum writing process at the same time, as the development of the new competency-based curriculum took place over three years involving different departments during each of those years. As departments completed their curriculum, the developed rubrics were utilized by the departments that had their curriculum work. All departments are piloting the newly-developed rubrics this year. Teachers are using the rubrics in their different courses and making modifications to improve the rubrics to meet the school's 21st century learning expectations. For example, a chemistry teacher can use the school-wide writing rubric for technical writing. The teacher is adjusting this writing rubric, so it provides students a guide on technical writing. Teachers are working within their departments to make improvements to the general school-wide rubrics in their subject areas. In the 2019-2020 school year, competency scores using the school-wide rubrics will be reported out "in-house," and the goal is to start reporting out competencies to students and parents in the 2020-2021 school year.

During the spring of 2019, TRHS developed rubrics for social and civic expectations to replace those written for the pre-existing curriculum. TRHS has an initiative called the OWLS program. It stands for "Offer your best, Work cooperatively, Live responsibly, Speak, and act respectfully." The school has created a rubric for the OWLS program. At the beginning of each school year, students attend class assemblies where the OWLS program is projected and reviewed with all students. All daily morning announcements end with the motto "You can count on Timberlane Owls to always: Offer their best, Work cooperatively, Live responsibly, Speak and act respectfully." The OWLS program specifically focuses on students' social and civic expectations. The process of implementing these rubrics and reporting the data to families will follow the same timeline as the academic rubrics.

TRHS is developing challenging, and measurable 21st century learning expectations for all students, which address academic, social, and civic competencies, the full implementation of cross-curricular, school-wide rubrics will ensure that teachers and administrators will have the tools necessary to measure student progress on its 21st century learning expectations.

Sources of Evidence

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

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st learning expectations are actively reflected in the culture of the school, are starting to drive curriculum, instruction, and assessment in the majority of classrooms, and are purposefully guiding the school's policies, procedures, decisions, and resource allocations the majority of the time.

According to the Endicott survey, of the 952 students who responded, 89.5 percent indicate that they are familiar with the school's learning expectations, only 2.6 percent disagree, and 7.9 percent are undecided. Of the 108 staff who responded to this question, 79.6 percent are in agreement, 3.7 percent disagree, and 16.7 percent are undecided. According to the Endicott survey, 65.7 percent of the staff agree, the school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources, and 9.3 percent disagree, and 25 percent are undecided. TRHS is living its core values and beliefs.

The educators and administrators at TRHS foster a positive culture within a professional network, regularly presenting teachers with OWLS awards based on posted civic expectations at monthly faculty meetings. The OWLS award is passed on each month by the previous teacher or administrator recipient to a deserving peer that has demonstrated the qualities outlined in the OWLS program. There are many student-initiated and led organizations that volunteer and donate to the community groups/organizations or help families in need. A student program called Mealey's Meals runs several fundraising events to help struggling families in the Timberlane community. Another long-time running student organization called the Milkmen is a student improv group that puts on shows for the school, and they donate all proceeds to local organizations. They are strictly a non-profit group. Another student organization is Best Buddies, which is a national student organization that focuses on inclusion for all. The TRHS chapter currently has 85 members. The Life of an OWL program, which started as a student-athlete organization called "Life of an Athlete", is now open to all students, which is helping to drive the positive student culture at TRHS. Students from TRHS have presented at the state and national levels on student leadership. There is a plethora of sports and clubs for students to participate in with excellent faculty and administrative support.

As a school, TRHS believes that all students can learn and has worked to create curricula connected to competencies and standards that provide students with academic opportunities that promote rigorous and continuous improvement. TRHS offers evening division classes, credit recovery through a program titled Edgenuity, and resources such as the academic support center and Response to Intervention (RTI) led by an academic dean. Also, attendance policies, extended learning opportunities (ELOs), internship opportunities, and the introduction of Chromebooks for individual students demonstrate that the school's policies, decisions, and resource allocations reflect the learning expectations in the TRHS Student Handbook. TRHS works very hard to accommodate students when it comes to curriculum offerings. The school schedule is driven by student selection of courses every year.

Fully embracing and embedding the school's core values, beliefs, and 21st century learning expectations and making them the driving force of all policy, procedures, and decision-making has enhanced and optimized best practices for learning at TRHS.

Sources of Evidence

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

- students
- school leadership
- Endicott survey

Standard 1 Indicator 4

Conclusions

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

Since 2015 adoption of the TRHS core values and beliefs and learning expectations, the faculty and staff have updated the curriculum to address competency-based education and created rubrics for academics, social and civic expectations. Starting in the 2018-2019 school year, individual departments are working on creating and revising the school-wide rubrics for academic expectations in particular subject areas. These rubrics for the academic learning expectations are directly correlated to the competencies established for each department. Current practices are regularly discussed and examined by departments, academic deans, and the school administration. The school data team, comprised of teachers and administrators, meets monthly to analyze specific school-wide, department, or subject area data to help inform and improve instruction and assessment practices. Every week the three academic deans and the director of secondary curriculum meet to address curriculum needs and develop strategies to support and evaluate teacher performance. The strategic planning committee, comprised of administrators, school board members, and parents, meets monthly to plan long-term funding and brainstorm solutions for district challenges. Besides, monthly meetings held by the grading and reporting committee, consisting of teachers and administrators, provide the opportunity to review and revise grading practices. TRHS is currently collecting a large volume of data in piloting the school-wide rubrics. They plan to manage and disseminate all this data by using their updated student management system PowerSchool Pro to manage competency-based grading. Using multiple data points such as midterm and final exams, the data collected from the social and civic expectations and academic competencies will provide excellent school insight into student learning at TRHS. The next formal review or revision of the TRHS core values and beliefs should include all stakeholders in the Timberlane community.

A regular review of the school's core values, beliefs, and learning expectations based on research, multiple data, and involving all stakeholders will continue to drive school culture positively.

Sources of Evidence

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

Standard 1 Commendations

Commendation

The use of multiple research resources in the development of the school's core values and beliefs and learning expectations

Commendation

The development of the OWLS program

Commendation

The piloting process of the school-wide rubrics

Commendation

The many curricular offerings provided to students

Commendation

The many student organizations that contribute to the Timberlane community

Commendation

The excellent example the staff and administration set in role modeling the school's core values and beliefs

Commendation

The very welcoming and respectful students at TRHS

Commendation

The school data team that collects and disseminates assessment data to teachers and administrators

Standard 1 Recommendations

Recommendation

Continue to improve and fully implement the school-wide rubrics

Recommendation

Continue to build and improve the positive school culture

Recommendation

Include all stakeholders in the next scheduled review and revision of the school's core values and beliefs and 21st century learning expectations

Recommendation

Establish a clearly defined process of how assessment data will be used to review and revise the school's core values and beliefs and 21st century learning expectations

Standard 2 Indicator 1

Conclusions

The curriculum for Timberlane Regional High School (TRHS) is, in all areas, purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

The extensive course offerings at TRHS provide students with opportunities to practice and achieve the school's 21st century learning expectations and are embedded in thoughtfully designed curricula. The 21st century learning expectations for TRHS include academic expectations along with social and civic expectations that are communicated to students, parents, and staff through the annual program of studies, student handbook, staff handbook, syllabi, and course curriculum documents. The social and civic expectations are posted in classrooms, reviewed at class meetings, and referred to frequently in announcements and on documents with the motto: You can count on Timberlane Owls to always, offer their best, work cooperatively, live responsibly, and speak and act respectfully. Teachers are recording rubric-based information on TRHS's 21st century learning expectations in PowerTeacher Pro during the pre-reporting year of 2019-2020, and the school intends to formally report this information out to families shortly, potentially as early as the 2020-2021 school year. Student practice and achievement of TRHS's 21st century learning expectations happens through learning activities and performance assessments in most content areas and grade levels. Beginning this school year, teachers are assessing and record student achievement on the reading, writing, and speaking rubrics at least twice in a school year and on the OWLS rubric quarterly. The academic deans and curriculum director are closely monitoring the challenges, questions, and successes with this process during this pre-reporting phase. Also, students have extensive opportunities for involvement in extracurricular activities that foster social and civic expectations, including community service groups such as Students of Service, Project Hope, and many more.

Ongoing efforts to purposefully design curricula for Timberlane Regional High School will ensure that all students have ample opportunities to practice and achieve each of the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student work
- central office personnel
- school leadership
- school website
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

The curriculum for TRHS, across the school, is always written in a common format that includes units of study with essential questions, concepts, content, and skills. School-wide rubrics are in the curriculum for each course. The school's 21st century learning expectations are reflected in the curriculum, but not the social and civic expectations. While the vital curriculum documents do not explicitly include specified instructional strategies, assessment practices that include the use of specific and measurable criteria for success, or course-specific rubrics, these aspects of the curriculum are on course-specific syllabus documents.

All curriculum documents are available on the school's website and have been developed using a common Understanding by Design (UbD) template with identical components across all courses. The TRSD customized this template to include only the first stage, desired results, of the UbD curriculum document. All curriculum documents include an overarching transfer skill, essential questions, established goals, which include course competencies and the New Hampshire College and Career Readiness Standards, an acquisition section with content and skills; enduring understandings; and 21st century skills. Curriculum documents include additional unit-specific 21st century skills that are embedded in the competencies. Key 21st century learning expectations are included in the UbD curriculum documents for each course. Instructional strategies are not included in the curriculum documents; each department maintains a shared folder on Google Drive through which they share lessons and effective strategies.

Informal sharing frequently happens among faculty teaching the same courses. The academic deans review the common midterm and final exams in all courses to ensure alignment with curriculum documents. The school-wide syllabus template includes school-wide expectations in reading, writing, and speaking. Faculty-developed, school-wide rubrics for these expectations, which are among the academic 21st century learning expectations, measure student achievement in these areas across all disciplines. The 21st century learning expectations on research and critical thinking/problem solving do not have school-wide rubrics. They are not explicitly addressed on the syllabus document but embedded in the competencies for each curriculum area.

Additionally, beginning this school year, teachers use a rubric to measure student achievement in each of the social and civic expectations, known as OWLS. The academic leadership actively supports efforts to align course-specific competencies with 21st century learning expectations. In recent years, the district administration and high school administration has provided time and funding for teams to align the curriculum with 21st century learning expectations using the first stage of the UbD format. With the approval of the K-12 curriculum and assessment team, teachers may apply for school improvement monies (SIM) in order to create curricula for new courses or to make substantive revisions to existing documents. The academic deans support teachers through the process of working with the board-chaired district curriculum committee and finally seeking approval from the school board.

Continued attention to creating relevant and useful curriculum documents will help to ensure consistency and will help to guide instruction and assessment.

Sources of Evidence

- classroom observations
- self-study
- school leadership
- school website
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum implicitly and by design emphasizes the 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, and informed ethical use of technology.

The vast majority of the curriculum units emphasize inquiry and problem solving to address competencies, essential questions, enduring understandings, and transfer skills. Teachers use stage one of the curriculum documents to create lesson plans and assessments that emphasize inquiry, problem-solving, and higher-order thinking skills in all courses. According to the Endicott survey, 79 percent of students polled indicate that course content challenges them to think critically, and 87 percent of faculty polled agree that the curriculum in their department/content area emphasizes the depth of understanding and application of knowledge. The inclusion of Advanced Placement (AP) programs available in nearly all content areas is a driving, positive influence impacting the areas of inquiry and problem solving, higher-order thinking, and cross-disciplinary learning. Besides, there are two specific cross-disciplinary humanities courses, World Studies, and American Studies, offered to students in grades 10 and 11, respectively. The curriculum in all areas purposefully and consistently provides places for teachers to instruct and assess using higher-order thinking, cross-disciplinary learning, and authentic learning opportunities. The assessment of these attributes is occasionally found in performance assessments that teachers are using in their classrooms and are becoming more pervasive as the school continues to work on developing and implementing performance assessments. Teachers are encouraged to incorporate the Hess Rigor Matrix when designing assessments. Assessments that bring all of the curricular components together exist throughout the school. The Living on Your Own project in the newly redesigned Personal Money Management course asks students to use the Internet to research the actual cost of living on one's own. The students determine the costs of everything from groceries to trash collection to rent, determining if a minimum wage job will support the expenses, and reflecting on what they learn throughout the process. In a US History class, students studying the impact of westward expansion on native Americans write a thoroughly researched formal letter to a Congressional representative with influence on issues affecting Native Americans now. Students often receive personal correspondence back from legislators in response to their inquiries.

The Timberlane Regional School District (TRSD) clearly outlines the expectations around the informed and ethical use of technology in its rights and responsibilities. According to the Endicott survey, 86 percent of students, 85 percent of staff, and 82 percent of parents at TRHS report knowing their responsibilities regarding the ethical use of technology as outlined by the district. The full implementation of the 1:1 program with Chromebooks has empowered teachers to incorporate discipline-specific use of technology to meet learning expectations. Teachers and students report that the ready availability of reliable technology has had a positive effect on teaching and learning. The library media specialist occasionally works with teachers to provide unit-specific guidance on resources to help students meet learning goals. The librarian-designed Lib Guides available through the school's website also guide to electronic materials in a wide range of subjects addressed in the school's curriculum.

The district has a specific policy regarding extended learning opportunities (ELOs). Students can complete an ELO as a means of acquiring knowledge and skills through instruction or study that is outside the traditional classroom methodology. ELOs may include, but are not limited to, independent study; private instruction; performing groups; internships; community service; apprenticeships; online education; or other opportunities approved by the superintendent or his/her designee, in conjunction with TRSB policies. TRHS consistently offers its students authentic learning opportunities both in and out of school. Some of the opportunities include, but are not limited to, use of an AutoCAD laser engraver and 3D printer; the AP World History museum project; Woodworking III; entrepreneurship; engineering connecting the classroom to the world beyond; the engineering advisory council; the practicing teaching course; the annual Gatsby gala; the GenYES program; journalism and the school newspaper production; and internships. There are, on average, 82 field trips a year offered to students through various courses, clubs, and organizations. The music and theater programs offer students several opportunities to perform and showcase their learning at the Performing Arts Center (PAC) throughout the year.

The school's improvisational group, The Milkmen, regularly perform to raise money for other school groups and organizations. The Timberlane Players theater group performs, on average, seven productions each year.

Students develop a greater depth of understanding and become more able to apply their knowledge as the curriculum increasingly emphasizes inquiry and problem solving, higher-order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed ethical use of technology.

Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

At TRHS, there is, by design, an increasingly clear alignment between the written curriculum and the taught curriculum.

There are many procedures in place to ensure alignment between the written curriculum and what is taught in the classroom. Curriculum documents designed on the UbD template include many components that help to guide instruction and assessment. While instructional strategies are not included in the curriculum documents, the essential questions, competencies, and specific content items listed provide significant guidance to teachers. Now that teachers are in the process of linking assignments to competencies through the use of rubrics, the connection between the written and taught curriculum is becoming increasingly apparent. The course syllabus for each class at TRHS includes course competencies and units of study. The syllabi, which are specific to particular teachers and courses, are reviewed and approved by the academic deans.

Additionally, course-common midterm and final assessments are in place to measure achievement in course competencies and other elements such as essential questions and enduring understandings. The academic deans review the course-common midterms and finals with special attention given to alignment with the written curriculum. Student work across the school frequently shows clear connections to course curricula. Some teachers use common planning time and department professional learning community (PLC) time to work on lessons and assessment planning. However, there is no dedicated time for this during the school day. There is a current project underway to map the curriculum with assessments in each department. This curriculum mapping will guide each department to ensure that all course competencies are measured through assessments.

Dedicated time for professional discourse around curriculum, instruction, and assessment among teachers and with curriculum leaders will be essential for robust implementation of the new competency alignment and accurate measurement of student achievement. All observations and walk-throughs, both formal and informal, collect and report on information around curriculum, instruction, and assessment, and provide evidence about how teachers are connecting the curriculum to their instruction. Formal observations take place at regular intervals, more frequently for novice teachers, and less so for teachers with more than five years of experience; informal walk-throughs take place continuously throughout the year. Feedback from the discipline-specific unannounced and non-evaluative walk-through data collection is available to teachers immediately.

Continuing to align teaching to the written curriculum will ensure consistency in students' experience in the classroom.

Sources of Evidence

- classroom observations
- self-study
- student work
- school leadership
- school website

Standard 2 Indicator 5

Conclusions

At TRHS, effective curricular coordination and vertical articulation consistently exist between and among all academic areas within the school as well as with sending schools in the district.

TRSD's director of curriculum and professional learning and the secondary curriculum director in coordination with guidance and input from the district's curriculum and assessment committee, oversee the district curriculum, its alignment, and its articulation. The secondary curriculum director and the three academic deans oversee the curriculum in grades 6-12. The secondary curriculum director holds weekly deans' meetings. The deans work with the middle school and high school teachers of the same content areas through middle school content meetings and high school department meetings to communicate curriculum needs and to review and evaluate alignment. Also, there is a secondary grading and reporting committee and monthly PK-12 academic meetings with elementary curriculum coordinators, the three academic deans, the elementary and secondary curriculum directors, and the district's director of curriculum and professional learning. These groups continuously work to maintain curriculum alignment PK-12.

Some disciplines, such as health, physical education, music, art, world languages, and social studies, have identical competencies K-12 or 6-12, such that the supporting skills and content increase in complexity as the grade levels increase. In other disciplines, such as English language arts (ELA), the competencies are vertically aligned, such that students have to demonstrate mastery of competencies in lower grade levels to be successful in higher grade levels. There are aligned content area literacy competencies in the middle school and high schools, such as reading, writing, and speaking competencies that are found in all units and for all disciplines, with the exceptions of ELA and world languages, for grades 6-12. In ELA, the reading and writing competencies are more content-specific; the speaking competency is the same as the content area literacy competency. In world languages, reading, writing, and speaking competencies are more content-specific, with the addition of a listening competency. All course competencies progress either PK-12 or 6-12. For example, the curriculum documents in music show how the competencies progress through each grade level, and the rubrics are designed to show links with the elementary, middle, and high school music curricula. While the vocabulary and musical literacy are delivered in an age-appropriate manner, each student level is expected to practice so that fluency is achieved and expected by high school. As a specific example, looking from middle to high school, sixth-grade music students are taught musical notes on a macro-level and how to count them within a song using a singing/vocal method. Seventh grade achieves this through drumming and keyboarding, and eighth grade through the guitar. Each performing ensemble does the same. The expectation is that by high school, students will be able to have conversations that incorporate note names, counting methods, and ways of production, both instrumental and vocal, in a coherent, intelligent, and professional manner.

Student achievement is enhanced by the attention to curricular coordination and the vertical alignment of competencies from the lower grade levels to the higher grade levels with a progression of mastery.

Sources of Evidence

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

Standard 2 Indicator 6

Conclusions

TRHS staffing levels, instructional materials, technology, equipment, supplies, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. The current facilities are inadequate to meet the curriculum needs, and those of the co-curricular programs and other learning opportunities.

TRHS provides students with the supplies necessary for curriculum implementation, including, as of the fall of 2019, individual Chromebooks for all high school students in a 1:1 application according to the district technology plan. All professional staff also have assigned laptop computers, and every classroom can project from a computer. Many teachers use the Google Classroom platform extensively now that all students have reliable access to this dynamic, digital support for teaching and learning. Five site-based technology staff assist teachers and students with software and hardware issues. TRHS has adequate instructional materials to support student learning, including many software subscriptions and licenses supporting learning across the curriculum as well as current hardware such as laser engravers, 3D printers, a computer numerical control router, and interactive whiteboards.

Each department budget includes a book line and a supplies line, which support the purchase of appropriate instructional materials for courses when necessary. For example, money was allocated and available to purchase new textbooks for the AP US Government course in the 2019-2020 school year. The library media center has a total of over 22,000 books, or just below its goal of 20 books per student, which places TRHS in the ALA recommended range of 15-20 books per student. Digital media available through the library include subscription databases, 100 ebooks, 250 audiobooks, and well over 1,000 DVDs available for students and staff. The Endicott survey suggests that the media center may be underutilized as only 51 percent of students feel that teachers assigned work that required students to conduct research in the media center. These results may be due, in part, to students having personal Chromebooks and the ability to complete research online in classrooms.

In addition to being able to visit the library, students also have access to the academic support center during classes, study blocks, and free periods, where technology and support staff are available to assist them. With a professional staff-to-student ratio of roughly 1:16, staffing levels at TRHS are usually adequate to implement the curriculum fully. While average class sizes are in this range, class size balance issues exist between and within levels. Core classes in the accelerated (ACC) and College and Career Preparation (CCP) courses tend to have larger class sizes than Advanced Placement (AP) classes. Within particular levels of courses designed for juniors and seniors, instructional blocks offered at the beginning or end of the day tend to be measurably smaller because many of these students choose to take advantage of late arrival or early dismissal privileges. Adjustments to the master schedule and placing a higher priority on class size balance may help to minimize some of these disparities.

There are several unfilled paraprofessional positions currently. Teachers in the special education department report that this is affecting students' classroom experiences: while this is specifically a staffing issue rather than a funding one, the issue of unfilled positions is deserving of attention as it affects some of the school's most vulnerable students.

TRHS supports and funds an extensive list of extracurricular, co-curricular, and athletic offerings as demonstrated by the current roster of over 50 active organizations involving academics, athletics, culture, fine arts, music, theater, government, Honor Societies, publications, and service in addition to ten fall sports, nine winter sports, and nine spring sports offered from the freshman to varsity levels. According to the Endicott survey, 74 percent of students and 66 percent of staff agree that the school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities. However, according to the same survey, only 56 percent of staff members feel that the facilities fully support the implementation of the curriculum, including the co-curricular programs and other learning opportunities. Among the numerous areas affected are the physical education and athletic programs: athletic facilities, including the

small gym, locker rooms, and equipment storage areas, are insufficient to support the curriculum fully and, in some areas, pose safety and Title IX concerns.

Consistent support of sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center will support the full implementation of the curriculum, including the co-curricular programs and other learning opportunities.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 7

Conclusions

The district provides the school's professional staff with sufficient personnel and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research; however, the district does not currently provide the school's professional staff with the time for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

TRSD's director of curriculum and professional learning and the secondary curriculum director, with guidance and input from the district's curriculum and assessment committee, oversee the district curriculum, its alignment, and its articulation. The secondary curriculum director and the three academic deans oversee the curriculum for TRHS. The secondary curriculum director holds weekly deans' meetings. The deans work with the middle school and high school teachers of the same content areas through middle school content meetings and high school department meetings, respectively, to communicate curriculum needs and to review and evaluate alignment. According to the Endicott survey, 72 percent of teachers report that they are engaged in the curriculum evaluation, review, and revision work, although 47 percent report that they do not have sufficient time to be engaged in formal curriculum evaluation, review, and revision work.

The staff has the academic deans and secondary curriculum director as resources for curriculum work, along with a professional library available in the media center. Even though TRHS has an outlined process for teachers who want to make curriculum revisions, there is not a specific process in place to review assessment data and make curriculum revisions. Staff in all content areas regularly review midterm and final assessment data to make instructional and or assessment modifications. Currently, there are nine one-hour department meetings and ten one-hour faculty meetings per school year that may or may not are used for curriculum work or revisions. All professional staff complete two flex days during which they can work on the curriculum. With a change in the daily schedule in the 2017-2018 school year from eight 48-minute periods to four 90-minute blocks, the academic deans were able to schedule common planning time for some content area courses purposely. This common planning time during the school day for some teachers in content area courses can be used for curriculum work. However, there is no dedicated time for all teachers during school hours to work on the curriculum. In the summer, there are opportunities for paid curriculum work, and staff members are supported by AP training when applicable. Besides, teachers participate in various school improvement committees (SIMs) for additional compensation for completing curriculum tasks. Each staff member is also afforded $400 per school year for professional development.

When faculty have adequate time and the ability to work and collaborate on the revision and development of the curriculum, students can reap the benefits in the courses they choose to take.

Sources of Evidence

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

Standard 2 Commendations

Commendation

The careful attention the school leadership team is giving to the development and alignment of school-wide rubrics and assessment of student achievement during the pilot year

Commendation

The development of the UbD curriculum documents including essential questions, goals, concepts, content, and skills that support thoughtful course design

Commendation

The wide range of authentic learning opportunities both in and out of school in which students can apply their knowledge and depth of understanding

Commendation

The continued focus on the vertical alignment of the competencies PK-12

Commendation

The full deployment of Chromebooks in the 1:1 implementation at TRHS that has been exceptionally well received and is supporting the curriculum and learning across the school

Commendation

The professional development funds provided by the district for staff

Standard 2 Recommendations

Recommendation

Explore ways to provide dedicated time and support to teachers so they can continue their curriculum mapping and aligning competencies to instruction

Recommendation

Address the issues with the current facility to support the delivery of the school's curriculum

Recommendation

Re-evaluate the current block schedule to see how efficient and effective it is in delivery of the school curriculum

Recommendation

Consistently provide common planning time during the school day for teachers to revise and develop curriculum and instructional materials

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices at Timberlane Regional High School (TRHS) are continuously examined to ensure moderate consistency with the school's core values, beliefs, and 21st century learning expectations.

Teachers are working hard to ensure they continually monitor their instructional practice with moderate success in regards to the school's core values, beliefs, and 21st century learning expectations. They have grown their ability to receive feedback through the use of the TeachPoint program, as applied to their evaluations. All evaluators (academic deans, assistant principals, department chairs, and the principal) have specific training in regards to the Danielson s framework of teaching and the TeachPoint evaluation rubrics. The use of these programs and training allowed evaluators to align their expectations of quality instruction in the classroom. This norming of expectations has allowed clarity and consistency of feedback in the evaluation process. Most feedback is provided within two days of both formal and informal observations and includes a post-observation discussion between the evaluator and teacher. These discussions focus on how teachers can better link their instructional practices to the school's core values, beliefs, and 21st century skills.

Competency-based instruction has been a focus in the past few years. All departments have made progress in determining content area competencies. Through this process, teachers have determined what the critical tasks are that still require resolution. Besides, teachers have given significant consideration as to how competency grading can be established. The grading process is the last component of this shift. The administration created a timeline that has been shared with staff detailing each step of the process. TRHS is currently doing a pilot in-house, competency-based grading and reporting period for the 2019-2020 school year to practice the process. They are gathering data from this trial run and reviewing how the overall process worked and what needs to be corrected or adjusted. The plan in 2020-2021 is to report competency grades to families.

Competencies, though completed, will continue to be revised and improved as needed in alignment with TRHS's core values, beliefs, and 21st century learning expectations. During collaborative opportunities within their professional learning communities (PLCs), teachers will develop and refine competencies and the rubrics that align with those competencies. Teachers are also designing performance assessments, and this will help to assess course competencies. These performance assessments will align with the school's 21st century learning expectations.

At the time of the self-study, there appeared to be a concern with the effectiveness of the mentor program. The concerns have been remediated, and the current mentors have expressed satisfaction with the new development of the mentoring program. This sentiment was echoed by many new teachers in the current program as mentees. In an attempt to create common PLC time for all departments, the school transitioned to a 90-minute A/B block schedule. This attempt at creating PLC time has been somewhat effective. Some departments have found this time is sufficient to develop consistency in their instruction, but this is not the case universally. Some educators have expressed concern that the time given does not allow them to collaborate with all of their peers who are teaching the same subject. The school leadership team continues to adjust and look at ways they can provide more collaboration time for teachers so they can focus on improving their instructional practices.

A continued focus on instructional practices will ensure consistency with the school's core values, beliefs, and 21st century learning expectations and improve student achievement.

Sources of Evidence

- self-study
- teacher interview
- school leadership

- Endicott survey
- Standard sub-committee

Standard 3 Indicator 2

Conclusions

Teachers' instructional practices often 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, higher-order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection, and integrating technology.

Personalization is an ongoing focus for instruction at TRHS. Teachers continuously integrate cross-curricular content to maximize student engagement and learning. Teaching cross-curricular content allows students to create a depth of understanding that demonstrates higher-order thinking. A vast majority of teachers consistently require that students apply their knowledge in authentic learning tasks by specific and deliberate design. Teachers often do this cross-discipline integration on an individual basis.

Outside of the well-developed and implemented World Studies and American Studies courses, there are no other examples of formal cross-disciplinary learning. Through instruction, students are frequently given a choice according to their strengths and interests. Feedback from the Endicott survey indicates that 58 percent of the 952 students surveyed agree that their teachers give them opportunities to choose topics. Over 87 percent of students report that they are asked to integrate technology into their assignments. The use of technology is broadly applied across all departments and is an integral part of their instructional practices. Classroom visits and review of student work reflects that many teachers are providing students with the opportunity to apply knowledge and skills through authentic tasks.

The evidence also shows that students are engaging in self-assessment and reflection. Music students reflect on their performance, engineering students reflect on their designs, and English students write short paragraphs of self-reflection. It is clear that teachers' instructional practices often support the achievement of the school's 21st-century learning expectations.

When teachers' instructional practices support 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; and integrating technology, overall student achievement will improve.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Teachers regularly 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, and providing additional support and alternative strategies within the regular classroom.

Across the school, teachers regularly adjust their instructional practices to meet the needs of each student. They do this by gauging their understanding through formative assessments and then designing differentiated lessons. Also, teachers often use organized group learning activities to address various educational needs and alternative learning styles. According to data from the Endicott survey, 87 percent of students agree that teachers used group activities in their classrooms. Sixty-eight percent of students indicate that teachers employ a variety of teaching strategies. Eighty percent of teachers acknowledge that they use differentiated learning strategies to ensure they meet the needs of all of their students, including those with accommodations and modifications.

At TRHS, teachers frequently conduct various formative assessments to determine student understanding. These may range from individual diagnostics to full classroom diagnostics. Although students may be working to acquire the same skill sets, their depth of content may vary. Two heterogeneous interdisciplinary courses, World Studies, and American Studies are offered at the sophomore and junior levels, respectively. In both classes, an English teacher and social studies teacher collaborate daily to create a variety of formative assessments to meet the needs of a heterogeneous group in an interdisciplinary setting. Teachers strategically differentiate to provide a variety of opportunities for students to demonstrate learning. Although many teachers provide choice in their grouping, some teachers will strategically group students based on needs and or skill levels. Additional support and alternative strategies are offered in many ways. When students struggle in skill-based courses such as orchestra, other teacher supports are in place to allow one-on-one instruction for specific areas of need.

Furthermore, teachers integrate special needs students into regular education classrooms by providing additional support and alternative strategies as needed. Regular and special education teachers work diligently together to maintain communication to institute best practices for students of high need. There is a discrepancy with the use of the term "co-teacher" as many mixed ability classrooms lack a second licensed educator to compliment the primary teachers' skills for effective instruction. Several classes included a para-educator as support staff, but this does not fit the traditional definition of a co-teacher. Special education plays a significant role in the effectiveness of instructional practices used throughout all disciplines at all levels. TRHS will achieve considerable improvement in specialized instruction as they optimize the deployment of their special education resources.

Students' achievement will improve as teachers at TRHS 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, and providing additional support and alternative strategies within the regular classroom.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- school support staff
- Endicott survey

Standard 3 Indicator 4

Conclusions

Teachers, individually and collaboratively, inconsistently improve their instructional practices by using student achievement data from a variety of formative and summative assessments. Teachers inconsistently examine student work, intentionally use feedback from a variety of sources, including students, other teachers, supervisors, and parents, when available, sometimes analyze current research, and attempt to engage in professional discourse focused on instructional practice.

TRHS teachers regularly use student achievement data, both formal and informal, for two objectives: to assess current understanding and to guide future instruction. Teachers have constant access to on-demand testing that allows immediate feedback on student learning with programs like STAR and NewsELA, as well as using SAT scores and AP testing. These programs allow teachers to measure student growth and implement immediate change in current instructional practices. Teachers also use their common assessments of the midterms and finals, to align their instruction across their curriculum. Using explicit formative and summative evaluations allow for consistent and clear expectations for students and enable teachers to create instruction that is effective and lasting.

TRHS had an executive director of data analysis position, which was pivotal in the gathering and dispersing of data information to administrators and teachers. However, this position is currently unfilled. There have been no active efforts made to fill this role, and the burden of work has fallen upon others in the central office, as well as the academic deans of TRHS. The impact of this has trickled down to teachers by limiting the dissemination of information and requiring more teacher time to gather data before analysis is possible. The school leadership team established a school data team to help fill this void. Due to the lack of individualized PLC time, teachers do not have the opportunity to formally analyze data that would be beneficial to improving their instructional methods. Teachers are some times paid through available grant money to work after school hours to assist with data analysis and curriculum development. Teachers use department meetings each month to look at data to drive decisions. However, time for collaboration continues to be a factor that impacts the pace of change at TRHS. The Tripod survey is one method of feedback from students to teachers. The survey is administered to one class per teacher. The questions are on the "7 Cs," which are "consolidate, care, confer, captivate, clarify, challenge, and classroom management." Teachers receive student responses from their classes and are encouraged to set goals based on these categories of instruction. Although this is a more formal survey of instruction, many teachers also administer their classroom evaluation forms that help them improve their instructional practices. The evaluation system is another way that teachers receive feedback on their instruction from their immediate supervisor.

Teachers receive consistent and timely feedback based on the TRSD educator evaluation plan. All observations and conferences are documented in TeachPoint, but face-to-face conversations add a great deal of value to help teachers improve their instructional practices. Teachers continue to engage in developing instruction based on current research by attending workshops, trainings, and various accredited college courses. These opportunities allow teachers to apply new pedagogy to their classroom instruction. The district supports its teachers by providing up to $400 for various professional development opportunities. Each year, TRHS has a teacher-driven professional development day. This day provides an excellent opportunity for teachers to share their professional discourse with their colleagues, in addition to featured guest speakers and teachers.

When all teachers, individually and collaboratively, work to improve their instructional practices, students will be more fully supported in reaching the 21st century learning expectations.

Sources of Evidence

- self-study

- teacher interview
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 3 Indicator 5

Conclusions

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

TRHS has a highly qualified staff. Teachers seek out opportunities for professional development to enhance content knowledge and pedagogical skills. All teachers at TRHS are certified in their content area, and many of them hold more than one certification. All TRHS teachers participate in professional development in education and in their specific content areas to maintain their certification and expertise. The district supports five full professional development days and two half-days each school year. There are a variety of presentations, workshops, and activities that are run by both district teachers/administrators and guest speakers. Teachers often time present to their peers in their area of recognized expertise. TRHS offers a comprehensive, structured mentoring program, which provides guidance and collaborative support to professionals for up to five years after joining the professional staff. The mentor program exposes new teachers to commonly used and effective instructional techniques. This program enables the mentors to observe new teaching pedagogy that is being taught to apply these techniques to their classrooms and reflect on their current practices.

TRHS continued support of personal and professional development will ensure that teaching faculty will continue to improve their pedagogy.

Sources of Evidence

- self-study
- teacher interview
- Endicott survey
- school website

Standard 3 Commendations

Commendation

The significant progress in the development of content area competencies identified substantial challenges, and are prepared to commit the time and resources necessary to address them

Commendation

The teachers who advocate for an evaluation process that allows for clarity and consistency in feedback amongst various evaluators to the benefit of the teachers

Commendation

The many teachers who are excellent at student engagement through personalized instruction

Commendation

The school leadership team for developing their school data team to help collect, analyze, and disseminate the data to teachers to improve instruction

Commendation

The teachers who provide PD for their peers to improve their instructional practice

Standard 3 Recommendations

Recommendation

Finish instituting competency-based grading that will result in a long term development of instructional growth

Recommendation

Examine how to improve consistency and sustained PLC time with a specific focus on competencies and instructional development

Recommendation

Explore opportunities for formal cross-disciplinary learning

Recommendation

Review how special educators are assigned to best meet the needs of all students

Recommendation

Explore individualized PLC time to allow teachers to apply feedback to improve their instruction

Recommendation

Provide more opportunities for teacher-led professional development by allowing personalized learning to impact their instruction directly

Standard 4 Indicator 1

Conclusions

At Timberlane Regional High School (TRHS), the professional staff does not yet continuously employ 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.

The OWL rubric for social and civic expectations is evidence of a school-wide rubric developed to measure the school's 21st century learning expectations with "I can" statements for the students. The school is still in the process of developing and finalizing these school-wide rubrics and a reporting out system to meet this goal in the next year. There is inconsistency in using the approved school-wide rubrics for writing, reading, problem-solving, and research. Some departments, mainly English and world languages have been piloting these rubrics on a variety of assessments and using them to provide meaningful feedback to students. Some teachers chose a holistic approach, and others a more specific assignment approach. In the process of rewriting the curriculum, it became evident that the former reading, writing, problem-solving, and research criteria and the skills identified in those rubrics became embedded in the competencies found in many disciplines. This enabled teachers to utilize the writing, problem-solving, and research rubrics that they were already familiar with. These decisions have been made through committee work and approved by stakeholders like the grading and reporting committee. In the 2019-2020 school year, some teachers still use elements of the school-wide rubrics to assess their students. However, many of the students claimed to have not seen or are being evaluated using these rubrics. According to the Endicott survey, 73.1 percent of the 108 staff members polled agree that they understand the process to assess the school and individual progress in achieving learning expectations, while only 56.5 percent of staff use school-wide rubrics when assessing student achievement. During the 2019-2020 school years, teachers are piloting using competency-based grading and sharing of school-wide rubrics with students with a plan to report via PowerSchool Pro in the 2020-2021 school year.

A consistent and formal process to assess the whole school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success will help students consistently grow in their civic and social responsibilities.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- students
- Endicott survey
- school website

Standard 4 Indicator 2

Conclusions

While the school's professional staff claim to informally communicate the schools' 21st century learning expectations and progress toward achieving the school's 21st century learning expectations to students and their families, students are not aware of the connection between these 21st century learning expectations and their relevance in the content area.

The students and families may not be aware, of these learning expectations in part, because of the inconsistent nature of the use of the 21st century learning competency rubrics at this time. Students report some teachers use them, but without attaching meaningful feedback. Currently, professional staff members are required to communicate student progress with students in class through PowerSchool once a quarter. Some teachers provide opportunities through assessments before quarterly check-ins that are verbal and/or through written communication and feedback. PowerSchool gradebook is the online program used for recording students' assessment scores, and the score can be supported by evidence of the students' progress, but not required. Outside of PowerSchool, reporting by quarter to parents and community members on student progress toward achieving the school's 21st century learning expectations is minimal. When asked about these standards, students are not sure how they are assessed on the school's 21st learning century skills.

When the school's professional staff communicates individual student progress in achieving the school's 21st century learning expectations, it provides the information that all stakeholders need to work together to optimize student success.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- students
- school website

Standard 4 Indicator 3

Conclusions

Professional staff frequently collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

The professional staff uses midterm and final grades to collect data. Teachers use student evidence of grades for each class and compare it to other grade ranges within a section and across multiple parts of the same course. This data is based solely on grade distribution and does not reflect on specific skills or competencies students achieve. This data informs their order of curriculum and where they start the next quarter or semester. All departments have common midterms/finals. These are common by course and have similar grading criteria. Individual assessments can vary by section throughout the year, although many teachers work on aligning assessments when given common prep time.

The school has a data team of administrators and teachers who work collaboratively to predict, analyze, and utilize school data to improve the school's academics and culture. The team meets monthly with a specific focus for each meeting. The topics discussed at data team meetings focus on school and district goals, as well as various trends that become evident when data is collected and analyzed. Various topics include, but are not limited to, SAT score and how the SAT is used as the state accountability test and is required to be taken by all 11th graders. Other examples of data used are Advanced Placement (AP) enrollment and scores, Edgenuity and credit recovery data, Achieve3000 data, and Star assessment data through select math and English courses. The school often recommends the use of these data collections to adapt curriculum and instruction.

In 2018-2019, a group of AP teachers began an after-school professional learning community (PLC) to collaborate and analyze student achievement and brainstorm solutions for improvement across AP courses. The group meets monthly to address concerns and brainstorm solutions for inequities in student achievement. Based on the data collection of past SATs, administrators created a support plan for 11th graders in English, social studies, and science. Teachers in each of these departments devoted one to two weeks of class time over a span of four weeks to introduce student sample essays, the SAT scoring rubric, previous prompts, writing tips, and time management skills for a 50-minute block of writing. Students wrote two practice essays and were scored by their teachers using the SAT rubric. They also had an opportunity to debrief their experiences in small-group and whole-group class discussions.

When professional staff regularly collects, disaggregates, and analyzes data, they can respond to inequities in student achievement.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- students
- school website

Standard 4 Indicator 4

Conclusions

Before each unit of study, teachers often communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

Many teachers communicate unit-specific goals and competencies to students in a variety of ways, including verbally, through handouts, and sometimes digitally via Google Classroom. Teachers generally provide students with unit overviews that may contain a variety of information such as an introduction to the unit, the competencies to be assessed, specific learning outcomes, enduring understandings, and essential questions, which are reflected in each course curriculum. Some teachers post their units' essential questions in their classrooms. The protocol for including 21st century learning expectations is still in development due to a new competency-based, school-wide reporting system. The 21st century learning expectations are on the TRHS website as part of the mission statement, and they are also in the student handbook and program of studies. Also, specific 21st century learning expectations are tied directly to each course and listed in all course curriculum documents. These skills may vary from unit to unit. Also, course competencies are included in course syllabi and midterms/finals. These documents are prepared by course PLCs and approved by the academic deans. While expectations of 21st century learning skills are communicated to students, it is unclear whether the students are making meaningful connections between their content application and the 21st century learning expectations.

Students find success in meeting and exceeding expectations when expectations are clearly communicated to them before each unit of study and regularly reviewed throughout the learning process.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- students
- school website

Standard 4 Indicator 5

Conclusions

Before summative assessments, teachers frequently provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

This practice is evident in the Endicott survey, which indicates that 82.1 percent of the 952 students polled agree that before summative assessments, teachers provided them with the corresponding rubrics. Students (82.1 percent) agree that they understand in advance what work they have to accomplish to meet their teachers' expectations regarding summative and performance assessments; 80.1 percent agree that they understand the criteria or rubrics their teachers use. Teachers assign formative assessments, summative assessments, and performance assessments to determine the extent to which students understand the content and currently are practicing implementation of multiple assessments that meet specific course goals/competencies and are reported in-house but not with students. The expectation is that teachers will establish and communicate to their students before assessments clear expectations on grading through written guidelines or rubrics but are not required until full school implementation in the 2020-2021 school year. Some rubric grades are translated into numerical grades that are reflected in PowerSchool while other rubric grades are used as feedback for students but may not be converted into numerical grades.

Corresponding rubrics for summative assessments are sometimes uniformly presented to students but can vary from class to class. Teachers set their criteria and communicate progress based on assignments, and many, but not all, show evidence of specific and measurable criteria. Some teachers collaborate with a PLC to establish these expectations by course instead of individual stand-alone classes when provided with common prep time during the school day. Besides, the course-common midterms/finals are required to have clear grading criteria/rubrics and approved by the academic deans. Due to the change to block scheduling, some teachers have limited time to work with other teachers who teach the same course, which makes it challenging to create consistent expectations for assessments. Some teachers are providing elements of the department-wide rubrics to students before evaluations. Department-wide rubrics and school-wide rubrics are still in the process of being developed.

When teachers offer clear, specific, and measurable expectations for students before summative assessments, students will reach targeted high levels of achievement.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- Endicott survey
- school website

Standard 4 Indicator 6

Conclusions

In each unit of study, teachers consistently employ a range of assessment strategies, including formative and summative assessments.

According to the Endicott survey, 90.7 percent of staff agree that teachers use a variety and range of assessment strategies, including formative and summative assessments. Students (81.1 percent) agree that their teachers used a variety of methods to assess their learning, such as tests, oral presentations, reports, research papers/projects. TRHS teachers implement a diverse range of both formative and summative assessments. Formative assessments include, but are not limited to, quizzes, creative writing prompts, partnered discussions, group discussions, class discussions. Teachers also use peer conferences, teacher conferences, online skill practice programs, simulations, role-playing, essay-drafting, skits, and acting. Students report they feel discussions are the best way they can communicate their understanding of the subject.

Summative assessments include, but are not limited to, essays, oral presentations, video projects, tests, including multiple-choice, short answer, and true/false; individual projects, group projects, labs, portfolios, creative writing pieces, three-dimensional product creations, and artistic pieces. Evidence of diversity of formative and summative assessments exist throughout all disciplines at TRHS. For example, English classes have exit tickets, mini-essays, and informal indicators such as thumbs up and thumbs down. Math and science make use of their whiteboards to have multiple groups working on questions and receiving feedback in real-time from teachers. Art classes document their projects by creating process slides and taking pictures throughout their process. AP art students donate the large public mural work they do for the class to the school. These murals are rotated through the library for the public to view. Music teachers ask students to perform and then reflect on their learning process through journaling. World Studies use technology tools like Kahoot to prepare students for upcoming quizzes. An English teacher used Nearpod to track student learning and get real-time feedback on what the student is learning. An English teacher has students practice multiple arguments informatively without a formal grade to prepare for a summative debate. The history department provides a choice in the method of assessment. One example is allowing students to either write a diary or perform a skit to show understanding of immigration as an American dream or American nightmare.

Performance assessments are summative assessments that teachers create either independently or with other teachers of the same course when provided with common prep time. They assess students' ability to transfer one or more skills to a real-world task independently. For example, students write mock letters to the school board, demonstrating their ability to write persuasively. In world languages, students speak about plans for a hypothetical trip to Spain with a foreign exchange student, demonstrating their ability to speak in the target language. Art students design an artistic bulletin board for a local library, demonstrating their ability to generate a plan and refine creative ideas.

When teachers employ a wide range of formative and summative assessments to measure student understanding, students are provided with opportunities to demonstrate their learning in a variety of ways which improves student success and achievement.

Sources of Evidence

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

- school website

Standard 4 Indicator 7

Conclusions

Some teachers have the opportunity to collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

Sometimes these opportunities are during the school day during common preparation time. Over the course of the year, there are several professional development days and half-days. There are monthly department meetings and monthly faculty meetings that provide teachers with opportunities to meet formally in PLCs to discuss and document assessments through assessment mapping and assessment techniques through performance assessment creation. Some teachers use this time for collaborating on curriculum and common midterm and finals. Faculty use these opportunities to discuss and plan future assessments, reconsider established assessments, continue work on assessment rubrics, and make revisions as needed based on past student performance and/or current student necessities.

Faculty prefer the opportunity to work on competencies and writing them so that they are easier to implement in their courses. During these collaboration sessions, some teachers discuss and revise common assessment protocols such as the normalization of rubric scoring. They use student assessment feedback and statistics, especially noted on the midterm and final exams. Some teachers participate in PLCs during the school days that provide time for collaboration among all teachers of a particular course. Common assessments provide consistency in how students are evaluated, especially in interdisciplinary classes. Teachers who take part or have available time during the day for PLC time work together to create common questions, projects, tests, benchmarks, question stems, and grading criteria/rubrics. The PLC work is divided by grade level or content level. Teachers also have the opportunity to work with their curriculum director and academic deans on professional development district days. Summative assessments are usually weighted more heavily in grading than formative assessments. It is being recommended to teachers to ensure that the summative assessments align with the goals and expected outcomes of instruction.

Special education teachers collaborate with regular education teachers to modify and adapt evaluations for students with Individualized Education Programs (IEPs), 504s, and special needs. The academic support center provides students a place to receive additional skill support on their course work. The academic support center instructors communicate with teachers daily to inform them of their students' visits. Two teachers in one classroom monitor study halls. Many of the study hall teaching pairs were purposefully assigned based on the opportunity for collaboration between teachers of a particular department or course. This time has allowed for informal planning between teachers that have not had any additional impact on the school day and or professional development schedule.

Teachers, while scheduled in similar spaces during the day, are not always able to collaborate because of other professional expectations during that time, and not all teachers have the same opportunities. Teachers have admitted that they rarely meet with some members of their PLC. Difficulty in scheduling PLC time seems to be at least partly a result of the switch to the block schedule, where they share no common planning time. Some teachers have found they need to find time outside of the schedule or after-school to collaborate. A group of teachers who teach College Board Advanced Placement (AP) courses meet monthly to discuss teaching and assessment methods and AP test-taking strategies. This collaboration has created additional consistency in AP courses and has allowed teachers to brainstorm solutions addressing student weaknesses and areas for improvement.

When teachers formally collaborate regularly on the creation, analysis, and revision of formative and summative assessments, including common assessments, it ensures equity in students' learning experiences.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- school website

Standard 4 Indicator 8

Conclusions

The majority of teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

As students complete course-specific projects and assignments, teachers provide relevant written and verbal feedback to encourage students to meet course expectations. Some of the teachers are providing feedback through competencies, but it is on a class-by-class basis. Teachers this year are asked to pilot competency grading with two assignments per quarter. Feedback is provided verbally through student-teacher conferences, discussions, and informal conversations during group or individual work time. Some students feel discussions are the most powerful way they receive feedback from their teachers, but this practice is inconsistent. Some teachers use the department-wide rubrics for providing feedback on student progress, assignments, and final projects and exams. Other teachers use their own grading criteria, some of which are rubrics per PLC or teacher. For example, the portfolio writing course and world languages department are using rubrics and writing folders as a practical means of communicating feedback. English teachers require students to participate in drafting processes in which they may receive input through peer conferencing, teacher conferencing, and verbal and written revision and editing suggestions. These practices provide students with relevant and timely feedback toward competency goals. Students are encouraged to make revisions to further their understanding and to strengthen their areas of weaknesses. Math teachers frequently require students to participate in student work corrections, which improve their knowledge of the concepts and application of the skills, and again this method provides students with timely feedback on their work. The master schedule offers some opportunities for students to request time to work with teachers. Students may visit the academic support center for additional support and feedback on their course work. Instructors work with students individually through verbal and written communication. The writing instructor works with students via walk-in and email appointments and regularly visits English classes to assist students with class writing assignments.

When teachers provide specific, timely, and corrective feedback, it allows students to revise and improve their work to meet learning expectations.

Sources of Evidence

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

Standard 4 Indicator 9

Conclusions

Teachers regularly use formative assessment to inform and sometimes adapt their instruction for the purpose of improving student learning.

Teachers use a variety and range of assessment strategies, including formative and summative assessments. Some assessment examples include, but not limited to pre-assessments, class polling, class discussions, practice problems, exit slips, think-pair-share, active reading note checks, and annotations. More traditional formative assessments include quizzes, short writing assignments, drafts of longer writing assignments, laboratory reports, and online assessment activities. Some teachers also employ technology tools such as Quizizz, Quizlet, No Red Ink, Chomp Chomp, Nearpod, Kahoot, Lingt, Yabla, and Padlet to gauge student learning. The results of these formative assessments can guide teachers in developing and adapting short- and long-term lesson plans, goals, and expectations. While there is evidence that some adjustments are made to instruction and curriculum based on these assessments, this practice appears to be inconsistent amongst teachers and its range and impact. The school collects academic data using Achieve3000 and Star; both are literary programs that teachers are required to use. The data collected from these student assessment tools help some teachers plan instructional groups, assign specific readings within a particular Lexile range, and inform their day-to-day instructional goals and skill-building activities.

When teachers regularly use formative assessment to inform and adapt their instruction, student learning improves.

Sources of Evidence

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

Standard 4 Indicator 10

Conclusions

Teachers and administrators, sometimes individually and collaboratively, examine a range of evidence of student learning to revise curriculum and improve instructional practice, including student work, common course, and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments and survey data from current students and alumni. The school, within its data-driven groups, does not yet examine data from sending schools, receiving schools, and post-secondary institutions.

Current ongoing work on department-wide rubrics will continue to inform teachers of necessary curriculum changes and adjustments to instructional practices. Some teachers are also working on developing and completing assessment maps, which align assessments to competencies and allow members of departments to collaborate and share various resources and assessments that are currently utilized. All midterm and final exams are common by course. With their PLCs, teachers take time to review the midterm/final exams from the previous semester/year and make necessary changes to curriculum order and a starting point for ways to improve student results. At that point, exams are submitted to the academic deans for approval. The creation of the mid-term and finals are the most structured grade policy, which results in student data that departments across the board use to inform instruction but seems limited to create impactful changes to the curriculum to improve student learning. The discussion is focused primarily on average scores, the number of failures, and comparison to quarterly, semester, and or yearly grades. Some departments have common assessments for the same courses but not to the extent of the mid-term and final exams.

Teachers are not consistently evaluating summative and formative students' work collaboratively to revise the curriculum and improve instructional practice. Throughout the year, standardized testing is another primary method of data collection used to track student learning and proficiency. The school uses standardized tests annually, including the SAT, STAR testing, and Smarter Balanced, which is currently only used in 11th-grade science and NH SAS. These standardized assessments, in combination with some day-to-day assessments through summative and performance assessments, provide teachers with a limited view of student proficiency. Tripod surveys provide teachers with evaluation feedback, which informs their shifts in instructional practices. The survey is given once a year to one or more classes per teacher and is a tool to help teachers understand how their students learn in their classrooms. At the beginning of the school year, teachers set instructional goals through goal-setting and student learning objective (SLO) forms and meetings with their evaluators. At the end of the year, the data collected from the goals and SLOs are reviewed in reflection meetings.

When teachers and administrators, individually and collaboratively, examine a wide range of evidence of student achievement to revise curriculum and improve instructional practice, students benefit from more personalized learning.

Sources of Evidence

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

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are regularly and collaboratively reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

The work by different PLCs on the creation of school-wide rubrics and competencies and course-specific competencies is ongoing. It shows promise on ensuring that grading practices are aligned to the school's core values and beliefs about student learning. In creating SLOs, each teacher designs a benchmark for learning based on a group, whole class, or course level of students in his/her caseload. This goal helps teachers cater their assessments to a particular need and impacts his/her teaching practices. All members set syllabi and midterms/finals in a course-specific PLC. The academic deans approve all of these. The collaboration between teachers and the approval by the deans ensures consistency within courses/departments. The grading and reporting committee, comprised of teachers and administrators, meets regularly to examine grading practices and set criteria for the future of competency-based reporting. However, the Endicott survey indicates that 63 percent of teachers report that they review the evidence to revise curriculum and instruction. Only 12 percent agree strongly in this category. This data shows that these grading and reporting practices have to be reviewed to ensure consistency continually.

When grading and reporting practices are regularly reviewed and revised, it ensures alignment with the school's core values and beliefs about student learning.

Sources of Evidence

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

Standard 4 Commendations

Commendation

The development of a school data team made up of multiple stakeholders that review and disseminate data to educators

Commendation

The teachers' regular communication the school's 21st-century learning expectations and related unit-specific learning goals before summative assessments

Commendation

The teachers' use of a wide variety of formative and summative assessment techniques, including giving student choice

Commendation

The teachers who have gone above and beyond to find creative ways to collaborate with members of their PLCs and teaching teams

Commendation

The many teachers who are doing a phenomenal job at providing frequent, timely and corrective feedback

Commendation

The teachers who are using their creativity and expertise to design a wide variety of assessment methods, both formative and summative

Commendation

The multiple structures in place to support teachers in developing and implementing grading and reporting practices

Commendation

The move towards competency-based grading shows that grading and reporting practices are being reviewed and changed to align with the school's 21st-century learning expectations

Commendation

The move towards competency-based grading shows that grading and reporting practices are being reviewed and changed to align with the school's 21st-century learning expectations

Standard 4 Recommendations

Recommendation

Employ a more consistent approach to implementing school-wide rubrics and feedback on student achievement toward 21st century learning expectations

Recommendation

Develop a consistent and school-wide system to report individual and school-wide achievement in reaching the school's 21st century learning expectations

Recommendation

Develop meaningful ways to communicate learning expectations to students to promote student learning

Recommendation

Continue to work on creating more consistent measures of expectations for students that are reviewed before summative assessments

Recommendation

Look at ways teachers can be provided with time within their contract and master schedule to meet with all staff teaching the same courses to ensure equity in assessment

Recommendation

Continue to improve and refine grading and reporting practices to develop a consistent and meaningful rubric model for providing students with feedback in all classes

Recommendation

Continue to work on using data collected from both formative and summative assessments to drive curriculum decisions and instruction

Recommendation

Review the school's grading policies and procedures to establish consistency in assessment practices school-wide

Standard 5 Indicator 1

Conclusions

Timberlane Regional High School (TRHS) community extensively, consciously, and continuously builds a safe, positive, respectful, and supportive culture, and in some areas, fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

TRHS has taken many positive steps to increase school safety over the last ten years. These include installation of safety glass and a new alarm system in which students and staff can only enter and leave through the main office; locks and alarms on the exterior doors and the staff have swipe cards that allow access in and out of the building. One particular area of concern about safety is the storage of large pieces of physical education equipment in hallways and showers around the physical education area and mini-gym.

Along with physical changes, many protocols and procedures are in place to ensure safety, ranging from the student hall pass system to evacuation and lockdown procedures. The school runs fire drills, shelter-in-place drills, and lockdown drills where teachers and administrators execute and reflect on the practice and make any changes needed to enhance the school's preparedness. TRHS also houses a school resource officer (SRO) who works with the administrative teams in both the middle and high school buildings. The SRO has an office in the school, and students are encouraged to visit with him if they have any concerns. Many of the students have forged positive relationships with the SRO and converse with him throughout the day. In talking with students, the school recently went into lockdown, and the students felt very well supported and extremely safe during the recent lockdown. Despite the uncertainty of the nature of the emergency, the students praised their teachers for assuring that they were in a safe place and that nothing would happen to them. Students feel that the SRO is highly visible in the building and that the regular presence of the officer in the building is a significant reason why they feel safe.

Related to safety is the issue of bullying which has been a focus for the Timberlane Regional School District (TRSD). During the 2018-2019 school year, the district, driven by the School Administrative Unit (SAU), adopted a new anti-bullying training program called "No Bully." No Bully is a preventative and responsive program that involves leadership from staff and students who take part in the response team. During this year, all staff will receive training in this initiative before the end of the 2019-2020 school year. TRHS is exploring ways this No Bully program may be utilized to enhance their ability to support all students.

While there is clear evidence of support between staff and students regarding clubs, extracurricular activities, fundraising, philanthropic pursuits, more work is needed to extend student responsibility in the area of academics or classroom learning experiences. The staff and administration are very proud of their student-driven groups through the school. Examples include Students for Support, which is a student-led group that organized a rally and provided a venue and voice for students to unite. The school's improv group, the Milkmen that donates all ticket sale proceeds to charitable causes; and Project Hope that puts on a yearly fashion show to raise money for cancer research. Staff members within the building also demonstrate their support of the Timberlane community by holding weekly "Jeans Day" fundraisers where the staff is permitted to wear jeans if they donate money and or goods to a cause connected to the district, often giving above the minimum. Students and staff show consistent pride by wearing school gear representing a variety of clubs, athletic, and extracurricular activities to which they belong. It is clear that outside the classroom, student leadership is thriving and often inclusive, although more work is needed to ensure that teachers can maximize opportunities for students to take a leadership role with their learning within the classroom. For example, during the 24-hour playwriting project, students pick a theme, they take what they learned in class, and they apply it in preparation for a public performance of their original work. This project serves as an example of a student-centered project in which they create a script, defend their work, and collaborate with actors to produce an authentic presentation for a live studio audience. The results of the Endicott survey show that students, staff, and parents feel that TRHS does well in promoting school safety. Among the 108 staff polled, 67.6 percent agree that the school's culture is safe, positive, and supportive. Among the 88 parents, 72.7 percent agree that the school provides a safe, positive, respectful, and supportive school culture. When asked, if they feel safe in school, 60 percent of students indicated that they feel safe, while 13

percent stated that they do not. Of concern, however, are the quarter of respondents who are undecided. It is unclear whether the unsure responses mean that they do not know if they are safe, do not feel safe enough, or do not understand what it meant to be safe.

As the school continues to build a safe, positive, respectful, and supportive culture, TRHS will continue to help foster student responsibility, with more emphasis on student-directed learning in the classroom, resulting in shared ownership, pride, and high expectations for all.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teachers
- students
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 2

Conclusions

The school is inconsistently equitable and inclusive, ensuring access to challenging academic experiences for all students, making sure 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.

TRHS has a challenge every year to ensure challenging academic experiences for all students when it comes to building the master schedule. Students determine the schedule with their course selections for the next year. The school leadership team then starts to build the schedule. TRHS also offers a wide variety of AP courses that create many singletons in the schedule that make scheduling the building difficult. The school leadership team also looks at student achievement when it comes to building the scheduling and they will make adjustments accordingly to improve student achievement. An example of this would be the math department.

The math department, because a sizable number of students demonstrated a significant deficiency in meeting the requirements for successful completion of Algebra II in one year, decided to create a two-year Algebra II course for juniors unable to master the elements of the traditional third-year Algebra II course in just one year. In this new course, these students are not only learning Algebra II concepts, but they are also receiving other math concepts, including probability and statistics, and finite math, that their one-year Algebra II counterparts do not get. This new course is creating inequality for students who are taking Algebra II. Also, according to the program of studies, Algebra II College and Career Preparation (CCP), and Accelerated College and Career (ACC), each is valued at one credit.

In contrast, Algebra II Part 1 and Part 2 are valued together as two credits, thus presenting an inequity in credit attainment for the same course. Some classes even go beyond the classroom curriculum expectation. For instance, in Playwriting, even though students take the course for one fall semester, they continue working through the spring semester on plays they wrote in class in preparation for an annual one-act play festival presented each June. The students work with members of the Timberlane Players, the high school theater group. The Playwriting class also engages in two 24-hour playwriting weekends in which the class spends an evening from 7:00 p.m. Friday to 7:00 a.m. Saturday is writing one-act plays, which is disseminated to actors and directors who perform their plays on Saturday evening. The Playwriting class, like most electives at the high school, is open to any student. In all levels of Spanish courses, they are using the world language competency rubrics to assess students. These rubrics include writing which states, "Students will demonstrate the ability to present information, concepts, and ideas to the audience of readers to communicate with cultural competence and understanding." For reading, "Students will demonstrate the ability to interpret data from a variety of authentic print resources to connect with diverse cultural perspectives." For speaking, "Students will demonstrate the ability to present information, concepts, and ideas to an audience of listeners in order to communicate with cultural competence and understanding. Students are regularly evaluated using multiple assessments by multiple teachers, to monitor their development of mastery of those three competency areas over time. The result for one group of students will be to travel to Granada and Sevilla, Spain, in April 2020. It is during this trip that they will be immersed in an authentic Spanish cultural experience and will have to use their skills in the three competency areas of reading, writing, and speaking. Every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped course required for graduation, which includes health and physical education. Other non-required courses where heterogeneity is evident are the World Studies and American Studies courses to further foster inclusiveness and heterogeneity at TRHS.

Special education students are integrated into all levels of course offerings at TRHS and participate in blended courses like Unified and Adapted Physical Education and after school programs like Best Buddies. Students also have many elective courses that they can take for either ACC, CCP, or non-leveled credit. Some courses offer contracts so students can opt to receive ACC or CCP credit based upon specified curriculum expectations. Other electives, especially non-leveled courses, accept any student who wishes to enroll in the class. The contracted courses available at TRHS include World Studies, American Studies, History of Sports, Pop Culture, American

Film and Values, Creative Book Transformation, Portfolio Writing, Creative Writing, Journalism, and Graphic Novel. The non-leveled classes available to students are art, music, culinary, home, and industrial technology. All students who wish to take ACC and or AP classes must receive recommendations from their core course teachers during the course selection process that takes place in the early spring for the following school year. However, students can advocate for themselves by going to the school counseling office and talking with the school counseling staff about being considered for an ACC or AP class. Students have ample opportunities to speak with teachers, parents, administrators, and school counselors to be considered for courses that need faculty recommendations.

When TRHS fully utilizes a thoughtful and deliberate approach across all disciplines to ensure consistent access to challenging academic experiences for all students, making sure that courses throughout the curriculum are populated with students reflecting the diversity of the student body, the result will be the achievement of the school's 21st century learning expectations for all students.

Sources of Evidence

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

Standard 5 Indicator 3

Conclusions

There is not yet a formal, ongoing 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.

In past years, TRHS had attempted an advisory program, which started during lunch periods for first-year students. The program evolved over two years to include all grades with a pair of assigned staff members who followed a specific curriculum, developed for their designated class based on the particular needs of that grade. The implementation of the transcribed program met with resistance from staff. The program was ultimately discontinued with the shift to block scheduling. After the transition to the block schedule, TRHS began a new teacher-led advisory program for the 2019-2020 school year with the ultimate goal of moving to a student-led advisory program for the 2020-2021 school year. The impetus for this program was to have an adult in the building who knows the student well and assists the student in achieving the 21st century learning expectations. The students would have another adult to go to in addition to the school counselor.

In preparation for this new program, the school participated in two different programs during the 2018-2019 school year, to support the development of that student to adult connection. The Letters to Students program was created through which faculty members volunteered to write letters to different students each week with the goal of writing a letter to every student over the course of the year to foster positive relationships with as many students as possible. The Transfer Student Mentoring program, run by the school counseling office, was a response to the need to find adult support for new transfer students, based on similarities within personal interests, hobbies, and passions.

TRHS has many extracurricular opportunities where students and staff form deeper relationships that extend outside of the classroom. Students have coaches and club advisors in the building who serve as mentors and contacts outside of an academic setting. These extracurricular experiences enable students to form strong relationships with staff members who know them well and support and encourage them to thrive inside and outside the classroom.

TRHS has an informal, ongoing advisory program, through which each student has an adult in the school, in addition to the school counselor, who knows the student well and can assist the student. Having a well-designed student-led advisory program with faculty oversight will ensure every student at TRHS has an adult to support them in achieving the school's 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 4

Conclusions

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 and apply the skills, practices, and ideas gained to improve curriculum, instruction, and assessment. The principal and professional staff regularly use resources outside of the school to maintain currency with best practices and dedicate formal time to implement professional development; and apply the skills, methods, and ideas gained to improve curriculum, instruction, and assessment.

The district's professional development committee coordinates the development and delivery of professional development (PD) activities and resources. The professional development committee is composed of TRSD teachers, paraprofessionals, support staff, administration, and representatives from technology that research and organize professional learning activities to be offered after school and on scheduled PD days. These PD events aim to give teachers knowledge and resources to support their classroom needs more effectively. The school also employs its version of professional learning communities (PLCs) that are developed in a natural format of content areas, grade levels, and service providers. There is a need for further clarification on what TRHS considers a formal PLC and what specific function they serve. The focus has been on teaching methodology, and more specifically, on how students learn and how teachers know they are learning. Time is allotted on a weekly or monthly basis for PLCs to discuss curriculum, assessment, and student outcomes. The TRHS PLC program is lacking some essential elements to be truly authentic in nature, such as embedded common planning time for all teachers by design. Teachers work in groups based on the classes/grade levels they teach. This allocated time allows teachers to collaborate with the aim of better instruction and student performance. However, opportunities for engaging in professional discourse vary widely by departments, and some professional staff is significantly more limited than others.

In addition to PLCs, collaboration is further encouraged through the pairing of teachers for hall or study hall duty. Administration pairs teachers up for these duties to give teachers extra time to plan, collaborate, and reflect with one another during these duty periods. When creating the master schedule, once the initial draft is created based on student requests, an intentional layer of analysis is done so the academic deans can consider the potential for collaboration opportunities within the master schedule for colleagues interested and willing to dedicate time to work together. These teachers need to effectively address the learning needs of the students in the same courses for which they are assigned one or more sections. The Timberlane Teachers Association (TTA) Collective Bargaining Agreement limits the administration to one formal and required staff meeting and one formal required department meeting per month. Other opportunities for collaboration, as noted above, are offered and available to teachers, but not required.

Eight years ago, the academic deans introduced "Coffee and Conversation," an open-door workshop opportunity offered during several school days each year. Teachers and other professional staff discuss concerns, share ideas, and collaborate in their learning. On some occasions, specialized speakers or consultants have come in to lead the sessions. Many sessions have focused on school-wide initiatives to better support staff. Some topics covered in the past include using formative data to personalize learning, small group learning, and instruction, "out of seats" strategies, and structuring the last 15 minutes of class. Each instance attracts an average of 20-30 participants.

The school traditionally budgets money and time for teachers to attend PD activities in and out of the building. TRHS allocates $400 per professional for the use of district resources used in the classroom and to meet the NH teacher re-certification requirements. Course reimbursement is $425 per credit hour. The amount of money available annually for course reimbursements is roughly $120,000 split among the schools. TRHS also allocates $400 per professional for out-of-district resources to learn and maintain outside certifications. The school also partners with SNHU to offer a master's level program in curriculum and leadership delivered on the campus. In the past, the district also collaborated with Granite State College to offer paraprofessional certification. The principal and members of the administration also participate in PD. Timberlane participates in health-related

opportunities in the form of professional development by affiliating with Health Trust's "Slice of Life" initiatives such as step-recording, weight loss incentives, and monthlong challenges like the "Pay it Forward" challenge. Teachers as experts are sought after and offered stipends to share their expertise with others either after school or on PD days. They hold workshops and talks attended by other staff members. These opportunities are on TeachPoint, the district program used by professional staff to sign up for and maintain a record of their PD activities. Some examples of teacher-led workshops include "creating unity in the community," "discussion techniques for the classroom," "what works for me," "vaping 101 for educators", "the truth about vaping," and "strategies for captivating, challenging, and caring for your students." The technology department consistently provides opportunities to participate in professional development activities in the district and through web-based applications. Timberlane technology integration specialists continuously identify and make available to staff online workshops, blogs, and other web-based resources that are generally free and diverse in nature.

Because TRHS professional staff and administration consistently and intentionally engage in professional discourse for reflection, inquiry, and analysis of teaching and learning, and ideas gained to improve curriculum, instruction, and assessment, the principal and professional staff will enhance student learning.

Sources of Evidence

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

Standard 5 Indicator 5

Conclusions

School leaders consistently and regularly use research-based evaluation and supervision processes that accurately focus on improved student learning.

School leaders take part in a variety of professional development programs. The Timberlane Executive Leadership Academy (TELA) program provides, among other things, research-based supervision processes—training and calibration—that are used to evaluate teachers. TELA was created by the superintendent from the suggestion of the teachers to help improve evaluation and to provide continuity between the seven district school buildings' leaders. The principal, assistant principals, academic deans, and the special education director divide up teacher evaluations. A committee comprised of the Timberlane Teachers Association (TTA) members and administrators developed the professional staff evaluation process. The district follows the Charlotte Danielson framework for teaching, and the school district professional evaluation plan includes the supporting documents and guidelines for supporting best practices.

The agreement between the Timberlane Regional School Board (TRSB) and the TTA outlines the evaluation plan. TRHS evaluation team all share in the responsibility of evaluating teachers. TeachScape is a district-wide training tool implemented and utilized through TELA to serve as a way through which building administration can align and calibrate their collection and dissemination of feedback to educators in a consistent manner across all disciplines. Training included watching videos, walking through all the aspects of the Danielson observation framework, practice in scoring, and an intense individual assessment for each evaluator to ensure the consistent delivery of support and feedback to teachers through the evaluation process. TRSD has a mentor program in place to introduce its new teachers to the Danielson framework and each of its four domains if they are not already familiar.

The focus of the district-wide evaluation process for teachers is on improving teachers' abilities to improve student learning and enhance instruction. Each teacher in the district is assigned an evaluator. The evaluation process occurs in three-year cycles that align with teachers' re-certification cycles. Teachers who have worked in the district for fewer than five years have two formal evaluations each school year, while teachers who have worked in the district for five years or longer have one formal assessment every three years. All teachers have two informal evaluations each year. Teachers are expected to complete a self-assessment, create goals and student learning objectives (SLOs), develop a plan to meet those goals, and complete a summative self-reflection. Evaluators will approve the goals, SLOs, and the plan to accomplish them. TeachPoint is used to document each step of the evaluation process. Throughout the course of the year, administrators conduct informal and formal evaluations, as well as walk-throughs, as a means to provide staff with feedback to further improve their teaching practices. Informal observations consist of evaluators observing a 20-30 minute portion of a lesson and then providing the teacher with feedback on TeachPoint via the informal observation form. Formal evaluations include a pre-planning meeting before the lesson, the observation of the teaching, and a follow-up conference between the teacher and evaluator.

Teachers receive a transcription of what the evaluator observed, with a rating for each of the four Danielson domains. Pages 10 and 11 of the School District Professional Evaluation Plan detail the frequency of these observations. In addition to the teacher evaluations, building administrators also perform walk-throughs of classrooms. Walk-throughs provide data informing administration and teachers about current practices. Each department has a tailored walk-through evaluation form used for each subject.

Through their consistent and regular use of research-based evaluation and supervision processes, school leaders will continue to focus on improved student learning accurately.

Sources of Evidence

- self-study
- central office personnel
- school leadership

Standard 5 Indicator 6

Conclusions

The organization of time effectively supports researched-based instruction, professional collaboration among teachers, and the learning needs of all students.

The school day is four 90-minute block periods each day. The schedule is further broken down into A and B Days with four different classes each day. The school finalizes the schedule before the start of the school year, so students know the A and B Days for the entire year. The choice to have four different classes each day allows students to have an extra day between each class to get extra help and complete homework. Online learning days are held on snow days to encourage learning even when the weather prohibits safe travel to the school.

Any student in a study hall or free period can request access to an academic support center or writing lab where there are staff members tasked with helping students one-on-one. In the academic support center, students volunteer their time to tutor their peers in a variety of educational courses. A communication system is in place to notify teachers when their students access the academic support center for help to improve Response to Intervention (RTI) efforts. Additionally, study halls are staffed by core academic teachers to allow study hall students to visit other study halls for educational support from teachers in any discipline. The change to the block schedule has resulted in additional class time to support the learning needs of all students. Although the block schedule presents opportunities for more common planning time for some teachers to meet within their disciplines and discuss student needs, others do not have that opportunity. Professional development happens within the school year in half- and full-day increments to provide teachers with additional education in teaching, learning, and instruction. Over the last few years, the school has focused its efforts on teaching in the block, competency-based education and assessment, and consistency within the core curriculum. Excellent progress continues as the scheduling processes are updated each year. The change to block scheduling also led to a re-examination of programs like academic advisory.

The organization of time at TRHS effectively supports the use of researched-based instruction, opportunities for professional collaboration among teachers, and addressing the learning needs of all students.

Sources of Evidence

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

Standard 5 Indicator 7

Conclusions

Manageable student load and class size enable teachers to meet the learning needs of individual students effectively. TRHS strives for lower average class size and student load to allow for personalization of instruction. The average class size in core academic areas, such as math, English, science, and social studies, is approximately 16 students per class. These class sizes are also in the TEP and evening division pathways. The student load for many teachers across disciplines is equally manageable to allow for personalization. In the initial draft of the master schedule, a class size max of 30 students is set when assessing course offerings based on student requests. Ultimately class sizes are then reduced to effectively meet the learning needs of students and the instructional needs of staff. Class sizes for special education are under 12 students per class. Other supported classes, such as Algebra Lab, range from 12-15 students. Over the years, TRHS has added classes to the program of studies to provide students with more varied choices of elective courses in each discipline. There are a wide variety of electives for students to choose from to fill their elective choices for their graduation requirements. TRHS offers an evening division program, described within the program of studies that provides students with the option to take one or more courses in the evening to fulfill their academic requirements.

Additionally, TRHS offers a High School Equivalency Test (HiSET) option for students who have a difficult time in a traditional classroom setting. Students can earn a high school diploma by passing the HiSET exam along with other set requirements. There are currently ten students or 0.27 percent of TRHS students enrolled in the HiSET diploma option. These students are on a pathway to receive a standard TRHS diploma. There are currently three students or 0.9 percent of TRHS students enrolled in the HiSET option. These students are on a pathway to receive their HiSET certificate, which is not a pathway to a TRHS diploma. Also, the Edgenuity credit recovery program allows students who have failed a quarter while still enrolled in the course to achieve a passing grade while also keeping coursework relevant. This option is available to students throughout the school year and during the summer.

As TRHS continues to use a thoughtful and deliberate approach to maintaining manageable low average class sizes and per teacher-student load for most teachers, teachers will continue to meet the learning needs of individual students effectively.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- school leadership
- school support staff
- school website
- Standard sub-committee

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, are continuously developing instructional leadership that is aligning with the school's core values, beliefs, and learning expectations.

The principal takes an active role in building a culture of optimistic, passionate, and hard-working staff that support and nurture the school's values, beliefs, and learning expectations. The practice of TRHS is one that is immediately visible and palpable and consistently supported by the ongoing engagement of the administration, staff, and students. The TRHS administrative team uses information gathered from monthly meetings to help guide its decision-making. The district-level sessions enable administrators across the district to align the efforts of all schools, the school board, and the superintendent. In addition to these district meetings, the principal attends the regional south central principals meeting to collaborate and share strategies for dealing with issues involving substance abuse, mental health, and school management. These meetings have served as a helpful platform to inform the principal of various approaches schools have utilized and learn from other schools' experiences.

Furthermore, all work is done with administrative data, district data, TELA, professional meetings, and the New Hampshire Association of Secondary School Principals (NHASSP) helps to strengthen the school's mission, core values, and instructional goals. The administrative team shares this information in a multitude of venues for public access. At the building level, the principal meets with building administrators once a week as part of the principal's leadership team. All members of the administrative team work collaboratively to plan, problem-solve, and brainstorm school programming, procedures, and initiatives. The entire administrative team leads faculty meetings, department meetings, and also provides professional development opportunities through opportunities like coffee and conversations. Administrators conduct evaluations and goal-setting meetings with staff to better support educators and foster professional growth. The academic deans lead by example, each responsible for teaching one course in addition to their administrative duties. The principal uses a variety of formats to publicly inform the community regarding core values, beliefs, and learning expectations. These public formats include, but are not limited to, meeting minutes and district documents, like the strategic plan, the principal's newsletter; the daily bulletin; phone calls through the school messenger; press releases; and articles in the national principal's newsletter. The principal uses a multitude of the most current venues to report the outcomes and status of the leadership plan to the school and the surrounding community.

With a continuation of a thoughtful and deliberate approach that is mindful of the school's core values, beliefs, and learning expectations, the principal works collaboratively with other school leaders to provide instructional leadership at TRHS.

Sources of Evidence

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

Standard 5 Indicator 9

Conclusions

Teachers and students are actively involved in meaningful and defined roles in decision-making that promote responsibility and ownership, while some are intermittently involved.

TRHS embraces the concept of parents as partners in education and students as active participants in their learning. Communication is open between families and the school, creating a positive environment of support. Multiple opportunities exist to empower all stakeholders in goal-setting and decision-making through school councils, committees, school improvement teams, and other organizations. However, in a school such as TRHS with just over 1,000 students, a small percentage of parents take advantage of those opportunities to participate in goal-setting and decision-making. The results of the Endicott survey shows that only 88 parents chose to participate. Parents, teachers, and students interact and collaborate in a variety of ways at TRHS. The mission of the Parent-Teacher-Student Association (PTSA) is to encourage and strengthen communications and connections between the schools and parents. The PTSA holds teacher appreciation day events and have hosted workshops for teachers, parents, and students alike. Each spring, the PTSA conducts an 8th-grade "Welcome Wagon" which involves the high school's student council members, school guidance3 counseling department, administrators and co-curricular program representatives in a guided tour of the high school facility.

The activity level fluctuates, and more involvement would lead to better outcomes. The initiatives sponsored by the PTSA do promote a positive climate with activities such as the Safe Celebration campaigns and teacher appreciation days. On the district level, there are several superintendent advisory boards such as the technology plan advisory committee, the enrichment science, technology, engineering, art, math (STEAM) advisory committee. This committee is composed of administrators, teachers, business professionals, and students. They also have the Timberlane Parent Advisory Forum (TPAF), a very active parent organization. TPAF is an organization of parents that hosts events, including awareness forums, and makes recommendations on various topics. These forums are televised and offer additional connections to parents/guardians remotely and can be viewed in all four towns via local cable stations. Parents organize these forums for parents. The parents choose topics of interest and help the administration arrange presentations and forums for discussion of those topics.

District partnerships are also encouraged by organizations that address athletics, community service, the transition to adult life, and the arts. Students are actively involved in decision-making, stewardship, and ownership of the policy, representing the school in organizations like the student council, the executive board, National Honor Society, Best Buddies, and students of service. Each student-led group engages in activities that promote positive school culture through a meaningful and clearly defined role in the school. Many also extend their efforts into the community by organizing fundraising opportunities for cancer research, scholarships, extended learning opportunities, and aid to local families in need. TRHS has an abundance of clubs and groups that are student-facilitated, parent-facilitated, and teacher-facilitated. The safety committee and wellness committee all welcome representation from parents and students. Teachers have advisory and decision-making functions in school-based forums such as various curriculum, climate/culture, and departmental planning collaboration and planning. The principal and administrative team extend the opportunity for all stakeholders to have a voice with an open-door policy. The superintendent, principal, and the school board give parents the chance to speak about what is crucial for them through various channels, including school board meetings and face-to-face appoints. The superintendent is proactive in reaching out to parents in different ways, including tweeting out on social media. Parents are informed promptly about school information and events via school messenger.

Through involvement in meaningful and defined roles that often involve decision-making, teachers, students, and parents are all able to promote responsibility and ownership at TRHS.

Sources of Evidence

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

Standard 5 Indicator 10

Conclusions

Most teachers actively exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

The TRHS community continues to provide students with a visible and palpable sense of belonging and pride. Creativity and participation are encouraged by the administration to all faculty members at TRHS. Numerous leadership and mentor roles, such as club and academic advisor opportunities, are available for faculty members to share their knowledge and skillsets to increase student involvement in academics and extracurricular activities. TRHS continues to improve students' performance by engaging students using a multi-sensory approach in instruction. The school's innovative academic program allows teachers to develop courses based on personal interests/passions, more significant cultural factors, and student needs. Faculty members work collaboratively to improve instruction and support for all types of learners, both inside and outside the classroom. Engagement opportunities include the student council and executive board meetings where students share their ideas and opinions with faculty and plan school pride and unity events like spirit week. Teachers support student learning through a variety of resources that include but are not limited to credit recovery; evening division; extended school year; alternative student programming for struggling learners; Virtual Learning Academy Charter School (VLACS); dual enrollment courses that provide both high school and college credits. Through collegial collaboration and staff-driven initiatives, experiences like the AP Art unveiling, STEMspiration, STEM night, career day, college fair, and Gatsby gala. Field trips and experiential learning opportunities are offered to students from students earning CPR/First Aid certification in their health classes, to students earning dual high school/college credit in courses like exploring teaching. Staff members continue to expand their knowledge and training to offer students extended learning opportunities (ELOs) adventures, including a trip to Spain in April 2020, provide authentic immersion in a foreign culture. The academic deans, as part of the administrative team, have taken on an elevated leadership role through which they contribute significantly through their collaborative efforts to the improvement of the school to increase student engagement and learning while still teaching one class.

The ongoing care, compassion, and support of students by TRHS personnel are visible and palpable within the halls and classrooms of TRHS, resulting in increased student engagement in learning, both inside and outside the classroom.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

The superintendent and principal extensively work to be more collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The school board gets involved at the district committee level.

Over the last six years, the district administration has supported the revision of the curriculum, facilitating teachers and School Improvement Monies (SIM) committees who have authored the new curriculum and the 21st century learning expectations. With the new 21st century learning expectations in place, the entire curriculum from K-12 has been evaluated and updated to reflect alignment to those learning expectations. The principal, associate principal, superintendent, and school board have worked cooperatively at district-level curricular, instructional, and assessment committees, which include members of the administration and the school board, to align the curriculum in Understanding by Design (UbD) format.

Through multiple conversations, a consistent theme or strand needing significant attention is the relationship between the school board to the superintendent relative to matters involving TRHS faculty, staff, and students. By design, the school board maintains a hands-off, disconnected, approach, more often than not, with no involvement in the day-to-day operations at TRHS. Some school board members are often critical of the school, demonstrate an adversarial relationship with the superintendent and each other, and hold a progressive budget agenda that very often is not supportive of staff and administration meeting the ever-changing demographics of the student population. Because of the school board's disconnected approach, the superintendent has struggled mightily as the conduit to best support the needs of the students and staff of TRHS identified by the building administration. Some school board members also do not recognize the timeliness of decision-making and the impact their perceived insensitivity to deadlines has on the staff and students. For example, the superintendent was being forced to pink slip the entire staff because the school board was not able to support his nomination list for rehires before the April 15th contractual deadline. A special meeting had to be called to avoid this action. Evidence shared suggests some school board members have publicly shown disrespect toward each other and to the efforts and engagement of staff and students. Some members of the school board express negativity directed at district educators on social media and this action have had a detrimental impact on the climate and working environment in the schools. The superintendent is working around these negative exchanges to continue to ensure administration, staff, and students that their work is valued and that they are supported. The superintendent and the school administration have done an excellent job of shielding this negativity from the staff and students. The school board has been invited to many school events. Very few show up even to graduation. They are encouraged to attend many events and learning experiences to best inform them of the favorable climate and culture that is evident and ongoing at TRHS.

As a result of the continuing and extensive relationship between the superintendent and principal, they both remain collaborative, reflective, and constructive in achieving the school's 21st century learning expectations while the disconnected relationship with the school board remains strained and continues to impact the learning expectations of TRHS negatively.

Sources of Evidence

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

Standard 5 Indicator 12

Conclusions

The superintendent always provides the principal with sufficient decision-making authority to lead the school. The school board does not engage in day-to-day operations at TRHS.

Any communication to be done from the school board to TRHS or vice versa must occur through the superintendent as the conduit of communication. The school board has representation on different committees like the curriculum committee or assessment committee. That board representative will update the other board members on the happenings of that particular committee. Examples of how the superintendent, as the liaison to the school board, has provided the principal and associate principal with sufficient autonomy in regards to decision-making at the school level include evaluation and supervision, finalizing the budget, student discipline, co-curricular activities, school events, maintenance, school safety, professional development, instruction, communication, and student services.

The administrative team at the high school reports to the superintendent and school board on all aspects of school management, including the examples mentioned earlier. The administrative team is mainly responsible for daily decision-making at school. The superintendent meets with the principal and associate principal as needed for consultation, advice, and or guidance. The principal and associate principal are comfortable with the degree of autonomy they receive from the superintendent and school board. The superintendent conveys the school board and SAU judgments to help the administration at the high school recognize the political and community sentiments on school-based decisions. The principal and associate principal feel the level of involvement and support from the superintendent and school board for building-based decision-making is appropriate. The Endicott survey reports that 22.2 percent of staff believe that the superintendent and school board provide the principal with sufficient decision-making authority to lead the school, while 42.6 percent are undecided, and 35.2 percent disagree that the superintendent and school board provide the principal with enough decision-making authority to lead the school. Among parents, 50.7 percent are in total agreement that the superintendent and school board provide the principal with sufficient power to lead the school, while 24.7 percent are undecided, and another 24.7 percent do not agree that the superintendent and school board provided the principal with authority necessary to lead the school.

The ongoing and extensive relationship between the superintendent and the principal allows ample opportunity for the superintendent as the conduit to the communication to and from the school board to provide the principal with sufficient decision-making authority to lead the school.

Sources of Evidence

- self-study
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Commendations

Commendation

The visible and palpable care, compassion, and support of students by TRHS personnel

Commendation

The safe and secure building, regularly monitored by administration and staff

Commendation

The overwhelming sense of pride and shared ownership for learning and engagement amongst staff and students

Commendation

The school's work toward aligning challenging and diverse course selection with 21st century standards of assessment

Commendation

The implementation of the coffee and conversation workshop opportunity as a way to provide targeted support and consultation by experts oriented around current school-wide needs

Commendation

The use of internal resources and expertise to educate professional staff for teacher-led workshops on current issues

Commendation

The depth and consistency of the training of evaluators to consistently supervise teachers through TELA

Commendation

The development of the A and B Day block schedule with continued improvements to the schedule

Commendation

The TRHS building leadership strives to maintain manageable class sizes to maximize the opportunities for student engagement and personalization of instruction

Commendation

The superintendent who skillfully serves as a protective conduit between the school and the school board

Standard 5 Recommendations

Recommendation

Ensure the district-wide No Bully program is fully vetted by the administration at TRHS and tailored as needed to meet the TRHS students

Recommendation

Ensure that all students consistently experience equitable, inclusive, and challenging learning experiences throughout the curriculum, reflecting the diversity of the student body and fostering heterogeneity

Recommendation

Continue to develop the student-led advisory program, facilitated by an adult, to ensure that every student has an adult in the school they can go to for support

Recommendation

Establish an authentic PLC experience in which embedded collaborative time is in the master schedule for all staff

Recommendation

Continue to develop ways to ensure the involvement of a significant number of parents in meaningful participation in school activities that promote responsibility and ownership

Recommendation

Develop a plan to address the need for the school board to take an active role in listening, observing, and supporting the hard work and dedication of the TRHS administration, staff, and students in their efforts to meet the school's 21st century learning expectations

Recommendation

Develop a plan for school board members to maintain an appropriate balance between the need to be fiscally responsible to the taxpayers, while remaining open to creative and supportive programs and initiative presented by administration and staff to support TRHS students

Standard 6 Indicator 1

Conclusions

Timberlane Regional High School (TRHS) often 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.

TRHS has several school resources dedicated to supporting students to help them meet the school's 21st century learning expectations. The counselors work extensively to disseminate information on the program of studies, college, and career options, as well as clubs, activities, and other transitional goals through email, announcements, and small grade-level groups. Additionally, this team works with colleagues throughout the building, including but not limited to the health office, administrative team, special education, and general classroom teachers, to identify students in need of intervention and who are otherwise at risk. Frequently, students who have been flagged by the means as mentioned above are referred to the target team. If a student is referred to the team, the counselors work to gather data on student academics, behavior, social-emotional needs, and other information that may help put together a plan of support for that student. The team functions as a wraparound service model to try to find a path of support for students to help them more effectively meet the 21st century learning expectations.

The school offers several routes of support for students. Classes are structured to accommodate students based on their academic tracks, so a simple change of schedule may be the best way to help ensure stronger academic success. Sometimes this is paired with an additional learning block as with the Algebra I Lab block. Students with an IEP may be placed in a daily learning center class to help support further necessary skills development. Several teachers also expressed willingness to work with students before or after school. For students whose needs exceed the above interventions, the school offers an evening HiSET program for students who are no more than 10.5 credits behind their graduating cohort. This program can help them earn a diploma or GED, but is limited to 15 students at a time. Although the administrative team explained that this frequently rotates as students complete the program or fail to make progress are removed from the program. TRHS has RTI strategies, and the separate school resources seem to work once students are identified needing Tier II, and Tier III supports. However, TRHS appears to lack an overall cohesive method to flag and identify students in possible need of intervention at the Tier I level.

Although TRHS features many organizations and programs dedicated to meeting each student's needs, the results from the Endicott survey reflect mixed views regarding the school's efforts to meet the needs of all students. Of the 952 student responses, 41.6 percent agree that the school met the needs of all students, while 26.2 percent disagree, and 32.2 percent are undecided. Among the 88 parents polled, which is a small sample, 44.3 percent agree that the school has timely and coordinated strategies to meet the needs of all students, while 24.3 percent disagree, and 23.0 percent are undecided. Half the student body, and nearly half the parents surveyed disagree or are undecided on whether or not the school meets the needs of all students. Due to district policy, the staff is limited in the information they can gather from students on non-academic matters. As such, there are several apparent gaps in the information resource teams have access too. More data may help the teams efficiently allocate their time and support and develop a more appropriate and responsive curriculum and be more sensitive to students' needs.

When the school can use not only academic data but screenings and other survey data to coordinate intervention strategies for all students, including those who qualify for special services and the general education at-risk students, the school will be able to fully support each student's achievement for the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- Endicott survey

Standard 6 Indicator 2

Conclusions

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

TRHS provides its students and families with timely streams of data from the administration, the school counseling department, the health services office, the special education department, the Student Assistance Program (SAP), and the school's Destiny and Lib-Guides library programs. As evidenced in the Endicott survey results, 66.7 percent of staff agree that TRHS informed families about the support services available to students. Students (69.9 percent) of students agree that they knew whom to ask at school if they had a personal problem.

Students and parents can access information regarding student grades, attendance, and behavior referrals through PowerSchool. The TRHS website provides a wealth of information, including the program of studies, monthly principal's newsletters, upcoming events, and school resources. The school counseling tab has early college opportunities, regional technical opportunities, and community resources for mental health and social services; however, there seemed to be irregular updates to some of the information linked on the website information site tab. The school's counseling staff host a freshman orientation program and 95 percent of parents and students participated in this activity. Other parent information nights are held throughout the year for juniors and seniors, such as post-secondary financial aid planning. The Student Assistance Program provides community resources for bullying prevention and common mental health concerns.

TRHS has a wealth of outreach opportunities for students, parents, and teachers. The Parent-Teacher-Student Association (PTSA) encourages communication between the school and parents, but there is no evidence of the activity of this group. The Timberlane parent advisory forum holds workshops for parents, and the last seminar provided was January 2019. The student services department also provides families with information on McKinney-Vento services for those considered homeless. Furthermore, the student services program makes weekly visits to the homes of families with students who have significant difficulty with school attendance and other various issues. While attendance rates at school-wide events are admirable, consistent and regular contact with all students and families through a variety of means including online, email, formal letters, and Alert Now messaging can help ensure that all families, especially those in greater need, receive the information they need.

When the school consistently provides information to families, especially to those most in need, about available student support services, students are better able to meet 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- students
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

The support staff services use technology to deliver an adequate but limited range of coordinated services for each student. Although each support service department utilizes technology regularly to coordinate services for students, the school has limited resources for the collaborative effort between departments to maximize the implementation of these coordinated services.

The special education department uses Bookshare to assist in the delivery of instruction, a web-based audiobook service, as well as teletherapy, a long-distance linkage of a specialist with a student used to deliver services. The record management system is paper-based but is in the process of being converted to digital. The special education staff uses email to communicate with students and teachers and to deliver IEPs with read receipts. Health services staff use an online record management system called SNAP Health Center that documents health assessment results.

The TRHS website features a health services page that includes educational information. Health Services use email to communicate with students and teachers and to deliver essential health information with read receipts. School counselors use a variety of web-based applications to support students, such as PowerSchool, and Google Forms documents to document why and how often students visit. Naviance is used for career and post-secondary information that allows students to explore post-graduation interests and college searches and communicates to teachers regarding college recommendations. Parents have access to Naviance. Acuity 504 is a database and development program.

Edgenuity is an online program used for student credit recovery. School counselors use email to communicate with students and teachers and to deliver 504 Plans to Read Receipts. Library services use Destiny, an electronic catalog that includes digital resources. The library website provides Lib Guides that feature research compiled for specific topics as well as tutorials and professional development resources. Some students utilize the computers for virtual learning through the Virtual Learning Academy Charter School (VLACS) program. The academic support center instructors use Google Forms and Google Sheets to collect student sign-in data to communicate with teachers about their students' activities. All departments use email and PowerSchool to deliver information between teachers and departments. The target team, which meets to identify at-risk students, utilizes Google Drive and email to consolidate data from all departments. Due to district policies that prohibit non-academic surveys, adjustment counselors are unable to use software to identify students' at-risk behaviors. Adjustment counselors use email to communicate with students and teachers. While all departments seemed to make concerted efforts to utilize technology to coordinate and provide services for students independently, the school did not appear to offer collaborative time to integrate these technologies to more effectively support all students between departments.

When support services staff use technology to deliver an effective range of coordinated services for each student, students are better able to meet the 21st-century learning expectations.

Sources of Evidence

- self-study
- teachers
- school support staff

Standard 6 Indicator 4

Conclusions

The school's counseling services have an adequate number of certified/licensed personnel and support staff who collaboratively deliver a written, developmental program; meet regularly and consistently with all students to provide personal, academic, career, and college counseling, and regularly 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, but rarely use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The school's counseling department has a director of school counseling, five school counselors, a school substance abuse counselor, and two-full time school office assistants. The department serves 1,103 students. School counselor caseloads consist of approximately 250 students. All school counseling personnel are certified through the department of education. School counselor caseloads do not exceed state requirements for student-to-counselor ratios.

School counselors provide students on their caseloads with personal, academic, career, and college counseling through individual meetings and group seminars. School counselors work collaboratively with students, staff, and families to ensure students reach their personal and academic goals. A full-time registrar and secretary provide clerical/secretarial assistance for the guidance staff and play a vital role in welcoming students to the office, helping students schedule appointments, and assisting students with the college application process by sending out supporting documentation. The registrar handles explicitly new student registrations and withdrawals. Each student is assigned a school counselor who helps them for the duration of their time at the high school. The Endicott survey results indicate that 67.9 percent of students feel comfortable accessing their school counselor. During informal discussions with students, they report feeling stressed when transitioning from middle to high school, but once they made the transition, they feel right about being at the high school. Personal and social/emotional counseling is done on an as-needed basis by request or counselor intervention. School counselors review academic progress for students on their caseloads, including students who are in danger of failing a class, review course selections along with teacher recommendations, and discuss educational plans to ensure they meet the necessary graduation requirements. They participate in the target team in identifying students in need.

School counselors deliver a variety of programming/curriculum through the use of group seminars at each grade level. At the beginning of students' freshman year, small group seminars focus on the transition to high school and first quarter academic performance. During students' sophomore year, career counseling is facilitated through the use of Naviance and hosts an annual career day each spring for the sophomore class. Junior year seminars and individual appointments focus on the post-secondary planning process, revisiting the Naviance, and further discussing the college search process. Senior seminars, college application workshops, and personal meetings also focus on post-secondary plans, including assistance with the college application process and the transition from high school to college, military, or employment. While the department has always maintained a list of available scholarships, it recently began to send monthly emails to students and parents to inform them of upcoming scholarship deadlines. They host an alumni college panel discussion and a yearly senior transition panel assembly for all current eighth graders to hear from a group of seniors about opportunities at the high school.

School counselors meet annually and as needed with community mental health and other providers to establish and maintain community contacts to ensure continuity of care for students. Regarding relevant types of assessment data, the school counseling department is limited in the types of information and data the department can collect from students. District policy only permits surveys related to academics, therefore limiting the scope of available data. The school counseling department administers an annual senior exit survey to evaluate counseling services and to make adjustments to the curriculum. However, this tends to be limited to college-bound students, so their experiences may not represent the greater whole of the student body.

When school counseling services have adequate staffing and resources, they can collaborate effectively to deliver a wide range of services and support to ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

- self-study
- students
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

The school's health services consistently have an adequate number of certified/licensed nurses and support staff who regularly provide preventative and direct intervention services, and systematically use an appropriate referral process; they routinely conduct ongoing student health assessments; and occasionally utilize relevant assessment data, including feedback from the school community to improve services and ensure each student is able to achieve the school's 21st century learning expectations.

The TRHS health services are comprised of two licensed/certified registered nurses (RNs) and one administrative assistant and serve approximately 1,100 students and 200 faculty. By national standards, the recommended ratio is one RN to every 750 people in a non-specialized school setting. Reported in the Endicott survey, 77.6 percent of parents and 72.2 percent of staff agree that the school has a sufficient number of certified/licensed personnel. The RN responsibilities include medication administration; focused health assessments leading to first aid; urgent and emergent assistance; immunization compliance and monitoring; individualized health care plan creation and distribution; participation in team meetings supporting students; documentation and medical file management; emergency response coordination; vision and hearing screenings; health education and counseling; reporting to the NH Department of Health and Human Services (DHHS) on daily counts of influenza-like illnesses (ILI); disease control; and CPR and AED training. The administrative assistant responsibilities include clerical work involving students, staff, and parents; administrative support for all aspects of the health office, health record maintenance, data input of all immunization records, information management, and inter-department coordination, vision and hearing screening coordination, parent notifications, CPR planning and support, and other assignments as necessary.

TRHS health services provide a coordinated and wide array of services, including health education and disease prevention. The TRHS health office offers first aid, administers medication, and reviews medical provider communication and documentation to support student care. Health services respond to all emergencies, perform physical assessments, offer consultation and health education, and provide referrals for further medical evaluation. On average, the health office sees 50-80 students each day. The health office has logged over 14,000 instances of services provided to the TRHS community. These instances include student and staff visits, injuries, emergencies, vision and hearing screenings, field trip verification and research, and medication administration. Health services conduct preventative health screenings on all tenth graders. Vision, hearing, and blood pressure are assessed during health screenings. The school nurses attend special education, IEP, and 504 planning meetings. The school nurses create appropriately individualized health care plans and continually advocate for the students. TRHS health services provide American Heart Association (AHA) CPR/First Aid/AED training to district staff. The Endicott survey indicates that 74.1 percent of parents and 75 percent of staff agree that the health services personnel provided preventive health and direct intervention services. The health services referral process involves professional recommendations based on nursing assessment for a follow-up to a medical provider via the parent/guardian. The school nurses also refers students based on health screening results.

Additionally, they refer students and parents to appropriate staff within the high school based on the situation, with school guidance, school psychologist, student assistant counselor, student adjustment counselors, administration, and athletic trainer. The nurses also provide information for substance and alcohol abuse support. TRHS health office periodically refers students and families to affordable health care providers like Well Sense, Medicaid, and local Lions Clubs. The school nurses may refer students and families to seek an additional medical evaluation with their primary care provider or emergency department care or seek emotional support dependent upon assessment. Examples of types of assessment data include immediate feedback from students and parents regarding medical or injury interventions. Health services gather statistical data regarding ILI and provide it to the NH DHHS. The health office also receives NH Health Alerts via NH HHS and uses that information in student assessments. The TRHS health office created a tracking system for injured students and works with the athletic trainer to ensure the health and safety of the athletes. TRHS health services team also works to promote health and wellness practices around the building, as observed on various public information

bulletin boards, signs, and general practices.

Additionally, the TRHS health services team works to communicate with school personnel and students about food allergies and sensitivities to create safe and inclusive spaces for students and faculty. Based on data and feedback, TRHS health services established a coordinated protocol for concussed students that includes the students' teams; parents, teachers; physicians, when necessary; and the school counseling department. The nurses assess concussed students daily and communicate as needed with all involved team members. A documentation tool was created to monitor students' ongoing progress and share information with other members of their medical team as required. While TRHS health services utilize in house data, best practices, and industry standards to develop action, outreach, and response protocols. There does not appear to be any evidence of comprehensive integration of feedback and evaluation to more efficiently and effectively direct their resources and general programming.

A strong health services department that proactively promotes health and wellness, as well as provides resources to the school community, can help ensure that students meet the 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 6

Conclusions

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

The library has one full-time library/media specialist who functions as a manager, teacher, and information specialist. The library/media specialist collaborates with staff to integrate information skills into the classroom curriculum and provides a wide variety of resources in various formats for both research and personal interests of students and staff. The library also has one full-time library-certified paraprofessional who enforces library procedures, assists students in locating and using library resources, and monitors student library use and behavior. The library/media personnel are responsible for the distribution of textbooks for all subjects and all English department books. The library/media personnel also coordinate with members of the school community using the library as a facility for presentations, meetings, and other events during and after school hours. Examples include displays of Advanced Placement (AP) art projects, Life as an Owl meetings, and Veteran's Day brunches. The library/media services personnel collaborate with staff to locate and utilize appropriate resources that might be available for classes in-house and through community libraries. The history book club, whose book choices align with the history curriculum, is co-facilitated by a library paraprofessional and a social studies teacher. The club holds school and community events inspired by its book selections throughout the year. Library/media personnel are working to align the library curriculum with the American Association of School Librarians (AASL) standards implemented in 2018. According to the Endicott survey, 60.2 percent of staff agree that the library/media personnel are actively engaged in the development and implementation of the school's curriculum.

The library/media service personnel maintain an online catalog available on the library website of all books, magazines, and digital resources through Destiny. Students and staff can access Lib Guides through the library website that includes links to tutorials for citing materials and professional development resources. Lib Guides also contains links to research topics that reflect the collaboration between library/media service personnel, staff, and students. The TRHS library has a total of 21,892 items, which translates to 19.6 books per student. The library also has 100 eBooks, 250 audiobooks, and 1,387 DVDs available for students and staff. There are ten computers available in the library and an additional 28 computers available in an adjacent media lab that staff can reserve for use. When students were asked in the Endicott survey whether the library provides a wide range of materials, technology, and other information, 78.0 percent of students agreed.

Additionally, as technology advances and resources become obsolete, the library media specialist has expressed a responsive need to phase out older technology and replace it with equitable, but up-to-date resources. The library is open Monday through Friday before school hours starting at 6:30 a.m. for staff and 7:00 a.m. for students. It closes after school hours at 3:00 p.m. Computers and resources in the library are used for independent learning by students participating in VLACS and during study blocks. The library supports the senior-level English course creative book transformation by providing students the materials and space to engage in the course objectives. The library obtains materials for the history book club, taking into account student interest. According to the Endicott survey, 75.1 percent of students agree that the library staff is willing to help them to find the resources or information they sought. TRHS uses Follett's Titlewave Analyses to regularly assess the library collection. With this system, usage reports of different resources can be generated to determine the value of a resource to the school community. This resource can also specify when an item has become outdated. Daily material usage and check out numbers can also be analyzed to assess the collection.

Additionally, the library media specialist indicated a desire to utilize school-wide data to ensure that there was a variety of reading level texts available to students. When students were asked in the Endicott survey if the library had the resources they needed, 63.4 percent of students agreed. The library media specialist uses assessment data to determine the purchase of new books, update digital resources, and refine the existing collection. Still, an inability to disseminate non-academic surveys, prohibits school-wide data collection of student reading interest, so that interest is gauged through one-to-one conversations with students and staff.

Library/media services are integrated into the curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who support students to achieve the 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- school support staff
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

The support services for identified students, including special education, Section 504 of the ADA, and English language learners, have a limited number of certified/licensed personnel and support staff. However, the certified/licensed personnel and support staff employed at TRHS frequently, but inefficiently, collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's 21st century learning expectations. It provides inclusive, but inconsistent, learning opportunities for all students. They regularly perform an 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.

TRHS currently employs 16 certified special educators, and one reading specialist assigned full-time to the building. TRHS also employs 23 full-time para-educators, 18 of whom have para-educator II certification. There are two full-time school adjustment counselors. The Timberlane Regional School District (TRSD) shares a full-time social worker among the four district school buildings, including the high school. TRHS has recently added a reading and math specialist. They have one full-time certified occupational therapy assistant, one full-time occupational therapist shared with the middle school, and another full-time occupational therapist shared among four district school buildings. There is one part-time physical therapist shared among three district school buildings. There is a dedicated part-time speech-language pathologist to the high school, and additional speech-language services provided by the two speech-language pathologists based in the middle school and contracted teletherapy services. The part-time district ELL teacher provides services for English language learners (ELLs). The high school has one full-time transition facilitator working exclusively with students with disabilities. If students need additional support services to be successful, the school will contract with professionals, including a board-certified behavior analyst, teacher of the deaf, teacher of the visually impaired, educational audiologist, orientation and mobility specialist, assistive technology specialist, adventure-based counselors, and career resource specialists.

TRHSD is currently reorganizing its student support services. TRHS previously had one full-time special education administrator but shares presently one full-time special education administrator with the middle school and SAU to oversee the above personnel, programs, and resource implementation. The Endicott survey results indicate that only 51.9 percent of staff either agree or strongly agree that there is adequate staffing. Collaboration frequently occurs between teachers, counselors, targeted services, and support services personnel to achieve the school's 21st century learning expectations. A variety of technological programs support day-to-day collaboration and communication. Most prevalent is the use of Google's G Suite applications. Teachers, administrators, and specialists have the opportunity to meet face-to-face in regularly scheduled department meetings, faculty meetings, and specialty PLCs. A variety of professionals also meet for IEP and 504 meetings to communicate and collaborate regarding student needs. Although TRHS frequently collaborates, due to a lack of consistent and regular administrative oversight, it is hard to gauge if collaboration is effective and efficient in meeting student needs. As seen in the program of studies, TRHS encourages and embraces learning opportunities for all students. One way that the school does this is by providing students with access to technological devices such as personal Chromebooks and access to computer labs. Students on IEPs and 504s can access extensions on their Chromebooks to assist with reading, such as through Bookshare and writing.

For augmentative communications in some cases, students are provided with iPads. This school year is the first year that all students in the building have a 1:1 device, so there is a learning curve on how to best use this technology. Currently, there is no evidence where general education teachers and special education teachers intentionally use Chromebooks and Google extensions to integrate into classrooms and support the delivery of IEP and 504 goals and services. Additionally, students have access to a number of academic supports which include co-taught classes, special education supported classes, a learning center, the academic support center, the writing lab, algebra lab, and excel study. Courses are offered at a variety of levels, including AP, Accelerated (ACC), College and Career Preparation (CCP), applied, unified, and special education-specific programming. Extended learning opportunities (ELOs) are developed based on individual student needs and interests. The school leadership team should look at how the tiered model of interventions may be helpful.

TRHS regularly utilizes a number of different assessments and data sources to improve support services for identified students and ensure that each student achieves the school's 21st century learning expectations. According to the Endicott survey, 51 percent of staff report that all support services personnel used assessment data to improve services and achieve the school's 21st century learning expectations. No staff members strongly disagreed with this statement. Results of STAR testing in math and reading are used to monitor student progress toward learning expectations and to provide guidance regarding student skills and appropriate course placement. Achieve3000 was used to monitor and advance student reading comprehension skills for all students across content areas and will use Newsela in the 2019-2020 school year. Report cards paired with teacher comments and progress reports help to track students' progress in their courses and toward their graduation requirements. Students identified with educational disabilities and on an IEP are evaluated at least once every three years. ELL students are assessed annually to monitor progress and determine ongoing needs. All juniors participate in the SAT or the Dynamic Learning Map assessments. These test results provide students data so they can assess their learning as compared to their peers across the nation. TRHS regularly uses data to respond to student needs. For example, STAR data, PowerSchool, report cards, and teacher input are used to monitor student progress and success and can be used to match students with appropriate supports such as the academic support center, writing and math lab.

Additionally, student IEPs and 504s are amended as needed based on the available data. Data and observations have been used to help students who are struggling to earn credits including credit recovery and summer school. Extended school year programming is provided to those students who require ongoing instruction or are significantly behind their peers developmentally. Special education also coordinates with programs such as the evening division program, learning center, HiSET and credit recovery through Edgenuity. While the evidence suggests a devoted, skilled, and passionate special education team exists at the school, the turnover in leadership in recent years has created inconsistent oversight of special education services and resources. The school needs to review how the special education administrator at the high school will provide directed leadership to create the most efficient model of services and use of personnel to best meet the students' needs including looking at students' identifications to ensure proper identification between 504 and IEP status. Additionally, it will allow adequate oversight and implementation of professional development that ensures resources are inclusive and equitable in classrooms and course offerings and empowers the school community as a whole to implement best practices, such as Universal Design for Learning, across the building.

When special education teams have strong and consistent leadership, they are able to utilize all levels of support more effectively and efficiently in helping students to meet the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 6 Commendations

Commendation

The universal compassion, care, and support of students by TRHS personnel

Commendation

The impressive turn out for freshman orientation which suggests that information dissemination is responsive and effective

Commendation

The demonstrated ingenuity in trying to utilize technology within departments to best provide coordinated services for all students

Commendation

The counseling department's collection of data to be responsive to student needs

Commendation

The explicit, frequent, and regular communication and services that promote the health and wellness of the school community

Commendation

The use of the library/media center as a hub of the school to host many different activities

Commendation

The passionate and devoted special education team that is responsive and supportive of student needs

Standard 6 Recommendations

Recommendation

Revisit the district policy regarding data collection from non-academic surveys when it may provide a stronger direction for the school to more effectively and efficiently meet the needs of all students

Recommendation

Implement a complete RTI model and universal PD to build familiarity on all levels of interventions

Recommendation

Evaluate current student support programs to see how interventions could be improved

Recommendation

Regularly review information communicated via online resources such as the school website to reflect the most up-to-date and accurate picture of school resources and information

Recommendation

Provide regular and dedicated collaborative time among school resource departments to examine and share data to better coordinate student services

Recommendation

Consider having 8th-grade students spending more time in the school, such as a move-up day to acclimate them to the building

Recommendation

Solicit formative feedback to be more responsive to the health and wellness needs of the school community

Recommendation

Continue to examine ways the library/media center can stay current in providing resources and information to teachers and students as the use of technology expands

Recommendation

Evaluate how the special education leadership position can review, oversee, and help implement a model of services and ensure inclusion across the building

Standard 7 Indicator 1

Conclusions

The Timberlane Regional High School (TRHS) community and the district's governing body provide sufficient funding for a wide range of school programs and services, ongoing professional development opportunities, and curriculum revision. Funding for professional and support staff positions is inconsistent. There is adequate funding for a full range of technology support, sufficient equipment, and suitable instructional materials and supplies.

Some of these funded programs include, but are not limited to, evening division program, HiSET, credit recovery, Center for Technology through Pinkerton and Salem School Districts, a wide range of AP course offerings, dual enrollment opportunities, extensive clubs and extracurricular activities and travel opportunities. The staff and administration provide and support opportunities for student leadership in these different organizations.

Current staffing issues are an issue due to limited approved funding from the school board. For example, they are not filling positions when someone leaves. The Timberlane Regional School District currently has an assistant superintendent position still open after holding a national search and interviewing top candidates. After the interviews of the top three candidates were completed, the school board elected not to fill the position. All of the candidates interviewed found positions in other school districts. There are several support staff openings and the school is having difficulty finding qualified candidates. The staff has expressed the need to attract more paraprofessionals to fill open positions and to retain teachers with competitive wages in comparison to surrounding districts. There has been a reorganization that has resulted in reductions in the number of academic deans at TRHS and district support staff. TRHS does offer a variety of professional development opportunities throughout the year.

Curriculum revisions are ongoing to address the inclusion of competencies and block scheduling. Teachers report a need for increased common prep time to implement these curricular changes. TRHS has responsive and robust technology support. The staff has limited equipment to support their instruction. The school has implemented the final stage of the 1:1 Chromebook program. Teachers and students are adjusting to this new technology in the classroom and how it can be used effectively.

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 and adequate equipment, instructional materials, and supplies increases the connection and success of students. Additionally, it will attract and incentivize faculty, staff, and administrators to stay, which will further support the instruction, curriculum, and assessment, backed by current professional development and technology support.

Sources of Evidence

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

Standard 7 Indicator 2

Conclusions

TRHS school sufficiently 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 despite inadequate resources.

The district has only two maintenance staff members responsible for the 11 buildings. Currently, not all maintenance needs can be done by qualified individuals in-house, so outside contractors are contracted to do the work. The facilities' director is working to hire additional staff to increase their capability of doing more in-house maintenance. TRHS has six custodial staff covering both day and evening shifts. With the number of activities offered day and night at TRHS, it leaves little time for the building to be appropriately maintained. While cleanliness in the building is commendable, long-term building issues related to an aging and outdated facility impacts students in trying to achieve the school's 21st century learning expectations.

Dependable funding and timely attention to develop plans, 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 will reduce long term costs, expand learning opportunities for students and attract and retain highly qualified staff.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- students
- department leaders
- school leadership
- school support staff

Standard 7 Indicator 3

Conclusions

The community inconsistently funds, but the school systematically implements a long-range plan that addresses enrollment changes and staffing needs, facility needs, and capital improvements. The district typically funds and implements a long-term strategy that addresses programs and services and technology.

A Capital Improvement Plan (CIP) and Five Year Strategic Plan is in place, and goals are regularly put aside to address pressing issues that arise, such as a replacement of the gym floor damaged by a roof leak, septic problems and leaks because of the age of the buildings. Building bond articles have been presented to address the dated facilities over the past two decades but have not been supported by the community. The community typically sufficiently funds programs and technology. However, it has been become more challenging in gaining support for school budget needs. The school building and facility are used continuously for a wide variety of community programs, including adult education, musical performance, business partnership, and community organizations such as club basketball. However, the community has consistently not passed bond votes over the past two decades, leaving an extensive list of capital improvement needs.

The aging and outdated facilities have resulted in the repurposing of areas to meet the needs of the school's 21st century goals. For example, closets have been converted to office spaces and gym equipment and furniture is stored in hallways. The guidance office has a temporary wall that is not soundproof that limits confidentiality, limited transgender facilities, and numerous physical education (PE) classes sharing the gym. The locker areas are poorly outdated, with inequitable locker spaces and showers that do not work consistently well. Some teachers have never been able to prep in their rooms due to other classes using them. There are inconsistent heating and cooling in the different areas of the building, along with ventilation issues. A regional school with students traveling long distances to and from school and then staying for co-curricular activities creates a parking issue for the school. The school administration has used the space efficiently around the school, but there is still a need for more parking. Modular units are currently used to provide four classrooms. These have remained longer than their original intended purpose. While staff have made the best of this and worked to limit the impact on students' concerns regarding safety during lockdown drills, disconnection from the main building, re-entry to the building, and availability of one restroom in each modular is an issue. There are many areas in which the dated building does not support energy efficiencies, such as poorly insulated windows and walls.

Increased community support for funds and implementation of a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements will provide high quality, equitable, 21st century education for all students.

Sources of Evidence

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

Standard 7 Indicator 4

Conclusions

The faculty and building administrators are always involved in the development and implementation of the TRHS budget.

Each department within TRHS reports needs and wants to the deans through the supply order form. The academic deans frequently approve lower cost items, and larger cost items require further discussion with the administration. The academic deans work collaboratively with the principal and the assistant principal to develop department budgets. The principal presents the school budget and justifications to the superintendent and to the budget committee. The budget committee is comprised of publicly elected members of the community, and school board representatives to develop the operating budget. While supply order forms are due at the beginning of the school year, the academic deans work to fund any needs that arise during the school year. Overall the staff feels their feedback is taken into consideration in the development of the budget, and most, if not all, of their needs, are met.

The faculty and building administrators' active, deliberate, collaborative, creative and flexible involvement in the development and implementation of the budget ensures that adequate and appropriate resources exist for all students and programs.

Sources of Evidence

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

Standard 7 Indicator 5

Conclusions

The school site and plant are inadequate to support the delivery of high-quality school programs and services.

TRHS faculty and administration work very hard to minimize the impact certain areas of the building have on student learning whenever possible. Extensive science and art options are available, including engineering and AP Studio Art. The facility limitations are impacting the development of STEM programming for students. The small pottery room is lacking a sink, and the science labs themselves are outdated for what is needed to drive science programming today. Limitations are particularly evident in the athletic and physical education spaces. Students are not able to use the mini-gym for basketball or rock climbing due to the structural concerns of the walls. The fitness room does not allow for athletics and the physical education department to offer personal fitness instruction. Minimal storage space leads to storage in showers and hallways, which is a safety concern. TRHS is no longer able to host home track meets because of the condition of the track. Parking is an ongoing issue; only seniors and 30 juniors are allowed to park on campus. Traffic flow has been and will continue to be an issue. A building addition is not an option due to the school grounds being landlocked.

Having a school site and plant that supports the delivery of high-quality school programs and services will allow all students to achieve the school's for 21st century learning expectations and will provide an equitable and safe learning environment for all students.

Sources of Evidence

- facility tour
- teachers
- students
- parents
- school leadership

Standard 7 Indicator 6

Conclusions

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

The building is not entirely handicap accessible but is in compliance because of the age of the building, especially, restrooms, office space, and hallways. Older portions of the building have narrow hallways, which are further limited by athletic equipment stored in the halls. The sinks in the restrooms are mostly equipped with spring-loaded handles, which poses a concern with sanitation and accessibility. The facility director works closely with local vendors and the fire department to ensure inspections and certifications for alarms, emergency lights, sprinklers, extinguishers are up to date and in compliance. The Material Safety Data Sheets (MSDS) are accessible as needed, and chemical storage is maintained, but perhaps not convenient for all. Locker rooms do not meet Title IX compliance, offering more male locker rooms than females. The current structure limits any quick fix due to the configuration of the adjoining locker rooms. Offices and restrooms are not handicap accessible. Storage in hallways and narrow hallways in the older portion of the building are not handicap accessible. TRHS has upgraded all of the outside doors, and they are alarmed. Emergency exit procedures are posted at all classroom doors along with emergency supplies. TRHS has also improved the front entrance with a security system and a separate and secure area for guests and parents to wait to meet staff or students.

Having a physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations will allow for 21st century learning to be equitable and will provide a safe learning environment for all students and staff.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

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

A variety of events are held to engage parents, families, and students as they transition into TRHS. Faculty members encourage and support students to create a wide range of co-curricular options, based on student interest, intending to increase engagement in the school community. Parent-teacher conferences take place twice a year, and individual meetings can take place when needs and concerns arise. The building student support staff works to reach families that have been less connected with the school. The building student support team has a "target/Response to Intervention (RTI) team" that meets weekly to address any needs of identified students and families. The group includes a school nurse, school administrator, and guidance counselors. This RTI team provides information regarding connections to resources/services in the school and the county to students and their families. District staff will also reach out to families. Guidance counselors reach out to parents. There is not a truancy officer; however, the SRO contacts families if the school administration is not able to contact the family. Appointment cards are available in the administrative offices for students and families to voice their needs and connect with appropriate administrators. Families have contact with the school through events such as summer transition for incoming 9th graders and their families, parent-teacher conferences twice yearly, and parent advisory group open to all. Resources are communicated electronically in a variety of methods, including PowerSchool and the school website.

The continued efforts of professional staff to actively engage parents and families as partners in each student's education and reach out individually to those families who have been less connected with the school will assist in meeting the needs of all students and ensuring their growth.

Sources of Evidence

- self-study
- school leadership
- school support staff
- school website

Standard 7 Indicator 8

Conclusions

TRHS consistently develops productive parent, community, business, and higher education partnerships that support student learning.

Learning opportunities are offered through partnerships with AP courses, local higher education, student-run community service projects, and technical centers. There are many opportunities for the community to become involved with the school, including adult education, community partnership program, engineering round table, veterans breakfast, and memorial wall, telescope, YMCA partnerships, club sports, and PAC performances. The TRHS community expands beyond New Hampshire with exchange programs with Hawaii and Germany.

Continuing current productive parent, community, business, and higher education partnerships will support continued well-rounded, high quality 21st century learning opportunities.

Sources of Evidence

- self-study
- teachers
- students
- school leadership

Standard 7 Commendations

Commendation

The extensive support for co-curricular activities and student-led organizations at TRHS

Commendation

The cleanliness of the building that is consistently maintained

Commendation

The creative usage of space in and around the building to support students

Commendation

The flexibility and creativity of administration and staff to limit the impact of the shortfalls of the building and facilities on students

Commendation

The faculty's and administrators' regular collaboration to propose budgets that best meet the educational needs of the students

Commendation

All school staff have found ways to minimize the impact of an aging facility and infrastructure on instruction

Commendation

The staff and students who are diligent and take pride in the upkeep of the building

Commendation

The target/RTI team's efforts to collaborate proactively identifying and supporting all families

Commendation

The wide range of programs, extracurricular activities, and services that exist to engage students in their education and community actively

Standard 7 Recommendations

Recommendation

Develop a strategy for all stakeholders to work collaboratively to create a plan to attract and retain highly qualified staff

Recommendation

Develop and implement a plan to address areas of the site and plant that do not support a 21st century education for students including:

- the outdated science labs
- the unusable outdoor track
- the walls in the gymnasium with structural concerns
- the lack of storage in the athletic facility
- the lack of adequate parking

Recommendation

Improve communication to the community regarding specific needs and impacts related to the building and facility

Recommendation

Continue to explore ways to improve communication with students and families in need of support services

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: Paul MacMillan - New England Association of Schools and Colleges, Inc.

Assistant Chair: David DiPietro - Gloucester High School

Team Members

James Brizard - Hopkinton Middle High School

Heidi Cook - Freeport High School

Wendy Despres - Stevens High School

Jenni Durost - Grafton High School

Caroline Durr - Merrimack Valley High School

Marguerite Ferrer - Milford High School

Brian Gray - Sanborn Regional High School

Rachel Lively - Nashua High School North

Katherine McElroy - Bellows Free Academy

Renee Wheaton - Newmarket Junior-Senior High School

Melissa Wyman - Hartford High School