

2019

Accreditation Handbook



Commission on Public Schools

Committee on Public Secondary Schools

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
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New England Association of Schools and Colleges

Preface

This *Accreditation Handbook* is designed for use by schools preparing to host visiting teams in either spring or fall 2019.

The *Handbook* is divided into three sections, each representing a phase of the decennial evaluation process:

- ✓ the self-study
- ✓ the evaluation visit
- ✓ the follow-up

The successful completion of the Accreditation process depends on the adherence of school leadership and the steering committee to the procedures outlined in this *Handbook*. Specifically, schools must:

- submit an application for evaluation,
- complete a self-study in a timely manner,
- host a visiting team at the scheduled time,
- implement the evaluation report and other Committee recommendations,
and
- submit reports as required by the follow-up process.

School personnel are urged to contact the Commission office at any point in the decennial cycle for clarification regarding Commission expectations or for assistance.

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INTRODUCTION

**This section introduces
The New England
Association of Schools and
Colleges and the value of
the Accreditation process.**

Accreditation and the New England Association of Schools and Colleges

Founded in 1885, the New England Association of Schools and Colleges (NEASC) is the nation's oldest regional accrediting association. It serves over 2,000 public and independent schools, colleges and universities in the six states of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont and international schools.

The Association is comprised of four Commissions:

- the Commission on Public Schools (CPS),
- the Commission on Independent Schools (CIS),
- the Commission on Institutions of Higher Education (CIHE),
- the Commission on International Education (CIE).

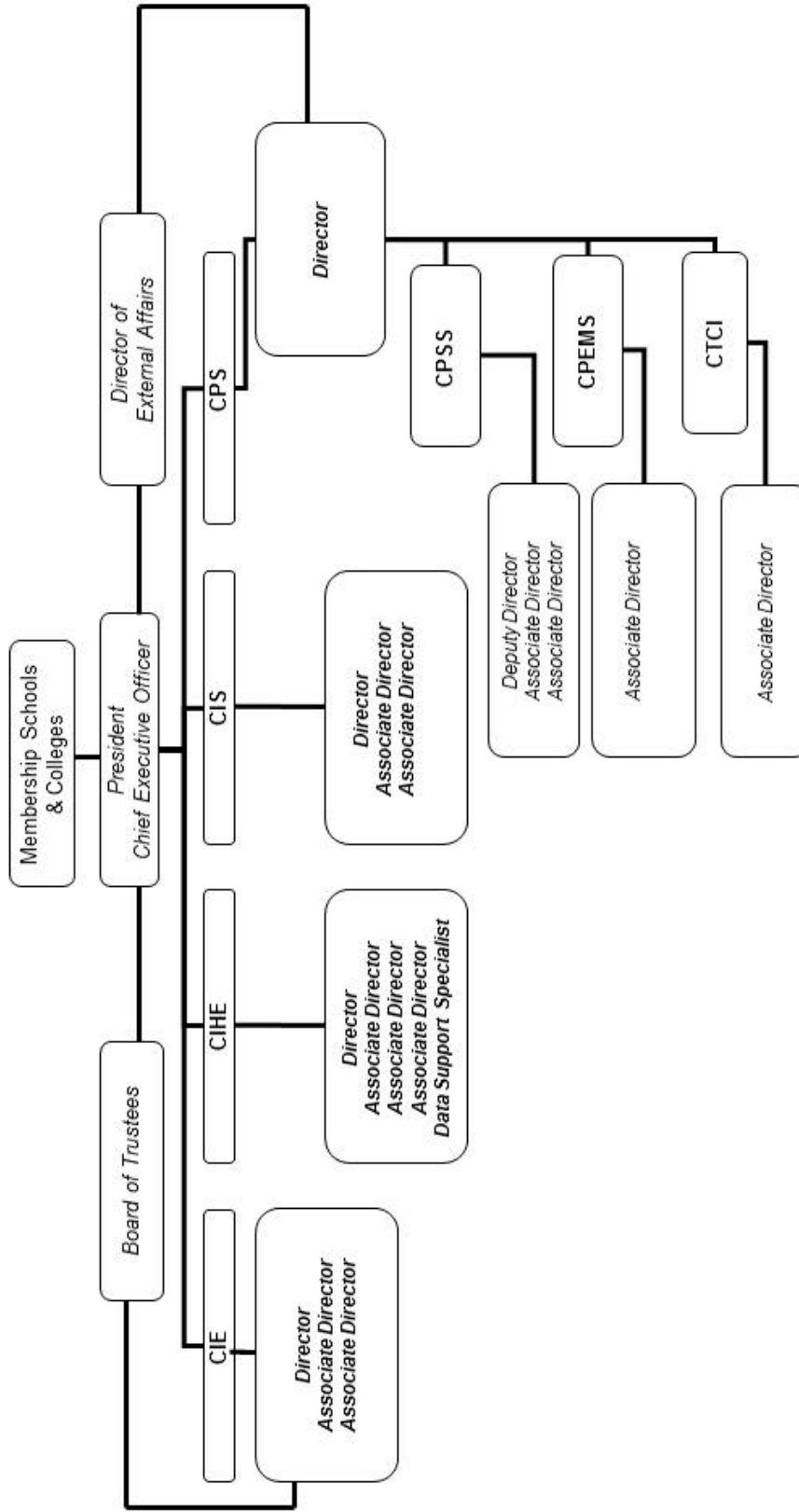
The Association's purpose is exclusively educational. It serves the public and the educational community by (1) establishing and maintaining high Standards of educational excellence and (2) utilizing Accreditation processes which focus on self-improvement through effective peer review. Schools and colleges which voluntarily demonstrate through the Association's Accreditation processes that they meet established Standards, are accredited, and thus become members in the Association.

Member schools and colleges must undertake a reflective self-study involving the participation of faculty, administrators, staff, students, community members, and board members. A team of peers, comprised of professional educators who have volunteered to serve on the visiting team, visits an institution to evaluate its alignment to stated Standards, a process that includes reviewing the findings of the self-study and identifying areas of strength, and making recommendations that will lead school improvement. School and college personnel then respond to recommendations stated in the visiting team report by designing and implementing short-term and long-range plans for improvement.

Accreditation is not a permanent status. Membership in the Association depends on schools and colleges demonstrating continued improvement and alignment to Standards through a regular cycle of routine and special progress reports. In addition, membership in the Association requires that all member institutions **(1) pay annual dues and (2) provide quality educators to serve on visiting teams for other member institutions.** This latter requirement is essential to the operation of the Association which depends on volunteers to staff teams.

Commissions within the Association are empowered to take action related to a school's continued Accreditation.

New England Association of Schools & Colleges



1. The Commissions are the agents of the Board of Trustees of the Association
2. Professional staff are elected by the Board of Trustees upon recommendation of the President/CEO who seeks advice from the appropriate Commission.
3. Commission Directors work directly with the Commission and its membership and report to the President/CEO of the Association

The Commission on Public Schools

At the Association's 125th Annual Meeting in December 2010, the Commission on Public Schools was approved. The transition to one Commission is being led by the Executive Council. The CPSS Standards for Accreditation, the three phases of the Accreditation process, and the established protocols will remain in place as documented in this Accreditation Handbook.

The Commission on Public Schools includes three Committees:

- the Committee on Public Secondary Schools (CPSS)
- the Committee on Technical and Career Institutions (CTCI)
- the Committee on Public Elementary and Middle Schools (CPEMS)

The Committee on Public Secondary Schools

The Committee on Public Secondary Schools (CPSS) serves over 630 K-12, middle/high, and high schools in New England. It is comprised of 26 Committee members who are elected by member school delegates at the Association's Annual Meeting. These include:

- 18 high school administrators, three from each of the six New England states
- 2 middle-high school administrators elected at-large
- 3 central office administrators, each member representing a specific state as determined on a rotating basis with each state represented in alphabetical order for a period of six years
- 1 non-administrator from a member school
- 1 public member who is from a district which has at least one member school and who is currently not an employee of an educational system
- 1 at-large educator

In addition, the CPSS office has professional and support staff who work with member schools and the Committee with regard to the Accreditation process.

The Committee meets four times per year to review Accreditation reports and progress reports presented on behalf of member schools and those institutions seeking initial Accreditation.

CPSS Mission Statement

CPSS MISSION STATEMENT

The Committee on Public Secondary Schools in partnership with member schools ensures, through an ongoing Accreditation process, that all students experience an equitable, quality education vital to the success of a democratic society.

CPSS CORE VALUES

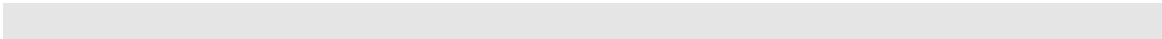
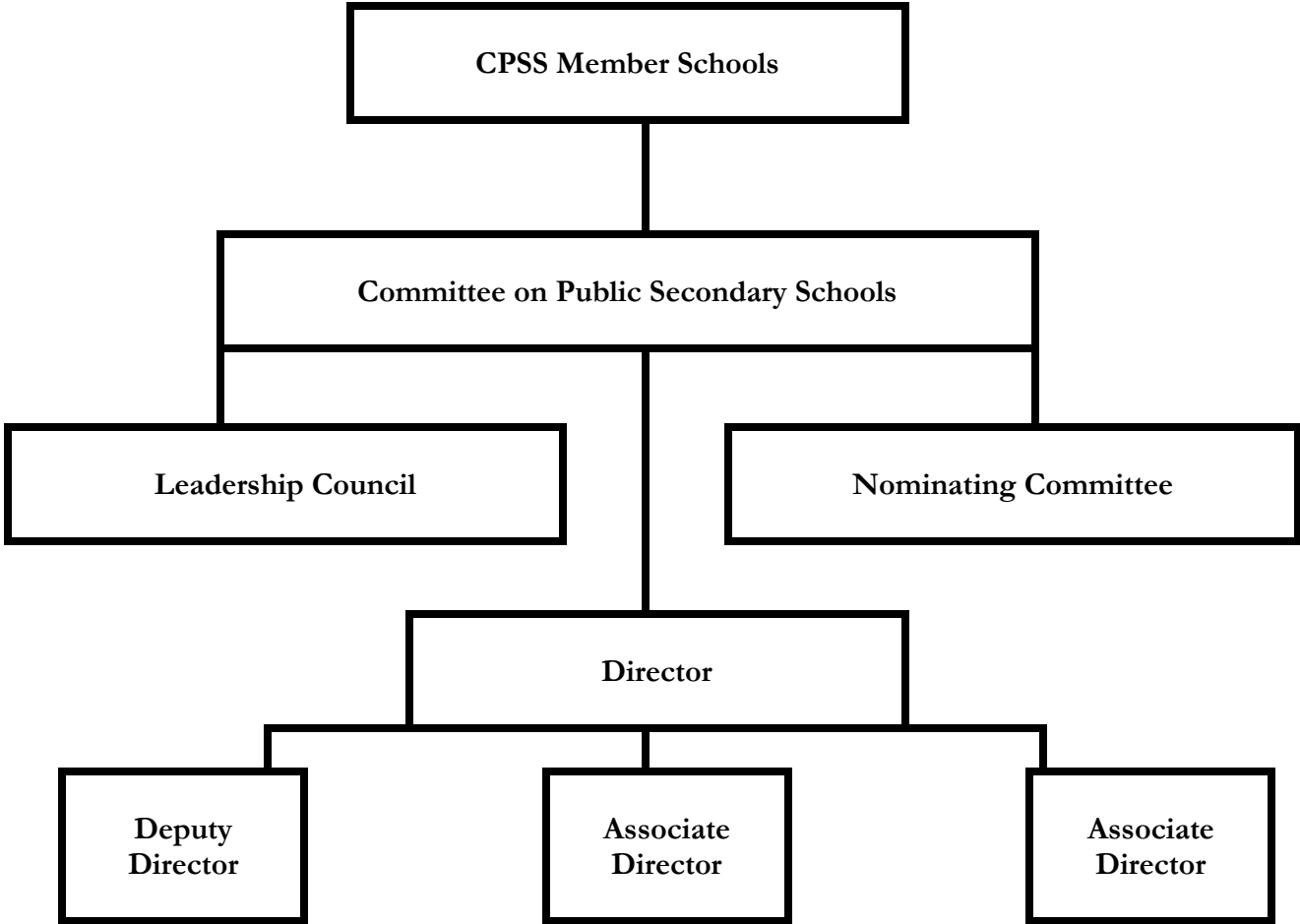
To achieve our mission CPSS commits to...

- maintain relevant and dynamic Standards of Accreditation which define a quality education;
- support member schools through self-evaluation, peer review, and ongoing monitoring;
- support research-based practices critical to continuous school improvement;
- model a culture of self-reflection, collaboration, and inquiry.

To support the CPSS mission, member schools agree to...

- participate actively in the Accreditation process;
- demonstrate adherence to the Standards for Accreditation which fosters academic, social, civic growth for students, professional development for faculty, and continuous improvement for schools.

CPSS Organizational Chart



The Meaning and Value of Accreditation

The Meaning of Accreditation

Accreditation of public schools by the New England Association of Schools and Colleges (NEASC) indicates that the educational institution has conducted a self-evaluation of all of its programs and hosted a visiting team to evaluate the institution in terms of its own stated educational goals and the Standards for Accreditation.

The Standards for Accreditation are a research-based set of practices and concepts that provide guidance to schools on all aspects of the education — academic, civic, and social — of the young people under their care. The Standards are considered to be living documents and are reviewed and revised as necessary. The process of review includes surveys of all member schools, specific consideration of feedback provided by schools that have recently undergone an Accreditation visit, an appraisal of recent, relevant educational literature, and in-depth discussions. As needed, third parties, including consultants, are contracted to conduct relevant research to inform the revision of the Standards. The Standards tend to be reflective of current trends in research on public education without espousing one particular mode of thought.

The awarding of Accreditation signifies that the school has met the Standards for Accreditation at an acceptable level and is committed to both maintain those Standards and to improve its educational program by implementing the recommendations of the visiting team and the Commission. Continued Accreditation is dependent upon a school demonstrating ongoing, reflective progress to improve teaching and learning and the support of teaching and learning.

Membership in and Accreditation by NEASC is similar to membership in professional organizations such as the American Bar Association and the American Medical Association. In each case, a commitment toward continual self-evaluation, a pledge to self-improvement, and a desire to maintain the Standards for Accreditation are necessary.

The Value of Accreditation

Value to Students and Families

Students are most affected by Accreditation since they are the central focus of the educational process. Accreditation assures them that their needs are being met through a quality educational program, that a vehicle exists to correct deficiencies in the school program, that their transfer credits will more likely be accepted should their family move, and that college representatives have the assurance of the quality of their preparation. Their confidence in their school and teachers, their attitude toward academic work, and their personal development are all fostered by seeing their school invite, and respond to, constructive criticism. Alignment to the Standards also ensures the singular focus of school resources on students' achievement of valued learning expectations that address academic, civic, and social competencies articulated in the school's public statement of core values, beliefs about learning, and 21st century learning expectations.

Value to Local Citizens and Taxpayers

Accreditation of a local public school by the New England Association of Schools and Colleges assures that tax money is supporting a school facility and programs that have been judged worthwhile by a visiting team of evaluators, both in terms of the school's stated core values, beliefs about learning, and student learning expectations, and in terms of the school's alignment to the Standards for Accreditation. Through the process of Accreditation, the citizen is advised of the strengths, needs, and long-range plans of the school. Finally, the reputation of the community benefits from Accreditation since the retention or the loss of Accreditation has a demonstrable effect on local property values. It is quite common for principals of member schools to receive inquiries from potential homebuyers or renters in a given community seeking information about the nature and quality of programs in that community's schools. In addition to requests for information about the breadth of curricular and co-curricular programs, and about standardized and state test results, those inquiries often include specific questions about a school's Accreditation status. Assumedly, a lack of Accreditation would discourage individuals so informed from pursuing residency in communities whose school lacked accredited status.

Value to School Board Members

School board members are ultimately responsible for the quality of public education in their town. Accreditation assures the citizens that the board's educational policies and plans related to accredited schools are sound.

The self-study phase of the Accreditation process also provides an ideal opportunity for an individual board member to gain a comprehensive knowledge of the school as it undergoes the process of evaluation and Accreditation. If changes are needed, the Accreditation process highlights them.

The Accreditation process also provides the school a process that involves the entire school community in an introspective analysis of the nature and quality of school programs. The Standards for Accreditation and the self-study process encourage the reflective behaviors that all organizations must embrace to be able to maintain their vibrancy and efficacy.

Value to Building Administrators and Teachers

The school's administration and teachers enjoy the professional pride of working in an accredited institution. Accreditation provides both a personal and professional opportunity to work in a collegial, reflective manner toward educational improvement. The Accreditation experience affords the opportunity for the administration and faculty to conduct and to receive a rigorous analysis of present conditions with a specific emphasis on teaching and learning and the support of teaching and learning so that needed changes may be carefully planned and implemented following a reasonable timeline. Not only do individuals develop a new perspective on their own positions, but also a view of the institution as a whole which affords a better understanding of their role in the operation of the school. The Accreditation process affirms the efforts of teachers and administrators

by virtue of their having voluntarily subjected their professional endeavors to review and judgment by a team of their peers, using the demanding Accreditation Standards to measure the quality of those endeavors.

Results of a NEASC survey involving schools that hosted a visiting team provided positive and thoughtful responses. Cited among the most significant findings related to the impact of Accreditation on the quality of a school's educational program were: improved instruction; enhanced teamwork and collegiality; increased focus on current research and best practice; improved organization effectiveness and long-range planning; expanded professional development programs; and increased involvement of parents and community members in the school, including their support for school initiatives. Included among narrative findings from the respondents on the benefits of the Accreditation process were: the positive impact of the Teaching and Learning Standards for Accreditation in transitioning a school to a standards-based, student-centered educational program; the stimulation of professional dialogue engendering positive change; the commitment to increased levels of academic challenge and improved student achievement; and the provision of a system of continuity that promotes educational quality among member schools.

Value to System Administrators

The Standards for Accreditation provide a template for school review and improvement that can be combined with local, state, and federal initiatives focused both on compliance with mandates and on restructuring efforts. The Standards themselves are reflective of “best practices.” Although strongly based on core concepts of accountability, equity, collaboration, personalization, and student engagement, the Standards provide latitude for individual schools to design programs and services specific to the needs of their stakeholders.

The Standards provide a template that is adaptable to local use. They provide for a cyclical review of all aspects of school programs and mandate both consistency with the school district mission and coordination of curriculum with other district schools. The Accreditation process provides a rich opportunity to integrate system programs and processes during the self-study phase of the decennial cycle, assess their effectiveness as part of the on-site Accreditation visit, and continue to effect changes throughout the follow-up phase of the cycle.

Accreditation Methodology

Accreditation is the oldest and most traditional of the Standards-based systems of accountability. A study of the regional Accreditation process conducted by The LAB at Brown University¹ found that the NEASC Accreditation visit, the “signature event of Accreditation,” is built upon a legitimate and valuable methodology for learning how well a school functions. This methodology, which is centered on a dynamic of inquiry, involves a visiting team of peers generating knowledge about practices in the school and then drawing conclusions about how well they align with the Standards for Accreditation. The visiting team also identifies commendations and recommendations for what the school should do to improve.

The attendant follow-up procedures are designed to ensure that all valid recommendations are acted upon in a timely fashion. The Commission expects that within five years the vast majority of the recommendations in the Accreditation Report will be completed or have a program/plan in place that will bring them to completion within a reasonable time. The Commission’s general expectation in judging all reports is that the school will continue to make “reasonable progress” toward meeting the recommendations. This process of self-renewal provides for continuous reassessment in light of both changing school and community needs and advances in pedagogy and school administration/organization.

¹ Thomas A. Wilson. *Visting Accreditation: Strengthening the Regional Accreditation Process*. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University, 1999.

Summary

In summary, the goal of Accreditation is to maintain a quality education for the entire student population. Accreditation ensures that through a mutually agreed-upon process there has been a third-party examination by peers of the extent to which a school aligns with the Commission’s Standards for Accreditation. The results of that assessment are then made publicly available as an indication of the quality perceived and attested to by objective professional educators.

About NEASC/CPS

Founded in 1885, the New England Association of Schools and Colleges (NEASC) has been working to establish and maintain high standards for all levels of education — from pre-kindergarten to the doctoral level — longer than any other accreditation agency in the United States.

NEASC is an independent, voluntary nonprofit membership organization which connects and serves over 2,000 public and independent schools, technical/career institutions, colleges and universities in New England plus International Schools in more than 65 nations worldwide. A globally recognized standard of excellence, NEASC Accreditation attests to a school’s high quality and integrity.

The mission of the Commission on Public Schools (CPS), one of four Commissions within the NEASC, is to maximize student learning and to promote the Standards which articulate best practices about student learning and the support of learning.

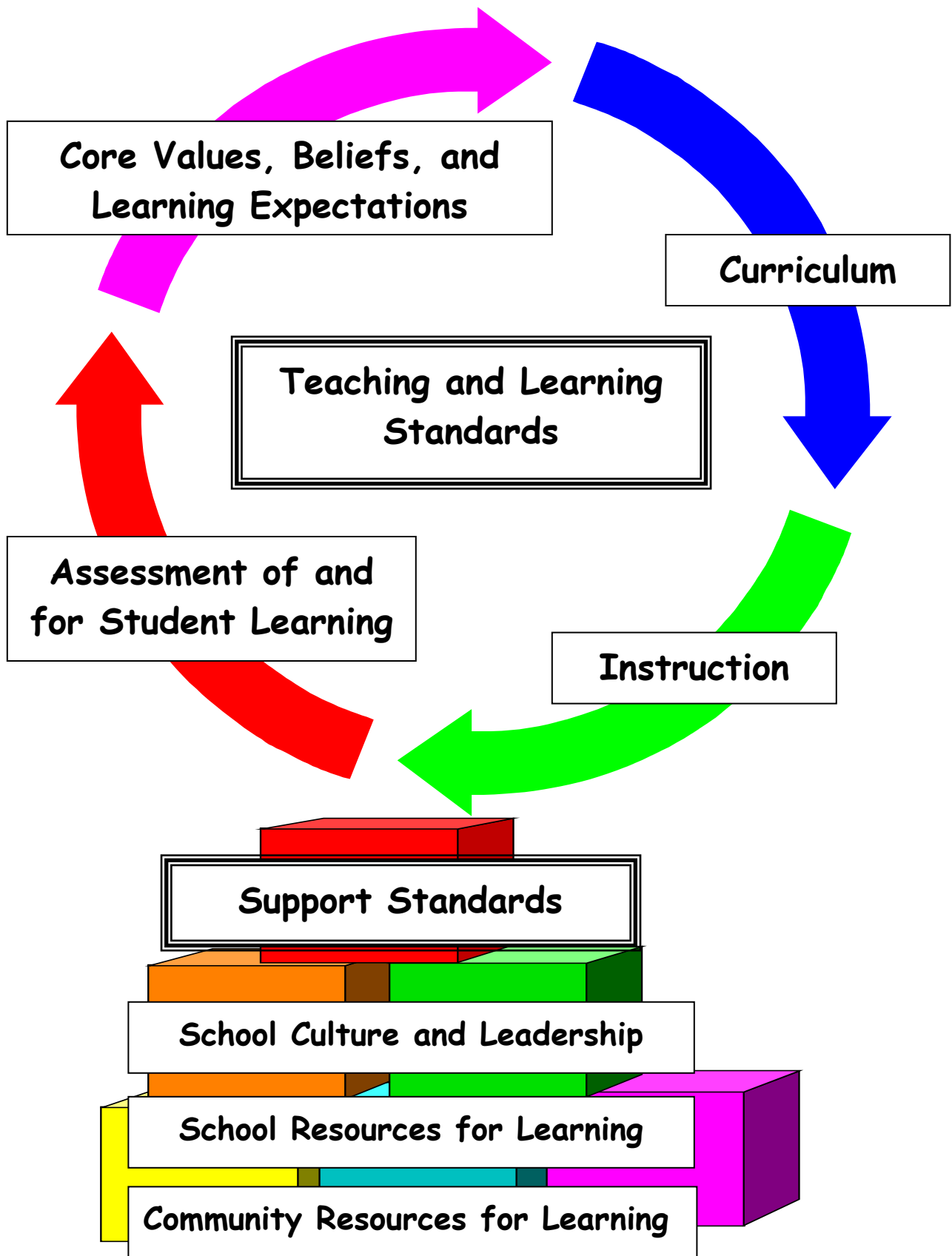
For printer friendly versions of The Meaning and Value of Accreditation see the CPSS website:
<https://cpss.neasc.org/about-accreditation/meaning-and-value>

Introduction to the Standards for Accreditation

The Committee on Public Secondary Schools' mission and core values statement requires each member school to align to Standards of educational practice that maximize learning for all students.

The seven Standards for Accreditation, effective for all schools in the year 2011, were written in support of the Committee's Mission and Core Values. These qualitative Standards are divided into two groups: (1) Teaching and Learning Standards and (2) Support Standards. The Standards are grouped in this manner to distinguish between those practices that directly affect teaching and learning and those that support teaching and learning.

The relationships of the Standards to each other are illustrated in the diagram on page 12. There are four Teaching and Learning Standards which affect student learning: Core Values, Beliefs, and Learning Expectations; Curriculum; Instruction; and Assessment of and for Student Learning. These four Standards directly impact student learning. At the base are the three Support Standards: School Culture and Leadership; School Resources for Learning; and Community Resources for Learning. These Standards support the school's core values, beliefs, and learning expectations; curriculum; instruction; and assessment.



Each of the Standards is presented with a *narrative paragraph* followed by a series of *Indicators* that articulate the behaviors and practices in schools which define and explain the narrative paragraph. The Accreditation process requires that schools demonstrate that they are meeting the Standards by demonstrating successful achievement of the Indicators within each of the Standards.

Committee on Public Secondary Schools

Standards for Accreditation

Teaching and Learning Standard

1

Core Values, Beliefs, and Learning Expectations

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

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which 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.

Teaching and Learning Standard

2

Curriculum

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

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry
 - 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.

Teaching and Learning Standard

3

Instruction

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

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

Teaching and Learning Standard

4

Assessment of and for Student Learning

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

1. The professional staff continuously employs a formal process, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics.
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define target 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.

5**School Culture and Leadership**

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, 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.
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.

Support Standard

6

School Resources for Learning

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have adequate, 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 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 adequate, 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.

Support Standard

7

Community Resources for Learning

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

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

Initial Accreditation

The Committee requires that a school seeking initial Accreditation first apply as a Candidate.

In order to become a Candidate, a school must complete an Application for Candidacy and meet the criteria for Candidacy as articulated in the Committee's Policy. The application must include a narrative assessment of the school's practices as they relate to those called for in the Standards. Such an assessment typically runs eight to ten pages. Upon receipt of that application, the school should contact the Director of the Commission to set a mutually convenient date when a CPSS staff member will visit the school.

For that visit, the school should plan a tour of the facility and a meeting of school administrators and faculty with the CPSS representative to discuss the Standards for Accreditation and the Accreditation process. The fee for the Candidacy Visit is \$1,000 which must be submitted prior to the visit. In addition, the school must pay travel expenses for the Candidacy Visit.

A written report of the visit to the school is then submitted to the Committee along with the school's application. The Committee informs the school in writing of its decision to award Candidacy status within the New England Association of Schools and Colleges. Once granted Candidacy status, a school is assessed dues equal to those of member schools.

Candidacy status can be maintained for a maximum of three years during which time the school must prepare a self-study and host a visiting team.

The Self-Study

The self-study is the time period during which the school prepares for a visiting team by assessing its own educational program in terms of the Committee's Standards for Accreditation. Every public K-12 school, middle/high school, or high school seeking initial or continued Accreditation must conduct a self-study and host a visiting team at least once every ten years as a requirement for Accreditation. The focus question for the self-study is "How well do we align with the seven Standards for Accreditation?"

Preparations for the Self-Study

Overall Purpose of the Self-Study

This section describes the procedures for the self-study. The central purpose of the self-study is to draw and substantiate conclusions that the school has built about how well it aligns with each Standard for Accreditation. These conclusions will subsequently provide guidance regarding ways to strengthen and support the school's ongoing efforts to improve its practices related to teaching and learning. The visiting team's conclusions, informed by the school's self-study which will be based on the collection and analysis of evidence, ultimately provide the Committee on Public Secondary Schools with information that will affect the school's continued accredited status.

Length of the Self-Study

Based on a number of variables such as the size of the professional staff, the allocation of release time, and the amount of time needed to complete existing initiatives, the self-study will take approximately two semesters.

Formation of the Steering Committee

The principal must form a steering committee to oversee all aspects of the self-study. The principal serves as a member of the steering committee. The principal should have an in-depth understanding of the Standards for Accreditation. While the principal does not have specific assignments, he/she provides guidance on school policies and procedures as well as additional assistance where needed, as in arranging release time to work on the self-study, and in securing funds for the Accreditation budget. The principal should attend all steering committee meetings.

The steering committee should be a representative group of individuals who have the ability to work well with others and have effective leadership skills. While most schools limit the committee to the professional staff, it need not be limited to the teaching faculty. The majority of member schools have designated co-chairs of the steering committee. The chair/co-chairs of the committee must have excellent leadership ability with the talent to coordinate the work of many people. The chair/co-chairs of the steering committee may be an administrator (not the principal), a department head/coordinator, or a teacher. They, too, must have in-depth understanding of the Standards for Accreditation.

The size of the steering committee may vary with the size of the faculty. Most committees average five to nine members. This number will vary based on the size of the school. For middle/high schools, and K-12 schools, representatives from all levels should serve on the steering committee. Steering committee members act as liaisons to Standards committees and in general should not serve on other self-study committees, unless the size of the school requires their help in this area. The steering committee need not be a new and/or special ad hoc committee. It may be a standing committee.

The CPS staff strongly recommends that steering committee members as well as chairs of the Standards' committees serve on visiting teams to other schools being accredited as a way to broaden their understanding of the Accreditation process.

Purpose of the Steering Committee

The purpose of the steering committee is to:

- Design and oversee the self-study process
- Develop a comprehensive understanding of the *relationships* between each of the seven Standards for Accreditation to help individual Standards Committees understand their work in context
- Ensure preparation of the self-study report which includes four parts: the School and Community Summary (*the steering committee itself will write this brief document*), the seven Standards for Accreditation Reports, the Statement of the School's Critical Strengths and Needs, and the Two-Year and Five-Year Plan
- Write the School and Community Summary
- Coordinate efforts to collect the evidence requested by the seven Standards Committees and carefully monitor each Committee's collection
- Provide state report information to Standards Committee
- Involve school personnel in the self-study process
- Include parents, students, and community members (where appropriate) in the self-study process
- Ensure that requirements and timelines are met
- Ensure that all evidence and documentation are available for the visiting team when it is on-site
- Ensures that all components of the self-study report and other information is complete in the portal
- Communicate yearly progress with CPS staff liaison
- Complete the arrangements for the visiting team.

Responsibilities of Steering Committee Members*

ORGANIZING THE SELF-STUDY

1. Contact CPS staff person assigned to the school
2. Distribute Preference Sheets
3. Make Standards Committee assignments
4. Select chair/co-chairs of Standards Committees
5. Develop self-study schedule/timeline after meeting with the CPS staff liaison
6. Order and administer Endicott Opinion Surveys
7. Select and assign parents, students, and support staff members to appropriate Standards Committees
8. Apprise central office professional staff of their role(s) in the self-study
9. Assign steering committee members as *liaisons* to Standards committees
10. Give due consideration to establishing a small editing committee that will work with each of the Standards Committees in the development of the Standards reports
11. Prepare budget in collaboration with the principal
12. Make preliminary plans for housing the visiting team

PROCESSING THE SELF-STUDY REPORTS

1. Write the School and Community Summary
2. Monitor evidence gathering of each Standard committee (check for quality and quantity of evidence)
3. Monitor analysis of evidence by each Standard committee
4. Monitor development of Standards' committee reports
5. Review each Standard report (Narrative and Executive Summary)
6. Distribute Standards reports to professional staff seeking comments/questions
7. Establish protocol for presentation of all reports at faculty meetings
8. Present by Standard committee each report at faculty meetings
9. Conduct formal vote using the established protocol
10. Make final edits to Standards reports
11. Work with teachers to identify Critical Strengths and Needs
12. Obtain Two and Five-Year Targeted Plans for Improvement document from Leadership Team and include in self-study
13. Organize all reports in preparation for the on-site visit

PREPARING FOR THE ACCREDITATION VISIT

1. Plan panel presentation
2. Plan Sunday reception
3. Finalize hotel, meals, and transportation arrangements
4. Meet with the chair and assistant chair of the visiting team to review all components of the on-site visit

5. Ensure that all required materials are complete in the portal
 - See checklist on page 54
6. Prepare list of teacher's individual daily schedules
7. Provide materials for the workroom at the school and the hotel:
 - self-study documents, including materials identified in the Self-Study Guides, that have not been entered in the portal and need to be made available in the workroom
 - laptops/printers/LCD projector (consult with chair)
 - clerical supplies
8. Prepare list of school activities occurring during the on-site visit
9. Select student guides
10. Prepare list of rooms and times for small-group meetings with the visiting team based on the schedule prepared by the chair
11. Prepare emergency information for the visiting team
12. Invite all students to be shadowed and their parents/guardians to the Sunday reception
13. Invite all other appropriate personnel, local dignitaries, and guests to the Sunday reception
14. Make name tags for visiting team members, professional and support staffs
15. Ensure professional and support staffs, other school system personnel, parents, students, and community members are available to meet with members of the visiting team based on the schedule for the visit

***The Co-Chairs of the steering committee are responsible for organizing, leading, and coordinating all aspects of the self-study. In collaboration with other steering committee members and with the principal, the co-chairs will determine individual responsibilities throughout the three phases of the self-study.**

Self-Study Materials

CPSS Prepared Materials

Schools undergoing a self-study must use materials from the Committee on Public Secondary Schools. These materials are sent to the school once it has submitted an Application for Evaluation. Specifically, the materials include:

Accreditation Handbook

Each school receives one hard copy. You may wish to review or download additional copies at <http://cpss.neasc.org>. Open Self-Study and On-Site Visit tab and see Self-Study Materials for 2019 schools.

Self-Study Guides on Standards for Accreditation

These guides are used to determine the school's degree of alignment to the Committee's Standards for Accreditation. The CPS office provides schools with one set of these guides (Word and PDF versions are also available on the website under *Self-Study Materials for 2019 schools*). Schools should plan to spend two semesters per committee working to complete this part of the self-study. The number of hours that individual self-study committees need to complete their work may vary.

Additional Resources

Schools are also urged to consult the Association's website, <http://cpss.neasc.org>, under the Getting Started tab and under Explanation of the Standards to further inform their understanding of each of the seven Standards for Accreditation. This explanation includes detailed information on each of the Indicators for each of the Standards. Additionally, schools may wish to review the *Guidebook: Developing and Implementing Core Values, Beliefs, and Learning Expectations*. (Note: it is recommended that schools complete a review of their core values, beliefs and learning expectations, prior to Standards committees beginning their work). There are also sample narratives for each of the Standards available for the revised 2011 Standards under the "Self-Study" tab.

Please remember that all of the guides and books listed above are available on the website, many in both Word and PDF formats.

Endicott Opinion Surveys

As part of the self-study, schools are required to survey professional staff, parents, and students using the Endicott Opinion Survey. Schools will have the choice of several survey formats varying from all electronic to all paper. The school should administer the survey in the fall or spring two years prior to their scheduled evaluation. It is important to ensure a valid response from all those surveyed and the Committee expects a response rate of 95%+ from profession staff and students, and 25%+ from parents.

Endicott Opinion Surveys Contact:

Judith Sabella, judis@endicott.edu
Project Manager
Center for Research and Educational Advancement at Endicott College
(978) 232-5100
www.endicottresearchcenter.net

Developing an Evaluation Budget

Many of the expenses of an evaluation visit relate to the size of the visiting team, which will vary depending on the school. The school may discuss the size and makeup of the visiting team with the school's liaison from CPS.

A survey of evaluation expenses for schools hosting recent visiting teams appears on page 32. The following are descriptions of components which can assist you in the development of a budget for the evaluation of your school.

Training Seminars for School Personnel

The Committee sponsors regional Self-Study Seminars for principals and steering committee members of schools about to commence with the self-study. The purpose of these seminars is to acquaint the school with the procedures of the Accreditation process.

Additionally, the Committee conducts Evaluation Seminars in the spring and fall for member schools that will host visiting teams in the following season. These seminars provide some last-minute suggestions and an opportunity to ask questions. The seminars also give schools an opportunity to share reactions to the self-study process with members of the CPS staff and to discuss the events/schedule of the visiting team. Schools have found these meetings helpful in assuring that everything is in place for the visiting team's arrival and work.

Finally, the Committee sponsors Follow-Up Seminars in the spring and fall of each year for member schools that have hosted evaluation teams the previous season. The purpose of these seminars is to help schools organize and monitor their follow-up programs as well as to explain the requirements for completion of the Two-Year Progress Report and responses to highlighted recommendations by the Committee.

Schools are charged \$200 for a team of three to attend each Self-Study, Evaluation, and Follow-Up.

Re-Evaluation Fee

Each school is assessed this fee which is equivalent of a year's membership dues. The school will receive an invoice at the time of the on-site visit.

Total for Visiting Team Housing

This figure includes the cost of meals and rooms at a local hotel which has comfortable quarters including a conference room. The conference room should be adequate in size and provide appropriate privacy and security for the visiting team. Please consult with your NEASC professional staff liaison to help determine the appropriate size.

Accommodations

Schools should reserve a single hotel room for each visiting team member which provides basic amenities such as private bath, phone, television, and complementary Wi-Fi. It is recommended that the school request the hotel's corporate or governmental rate for the visiting team and retain the right to return any rooms which are not used by the visiting team.

Meals

Breakfast and dinner should be provided in the hotel with lunch served in the school. Approximate meal costs at the hotel can be determined by consulting the hotel staff.

Visiting Team Travel Expenses

Only those travel expenses such as mileage at the federal rate per mile and tolls incurred by visiting team members traveling to and from the evaluation site should be paid by the school. Personal expenses are not reimbursable. Some schools require that persons receiving reimbursement provide personal information such as social security numbers. If this is required, the school should notify the school's CPS liaison. All reimbursement requests will then be submitted to the NEASC office through the visiting team chair and the school will be billed by the NEASC for the cost of the reimbursement.

Welcoming Reception

The site of the reception and the menu, the list of invitees, and the timing are decisions to be made jointly by the principal, steering committee, superintendent, and school board. Input should be sought from the chair of the visiting team regarding the time of the reception which generally occurs late afternoon on the Sunday of the visit. Members of the press are prohibited from attending the welcoming reception. Schools are urged to keep this event low-key and to remember that the visiting team will leave the event and proceed to the hotel where they will have dinner.

Refreshments

A modest amount should be budgeted for refreshments (coffee, tea, cold drinks, fruit, pastry) for the visiting team during their three and a half days in the school. It is important to provide coffee, tea, and water in the workroom at the school each morning.

Materials to be Ordered

The school will need to budget for the purchase of the Opinion Surveys prepared by Endicott College.

Chair's Travel Expenses

The visiting team chair and the assistant chair will travel to the school for a pre-visit approximately one month prior to the evaluation visit. Some chairs plan to make an additional visit before the visiting team is on-site.

Chair's Expenses for Preparing Written Draft of Report

The chair may incur expenses for preparing the draft of the report and the final evaluation report. Chairs will submit the expenses to the director of the Commission and NEASC will bill the school for reimbursement.

Editor's Expenses

The host school is responsible for the expense of the work of the Commission's professional editor. Schools should budget approximately \$400 to cover the work of the professional editor.

Survey of Evaluation Expenses

The information that follows provides the most recent figures received from institutions accredited by the Committee on Public Secondary Schools. Since procedures are carried out locally and vary accordingly, the survey will not reveal the exact amount to be budgeted for a specific self-study and Accreditation visit. Nonetheless, the survey can help you plan for different aspects of the process and advise you of the amounts of money spent by schools comparable to yours. The survey is arranged by state since some evaluation costs differ according to location.

Note: with the implementation of the online Accreditation portal costs for postage and the chair's clerical needs have been greatly reduced or eliminated.

Survey of Evaluation Expenses

The information provided is representative of information submitted by schools accredited during the 2012 calendar year. Please note that this information is *state specific*.

School's Cost for Training Sessions	CT	ME	MA	NH	RI	VT
Self-Study Seminar	\$200	\$200	\$200	\$200	\$200	\$200
Evaluation Seminar	200	200	200	200	200	200
Follow-up Seminar	200	200	200	200	200	200
Self-Study Related Materials *						
Self- Study Opinion Surveys	1,000	1,000	1,000	1,000	1,000	1,000
Visiting Team Expenses **						
Cost of Rooms	7,500	4,600	7,200	5,700	6,400	5,450
Cost of Meals – Hotel and School	3,700	1,500	3,100	3,100	3,100	2,800
Cost of Welcoming Reception	750	750	750	750	750	750
Travel Expenses – Team Members	1,100	1,600	1,275	1,116	1,100	1,400
Travel Expenses – Chair	340	450	380	380	340	380
Clerical Expenses						
For preparation of self-study materials	400	400	400	400	400	400
Chair's Clerical Cost of Preparing Written Draft of Report (not to exceed)	550	550	550	550	550	550
Supplies and Materials						
School's Evaluation Report Printing Costs	250	250	250	250	250	250
CPS Editor	375	375	375	375	375	375
Postage	300	300	300	300	300	300
Other Expenses (technology, etc.)	1,100	1,100	1,200	600	600	600
Re-Evaluation Fee *						
Equivalent to one year's membership dues charged at the time of the visit	3,365	3,365	3,365	3,365	3,365	3,365
TOTAL	\$21,330	\$16,840	\$20,745	\$18,486	\$19,130	\$18,220

* Estimated cost for schools evaluated in 2012 based on 1000 students.

** Estimated cost for schools evaluated in 2012 based on a visiting team of 16 members.

Scheduling a CPS Staff Visit

A visit from a member of the professional staff of the Commission on Public Schools is a crucial part of the Accreditation process. Each school has a Commission staff person assigned to work with the school throughout the self-study process, and the staff person begins by spending part of a day at the school meeting with three groups of staff members to help the school begin the process.

The principal should contact the CPS staff person assigned to the school (identified in a letter from the Director in late summer) and arrange a convenient time, ideally at the *beginning* of the self-study, for the visit. CPS staff members who are invited to meet with school officials and staff *early in the process* can be helpful in guiding the school to make the best use of its time throughout the self-study process. Additionally, the staff member also meets with the steering committee for approximately one hour to highlight major points in the organization and planning of the self-study.

The CPS staff member meets with the chairs/co-chairs of the seven Standards for Accreditation Committees for one hour to discuss their responsibilities. The staff member answers questions concerning Accreditation procedures and confers with the principal and steering committee. An additional meeting of an hour is needed with the Steering Committee chairs and the Standards Committee chairs to introduce the use of the web portal tool for the self-study. The CPS staff member also typically addresses the entire faculty for approximately an hour to explain current Committee procedures, the importance of the self-study, the role of the visiting team, and the Committee's Standards for Accreditation. This service is provided at no cost to member schools. The CPS staff person will schedule visits to spring 2018 schools in early to mid-fall of 2016. Schools scheduled for fall 2018 visits are visited after those who have spring 2018 visits, but it may be possible for the CPS staff member to visit a school in the late fall to mid-winter.

The Committee strongly suggests that central office administrators, interested parents, students, and school board members be invited to attend the meeting with the faculty as involvement of these groups may occur in the self-study.

In preparation for the CPS staff visit, steering committee teams should read the self-study section of this Handbook available on line at <http://cpss.neasc.org>. The faculty should read and discuss the Standards for Accreditation, and Standards committees' chairs/co-chairs should read the self-study guides provided for their committees.

The Committee's website also provides other very helpful information including: an explanation of the revised 2011 Standards for Accreditation, sample narratives, and regular updates about programs of use to schools are among other resources on the website. Of particular interest to principals and other school leaders is the *Guidebook: Developing and Implementing Core Values, Beliefs, and 21st Century Learning Expectations*.

Suggestions for Composition of Self-Study Committees

The self-study involves members of the professional staff by having them serve on committees whose purpose is to examine the school's alignment to the Standards for Accreditation. The steering committee should survey the faculty to determine their preferences for serving on the various committees. The sample preference sheet on page 36 is useful in identifying the specific areas in which faculty can express interest.

The steering committee should determine which faculty members are to serve on one of the Standards for Accreditation committees. Schools may include the entire faculty to serve on Standard Committee teams or choose to have smaller Standards Committees but ensuring that all teams have representative members of the faculty. Individual schools must also determine whether it is necessary or desirable for steering committee members to serve on any of the Standards committees. Steering committee members are best used as liaisons to Standards committees so they can provide support to the co-chairs of these Standards committees. It is strongly recommended for most schools that steering committee members should not serve as chairs of Standards committees. CPS recommends that schools involve support staff, students, parents, and other community members in various sections of the self-study as deemed appropriate by the school's steering committee. Therefore, each school must make its own decision regarding the committees in which students, parents, and community members are involved. Schools are encouraged to use standing committees, if appropriate.

While central office personnel should be involved in the self-study, they usually are not members of the steering committee. Based on their individual responsibilities, these professional staff members may work with more than one Standards committee.

Standards Committees

These committees should include a cross section of teachers as well as students, parents, and community members.

<p style="text-align: center;">Core Values, Beliefs, and Learning Expectations</p>	<p style="text-align: center;">Curriculum</p>
<ul style="list-style-type: none"> - teachers - parents - students - school committee/board members - building administrator 	<ul style="list-style-type: none"> - teachers - department heads - students - supervisors or administrators responsible for curriculum and instruction
<p style="text-align: center;">Instruction</p>	<p style="text-align: center;">Assessment of and for Student Learning</p>
<ul style="list-style-type: none"> - department heads - supervisors or administrators responsible for curriculum and instruction - teachers - parents - community members - students - guidance counselors 	<ul style="list-style-type: none"> - teachers - administrators or supervisors responsible for curriculum evaluation/educational testing - guidance personnel responsible for using educational testing results - students - parents
<p style="text-align: center;">School Culture and Leadership</p>	<p style="text-align: center;">School Resources for Learning</p>
<ul style="list-style-type: none"> - teachers - representative from building administration - support staff - paraprofessionals - supervisors or administrators who are responsible for supervision and evaluation - students - parents - community members 	<ul style="list-style-type: none"> - teachers - guidance personnel - library technology and media personnel - special education teacher(s) - administrators or supervisors responsible for guidance, special education, and library technology services - school nurse - students - parents - community members
<p style="text-align: center;">Community Resources for Learning</p>	
<ul style="list-style-type: none"> - teachers whose programs are particularly dependent upon the facility (e.g., athletics, science, industrial arts, performing and fine arts) - director of maintenance/head custodian - students - parents - community members - teachers and administrators involved in developing the budget - central office personnel involved in developing the budget 	

Committee on Public Secondary Schools

Preference Sheet

Self-Study Committee Assignments

TO: All Faculty

FROM: Steering Committee, Principal

Please check in order of preference (1, 2, 3) three areas you are interested in for the purpose of serving on one of the self-study committees. If you indicate no preference, the steering committee will make assignments as committee needs dictate.

Please return to _____ by _____
(Name) (Date)

Standards for Accreditation Committees

Teaching and Learning Standards

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

Support Standards for Teaching and Learning

- _____ School Culture and Leadership
- _____ School Resources for Learning
- _____ Community Resources for Learning

Name _____

Sequence of the Self-Study Committees' Work

School and Community Summary (Steering Committee)

This Committee uses the School and Community Summary instructions below. The School and Community Summary is a two – four page (750-1,500 words) narrative which provides general information to the visiting team about the school, its location, and its place within the community. A sample description is included in this Handbook on pages A3-A4. **Particular care should be taken in writing this as the visiting team will use it verbatim in the school's evaluation report.**

The Steering Committee is charged with the responsibility of writing the School and Community Summary which will appear in the evaluation report. In gathering this information/data, the steering committee should access the school system's/district's reports that they are required to submit to state and federal offices.

Instructions for the Steering Committee

1. Gather the information/data for the each of the following:
 - location of the town/city/district in the state
 - the socioeconomic profile of the community
 - racial/cultural/ethnic makeup of the school district
 - number of district families living below the poverty level
 - number of schools in the system/district (public and independent)
 - grade configuration of the school
 - current student population
 - enrollment stability
 - expenditure per pupil for students assigned to the school in relation to state average
 - percentage of local resources spent on public education
 - percentage of local taxation spent on schools
 - annual dropout rate, stated as a percentage
 - graduation rate, stated as a percentage
 - attendance rate of students
 - attendance rate of teachers, excluding professional days
 - percentage of students who attend four-year colleges, attend two-year colleges, enter directly into the work force, and enter the military
 - local educational opportunities available to students and the community
 - school/business partnerships
 - school/college partnerships
 - student recognition programs
2. Review the information to ensure its accuracy.
3. Write a narrative summary which incorporates the items in number 1 above and limit your narrative to two – four single-spaced pages (750-1,500 words). See Appendix pages A3 and A4 for sample.
4. This narrative summary becomes the School and Community Summary, and it should be made available to the professional staff for their review. ***Note: While the summary does not have to be approved by the professional staff, the staff should have the opportunity to review it and to provide clarification and input.***

Use of Endicott Survey Results

The steering committee will identify an individual(s) to review the survey results with the entire professional staff. Included in the review should be an explanation of the statistical terminology, the most significant findings, and the inter-related data among the various Standards.

Standards Committees

It is strongly recommended that **prior** to the Standards committees beginning their work, the required Endicott Opinion Surveys be administered to students, teachers, and parents by the steering committee. Results from the questionnaires should be shared with the entire faculty as the results may have implications for a number of the Standards for Accreditation. Disaggregated data from the surveys should be distributed to the appropriate Standards committee.

Each of the Standards committees needs to be well-prepared in order to complete effectively the Standards reports and executive summaries.

- ✓ Before the Standards committees begin their work, they should thoroughly read the school's statement of core values, beliefs, and learning expectations as knowledge and understanding of this document are essential to their work.
- ✓ Each of the seven Standards committees should also read and discuss its assigned Standard for Accreditation to develop and ensure a common understanding of the concepts contained in the narrative portion and Indicators for the Standard. The Commission's website <http://cpss.neasc.org> (see "Getting Started" tab and "Explanation of the Standards" section) provides valuable clarification of the concepts and Indicators contained in the Standards.
- ✓ Once the Standards committees have reviewed and discussed the Standards, they must begin to collect the evidence that is listed in the Self-Study Guide for their Standard. Committee members should try to locate all of the evidence listed, but they should also remember it is possible the school will not have all of the evidence.
- ✓ As soon as the evidence has been collected, Committee members should begin to review and discuss the evidence according to the prompts in the Self-Study Guide. The chair/co-chairs of the Standards committee should ensure that healthy analysis and discussion occurs about each piece of evidence. It is strongly suggested that members of the steering committee observe these discussions to **ensure that evidence has not only been collected but that the evidence is also used in the discussions.**

- ✓ Following the discussion, the committee must draw a conclusion about the extent or degree to which the school aligns to the Standard and each Indicator, based on the use of the evidence collected. The conclusion the committee draws should be stated in one sentence and entered in the portal in the “Conclusions” section. The committee will then complete one or more paragraph(s) in the “Explanation and Evidence” section with detailed sentences that explain and support the committee’s conclusion and come from the collected evidence and the committee’s analysis. The evidence in these sentences forms the details that justify or support the conclusion. The committee will complete this process for each Indicator in the Standard; for some Indicators with bullets, the committee is strongly encouraged to write more than one paragraph.
- ✓ Each Standard committee must then prepare a one page narrative of the conclusions and evidence for all Indicators and the Standard as a whole and enter in the “Executive Summary” section.
- ✓ Each Standard committee will list the school’s strengths and needs in aligning to the Standard and enter in the “Strengths” and “Needs” sections.
- ✓ Following an examination of the committee’s rating guide for the Standard, the Standard committee must determine the rating (not yet meeting the Standard, limited, acceptable, exemplary) for the indicated level of alignment to the Standard and include it in the executive summary.
- ✓ Enter evidence into the portal to support each indicator.

The collection of evidence, discussion, and analysis of evidence, drawing of conclusions based on the prompts in the Self-Study Guides, and the writing of the Standards reports and executive summaries should require no more than two semesters of work.

Sample Standards reports and executive summaries are available on the Association’s website, <http://cpss.neasc.org> under Self-Study and On-Site Visit.

Faculty Approval of Standards Reports and Executive Summaries

Guidelines for Review of Standards Reports and Executive Summaries

Before the executive summaries for the Standards are presented to the entire faculty and administration for approval, they should be reviewed by a committee of selected professional staff, including, but not limited to English teachers, to determine comprehensiveness and ease of readability. The following guidelines may aid in this review process:

1. A conclusion should be drawn for each Indicator and written in concise, direct, straightforward language which describes the degree to which the school aligns to the Standard.
2. All information should be presented in coherent, unified paragraphs.
3. Reports should be written in the third person (as opposed to the first person).
4. All abbreviations and acronyms contained in the essays should be spelled out fully when first referenced in each Standard to ensure comprehension by the general reader [e.g., Department of Elementary and Secondary Education (DESE).]
5. All statistical information contained in the reports should remain consistent from one Standard to another.
6. Specific groups within the school community which are referred to within the reports should be identified clearly and specifically, e.g., board of education members, central office administration, building-level administrators, professional staff, support staff, parents, students, citizens.
7. The executive summary should reference the narrative portion of the Standard specifically and discuss each of the Indicators set forth in the text of the Standards.

Process for Discussion and Approval of Standards Reports and Executive Summaries

Prior to the presentation of the seven Standards executive summaries, the steering committee should inform the professional staff how the materials will be presented, how the discussion will be developed, and how approval will be sought.

Before the faculty meeting at which time an executive summary is scheduled to be presented, copies of the entire Standard report should be available electronically to the professional staff for review. Each faculty member should also receive a copy of the executive summary, strengths and needs of each Standard report. A minimum of a week's time should be provided for review. Professional staff should have the opportunity to provide feedback and/or seek clarification.

At the scheduled time, each Standards committee should make a formal presentation of its findings regarding the school's alignment to the Standard to the entire professional staff and field questions prior to a vote. Standards committees should be prepared to offer the rationale for each of the strengths and needs identified and supported in the executive summary as well as for the conclusions discussed in the essays regarding the school's alignment to each Standard. The steering committee should ensure that professional staff agree to the conclusions drawn regarding the extent to which the school aligns with each Indicator in each of the Standards. The school may wish to project the Rating Guide and the directions for using the guide with each Standard for all to see during the discussion, since the Rating Guide forms the basis upon which the committee will have made its judgment about the school's alignment to the Standard.

If no significant issues arise, the steering committee should seek the approval by a minimum of a **two-thirds majority vote**. It is the expectation of the Committee that all members of the professional staff be present* during discussions of the Standards reports and a vote of yes or no needs to be registered for each professional staff member. A vote may be taken by voice, hand, or ballot as established by the steering committee. Committee members other than faculty and administration may sit in on these meetings, but they do not have voting rights. If the steering committee senses that significant issues/questions have been raised that cannot be resolved quickly, it should table the report and send it back to the Standard committee for review and resubmission to the faculty at a later date. Steering committee members should work collaboratively with the Standards committee to address identified concerns.

* Any absence of a professional staff member from the meeting is the prerogative of the building principal.

Statement of the School's Critical Strengths and Needs

The faculty and administration should meet to identify the school's critical strengths and critical needs which have emerged during the self-study through discussion of the seven Standards for Accreditation. One method that schools have used to determine the critical strengths and needs is to compile a list of all the strengths and needs identified in the seven Standards reports. Each member of the professional staff is then asked to identify the most significant critical strengths and needs from that list. The steering committee uses the faculty responses to prepare the summary statement of critical strengths and needs. The list should be shared with the professional staff. *These school-wide critical strengths and needs should be entered in the "Critical Strengths, Critical Needs, and Two-Year and Five-Year Plan" section of the portal.* A sample appears in the Appendix on page A5.

Two-Year and Five-Year Targeted Plan

Once the entire self-study has been completed **the principal and the leadership team** (as defined by the school) should read the entire report with special attention to the list of strengths and needs developed for the school. This leadership team which may include some members of the steering committee then develops a Two-Year and Five-Year targeted plan to address the needs identified by the school in its self-study. *This plan should be entered in the "Critical Strengths, Critical Needs, and Two and Five Year Plan" section of the portal.* A sample Two-Year and Five-Year targeted plan appears in the Appendix on Page A6.

Press Releases

Seven press releases for use at various points during the self-study are included in the Appendix on pages A11-A19. Schools are urged to inform the community of the school's progress during the self-study using either these press releases or articles written by the school. These press releases could also be posted in the news section of a school's website as another method of informing the school's stakeholders of this process.

Availability of Self-Study Materials

The Committee recommends that self-study materials not be reviewed by the school board or the public since they are considered to be working documents. In Massachusetts, however, a ruling issued by the Secretary of State's office determined that member schools can be required to make self-study materials available for viewing to interested parties once they have been approved by the professional staff.

Preparation for Hosting the Visiting Team

The principal and the steering committee should confirm and review all arrangements made for the visiting team, including housing, meals, work space, conference rooms, clerical help and supplies, refreshments, and transportation to and from the school. The following items should be especially noted:

- a. A plan should be agreed upon for the transportation of visiting team members from their lodgings to the school. Members may carpool or use transportation arranged by the school, and the school should designate some parking spaces for the visiting team with spaces available for all visiting team members on the final day of the visit.
- b. In-school conference and workroom facilities should be carefully chosen for accessibility, space, privacy, availability of electrical outlets, Internet access, and security. Remember that visiting teams need space for their materials as well as yours. School officials should ensure that the workroom facilities at the school and the hotel are secure.
- c. Clerical supplies should be adequate and easily accessible to the visiting team.
- d. Availability of a laptop for each visiting team member to use during the visit should be discussed as should the availability of LCD projectors in both workrooms. Some visiting team members will choose to bring personal laptops. The chair will know how many members will bring their own and how many laptops the school will need to provide.

Arranging Hotel Accommodations

One of the most important details of the Accreditation visit is the matter of hotel accommodations for the visiting team. Accommodations for visiting team members must provide appropriate amenities including private, secure rooms with a private bath, a telephone, television, complimentary Wi-Fi, and adequate desk space.

The following questions, gathered from the experiences of other accredited schools, may help you to determine whether a specific hotel property can meet your requirements. The steering committee member who will act as a liaison with the hotel should review these questions with the hotel management before making a decision on housing for the visiting team.

1. Is the hotel able to provide single occupancy rooms for each member of the visiting team which include basic amenities such as a private bath, phone, and television?
2. Is there a conveniently located conference room adequate in size to accommodate the visiting team?
3. Does the conference room provide an appropriate atmosphere for the work of the visiting team (appropriate lighting, adequate ventilation, comfortable temperature, adequate wiring and outlets for laptop computers, quiet, appropriate equipment, tables and chairs)?
4. Will group(s) in the adjacent conference rooms pose any disruption to the work of the visiting team?
5. Will the conference room be available throughout the visit (from early Sunday morning until mid-day on Wednesday) and is it secure, with a key available for the chair?
6. Is there a charge for the conference room or is it provided free if other hotel services are utilized?
7. Can the conference room accommodate the technology needed by the visiting team, including free and robust wi-fi and Internet access?
8. Are an LCD projector and screen available in the room? Is there a conveniently located printer available for the visiting team's use?
9. Are the rooms comfortable and clean with adequate lighting, ventilation, temperature control, and a desk?
10. How close to the time of the Accreditation visit will the hotel need the final room count?
11. What dining accommodations can the hotel make (menu choices, seating arrangements, times, private location, dietary options)?
12. What additional costs besides the basic room rate can be expected (dinner, breakfast, conference room)?
13. Are corporate/governmental rates available?
14. How far in advance will the hotel guarantee its cost estimate for the Accreditation visit?
15. What is the per-person cost including all charges?
16. Who will be the local contact person at the hotel?
17. What are the billing arrangements?

Selection of the Visiting Team

The CPS staff will select a chair and assistant chair and provide those names to the principal of the accredited school. Appropriate, careful, and deliberate consideration is given to the type and size of each school, its unique features, and the availability of the dedicated educators who serve as chairs and assistant chairs for the Committee on Public Secondary Schools. Chair and assistant chairs are selected by the professional staff because they possess the experience, qualities, and skills compatible with the characteristics of the school and have received training regarding the self-study and the on-site Accreditation visit. Once the selections are made, the individuals will be invited to serve. Visiting teams are selected from lists of educators nominated by member school principals, superintendents, and college administrators. Visiting team members are selected by the CPS staff and communicated to the school's principal who may request that a visiting team member not serve. If there is a conflict of interest, the principal should contact the CPS staff person working with the school.

Preliminary Visit by the Chair

The chair of the visiting team will arrange a preliminary meeting with the principal and steering committee approximately one month in advance of the Accreditation visit. The chair and principal refer to the Checklist of Discussion Topics for the Chair's Preliminary Visit on page 46 to ensure that all necessary preparations have been made for the visit. The chair also reviews the self-study procedures and the completed Checklist of Required Self-Study Materials on pages 47. Before the visit the entire self-study report should be complete in the portal for the chair and assistant chair to review so that, if needed, additional information and clarification may be sought during the visit. The principal may wish to discuss with the chair those key strengths and needs which he or she would like to see discussed in the evaluation report in addition to those identified at the end of the self-study, as well as any special initiatives, continuing problems, and/or unique features or characteristics of the school. The chair and assistant chair will also want to meet with the superintendent during the preliminary visit.

CHAIR'S PRELIMINARY VISIT CHECKLIST

The following checklist should be used by the chair during the preliminary visit to the school to ensure that the appropriate materials are prepared and finalized and that all necessary plans for the visiting team are in place.

- _____ The awareness of the faculty, staff, students, and community of the Accreditation process and purpose of the visiting team's report
- _____ Completion of all self-study materials
 - Review the Self-Study Checklist
- _____ Collection, availability, and access to evidence for each of the Standards
- _____ Student work samples for Sunday night
- _____ The Sunday afternoon schedule
 - panel presentation
 - teacher interviews
 - welcoming reception (45 minutes)
 - meetings with administrators and the school board
- _____ The visiting team schedule (prepared by the chair)
 - selection of teachers to be interviewed on Sunday
 - selection of students to be shadowed
 - selection of students to lead facility tour on Monday
 - small group meetings
 - student guides
- _____ Arrangements for technology use during the visit including the number of laptops needed and wi-fi access, and assistance as needed
- _____ The visiting team workrooms at the school and hotel
 - size, location and furniture
 - supplies
 - name tags
 - easel with paper and markers
 - a complete master schedule for the wall (at the school)
 - a complete set of curriculum guides
 - sample student record forms and administrative forms
 - student publications
 - LCD projector, screen, and printer
 - access to a copier and shredder (at the school)
- _____ Arrangements for lodging and meals for members of the visiting team
- _____ Parking at the school and transportation to and from hotel
- _____ Plans for reimbursement of travel expenses
- _____ An overview of how the Accreditation report is developed
- _____ Press releases about the school visit
- _____ The school's responsibility for distribution of the final report

SELF-STUDY CHECKLIST

The following checklist should be used by the steering committee to ensure that the appropriate materials are prepared and finalized. This checklist should be given to the chair of the visiting team and included in the self-study materials.

If self-study materials are not available for timely distribution to the members of the visiting team or are of a quality that precludes their effective use by the visiting team, the Accreditation visit will be postponed or canceled.

I. School and Community Summary

- School and Community Summary completed and uploaded in portal
- Core Values, Beliefs, and Learning Expectations completed and uploaded in portal

II. Standards for Accreditation

- All conclusions, explanations and evidence, executive summaries with ratings, strengths, and needs completed, approved by faculty and uploaded in portal

III. Major Areas of Strength and Need

- Statement of major areas of strength and need completed and approved by faculty, and uploaded in portal

IV. Two-Year and Five-Year Plan

- Two-Year and Five-Year Plan completed and uploaded portal

V. Other Documents to Upload in the Portal (or provide to the chair)

- Endicott College survey
- Criteria for success (e.g. rubrics) of the school's learning expectations
- Program of studies
- Bell and daily class schedule
- Letter of welcome from school officials
- Floor plan of the building
- List of emergency phone numbers (school, local hospital, etc.)
- Directions to the school and hotel
- Completed self-study checklist

VI. Coordinate with the chair

- Selection of teachers to be interviewed on Sunday
- Selection of students to be shadowed
- Selection of students to lead facility tour on Monday
- Small group meetings
- Student guides
- The Chair's Preliminary Visit Checklist

Welcoming Reception

The school should plan to host a welcoming reception, approximately 45 minutes in length, for the visiting team on the first day of the Accreditation visit. *A lavish welcoming event is not permitted since it is not appropriate to the purpose of the visiting team, might interfere with the Accreditation process, and could create misunderstanding in the community.* The Committee recommends that guests should include the superintendent of schools, members of the school board, other community officials, the steering committee, the entire professional staff, and students who will be shadowed and their parents. The visiting team chair will help establish the agenda for the reception.

The purpose of this 45 minute reception is to welcome the visiting team formally, to provide the chair an opportunity to address the group regarding the overall purpose of the visit.

Materials to be Placed in the Visiting Team Workroom

Prior to the visit, the steering committee should gather the following materials to be placed in the visiting team workroom:

To be provided in the workroom

- portfolio of student work with cover sheets
- teachers' schedules including photos of individual teachers posted on the wall
- clerical supplies
- laptop computers for each visiting team member who does not bring one (check with the chair regarding which visiting team members will be bringing a laptop)
- LCD projector and screen
- access to a printer, copier, and shredder
- name tags
- keys for bathrooms, etc. as needed
- easel with paper and markers
- sample student record forms and administrative forms
- student publications

To be provided if not entered in the portal

- copies of the school's teacher handbook
- the daily schedule of the school
- Endicott opinion survey results
- evidence boxes for each Standard
- a complete set of curriculum guides

Sample Timeline

Suggested Schedule for Spring 2019 Accreditation Visits

June 2017	<ul style="list-style-type: none"> - Submit Application for Evaluation - Submit press release on steering committee selection to local news media - Draw up tentative budget for self-study and Accreditation visit
August 2017	<ul style="list-style-type: none"> - Receive letter from CPS with date for the Accreditation visit - Finalize selection of co-chair and steering committee membership
September 2017	<ul style="list-style-type: none"> - Receive Accreditation Packet from CPS - Distribute preference sheets for Standard committee assignments - Make Standard committee assignments - Schedule date for a visit by CPS staff member - Attend self-study seminar with CPS staff for principal and steering committee co-chairs
October 2017	<ul style="list-style-type: none"> - Order and administer required parent, teacher, and student Endicott Opinion Surveys. - Begin work on School Summary and collection of evidence.
December 2017 to December 2018	<ul style="list-style-type: none"> - Share School and Community Summary with professional staff - Distribute Endicott opinion survey data - Collect and analyze data - Begin plans to accommodate the visiting team - Finalize plans for visiting team accommodations - Steering committee chair(s) contact CPS staff to update progress - Draw conclusions based on analysis of evidence and write Standards reports - Complete Executive Summaries of Standards Reports - Make available Standards Reports in their entirety for review by professional staff - Submit Executive Summaries of Standards Reports for approval by the professional staff - Professional staff develop Statement of School Critical Strengths and Needs - Submit press release on completion of Standards Reports to local news media - Steering committee chair(s) contact CPS staff to report completion of the self-study - Attend Evaluation Seminar
January 2019 to March 2020	<ul style="list-style-type: none"> - Receive selection of chair and assistant chair
January 2019	<ul style="list-style-type: none"> - Leadership Team (as opposed to steering committee) develops Two-Year and Five-Year Targeted Plans based on school's critical strengths and needs - Complete entry of self-study in portal - Review the visiting team list for acceptances - Make final preparations for panel presentation - Steering committee chair(s) contact CPS staff liaison to update progress

January to March 2019	<ul style="list-style-type: none"> - Meet with visiting team chair and assistant chair to discuss topics on the chair's preliminary visit checklist and the self-study checklist - Complete entry of self-study in portal including: <ul style="list-style-type: none"> a. School's Core Values, Beliefs, and Learning Expectations b. School and Community Summary c. The seven Standards Reports and Executive Summaries d. Statement of School's Critical Strengths and Needs e. Statement of Two-Year and Five-Year Targeted Plans f. Program of Studies g. Supporting materials and evidence h. Checklist on Completion of Self-Study Materials - At direction of chair, schedule times and rooms for meetings between groups and appropriate visiting team members; discuss work schedule with chair - Remind all constituents of scheduled meetings with visiting team members during on-site visit and of importance of promptness - Finalize preparations for individual teacher conversations and the panel presentation
March to May 2019	<ul style="list-style-type: none"> - Provide appropriate materials in visiting team workroom in the school - ACCREDITATION VISIT BEGINS - Submit press release on Visit of Team to news media
May to July 2019	<ul style="list-style-type: none"> - Chair submits draft of evaluation report to CPS staff - CPS staff reviews draft and discusses it with Chair; professional editor reviews draft; Chair sends revised draft to principal; principal reviews for factual accuracy and other concerns and communicates with Chair; Chair prepares final evaluation report and mails two copies to the principal
August 2019	<ul style="list-style-type: none"> - Principal distributes report to: <ul style="list-style-type: none"> a. school board, central office administrators, faculty, and public b. State Department of Education
September to October 2019	<ul style="list-style-type: none"> - Attend Follow-Up Seminar - CPSS reviews report
November to December 2019	<ul style="list-style-type: none"> - Notification to principal, superintendent, and board chair of CPSS Action

Sample Timeline

Suggested Schedule for Fall 2019 Accreditation Visits

June 2017	<ul style="list-style-type: none"> - Submit Application for Evaluation - Submit press release on steering committee selection to local news media - Draw up tentative budget for self-study and Accreditation visit
August 2017	<ul style="list-style-type: none"> - Receive letter from CPS with date for the Accreditation visit - Finalize selection of co-chair and steering committee membership
September to December 2017	<ul style="list-style-type: none"> - Receive Accreditation Packet from CPS - Schedule date for a visit by CPS staff member - Distribute preference sheets for Standard committee assignments - Make Standard committee assignments - Attend self-study seminar with CPS staff for principal and steering committee co-chairs
January/March 2018	<ul style="list-style-type: none"> - Order and administer required parent, teacher, and student Endicott Opinion Surveys
March to May 2018	<ul style="list-style-type: none"> - Share School and Community Summary with professional staff - Begin plans to accommodate the visiting team - Distribute Endicott Opinion Survey Data - Steering committee chair(s) contact CPS staff liaison to update progress
September 2018 to June 2019	<ul style="list-style-type: none"> - Finalize plans for visiting team accommodations - Draw conclusions based on analysis of evidence and begin to write Standards reports - Complete writing of seven Standards Reports - Complete Executive Summaries of Standards Reports - Make available Standards Reports in their entirety for review by professional staff - Submit Executive Summaries of Standards reports for approval by the professional staff - Faculty develop Statement of School's Critical Strengths and Needs - Submit press release on completion of Standards Reports to news media - Steering committee chair(s) contact CPS staff to report completion of the self-study - Attend Evaluation Seminar
August to September 2019	<ul style="list-style-type: none"> - Receive selection of chair and assistant chair - Leadership Team (not steering committee) develops Two-Year and Five-Year Targeted Plans based on school's critical strengths and needs - Review the visiting team list for acceptances - Make final preparations for panel program

August/September 2019	<ul style="list-style-type: none"> - Complete entry of self-study in portal including: <ul style="list-style-type: none"> a. School’s Core Values, Beliefs, and Learning Expectations b. School and Community Summary c. The seven Standards Reports and Executive Summaries d. Statement of School’s Critical Strengths and Needs e. Statement of Two-Year and Five-Year Targeted Plans f. Program of Studies g. Supporting materials and evidence - Meet with visiting team chair and assistant chair to discuss topics on the chair’s preliminary visit checklist and the self-study checklist - Schedule times and rooms for meetings between groups and appropriate visiting team members; discuss work schedule with chair - Remind all constituents of scheduled meetings with visiting team members during on-site visit and of importance of promptness - Finalize preparations for teacher interviews and the panel presentation
September to November 2019	<ul style="list-style-type: none"> - Provide appropriate materials in visiting team workroom in the school - ACCREDITATION VISIT BEGINS - Submit press release on visit of Team to news media
December 2019 to January 2020	<ul style="list-style-type: none"> - Chair submits draft of evaluation report to CPS staff - CPS staff reviews draft and discusses it with Chair; professional editor reviews draft; Chair sends revised draft to principal; principal reviews for factual accuracy and other concerns and communicates with Chair; Chair prepares final evaluation report and mails two copies to the principal
February 2020	<ul style="list-style-type: none"> - Principal distributes report to: <ul style="list-style-type: none"> a. school board, central office administrators, faculty, and public b. State Department of Education
March 2020	<ul style="list-style-type: none"> - CPSS reviews report
April - May 2020	<ul style="list-style-type: none"> - Notification to principal, superintendent, board chair of CPSS action

Planning Checklist

The length of time required for each step will depend upon the total time allotted to the self-study.

1. Principal appoints chair(s) and members of the steering committee and reviews all self-study materials
2. CPS assigns the dates and sends the school its Accreditation Packet containing the Guides on Standards for Accreditation which are to be used during the self-study.....
3. Order required Endicott Opinion Surveys
4. Principal and steering committee co-chairs attend a self-study seminar.....
5. Submit press release on selection of steering committee to local media.
6. Arrange for a visit by a CPS staff member to talk with the faculty and steering committee about Accreditation procedures.
7. Hold a steering committee meeting to discuss the Standards and develop a comprehensive understanding of the relationships between them.....
8. Develop a budget for the self-study and Accreditation visit and submit for school committee/board approval.
9. Solicit professional staff preferences for service on self-study committees.....
10. Establish calendar of events for the Accreditation process, allowing time for the gathering of evidence needed by Standards committees, and for Standards committees to work individually and present reports to the total faculty. Develop a public relations program to keep the community informed of progress.
11. Order necessary supplies (binders, paper, etc.) taking into consideration both the self-study and the Accreditation visit.

Securing Plans for Lodging and Dining

1. Investigate lodging for visiting team to include a conference room and suitable dining accommodations for breakfast and evening meals. Lunches should be available at the school.

School and Community Summary

1. Steering committee prepares a brief, two-page narrative: The School and Community Summary.....
2. Share the School and Community Summary with professional staff

Distribution of Opinion Surveys

1. Administer opinion surveys from Endicott College.

Standards Committees Begin Work

1. Assign professional staff to Standards committees to evaluate the school's alignment to the Standards for Accreditation.....
2. Discuss/analyze survey results.....
3. Collect all evidence requested in each Self-Study Guide.....
4. Analyze and discuss the collected evidence
5. Prepare the narrative report, including an executive summary which describes the school's adherence to the Standard.....
6. Determine the school's alignment to the Standard, based on review of the report, using the Rating Guide for the Standard
7. Review Standards for Accreditation reports and executive summaries to determine factual accuracy, comprehensiveness, and ease of readability.....
8. Present Standards for Accreditation reports and executive summaries to the professional staff for approval after allowing sufficient time to review the reports in their entirety.

Development of the Statement of the School's Critical Strengths and Needs

- Faculty and administrators identify the school's critical strengths and needs from the self-study.

Development of the Two-Year and Five-Year Targeted Plan

- School leaders identify the Two-Year and Five-Year Targeted Plan for school/strategic planning improvement.....

Complete all self-study sections in the portal

- Use the self-study checklist to ensure that all required materials are complete in the portal including the following

- School's Core Values, Beliefs, and Learning Expectations
- School and Community Summary
- The seven Standards Reports and Executive Summaries
- Statement of School's Critical Strengths and Needs
- Statement of Two-Year and Five-Year Targeted Plans
- Endicott opinion survey
- Criteria for success (e.g. rubrics) of the school's learning expectations
- Program of studies
- Bell and daily class schedule
- Letter of welcome from school officials
- Floor plan of the building
- List of emergency phone numbers (school, local hospital, etc.)

- Directions to the school and hotel
- Completed self-study checklist

Development of the Visiting Team

1. Respond to CPS staff correspondence regarding the composition of the visiting team.
2. Respond to the selections from the CPS office of the chair and assistant chair of the visiting team.....

Preliminary Visit with the Visiting Team Chair

- Meet with the Chair of the visiting team to review the preliminary visit checklist and the self-study checklist.....

Before the Visit

1. Gather the materials to be placed in the visiting team workroom.....
2. Make arrangements for lunches, rest rooms, and technical assistance while the visiting team is at the school during the day.....
3. Develop a chart showing all teacher assignments and rooms for each period.
4. Make final arrangements for the welcoming reception on the first day of the Accreditation visit, including invitations to local guests.....
5. Prepare for panel presentation to the visiting team.
6. Ensure that teachers are prepared for visiting team interviews, including preparing a set of student work to discuss.....
7. Complete a collection of sets of student work for the visiting team work room.....
8. Develop a list of student guides, by period, for visiting team use
9. Review with the faculty the purpose of the visit.....
10. Alert the faculty of the need for and location of small-group meetings as scheduled with the visiting team.....
11. Schedule a faculty meeting at the close of the Accreditation visit for the chair's closing remarks.....
12. Submit a press release on the Accreditation visit to local media.....

During the Visit

1. Check availability of supplies and work area for visiting team.....
2. Make available one member of the steering committee to supply information or answer questions of visiting team members.....
3. Reimburse visiting team members' voucher expenses.....

After the Visit

1. Principal consults with the visiting team chair on the draft report. Topics to be discussed include: factual accuracy, conclusions, commendations/recommendations, concerns of interpretations, phraseology.....
2. Distribute copies of visiting team report within 60 days of receipt of the final copy from the Commission office to:
 - a. The faculty.....
 - b. The school committee/board.....
 - c. The public
 - d. The appropriate state department of education.....
3. When you receive your final report you will be provided a user name and password to complete the three on-line reports:
 - a. The Distribution, Use, and Scope of Evaluation Report.
 - b. The Questionnaire for Principals.
 - c. The Survey of Evaluation Expenses.....

The Evaluation

This section describes in detail the procedures which should be followed by the principal and steering committee during the Accreditation visit.

During the Accreditation Visit

The Accreditation visit is the second phase of the Accreditation process in which the school hosts the visiting team for three and one-half days.

As part of the self-study, the school articulated conclusions regarding its alignment to the Standards. It also identified needs which should be addressed so that the school better meets its own core values, beliefs about learning, and 21st century learning expectations.

The task of the visiting team is to determine *the extent to which the school aligns with the seven Standards for Accreditation* and *what it needs to do to improve and better meet its stated core values, beliefs about learning, and 21st century learning expectations.*

The visiting team will ensure examination of self-study findings by reviewing documents and materials provided and talking with:

- self-study committees
- groups of parents
- groups of students
- groups of teachers
- individual teachers
- school administrators
- school committee/board members
- central office personnel
- support staff
- community representatives
- school administrators from sending schools

Given the responsibilities of the visiting team, the accredited school should not expect to receive a comprehensive evaluation of every school program or department. The visiting team will look at these areas only to determine how they contribute to the school's alignment to the Standards for Accreditation.

During the visit the school program should be routine, **with no special performances, large field trips, or activities taking place.** A sample visiting team work schedule appears on pages A7-A10 in the appendix.

Availability of Various Groups and Individuals During the Team's Visit

The most important thing that the steering committee can do during the stay of the visiting team is to ensure that faculty, administration, central office administrators, school committee members, support staff, students, parents, and community members are clear about the times and locations of the various meetings. Teachers' meeting schedules and room availability should be double-checked to ensure that any necessary coverage or adjusted room assignments have been arranged. Faculty should be given a schedule of events which indicates who is to meet with whom and where. Parents should be asked to be prompt for meetings they will be attending, as adherence to the schedule and timeline is very important.

Meetings with Individual Teachers

Every visiting team member, including the chair and assistant chair, will meet with two teachers on an individual basis for 30 minutes. The purpose of these meetings is to give the visiting team an opportunity to talk one-on-one with teachers about teaching and learning as it happens in their individual classrooms.

Teachers will be asked to provide an overview of the instructional and assessment approaches that they use. Teachers should bring a set of student work to the meeting and to discuss how this work is representative of how they assess and respond to student learning, especially as it relates to the school's 21st century learning expectations and the Standards for Accreditation. Consider using the student work set cover sheet for teachers to prepare for the interviews. Individual teachers involved in these meetings will be chosen randomly by the chair of the team well in advance of the visit.

Panel Presentation

The school should organize a panel comprised of building administrators, teachers, and students to make a formal presentation to the visiting team on Sunday afternoon.

The presentation (including the question and answer period) should last approximately 60 minutes and include a discussion by the school's panel members of the following topics:

- significant data from the School and Community Summary
- an explanation of the school's core values and beliefs about learning and the commitment to the document
- the school's learning expectations and an overview of how the school measures student achievement of the learning expectations
- issues and challenges facing the school and the connection between those issues, the school's core values and beliefs about learning, and any important evidence collected
- the school's critical strengths and needs
- the school's Two-Year and Five-Year Targeted Plan
- question and answer period

Instructions for the Collection of Student Work

On Sunday night the visiting team will review sets of student work submitted by the school to gather evidence and examples of the school's alignment with the teaching and learning standards. The steering committee should determine how many and which teachers need to submit sets of work to provide a range of work reflective of all aspects of teaching and learning. Provide a total of no more than 80 sets of student work (no more than one set per teacher). Student work collected should include:

- Work from each grade level
- Work from each department
- Work from each course level (e.g. developmental, college prep, honors, AP, etc.)

See the appendix for additional guidance and a sample student work set cover sheet.

Student Guides During the Visit

The steering committee should arrange for at least one student guide to be available each period of the Accreditation visit to help team members or answer questions. Schools frequently schedule a guide to sit outside the workroom.

Impromptu Meetings with Students, Teachers, and Community Members

It frequently happens that students or teachers request an additional meeting with members of the visiting team. Should this be the case, the steering committee should work with the visiting team chair and assistant chair to determine whether the request fits within the visiting teams process and schedule meeting times if possible.

Student Shadowing and Classroom Visitations

Shadowing students and visiting classrooms are among the visiting team's responsibilities. Teachers should be encouraged to conduct classes in a normal manner. The steering committee should remind teachers that it is the role of the visiting committee to gain a sense of such things as patterns of instruction, the degree of rigor of the instruction, assessment practices, the culture of the school, and the adequacy of classroom furniture, technology, equipment, and other materials to support the curriculum. The steering committee chair/co-chair should alert the chair or assistant chair of the visiting team if any teachers in the school are particularly anxious that their classes be visited. The visiting team will make every effort to visit as many teachers as possible, but it is usually not possible for the team to visit every teacher.

Return of Self-Study Materials

At the conclusion of the evaluation visit, all self-study materials used by the visiting committee are returned or destroyed. The school may wish to remind the chair/assistant chair and provide a shredder for this purpose.

Reimbursement of Visiting Team Travel Expenses

The school should collect travel vouchers from the assistant chair as early as possible during the visit. It is an expectation that the school will reimburse visiting team members at the federal mileage rate as well as all tolls for their travel expenses before they leave the school, if possible.

The principal as a member of the steering committee should inform the system's business office of the Committee's request for payment of visiting team member expenses before the end of the visit. If there are any problems, contact the CPS office before the visit. Some districts have been requesting social security numbers or tax forms. Team members should not be required to provide this information. If that is the case, the visiting team Chair will collect the expense vouchers and mail them to the CPS staff liaison at the NEASC office. In turn, the Association will reimburse visiting team members directly and bill the school.

The Chair's Closing Remarks

The principal should schedule a faculty meeting to take place at the end of the Accreditation visit. During this time, the chair will deliver the closing remarks to faculty, administration, superintendent, and school board/committee. The presentation will take no more than approximately 30 minutes and will be devoted primarily to a summary of the highlights of the visiting team report. Chairs usually comment on the quality of the self-study and briefly discuss salient conclusions drawn by the visiting team.

In keeping with the visit protocol, no members of the press should attend the presentation, and no notes should be taken or recordings of the comments should be made.

After the Accreditation Visit

Professional Editing of the Draft

All chairs are required to submit the draft of the evaluation report to the CPS professional staff for editing by a professional editor **prior** to submitting a revised draft to the principal. *The CPS office will bill schools directly for this service.*

Receipt of the Draft

Approximately ten to twelve weeks after the visit, the chair of the visiting team will submit a draft copy of the evaluation report to the principal who will have an opportunity to review the document for its overall content. The draft is not shared with the faculty. Within ten school days, the principal must communicate any comments or concerns to the chair. All contents of the draft are subject to discussion with the chair. The chair is authorized to correct factual inaccuracies and/or conclusions resulting from factual inaccuracies. The chair will also discuss and possibly make changes to the tone that is used in the report so that it will be as useful to the school as possible. The Committee relies on the chair's judgment regarding the appropriateness of other requested changes.

Resolution of Concerns

The principal or chair should contact the school's CPS liaison if there are points of concern which cannot be resolved to the satisfaction of the chair and the principal. Following the Accreditation visit, the principal has the opportunity to respond to differences in interpretation in a Questionnaire for Principals which may be included with the evaluation report when it is considered by the Committee. The questionnaire will be completed on-line. The principal will receive a user name and password for the on-line forms to be completed by the principal following the team visit. A copy of the Questionnaire for Principals can be found in the Appendix on pages A20-A21.

Editing, Word Processing, and Other Expenses

The chair will send a bill for word processing services and supplies provided in the preparation of the evaluation report to the director of the Commission. Schools will be billed by the Association for these services. The chair will request reimbursement from the school for travel, meals, lodging, postage, and other expenses incurred while performing the official duties as chair. The school should make every effort to reimburse these expenses as quickly as possible.

Distribution of the Evaluation Report

The chair will submit the final copy of the report to the CPS office. The CPS staff will send an electronic copy (in PDF format) to the principal who is responsible for distribution of the report. Once the completed evaluation report has been submitted to the school, the principal must send one copy of the final report to the appropriate state department educational official (see page 66). The principal should arrange to distribute the report to appropriate school and town officials.

In addition, the principal must release the report within 60 days following receipt of the final report in accordance with the Committee's distribution policy. Specifically, the school is required to release the report in its entirety to the superintendent, school board, public library or town office, and the appropriate news media. No excerpts of the report may be given to the press or to citizens unless the entire report is released. School officials should be sensitive to following an appropriate protocol when releasing the evaluation report. The superintendent, school board, and faculty, for example, should be given the report before parents, community members, and students. The principal is required to complete a Public Disclosure form indicating that the school has complied with the policy. The principal will receive a user name and password for the three on-line forms to be completed by the principal following the team visit. A copy of the Public Disclosure form can be found in the Appendix on pages A22-A23. The final report will also be shared with members of the visiting team by the CPS staff once the report has been made public.

Committee Action

Upon receipt of the evaluation report in the CPS office, a summary is prepared for the Committee who also has access to the entire evaluation report. The full evaluation report is considered by a review committee of Committee members which makes a report to the full Committee.

The Committee on Public Secondary Schools meets four times a year, usually in January, April, June, and October. Reports will be presented at the first available meeting after the school has received their final report.

Reading and Discussing the Draft of the Evaluation Report

Suggestions for the Principal

- I. Read the document in its entirety to get a sense of its:
 - a) clarity
 - b) accuracy
 - c) points of concern

- II. Examine sections of the report for the following:
 - a) Conclusions
 1. Are they clear and supported by commendations/recommendations?
 2. Is any wording troubling?
 3. Are they, in your view, valid?
 4. Do they warrant discussion with the chair?
 - b) Commendations/Recommendations
 1. Are they clear and understood?
 2. Have major commendations/recommendations been appropriately referenced in conclusions?
 3. Are any recommendations repeated from other sections of the report?
 4. Are recommendations written in such a way that they can be implemented and/or completed? (The schools will be required to address all of these so each must be clear.)

- III. Decide whether to involve other school personnel in reviewing the draft, e.g., chair and/or members of the steering committee, other building administrators, central office administrators. Note: The superintendent will be notified that the principal is in receipt of the revised draft report. The principal should discuss the revised draft with the superintendent.

- IV. Be prepared to discuss:
 - a) factual inaccuracies
 - b) areas which need clarification
 - c) concerns/issues regarding wording
 - d) the basis for conclusions and how they were validated
 - e) clarification of commendations/recommendations

While all contents of the draft are subject to discussion, only the chair is authorized to determine the changes that are made. If a principal continues to be concerned following the discussion of the draft, he/she should contact the school's CPS staff liaison for further consideration of the concerns.

New England State Departments of Education

A copy of the final evaluation report should be sent to the appropriate state department of education official:

Connecticut	New Hampshire
<p>Ajit Gopalakrishnan Chief Performance Officer Performance Office Connecticut State Department of Education 165 Capitol Avenue Hartford, CT 06106 ajit.gopalakrishnan@ct.gov</p>	<p>Marjorie Schoonmaker Facility Management New Hampshire Department of Education State Office Park South 101 Pleasant Street Concord, NH 03301-3860 Marjorie.Schoonmaker@doe.nh.gov cc: Jerome.Frew@doe.nh.gov</p>
Maine	Rhode Island
<p>Bill Beardsley Deputy Commissioner Maine Department of Education 23 State House Station Augusta, ME 04333 Commish.DOE@maine.gov</p>	<p>Stephen Osborn Chief for Innovation Rhode Island Department of Education 255 Westminster Street Providence, RI 02903-3400 Stephen.Osborn@ride.ri.gov</p>
Massachusetts	Vermont
<p>Stacy Jackson Program Coordinator Office of District Reviews and Monitoring 75 Pleasant Street - 5th Floor Malden, MA 02148 sjackson@doe.mass.edu</p>	<p>Heather Bouchey Deputy Secretary Vermont Agency of Education 219 North Main Street, Suite 402 Barre, VT 05641 Heather.Bouchey@vermont.gov cc: aoe.edinfo@vermont.gov</p>

The Follow-Up

The follow-up program is the third phase of the Accreditation process in which the school addresses valid recommendations in the evaluation report as well as any recommendations highlighted in the Committee's letters of notification which will be mailed to the member school eight weeks following the Committee meeting. The school may also choose to address recommendations which were identified in the self-study, but not included in the evaluation report.

Through required and special progress reports submitted to the Committee, the school must demonstrate that it is making reasonable progress in addressing identified needs. Continued Accreditation is based on the school's ongoing adherence to the Standards for Accreditation and its progress in addressing identified needs.

Follow-Up Seminars

The Committee sponsors Follow-Up Seminars in the spring and fall of each year for member schools that have hosted evaluation teams the previous season. The purpose of these seminars is to help schools organize and monitor their follow-up programs as well as to explain the requirements for completion of the Two-Year Progress Report and responses to highlighted recommendations by the Committee. The Committee furnishes materials, refreshments, and a light luncheon at the seminar. Schools attending the seminars (a group of three including the principal) are charged \$200 to cover Committee expenses.

The information that follows is designed to provide a brief description of the follow-up program, but is not intended to supplant information provided at the Follow-Up Seminars.

Responsibilities of School Officials for the Follow-Up Program

Role of the Principal

The principal must play an active role in the follow-up program by leading efforts to address valid recommendations identified in the evaluation report as well as those highlighted by the Committee in its notification letters.

The principal should appoint a Follow-Up Committee to review the evaluation report and the notification letter from CPSS regarding the evaluation report, and to establish the framework for the school's follow-up program. The Follow-Up Committee can be an existing leadership team that is representative of the faculty. ***The principal has the ultimate responsibility for overseeing the follow-up program and submitting all routine and special progress reports to the Committee. It is important that all staff members understand the shift of responsibility from the steering committee during the self-study to the follow-up committee, led by the principal.***

The principal and the leadership team should review the Two-Year and Five-Year Targeted Plan to address the areas identified by the school itself in its self-study and compare this plan with the visiting team's report. If the self-study was thoughtfully completed, then the recommendations found in the visiting team's report should be very similar to the Two-Year and Five-Year Plan developed by the school. Both of these documents can then serve to drive the school's improvement plan, including budgeting to address issues.

It should be understood that the school's official posture on individual recommendations should be determined by the school administration. These decisions should be based on thoughtful consideration of faculty deliberations which are an important component of the follow-up program as well as input from central office administrators and the school board.

The Follow-Up Committee

The Follow-Up Committee has the responsibility of coordinating the follow-up program under the guidance of the principal. This committee acts in an advisory capacity to the principal establishing time lines, organizing and monitoring committees, and keeping the principal informed of committee progress.

The principal and the Follow-up Committee should plan a schedule to address the evaluation report and highlighted recommendations and assign them to specific individuals or committees. Those responsible for reporting on highlighted recommendations should be informed that CPSS requires more detailed written responses to these recommendations than are required for other evaluation report recommendations.

The Follow-Up Committee should explain to faculty and those involved in the follow-up program that all schools are required to submit a Two-Year Progress Report in which the school reports the status of each recommendation in the evaluation report by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. Schools may also be required to submit Special Progress Reports at varying intervals.

The principal, in collaboration with the Follow-up Committee and central office administrators, should determine the overall priorities for the school, the projected dates of completion of the recommendations, and the persons responsible for implementing the recommendations. Schools are encouraged to use existing practices such as professional learning communities to undertake the recommendations that will lead to school improvement. The principal should then authorize the appropriate persons to implement the recommendations. The principal and the Follow-Up Committee may wish to keep a master chart of all recommendations and request progress reports on their status.

Addressing Recommendations for Reports

Reporting on Highlighted Recommendations

When preparing the Two-Year Progress Report or a Special Progress Report, the principal should pay careful attention to reporting progress made in addressing **highlighted** recommendations. These particular recommendations may have come verbatim from the evaluation report, or they may be related to concerns that are mentioned in the report. Because they are of marked interest to the Committee, the principal should ensure that a thorough explanation is provided to illustrate the school's progress. Sample Detailed Responses to Highlighted Recommendations are included on pages 72-75 as well as in the booklet schools receive at the Follow-Up Seminar and on the CPSS website.

Reporting on All other Evaluation Report Recommendations

The school's explanations of the status of evaluation report recommendations should be brief, but clear. If a recommendation involving a simple action has been completed, as with the posting of fire drill directions in all rooms, it may be sufficient to indicate the date of completion. If, on the other hand, a recommendation involves the institution of a process, such as one concerning curriculum development and evaluation, more information should be provided. Sample Responses to Evaluation Report Recommendations are included on pages 77-82 and on the CPSS website.

Role of the Committee on Public Secondary Schools

The principal should keep in mind that the Committee must have a clear sense of the progress that the school has made since the Accreditation visit. The clarity of the explanations of the status of all recommendations provides that sense of progress.

School officials are encouraged to contact the CPS staff if they have any questions concerning the follow-up program or the Two-Year Progress Report.

Reports of Substantive Change

Principals of member schools must report to the Committee within sixty days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Committee's Standards for Accreditation. The report of a substantive change *must describe the change itself as well as detail the impact of the change on the quality of education in the school and the school's ability to meet the Standards*. Additional reporting of substantive changes is required as part of the Two- and Five-Year Progress Reports. A copy of the Committee's Substantive Change Policy is included in the Appendix on page A24 and on the CPSS website.

Sharing Reports with the School Community

The Committee strongly suggests that all routine and Special Progress Reports related to Accreditation be shared with the superintendent, school board, and faculty to ensure a broad understanding by the school community of the school's progress in addressing identified needs.

Detailed Responses to Highlighted Recommendations

TWO-YEAR PROGRESS REPORT OF MILLENIAL HIGH SCHOOL OCTOBER 1, 2016

SECTION I: Highlighted Recommendations

1. **Ensure that the school’s core values, beliefs, and learning expectations are actively reflected in the culture of the school.**

Classification: In Progress

Response: Our staff believes that we are well on the way to completing this recommendation due to some of the reforms we have implemented. Since one of our beliefs about learning focuses on teachers and students as collaborative workers, we know that our new PLC initiative is supportive of this culture. Twice monthly meetings of teachers in collaborative fashion focus on this effort. One of our student learning expectations, “students will demonstrate the ability to work effectively with diverse teams” is represented when our students collaborate with senior citizens in a digital storytelling workshop. A team brings to life a story from a senior’s history as they collaborate on writing and creating a video, recording narration and selecting images and music. Finished videos are presented in a community film festival. Another example includes students creating a virtual fieldtrip for elementary students with a video and narration detailing the site. Along the same line, for our expectation that “students will possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information,” our students are involved in creating documentaries of local veterans. They use print and Internet resources to access background information to prepare for the interviews and to gather images to use in the video. Students then select a quote that clarifies the theme of the documentary, and they must follow all copyright, Fair Use, and Creative Commons guidelines for images and music used in the documentary.

2. **Upgrade all science classrooms to include operational labs and adequate space for experiments in order to fully implement the science curriculum.**

Classification: In Progress

Response: As we began the self-study process, the school board was aware of the inadequacies in our science labs. Through the efforts of the school board and superintendent, the community approved \$600,000 for renovation and refurbishment of our six science labs. Last summer three of the labs were stripped, renovated, and refurbished with new fixtures and furnishings. In the summer of 2015, the remaining three science labs will be renovated and refurbished.

3. **Ensure that library/media personnel conduct ongoing assessments, using relevant data and feedback from the community in order to improve services.**

Classification: Completed

Response: Based on the findings in the Endicott opinion survey, our library/media personnel determined that another more detailed survey of faculty, of students, especially freshmen and graduates was in order to improve services. Using Survey Monkey, the staff created a survey for these constituents, administered it, and made a list of goals for improvement. Since then, the library has added more independent work stations, made on-line services available to students from their homes, provided more instruction to ninth grade students as they are completing projects in

various classes, and have relaxed some of the day-to-day rules in the library/media center to make it a more welcoming environment.

4. **Provide a formal, ongoing program or process for students in grades 11 and 12, 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 21st century learning expectations.**

Classification: In Progress

Response: Prior to the arrival of the visiting team, our school has had an advisory program for ninth grade students. While the program has worked well and many 9th grade students provided positive feedback about the relationships they established which helped them to transition to the high school, the program was staffed with teachers who had a special interest in the program and who had volunteered for the original pilot. Those teachers remain committed to the program; other teachers, however, have been resistant to having such a program be part of their workload, for a variety of reasons. Our school leadership team wants to expand the program, and we have been able to find enough teachers to volunteer to carry the program to grade ten. It is our goal in the next year to collect data, especially anecdotal data from students, but also research in best practices, to provide to the entire faculty so that we can provide this personalization program to students in grades 11 and 12. Furthermore, we are in the process of developing a written curriculum with ideas for topics, activities, and support for teachers. If we are successful in the coming year with our efforts, we will add 11th grade advisory in 2015-2016 and 12th grade the following year.

5. **Increase funding to ensure reasonable class loads so that teachers can personalize learning for their students.**

Classification: Completed

Response: An increase was made from the 2012–2013 budget by 2.0 FTE. In the 2013–2014 budget there were no new teachers requested. No positions were eliminated and all positions vacated by retirement were filled.

One hundred percent of the students’ requests were satisfied, and 100% of students have complete schedules in this year’s master schedule. Enrollment has declined from 2010 to 2014. In 2010 there were 1,233 students, and in 2014 there are 1,136 registered students. The 10-year projected trend is for student enrollment to decrease at all levels of Millennial Public Schools.

6. **Increase funding to ensure adequate offerings so that all students have ways to meet the school’s 21st century learning expectations.**

Classification: Completed

Response: 2.0 full time teachers were hired in 2013-14. The number of course sections at or below maximum enrollment dropped from 75% to approximately 40% due to the addition of these teachers and to reduced enrollment. No additional teachers were requested for the 2014-2015 budget, and no positions were eliminated due to budget reduction or retirement. Due to reorganization at the

intermediate school, the high school was able to secure an additional technology teacher. In the past, this curricular area was in need of improvement. The additional teacher has allowed us to meet additional student requests. Other electives were adapted by the Academic Standards Committee and the Board of Education; these electives included Advance Placement Art, Classical Mythology, Classical Cultures, Literary Gourmet, 21st Century Journalism, Global Studies, Forensic Science, Criminal Justice, Advance Placement Latin-Virgil, and extensive offerings from outside institutions such as Porter Chester Institute and Yale University.

7. Fund the five-year capital improvement plan and the three-year technology plan.

Classification: In Progress

Response: 2014-15 Status Report

Capital funds were used during the summer of 2014 to fund many projects at Millennial High School including:

- Approximately \$81,000 for wired and wireless network infrastructure to leverage the new 1Gbps WAN backbone that was installed district-wide
- Approximately \$24,000 for desktop and laptop computers
- Approximately \$20,000 for copiers, printer, and associated peripherals.

These expenditures were in line with the budgeted capital funds for 2014-2015 and for the final year of the current District Technology Plan which will be renewed in the spring of 2015. Capital expenditures at Millennial High School represent approximately 40% of budgeted technology capital funds.

8. Report the school’s efforts to disaggregate assessment data, especially with regard to assessment of the school’s 21st century learning expectations.

Classification: In Progress

Response: For the past three years, since the institution of professional learning communities and the time provided for us in twice-monthly “late start” days, our teachers have been reviewing assessment data in order to adjust our curriculum, where necessary. These efforts were initially focused on CAPT testing and results of other standardized tests. We found the review of this kind of data to be very helpful, and a number of teachers report not only adjustments to the curriculum but also modifications made to their instructional practices. We have just begun to collect enough assessment data that relates to our new learning expectations to analyze, but we are confident that the processes we have in place – the available time and the professional learning communities – to begin this work. We expect to accomplish significant review during the current school year and should be able to report changes we have made to address any achievement gaps that we find in our Five-Year Report.

9. Develop and implement an aggressive outreach program to involve parents in support for the school and to inform the general community about school funding needs.

Classification: In Progress

Response: Central office personnel organize special workshops for town officials to help increase the community understanding of the budget process. In the 2012-13 fiscal year the budget presentation was placed on the town’s website and community access channel. The board of education now holds several public forums on the budget process which are later televised. Articles have been added to the principal’s newsletter and the topic has been added to the agenda of Class Coffees. These steps have done little to increase awareness throughout the general community.

This year the board of education made no cuts to the superintendent’s 6.3% increase to the education budget. Unfortunately, the board of finance reduced that increase to 4.2%.

Despite the superintendent’s efforts to apprise community leaders of needs and priorities, there has been no measurable public relations impact on the decision-making of the board of finance.

10. Address school facilities and grounds maintenance issues, specifically: safety concerns including the periodically buckling and warping of the “Spartan” gym floor.

Classification: In Progress

Response: The NEASC Accreditation visit noted the following facilities and grounds maintenance issues: ventilation in both gyms, and the need for replacement of glass doors in the west gym lobby, replacement of tiles in the D-wing, replacement of torn carpet, repair of roof leaks, and repair of the outdoor field/rubberized track.

The “Spartan” gym floor was entirely replaced in December of 2013. Additionally, ventilation in both gyms has been improved with the addition of new turbines in 2014. The “Spartan” gym is still without air conditioning. Damage to carpets, tiles, and doors has been repaired or replaced as needed. Additional surveillance cameras were installed in 2014 in order to prevent or document any damage to these structures due to vandalism. Leaks in the roof continue at times of heavy rain; ongoing attempts at repair have been unsuccessful. In 2012, the worn outdoor track and field surface was replaced. In 2014 Millennial High School became the first school in the country to partner with United Technologies and install the TriGeneration Heating and Cooling System. This system will assist in creating a more controlled, efficient, and environmentally friendly heating and cooling system for Millennial High School.

11. Provide sufficient personnel and funds for the regular, ongoing maintenance and repair of the facility and grounds

Classification: In Progress

Response: According to the District Facilities and Grounds Director, because our buildings are used almost constantly, it is difficult to provide enough staff and funding to keep up with all building and mechanical demands. Efforts have been made to utilize new building-use software to more efficiently manage this situation. New forms have been created to increase communication between central office

and the high school. A building-use Priority List policy has been established to determine building use by Millennial and outside communities.

For the 2013-14 school year, although overall manpower was not decreased, maintenance shifts were reduced from three shifts to two. As a result, all maintenance and repair of the facility and grounds must be completed before 12:00 AM. The effect on day-to-day building events and extra-curricular activities is being monitored and assessed.

12. Develop an adequate and dependable source of revenue for the provision of materials that are needed as a regular part of instruction and which are needed to maintain and supply the school's programs.

Classification: Completed

Response: Millennial High School is able to report that adequate revenue sources for instructional materials to maintain the school's program have been restored. The reductions in the 2012-2013 school year were restored in 2013-2014. A budget increase of 4% (\$732,000) was approved by the town's governing bodies for FY2015. Although this budget increase was 2.2% below the requested increase, current staffing, instructional supplies, and textbooks were adequately funded by absorbing the reductions through revisions to the Millennial Public Schools capital budget and a reduction in teachers and staff through attrition due to retirement. It is important to note that although the efforts of central office personnel and the board of education to retain all existing staff are valued, it may not be possible to maintain required budget levels through this type of effort.

Responses to Evaluation Report Recommendations

TWO-YEAR PROGRESS REPORT OF MILLENIAL HIGH SCHOOL OCTOBER 1, 2016

Section II. General Evaluation Report Responses

STANDARD FOR ACCREDITATION: Core Values, Beliefs, and Learning Expectations

1. **Develop and submit specific and measureable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement for use with each of the school’s 21st century learning expectations.**

Classification: Completed

Response: Following the completion of our Accreditation visit, our steering committee recognized the need to ensure that all of our rubrics, especially for the civic and social competencies, were indeed specific and measurable analytic rubrics. We were confident teachers were using effective analytic rubrics to assess academic competencies, but we knew we needed extra work for the civic and social competencies. A committee was immediately formed, consisting of at least one teacher from each department, to develop these analytic rubrics. This committee worked diligently for two months, collecting samples from various websites, and prepared four analytic rubrics for our two civic and two social competencies. Teachers on the committee piloted use of these rubrics with students in their courses, made a few adjustments, and then presented the analytic rubrics to the faculty with some tips for implementing their use. The faculty was so impressed with the work of the committee that they asked the committee to review the analytic rubrics designed for the academic competencies to suggest any modifications. The committee is now working in this area, and they plan to suggest methods for teachers to use the analytic rubrics regularly. The four new analytic rubrics are attached.

2. **Ensure that the school’s core values and beliefs about learning are more formally used to drive decisions around the school’s curriculum, instructional, and assessment strategies.**

Classification: In Progress

Response: Soon after she arrived, our new principal instituted a process with not only the leadership team, comprised of administrators, department leaders, and team leaders, but also with other groups that meet throughout the year. The process was designed to improve the quality of decisions and to become more inclusive at the same time. A part of the process includes frequent reference to and review of our core values and especially our beliefs about learning. When new courses are proposed, teachers must reference the relationship and congruence with our beliefs about learning. Professional development programs are carefully vetted against our beliefs about learning to ensure we are expending funds wisely and in alignment with our learning expectations. Perhaps the best example emanates from a recent school-wide discussion around grading practices and consistency among teachers. During the spirited discussions, especially with parents, we learned that there were great differences among teachers, especially about the idea of students submitting second drafts and work. The discussion led to our school

developing a draft grading policy which not only permits but encourages second efforts and growth over time, a concept that is supported in our beliefs about learning. We are currently waiting to present this policy to our school board for approval.

STANDARD FOR ACCREDITATION: Curriculum

- 1. Ensure that all curriculum documents include units of study with essential questions, concepts, content, and skills as well as the school’s 21st century learning expectations.**

Classification: Completed

Response: Since the evaluation visit, teachers have been working regularly to write essential questions for all courses. Our curriculum cycle highlights one core content area each year of a five-year cycle along with one other area. Our plan has been to complete the writing of the essential questions for any new courses when they are conceived and during the year of evaluation of the curriculum. With this in mind, English, art, social studies, and health have all completed writing essential questions with science and music slated to complete their work at the end of 2015-2016. The concepts, content, and skills were already a part of our curriculum documents. Our curriculum director believes that all essential questions will have been written for all courses by the end of 2017.

- 2. Upgrade all science classrooms to include operational labs and adequate space for experiments in order to fully implement the science curriculum.**

Classification: In Progress -- See Highlighted Recommendation #2.

- 3. Improve curriculum articulation between the middle school and high school.**

Classification: Completed

Response: Teachers at the high school and middle school are collaborating to improve articulation, address sequencing of content and skills, and eliminate unnecessary overlap within the curriculum. Leadership in mathematics is provided by a K-6 coordinator and a 7-12 curriculum team leader who meet regularly. During the 2014-2015 school year, the English, mathematics, science, social studies, business, and technology departments held meetings each semester. For example, the high school business department met with the middle school computer teacher to align course content based upon improved middle school student skills with software and technology. All of the elective areas including music, art, family and consumer sciences, and health and physical education hold district-level meetings for the purposes of K-12 articulation and coordination. The world languages department meets monthly and includes representation from the middle school. These meetings have effectively improved K-12 articulation.

STANDARD FOR ACCREDITATION: Instruction

- 1. Ensure that teachers use student achievement data from a variety of formative and summative assessments to improve instruction.**

Classification: In Progress

Response: Our newly adopted schedule provides two “late-start” days each month and teachers are committed to using one of the days each month for the purpose of examining student work. For the first half of the year, teachers examined student work that reflected our learning expectations and had been assessed with our analytic rubrics. This exercise was helpful because it provided teachers with data to use to improve the analytic rubrics. It also gave us significant information about how students were doing on our learning expectations. We were able to determine those students who needed significant assistance. For the remainder of the year, teachers will be examining some newly developed common assessments and our school’s digital portfolio.

- 2. Ensure that teachers, as adult learners, and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.**

Classification: Completed

Response: In addition to the extensive professional development program referenced in other sections of the highlighted recommendations, our faculty has recently begun the practice of reading professional books. Our school district purchases four titles each year in quantities so that one fourth of the professional staff can read one title at a time, and the books can be rotated to other groups. Through the use of our professional learning communities, teachers commit to reading at least two of the titles each year and engage in conversations via book-club format about the titles. Recent books include: *Focus*, Mike Schmoker; *Formative Assessment*, James Popham; *Schooling by Design*, Wiggins and McTighe; *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Assessment*, Lynne Erickson; and *Classroom Instruction That Works: Research-Based Strategies for Improving Student Achievement*, Marzano, Pickering, and Pollock.

STANDARD FOR ACCREDITATION: Assessment of and for Student Learning

- 1. Ensure that all teachers prior to each unit of study communicate the relevant 21st century learning expectations to students.**

Classification: In Progress

Response: We believe we have made significant progress in this area due to the extensive curriculum revisions that have occurred. Teachers in those departments that have completed the curriculum alignment with the learning expectations now have essential questions directly tied to the relevant expectations and can inform students of them at the beginning of each unit. When the remainder of the

curriculum documents have been reviewed (via our five-year cycle mentioned earlier); all teachers will be able to communicate these expectations to students.

2. **Ensure that teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instruction.**

Classification: In Progress

Response: With the completion of our analytic rubrics, teachers are now positioned to collect and begin to review data from the use of these formative assessments. Most teachers individually examine student work throughout the instructional process and make adjustments to their instruction when needed. Our PLC's provide the culture for the examination of student work, and our department leaders have recently had training in leading these processes. Teachers are enthusiastic about using data gleaned from a variety of assessments to make revisions to curriculum. At the end of the 2015-16 school year, we should have much more to report on this topic.

STANDARD FOR ACCREDITATION: School Culture and Leadership

1. **Ensure that school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.**

Classification: Completed

Response: In the past year our district has adopted a version of the Charlotte Danielson model for evaluation and supervision. Administrators have just completed extensive training in this area along with department chairpersons and one teacher from each content area. One focus during the coming year will be to provide support to all teachers in understanding the new process. Administrators and department chairs believe that the new process will allow them more time to focus on improved student learning through supervision in a positive manner. Administrators have also agreed to provide more focus on completing all phases of our process with every teacher in a timely fashion, and teachers already agree this has improved.

2. **Provide a formal, ongoing program or process for students in grades 11 and 12, 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 21st century learning expectations.**

Classification: In Progress

Response: See highlighted recommendation #4

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Develop and implement a written developmental guidance curriculum.

Classification: In Progress

Response: Millennial’s guidance counselors began the development of a written curriculum as soon as the visiting team departed. Most of our counselors believed that there was a program, but they admitted that more of it needed to be documented. At this point in time, a developmental guidance program has been written in outline form, and the plan of the guidance counselors is to complete the details of the program during the 2015-2016 school year as the various components of the program occur. In this manner, should a new guidance counselor be hired, he or she could access the program, with time-line and details, immediately.

2. Ensure that library/media personnel conduct ongoing assessments, using relevant data and feedback from the community in order to improve services.

Classification: Completed

Response: See Highlighted Recommendation #3

STANDARD FOR ACCREDITATION: Community Resources for Learning

1. Update, fund, and fully implement the technology plan.

Classification: In Progress

Response: As the school year opened in August 2015, technology continued to be installed in each of the classrooms and was made available for teacher use for attendance and grades through E-SCHOOL, and other applications. A new attendance program was introduced on the first day of school. At this point the installation of equipment is ongoing. The technology plan called for a teacher computer and student computer in all classrooms. Currently some classrooms have both, particularly our science labs; others have only the teacher work station. The overhead projector system, the SmartBoards®, and the student computers continue to need attention. Increased access to labs will be available when the communications labs are complete. However, our computer lab for class instruction and our writing center for individual student access are both open and available throughout the day.

In some areas the plan has not been fully implemented. The equipment for the TV-video studio has been removed from the budget. The number of SmartBoards® in the school was reduced from thirty-three to twenty-three, although these are spread across departments to ensure access to the various disciplines. In addition, the presentation room located off of the library has SmartBoard® technology available to all staff. Teachers may sign up to use this room for technology presentations. The close-out of the project will determine the availability of funds for purchasing additional technology including the equipment for the TV-video studio.

2. Increase efforts to reach out specifically to engage those parents and families who have been less connected with school.

Classification: In Progress

Response: Our leadership team with the assistance of an ad-hoc student, parent, and teacher committee proposed that every teacher identify any students in his/her courses whose families seem less connected with school. A master list was created and some names were removed when guidance counselors or other teachers determined that some families were connected in ways the original teacher might not have been aware. Names were then shared with teachers of students in grades 9 and 10 advisory and advisors called these parents to invite parents to become more involved. For students in grades 11 and 12, other teachers took names of students and made the same phone calls. A log was created so that our leadership team can assess the impact of this program on parent/family involvement in our school.

III. Submit a copy of the most recent statement of Core Values, Beliefs, and Learning Expectations, including the date of the most recent review.

Attached

IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which has not been reported previously to the Commission.

No substantive changes have occurred since the decennial evaluation.

V. Provide a list of user fees for all co-curricular activities, including athletics.

Attached

VI. Achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.

As a school we have been working diligently on strategies to improve our school culture. The introduction of ninth and tenth grade advisory (with the hope for 11th and 12th grade in the near future), the work of our PLC's and the twice-monthly "late starts" have contributed significantly to improve school culture where teachers now volunteer to read current research in an effort to improve their practices.

VII. Restructuring or other Reform Initiatives

This year we have three major initiatives that are linked to our decennial evaluation and our two-year report. The implementation of our new schedule with 57 minute periods, our homeroom mentoring program, and the establishment of professional learning groups that meet on a weekly basis during the school day represent major changes that should result in improved teaching and learning experiences. These initiatives are addressed in detail within the two-year report.

VIII. Follow-Up Program at Sample High School

Our follow-up program involved all staff members. Several forums were used to address the recommendations. Five committees were established for the 2013-2014 year. Every faculty member was assigned to one committee. A professional development strand provided nine hours of time for the entire faculty in the fall of 2014. Committees then met after school as needed. These committees addressed our major concerns as a result of the decennial evaluation and our own self-study. The work completed in these committees was shared within departments. In addition, each committee reported to the entire faculty so that the direction and conclusions of the committee were shared. Further, the chairs of the five committees served on our NEASC Follow-Up Committee which met monthly throughout the year. A small steering committee of five members then assumed responsibility for the coordination, editing, and completion of the two-year report. Some release time and in-service time was allocated for this process. The NEASC follow-up work was shared with parents at our bi-monthly meetings for both their input and reactions. Student involvement, particularly in the schedule change and homeroom program, occurred through the Student Council. The members of the Follow-Up Committee are as follows:

Jane Goodall, Social Studies
 Bill Gates, Technology
 Winton Marsalis, Performing Arts
 Maya Angelou, Speech
 Warren Buffett, Principal

Stephen Hawking, Mathematics
 Horace Mann, Assistant Principal
 Neil DeGrasse Tyson, Science
 Jane Addams, Guidance Director

IX. STATISTICAL DATA SHEET

School: _____ Principal: _____

City, State: _____ School Telephone: _____

E-mail Address: _____ FAX Number: _____

Dates of Accreditation Visit: _____

Students Served	Grades	Enrollment
At the time of evaluation		
At the present time		

Based upon the state’s definition of a dropout, submit the school’s dropout rate for the most recently completed school year as well as for the preceding two years:

Based upon the state’s definition of the graduation rate, submit the school’s graduation rate for the most recently completed school year as well as for the preceding two years:

Year	Drop Out Rate	Graduation Rate

DISPOSITION OF VISITING TEAM REPORT RECOMMENDATIONS

	Number	Percentage
COMPLETED		
IN PROGRESS		
PLANNED FOR THE FUTURE		
REJECTED		
NO ACTION		
TOTAL		100%

Electronic Signature of Principal/Headmaster _____

Electronic Signature of Chair of Follow-Up Committee _____ Position _____

Date Progress Report Submitted _____

A p p e n d i x

Collection of Sets of Student Work

On Sunday night the visiting team will review sets of student work submitted by the school to gather evidence and examples of the school's alignment with the teaching and learning standards. The steering committee should determine how many and which teachers need to submit sets (3 pieces of work per set) of work to provide a range of work reflective of all aspects of teaching and learning. Provide a total of no more than 80 sets of student work (no more than one per teacher). Student work collected should include:

- Work from each grade level
- Work from each department
- Work from each course level (e.g. developmental, college prep, honors, AP, etc.)

The sample cover sheet asks for information for the visiting team to understand the sets of student work submitted in light of the school's core values, beliefs about learning, and learning expectations, as well as the local context. Each teacher submitting a set of student work should complete a cover sheet and ensure that each set meets the expectations outlined on the cover sheet.

The teacher's reflection is an important part of the review of student work. The teacher's reflection allows the committee to understand the student work from the perspective of the teacher and put the work into context. In the reflection teachers should identify the extent to which the student work set represents proficiency. In addition the teacher should consider which of the following elements of the Standards for Accreditation is evident in the student work.

- Self-assessment & reflection
- Revision and improvement
- Depth of understanding
- Personalized instruction
- Engagement
- Active
- Self-directed
- Inquiry
- Problem-solving
- Higher order thinking
- Cross-disciplinary connections
- Application of knowledge
- Authentic tasks – in or out of school
- Integrating technology
- Informed and ethical use of technology
- Strategic differentiation
- Purposeful grouping
- Collaboration

The sample cover sheet can also be used by teacher to prepare for the teacher interviews on Sunday night. The student work sets shared in the teacher interviews can also be part of the student work collection for the student work review.

Student Work Set Cover Sheet

Teacher / Course / Grade / Level
Type of Assignment (e.g. homework, group work, essay, test, project, etc.)
Skills and Knowledge (e.g. learning expectation, essential question, curriculum standards, etc.)
Describe the activity or assessment and context (or attach unit or lesson plan/overview)

Attach:

1. Handout(s) given to students
2. Assessment criteria, such as a rubric
3. Three examples of student work
 - including work that is developing, meeting, and exceeding expectations
 - scoring and feedback to students

<p>Reflection</p> <ul style="list-style-type: none"> • To what extent does the student work set represent students' proficiency? • To what extent does the work set reflect elements of the Standards for Accreditation?
--

Self-assessment & reflection Revision and improvement Depth of understanding Personalized instruction Engagement Active Self-directed Inquiry Problem-solving	Higher order thinking Cross-disciplinary connections Application of knowledge Authentic tasks – in or out of school Integrating technology Informed and ethical use of technology Strategic differentiation Purposeful grouping Collaboration
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School and Community Summary

Bristol High School, located in Bristol, Maine, serves the communities of Bristol, Oyster Bay, and Rockport. Located equidistant from Portland and Augusta, the towns are traditional seacoast communities, with tourism and fishing as primary industries.

With a combined population of 17,230, the communities are economically, racially, culturally, and ethnically similar. No identifiable minority group comprises more than 0.7% of the population, and English is the primary language spoken by 99 percent of the student population; a few students have parents who speak Portuguese at home. Bristol has the slightly larger population with 7629, with Oyster Bay (5012) and Rockport (4589) somewhat smaller. The median family income is \$53,309 in Bristol, \$63,044 in Oyster Bay, and \$60,412 in Rockport.

The majority of the population in all three communities is employed in the fishing industry, tourism, services, trade, and government. In 2011, the unemployment rate was 3.9% for Bristol, 4.5% for Oyster Bay, and 3.8% for Rockport. In 2011, five percent of the school population lived below the low-income level. Seacoast College, also located in Bristol, is a major employer for all three towns. Rockport is also home to Genetics Corporation, a biotechnical research company, and Oyster Bay is home to two assisted living facilities. All three towns have experienced considerable growth in the past five years. While there has been a slight decline in the fishing industry, at the same time new housing starts, primarily due to the building of second/vacation homes, have increased.

In addition to Bristol High School with a population of 988, Littleneck Middle School includes 740 students, and three elementary schools, one located in each of the three communities, house 559, 341, and 287 students for a total of 2915 in the Barnacle Bay School District. Eighteen students (2%) attend non-public schools.

The Bristol School District is ranked in the lower 30 percent of school districts in the state in terms of per pupil expenditures and expended \$8443 per pupil compared to a state average expenditure of \$9022 per pupil in 2010-11 and \$8678 compared to a state average expenditure of \$9216 per pupil in 2010-11. In FY 2011 state, federal and other resources accounted for 62 percent of all funds received in the district, leaving 38 percent of funding to be obtained through local resources. Forty-seven percent of local property taxes are allocated to the public schools. Twelve students paid nonresident tuition fees of \$7500 each to attend Bristol High School in both 2010 and 2011.

Bristol High School includes students in grade 9 -12 with the total enrollment of 988 students divided between 490 males and 498 females. The school population has remained stable over the past ten years. The ethnic, racial, and cultural composition has remained constant with .43% (4) African-American students, .17% (2) Asian students, and 1.2% (10) Hispanic students during the 2011-12 school year. The average dropout rate for the past two years has been 2.15%, the average daily student attendance 96.7% and the average attendance rate among teachers 96.2%.

There are 62 teachers at Bristol High School, creating a ratio of 16:1. Individual teachers carry an average load of 80 students with an average class size of 19. In those classes required for graduation, the average class size is 22 students. Students attend school for 180 days and for a minimum of 975 hours.

All freshmen are placed in non-leveled teams concentrating on four core academic areas of English, mathematics, social studies, and science. Students in grades ten to twelve may select from three levels of college preparatory, honors, or Advanced Placement (where offered). Sixty-seven percent of students are enrolled in honors classes, twenty percent in college preparatory courses, and twelve percent in Advanced Placement courses. Approximately seven percent of students receive special education services. All students are required to take four years of English, social studies, mathematics, and science, two years of health and physical education, one

Fine/performing art course, with the remainder of students' programs filled from a variety of elective courses, including three world languages. Bristol High School offers a variety of co-curricular activities for its students in which over 93 percent of students every year participates in at least one co-curricular activity.

In the class of 2012, sixty-seven percent of graduates attended four-year colleges, with thirteen percent enrolling in two-year colleges, 4.3 percent enrolling in business and technical schools, eleven percent entering the workforce, and 4.4 percent entering the military. Graduates take advantage of the considerable educational opportunities available as they choose from such colleges and universities as Rockport College, Coastal College, Mystic River University, and Seacoast School of Design. Opportunities for adult continuing education are available at Bristol Adult Learning Center, Bristol Community College, and Salty Creek Regional Technical School.

Bristol High School has established partnerships with local businesses, including an annual Career Day program in which every tenth grade student spends a day at a local business in a job shadowing experience; numerous food drives and fundraising events for local charities; blood drives and walks for hunger; performances by music groups at hospitals and for the elderly. Juniors and seniors experience extended work experience through courses offered where students serve as interns at local businesses.

Bristol High School has also established effective partnerships with three of the local institutions of higher education. Juniors and seniors may enroll in one college course for credit each year at no cost to the student. Through grant monies the high school's guidance counselors and admissions office staff at Coastal College are working collaboratively to increase the number of students applying to colleges and universities. Over the past few years a significant number of intern teachers from Mystic River University have been working at the high school.

Students are recognized for their accomplishments through the superintendent's and principal's awards, given annually to students in each grade level; the Tri-Community Exchange Club which recognizes most improved students on a monthly basis; a First Honors Dinner, sponsored by PTA to recognize those students who have attained first honors for the four terms during the previous year. In addition, local newspapers sponsor academic and athletic achievement awards and speech contests in addition to many locally sponsored scholarships. Each spring the school honors students from all spectra in awards assemblies recognizing individual student achievement in academics, music, drama, athletics, and community service.

Statement of the School's Critical Strengths and Needs

Strengths

- The use of a collaborative and dynamic process to develop strong core values and beliefs about learning upon which future decisions can be made
- The development of assessment practices, including analytic rubrics for each of the school's 21st century learning expectations
- The clear alignment between the school's written curriculum and the taught curriculum
- The provision of adequate instructional materials, technology, and equipment to deliver a 21st century curriculum
- The development of professional learning communities for the purpose of examining student work
- The use of instructional strategies which integrate technology into teaching and learning
- The use of a range of assessment strategies, including formative and summative assessments, by many teachers
- The placement of all freshmen in team-taught, non-leveled core courses
- The formal, ongoing advisory program developed for 9th and 10th grade students to personalize their learning
- The long-term maintenance and care of the building, resulting in a clean environment for students, staff, and visitors

Needs

- A process to ensure all teachers regularly use the school-wide analytic rubrics to assess relevant 21st century learning expectations
- Professional learning activities that support teachers in the development of essential questions to be included in curriculum documents and daily instruction
- More opportunities in every classroom for students to apply knowledge and skills to authentic tasks
- More opportunities, in as many courses as possible, for all students to be assessed with the school-wide analytic rubrics for each of the learning expectations
- An extension of our formal, ongoing advisory program, already in place for grades 9 and 10, to students in grades 11 and 12
- A process to communicate individual achievement of the 21st century learning expectations to students and their families, based on the use of the school-wide analytic rubrics
- A process to provide information to families, especially those most in need, about available student support services

Two-Year and Five-Year Targeted Plans

Two-Year Targeted Plan:

- Use release time to develop a process that will help all teachers to implement use of the relevant school-wide rubrics in their classes with all students
- Provide professional development to assist teachers in using the analytic rubrics
- Complete the development of essential questions to be included in all curriculum documents for English, mathematics, world languages, health, and physical education
- Focus efforts on applying knowledge and skills to authentic tasks as instructional improvement goals for every teacher
- Review student work assessed by analytic rubrics on student achievement of each of the learning expectations
- Provide students and families with a report of individual student achievement on each of the learning expectations
- Extend the formal advisory program to grade 11
- Improve our efforts to provide information about student support services to families who are most in need
- Establish timeline and funding for overhaul of HVAC system

Five-Year Targeted Plan:

- Complete the extension of the advisory program to include all four grades and assess the impact of the program in order to make adjustments
- Complete the development of essential questions to be included in all curriculum documents for social studies, science, art, music and performing arts, and all other electives
- Provide training, if needed, on assisting teachers to apply knowledge and skills to authentic tasks
- Provide students and families at least twice yearly with a report of individual student achievement on each of the learning expectations
- Share with the school community aggregate achievement by the school on the learning expectations
- Complete overhaul of the HVAC system

Visiting Team Work Schedule*

Sunday Schedule

10:00 a.m. – 12:45 p.m.	Orientation meeting (working lunch served at 11:30 a.m.) at school/hotel <ul style="list-style-type: none"> • orientation to the visiting team process • review of expectations of team members • review of schedules
1:00 p.m. – 2:00 p.m.	Panel Presentation at school with time for questions by visiting team members <ul style="list-style-type: none"> • panel members: building administrators, teachers, and students • panel topics (less than 10 minutes each): <ul style="list-style-type: none"> – significant data from the School and Community Summary – an explanation of the school’s core values and beliefs about learning and the commitment to the document – the school’s learning expectations and an overview of how the school measures student achievement of the learning expectations – issues and challenges facing the school and the connection between those issues, the school’s core values and beliefs about learning, and any important evidence collected – the school’s critical strengths and needs – the school’s Two-Year and Five-Year Targeted Plan – question and answer period
2:15 p.m. – 3:00 p.m.	Concurrent meetings (45 minutes) <ul style="list-style-type: none"> • school board (with chair and six team members) • parents (with assistant chair and remaining team members)
3:10 p.m. – 4:15 p.m.	Teacher Interviews <ul style="list-style-type: none"> • all team members interview two teachers for 30 minutes each to discuss student work and assessment of student learning
4:15 p.m. – 5:00 p.m.	Welcoming reception at the school
6:00 p.m. – 7:00 p.m.	Dinner at the hotel
7:00 p.m. – 10:00 p.m.	Team meeting <ul style="list-style-type: none"> • examine school’s 21st century learning expectations • student work protocol (75 minutes) • each team member frames question(s) from any of the seven Standards for further examination or focus • provide training on gathering evidence and drawing conclusions using a consensus model

* This sample is intended to provide a general idea of the visiting team’s schedule. The chair will likely make adjustments to the schedule.

Monday Schedule

6:15 a.m.	Breakfast at the hotel
7:00 a.m.	Depart for the school
7:15 a.m. – 7:30 a.m.	Visiting Team organizational meeting (school workroom)
7:30 a.m. – 8:15 a.m.	<p>Concurrent School Tours</p> <ol style="list-style-type: none"> 1. Infrastructure tour – led by building and grounds supervisor/staff for two visiting team members on the Standard on Community Resources for Learning 2. General facility tour – led by students for all remaining visiting team members
8:15 a.m. – 9:15 a.m.	<p>Visiting Team Work Time</p> <ul style="list-style-type: none"> • Small group meetings for some visiting team members with department representatives
9:30 a.m. – 11:00 a.m.	<p>Small group meetings for some visiting team members</p> <p>First session (9:30 – 10:15)</p> <ol style="list-style-type: none"> 1. Central Office Staff – superintendent and assistant, business manager, special services director, other central office personnel 2. Students 3. Teachers <p>Second session (10:15 – 11:00)</p> <ol style="list-style-type: none"> 1. District Administration – meeting with administration of district sending schools, including elementary and vocational schools, and curriculum coordinators to discuss curriculum coordination 2. Support Services – meeting with building and grounds supervisor, food services director 3. Library/Media/Information Resources personnel
9:30 a.m. – 12:00 p.m.	Student Shadowing by some visiting team members (refer to schedule for specific shadowing assignments)
11:30 a.m. – 12:30 p.m.	Staggered lunches to meet school lunch schedule
12:00 p.m. – 2:30 p.m.	Student Shadowing by some visiting team members (refer to schedule for specific shadowing assignments)
12:30 p.m. – 1:15 p.m.	<p>Small group meetings for some visiting team members</p> <ol style="list-style-type: none"> 1. Support Services – meeting with school guidance directors, nurse, special services coordinator 2. Students 3. Teachers 4. Department representatives
2:45 p.m. – 3:45 p.m.	<p>Standards for Accreditation team meetings</p> <ul style="list-style-type: none"> • Core Values, Beliefs, and Learning Expectations • Curriculum • Instruction • Assessment of and for Student Learning • School Culture and Leadership • School Resources for Learning • Community Resources for Learning

Monday, continued

3:45 p.m. – 4:30 p.m.	<p>Concurrent meetings</p> <ol style="list-style-type: none"> Meeting with School Leadership Team members (administration, school department coordinators, athletic director, building and grounds supervisor) to discuss: <ul style="list-style-type: none"> Governing structure of the school district Professional development support School organization and leadership Contract/union relationship – formal mechanisms for communication Meeting between parents and Assistant Chair and at least one visiting team member from each Standard (optional)
4:45 p.m. – 5:45 p.m.	Visiting Team discussion and debriefing in workroom or return to hotel
5:45 p.m.	Return to the hotel
6:00 p.m. – 7:00 p.m.	Dinner at the hotel
7:15 p.m. – 10:00 p.m.	<p>Visiting Team meeting in hotel workroom</p> <ul style="list-style-type: none"> Team members review and articulate working conclusions for each Standard for Accreditation Discuss observations relating to shadowing and Curriculum, Instruction, and Assessment

Tuesday Schedule

6:15 a.m.	Breakfast at hotel
7:00 a.m.	Depart for school
7:15 a.m. – 7:45 a.m.	Team organizational meeting (school workroom)
8:15 a.m. – 11:00 a.m.	Student Shadowing by some team members (refer to schedule for specific shadowing assignments)
8:15 a.m. – 11:30 a.m.	<p>Visiting Team work time</p> <ul style="list-style-type: none"> Continue individually scheduled appointments and meetings to complete investigation and gather evidence to support conclusions Complete written conclusions for afternoon reports <p>Small group meeting</p> <ul style="list-style-type: none"> for some team members with support staff (8:15 – 9:00)
11:30 a.m. – 12:30 p.m.	Staggered lunches to meet school lunch schedule
12:30 p.m. – 1:00 p.m.	<p>Visiting Team meeting</p> <p>Discussion: Overview of school mission and teaching and learning</p> <ul style="list-style-type: none"> Is the school driven by a common set of core values and beliefs about learning? Is the focus of the school on teaching and learning? Is there an emphasis on 21st century learning expectations?
1:30 p.m.	<p>Visiting Team meeting</p> <p>Presentation of report</p> <ul style="list-style-type: none"> School Resources for Learning
2:30 p.m.	<p>Visiting Team meeting</p> <p>Presentation of report</p> <ul style="list-style-type: none"> Community Resources for Learning
4:00 p.m.	Depart for hotel

Tuesday, continued

6:00 p.m. – 7:00 p.m.	Dinner at the hotel
7:15 p.m. – 10:00 p.m.	Visiting Team meeting Presentation of Reports <ul style="list-style-type: none"> • School Culture and Leadership • Assessment of and for Student Learning Work time

Wednesday Schedule

6:15 a.m.	Breakfast at the hotel and checkout
7:15 a.m.	Depart for school
7:30 a.m.	Visiting Team organizational meeting in school workroom
9:00 a.m.	Visiting Team meeting Presentation of report <ul style="list-style-type: none"> • Instruction
10:00 a.m.	Visiting Team meeting Presentation of report <ul style="list-style-type: none"> • Curriculum
11:00 a.m.	Visiting Team meeting Presentation of report <ul style="list-style-type: none"> ▪ Core Values, Beliefs, and Learning Expectations
12:00 p.m.	Working lunch
12:45 p.m.	Visiting Team meeting continues <ul style="list-style-type: none"> • Vote on ratings of Standards • Vote on Accreditation <u>recommendation</u> • Complete forms and questionnaires • Return forms and documents
2:30 p.m.	Closing remarks to school community by Visiting Team Chair with visiting team in attendance

Visiting Team Shadowing Schedule

Monday	
9:15 a.m. – 12:00 p.m.	Student Shadowing by visiting team members 8, 9, 10, 11, 12
12:00 p.m. – 2:30 p.m.	Student Shadowing by visiting team members 1, 2, 3, 4, 6, and chair or assistant
Tuesday	
8:15 a.m. – 11:00 a.m.	Student Shadowing by visiting team members 5 and 7, 13 and chair or assistant

Chair and Assistant Chair choose the blocks of time in which they shadow students

News Release - Selection of Steering Committee Members

_____ SCHOOL
NAMES STEERING COMMITTEE FOR NEASC ACCREDITATION

FOR IMMEDIATE RELEASE

Principal _____ of _____ School today announced the names of steering committee members who will direct the school's efforts during its self-study and the Accreditation by the Commission on Public Schools of the New England Association of Schools and Colleges. The steering committee will be chaired/co-chaired by _____ who is/are _____ (Title).

The other members of the Committee are:

_____	_____
_____	_____
_____	_____
_____	_____

NEASC membership requires that a school undergo a self-study and formal evaluation at least once every ten years. The steering committee's responsibilities will include coordinating a schedule of events for the school's self-study, collecting reports from various subcommittees, and making necessary preparations for the evaluation committee's visit.

According to (steering committee chair/co-chair), "The self-study will include the completion of a comprehensive assessment of teaching and learning and the support of teaching and learning. The focus of the Accreditation visit will be to determine the extent to which our programs and services carry out the school's core values and beliefs about student learning and align with the Committee on Public Secondary Schools Standards for Accreditation."

Select one of the two paragraphs which follow:

1. This is the initial NEASC Accreditation for _____ School. The Committee on Public Secondary Schools visiting team is scheduled to conduct the Accreditation visit in _____, 20__.

(OR)

2. _____ School was last accredited in 20__ and has maintained continued Accreditation since it was awarded NEASC membership in 19__. The next Accreditation by a Committee on Public Secondary Schools visiting team will be conducted in _____, 20__.

The New England Association of Schools and Colleges is a voluntary membership organization of more than 2,000 public schools, colleges and universities, independent schools, and vocational, technical, and career institutions. Of these, approximately 630 schools have been accredited through the Association's Commission on Public Schools. The Committee works with individual institutions to improve the quality of education at all levels through a continuous process of evaluation and Accreditation.



For more information contact:

Person: _____
School: _____
City/State/Zip: _____
Telephone: _____
Date: _____

News Release

Seeking Community Participation During Self-Study

**COMMUNITY RESIDENTS INVITED
TO PARTICIPATE IN ACCREDITATION OF
_____ SCHOOL**

FOR IMMEDIATE RELEASE

Principal _____ of _____ School has invited parents of school children and other interested community residents to assist in a self-study which is currently being conducted by the school's professional staff.

The self-study is a significant component in the Accreditation process of the Commission on Public Schools for the Accreditation of _____ School by the New England Association of Schools and Colleges.

(Principal) _____ noted that all aspects of the school will be evaluated during the self-study. Volunteers are most urgently needed, however, to serve on committees which will evaluate the areas of Core Values, Beliefs, and Learning Expectations; Curriculum; Instruction; Assessment of and for Student Learning; School Culture and Leadership; School Resources for Learning; and Community Resources for Learning. *(Note: School officials should adjust the list to reflect the specific committees that will need volunteers.)*

The New England Association of Schools and Colleges is a voluntary membership organization of more than 2,000 public schools, colleges and universities, independent schools, and vocational/technical and career institutions. Approximately 630 public schools throughout New England are currently accredited through the Association's Commission on Public Schools. The Committee works with individual schools to improve the quality of their programs at all levels through a process of self-study, evaluation, and follow-up activities.

Anyone interested in volunteering time or in learning more about the self-study should contact _____, who is coordinating the Accreditation process at the school. He/she may be reached at _____ during school hours.



For more information contact:

Person: _____

School: _____

City/State/Zip: _____

Telephone: _____

Date: _____

News Release
Staff Visit from the Commission on Public Schools

_____ **SCHOOL**
TO SEEK NEASC ACCREDITATION

FOR IMMEDIATE RELEASE

_____ (School) _____'s faculty members met on _____ (Day) _____, _____ to listen to strategies on preparing for the school's self-study offered by a staff member from the New England Association of Schools and Colleges.

_____ (Name) _____, _____ (Title) _____, for the Association's Commission on Public Schools, provided the faculty with an overall picture of the Commission's Accreditation procedures and Standards for Accreditation during the hour-long session.

_____ noted that the New England Association is a voluntary accrediting agency of more than 2,000 public and independent schools, colleges and universities, and vocational, technical, and career institutions. Of these, approximately 630 schools are accredited through the Association's Commission on Public Schools. The Commission works with individual schools to improve the quality of education through a continuous process of evaluation and Accreditation.

Principal/Headmaster _____ said, "To become a member of NEASC, a school must align with the Committee on Public Secondary School's Standards for Accreditation. The purpose of the _____ month self-study is to provide an opportunity for our professional staff to review all our educational programs, processes, systems, and practices to determine the degree to which our school aligns with those rigorous Standards. The Standards were established to ensure that the necessary components for effective education exist within the school.

_____ also noted that, "While Accreditation by the Association does not imply perfection, it does ensure that the school has the resources, leadership, and organization necessary to support the ongoing improvement required of all schools."

One of the major requirements for NEASC membership is that the entire school be evaluated following the extensive self-study by the professional staff. This evaluation is conducted by a visiting team of professional educators, sent by the Committee, who review all materials prepared by the faculty in the self-assessment, visit classes, and talk with students, teachers, administrators, parents, and community members during their four-day visit to the school.

_____ School has been scheduled for a visit on _____, 2016.

The New England Association of Schools and Colleges, founded in 1885, is the oldest accrediting agency in the country and is recognized by the U.S. Department of Education as the sole agency to award Accreditation to PreK-12 schools, elementary schools, middle schools, and high schools in New England.



For more information contact:

Person: _____
School: _____
City/State/Zip: _____
Telephone: _____
Date: _____

News Release - The Accreditation Visit Conducted by the Committee on Public Secondary Schools

FOR IMMEDIATE RELEASE

_____(Number)____ educators will conduct an on-site Accreditation visit of _____ School on _____ through _____. Principal/Headmaster _____ announced today. The Accreditation visit will be conducted under the direction of the Committee on Public Secondary Schools of the New England Association of Schools and Colleges. The visiting team will be chaired by _____, (Title) _____, (Institution) _____. Dr. /Mr. /Mrs. /Ms. _____ has had extensive experience in the Association's Accreditation process.

Principal/Headmaster _____ said, "The purpose of this Accreditation visit is to review and determine from an outside professional viewpoint the extent to which the school is aligning with the Standards for Accreditation. As part of the evaluation, the visiting team will meet with all school constituents, review the school's self-study, visit a number of classes, and examine examples of student work submitted by the school. During the comprehensive self-study, the faculty attempted to identify the school's strengths and determined those areas in which changes would be beneficial."

The chair of the visiting team, _____, said, "Our purpose in visiting _____ School is to assist the faculty in its pursuit of quality education for its students."

Principal/Headmaster _____ pointed out, "The members of the visiting team are contributing their services to the school. This spirit of professional cooperation is one of the noted features of the New England Association. The goal of an Accreditation visit is to stimulate a continuing drive for improvement in the school."

The members of the visiting team are teachers and administrators from a variety of schools in the _____ (State) _____ area.

The New England Association of Schools and Colleges is a voluntary membership organization of more than 2,000 public schools, colleges and universities, independent schools, and vocational, technical, and career institutions. Of these, over 630 secondary schools have been accredited through the Association's Commission on Public Schools. The Committee works with individual public schools to improve the quality of education through a continuous process of Accreditation and evaluation.



For more information contact:

Person: _____

School: _____

City/State/Zip: _____

Telephone: _____

Date: _____

News Release – The Accreditation Decision

COMMITTEE ON PUBLIC SECONDARY SCHOOLS MAKES ACCREDITATION DECISION

FOR IMMEDIATE RELEASE

Officials of _____ School were notified today that the Commission on Public Schools of the New England Association of Schools and Colleges has voted to continue/grant _____ school's Accreditation in the Association. The Commission's decision was based upon review of an evaluation report prepared by a visiting team in __ (month).

_____, principal of _____ School, stated: "We feel that the Commission's decision confirms the results of the extensive self-study which our faculty and administrators conducted for ___ months. We are convinced that the findings of our self-study, coupled with recommendations of the Committee on Public Secondary Schools visiting team, will assist us in developing priorities for further improvements in the school.

"The Committee on Public Secondary Schools requires that accredited schools submit progress reports following the evaluation to indicate the changes we've made to improve our school. In anticipation of these progress reports, the professional staff and administrators will immediately begin a follow-up program to review the self-study findings and the visiting team report to establish the order in which recommendations will be carried out."

The New England Association of School and Colleges is a voluntary membership organization of more than 2,000 public and independent schools, colleges and universities, and vocational, technical, and career institutions. Of these, approximately 630 schools have been accredited through the Association's Commission on Public Schools. The Association works with individual schools to improve the quality of education through a continuous process of evaluation and Accreditation. ✧✧✧

For more information contact:

Person: _____
School: _____
City/State/Zip: _____
Telephone: _____
Date: _____

Questionnaire for Principals

This form is now completed on-line.

Recently, your school was evaluated by a visiting team representing the Association's Committee on Public Secondary Schools. As part of the process immediately following the on-site Accreditation visit, we invite you to share with the Committee your thoughts and concerns regarding the evaluation program.

Your response to this brief questionnaire will help us in our efforts to improve the process. Please feel free to provide additional comments where appropriate to your situation. Return the questionnaire to the Committee on Public Secondary Schools as soon as possible.

1. Did you find communication with the NEASC office satisfactory?
 - a) during the self-study
 - b) prior to and/or during the on-site visit

2. Were the chair's preparations for the visit thorough?

3. Do you recommend changes in invitation procedures or other office procedures and forms used?

4. Do you have any suggestions for improving the self-study and evaluation procedures?

(OVER)

5. What provisions were made for faculty members to work on the self-study? Please include approximate time for a – f.

- a. department/faculty meetings _____
- b. early dismissal of students _____
- c. other released time periods _____
- d. in-service work time _____
- e. after school meetings _____
- f. other (please list) _____

The Committee on Public Secondary Schools invites you to share your perceptions of the work of the visiting team, the effectiveness of the chair and assistant chair, the helpfulness of the discussion of the draft report, and your reaction to the evaluation report. Write your comments below or on attached sheets.

Should you wish to communicate comments or perceptions to be shared with the Committee at the time that the evaluation report is considered, please feel free to do so in writing and/or contact me at the Commission office.

Principal _____ Date _____

School _____ Location _____

Distribution, Use, and Scope of the Evaluation Report

This form is now completed on-line.

To the Principal:

It is the policy of the Committee on Public Secondary Schools that the report of the visiting team should reach all persons concerned with the maintenance of high standards in the school. Toward that end the Committee's Policy on the Distribution, Use, and Scope of the Evaluation Report reads as follows:

The evaluation report is a privileged document submitted by the Committee on Public Secondary Schools to the principal of the school and by the school to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final evaluation report must be released in its entirety within sixty days (60) of its receipt to the superintendent, school board, school staff, each member of the visiting team, public library or town hall, and the appropriate news media.

The visiting team assessed the quality of teaching and learning in terms of the school's stated mission and the Committee's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member, but rather a professional appraisal of the school's alignment to the Standards.

In order to ensure full compliance, with the distribution policy, we ask that you indicate on the form below that copies have been released in their entirety to:

- | | | |
|----|---|--------------------|
| 1. | The superintendent of schools | Yes _____ No _____ |
| 2. | All members of the school board | Yes _____ No _____ |
| 3. | All members of the professional staff | Yes _____ No _____ |
| 5. | City/Town Hall or library | Yes _____ No _____ |
| | If library (name) _____ | |
| 6. | State Department of Education | Yes _____ No _____ |
| 7. | School or school district website | Yes _____ No _____ |
| 8. | Date and receipt of final report | _____ |
| 9. | Date of release of final report to the public | _____ |

(OVER)

Local news media:

Other interested persons:

COMMENTS

To what extent has the report been publicized in the community?

What has been the general reaction to the report?

Principal _____ **Date** _____

School _____ **Location** _____

13. Visiting team travel expenses \$ _____

14. Other expenses (*please list*) \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

FINAL TOTAL \$ _____

Principal _____ Date _____

School _____ Location _____

New England Association of Schools & Colleges

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Committee within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to align with any of the Committee's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to align with 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