New England Association of School and Colleges, Inc.

Commission on Public Schools

Committee on Public Secondary Schools

Report of the Visiting Team for Leicester High School

Leicester, MA

October 01, 2017 - October 04, 2017

Joseph Damplo, Chair
Mr. Terrance Ingano, Assistant Chair
Tracey Hippert, Principal

STATEMENT ON LIMITATIONS

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

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

2. The curriculum is written in a common format that includes:
   - units of study with essential questions, concepts, content, and skills
   - the school's 21st century learning expectations
   - instructional strategies
   - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.

3. The curriculum emphasizes depth of understanding and application of knowledge through:
   - inquiry and problem-solving
   - higher order thinking
   - cross-disciplinary learning
   - authentic learning opportunities both in and out of school
   - informed and ethical use of technology.

4. There is clear alignment between the written and taught curriculum.

5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.

6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

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

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
   - personalizing instruction
   - engaging students in cross-disciplinary learning
   - engaging students as active and self-directed learners
   - emphasizing inquiry, problem-solving, and higher order thinking
   - applying knowledge and skills to authentic tasks
   - engaging students in self-assessment and reflection
   - integrating technology.

3. Teachers adjust their instructional practices to meet the needs of each student by:
   - using formative assessment, especially during instructional time
   - strategically differentiating
   - purposefully organizing group learning activities
   - providing additional support and alternative strategies within the regular classroom.

4. Teachers, individually and collaboratively, improve their instructional practices by:
   - using student achievement data from a variety of formative and summative assessments
   - examining student work
   - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
   - examining current research
   - engaging in professional discourse focused on instructional practice.

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

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

2. The school's professional staff communicates:
    ○ individual student progress in achieving the school's 21st century learning expectations to students and their families
    ○ the school's progress in achieving the school's 21st century learning expectations to the school community.

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

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

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

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

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

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

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

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

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

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

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

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

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

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

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

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

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

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

COMMUNITY RESOURCES FOR LEARNING

Support Standard

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

1. The community and the district's governing body provide dependable funding for:
   - a wide range of school programs and services
   - sufficient professional and support staff
   - ongoing professional development and curriculum revision
   - a full range of technology support
   - sufficient equipment
   - sufficient instructional materials and supplies.

2. The school develops, plans, and funds programs:
   - to ensure the maintenance and repair of the building and school plant
   - to properly maintain, catalogue, and replace equipment
   - to keep the school clean on a daily basis.

3. The community funds and the school implements a long-range plan that addresses:
   - programs and services
   - enrollment changes and staffing needs
   - facility needs
   - technology
   - capital improvements.

4. Faculty and building administrators are actively involved in the development and implementation of the budget.

5. The school site and plant support the delivery of high quality school programs and services.

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

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

8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

School and Community Summary

School and Community Summary

Leicester High School (LHS) is located in the town of Leicester, in Central Massachusetts, immediately west of the city of Worcester. The Town of Leicester is fewer than 25 square miles and, according to the 2010 town census, has a population of 10,970 residents. 5.1% of the population is living below the poverty level and the community has an unemployment rate of 4.9%. The average household income is $68,790, and the average per capita income is $29,901. The residential tax base for 2017 is $15.48 per $1,000.00 of assessed value.

The town itself is the largest employer. Only a handful of small businesses, restaurants, and convenience stores offer employment to residents. The only two large, private employers in the town are a commercial buildings construction contractor and a large retail chain. The majority of Leicester residents commute to Worcester or the Metrowest area to work.

Leicester has four public schools within a single district: Leicester Primary School (PreK-2), Leicester Memorial School (3-5), Leicester Middle School (6-8), and Leicester High School (9-12). During the 2016-2017 school year, Leicester Public Schools had a total student population of 1,574. There are two non-public, independent schools within the town, the McAuley Nazareth Home and Archway. Both of these are specialized, residential schools with whom the district has no relationship. The school budget is 59.7% of the town's annual budget. For the year 2016, the district per pupil expenditure was $13,093.76 per pupil; this was less than the state average of $15,526.07.

For the 2016-2017 school year, LHS' total student population was 455. The percentage of African-American students was 4.6%; Asian, 3.1%; Hispanic/Latino, 4.8%; Multi-Race/Non-Hispanic, 1.5%; Native Hawaiian or Pacific Islander, 0.4%; and white, 84.8%. LHS has seen an increase in diverse populations, with only Native Hawaiian or Pacific Islanders showing a decrease. The respective averages for enrollment over the past five years (2013-2017) are African-American students, 2.2%; Asian, 2.58%; Hispanic/Latino, 4.66%; Multi-Race/Non-Hispanic, 1.78%; Native Hawaiian or Pacific Islander, 0.14%; and white, 88.56%. Between 2013 and 2017, the average decrease in enrollment was 3%.

LHS employed 33.8 full-time teachers during the 2016-2017 school year. The average daily attendance rate for those teachers was 95.3% district-wide. The school had a student-teacher ratio of 13.5 to 1; however, the LHS core faculty taught an average of 99.7 students per semester and 19.94 students per class, under the school's seven period, rotating schedule, in which one class is dropped each day. Teachers facilitate five classes and students attend six classes per day. This schedule accommodates common planning time within departments and more interdisciplinary opportunities. LHS offers classes at three levels: college; honors; and Advanced Placement (AP). It is the expectation that all students at LHS achieve at high levels. Each student is encouraged and advised to take the most challenging courses; this will help the student achieve at a high level and meet his or her goals. LHS has participated in an effort to increase AP enrollment through joint efforts with Massachusetts Math and Science Initiative (MMSI)/Massachusetts Insight Education (MIE).

Within the school there are 47 students enrolled under the non-resident school choice program in 2016-2017. These students represent 10.3% of the total enrollment. Leicester Middle School serves as the only feeder school to LHS. The high school had an average daily attendance rate of 95.4% for 2015-2016. The dropout rate of 1.6% for the 2014-2015 school year and 0.9% for the 2015-2016 school year, resulted in a two-year average of 1.25%. The enrollment stability is 96.1% which includes 6.1% departure and 3.2% intake during the four-year tenure. In 2016, the DESE website reports the Adjusted Cohort Graduation (4 year) percentage of LHS as 89.7%.

Student success is a focus at LHS and the school regularly recognizes the achievements of its students. Every year the school hosts an academic achievement breakfast for students who maintain honor roll status. Students and their parents attend a breakfast where the students are recognized for their accomplishments and are given achievement certificates. LHS also recognizes student achievement through a Goal Card which is presented to students for two consecutive marking periods of highest honors or perfect attendance. The card entitles the

bearer to free admission at regular school events. In addition, in the entry hallway to the school, there are displays highlighting the athletic, academic, and artistic talents of LHS students. An Evening with the Arts is held each year to showcase the talents of LHS students in the areas of drama, art, and music. An athletics award ceremony is held annually recognizing students who excel in the realm of athletic achievement. High Five Awards, based on the core values statement, are given each month to students who show a dedication to a particular committee or organization, change in attitude, improved grades, or good citizenship. The school hosts a chapter of the National Honor Society which recognizes student achievement, and ceremony is held each fall inducting new members. A class day is scheduled each spring to honor achievements of seniors. During this class day, exiting seniors are given awards for success in each academic department, as well as for other academic accomplishments. Underclassmen receive their recognition at a separate awards assembly.

LHS uses the Massachusetts Comprehensive Assessment System (MCAS), the Scholastic Aptitude Test (SAT), the Preliminary Scholastic Aptitude Test (PSAT) and Advanced Placement (AP) examinations. The 2016 results for the MCAS Language Arts test were Advanced, 45%; Proficient, 51%; Needs Improvement, 3%; Failing, 1%. This is in comparison to the state averages of Advanced, 47%; Proficient, 45%; Needs Improvement, 6%; and Failing, 3%.

In 2016, for mathematics, the school's scores were Advanced, 39%; Proficient, 38%; Needs Improvement, 21%; and Failing, 2%. In comparison, state averages were Advanced, 54%; Proficient, 24%; Needs Improvement, 15%; and Failing, 8%. In 2015, science and technology/engineering students earned scores of Advanced, 35%; Proficient, 50%; Needs Improvement, 15%; and Failing, 1%. This is in comparison to the state averages of Advanced, 29%; Proficient, 44%; Needs Improvement, 21%; and Failing, 5%. The 2015 SAT results report a mean score of 515 for Reading as compared to the state's average of 516; 505 for Writing as compared to the state score of 509. Math mean scores for Leicester were 504 versus a state score of 531. In 2016-2017, LHS offered AP courses in English Literature and Composition, English Language and Composition, Government and Politics, U.S. History, Calculus AB, Biology, Chemistry, and Environmental Science. In addition to these courses, students took VHS AP courses in Macro Economics, Micro Economics, and World History.

Fifty-five students took AP English Language and Composition in 2017, and 58% scored a three or above; thirteen took Literature and Composition, and 85% scored a three or above; thirty took US Government, and 10% scored a three or above; thirty-one took U.S. History, and 68% scored a three or above; twenty-four took Calculus AB, and 16% scored a three or above; twenty-one took Biology, and 71% scored a three or above; eight took Chemistry, and 12% scored a three or above; two took Environmental Science, and 0% scored a three or above.

Performance requirements for graduation have been adjusted as a result of the 2017 schedule change. A service component, which has been approved by the school committee, will require each student to perform forty hours of voluntary community service as a requirement to participate in the graduation ceremony and other senior-related events at LHS.

During the 2016-2017 school year, the special education program at LHS serviced 13.4% of the student population. There were eight students identified as English language learners (ELLs), three of whom are visiting international students. In order to comply with federal and state mandates, the students are screened using the WIDA - ACCESS Placement Test (W-APT) as well as the ACCESS 2.0 Test.

The class of 2017 at LHS had the following plans after graduation: 62% will attend a four-year public or private college or university; 19% will attend two-year colleges or other post-secondary institutions; 12% will enter the workforce; and 7% will join the military.

Nearby educational institutions include the College of the Holy Cross, Worcester Polytechnic Institute (WPI), Assumption College, Clark University, Becker College (which has a campus in Leicester), Worcester State College, Quinsigamond Community College, the Massachusetts College of Pharmacy & Health Science, and the University of Massachusetts Medical School. LHS has a dual-enrollment program with Becker College and The College of the Holy Cross.

There are currently a number of school programs designed to meet students' educational and emotional needs.

The Student Teacher Outreach Mentoring Program (STOMP) allows mentors to meet weekly with a small number of students. They work on a designated STOMP curriculum, form relationships, and assist in problem solving. Additionally, the school offers Virtual High School (VHS) in which students engage in distance learning via the Internet. Twenty- five students participate in this program each semester. Apex Learning digital coursework is also offered as an online credit recovery program to 20 students. LHS covers the cost for students to participate in the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) in grades 10 and 11, and these exams are administered during the school day.

LHS has a number of programs to support our at-risk student population. The Student in Need (SIN) team which includes the school nurse, counselors, and administration meets weekly regarding students who have been identified as at risk for attendance, behavior, or social-emotional issues. In 2014, LHS created a Life Skills program, which is a self-contained, alternative, educational program. With the help of this program, students who were placed in out-of-district programs for learning and behavioral difficulties have returned to the school and are served at a lower cost to the district. Students may access services through this program until the age of 22. As part of this transition program, students participate in an off-campus job experience.

Another area of change is within the structure of the courses offered at LHS. Due to realignment in the state curriculum frameworks to the Common Core State Standards (CCSS) in the areas of English, math, science, and history, LHS has begun a restructuring process in each of these disciplines. Students will be required to complete four courses in English language arts and mathematics; three courses in science and social studies; two courses in world languages and physical education. Starting with the Class of 2020, students will also be required to take one course in each of the following content areas: health, technology integration, and fine arts. Four courses of physical education will also be required. The number of AP offerings within the school has increased from two to nine in the past ten years. The number of credits required for graduation - beginning with the Class of 2017 - has been restructured due to a change in scheduling.

LHS engages in partnerships both within the community and beyond its borders. The school belongs to Southern Worcester County League (SWCL), a group of thirteen area high schools, which enables members of the faculty to collaborate with faculty members at the other area high schools. LHS offers an internship program allowing senior students to receive course credit while interning at a local business in line with their future career aspirations. Although Leicester hopes to grow the numbers in the coming years, the high school currently has seven students participating in an internship.

Unpredictable changes in multiple areas have presented challenges to LHS. The school has had an increase in students identified with special education needs, but has not increased support by employing additional certified special educators. Changes to data-management systems, state initiatives, school schedules, school management software, curriculum design, instructional programs, and leadership have impacted the school's community.

Core Values, Beliefs and Learning Expectations

CORE VALUES:

R - respect

E - excellence

A - academics

C - commitment

H - honesty

BELIEFS ABOUT LEARNING:

We believe all students thrive when:

- Challenged with a rigorous curriculum
- Practicing higher-order thinking skills
- Participating in varied learning opportunities
- Learning is assessed in a meaningful way
- Self-assessment and reflection are a part of the learning process
- Good character is promoted, celebrated, and expected

LEARNING EXPECTATIONS:

Leicester High School Students will:

- Communicate effectively
- Problem-solve effectively
- Create meaningful products
- Use technology effectively
- Collaborate effectively
- Exercise responsible citizenship

Introduction

Introduction

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

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

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

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Leicester High School, a committee of five members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included students, parents, paraprofessionals, and central office personnel.

The self-study of Leicester High School extended over a period of 36 school months from October 2013 to September 2017. The visiting team was pleased to note that students, parents, and community members joined

the professional staff in the self-study deliberations.

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

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

The Process Used by the Visiting Team

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

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

- review of the school's self-study materials

- 8 hours shadowing 8 students

- a total of 10 hours of classroom observation (in addition to time shadowing students)

- numerous informal observations in and around the school

- tours of the facility

- individual meetings with 24 teachers about their work, instructional approaches, and the assessment of student learning

- group meetings with students, parents, school and district administrators, and teachers

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

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

Standard 1 Indicator 1

Conclusions

The Leicester High School community engaged in a dynamic, collaborative, and inclusive process informally informed by current research-based best practices to identify and commit to its core values and beliefs about learning. The school community began an extensive and inclusive process to create the current core values and beliefs in January 2011 with the administration of a survey to teachers. The school asked parents through the school newsletter during April, May, and June 2011 to identify their core values and beliefs. That June, students completed a SurveyMonkey questionnaire based upon the school's statement of its mission and expectations at that time. In August, freshmen became involved. The school continued to ask parents to write about their core values and beliefs. Parents reviewed the existing mission statement during the parents' night in November and again in the spring of 2012. The school's core values, beliefs, and learning expectations committee met on the last Monday of each month during the 2011-2012 school year to analyze the responses contained in the various surveys and to create a revised statement of core values, beliefs, and learning expectations. During the time these meetings occurred and throughout the process, the principal continuously made parents and teachers aware of relevant articles, workshops, and conferences offering opportunities to review current research-based practices; however, teachers report that the informal collaborative discussions and examination of current research had limited impact upon the final document. The faculty approved the current version on September 19, 2016. The school committee approved the statement on October 3, 2016.

The core values form an acronym, REACH, i.e., respect, excellence, academics, commitment, and honesty. Leicester High School believes that students thrive when challenged with a rigorous curriculum, practicing higher order thinking skills, participating in varied learning opportunities, assessing learning in a meaningful way, practicing self-assessment and reflection as a part of the learning process, and promoting good character which is celebrated and expected. According to the Endicott survey, 86.2 percent of students and 90.9 percent of parents say that they are familiar with the school's core values and beliefs about learning. In addition, 79.1 percent of parents agree that the core values, beliefs, and learning expectations represent what the community values about teaching and learning. As a result, the school community engaged in a dynamic, collaborative, and inclusive process to identify and commit to its core values and beliefs about learning. When the school community engages in additional collaborative conversations and formal examination of current research-based best practices, it will be better able to ensure that those practices have an even greater impact upon the school's core values, beliefs, and learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teachers
- students
- parents
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

The school has six 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 school-wide analytic rubrics which define targeted high levels of achievement. The learning expectations state that students will communicate effectively, problem-solve effectively, create meaningful products, use technology effectively, collaborate effectively, and exercise responsible citizenship. LHS has designed these expectations to prepare students for the 21st century by valuing personal growth and creating a community of lifelong learners. The rubrics that the school developed identify specific criteria and delineate varying levels of achievement. Each of these rubrics provide clarity for students, parents and teachers regarding the necessary criteria for student success. Since the completion of the school-wide rubrics, teachers have informally begun to implement them as part of their instruction and assessment. According to the Endicott survey, 69.3 percent of students and 82.5 percent of teachers agree that the 21st century learning expectations are challenging. In addition, 92.5 percent of teachers agree that the school-wide analytic rubrics reflect the school's learning expectations, and 79.8 percent of students agree that they are familiar with these rubrics. As a result, by creating challenging and measurable learning expectations defined by analytic rubrics, Leicester High School is better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st century learning expectations are becoming actively reflected in the culture of the school, beginning to drive curriculum, instruction, and assessment in every classroom, and beginning to guide the school's policies, procedures, decisions, and resource allocations.

The school prominently displays the REACH acronym for the school's core values of respect, excellence, academics, creativity, and honesty throughout the facility. Each year the school hosts an academic achievement breakfast for students who maintain honor roll status. Students and parents attend and students are recognized for their achievements. Leicester High School also presents a special card to students who earn two consecutive marking periods of high honors or perfect attendance. The card gives students free admission to school events. The entry hallway to the school prominently highlights displays featuring academic, athletic, and artistic talents of students. The school honors student accomplishments with an evening with the arts, an athletics award night, and high five awards given to students who demonstrate improvement in attitude and grades or good citizenship. Seniors and underclassmen have awards days to recognize student achievement. Leicester High School requires students to complete at least forty hours of community service prior to graduation. To support the core values and beliefs about learning of respect and the promotion of good character, LHS has instituted a social probation program. The penalty for infractions includes exclusion from co-curricular activities. Students may end probation by completing a period of behavior free infractions. The school has also instituted the Students in Need (SIN) program. The principal, assistant principal, school psychologist, nurse, guidance counselor, adjustment counselor, teacher, and SPED lead teacher follow up on referrals of students whose academic performance experiences an unusual drop. LHS has also implemented the Student Teacher Outreach Mentoring Program (STOMP) as part of the advisory program to promote collaboration between teachers and students. LHS is beginning to implement "Pineapple," a program of peer observation by teachers. The mathematics curriculum has been revised and the English curriculum is partially completed. This curriculum development reflects primarily the Massachusetts State Standards, but increasingly, the school's core values and beliefs. The core values and beliefs were one of many factors in the decision to change the daily schedule from a block schedule to a seven drop one rotating schedule. The inclusion of common planning time provides teachers more opportunities for collaboration on instruction and assessment. The core values and beliefs are consistent with the resource allocations of the acquisition of Chromebooks for every student, funding for the curriculum team, and funding for transportation for the life skills team. The school has also added a half-time technology specialist to assist teachers with the integration of technology into instruction. In the budget-building process, teachers and administrators must include rationales for budget requests. Connections to the core values, beliefs, and learning expectations have begun to be integrated into the requests and allocations. According to the Endicott survey, 82.1 percent of parents, 89.8 percent of students, and 92.5 percent of staff report that the academic, civic, and social expectations are familiar and, in the case of the staff and parents, clear. According to the survey, 77.5 percent of staff believe that the school's core values and beliefs are reflected in the school culture and inform important decisions about learning. As a result, the school's core values and beliefs have become even more actively reflected in the culture of the school and Leicester High School has become even better able to ensure that those fundamental commitments have begun to drive curriculum, instruction, and assessment and to guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview

- teachers
- students
- parents
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

While the school has regularly reviewed and revised its core values, beliefs, and 21st century learning expectations, it has yet to significantly integrate research and multiple data sources into the process. The high school has regularly reviewed the core values, beliefs, and learning expectations since the approval of the draft at a faculty meeting on June 11, 2012. The faculty met on December 10, 2012 to examine the clarity of the language in the document. The core values, beliefs, and learning expectations committee met on February 4, 2013 to review the feedback from the December faculty meeting. The committee focused on the clarity of the language and to some extent, school district priorities. The committee made some minor edits to the language of the document, and the faculty approved the revised draft at a faculty meeting on February 12, 2013. On April 29, 2013, the faculty and administration examined exemplars of rubrics, daily class schedules, and 21st century learning. On September 25, 2013 freshman students discussed and evaluated the core values and beliefs as part of a Student Teacher Mentor Program (STOMP) lesson. On November 25, 2013, the faculty participated in a core values and beliefs survey on SurveyMonkey. The faculty considered these response in a June 10, 2014 revision. The faculty approved the current version on September 19, 2016. The final draft more clearly labeled the learning expectations. In the spring of that school year, the faculty participated in a process to conceptualize the spirit of the core values and beliefs in a symbol that was easily identifiable and understandable. The result was the REACH acronym, which stands for respect, excellence, academics, creativity, and honesty, combined with the image of a student reaching for a graduation cap. This image has been placed around the school and is becoming part of the culture of Leicester High School. Thus, when the school includes to a greater degree, research, multiple data sources, and district and school community priorities in its review and revision of the core values and beliefs, it will be better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teachers
- school leadership
- Standard sub-committee

Standard 1 Commendations

Commendation

The dynamic, collaborative, and inclusive process used by the school community to develop the core values, beliefs, and learning expectations

Commendation

The challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies

Commendation

The school-wide analytic rubrics which define targeted high levels of achievement

Commendation

The school's core values, beliefs, and 21st century learning expectations that are becoming actively reflected in the culture of the school, beginning to drive curriculum, instruction, and assessment in every classroom, and beginning to guide the school's policies, procedures, decisions, and resource allocations

Standard 1 Recommendations

Recommendation

Develop and implement a plan to incorporate increased collaborative conversations about and examination of current research-based practices into a process to review and revise the school's core values, beliefs, and learning expectations

Recommendation

Develop and implement a plan to regularly review and revise the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities

Standard 2 Indicator 1

Conclusions

In most curricular areas at Leicester High School, the curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. The school has identified its 21st century learning expectations for all students. Departments have divided up the learning expectations and taken primary responsibility for teaching and assessing at least one of the six 21st century learning expectations. All existing curriculum documents are written in a common template, but not all of the documents are at the same stage of development. Some departments have begun a six-year curriculum review cycle. Mathematics, English language arts, and science have most recently benefited from revision and review following the recent adoption of the LHS core values beliefs and learning expectations. A formal process exists regarding decision-making with regard to adding and deleting courses in the program of studies. An informal process exists for changing specific units of study within course offerings. It is understood that existing curriculum documents are fluid. Both informal and formal application of 21st century skills exist across curricular areas. In English language arts, students routinely practice written and oral communication skills. Students in world languages practice written and oral communication skills. In science and mathematics classes, students practice problem solving. The Endicott survey indicates that 57 percent of the staff agree that the school's formal curriculum design ensures that all students practice and achieve all of the school's learning expectations.   As a result, when LHS completes its curricular review across all departments, the school will be better able to ensure that all students practice and achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- central office personnel
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

Much of Leicester High School's curriculum is written in a common format that includes units of study with essential questions, concepts, content, skills, instructional strategies, and assessments. A few curricula include the school's 21st century learning expectations.

The Endicott survey indicates that 47 percent of staff agree that there is a common, formal curriculum template that is used in all subject areas, and 68 percent of parents indicate that they are informed about school-wide learning expectations. A common curriculum template is available for mapping across all departments. The template includes units of study with essential questions, concepts, content and skills as well as Massachusetts State Frameworks, instructional strategies and assessment practices that include specific and measurable criteria for success. The school recognizes that curriculum maps are "living" documents that are subject to change. The school has a six-year cycle for curriculum review. Departments are at different stages of curriculum mapping. As a result, some departments have included assessment practices and school-wide rubrics while others have yet to begin the process. Course-specific rubrics are in use across the curriculum. Mathematics and science have completed phase 1 (Evaluate and Plan) of the curriculum review process. These departments are currently working on phase 2 (Invest and Design). The English language arts department has also completed phase 1. The library/media services department is slated to begin its curricular review process during the 2017-2018 school year. At this point, the social studies and world languages departments are on hold and await the start of the curriculum review process.

While LHS has informally embedded 21st century skills and school-wide analytic rubrics within the curriculum, there is a lack of formal integration into curriculum maps that define 21st century outcomes and expectations. The Endicott survey indicates that 47 percent of staff agree that they use the school-wide analytic rubrics when assessing student work. Teachers have begun to engage in discussions regarding common assessments, but the formal practice has yet to become widespread. Every department has common final examinations, but only the mathematics department formally uses the same assessments for unit lessons. Teachers informally share materials, so there is some consistency in the material to which students in different sections of the same course are exposed. Some teachers have used common planning time to develop assessment tools cooperatively. Examples of cooperatively planned assessments include Google forms, exit tickets, quizzes, tests, essays, portfolios in English language arts, Google slides in social studies and science fair projects.

Thus, while some of the school's curriculum is written in a common format that includes units of study with essential questions, concepts, content, skills, instructional strategies, and assessments, the school will be better able to ensure that all students achieve the school's 21st century learning expectations, when all departments include these elements as well as the school's 21st century learning expectations in their written curricula.

Sources of Evidence
- self-study
- panel presentation
- student work
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The curriculum often emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, some cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology.

According to the Endicott survey, 85 percent of students agree that the content of the courses they take challenges them to think critically and solve problems. Additionally, 88 percent of staff agree that the curriculum in their content area emphasizes depth of understanding and application of knowledge. The school's 21st century learning expectations specify that all students will be able to communicate effectively, problem solve, create meaningful products, use technology effectively, collaborate, and exercise responsible citizenship. While it is possible to teach the school's 21st century learning expectations in any curriculum area, each department has assumed primary responsibility for at least one learning expectation. The curriculum emphasizes higher order thinking across departments through the use of student-centered work that incorporates inquiry and problem solving, compare/contrast work, debates, self-assessment and self-reflection. Formal opportunities for cross-disciplinary learning are limited; however, the Endicott survey indicates that 69 percent of students agree that their teachers include topics from other subject areas in their classes, and 78 percent of students agree that information learned in one class can be used in other classes.   Informally, several teachers across the school collaborate on cross-disciplinary lessons. The Endicott survey indicates that only 47.5 percent of staff agree that the curriculum emphasizes cross-disciplinary learning.

A source of pride for many teachers is the pervasive use of authentic learning opportunities in the school. The Endicott survey indicates that 85 percent of staff agree that the curriculum emphasizes authentic application of knowledge and skills. Instruction is focused not only on content, but also on real-world connections and application of knowledge and skills. The 1:1 Chromebooks program provides access to current events and related topics and provides students the use of technology daily. The Chromebook initiative has helped the school to transition to a more student-centered approach to learning and has provided students more opportunities to develop and to achieve the skills necessary to achieve the school's 21st century learning expectations. Dual enrollment courses provide students the opportunity to take college level classes. There are field trips and some international trips. Additionally, a few students participate in the school-to-career internship program. LHS has a graduation requirement of 40 hours of community service. The job coach and Renaissance program take students to various local employers to participate in job shadowing and school-to-career opportunities.

According to the Endicott survey, 88 percent of the students indicate that they are knowledgeable about the ethical use of technology. In most courses, teachers expect students to use Chromebooks to conduct research, create videos and presentations, and/or relate current events to course content. When Chromebooks are distributed, all students must sign a contract to use them wisely. Each year there are a number of seats available in virtual high school (VHS) courses for students wishing to take a class not offered at Leicester High School. Students apply for a seat in VHS courses in the spring for the following school year. There is increased use of higher order thinking and authentic assessments along with responsible digital learning due to the 1:1 Chromebook initiative.

As a result, while the curriculum often emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, authentic learning opportunities both in and out of school, and informed and ethical use of technology, students will be even better able to achieve the school's 21st century learning expectations, when LHS expands opportunities for out-of-school experiences and cross-disciplinary learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- parents
- department leaders
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

There is often clear alignment between the written and taught curriculum. According to the Endicott survey, 68 percent of the staff agree that the written and taught curriculum are aligned. The curriculum is aligned with the Massachusetts State Frameworks, district goals, and the school's core values and beliefs. The program of studies highlights the offerings available to students at various levels. Some inclusion courses are available. Co-teaching is currently being implemented in some English language arts and mathematics courses. Graduation requirements include four years of English and mathematics, three years of lab-based science, including biology, three years of social studies, including U.S. History and World History, two years of world languages, two years of physical education/health, a half-year each of technology integration, health, and fine arts, along with 40 hours of community service. Some work on creating curriculum maps has been done over the past three years. Teachers post learning targets and criteria for success for their students. Teachers post either on whiteboards or SMART Boards and verbally remind students of the learning targets and criteria for success that will be addressed in class. Administrators verify the alignment of the taught curriculum with the written curriculum maps. As a result of the alignment between the written and taught curriculum, all students at Leicester High School have the opportunity to achieve the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

Effective curricular coordination and vertical articulation sometimes exist between and among all academic areas within the school as well as with sending schools in the district. Some departments have begun a six-year curriculum review cycle, but most departments are still waiting their turn to enter the review cycle. For the mathematics, science, and English language arts departments, LHS has invested time and money for curriculum teams to review and revise the curriculum. The teams initially consisted of selected members of the departments from both the middle and high school for the first phase of development. In the second phase of development, the team informally consisted of all members of the department at each school separately.   The library/media department is slated to begin the curriculum review process in the 2017-2018 school year. The social studies department is waiting to begin its curriculum review until new Massachusetts Frameworks for social sciences are released in draft form in 2018. The district's curriculum management plan from June 2017 outlines the phases of the curriculum review process. Since the introduction of a new schedule in the 2016-2017 school year, teachers in most departments have common planning time built into their schedule once every seven days. Teachers use common planning time to collaborate within departments on curriculum, instruction, and assessment. While a formal structure for cross-departmental collaboration has yet to be developed, the faculty indicates that the administration would support such a program. Informally, some teachers across departments collaborate on lessons and instruction and make connections in their classes to other subject areas. Formal time for middle school and high school teachers to collaborate is rare. Lead teachers in each department meet twice per year and are expected to bring information back to their departments in their own schools. As a part of the curriculum review cycle, several departments have had some time for vertical articulation, but the department teams have consisted of only a few select individuals. The program of studies is evidence that some vertical articulation exists as there are prerequisites established for some courses. Additionally, the school hosts a step-up day to assist in the transition of students from middle school to high school. Thus, while there is time for formal vertical articulation within departments at the school, LHS has yet to develop a formal plan for use of that time or a formal plan for vertical articulation between academic areas and with sending schools. When 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, LHS will be better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sometimes sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

The Endicott survey indicates that the majority of staff disagree that the school has sufficient staff and facilities to fully implement the curriculum, including co-curricular programs and other learning opportunities. In addition, 55 percent of the staff indicate that co-curricular programs are not adequately funded. According to the Endicott survey, the majority of students and parents agree that the instructional materials needed for each of the students' courses are provided by the school. The school's report of class sizes indicates that there are some class sizes over the desired maximum of 25 students. The facilities to support these classes are sufficient in most cases. Overcrowding causes the most difficulty in some science labs.

The budget process provides departments the opportunity to request materials for each upcoming school year. Teachers point to a need for more flexibility in the process to accommodate changes in needs due to changes in the number of sections being offered or changes in the types of supplies needed. Science teachers need more usable locked storage space, while teachers across all departments need for more storage space for curricular materials. The school's 1:1 Chromebook initiative and extensive use of SMART Boards and projectors ensure that there is sufficient technology to fully implement the curriculum.

The library/media center houses Chromebooks, a photocopy machine, a charging station, TV, DVD player, projector, and laminating machine for use by teachers and students. The center also provides a link to American School Library Association Best Website and Best Apps. According to the Endicott survey, 65 percent of parents agree that the library/media resources adequately support learning in their children's classes. The librarian/media specialist has created a Google classroom on citation information, database lessons, and links on the library website that include citation and database help. The library/media center also serves as a home to the students enrolled in Virtual High School courses. The high school offers 17 co-curricular clubs and 22 sports teams. Fewer than half of the co-curricular club advisors are paid stipends. All sports team coaching positions are paid stipends.

As a result, while the 1:1 Chromebook initiative and library/media center resources are helpful to implement the curriculum, the school will be better able to fully implement the curriculum and to ensure that all students achieve the school's 21st century learning expectations, when it addresses low staffing levels in some areas, large class sizes in some areas, lack of usable storage, limited funding for some supplies and co-curricular activities, and overcrowding in some science labs.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- Endicott survey

- Standard sub-committee

Standard 2 Indicator 7

Conclusions

The district sometimes 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. The recently adopted daily schedule provides most teachers with one period every seven school days of common planning time. In addition, the school calendar includes four half -day and four full-day professional development days. The district has a six-year curriculum review cycle. During the first year of the review and development cycle, a team of teachers from a department receives a stipend to begin the curriculum review; however, only some members of each department served on the team for their department in the review that has taken place. Teachers express a need to be included in future curriculum development. During the curriculum review process, teams used research such as the Massachusetts Department of Elementary and Secondary Education (DESE) Curriculum Mapping and Student Achievement Partners materials to assist in their curriculum development process. Teachers have been allowed to attend conferences during the school day when requested, and the district has a course reimbursement program. The reimbursement amount is equal to the tuition for one graduate course at Worcester State College. The district provides support to teachers of AP courses by partnering with Massachusetts Insight Education (MIE) to provide those teachers with AP workshops at no additional cost to teachers. In addition, the district has provided sheltered English immersion courses on-site for teachers. Lead teachers from across the district have come together twice per year to receive training on data collection and assessment development, and these teachers are responsible for bringing the information to their departments. As a result, while the district has made progress to offer the school's professional staff with some time and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, it will be even better able to ensure that all students achieve the school's 21st century learning expectations, when the district devotes even more resources to this area.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- school board
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 2 Commendations

Commendation

The curriculum review and development that has begun in the mathematics, science, and English language arts departments to ensure that all students practice and achieve each of the school's 21st century learning expectations

Commendation

The curriculum maps being developed by the mathematics, science, and English language art departments to write curricula in a common format that includes units of study with essential questions, concepts, content, skills, and assessment practices that include the use of specific and measurable criteria for success

Commendation

The curriculum that emphasizes inquiry and problem solving, higher order thinking, authentic learning, and informed and ethical use of technology

Commendation

The emerging alignment between the written and the taught curriculum

Commendation

The technology, equipment, and library/media services that support the implementation of the curriculum

Commendation

The provision of financial resources, personnel, and time for the collaborative development, evaluation, and revision of the curriculum in the six-year curriculum review cycle

Commendation

The provision of common planning time for teachers to review and revise curriculum, instruction, and assessment

Standard 2 Recommendations

Recommendation

Develop and implement a plan to ensure that the curriculum across all departments is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations

Recommendation

Implement the plan to ensure that 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; and assessment practices that include the use of the school-wide analytic and course-specific rubrics

Recommendation

Develop and implement a plan to ensure that the curriculum emphasizes depth of understanding and application of knowledge through cross-disciplinary learning and increased out-of-school learning opportunities

Recommendation

Develop and implement a plan to ensure that there is clear alignment between the written and taught curriculum across all departments

Recommendation

Develop and implement a plan to ensure that 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

Recommendation

Develop and implement a plan to ensure that staffing levels, supplies, and facilities are sufficient to fully implement the curriculum, including co-curricular programs and other learning opportunities

Recommendation

Develop and implement a plan to ensure that the district provides all of 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

Standard 3 Indicator 1

Conclusions

At Leicester High School (LHS), the majority of teachers continuously examine their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Teachers are familiar with the school's identified beliefs about learning and many reference a belief about learning when discussing an instructional strategy that is being employed. According to the Endicott survey, 72.5 percent of teachers and 60.9 percent of parents are in agreement that teachers are engaged in reflective practices, especially around the beliefs about learning.

Teachers' instructional practices frequently support the achievement of the school's 21st century learning expectations by engaging students with rigorous and varied learning opportunities, assessing students in a meaningful way, promoting good citizenship and character, challenging students in problem solving and higher order thinking, involving students in self-assessment and reflection, and integrating technology. Frequently, teachers use rubrics based upon the school's 21st century learning expectations to assess student learning and to provide feedback to students. Science, mathematics, and English language arts teachers have begun to use common planning time to examine instructional practices to ensure consistency with the school's core values and beliefs.

Teachers, within their departments, regularly examine their practices through collaboration, peer review, examination of best practices, and written reflection as part of the supervision and evaluation process. Administrators work with teachers to implement this process, and department leaders emphasize the need for teachers to focus on improving student engagement. However, teaching practices which consistently and overtly support the school's core values and beliefs about learning have yet to be integrated into all classes. The LHS belief statement emphasizes active engagement and independent inquiry. While many teachers have begun to embrace the independent learning model, some still rely more heavily on direct instruction. Learning walks, which occur three times per year in the building, focus on instructional practices that engage all students. Data collected from these walks provide evidence of the progress of LHS faculty. Therefore, because many teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning, LHS is able to ensure that students achieve the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- central office personnel
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 3 Indicator 2

Conclusions

Teachers' instructional practices frequently support the achievement of the school's 21st century learning expectations through personalizing instruction, engaging students as active self-directed learners, engaging students in self-assessment and reflection, applying knowledge and skills to authentic tasks, and emphasizing inquiry, problem solving, and higher order thinking; however, the school has yet to engage significantly in cross-disciplinary learning. Across the school, teachers integrate technology into their instruction.

The instructional practices of teachers at LHS collectively support the learning expectations in a variety of ways. Students and parents report that teachers provide personalized instruction. According to the Endicott survey, 60 percent of students report that teachers provide opportunities to select topics for assignments. In addition, students report that teachers spend one-on-one time with them. Mathematics and science classes often use small groups to address individual learning needs. Teachers personalize instruction with student portfolios in English language arts classes. Students in world languages choose projects to practice vocabulary terms in a unit on their own. Teachers also make themselves available to students before and after school, during free periods and advisories, electronically, and in assistance centers.

In some areas, instructional practices engage students in cross-disciplinary learning. The science technology engineering mathematics (STEM) courses are designed to span multiple disciplines. Discrete Mathematics is a course that incorporates a unit involving art, music, anatomy, architecture, and history. Trigonometry and Massachusetts history share an integrated project. Some teachers employ the use of thematic units, including essential questions that cause students to connect learning and think "big." Such instruction includes topics and content from more than one discipline. The mathematics and history departments collaborate on an economics unit in statistics. The library/media specialist co-teaches the ninth grade digital citizenship lessons in the 9th grade technology integration course. Overall, however, there is a limited number of opportunities for cross-disciplinary instruction.

Administrators encourage teachers informally to visit each other's classrooms through the Pineapple teacher peer observation program. An English language arts teacher visited several history classrooms to observe instructional practices and joined discussions with students on Calvinism and the reformation. Through the Student Teacher Outreach Mentoring Program (STOMP), school-wide instruction is planned around a given theme. Teachers act as mentors in STOMP advisories and teach non-traditional curriculum material centered around personal growth.

Department leaders have encouraged teachers to focus on improving student engagement in their instructional practices. Some department meeting time is dedicated to sharing effective instructional practices. Administrators conduct learning walks and provide evaluative feedback to teachers on student engagement. Students are engaged in hands-on, project-based learning and discovery lessons which challenge their thinking. Students frequently work in cooperative groups across the curriculum. World languages teachers act as facilitators for lessons, acting as coaches.   Students engage in meaningful project work that leads to formal presentations which sometimes involve audiences from outside of the school. Students in senior English language arts classes edit their own and other students' college essays. The music department encourages student involvement in cooperative groups in several concert programs.

Many teachers emphasize student inquiry, problem solving, and higher order thinking. Teachers regularly ask students to apply their knowledge to other experiences or situations. According to the Endicott survey, 92.5 percent of teachers and 78.5 percent of parents agree that teachers emphasize inquiry, problem solving, and higher order thinking skills. Science teachers engage students in self-directed inquiry and higher order thinking in daily instruction and during laboratory experiments. Teachers have students synthesize concepts based upon data collected in their experiments. Mathematics classes require problem solving and critical thinking in all levels of mathematics classes. Special education teachers sometimes use real-world examples to engage students in higher order thinking and problem solving.

Teachers provide opportunities for students to apply knowledge and skills to authentic tasks. The guidance department has developed an extensive instructional protocol for teaching students how to navigate the college selection and application process. Students participate in the Southern Worcester County League science fair, presenting lab reports and data from their projects. Students in art classes create portfolios as part of their applications to art schools and present their work to the community during Leicester's unified arts night.

Although numbers are diminished this year due to scheduling conflicts, students participate in internships and externships. The school has placed students with detectives at the Auburn Police Department, a local physical therapist's office, and with special education students at a local elementary school. The school is currently exploring options to increase the number of opportunities available to interested students. The Job coach and Renaissance program take students to various local employers to participate in job shadowing and school-to-career opportunities.

The majority of teachers engage students in self-assessment and reflection. Throughout the writing process, teachers provide students with feedback, peer editing, rubric analysis, and multiple revision opportunities when building their writing portfolios. According to the Endicott survey, 71.9 percent of students report that their teachers provide instructional time for this work. Teachers indicate that self-assessment is an integral part of the learning process and supports the school's beliefs about learning. Students' work in mathematics and English language arts demonstrates that they reflect on their own work and engage in critiquing the work of others. The STOMP advisory periods provide opportunities for students to be reflective and to plan for self-improvement.

Teachers routinely use appropriate technology to enhance instruction and to involve students in the use of appropriate technology. According to the Endicott survey, 80.3 percent of students report that teachers use technology in assignments and instruction. Within the last two years, all teachers have received professional development in order to provide them with knowledge to employ technology as a means of involving students in inquiry, problem solving, and higher order thinking. The school expects all teachers to use technology to enhance instruction. Although many teachers have begun to routinely involve students in using appropriate technology, there remains a smaller group of teachers who need to more fully employ technology in their classroom to better support student learning. Many teachers who have begun to use technology in depth in their instruction point to a need for further training to fully take advantage of technology. The world languages and mathematics departments have purchased online texts for students. These resources feature enhanced online packages which provide feedback to the teacher to further inform instruction and support students during absences from class. LHS has dedicated technology learning community (TLC) time once per month during staff meetings for teachers to choose technology oriented professional development based upon their individual needs.

As a result, because teachers' instructional practices personalize instruction, engage students in some cross-disciplinary learning, engage students as active and self-directed learners, emphasize inquiry, problem solving, and higher order thinking, apply knowledge and skills to authentic tasks, engage students in self-assessment and reflection, and integrate technology, instructional practices at LHS support the achievement of the school's 21st century learning expectations. When LHS engages students in more cross-disciplinary learning, the school will be even better able ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents

- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Teachers frequently adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom.

Formative assessments are employed regularly during instructional time and are used to check for student understanding. Some examples include exit tickets, turn-and-talks, white boards, and quick writes. Teacher feedback is specific and immediate to help students improve. The results of these formative assessments provide teachers with direct feedback regarding which students understand the material and to what degree. Many teachers use these results to adjust instructional practices to address individual needs of students. Teachers also identify which students have mastered skills and offer challenges to apply those skills to even more rigorous problems.

Across the school, teachers strategically differentiate instruction based upon information collected about individual students. According to the Endicott survey, 85 percent of teachers report that they differentiate instruction to meet the needs of students. Strategic differentiation ocurs in a number of ways. Some teachers differentiate instruction so that the lesson focuses on one or more learning styles. Within a lesson, teachers differentiate by ability, creating tiered assignments on the same topic so that students have individualized lessons with differing degrees of difficulty. The mathematics department offers a differentiated review group activity in which students choose which formative assessment would benefit them most in their preparation for the unit summative assessment. Students work collaboratively to complete the formative assessment. In the Renaissance program, instruction is routinely differentiated based upon the instructional needs of the diverse student population.

Teachers encourage students to collaborate, frequently planning learning activities in which they strategically use group work to engage students in active learning. Teachers purposefully structure group work so that it best enhances the lesson and students' understanding of the material. According to the Endicott survey, nearly 70 percent of students agree that teachers use a variety of teaching strategies. A collaborative activity in biology class requires students to make predictions, investigate, and make conclusions based upon the groups' study and discussion of the effects of exposure to antibiotics in the environment.

The teaching staff at Leicester High School provides additional support and alternative strategies within the regular classroom. Across disciplines, teachers provide extra-help sessions for students who need additional time to learn before school, during advisory/tutorial period, and after school. By design, teachers strategically group students to maximize learning. According to the Endicott survey, 80.6 percent of parents report that teachers provide additional support to students when needed**.**

As a result, teachers' adjustment of their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom ensures that all students achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 4

Conclusions

Often, teachers at Leicester High School, both individually and collaboratively, improve their instructional practices to meet the 21st century learning expectations for all students by informally 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 to a limited extent parents; sometimes examining current research; and engaging in professional discourse focused on instructional practice.

Teachers informally examine data collected from formative and summative assessments during common planning time (CPT) to improve instructional practices. The school has yet to develop a formal process for all departments for the review of this data; as a result, the process differs among the disciplines. In some instances, departmental minutes are kept to document such discussions. Teachers share and explain rubrics with students which are then used to measure specific criteria for success. English language arts and social studies teachers use communication rubrics for their written projects as well as student self-assessment rubrics for editing and peer-review. Teachers use review of the data collected from use of these rubrics to make changes in instructional practices. Teachers deliberately meet within their content areas to look at and discuss student work, writing samples, and projects; however, teachers meet infrequently across content areas to look at and discuss student work.

Teachers effectively use feedback from a variety of sources including students, other teachers, and supervisors. Many teachers use electronic media and surveys to communicate feedback on student work and to receive student feedback. Teacher and students report frequent use of Google classroom and surveys and periodically request student critique on course instruction. Students and teachers agree that students are asked for ideas and opinions on how to improve a teacher's teaching methods and that adjustments are made in instruction as appropriate. Instructional leaders regularly devote departmental time for teachers to share and discuss instructional improvement. Teachers across disciplines demonstrate frequent and consistent solicitation of feedback from colleagues informally. While in some areas the solicitation and use of feedback from parents has been effective, teachers indicate possibilities for growth in this area. Nevertheless, the use of feedback is accepted as an important part of instructional improvement and is integral to the culture of the school.

Teachers examine current research through formal professional development opportunities provided by the district that include tuition reimbursement for continuing education and scheduled professional development. The district calendar includes six professional development days, i.e., four full and four half-days, during which opportunities for professional discourse occur to positively impact instruction.   The school leadership team places a high priority on the improvement of instruction and provide teachers with current journal articles base upon research and best practice for the purpose of engaging in collegial professional discussion. The school library/media center maintains a professional collection composed of current texts and periodicals on instructional practices. Teachers access this resource primarily when engaged in graduate studies or when involved in the mentoring program. Teachers indicate that they would like more formal opportunities to engage in professional discourse and to examine current research and best practices.

As a result, teachers, individually and collaboratively, improve their instructional practices by informally 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 some parents; examining some current research; and engaging in some professional discourse focused on instructional practice. When the school more formally uses student achievement data from formative and summative assessments; more feedback from parents; and more examination of current research and best practices, it will be even better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- Standard sub-committee

Standard 3 Indicator 5

Conclusions

Most teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. Administrators regularly share videos and literature that initiate cross-curricular discussions regarding research and best practices.   Many teachers read and share journal articles and information found in content-specific blogs with colleagues in their content areas. During monthly faculty meetings and common planning time, teachers share best practices. The vision specialist, orientation and mobility therapist, director of student services, and the ESL teacher/coordinator have spoken at faculty meetings to provide teachers further insight into how to accommodate the individual needs of students. They have shared current literature and studies about topics relevant to instruction. According to the Endicott survey, 84.4 percent of students state that their teachers are knowledgeable about their subjects. English language arts teachers use department meeting time to share and discuss best practices each month. Some world languages teachers use common planning time to share and discuss best practices. According to the Endicott survey, more than 80 percent of teachers value and reflect upon input gained from administrators through the teacher supervision and evaluation process.   The administration and two teachers attended a model schools conference in the spring of 2017 with the intent to inform school leadership of best practices in instruction, and, in subsequent faculty meetings, attendees shared what was learned at the conference with the professional staff. As part of the evaluation and re-certification process, all teachers complete self-reflection documents in the TeachPoint teacher evaluation software system. This process provides an ongoing journal of self-reflection for teachers and administrators. As a result of their active engagement as adult learners and reflective practitioners, teachers maintain expertise in their content area and in content-specific instructional practices.

Sources of Evidence
- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 3 Commendations

Commendation

The instructional practices that are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations

Commendation

The teachers' instructional practices that support the achievement of the school's 21st century learning expectations by personalizing instruction; engaging students as active and self-directed learners; emphasizing inquiry, problem solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology

Commendation

The teachers' adjustment of their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom

Commendation

The teachers' improvement of their instructional practices, individually and collaboratively, by informally 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 some parents; examining some current research; and engaging in some professional discourse focused on instructional practice

Commendation

The teachers' maintaining expertise in their content area and in content-specific instructional practices as adult learners and reflective practitioners

Standard 3 Recommendations

Recommendation

Develop and implement a program to ensure that teachers' instructional practices support the achievement of the school's 21st century learning expectations by engaging students in cross-disciplinary learning

Recommendation

Develop and implement a plan to ensure that all teachers, individually and collaboratively, improve their instructional practices by formally using student achievement data from a variety of formative and summative assessments; using feedback from a variety of sources, including parents; examining current research; and engaging in professional discourse focused on instructional practice

Standard 4 Indicator 1

Conclusions

The professional staff infrequently employs a formal process, based on school-wide rubrics, 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. The school has begun to implement school-wide analytic rubrics to a limited extent and publishes its 21st century learning expectations for parents, students, and community members in its program of studies. The program of studies lists the expectations for which each discipline is responsible and six distinct school-wide rubrics. Some teachers have begun to use the school-wide rubrics on assignments and projects. Some content areas have made greater strides than others; for example, English language arts teachers have begun to use the school-wide rubrics for communication and producing products for some major assignments. Some social studies teachers have begun to assess student work using the communication rubric. Science and mathematics teachers regularly employ the problem-solving rubric. Some chemistry and biology teachers present the problem-solving rubric to students before conducting laboratory assignments. Students conduct labs, and teachers use the rubric to assess their work. Some teachers integrate scores on the lab work into students' quarter grades. Art teachers use the school-wide rubric for creating meaningful products for formative assessment. Teachers are still discussing how to connect achievement of the school-wide rubrics with grades on report cards, and the school has yet to develop a program or processes to assess whole-school progress in achieving the learning expectations. Thus, when all members of the professional staff formally employ the school's recently created school-wide rubrics, they will be better able to assess whole-school and individual progress in achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

The professional staff minimally communicates individual student progress in achieving the school's 21st century learning expectations to all students and families and has yet to communicate the school's progress in achieving the school's 21st century learning expectations to the school community. The school has begun the process of evaluating student work, based on school-wide rubrics. For instance, some science teachers use the problem-solving rubric to assess student lab work and integrate the lab work scores into students' quarterly grades by translating scores on the rubrics into the point scales used for assigning grades on report cards. LHS teachers have begun to systematically calibrate this scoring process, but faculty conversations about the relationship between scores on the school-wide rubrics and the regular grade reporting system have yet to be completed. The school has yet to formally communicate individual student progress in achieving the 21st century learning expectations to students and their families. The report cards communicate student progress in achieving the school's course-specific learning expectations. The program of studies shows the gradations that teachers use when they assess school-wide expectations in their classwork. These gradations include: "does not meet expectation," "partially meets expectation," "meets expectation," and "exceeds expectation" in the areas of effective communication, problem solving, collaboration, use of technology, creation of meaningful products, and responsible citizenship. Some teachers began using the school-wide rubrics during the 2015-2016 school year. Rubrics and sample student work assessed with those rubrics were submitted once each quarter. Currently, students are not required to show evidence of the successful completion of the learning expectations in order to graduate. The school has yet to develop a program to assess whole-school achievement of the school-wide learning expectations. Thus, while the school's report cards communicate to parents student progress in achieving course-specific learning expectations, the school will be better able to show the entire school community the extent to which the school achieves its core values and beliefs, when it develops a formal process to communicate to the school community individual student progress in achieving the school's 21st century learning expectations to students and their families, as well as the school's progress in achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

The professional staff infrequently collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. While faculty members and administrators informally collect, disaggregate, and analyze data to identify and respond to inequities in student achievement, school officials recognize the need to make more regular and systematic use of assessment data to measure student progress for this purpose. The student-in-need committee (SIN), consisting of administrators, guidance counselors, the school adjustment counselor, the lead special education teacher, and the nurse, meets weekly to identify students of concern and to create individual intervention programs designed to help students improve their learning. When individual students are identified, the school offers tutoring sessions after school in the library/media center, as well as access to National Honor Society tutors during advisory period. The school is in the early stages of disaggregating data to identify students with social and emotional needs. Special education case managers gather progress reports from teachers quarterly, or as needed, in order to plan and adapt instruction or to plan an intervention to address inequities. Special education teachers also schedule yearly team meetings, during which feedback from teachers is collected to identify areas of deficient student performance and to establish targets for improvement. The school provides lead teachers in MCAS tested subjects with MCAS data for their respective curriculum areas. Additionally, some department meeting time and some common planning time are used for the analysis of data to improve instruction. For instance, analysis of science MCAS highlighted the need for emphasis on the genetic component of the curriculum; as a result, the science department modified the biology curriculum to include an increased focus on this area. Additionally, after analyzing MCAS data, the mathematics department revised its curriculum to include formative assessments more accurately aligned with the open response and short answer questions in the MCAS. Administrators use SAT data to recommend courses of study to students. The school plans to continue to monitor this data and to develop more intervention practices. Some departments have made adjustments to assessment practices as a result of data analysis in order to better prepare all students for success on future standardized exams. The school has implemented two new courses in the English and mathematics departments that focus on SAT preparation, and the program of studies has been amended to reflect these changes. As a result, when the school's professional staff creates and implements a more formal process to collect, disaggregate, and analyze data, the school will better be able to identify and respond to inequities in student achievement.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 4 Indicator 4

Conclusions

Although teachers regularly communicate unit-specific and course-specific learning expectations prior to each unit of study, LHS is as yet in the early stages of communicating the applicable 21st century learning expectations in all units of study. LHS encourages teachers to communicate applicable unit-specific learning goals when introducing units of study primarily through the use of learning targets and success criteria. Teachers often provide students with unit overviews, either on paper or digitally, and typically include an introduction to the main topics of a unit, the standards to be addressed, and the learning outcomes. Teachers routinely post course-specific learning expectations for each unit of study in a prominent place in the classroom. The mathematics department embeds unit-specific learning goals for students in daily notes. In the English language arts department, students receive both written and digital expectations for each unit of study. Departments such as mathematics, business and technology, science, social studies and world languages post the objectives of lessons within the classroom for students to view throughout the lesson. Teachers also communicate them digitally by using Google classroom. LHS posts the 21st century learning expectations on the school's website, in the student handbook, and in the program of studies. Each department has primary responsibility for a 21st century learning expectation and its applicable rubric. English language arts and social studies are responsible for communicating effectively in writing and using technology effectively. Mathematics and science are responsible for problem solving effectively. Physical education and health are responsible for collaborating effectively. The unified arts department is responsible for creating meaningful products. The business and technology department is responsible for using technology effectively. The world languages department is responsible for communicating effectively (speaking). While teachers generally are aware of the school-wide rubric for which their discipline is responsible, departments have yet to integrate the school-wide rubrics into their curricula. Thus, when all teachers communicate to students the applicable 21st century learning expectations to be assessed prior to each unit of study, LHS will be better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, most teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement. Even though the school has only recently created its 21st century learning expectations, some disciplines have introduced the use of the school-wide rubrics in addition to the widely used course-specific rubrics. For example, science teachers regularly employ the problem-solving rubric at the beginning of a new unit of study, clearly identifying for their students expectations and descriptions of high levels of achievement. English teachers have taken the lead in using the school-wide writing rubric for major writing assignments. Teachers in other content areas also find the communication writing rubric useful for assignments. A majority of students are aware that making oral presentations is a school-wide expectation. Many students report using course-specific rubrics in their courses. Prior to summative assessments, a majority of teachers provide students with corresponding rubrics. According to the Endicott survey, 80.6 percent of students understand in advance the work they have to accomplish in order to meet the expectations of the class and the teacher. The Endicott survey also indicates that 78.3 percent of students agree that teachers provide rubrics before summative assessments, and 71.9 percent understand these rubrics. Thus, teachers' provision of corresponding rubrics which define targeted high levels of achievement prior to summative assessments, ensures that all students achieve the school's course-specific expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 6

Conclusions

In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments. According to the Endicott survey, 83.9 percent of students report that their teachers use a variety of methods to assess their learning. For example, teachers use written tests, oral presentations, written reports, research papers and projects, video productions, and online presentations. The Endicott survey also indicates the 66.1 percent of the parents agree that teachers use a variety of methods to assess their child's learning. Teachers use a variety of formative assessments including Quizlet, Google forms, Kahoot, and exit passes. In addition, mathematics teachers provide students with markers, erasers, and white board tablets, upon which students work on problems of the day and complete their work. Teachers circulate around the room formatively assessing student work. During common planning time, teachers sometimes meet to discuss and create common assessments. Teachers look at student work to evaluate the effectiveness of assessments and to develop new ones. The school posts exemplars of student work with assessment rubrics on the school's website. These examples illustrate the wide variety of assessments employed by LHS teachers. Teachers use a wide range of assessment strategies to meet the needs of identified students with IEPs and 504s. The new technology director has been introducing teachers to a variety of digital formative assessment strategies and tools. This development is particularly significant in the effort to grow as a Google Chromebooks school. Teachers in English and social studies require students to engage in self-assessment and reflection, and teachers across the curriculum encourage students to rework and resubmit their assignments. As a result of teachers' use of a variety of assessment strategies, including formative and summative assessments, LHS is able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 7

Conclusions

Many teachers collaborate formally on the creation, analysis, and revision of formative and summative assessments including common assessments. Regularly scheduled department meetings, weekly common planning time meetings and monthly lead teacher meetings provide faculty members with the opportunity to discuss and analyze various assessments. Some departments develop and calibrate common assessments to ensure consistent grading. During monthly department meetings, teachers examine student work and assessments and discuss adjustments to instructional and assessment practices, e.g., in the mathematics department a typical department meeting discussion focuses on the topic of creating common midterms and final exams.   Each content area also meets at least once every seven school days during a CPT period. Department members discuss and create assessments during common planning time to ensure common grading practices and fair and consistent grading. The English language arts department revised a recall-based, multiple choice common assessment, creating a new assessment that includes an open-ended response designed to demonstrate knowledge acquired and application of 21st learning expectations. According to the Endicott survey, a majority of teachers agree that they meet formally to discuss and improve both formative and summative assessment strategies. As a result of regular teacher collaboration in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, LHS is better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

Teachers regularly provide specific, timely and corrective feedback to ensure students revise and improve their work. Teachers use PowerSchool, a live online grading portal, to provide students with immediate feedback. In mathematics, teachers give slips to students who work in pairs to solve problems. Teachers identify areas that students need to revisit and revise. After collaborating with a classmate and reaching consensus, students resubmit their work. Final grading for the assignment is held off until revisions have been made. In English language arts, teachers monitor student writing in the short-term and provide students with immediate opportunities to revise and resubmit their writing before their work is formally assessed. According to the Endicott survey, 70 percent of students agree that teachers offer suggestions to help improve their work. In mathematics and world languages, teachers use highlighters to mark student work in areas that require further consideration. Rough drafts of student writing in English language arts and social studies show written feedback from teachers that helps students meet expectations through successful revisions leading to a final draft. In some areas, teachers provide students with timely feedback through use of Google forms and other quick assessment programs accessible to students on their Chromebooks. Other methods include peer editing, individual conferencing during class, email communication, and feedback through Google classroom. Students and teachers report that across the school students are encouraged to use feedback from teachers to improve their work prior to summative assessments. Following summative assessments, both teachers and students agree that teachers also review results and provide feedback to students prior to beginning a new unit of study. As a result of teachers' provision of specific, timely, and corrective feedback to ensure students revise and improve their work, LHS is better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 9

Conclusions

Teachers regularly use formative assessment in all departments to inform and adapt their instruction for the purpose of improving student learning. Teachers have informally collaborated on developing formative assessments and making changes to instructional practices. Teachers use a wide variety of strategies for formative assessment including bell ringers, closers, exit tickets, and jigsaws. In world languages, teachers use online textbook materials such as Quizlet Live and Kahoot to engage students in game-like activities that also provide data regarding level of mastery. Videos such as FlipGrid in social studies classrooms are used to assess student understanding of topics. The implementation of the Chromebook 1:1 initiative empowers teachers to better use formative assessment. Some departments informally use common planning time to collaboratively develop and analyze formative assessments. Instructional strategies are regularly shared at faculty meetings. As a result, teachers' use of formative assessment to inform and adapt instruction improves student learning.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 10

Conclusions

Sometimes teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices including student work; common course and common grade-level assessments; and standardized assessments; however, the school has yet to examine individual and school-wide progress in achieving the school's 21 century learning expectations; data from sending schools, receiving schools, and post-secondary institutions; or survey data from current students and alumni.

In mathematics and science, teachers have made a concerted effort to collaborate with their peers during common planning time, department meetings, and professional development time. Although some collaborative efforts have focused on improving assessments and adjusting instructional strategies, they have yet to focus formally on curriculum development and revision across all departments. The mathematics department implemented an algebra concepts course for incoming freshmen. The department now offers this class in addition to the algebra 1 college and algebra 1 honors courses for ninth grade students. CPT has allowed staff members to collaborate and create common course and grade-level assessments in most disciplines. According to the lead teachers, all grade 9 biology courses are using a common assessment for the midterm exam in 2017, and 75 percent of the core courses in social studies use common assessments and common rubrics. Informally, some individual teachers examine the results of the use of the school-wide rubrics in achieving the school's learning expectations in order to improve instructional practices. The use of Google classroom is pervasive across disciplines. Teachers meet to discuss common assessments in order to review, revise, and improve assessments. Occasionally, teachers examine survey data from students individually in order to improve instructional practices. Formal examination of survey data from current students and alumni has yet to occur. Collaboration has increased since the implementation of the common planning time (CPT) program during the 2016-2017 school year; however, not every teacher has CPT scheduled. LHS has administered PSAT testing for all sophomores and juniors. Results are available to students when they select their courses for their junior and senior years. Based on that information, students choose whether or not to enroll in SAT Math or SAT English classes to improve their scores. Lead teachers in MCAS tested subjects are given hard copies of MCAS data which relate to their departments.

LHS has yet to use data from sending schools, receiving schools, and post-secondary institutions. This year, LHS purchased Naviance, a program which allows the school to track the progress of students' college application process. The program will provide data on students who are accepted to college and create a scatterplot of the grades, scores, and other factors that accepted students report.

Thus, while some 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 student work, common course and common grade-level assessments, and standardized assessments, the school will be better able to ensure that all students achieve the school's 21st century learning expectations, when the professional staff also examines individual and school-wide progress in achieving the school's 21st century learning expectations; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni.

Sources of Evidence
- self-study
- panel presentation

- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are frequently reviewed and revised to ensure alignment with the school's core values and beliefs about learning. The grading practices of each teacher are reported in the individual course expectations document provided to and signed by each student at the beginning of the academic year in every course. The grading policies are reviewed by lead teachers and the administration, and grading and reporting practices for the school are reported in the program of studies. Each year administrators ask for input to update the teacher comments that appear on student progress reports and report cards. According to the Endicott survey, 81.8 percent of parents agree that teachers' grading practices are aligned with the school's beliefs about learning. Throughout the review process, the professional staff tries to ensure that grading practices are consistent across all subject areas As a result, regular review and revision of grading and reporting practices ensures their alignment with the school's core values and beliefs about learning.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- teachers
- parents
- department leaders
- school leadership
- Endicott survey
- school website
- Standard sub-committee

Standard 4 Commendations

Commendation

The emerging use of the school's school-wide rubrics to assess individual student progress in achieving the school's 21st century learning expectations

Commendation

The teachers' informal efforts to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement

Commendation

The applicable unit-specific learning expectations provided to students prior to each unit of study

Commendation

The corresponding rubrics provided to students which define targeted high levels of achievement prior to summative assessments

Commendation

The employment of a range of assessment strategies, including formative and summative assessments, in each unit of study

Commendation

The regular formal collaboration on the creation, analysis, and revision of formative and summative assessments, including common assessments

Commendation

The specific, timely, and corrective feedback to ensure students revise and improve their work

Commendation

The regular use of formative assessment to inform and adapt instruction for the purpose of improving student learning

Commendation

The regular review and revision of grading practices to ensure their alignment with the school's core values and beliefs

Standard 4 Recommendations

Recommendation

Develop and implement a program to ensure that 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 the school-wide analytic rubrics

Recommendation

Develop and implement a plan to ensure that the professional staff communicates individual student progress in achieving the 21st century learning expectations to students and their families and the school's progress in achieving the 21st century learning expectations to the school community

Recommendation

Develop and implement a plan to ensure that the professional staff formally collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement

Recommendation

Develop and implement a program to ensure that prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations to be assessed

Recommendation

Develop and implement a plan to ensure that all teachers and administrators, individually and collaboratively, examine individual and school-wide progress in achieving the school's 21st century learning expectations; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni

Standard 5 Indicator 1

Conclusions

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

The school has set high expectations for all students through school-wide rubrics and has begun to implement them in departments. The Student Teacher Outreach and Mentoring/Advisory Program (STOMP) focuses on creating positive relationships among students, teachers, and administrators and is a curriculum-based outreach initiative that pairs small groups of students at each grade level with teachers in order to provide personal, social, and academic support throughout students' high school careers. The student council takes an active role in supporting a sense of pride and student ownership in the school. Council members organize many events such as a leadership training day, homecoming activities, spirit week activities, variety shows, and other spirit rallies and assemblies that create a positive and supportive community for students. The school website's activity guide and a yearly activity fair expose students to the wide variety and large number of clubs and program offerings which allow the majority of students to find a way to feel included in the school community. Student artwork and successes, such as college acceptance letters and community awards, are featured prominently in the hallways. According to the Endicott survey, 86 percent of parents feel that the school provides a safe, positive, respectful, and supportive school culture. According to the survey, 82 percent of staff believes that the school's culture is safe, positive, and supportive and 90 percent believes the school culture supports independent student learning. According to the Endicott survey, almost 98 percent of staff agrees that teachers support students in assuming responsibility for their learning. Almost 91 percent of parents agree that the school encourages students to take responsibility for their learning. The 1:1 Chromebook learning program promotes student ownership of their own learning by providing increased opportunities for student-centered learning. A downward trend in disciplinary referrals in the past few years reflects greater exercise of responsibility on the part of the student body. Between 2014 and 2016, the out-of-school suspension rate was reduced by 5.6 percent to a current level of 1.6 percent.

As a result, the Leicester High 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.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- central office personnel
- school leadership
- school support staff
- Endicott survey
- school website

- Standard sub-committee

Standard 5 Indicator 2

Conclusions

Leicester High School is equitable and inclusive, ensuring extensive 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.

The school has integrated course-specific and department-specific rubrics that set high expectations across the curriculum and has begun use of the school-wide rubrics. According to the Endicott survey, almost 78 percent of students agree that they have a number of opportunities to take courses in which students of varying levels of ability are enrolled. About 150 students took AP classes in 2016-2017. The school recently moved from a block schedule to a rotating schedule that makes an increased number of courses available to students. The Virtual High School (VHS) program supplements the program of studies and provides students access to an expanded curriculum. VHS is open to juniors and seniors and affords them the opportunity to select from and enroll in over 300 courses not included in the LHS program of studies; additionally, students have the opportunity to take dual enrollment classes with local colleges including Becker College and Quinsigamond Community College. Heterogeneously grouped classes offered at Leicester High School include visual arts, music, business, physical education, world languages, and elective classes offered by departments such as social studies and English language arts. Some of the heterogeneously grouped courses include history of warfare, 20th century warfare, second world war, and history of Massachusetts; critical reading & writing; child development and growth, nutrition; environmental science; economics, personal finance, technology integration, business management, and accounting, SAT prep, French 1 and 2, Latin 1, Spanish 1 and 2, literature of film, journalism, introduction to piano and guitar, and concert band. The English language arts and mathematics departments have implemented co-taught classes in order to eliminate self-contained special education courses, providing special educations students greater access to regular education teachers.

As a result, 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.

Sources of Evidence
- self-study
- panel presentation
- teachers
- students
- parents
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 3

Conclusions

The school has implemented a formal, ongoing program through which, by design, 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. More than a decade ago, LHS designed its student advisory program, STOMP, to promote supportive and personal relationships between students and adults within the school community. Students are scheduled with the same teacher in homeroom and advisory for four years. Twice per month, students meet with their assigned adviser to discuss a wide array of topics from an ever-evolving, grade-specific curriculum. The students are randomly and heterogeneously grouped within their grade. Students indicate the benefits of this program, e.g., according to the Endicott survey, 71 percent of students agree that their school has a program which provides them with an adult in the school, in addition to school counselors, with whom they meet regularly and who knows them well. Also, according to the survey, 80 percent of the staff agree that they actively participate as an advisor/mentor in a formal program to personalize each student's educational experience.   The faculty uses feedback gathered in a variety of ways to reflect on and adjust the lessons used in these advisory periods. As a result, LHS has a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 4

Conclusions

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

Monthly meeting times for departments and regularly scheduled common planning time for all departments provide opportunities for professional reflection, inquiry, and analysis of teaching and learning. At monthly faculty meetings, teachers share best practices. During faculty meetings, department meetings, and common planning time (CPT), teachers engage in professional discourse aimed at analysis of student learning. The school district supports teachers who wish to participate in professional development in their content areas outside of the school building. In some instances, teachers attend workshops and conferences, e.g., AP teacher preparation with the College Board, Mass Insight Education (MIE), technology training, and American Council on the Teaching of Foreign Languages (ACTFL) conferences. In addition, numerous teachers have completed the Sheltered English Immersion (SEI) training. Weekly meeting time provides opportunities to formally implement technology learning communities (TLCs). Teachers are grouped by experience level and engaged in an array of training on topics such as the use of a new student data and grading system (PowerSchool), Google classroom, and other innovative applications of technology. According to the Endicott survey, 70 percent of the staff agree that input from supervisors who are responsible for evaluating teaching plays an important role in improving their instructional practices. A district-wide professional development committee provides teachers with opportunities to have input into topics offered, and teachers are surveyed regarding the areas in which they would like professional development.

As a result, 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; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 5

Conclusions

Administrators use research-based evaluation and supervision processes that focus on improved student learning. The principal and assistant principal share the role of primary evaluator and regularly observe, supervise, and evaluate teachers. Administrators conduct three to five unannounced visits during the year and provide feedback from their observations. Additionally, the superintendent takes part in monthly announced observations with building-level administrators to facilitate shared ownership and calibration of expectations. The school uses the TeachPoint evaluation and supervision program which allows educators to create specific measurable attainable realistic timely (SMART) goals to provide evidence of student growth. Administrators created a sampling of model SMART goals that have been adopted by some faculty members. At faculty meetings, individual departments present best practices. The school has begun a program of peer observation called "Pineapple." Participating teachers place the image of a pineapple on their doors inviting visits from colleagues. As a result, school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Indicator 6

Conclusions

The organization of time at Leicester High School, by design, supports research-based instruction, professional collaboration across the school among teachers, and the learning needs of all students. The school adopted its current daily schedule in the 2016-2017 school year, and it includes a seven period/drop one rotating schedule. A formal scheduling committee comprising administrators and teachers researched various schedules and evaluated their strengths and weaknesses. Members of the committee visited schools to examine various schedules in operation. Additionally, administrators and lead teachers regularly discussed scheduling as part of their Southern Worcester County League (SWCL) lead teachers and administrators meetings. The scheduling committee collected and analyzed survey results and comments from faculty members and presented their recommendation to the principal. Surveys were given to faculty members and students following the first year of implementation to determine how well the new schedule met their needs, and the school made some modifications to better support curricular and programmatic needs. The current schedule provides students the opportunity to take more courses than the previous schedule; it also provides increased opportunities for professional collaboration during common planning time for which lead teachers develop and implement agendas. As a result, the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

Sources of Evidence
- self-study
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

Frequently, student load and class size enable teachers to meet the learning needs of individual students. Under the newly implemented seven period/drop one schedule, the average class size rose during the 2016-2027 school year to 19. When any class size falls below 15 or rises above 28, the principal notifies the superintendent. In addition to class size, the superintendent and principal consider the total class load for the individual teachers. The superintendent, in consultation with the principal, considers options to resolve any issue, including maintaining class size, assigning additional staff, transferring some students to a different class, or canceling the course altogether. Class size continues to be a concern in lab sciences, world languages, and special education where overcrowding can inhibit student learning. As a result, while in some areas student load and class size are adequate, LHS will be better able to enable teachers to meet the learning needs of individual students, when student load and class size in all areas are adequate.

Sources of Evidence
- classroom observations
- self-study
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Indicator 8

Conclusions

Working in collaboration with other building leaders, the principal frequently provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. According to the Endicott survey, 76 percent of students agree that the principal is clear about what the school should accomplish for all of the students. According to the Endicott survey, 78 percent of staff agree that the principal and other school-based administrators provide instructional leadership that is consistent with school's core values, beliefs, and learning expectations. The principal consults with building leaders monthly. Departmental lead teachers, members of the faculty senate, and members of the school council meet with the principal. The principal and assistant principal delegate responsibility to departmental lead teachers to facilitate the work during common planning time.

The principal models the school's technology responsibility expectation by maintaining an active social media account on Twitter, updating the school's web page, and by disseminating monthly digital newsletters to the school community. The principal and assistant principal collaborate with technology specialists to develop and implement technology training sessions for teachers to support the 1:1 Chrome book initiative and the integration of technology into instruction. Administrators and trained teachers model the regular use of Google Apps for Education, and the digital organization and distribution of school documents, surveys, and other materials. Additionally, the principal and assistant principal designed a model professional practice technology integration SMART goal that supports faculty members in adopting a new technology skill each month during the course of the school year. The SMART goal was linked to the school's vision for 1:1 learning and was voluntarily adopted by approximately 70 percent of faculty members.

The principal and assistant principal have sought opportunities to extend their instructional leadership beyond Leicester's campus by presenting their work with technology at the Massachusetts Secondary School Administrators' Association (MSSAA) Summer Institutes in 2016. Administrators offer monthly professional development sessions at LHS through the technology learning community (TLC) on Mondays. In addition to their work with technology integration, the principal and assistant principal took an active role in the development and implementation of the school's core values, beliefs about learning, the 21st century learning expectations, and the school-wide analytic rubrics. They regularly collaborate with members of the student-in-need (SIN) team, identifying student needs and facilitating professional development on social-emotional learning. The principal and assistant principal further show instructional leadership through their participation in a variety of school and district committees such as the professional development committee, district evaluation committee, wellness committee, safety committee, district crisis team, curriculum team, district improvement committee, leadership team, cabinet, and technology leadership committee. As a result, the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- central office personnel
- school leadership

- school support staff
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership in most areas. According to the Endicott survey, 66 percent of parents agree that they have opportunities for input into important decisions made at their school. Parents express strong support for the school, and several parents serve on the school committee. Many serve on school council and participate in the formulation of the school's improvement plan each year. Groups such as the Leicester mother's club and LHS booster club are actively involved in raising and distributing funds for ongoing activities and sports. These organizations demonstrate a strong sense of parental responsibility and ownership in the school. The community as a whole is kept up-to-date regarding school information and events through the superintendent's blog, principal's twitter account, and newsletter, and Leicester Public Schools Facebook page. A student is included on the school committee in a non-voting role, and district leaders recognize that student voice is a valued element of the school community. Teachers have a faculty senate which meets with the principal and/or the assistant principal on a monthly basis to share teacher ideas and concerns and to resolve issues. Teachers participate in structured, collaborative opportunities to pilot programs using a train-the-trainer model and regularly share best practices at faculty meetings and during common planning time. The school community regularly use Google forms and surveys to solicit student, staff, and parent input and feedback. As a result, teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 10

Conclusions

Most teachers at Leicester High School exercise initiative and leadership essential to the improvement of the school and to increase student engagement in learning. Many teachers have the opportunity to participate and take leadership roles on committees such as NEASC self-study committees, technology committee, scheduling committee, evaluation committee, school council, faculty senate, and wellness committee. Teachers informally revise curriculum, instruction, and assessment. They participate in the teacher mentoring program. Many advise clubs or school activities or coach athletics. Teachers eagerly experiment with the numerous ways the Chromebook initiative can increase student engagement. They actively participate in CPT, informal conversations with other teachers, the monthly TLC, and professional development days. Outside of the classroom, teachers also take the initiative to organize field trips and chaperone international travel. Teacher initiative and leadership in such activities increases student engagement in learning. Many teachers demonstrate a willingness to design and implement independent study programs to offer a wider range of opportunities to students. Thus, teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

Sources of Evidence
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

At Leicester High School, the school committee, superintendent, and principal are consciously collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. Every other week, there is a district leadership team meeting including the principal, assistant principal, administrators from other schools, district-level administrators, and the superintendent. This group works collaboratively to make decisions on the budget and to vote to approve programs such as school field trips. The superintendent and high school principal regularly make presentations at school committee meetings; for example, recently, the principal made a presentation to the school committee, highlighting data on SAT, AP, and MCAS scores and school demographics. The school committee and superintendent show respect for the building principal as the instructional leader of the school. The school improvement plan (SIP) illustrates the collaborative, reflective, and constructive nature of the relationships among the board, superintendent, and principal. The improvement plan reflects the district's goals of engaging instruction and effective interventions grounded in a rigorous curriculum, development of staff skills through effective feedback and training, and improved infrastructure and resources. Due to this collaborative, reflective, and constructive partnership with the school committee and superintendent, the principal is given the freedom to lead the school in its progress toward achieving the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 5 Indicator 12

Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. The superintendent, school committee, and principal have clear roles and are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The formal job description for the principal clearly defines the responsibilities related to teaching and learning and ensures that the school community's core values and beliefs about learning are implemented. The principal created a school council consisting of parents, teachers, and students. The principal attends and participates at school committee meetings and provides input on important policy decisions regarding the formulation of the budget. The relationship among the superintendent, principal, and school committee is collegial. While the principal's school improvement goals must be formally approved by the school committee, the superintendent ensures that the principal has autonomy, and the staff indicates that this is evident. The relationship among the school committee, superintendent, and principal constructively and collaboratively supports an atmosphere that demands excellence and allows for change as well as for risk-taking without fear of failure. This is evidenced by a community led "future search" in 2014 aimed at determining wishes and wants for a better school district and a plan that is in place for a future "thought exchange" to occur in 2017. The formal job description of the principal gives the principal the authority to carry out district-wide responsibilities, a leadership role, administrative duties, and professional responsibilities necessary to perform the job effectively. The school committee expresses a belief in the educational leadership of the school, and the superintendent endorses the leadership skills of the principal. As a result, the school committee and superintendent provide the principal with sufficient decision-making authority to lead the school.

Sources of Evidence
- self-study
- panel presentation
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

Standard 5 Commendations

Commendation

The safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all

Commendation

The culture of the school that 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

Commendation

The formal, ongoing Student Teacher Outreach and Mentoring/Advisory Program (STOMP) 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

Commendation

The engagement in professional discourse for reflection, inquiry, and analysis of teaching and learning, the use of resources outside of the school to maintain currency with best practices, the dedication of formal time to implement professional development, and the application of the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment in order to improve student learning

Commendation

The regular use of research-based evaluation and supervision processes that focus on improved student learning

Commendation

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

Commendation

The instructional leadership that is rooted in the school's core values, beliefs, and learning expectations

Commendation

The involvement of teachers, students, and parents in meaningful and defined roles in decision-making that

promote responsibility and ownership

Commendation

The initiative and leadership demonstrated by teachers that is essential to the improvement of the school and to increase students' engagement in learning

Commendation

The school committee, superintendent, and principal's collaborative, reflective, and constructive efforts in achieving the school's 21st century learning expectations

Standard 5 Recommendations

Recommendation

Develop and implement a plan to ensure that student loads and class sizes enable all teachers to meet the learning needs of individual students

Standard 6 Indicator 1

Conclusions

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

The school's special education teachers provide direct academic interventions to identified students in learning technique classes at least one class period per school day. Co-taught mathematics and English language arts classes address the needs of struggling, identified students, and paraprofessionals provide academic accommodations to identified students in inclusive classrooms. Regularly, paraprofessionals are responsible for meeting identified learner needs in several different inclusive classrooms within the same period of the day, limiting the delivery of student services. Students enrolled in the Renaissance program are identified as having significant cognitive and/or social-emotional needs, but the level of staffing contrasted against the extreme range of student special needs impedes effective delivery of services in this program. In addition, the limited number of certified special education teachers and paraprofessionals limits the delivery of direct academic, life skill, and behavioral intervention strategies to the students. A paraprofessional serves as a job coach for program participants. The English language learner (ELL) teacher provides direct instruction to students, including those whose primary language is other than English. The students-in-need (SIN) team, facilitated by the school adjustment counselor, includes the school psychologist, special education lead teacher, school nurse, two guidance counselors, and school administrators, and meets weekly to discuss student referrals. Members of the school community share concerns about at-risk students by communicating in person or by email with team participants. Student concerns range from academic to health and social-emotional issues. The SIN members discuss each referral, and timely interventions are monitored at each week's SIN meeting. As needed, interventions lead to referrals to special education or outside agencies. To coordinate intervention strategies, special educators collaborate with general educators, paraprofessionals, and support staff to provide accommodations and modifications. The lead special education teacher case manages students with 504 plans to ensure that accommodations occur. In addition, the lead teacher ensures that all IEPs are in compliance with state and federal special education law and that all 504 plans comply with the Americans with Disabilities Act. The library/media specialist facilitates the school's chapter of the National Honor Society. Members are paired with struggling students who have been referred by staff or self for tutoring in one or more subjects. Teachers are available to meet with students before and after school on most days. Students may see a teacher during the advisory period for extra help. The Student Teacher Outreach Mentoring Program (STOMP) provides monthly lessons and activities to guide students' personal development and to meet academic needs. Interventions are provided for most students in a somewhat coordinated manner.

As a result, while the school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, it will be better able to support each student's achievement of the school's 21st century learning expectations, when it provides greater support for identified students who are included in many different regular education classes occurring at the same time and for those with a wide variety of special needs in the Renaissance program.

Sources of Evidence
- classroom observations
- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff

- Standard sub-committee

Standard 6 Indicator 2

Conclusions

The school frequently provides information to families, especially to those most in need, about available student support services. The students-in-need (SIN) team, facilitated by the school adjustment counselor, includes the school psychologist, special education lead teacher, school nurse, two guidance counselors, and school administrators, and meets weekly to discuss student referrals. Student concerns range from academic to health and social-emotional issues. The school communicates with and meets regularly with families of referred students. The school uses various technological resources including the district web page, email, and social media to provide as many ways as possible to communicate with students and parents regarding available services. LHS offers parents a PowerSchool account which provides them the opportunity to monitor their children's academic performance. The guidance counselors maintain a web page link that offers information about meetings with topics ranging from financial aid to college and career readiness. The guidance department sponsors a college fair and maintains a list of community agencies and providers for students in need of community intervention/counseling services. Guidance counselors and other SIN team members contact families of at-risk students as needed. The lead special education teacher and the special educators communicate with parents about student needs and available services. The school nurse maintains a web page that updates parents on current health issues and mandated screenings. The school displays posters in the community that advertise evening programs with information on topics such as substance abuse. School administrators send tweets to parents with reminders about school-related information and events. The food service director communicates with identified LHS families regarding the free and reduced lunch program as well as the availability of breakfast and snacks at school. As a result, the school provides information to families, especially to those most in need, about available student support services.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff use technology to deliver an effective range of coordinated services for each student, and the school uses the district web page, email, and social media to communicate with students and parents regarding available services. School guidance counselors have begun to use the online program, Naviance, for college and career planning. The special education department uses eSped, a web-based IEP documentation program, to write IEPs and 504 plans. All support service staff use email to communicate with students and parents about topics of importance. The school's web page features links for the school nurse, guidance office, and library media specialist. As a result, support services staff use technology to deliver an effective range of coordinated services for each student.

Sources of Evidence
- self-study
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

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

The school guidance department consists of two certified guidance counselors, one certified adjustment counselor, and an administrative assistant. The guidance counselors divide the student population alphabetically and manage half each. Guidance counselors present group guidance curriculum meetings to each grade level two to five times per year and have drafted a written developmental curriculum that they plan to continue to revise and implement during the 2017-2018 school year. This written curriculum includes a sequential, four-year plan that is based on school counselor performance standards. Counselors strive to meet with each individual student at least once during each school year. Students remain with the same counselor during their four years of high school. Guidance counselors support students through the course selection process, provide college and career counseling, and address social-emotional needs. Counselors frequently email or contact students in person to suggest that they make an appointment to meet. Guidance counselors sometimes meet with student groups during the STOMP advisory period. According to the Endicott survey, over 75 percent of the students agree that they know who to ask for help at school if they have a personal problem.

As essential members of the SIN team, guidance counselors refer students and collaborate with the administrators, school adjustment counselor, school psychologist, school nurse, and special education lead teacher to provide intervention to at-risk students. Although there are few outside agencies in the community, guidance counselors sometimes refer students to them. While counselors dedicate most of their time to individual students and groups to support the college selection and application process, they also provide career planning. More than than 80 percent of LHS students attend two or four-year colleges. Guidance counselors have introduced the Naviance college and career readiness online program and provide college fairs and evening informational programs for college-bound students and their parents. Counselors support interested students in pursuing vocational options.

At present, guidance counselors use informal feedback from the school and community to collect information to evaluate guidance services, but they have begun to discuss strategies to more formally collect feedback with the purpose of improving guidance services.

While school counseling services have an adequate number of certified/licensed personnel and support staff who meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; and sometimes deliver collaborative outreach and referral to community and area mental health agencies and social service providers, it will improve services and be better able to ensure that each student achieves the school's 21st century learning expectations, when the guidance department delivers a written, developmental program and uses ongoing, relevant assessment data, including feedback from the school community.

Sources of Evidence
- self-study
- panel presentation

- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

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

The health office is staffed by a full-time registered nurse who provides direct intervention services for students and staff with illness or injury throughout the school day. The school nurse performs all mandated screenings and assessments required by the Massachusetts Department of Public Health, administers medications, and manages students with chronic illnesses. She uses the School Nurse Assistance Program (SNAP) to maintain accurate and confidential health records. The nurse stores all hard copy records in a locked file cabinet. Only the school nurse has access to electronic medical records. Each year, the nurse updates the staff regarding student and public health issues. The nurse reviews life-threatening allergies and the proper use of an EpiPen. The school nurse is part of the district crisis committee, the wellness committee, and the professional development committee and is a certified CPR/First Aid instructor, having certified teachers, paraprofessionals, and coaches in CPR.

The nurse is a member of the SIN team which meets weekly to discuss students who are struggling academically, behaviorally, and/or emotionally. The nurse participates in the referral process to outside community agencies. The nurse also attends IEP and 504 meetings for those students whose health issues require appropriate accommodations. The school nurse collaborates with the athletic director on concussion policies and protocols and other Massachusetts Interscholastic Athletic Association (MIAA) guidelines involving the health of student athletes. The nurse also collaborates with the health teacher on the health curriculum. There are four Automated External Defibrillators (AEDs) in the school, one in the main hall outside the office, one in the gym and two in the nurse's office. The nurse provides all staff with an updated list of CPR/AED trained staff and maintains contact with at least seven individuals in the building who are equipped with walkie-talkies. The health office also stocks Narcan in the event of an opioid overdose.

The health suite is adequate for privacy and confidential meetings to provide preventative and direct intervention services. There are two private treatment areas with modesty curtains; a conference room that provides privacy for confidential discussions; and a large handicap accessible bathroom.

Health services use a referral process for health issues that require the attention of outside agencies. The nurse employs the Screening, Brief Intervention, and Referral to Treatment (SBIRT) protocol, to identify, reduce, and prevent problematic use, abuse and dependence on alcohol and illicit drugs. When hearing, vision or postural screenings indicate that a physician's attention is warranted, the nurse contacts the student's family with a letter and a health form specifying the issues of concern. The process includes up to three follow-up attempts to assure that further treatment is sought. The nurse maintains a working relationship with local emergency services including ambulance and police and refers mental health issues to the SIN team adjustment counselor, who facilitates care that falls beyond the scope of the school's services. Health services communicates with the school community through Twitter, email, and the school website. The health services staff also administer a survey at the annual district-wide wellness fair and analyzes the data collected to improve services.

As a result, because 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, the school is better able to ensure that each student achieves the 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

Library/media services are integrated into curriculum and instructional practices and have a certified/licensed library/media specialist who is actively engaged in the implementation of the school's curriculum; provides a range of materials, technologies and other information services in support of the school's curriculum; is open and staffed for students after school one day per week; is often responsive to student interests and needs in order to support independent learning; but has yet to conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The library/media center's print and electronic collection, as well as its technology resources, support the school's curriculum. The library/media specialist is a member of the library task force committee that creates district-wide library curriculum and improves district libraries by exchanging ideas and updating facilities. The library/media specialist collaborates with some departments in the school to determine which resources to purchase and provide, co-teaches some lessons, and instructs research strategies in an effort to integrate services into the curriculum. The library/media specialist instructs all grade 9 students enrolled in the technology integration course about library/media services and its databases for research. The library/media specialist teaches students to use the free Massachusetts Library System Gale databases and teaches research library database lessons within the Advanced Placement (AP) Biology course. Students and staff provide input into the purchase of new library materials through the Junior Library Guild and Follett Library Resources. The library/media specialist promotes the Boston Public Library Ecards, which are free to all Massachusetts residents, by teaching students how to sign up for them and research the extensive databases therein. The collection, along with the databases, is tailored to the school's curriculum, especially for the AP Biology, technology integration, and most social studies courses. In addition, integrated lessons introduce students to the type of research using academic journals available on the databases in order to better prepare for college level work. The library/media specialist instructs students on how to search for library material through their Follett Destiny catalog and uses inter-library loan with the local town library.

The library/media specialist coordinates the summer reading program to motivate students to read more. The library/media specialist uses School Library Journal, the New York Times bestseller list, suggestions from the town librarian, and faculty and students to create a list of summer reading books. Students sign up to read one book and participate in a book discussion when school resumes in September with a teacher who has read the same title.

The library/media center is a welcoming environment for students and faculty to pursue 21st century learning. There are plans to update the library carpet and furniture. There are inviting displays of coloring pages and duct tape activities for students. Professional periodicals are on display and available for teachers. Teachers often use the library/media center to collaborate with the library/media specialist on technology needs, class projects, the professional collection, and to discuss co-teaching opportunities. There is adequate funding for all library/media materials, resources, and services. The center has over 8,000 print materials and 17 periodicals in both print and electronic format. The library/media specialist supports independent learning by providing a quiet environment conducive to student work and supervises students enrolled in independent Virtual High School (VHS) courses and monitors their progress. The library/media services correlate with students' needs and interests. The school-wide 1:1 use of Chromebooks and the availability of VHS online courses were recently added to meet the needs of the 21st century learner. Two Apple computers in the library are available for student use, and there is a Chromebook loaner cart from which students and staff can borrow replacement Chromebooks as needed. The facility features online databases, a photocopier, an overhead projector, a digital projector, a device charging station, televisions and DVD players, a digital camera, and a link from the library/media center's web page to the American School Library Association's applications and websites. The library/media specialist is a member of the school's technology team and works closely with the director of technology and technology specialist. During technology meetings, the library/media specialist has taught faculty how to organize their Google drives.

The library is open Monday through Friday ten minutes before the start of regular school hours and closes at the end of the school day, four days per week. The library is open one additional hour, one day per week, on a rotating basis. These hours are posted on the library web page. Although the library/media specialist is an active participant of the library task force, and informal student surveys are offered, the library/media center has yet to establish a formal means of obtaining feedback to drive improvements to the library and its services.

As a result, while library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel 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; and are responsive to students' interests and needs in order to support independent learning, LHS school will be even better able to ensure each student achieves the school's 21st century learning expectations, when it ensures that the facility is available and staffed for students and teachers before, during, and after school and conducts ongoing assessment using relevant data, including feedback from the school community, to improve services.

Sources of Evidence
- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an inadequate 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 emerging inclusive learning opportunities for all students; and 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.

The certified/licensed staff includes the district director of student services, special education department lead teacher, two special education case manager/teachers, six inclusion paraprofessionals, 1:1 paraprofessional, Renaissance program special educator and paraprofessional, ELL teacher, school psychologist, adjustment counselor, two guidance counselors, school nurse, and adjustment counselor. The district director of student services, located at the central office, oversees all aspects of special education. The special education lead teacher coordinates Individual Education Plans (IEPs) and 504 Plans and serves on the SIN team. Special education teachers case manage an average of 24 identified students, write and implement IEPs, communicate with parents, provide academic coaching and interventions in learning technology classes, and co-teach math and English inclusive classes. In addition, they supervise and collaborate with paraprofessionals for inclusive interventions and collaborate with general educators to provide accommodations and modifications. There is one 1:1 paraprofessional and six who support students in inclusive classrooms. Paraprofessionals read IEPs, collaborate with special and general education teachers, and provide academic accommodations to identified students in inclusive regular education classrooms. Routinely, paraprofessionals are responsible for meeting identified learner needs in several different inclusive classrooms within a single class period, which, despite their efforts to meet student needs, severely limits the delivery of student services.

One additional special educator in the Renaissance program provides academic coaching, direct instruction in content areas, and life skills. The program has one paraprofessional who provides academic coaching and serves as a job coach for program participants. There is an inadequate number of special education teachers and paraprofessionals to meet the wide array of student need in the Renaissance program. The English language learner (ELL) teacher provides direct instruction to ten enrolled students whose primary language is other than English. The school psychologist serves a multitude of roles and administers formal assessments, writes evaluation reports, participates in IEP meetings, serves on the SIN team, and meets daily with individual and small groups of students with social-emotional needs. To meet the increasing need of at-risk students, the school psychologist uses college interns to support students. The school adjustment counselor oversees the SIN team, collaborates within the school community and outside agencies and meets with at-risk individual students and small groups. The school psychologist and adjustment counselor support the social-emotional needs of students that cannot be met by the two guidance counselors.

Teachers, counselors, targeted services, and other support services personnel strive to communicate and collaborate to help identified students achieve 21st century learning expectations, but the limited number of personnel and the large student load inhibits timely, student-centered exchanges of ideas. The majority of identified students are enrolled in the inclusive setting for most of the school day. Two special education teachers have begun to co-teach with some English and mathematics teachers. Regular education courses consist of college prep, honors, and Advanced Placement levels. Some classroom teachers differentiate instruction, curriculum, and assessments to meet the needs of inclusive learners. There are several new initiatives in the special education curriculum, including a focus on transition planning and developing an action plan. The school created the transition program to help students develop life and employment skills. Currently, there are several special education students taking advantage of this program, and the school places students in several work areas in the school community, where students learn to complete necessary prerequisite skills to manage a work task. A skills paraprofessional evaluates their progress. Transportation to and from the work sites has improved due to the addition of a school-owned van. The SIN team reviews the academic progress of all students who are failing classes, develops an action plan, and implements interventions. Special education services have yet to be

assessed formally.

As a result, when 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 and perform ongoing assessment using relevant data, including feedback from the school community, support services will be better able to collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations, and provide inclusive learning opportunities for all students.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- students
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Commendations

Commendation

The timely, coordinated, and directive intervention strategies for students, including identified and at-risk students, that support achievement of the school's 21st century learning expectations by many students

Commendation

The information provided to families, especially to those most in need, about available student support services

Commendation

The use of technology by support services staff to deliver an effective range of coordinated services for each student

Commendation

The personal, academic, career, and college counseling and engagement in individual and group meetings with all students

Commendation

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

Commendation

The library/media services that are integrated into curriculum and instructional practices and 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; and are responsive to students' interests and needs in order to support independent learning

Commendation

The collaboration between support staff and teachers, counselors, and targeted services in order to achieve the school's 21st century learning expectations and provide inclusive learning opportunities for many identified students, including special education, Section 504 of the ADA, and English language learners

Standard 6 Recommendations

Recommendation

Develop and implement a program to ensure that the school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students needing support in regular education classes and in the Renaissance program, that support each student's achievement of the school's 21st century learning expectations

Recommendation

Develop and implement a program to ensure that counselors deliver a written, developmental program and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

Recommendation

Develop and implement a plan to ensure that library/media services have an adequate number of certified/licensed personnel and support staff who ensure that the facility is available and staffed for students and teachers before, during, and after school and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

Recommendation

Develop and implement a program to ensure that 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 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

Standard 7 Indicator 1

Conclusions

The community and the district's governing body generally provide adequate and dependable funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development, technology support, and sufficient instructional materials and supplies.

While many teachers and students indicate that school programs and services are adequately funded, they also indicate that there is a need for more professional and support staff, especially in the area of special education. Administrators and staff point out that although the current number of aides meets the technical requirements of student IEPs, there are several situations in which aides must split their time among multiple classes during the same period of the day. This time splitting impedes delivery of support services to identified students, and, more often than not, core courses are covered rather than electives.

The community provides professional development funds for teachers and staff to attend conferences and workshops. The district provides course reimbursement in an amount equal to the tuition fee for one and a half graduate course at Worcester State University. Much ongoing professional development, particularly in the area of technology, is based upon the "teachers teaching teachers" model. Teachers consistently indicate a need for revisiting and honing 1:1 model technology skills, and they desire more reinforcement before moving on to new topics in monthly in-house professional development sessions. At the close of the 2016-2017 school year, the district had employed a full-time curriculum director; however, since then, that position has been vacant. Instead, the director of pupil personnel services has been appointed as interim curriculum director, and the interim will assist building administration in curriculum revision. Programs such as the school-wide 1:1 Chromebook program, the widespread use of SMART Boards and data projectors, and the school's Virtual High School (VHS) program have furthered technology integration into the curriculum. Additionally, the principal added five additional VHS seats for the 2017-2018 school year based on increased student interest. The addition of a technology integration specialist to the technology support staff has also aided in the integration of technology into the classroom. Despite the increase in technology available to teachers and students, staff members' requests for instructional technology (IT) training and technical assistance are not always met in a timely fashion. In order to fully realize the full potential of the recent 1:1 initiative, teachers have expressed a need for expanded IT support and more technology professional development. Students, teachers, and administrators indicate that district funding for equipment and instructional materials and supplies is adequate.

While the community and the district's governing body generally provide adequate and dependable funding for a wide range of school programs and services, ongoing professional development, technology support, and instructional materials and supplies, the school will be better able to ensure that all students achieve the 21st century learning expectations, when the district provides more adequate professional and support staff.

Sources of Evidence
- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- school board
- community members
- department leaders

- school leadership
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

Leicester High School informally develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; properly maintains, catalogs, and replaces equipment; and keeps the school clean on a daily basis. The school building, which is twenty years old, is staffed by one full-time custodian during the day and two full-time and two part-time custodians at night. Sometimes the school hires students to help the custodians. Two additional district employees are responsible for outdoor maintenance and upkeep of the athletic fields. The director of facilities oversees the maintenance programs and staff. Some major repairs and updates to the physical plant have been completed recently. The roof replacement, completed during the summer of 2016, addressed the issue of leaks that caused damage to interior ceilings, classrooms, and equipment. A recent re-installation of solar panels on the roof also caused numerous leaks, but these have been remedied. The computer-controlled heating, ventilation and air conditioning system has been upgraded recently, including the installation of new classroom thermostats that provide improved regulation of temperature within classrooms. Some teachers, however, still find heating and cooling inconsistent across the building. The director of facilities has implemented an online program that allows teachers and staff to enter service requests that are then assigned to custodial staff. Despite the recent major repairs, budget constraints do not allow for a formal long range program to be put in place to plan for the maintenance, repair, or replacement of equipment. The director of facilities is in the process of creating an equipment catalog using Google sheets that can be shared with other district schools. Completion of this initiative is hampered by a lack of adequate staff, as custodians are unable to catalog and inventory equipment while at the same time completing their customary custodial duties. Thus, while the school keeps the school clean on a daily basis, when it develops, plans, and implements formal programs to ensure the maintenance and repair of the building and school plant and to properly maintain, catalog, and replace equipment, it will be better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- student shadowing
- facility tour
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The community funds and Leicester High School in part implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. The district has a strategic plan that informs budgetary decisions for programs and services. The school uses its new PowerSchool student management program to gauge enrollment, which in turn drives decisions for annual budgeting for staff. The district central administration and the district director of facilities develop capital improvement plans that are submitted to the town capital improvement committee where they are reviewed prior to inclusion in the town-wide capital improvement plan. The district technology department consists of a director of technology and innovation and three assistants. The technology department continuously plans for the future of technology at LHS. The technology department is currently operating under a three and five-year technology improvement programs. The school added the position of technology integration specialist to aid in the implementation of the new 1:1 Chromebook program. In addition to the district improvement and capital improvement plans, the Town of Leicester has undertaken a feasibility study for a new middle school. LHS contributed to a three-year capital improvement plan that runs through 2020. It details the needs of programs and services, enrollment and staffing changes, facility, and technology requirements. This plan is part of the application process necessary to secure funding through the Massachusetts School Building Authority. Thus, because the community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, LHS is able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- parents
- school board
- community members
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 4

Conclusions

The faculty and building administrators are actively involved in the development and implementation of the budget. The budget process begins in October with teachers submitting budget requests and needs to their lead teachers. The lead teachers then compile those requests and submit them to the principal. The principal meets with the lead teachers to discuss needs and priorities. The principal then meets with the district's business manager and superintendent. The superintendent and principal present the total budget requests to the school committee at a public meeting. To ensure transparency with the community, district leaders present the new budget to the public in November at various meeting venues. Teachers note that needs identified and requests for materials made in the fall have been sometimes difficult to change in the spring if an adjustment is necessitated due to changes in enrollment or class offerings. Nevertheless, as a result of the faculty's and building administrators' active involvement in the development and implementation of the budget, the school is able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- panel presentation
- teachers
- parents
- school board
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

Leicester High School's site and plant generally support the delivery of high quality school programs and services. The library/media center is accessible in a central location in the building and provides adequate space for student use. There are plans to spend approximately $25,000 to install new carpeting and furniture. One workroom in the center is dedicated to students enrolled in Virtual High School. The guidance department and the school adjustment counselor have separate offices that ensure the privacy of students. The school nurse has facilities for students and secure medication storage. The cafeteria and accompanying food service areas, auditorium, and gymnasium are adequate for the current student population. The exercise and weight room, which had been located in a space intended for gymnasium storage, has been relocated to the first floor of the school and now has adequate space. Regular education classrooms provide sufficient space for the current student population. Parking spaces for students, staff, and visitors are adequate. The school has made recent improvements to comply with accessibility requirements. Adequate secure chemical storage facilities exist within science classrooms, and the main chemical storage area adequately isolates volatile chemicals. Storage space for academic, athletic, and co-curricular material is inadequate. There is one central storage room on the first floor that is at capacity. The school has partitioned a portion of the boys' locker room in the gymnasium for additional storage. Outdoor athletic facilities, while usable in some cases, are largely inadequate. The track, from its construction in 1995, is not in compliance with Massachusetts Interscholastic Athletic Association (MIAA) regulations, and due to its incorrect length, no home track events can be held at LHS. The public schools own three fields: a multi-purpose field for football, soccer, and field hockey; a baseball field; and a softball field. There is also one tennis court. Due to improper drainage and the overall poor condition of these fields, home games often need to be rescheduled following inclement weather. Varsity softball, baseball, and soccer games are played on fields owned by the town and managed by the Leicester Department of Parks & Recreation instead of school fields. Thus, while the school site and plant generally support the delivery of high quality school programs and services, when the school provides additional storage and improves the outdoor athletic facilities, it will be better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- classroom observations
- self-study
- student shadowing
- facility tour
- teachers
- students
- parents
- community members
- department leaders
- school leadership
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

Leicester High 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. The director of facilities maintains compliance documentation, and current certificates of inspection from the Commonwealth of Massachusetts in a central location in the boiler room where they are conspicuously posted. All required documentation on boilers, the fire suppression system, fire extinguisher certification, elevator certification, occupancy certification, chemical lists, health department inspection, and fire department inspection is up to date. The fire department conducts an annual chemical safety review. As a result, because Leicester High 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, the school is able to provide an environment that promotes the delivery of high quality curriculum, instruction, programs, and services.

Sources of Evidence
- self-study
- facility tour
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

All professional staff at Leicester High School 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. The school maintains a website with up-to-date information and dates for academic, co-curricular, and athletic events. The principal maintains a Twitter account where important information is constantly published. The school publishes an online bi-monthly newsletter, and the superintendent maintains a monthly blog discussing recent trends in education. Almost a quarter of staff members maintain Twitter accounts and blogs. The widespread use of Google classroom that is part of the school's 1:1 Chromebook initiative enables students and parents and guardians to access academic information. Parents are able to view grades through the new PowerSchool grading software which is accessible either through a browser or the PowerSchool phone app. Guidance has also recently instituted the use of Naviance, an online software suite that allows each student to track academic progress, gauge career interest, and assist in applying for college or careers. In addition to web-based and social media outreach, a majority of teachers also contact parents by email and telephone and keep a log of these communications.

Annual orientation tours for incoming freshmen are held to inform students and families about expectations at LHS and to familiarize students with the building itself. The school schedules a parent-teacher night each fall and spring. Administrators explain to parents any significant new programs that are being introduced. Several informational evening meetings are held for parents, e.g., the guidance department has an annual college night during which juniors and their families are invited to the school to discuss the college application process and financial aid programs. The school has also hosted mental health awareness nights and has partnered with the Worcester district attorney's office to hold a substance abuse awareness night. The special education department follows regulations for IEP meetings, progress evaluations, and 504 meetings. The school psychologist, adjustment counselor, and nurse also make home visits. Community members and parents participate as members of the school council, athletic booster club, and mothers' club. These groups, in addition to offering parents an opportunity to partner with the school on various initiatives, organize outside fundraisers that support several school programs. The school is aware that not all parents and families have reliable web access and mail hard copies of report cards and newsletters at a parent's request. Thus, because 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, the school is better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence
- self-study
- teacher interview
- teachers
- students
- parents
- community members
- school leadership
- school website
- Standard sub-committee

Standard 7 Indicator 8

Conclusions

The school often develops productive parent, community, business, and higher education partnerships that support student learning. Although there are few businesses located in the community, many of those that do exist help to fund co-curricular and athletic programs. The principal and athletic director serve as non-voting members of the athletic booster club that collects money from the community and distributes it to various athletic programs. Additionally, the school's Renaissance program partners with local businesses, where students visit to learn their operation and to develop workplace skills. Parents are engaged as partners in a number of support organizations such as the school council, athletic booster club, and Leicester mothers' club. The school offers opportunities for dual enrollment at both Becker College and Quinsigamond Community College. The guidance department has made arrangements with many colleges and universities to participate in the school's annual college fair which helps students to learn about programs at various institutions of higher learning. The school has created school-to-career coordinator position and is piloting three different scheduling models in an attempt to increase internship participation by graduating seniors. There are currently several seniors, who either through the help of the guidance department or through self-advocacy, are participating in internships with local businesses, public service entities, or local nonprofits. The school is also participating in the teachers of critical languages program grant sponsored by the American Council for Education. This program, which is open to students in grades 11 and 12, has brought a native Arabic instructor to the school and provides unit and lesson plans that are retained by the school for continued use after the conclusion of the program. The school's goal is to create curriculum for grade 9 students next year and to create a year-two curriculum. As a result, because LHS develops productive parent, community, business, and higher education partnerships that support student learning, the school is better able to ensure that all students achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teachers
- students
- parents
- school board
- community members
- department leaders
- central office personnel
- school support staff
- Standard sub-committee

Standard 7 Commendations

Commendation

The community and the district's governing body's dependable funding for a wide range of school programs and services, ongoing professional development and curriculum revision, a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies

Commendation

The school being kept clean on a daily basis

Commendation

The community's funding and the school's implementation of a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements

Commendation

The active involvement of the faculty and administration in the development and implementation of the budget

Commendation

The school site and plant that generally support the delivery of high quality school programs and services

Commendation

The school's maintenance of 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

Commendation

The school's active engagement with parents and families as partners in each student's education and the outreach specifically to those families who have been less connected with the school

Commendation

The productive parent, community, business, and higher education partnerships that support student learning

Standard 7 Recommendations

Recommendation

Develop and implement a plan to ensure that the community and the district's governing body provide dependable funding for sufficient professional and support staff

Recommendation

Develop and implement a program to ensure that the school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant and to properly maintain, catalog, and replace equipment

Recommendation

Develop and implement a plan to ensure that the school site and plant have both adequate outdoor athletic facilities and adequate storage

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Joseph Damplo - New England Association of Schools and Colleges, Inc.

Assistant Chair: Mr. Terrance Ingano - New England Association of Schools and Colleges, Inc.

Team Members

Emily Burke - Sharon High School

Paul Damour - Gardner High School

Mary Devaney - Wolcott High School

Kevin Drozdowski - Easthampton High School

Mr. Jason Finnie - Gateway Regional High School

A. Vanessa La Rocque - Boston Community Leadership Academy

Billiegene Lavallee - Bellingham High School

Alan Morin - Monson High School

Hether Shulman - Conant High School

John Swayze - Northbridge High School