NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

REPORT OF THE VISITING COMMITTEE

Brunswick High School

Brunswick, ME

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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 of Brunswick High School 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 Brunswick High School in terms of the Committee's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

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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 committees to assess the degree to which the evaluated schools meet 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 committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee 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 shows 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 Brunswick High School, a committee of seven members supervised all aspects of the self-study. The steering committee assigned all faculty in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available for young people.

The self-study of Brunswick High School extended over a period of 11 school months from February 2013 to February 2015.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, 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, Brunswick 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 90 percent of the professional staff.

The Process Used by the Visiting Committee

A visiting committee of 16 evaluators was assigned by the Committee on Public Secondary Schools to evaluate Brunswick High School. The Committee members spent four days in Brunswick, ME, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and district personnel, students and parents, community partners, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Committee's Standards for Accreditation. Since the evaluators represented public schools including central office administrators, a building administrator, a library media specialist, and teachers from various content areas, diverse points of view were brought to bear on the evaluation of Brunswick High School.

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

- review of the school's self-study materials

- 48 hours shadowing 16 students for a half day

- a total of 14 hours of classroom observation (in addition to time shadowing students)

- a total of 4 hours spent speaking with students during lunches (in addition to time with shadowed students and student meetings)

- numerous informal observations in and around the school

- tours of the facility

- individual meetings with 32 teachers about their work, student work, instructional approaches, and the assessment of student learning

- group meetings with students, parents, community partners, school and district administrators, faculty, and support staff

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

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

Brunswick High School
School and Community Summary

Brunswick High School is located in and serves the residents of, Brunswick, Maine. Brunswick is located in the Mid-Coast Region about equidistant from the largest city in Maine, Portland, and the capital city of Maine, Augusta. The town combines the atmosphere of traditional New England farming, foresting, and commercial fishing with a vibrant mix of retail, professional and arts-related businesses. With a population of 20,278, according to the 2010 census, the town of Brunswick presents little ethnic, cultural, or racial diversity. The median family income is $50,117.

Brunswick is home to a variety of businesses and industries. Bowdoin College, established in 1794, is ranked number five among National Liberal Arts Colleges. Bowdoin is a major part of the cultural, artistic, and economic life of Brunswick. Bath Iron Works, located in the neighboring town of Bath, has been building ships since 1884 and is a major defense contractor. L. L. Bean began its retail operations in 1912; today it is a global enterprise. L.L. Bean's flagship store is in neighboring Freeport with many important manufacturing facilities located in Brunswick. Mid-Coast Hospital was established in 2001 and was awarded the distinction of being a Magnet Hospital, a designation earned by only six percent of United States hospitals. The American Heart Association and the American Stroke Association have also recognized Mid-Coast Hospital for their work with stroke victims. The diversity of these major employers, which include education, arts, retail, manufacturing and medical, highlight the economic diversity in Brunswick. Brunswick is located in Cumberland Country, which had an unemployment rate of 4.1 percent in 2014. This is lower than both the state and national averages.

Brunswick High School has a student population of 793. In addition, BHS runs an alternative education program at the Union Street School with a population of 30. The Brunswick School Department also consists of Harriet Beecher Stowe Elementary School with a population of 702, Coffin Elementary School with a population of 380, and Brunswick Junior High School with a population of

474. The town is also the site of Maine Vocational Region 10 High School with a population of 266. Ninety-two BHS students regularly attend classes at Vocational Region 10. St. John's Elementary School is a private, Catholic school in Brunswick with a population of 166.

Brunswick High School includes students in grades 9-12 with the total enrollment of 793 students divided between 410 males and 383 females. The school population has significantly declined over the past five years due to the closing of the Brunswick Naval Air Station. At its height, over 1,200 students were enrolled at the high school. The redevelopment of the Naval Air Station into Brunswick Landing, as well as the sale of naval housing units, promises a slow but steady demographic growth. The beginning of this growth trend has reached the elementary schools, but has not yet begun at the high school. Approximately ten percent or 80 students of the current school population represent minority groups. This includes 26 students who identify as African-American, 23 students who identify as Asian, 19 students who identify as Hispanic, 11 students who identify as multi-racial and one student who identifies as Pacific Islander.

The graduation rate last year was 89.13%; the average dropout rate over the past two years was 1.53%; the average daily student attendance is 95%; and the average attendance rate among teachers is 95%.

There are 61 subject teachers at Brunswick High School, not including teachers who support student learning such as special education and Response to Intervention, creating a student-teacher ratio of 13:1. Individual teachers carry an average load of 100 students. In classes required for graduation, the average class size is 20. Students attend school for 176 days.

All students at Brunswick High School have the opportunity to enroll in Preparatory, Academic, Honors or Advanced Placement (where offered) courses. In addition, freshman and sophomore students may enroll in the Brunswick Academy.   The academy provides at-risk students with a different academic environment including smaller class sizes, shorter class periods, and more individualized support. Seven percent of students are enrolled in academy classes, and 16 percent of students receive special education services.

All students are required to earn four credits of English, three credits of history, three credits of mathematics, two credits of science, one credit of physical education, .5 credits of health, one credit of fine arts, and demonstrate computer proficiency. Students must also complete seven credits from a variety of electives including classical and modern languages. Brunswick High School offers a variety of co-curricular activities. During the present academic year, approximately ten percent of students are involved in theatre; 22 percent of students participate in different choral groups; and 23 percent of students participate in instrumental music. Sixty-two percent of students are involved in athletics and other students are involved in a large number of clubs and other co-curricular activities such as Math Team and Speech and Debate. In all, over 80 percent of students are involved in some type of activity.

In the class of 2014, 61 percent of graduates attended four-year colleges; 16 percent enrolled in two-year colleges, business or technical schools; 14 percent entered the workforce; and 6 percent joined the military. Graduates took advantage of the considerable educational opportunities available attending such colleges and universities as the University of Maine system, Bowdoin College, University of Chicago, Stanford University, Southern Maine Community College, and the Massachusetts Institute of Technology (MIT).

Brunswick High School has established partnerships with many local community organizations and students engage in fundraising events for local charities, blood drives, and a community food drive known as "Stuff the Bus." Choral and music groups often perform at local, elderly housing facilities. In addition, Brunswick High School works with local institutions of higher learning. Through the dual enrollment programs, students can take classes at BHS while simultaneously earning credit at Southern Maine Community College or the University of Southern Maine. BHS also works with Bowdoin College to allow students to take classes at Bowdoin during their senior year. As part of Brunswick High School's work with Bowdoin, many Bowdoin students, working toward careers in education, complete their student teaching assignment at Brunswick High School.

Through the efforts of Brunswick High School's Director of Community Outreach, BHS has developed ties with many local businesses where students are able to gain valuable experience while fulfilling their community service requirements. BHS has also developed a mentoring program where students at the high school go to the elementary schools during school hours to mentor younger students.

The Brunswick community is supportive of both students and teachers in the district. The Brunswick Area Student Aid Fund helps large numbers of graduating seniors to attend college. The Brunswick Community Educational Foundation provides teachers with grants that "extra support that can encourage creative spirit and bold experimentation."

Students are recognized for their achievements through numerous awards, scholarships and participation in regional and national events. A short list includes membership in the National Honor Society for academics, participation in the New England Music Festival for music, competition in the National Scholastic Art and Writing Awards with winning entries being displayed at the Maine College of Art, the Rotary Service Interact Award for community service, and the Maine Interscholastic Athletic Administrators' Association (MIAAA) Scholar Athlete Award.

Brunswick High School
Statement of Beliefs, Supporting Values, and Expectations

1. <u>We believe</u> that engaging students in a culture of achievement represents the most reliable pathway to post-graduate success for our students; therefore, we value:
   - Recognizing the diversity of ability amongst our students and the creation of multiple pathways to success.
   - Creating an atmosphere of high expectations for our students and concrete recognition when they exceed these expectations.
   - Building systems that allow students to create short and long-term goals and that measure a student's progress towards these goals.

2. <u>We believe</u> that academic excellence is the primary, foundational mission of Brunswick High School. The artistic, extra-curricular, co-curricular and social opportunities that exist at Brunswick High School are there to support this core academic mission; therefore, we value:
   - A core academic program that is challenging, rigorous and which emphasizes both breadth of understanding as well as depth of content.
   - Class sizes that are appropriate to this mission.
   - Providing opportunities for students to be engaged in learning activities outside the classroom.
   - Encouraging students to engage in a process of continuous improvement.

3. <u>We believe</u> that our school, town, state, national and international communities cannot flourish without citizens of strong character; therefore, we value:
   - A school culture that emphasizes honesty, integrity and compassion and holds students accountable for their ethical behavior as well as their academic performance.
   - An academic environment that makes students aware of the global context in which they make their decisions.
   - A professional environment in which all staff members understand their importance as ethical role models for all the students at Brunswick High School.

4. <u>We believe</u> that Brunswick High School as an institution and students as individuals benefit from significant partnerships with the community; therefore, we value:
   - Fostering good relationships with the citizens and institutions that constitute the Brunswick community.
   - Programs that offer students opportunities for off-campus learning experiences that enhance their academic studies at Brunswick High School.
   - Partnerships with institutions who offer students the opportunity to realize the applicability and purpose of their studies at Brunswick High School.

5. <u>We believe</u> that a professional, collegial atmosphere is essential to our success as educators and is an essential element of the core academic mission of Brunswick High School; therefore, we value:
   - A manageable academic workload that accommodates collegiality among faculty members.
   - Clear and effective leadership from the administration.

- An administration that supports the professional growth of faculty members both as individuals and as members of a department.
- An atmosphere in which all staff members respect each other's efforts in our common mission of educating all of our students.
- Professional time set aside for collaboration as members of a department and for collaboration between departments.

21st Century School-wide Learning Expectations

Academic Expectations

1. Students will be able to communicate effectively by writing, reading and speaking at, or above, grade level, across the curriculum.
2. Students will be able to effectively engage and demonstrate critical thinking skills and problem-solving abilities.
3. Students will be able to approach academic challenges with creativity and innovation.
4. Students will be able to demonstrate a mastery of content as specified by the curriculum of Brunswick High School and the requirements of the Common Core.
5. Students will work with academic integrity.
6. Students will engage in an informed and ethical use of technology.

Social Expectations

1. Students will demonstrate an ability to work collaboratively, as well as independently.
2. Students will consistently be respectful of themselves, of others and of the school.
3. Students will be encouraged to participate in extra-curricular activities as they strive to become well-rounded and purposeful individuals.

Civic Expectations

1. Students will engage in community service activities as defined by the graduation requirements of Brunswick High School.

COMMITTEE ON
PUBLIC SECONDARY SCHOOLS

TEACHING AND LEARNING
STANDARDS

CORE VALUES, BELIEFS, AND LEARNING
EXPECTATIONS

CURRICULUM

INSTRUCTION

ASSESSMENT OF AND FOR STUDENT
LEARNING

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1   Core Values, Beliefs, and Learning Expectations

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

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify 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.

Conclusions

The school community engaged in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning to a limited extent. The faculty and administration of Brunswick High School (BHS) engaged in a collaborative process to develop and adopt a written statement of beliefs and supporting values along with 21st century school-wide learning expectations. Other stakeholders, such as parents and students were not involved. Because the staff, students, and parents were knowledgeable and committed to the previous mission, vision, and learning expectations, the process of developing updated beliefs, supporting values, and learning expectations formally began in March 2013 with school's existing mission statement. Faculty members did not employ any specific current research during this process. Each self-study Standard committee contributed words and phrases that were compiled by the Core Values, Beliefs, and Learning Expectations Standard committee. The compiled results were redistributed to all committees for review. Any additional thoughts submitted were considered. The Core Values self-study Standard committee developed a beliefs and supporting values statement. After reviews and edits from the faculty, over 90 percent of administration and faculty approved the beliefs and values in June 2013. The statements were shared with the school board at a public meeting. In addition, the statements were shared at some small committee meetings where some members were involved. Students and teachers struggle to identify the specific terminology but are able to state the beliefs and supporting values about learning in general terms. When the school community engages in a fully dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning, the core values and beliefs will gain the broad support of all stakeholders and become a living document. (panel presentation, students, classroom observations, parents, self-study, Endicott survey)

The school has implemented challenging and measurable 21st century learning expectations in some areas for all students, which address academic, civic, and social competencies. However, the

academic learning expectations have not yet been integrated into all classes and the academic, civic, and social competencies have not yet been defined by school-wide analytic rubrics that identify targeted high levels of achievement. Brunswick High School (BHS) identified challenging 21st century learning expectations addressing academic, civic, and social competencies for all students through a collaborative process with the staff. The staff reviewed the long-standing expectations and updated the wording to reflect their continued commitment to achievement, respect, and service. However, the substance of the academic, social, and civic expectations changed only slightly. Challenging learning expectations were exemplified in an English class where a student presented to the class by explicating a poem, demonstrated his mastery of the content, identified and explained the poetic devices used, and communicated effectively in response to questions posed by both teacher and peers. Through analysis of the poem, most students demonstrated critical thinking and problem-solving skills in their responses to teacher and student queries. Each student independently analyzed a new poem before contributing his or her thoughts to the full class discussion. Further analysis guided by the teacher offered students additional opportunities to demonstrate critical thinking skills as they thought more critically for the connection the teacher sought. Several other classes throughout the school offer students similar opportunities to meet the academic standards. However, in many other ability-leveled classes, students were not given the opportunity to communicate at or above grade level, to demonstrate critical thinking skills and problem-solving abilities, to approach academic challenges with creativity and innovation, to engage in informed and ethical use of technology, or to demonstrate a mastery of content. As result, opportunities for all students to meet the academic expectations vary based on the teacher, content area class, or level to which they are assigned. All students have the opportunity to meet the civic expectation, in large part due to the 30-hour community service requirement for graduation and the thriving community service office at BHS. Most students far exceed the minimum with an average 60 hours of service. In addition, the school community exhibits high levels of respect between and among staff, administrators, and students and models one of the social expectations. Teachers clearly care

about their students and enjoy working with them and, in kind, students hold their teachers in high regard. Over 80 percent of students participate in the plethora of extracurricular activities to meet another of the social expectations. In addition, some opportunities allow students to demonstrate an ability to work collaboratively and independently, but this varies based on the teacher, class, or level to which they are assigned. There is a plan in place to complete the school-wide analytic rubrics tied to the 21st century school-wide learning expectations, the evolution to proficiency-based education, and the implementation of the Common Core State Standards by April 2016. The process of developing the rubrics will include staff, parents, students, and community members. Overall, while some ambiguity exists about the learning expectations, students understand what is expected of them. While the school has challenging 21st century learning expectations for all students which address academic, civic, and social competencies, when they are defined by school-wide analytic rubrics that target high levels of achievement, individual students' and school-wide progress toward achievement of the 21st century learning expectations can be measured. (classroom observations, self-study, student shadowing, panel presentation, students, parents)

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school and sometimes guide the school's policies, procedures, decisions, and resource allocations, but do not yet drive curriculum, instruction, and assessment in every aspect. The culture of the school reflects the beliefs, supporting values, and 21st century learning expectations whose concepts and ideals have been a hallmark of the school for many years. Although not formally used to drive curriculum, instruction, assessment, policies, procedures, decisions, and resources allocations, the beliefs and values are woven throughout decisions that are made. Multiple opportunities exist for students to gain exposure to global ideas through extensive course offerings in world language courses; however, world language courses are not part of the graduation requirements. One recent change to program offerings is the implementation of the freshman and sophomore academy, which offers smaller class sizes, an alternative schedule, and more intensive support services for students potentially at risk of

not graduating from high school. Students also have options to attend the Region 10 Technical High School for vocational courses or the Union School, which is an off campus learning center. There is a general belief students learning from one another is a worthwhile instructional practice, so teachers employ read alouds, think/pair/share activities, and guided discussion techniques, which are widespread across departments. The school also fosters the belief that students should have more than one opportunity to be assessed. Some make-up policies exist and some teachers allow students choice in the type of assessment preferred to demonstrate mastery. As new programs are approved or when current programs demonstrate a need, resource allocations are funded by priority. When the school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations, teaching and learning will benefit from purposeful and measured decision-making. (teacher interviews, student shadowing, students, panel presentation, self-study)

The school does not regularly review or revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and district and school community priorities. While the beliefs, values, and learning expectations were reviewed in the last few years, there is not yet a plan or timeline for regular review and revision. However, a plan is being developed to align them to the district's revised mission and vision, which became effective in September 2014. To date, no periodic forums are in place to share and solicit information and feedback from community. Because the analytic rubrics to measure achievement have not yet been developed, there is no mechanism to use data regarding students' progress toward achievement of the 21st century learning expectations. Data teams track and review student data with regard to standardized testing, but this work is not a means to assess the implications of the school's beliefs and values about learning or the 21st century learning expectations. The faculty regularly incorporates discussion of school community and community at-large priorities into discussion of its beliefs and values. Staff and students overwhelmingly embrace the

community partnerships developed as a programmatic focus with regard to service learning projects.

Teaching and learning will be improved when the school regularly reviews and revises its beliefs, supporting values, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities. (teacher interviews, teachers, school board, department leaders, classroom observations, self-study)

Commendations

1. The beliefs and supporting values that are a genuine portrait of the school culture toward which the faculty work each day

2. The leadership of teachers to engage in a process of identifying 21st century learning expectations for the benefit of learners

3. The culture of mutual respect between and among staff, students, and administrators

4. The initial and collaborative plan to develop school-wide analytic rubrics

5. The passion displayed by teachers and administrators for the tenets of the beliefs, supporting values, and newly formed learning expectations

6. The service learning opportunities, which support the civic expectation and are paramount to the fabric of the school

Recommendations

1. Engage in an inclusive process when developing beliefs, supporting values, and 21st century learning expectations to gain broad support and acceptance among all stakeholders

2. Use research-based best practices when the beliefs, supporting values, and learning expectations are reviewed and revised

3. Display the values, supporting beliefs, and learning expectations through multiple media

4. Develop and implement school-wide analytic rubrics to assess achievement of the 21st century learning expectations for all students, both individually and school-wide

5. Develop and implement a regular, planned review and revision of the beliefs, supporting values, and 21st century learning expectations, which are based on use of research, multiple data sources, including results of the use of analytic school-wide rubrics, and district and school priorities

2 Curriculum

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

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

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

Conclusions

The curriculum at Brunswick High School (BHS) was not designed specifically or purposefully to ensure that all students practice and achieve each of the school's 21st century learning expectations. The curriculum was written prior to the development of the revised 21st century learning expectations and was designed to enable students to achieve an in-depth understanding and mastery of academic and vocational areas. However, by happenstance, the existing curriculum incorporates portions of the 21st century learning expectations. For example, the 21st century learning standard of communicating effectively by writing, reading and speaking at, or above, grade level, is written into the English curriculum to align with the Common State Standards (CCSS). According to the Endicott survey, 60.5 percent of staff and 85.3 percent of parents believe that the formal curriculum design ensures that all students practice and achieve all of the school's learning expectations. The staff is beginning to revise curricula with the newly developed 21st century learning expectations, and it is anticipated that the soon-to-be developed school-wide rubrics will be aligned with the curricula. Once the school's 21st century learning expectations are consistently written and integrated into the curricula by design, students will be able to better practice and achieve each of the identified skills. (self-study, teachers, student work, school leadership, parents, students, Endicott survey)

Most curriculum is written in a common format that includes units of study with essential questions, concepts, content, instructional strategies, and assessment practices. The curriculum format also includes essential knowledge, vocabulary, sample resources, and some content areas include a technology link. However, the curricula do not include the 21st century learning expectations and the assessment practices do not include the use of school-wide analytic rubrics or links to the existing course-specific rubrics. The curriculum for career/post-secondary exploration is not yet written in a common format. The curriculum format was developed using the *Understanding by Design* template and is articulated from grades K-12, including course-specific curricula for some high school courses. Course-specific rubrics are varied but are not specific to the Common Core State Standards (CCSS) or

21st century learning expectations. A district-wide curriculum committee meets monthly and as curricula come up for review, the guides will be written in a common format. While the common curriculum format includes units of study with essential questions, concepts, content, instructional strategies, and assessment practices that include course-specific rubrics, when the 21st century learning expectations and corresponding school-wide analytic rubrics are written, completed, and incorporated into all curricula, teachers will have the planning and assessment tools to deliver the curriculum to best meet the needs of all students. (school website, curriculum guides, teachers, self-study)

Some of the curriculum emphasizes depth of understanding and application of knowledge through use of inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and through informed and ethical use of technology to varying extents. According to the Endicott survey, 78.4 percent of students and 85.2 percent of staff believe that the curriculum emphasize depth of understanding and application of knowledge through inquiry and problem solving. Many teachers used inquiry and problem-solving strategies through reading prompts, math problems, and science experiments to support curriculum, while others do not. There is also confusion among teachers about using curriculum guides for planning, rather than relying on the textbook. Some students acknowledge that they are challenged to think critically and thoroughly in various classes, and they are prompted to discuss and solve problems individually and in teams. For example, history and English teachers voluntarily spend time coordinating the structure of their curricula to bring about a greater depth of understanding using a variety of applicable tools while promoting critical and higher order thinking. The Endicott survey reveals that 73.7 percent of students believe that the information learned in one class can be used in other classes. Sixty-one percent of students say that teachers include topics from other subject areas in classes, but because cross-disciplinary units are not written into the curricula, conversely only 39.5 percent of the staff believes that the curriculum emphasizes cross-disciplinary learning. However, several units were developed across departments, such as English with history and history with Latin. Informally, in an English class,

some of the research done by students focused on the historical time of when the story from <u>Les Miserables</u> took place. Seventy-five percent of the staff believes that authentic learning opportunities are practiced both in and out of the school, yet only 49.4 percent of students believe that teachers explain how to apply what they are learning in classes to learning experiences in other courses and in their lives outside of school. While there are several opportunities for off-campus learning, approximately half of the student body reports being aware of them. However, the freshman and sophomore academy and the service-learning program offer plentiful opportunities in the curricula for authentic learning. For example, in an academy social studies class, map reading and creating maps taught students not only how they would use maps in their own lives, but connections were made to some of the geographical reasons for functioning and living in various countries. The curriculum emphasizes application of the ethical use of technology with 82.2 percent of students and 79 percent of staff in agreement. Brunswick High has an Acceptable Use Policy regarding the use of technology within the school and curricula, which can be found in the student handbook. Teachers requiring research to support curriculum concepts consistently remind students of the ethical behavior involved with the use of technology. Teachers emphasize using documentation of sources to avoid plagiarism, using reliable websites and databases, and using links provided by teachers if available and applicable. When all curricula emphasize depth of understanding and application of knowledge through use of inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and through informed and ethical use of technology, and practice in all content areas reflects such, consistent delivery of all curricula will be ensured. (curriculum guides, student handbook, teachers, students, school support staff, teacher interviews, Endicott survey)

In general, there is alignment between written and taught curriculum. According to the curriculum committee survey, 90 percent of classes have a written curricula and 94 percent of their curriculum is aligned with the taught curriculum, even throughout the curriculum revision process.

However, according to the Endicott survey, 66 percent of teachers believe the written and taught curricula are aligned. There are no specific current protocols in place to ensure that the written curriculum is taught in the academic classroom; they vary by department and are mostly informal or non-existent. Some teachers align curriculum to textbooks. Department heads receive copies of mid-year and final exams, which can be used to assess alignment. There are also common assessments in various subjects and in various groups of classes. However, there is no formal process for teachers to review alignment between what is written and what is taught. Teachers have limited time dedicated to the alignment of the curricula and/or to use data to guide and inform the written and taught curriculum. The teacher evaluation process has been completed in recent years by department heads and sporadically by building administrators due to changes in principals. During evaluations, teachers are expected to inform observers of the unit of study and the lesson's alignment to the curriculum. During the current school year, a new principal has ensured that evaluations are completed and this is supporting alignment between the written and taught curriculum. As well, teachers provide students with written syllabi and/or unit overviews, which illustrate alignment to some degree. A formal process to determine clear alignment between the written and taught curriculum will ensure clear and consistent delivery of the curriculum. (self-study, classroom observations, curriculum guides, teachers, Endicott survey, Standard subcommittee survey)

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 in a limited way. Curricular coordination between and among different subject areas within the high school does not occur in a formal manner or an ongoing basis. Occasionally, meeting times driven by teachers or department heads are scheduled to allow for increased communication between departments. However, most collaboration to align curricula between and among teachers with and across content area is voluntary and coincidental. Collaboration and planning between academic departments occurs informally because of teacher initiative and teachers giving freely of their own time, often due to existing relationships and

geographic location within the school. Curricular coordination in the school occurs during some department meetings, during shared lunch periods, and by happenstance. At the high school, department heads work together to determine if the school's curricula are appropriately serving students; however, meetings are not clearly scheduled or documented and are not fully devoted to the one topic. In addition, the department heads' work with the members of their respective departments on curriculum itself is limited. The major focus of this collaboration is to determine if the Brunswick curriculum prepares students to perform well on the standardized tests in use. Curricula for the freshman and sophomore academy are aligned within the general course of studies. Vertical articulation of all curricula for grades K-12 is completed and posted on the district's website. Meetings scheduled on a two-year rotating cycle facilitate alignment for the sending schools in the district with the high school; however, the implementation of the CCSS necessitated a realignment of the English and mathematics curricula in 2011. There is very little time allocated to collaboratively work on and discuss curriculum coordination and vertical articulation with the sending schools. When there is a formal structure for collaborative work with colleagues between and among all academic areas within the school and with sending schools to establish academic continuity, then effective curricular coordination and vertical articulation will exist. (teachers, school leadership, central office personnel, self-study)

Staffing levels, instructional materials, technology, equipment, supplies, facilities and resources of the library media center are adequate to implement the curriculum, including the co-curricular programs and other learning opportunities in varying degrees. Staffing levels are adequate based on the current student population, enabling offerings of a wide variety of courses that appeal to student interest. The learning lab is highly functional with one teacher in charge of a plethora of students, teachers, and varied curriculum materials to support students needing help. Instructional materials to support curriculum standards, such as textbooks and reading materials are in good supply and the library is made available to teachers and students alike. Books are provided to every student. However, in some math classes, students do not have access to calculators to support curricular expectations. Print and digital

resources in the library are sufficient. Digital and other technology hardware is limited, and, if available, some is failing due to age. There is very limited bandwidth available throughout the building, which presents an obstacle for the consistent use of technology to deliver the curriculum. Bandwidth becomes more limited as students use additional WiFi enabled devices and presents obstacles for delivering and supporting the curriculum with technology. According to the Endicott survey results, 88.9 percent of staff reports that the facilities support the implementation of the curriculum, including the co-curricular programs and other learning opportunities. However, the facility area specific to the music and band program is limited and, at times, prevents the implementation of curriculum due to the seating capacity for 80 students when over 100 students are involved in the program. Only 52.1 percent of students believe that their teachers assign work that requires them to use information and do research in the library. According to the Endicott survey, 58 percent of staff believes that the co-curricular programs are adequately funded. Though plentiful in number, some co-curricular activities or events run by staff are not funded through the district, although the stipend for the advisor is paid through the operating budget. Some co-curricular programs have an advisor who simply dedicates his or her time to the activity. Other learning opportunities, such as curriculum-related field trips, are funded by the students' families or through fundraising events within the community in order to provide students access to extended curricular opportunities. While the district provides sufficient staffing levels, when sufficient materials and space for every course, resources to maintain reliable Internet connectivity and technology, and funding for co-curricular programs are provided, faculty will be better able to implement the curriculum and students will have access to a wider range of learning opportunities. (teachers, self-study, facility tour, classroom observations, Endicott survey, Standard subcommittee survey)

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

curriculum coordinators, one for grades K-5 and one for grades 6-12. Currently, the curriculum is reviewed in three phases of review: research, review, and recommend; address recommendations; and implement and monitor every five years. Due to some changes in curriculum coordinator leadership, all subject areas are currently in one of the three cycles. The district is moving to a six-year review cycle. A review of current research is used to guide evaluation, review, and revision of curriculum. The curriculum team informally surveys departments or team members and may provide feedback, which may be reflected in curriculum meetings. The curriculum team meets every six weeks for revision and vertical alignment purposes. The team is made up of the high school principal, one high school teacher, and six teachers from three schools at the middle and elementary levels. They provide information and seek any revisions with the permission from a team comprised of the superintendent of schools, three school board members, and the two curriculum coordinators. Feedback from the curriculum team about curriculum development, evaluation, and revision of curriculum using assessment results and current research is not formally presented and discussed as a final product, and little collaboration occurs with teachers during or after the process. Because the teachers have focused on the Common Core State Standards and the methods in the *Understanding by Design* (*UbD*) program to develop the curriculum, there has not been time to develop a more defined process to evaluate and revise the curriculum using assessment results and current research. Teachers have various roles in the process of creating, revising, and evaluating curriculum. Standardized and classroom tests are used for curriculum evaluation by teachers. English and math departments discuss Northwest Evaluation Association (NWEA), Preliminary SAT (PSAT), and SAT scores. Advanced Placement (AP) teachers use yearly scores in order to evaluate their curriculum and instruction. Teachers of common courses frequently compare scores on common assessments and discuss possible improvements to develop, evaluate, and revise the curriculum. The 2014-2015 Brunswick school calendar includes four professional days, but formal provision of time during the school day and scheduled professional development for collaboration on the development, evaluation, and revision of the curriculum using assessment results and current research

among faculty is limited and varied. When the district provides sufficient time and resources dedicated specifically for ongoing and collaborative curriculum work, then the curriculum can be evaluated and revised with the use of current research and various assessment results. (teachers, school leadership, Endicott survey, self-study, central office personnel)

Commendations

1. The common format for written curriculum that includes units of study, essential questions, concepts, content, and skills in most content areas

2. The collaborative and cross-disciplinary work on curriculum initiated and completed by teachers on their own time

3. The community service program in which all students participate for 30 hours with the majority volunteering over 60 hours of service to learn beyond school

4. The thoughtful work that has gone into the units of study that comprise the current curriculum

Recommendations

1. Ensure the school's 21st century learning expectations are written into all curricula

2. Include school-wide rubrics and course-specific analytic rubrics in all curriculum guides

3. Ensure all curricula emphasize depth of understanding and application of knowledge through use of inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in an out of school, and use of technology

4. Define and implement a formal process to ensure clear alignment between the written and taught curriculum

5. Ensure effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending and receiving schools

6. Provide materials, sufficient technology, Internet connectivity, space, and including co-curricular programs to fully and consistently deliver the school's curricula

7. Allocate sufficient time for the collaborative development of curriculum using assessment results and current research

3 Instruction

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

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

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

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

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

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

Conclusions

Teachers' instructional practices have informally begun to be examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Because the 21st century learning expectations for Brunswick High School (BHS) have been newly revised, teachers are currently in the process of aligning their instructional practices to them. Although the 21st century learning expectations are posted in most classrooms, they are rarely referenced during classroom instruction. Because the integration of the 21st century learning expectations in their latest revision is just beginning, teachers could rarely articulate how their instruction was driven by 21st century learning expectations. Some students are aware of the expectations but were unable to articulate how 21st century learning expectations drive instruction. Teachers take advantage of informal opportunities to reflect on the 21st century learning expectations but lack a formal school-wide process to carry out the reflection. When teachers are able to examine instruction and consistently integrate the school's core values, beliefs, and 21st century learning expectations, student achievement of the learning expectations will be better supported. (self-study, teacher interviews, teachers, students, classroom observations)

Teachers' instructional practices support the achievement of the school's 21st century learning expectations by occasionally personalizing instruction and engaging students in cross-disciplinary learning; by sporadically engaging students as active and self-directed learners; by using varied emphasis of inquiry, problem solving, and higher order thinking; by limited application of knowledge and skill to authentic tasks; by rarely engaging students in self-assessment and reflection; and by scattered integration of technology. An example of personalization of instruction occurred in an English class during which students were asked to relate events in a story to their life experience. In an Engineering and Design class, students selected projects based on their interests. In an art class, students selected specific pieces of work to incorporate in an expedition portfolio. However, while some teacher practices show differentiation, for the most part, there is a lack of choice of topics or topics

based on student interest or learning style. With the exception of the academy and special education classes, most teachers do not meet regularly with small groups of students to address individual learning needs. In the academy classes, teachers formally meet in interdisciplinary teams to create cross-disciplinary units of study. While some courses function as independent programs, and teachers do not regularly meet with colleagues outside of their own departments to plan common units, many teachers incorporate other disciplines in their lessons. An example of some connections between disciplines occurred in an English class where students integrated historical events into the literature being studied. There are some cross-curricular connections between the junior Honors American History and Honors English. In a woodworking class, students developed plans for making various pieces through application of math skills. At the start of the year, the math department head shares topics of study with the chemistry teacher. In an English class, connections were made between the French Revolution and French history. The use of thematic units occurs on a limited basis and the use of essential questions is scattered among departments. With the exception of the academy classes, many teachers employ styles that are primarily traditional and teacher-directed, lacking hands-on, project-based, or kinesthetically based strategies. However, some teachers do use varied strategies. A science class measured and manipulated the distance an object could move across the floor. In another science class, students used chemicals to test for the presence of ions in the water. A few teachers engage in coaching or facilitating of student learning, such as in an Advanced Placement (AP) Literature class in which students led the class discussions while the teacher acted as a facilitator. There is emphasis on inquiry, problem solving, and higher order thinking at the AP level but a marked decrease in other level classes. For example, uses of Bloom's Taxonomy higher order levels were more common in AP and honors classes. Opportunities for students to analyze what they have learned, analyzing, evaluating, and creating are limited, especially in other leveled courses. Academy classes and community service provide opportunities to apply knowledge and skills to authentic tasks. The academy is starting to implement student portfolios to increase the application of 21st century skills. The community service requirement

requires students to participate in internships, externships, job shadows, and school-to-career opportunities, although formal instruction is lacking to allow students to demonstrate the school's 21st century learning expectations. Few opportunities are provided for students to engage in self-assessment and reflection. In a math class, students reflected on a graphing activity. In a science classroom, students were asked to reflect on their scientific journal. The school lacks an effective plan for the integration of technology to improve instruction; teachers use appropriate technology to enhance instruction in a very scattered and uneven manner. A huge disparity exists among the teachers and departments having access to technology for instructional purposes. Use is hampered by infrastructure issues, such as dead zones in the wireless access in older equipment. In spite of these limitations, many teachers are forging ahead using technology to support instruction. Professional development to support teacher instruction in programs such as Google Docs, Schoolmaster grading, and WordPress has been infrequent, and many teachers would like more access to professional development opportunities with expert instructors who introduce them to content-enriching software and skills. Despite the lack of formal professional development, teachers also routinely include technology components in their lessons including PowerPoint presentations, films, Internet sources, document cameras, interactive whiteboards, and tablets. In addition, teachers are expected to write one technology-related goal as part of their three-year evaluation. All teachers' instructional practices will better be able to support the achievement of the school's 21st century learning expectations when personalizing instruction; engaging students in cross-disciplinary learning and as active and self-directed learners; emphasizing inquiry, problem solving, and higher order thinking skills more extensively: applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; and integrating technology are used consistently. (teacher interviews, classroom observations, students, self-study, student shadowing, Endicott survey, lesson plans)

Teachers adjust their instructional practices to meet the needs of each student by use of frequent formative assessment in some areas during instructional time, sometimes strategically differentiating

and purposefully organizing group-learning activities, but often providing additional support and alternative strategies to students within the regular classroom is limited. Teachers frequently use formative assessment to assess each student's learning though the lesson. Eighty-two percent of teachers state that they always or sometimes use a variety of formative assessments to gather information about student progress, including use of questioning about previous learning via written, verbal, or mini-whiteboard responses from students. However, the variety of assessments varies widely among departments. The assessments were primarily content-based; however, the students were not always clear as to their purpose. Feedback, when given, was immediate and specific to help students improve. Teachers rarely provide strategic differentiation within individual classes with the exception of inclusion classes using a co-taught model, citing that leveled classes were sufficient to provide for differentiation of student learning. However, across the school, teachers very willingly give their time to provide extra help and support for students who need extra time to learn. Teachers arrive early, use planning time, and stay late; this practice is pervasive across all departments. In fact, according to the Endicott survey, 75 percent of parents acknowledge teachers provide additional support to students. Group learning activities within classes were limited to specific content areas, such as science, English, math, Spanish, and history. When grouping was used, it was sporadically purposeful in nature in providing in-depth learning experiences. When all teachers adjust their instructional practices to meet the needs of each student by using formative assessment during instructional time, strategically differentiating within classrooms, employ purposeful organization of group learning activities, and provide additional support within the regular classroom, students will benefit from richer and more varied instructional practices. (teacher interviews, classroom observations, teachers, students, self-study, student shadowing, lesson plans)

Teachers, individually and collaboratively, improve their instruction by using student achievement data from a variety of formative and summative assessments, the examination of student work, the use of feedback from a variety of sources, the examination of current research, and the

engagement in professional discourse focused on instructional practice to a limited extent. This happens informally and sporadically when teachers evaluate tests, quizzes, writing assignments, or projects, and then based on the results, revise instruction. It may happen formally when teachers review the results of standardized test results like the Northwest Evaluation Association (NWEA) and adjust instruction accordingly. Although, the eight freshman and sophomore academy teachers have time allotted to review student work collaboratively, 89 percent of teachers, in general, believe that the preparation time that they are allotted is not adequate to assess the work of their students and to review the results collaboratively in addition to their other academic responsibilities. Only 45.7 percent of teachers believe that they have formal opportunities to examine student work with their colleagues to improve their instructional practices within and across content areas. Teachers report using feedback from students and parents frequently, but there is a difference in the perception among all about how the feedback is sometimes used. The Endicott survey indicates that 40.4 percent of teachers sometimes or always use feedback from students and that 10.1 percent sometimes or always use feedback from parents. There is current research available for teacher access in the library. Although teachers consult online resources and other media, belong to professional organizations, converse and share ideas informally or at faculty meetings with their peers, and take courses and attend workshops when funding is available, they lack a formal process to examine, review, and discuss current research and best practices in instruction. With the recent change in building administration, there is a move toward communicating an expectation that improving instruction is important and professional discourse contributes to that improvement. Once teachers, individually and collaboratively, use a variety of data from formative and summative assessments, examine student work, use feedback from a variety of sources, examine current research and engage in professional discourse focused on instructional practice, students will benefit from overall improvement in instruction. (self-study, Endicott survey, Standard subcommittee, teachers, teacher interviews, students, parents)

Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices in a self-directed manner. Teachers infrequently have the formal opportunity to reflect on their reading of current literature and best practices with regard to instruction. Teachers informally reflect on their conversations with colleagues. Some teachers occasionally gather student feedback using midyear and end-of-course surveys. Seventy percent of the faculty attends conferences intended to improve their instructional practices. Limited content area opportunities are afforded to teachers locally or within the school district. In the past, funding was provided for teachers to earn post-graduate degrees. However, due to budget constraints, the practice has diminished. In addition, scheduled professional development time has been filled with issues unrelated to content-specific instructional strategies in the last couple of years. When teachers, as adult learners and reflective practitioners maintain expertise in their content area and in content-specific instructional practices in a more consistent manner, student learning will improve. (self-study, teacher interviews, teachers, parents, Endicott survey)

Commendations

1. The initiative of teachers to review instructional practices informally

2. The initiative of teachers to integrate technology with limited resources

3. The opportunities to apply knowledge and skills to authentic tasks provided to students through community service

4. The cross-disciplinary instruction provided formally through the academy program and informally in various departments

5. The dedication and willingness of teachers to provide academic support for student learning during and outside the school day

6. The initial stages of bringing focus to improving instructional practices through professional discourse and reflection

7. The use of formative assessments by many teachers to improve instructional practices

Recommendations

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

2. Articulate and implement a plan for integrating technology along with sufficient training to enhance instruction

3. Expand opportunities to implement differentiated instruction strategies

4. Prioritize the use of purposeful group learning activities to engage students in in-depth learning and to assist in student collaboration

5. Expand upon regular and formal time for teachers to meet to review assessment data throughout the school and among disciplines to improve instruction

6. Devise a plan to engage teachers in professional discourse to regularly review and reflect on current research and literature and best practices to improve instruction

4 **Assessment of and for Student Learning**

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

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

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 the corresponding rubrics.

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.

Conclusions

The professional staff lacks a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations and has not yet developed school-wide analytic rubrics. Incorporation of newly developed 21st century learning expectations is informal rather than intentionally connected to assessment practices and learning outcomes. Direct articulation of the relationship between the learning expectations and both formative and summative assessment of student progress has not yet been developed. While the learning expectations are displayed in most classrooms, some professional staff expressed that the 21st century learning expectations need not be articulated with respect to assessment because the expectations are inherent to the established assessment expectations. Although students could not identify the link between assessment and the learning expectations, several students expressed that their educational experience at Brunswick High School fuels their achievement of academic, social, and civic expectations. When a formal process based on school-wide analytic rubrics is employed to assess individual student progress as well as whole-school progress, the measurement of achievement of the school's 21st century learning expectations will be within reach. (teachers, department heads, students, classroom observations)

The school's professional staff does not yet formally communicate individual student progress in achieving the school's 21st century learning expectations to students and their families or the school's progress in achieving the school's 21st century learning expectations to the school community. Currently, the school reports student progress and achievement through grades, report cards, presentations, newspaper articles, school board meetings, state test results, awards, and noted achievements. In addition, all students beginning with the class of 2020 will be required to demonstrate standards-based proficiency to earn a high school diploma in the state of Maine. At this time, assessment of individual student work does not formally incorporate the 21st century learning expectations. The school has not yet identified benchmark dates or times throughout the school year when it will communicate individual student progress in achieving each of the 21st century learning

expectations. However, the Two-Year Targeted Plan includes the development of school-wide rubrics to support the assessment of individual student's and school-wide progress toward achievement of the school's 21st century learning objectives. Once the school's professional staff communicates individual and school-wide progress in achieving 21st century learning expectations, family and community awareness of progress toward meeting the expectations will increase. (self-study, teacher interviews, teacher, students, department heads, school leadership, Two- and Five-Year Targeted Plan)

Professional staff infrequently collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. According to the Endicott survey, 42 percent of teachers agree that they frequently collect, disaggregate, and analyze data to identify inequities in student achievement. Although a significant volume of student achievement data is produced and is entered into students' Schoolmaster profiles, only a small percentage of that data is utilized in any analytic capacity. Data entered into Schoolmaster includes Northwest Evaluation Association (NWEA) results, PSAT results, SAT results, SAT II results, Advanced Placement (AP) exam scores, Accuplacer scores, STAR diagnostic reports, attendance data, and special education evaluations. Despite the ongoing accumulation and recording of multiple types of achievement data, most teachers do not have the infrastructure or the necessary time for analyzing this data to respond to inequities in student achievement, and consequently practices vary widely. Printouts of the school's College Board SAT and PSAT reports are distributed to administrators and department heads but are not utilized to identify or respond to inequities. The Response to Intervention (RtI) team, special education staff and teams, and the ninth and tenth grade academy currently use achievement data to respond to inequities in student achievement include. The Response to Intervention team, developed in the fall of 2014, consists of two faculty members who assist staff in identifying students with immediate academic needs for the purposes of providing ongoing evaluation and instructional support. Identified students complete the STAR assessment, and the RtI staff utilizes these results in conjunction with teacher reports and students' academic profiles to plan an individualized response to student needs. When necessary, the

RtI staff refers the student for a special education evaluation. The special education team uses a student's academic profile, coupled with data produced by the subsequent evaluation, to determine the elements of the student's Individual Educational Program (IEP). The middle school faculty identifies at-risk students for placement in the ninth grade academy by using grades and attendance records. Academy teachers use their common planning time to reflect on evolving student data, particularly for struggling students to plan responses to inequities in student achievement. When the necessary time and resources are allocated for school-wide collection, disaggregation, and analysis of student data, teachers and administrators will be better equipped to identify and respond to inequities in achievement for all students. (self-study, panel presentation, administrators, teachers, teacher interviews, Endicott survey)

Teachers rarely communicate to students the school's applicable 21st century learning expectations prior to each unit of study; however, most teachers consistently communicate to students the related unit-specific learning goals. While the newly revised document is present in some classrooms, the vast majority of teachers have not yet had time to make a deliberate connection between the newly implemented 21st century learning expectations and their own daily practice. Prior to a unit of study, some teachers consistently communicate to students the unit-specific learning goals to be assessed. Many teachers inform students of unit learning-targets by identifying learning criteria or scoring guides prior to units of study. Many teachers write the daily agenda of assignments or chapter numbers on the board, but few have the unit-specific learning goals posted for students to see. Teachers provide course-specific lists identifying learning criteria or scoring guides. Many teachers identify unit-specific learning goals and standards for students at the beginning of units and/or lessons. Many teachers provide students with unit overviews in course syllabi, some of which contain information relative to the standards that will be assessed and learning outcomes. According to the Endicott survey, 65.7 percent of students agree with the statement, "My teacher explains what the learning expectations are for each unit of study." When teachers purposefully identify the 21st century learning expectations to be assessed, students will gain a clear understanding of the relationship between 21st century learning

expectations and instruction and assessment. (self-study, classroom observations, students, parents, teachers, department heads, student shadowing, teacher interviews, Endicott survey)

Prior to summative assessments, many teachers provide students with the corresponding rubrics. The Endicott survey revealed 74 percent of students agree with the statement, "I understand the rubrics my teachers use." However, the rubrics themselves represent a diverse interpretation of what constitutes a rubric. Some teachers provide analytic rubrics that assess higher order thinking skills; whereas, other teachers provide students with a list of criteria with corresponding point values for each criterion. In addition, some departments have common assessments in place with corresponding rubrics, while others have not been developed. The implementation of a formal process for the use of the course-specific rubrics will ensure that every student, no matter the course, level, or teacher, will be regularly assessed using these rubrics, offering the school the opportunity to assess whole-school as well as individual progress in achievement of its expectations. (Endicott survey, teacher interviews, teachers, students, classroom observations, self-study)

For each unit of study, many teachers employ a range of assessment strategies, including formative and summative assessments. In fact, according to the Endicott survey, 82.7 percent of teachers agree that they always or sometimes use a variety of formative and summative assessments to gather information about student progress. A variety of non-traditional formative assessments is offered to demonstrate student understanding. In math, students charted a college cost analysis; in Consumer Life, they created and participated in multiple intelligence activities; in health, they engaged in a nutrition project; in music, students performed; and in Global Geography, they created maps. Although access to technology is both limited and problematic due to connectivity, teachers employ online resources like Kahoot, Quizlet and Quia, which students can access using their cell phones, to assess and track student understanding over time. Additionally, teachers regularly assess student understanding through check-ins at transitional moments during class, with introductory question activities as class begins, or exit slips as class ends. Other strategies include using "thumbs up," raising hands, or using

mini-white boards for quick check-ins on understanding. In addition, teachers circulate during class checking in with students. Teachers employ a variety of summative assessments, some of which are structured to allow for repeat performance and higher achievement. In addition to the required midterm and final exams, summative assessments include portfolios and exhibitions in art; technology, entertainment, and design (TED) talks in English; end-of-unit presentations and electronic portfolios in history; Band O'Rama performances in music; simulated conversations in world languages; writing Java-coded programs in programming; electronic performance evaluation in chorus; and film production in film class. Opportunities for students to re-work summative assessments include essay revisions in English class and resubmission of projects in math class. Project exemplars were on display in English classrooms, and math teachers modeled problem work using a SMART Board document camera.

 Because teachers employ a range of assessment strategies, including formative and summative assessments in each unit of study, students have multiple and varied opportunities to demonstrate their growth toward and achievement of learning objectives. (teachers, students, department heads, classroom observations, student shadowing, student work, panel presentation, Endicott survey, self-study)

　　　Most teachers rarely collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. Currently, with the exception of the academy teachers, there is no common planning time built into the school day and limited collaborative professional development time; therefore, teachers are not able to have formal conversations with one another about the creation, analysis, or revision of assessments. In one instance, the math department teachers were allocated some professional development time to create common assessments. Although some teachers use lunchtime for informal discussions about assessments, most create, analyze, and revise assessments on their own. Some content areas have developed common assessments and have used department meeting time to do so. Because of the shared planning time, academy teachers are able to collaborate on the creation, analysis, and revision of summative

assessments in an ongoing and responsive way. In the summer of 2013, academy teachers met for a day that included time for discussing program-wide assessment strategies, unit-specific assessments, and planning for quarterly assessments of reading and comprehension skills. Academy students appreciate the consistency of academy rubrics and identify academy writing assessments as the most impact on their growth as writers. When all teachers are given the time and resources necessary for regular, formal collaboration on the creation, analysis, and revision of formative and summative assessments, they will be better equipped to facilitate teaching and learning. (teachers, students, self-study, panel presentation, teacher interviews)

Most teachers provide specific and corrective feedback to ensure students revise and improve their work; however, this process varies widely. Most teachers regularly provide timely feedback. Some teachers regularly provide very specific, targeted feedback, whereas, others do not. The teachers that provide students with targeted qualitative feedback, rather than just scores, are able to facilitate student learning in an efficient way. Some student work had specific feedback relative to what the students needed to do in order to improve upon their work. Every student at Brunswick High School has a Google Docs account, allowing teachers to provide students with corrective feedback. In an English class, there were specific written comments made provided as to how students could revise their work. During presentations in another English class, the teacher provided students with feedback regarding their work. In a math class, the teacher did some quick checks as students were completing an assignment, offering some suggestions as to how to solve the problems. Art teachers provide critiques of work to help students improve. Some teachers also employ peer editing, allowing students immediate feedback. Across the school, corrected work, some with feedback, is passed back to students in a timely manner. In addition, teachers use formative assessment practices frequently to monitor and assess short-term work and to provide students opportunities to revise and resubmit work prior to formal assessment. Teachers also provide feedback to students when helping them outside class time. When all teachers regularly provide specific and corrective feedback, students will be better able to revise and improve

their work. (classroom observations, self-study, student shadowing, student work, teacher interviews, teachers, students, parents, Endicott survey)

Some teachers use formative assessment to inform and adapt their instruction for improving student learning. In particular, teachers regularly use the results of formative assessments to adapt instructional strategies within a lesson or prior to the next lesson in order to ensure that all students understand the topics or skills at hand. The frequent, ongoing assessment allows both for fine-tuning of instruction and student focus on progress. A range of formal and informal formative assessment procedures is employed by teachers in order to adjust activities for student learning. Examples in include use of digital art portfolios, performance tasks, use of electronic quiz sites that store student performance data, such as Kahoot, Quizlet, APlus math, and digital choral recordings. The prevalence of formative assessment practices sets the stage for regular collaboration among professional staff about instructional strategies. However, collaboration among professional staff to use formative assessment results to determine appropriate, necessary changes to instructional practices varies widely due to time constraints. As a result, many teachers use formative assessment data to inform and adapt instruction within their own classrooms, but the practice does not extend regularly or systematically department or school-wide. Some teachers review common course and grade level assessments, this also varies between and within departments. When all teachers regularly use formative assessment to inform and adapt their instruction to improve student learning, the focus will shift away from grades and onto student-centered understanding of learning processes to improve students' self-awareness and achievement. (self-study, department heads, teachers, school leadership, classroom observations)

Some teachers individually examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice. Few teachers and administrators collaboratively examine a range of evidence for these same purposes. According to the Endicott survey, 51.9 percent of teachers use a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice. Seventy-seven percent of students and 63.5 percent of

parents agree. Teachers informally examine student work on a regular basis for the purpose of

improving instructional practice, including using assessment data to determine content for reteaching

and identifying errors in writing to determine content for direct instruction in grammar and syntax.

Teachers do not have time to examine evidence in common course work and common grade level

assessments, nor is the link between curriculum and 21st century learning expectations strong enough to

serve as the basis for calibration of or reflection on individual and school-wide progress. Teachers have

access to students' NWEA results via Schoolmaster, but a lack of time and guidance for use of this data

means that it is rarely utilized. In fact, no protocol or infrastructure exists for delivering useful

aggregations of standardized testing data to teachers. Teachers do not make use of data from sending

schools, receiving schools and post-secondary institutions although many teachers conduct in-class

feedback surveys that translate directly to curricular revisions and instructional improvements. The only

collaborative examination of evidence of student learning used for revising curriculum happens within

the context of the freshman and sophomore academy. Because of their regular common planning time,

academy teachers are able to examine student work, common course assignments, standardized tests

results and survey data in order to revise curriculum and improve instructional practice. Additionally,

the recent appointment of RtI coordinators, whose responsibility it is to utilize data for targeting

interventions, has established a conduit through which increased utilization of testing data is possible.

When teachers and administrators, individually and collaboratively, examine a range of evidence of

learning, responsiveness to curricular revision and instructional practices will be maximized. (teachers,

students, classroom observations, self-study, panel presentation)

Grading and reporting practices are reviewed and revised primarily on an individual basis, with

some link to the alignment with the school's core values and beliefs about learning, but without

consistency between and among teachers, course levels, departments, and curricula. The Endicott

survey revealed that 42 percent of staff agrees that school-wide grading and reporting practices are

regularly reviewed and revised. Sixty-six percent of parents agree that grading practices are aligned

with the school's beliefs about learning. In contrast to the Endicott survey results, there is wide concern voiced by parents, students, and teachers about inconsistent grading practices within the school. Formative and summative grades assigned for class work, homework, quizzes, tests, and habits of mind are weighted at the individual course level, and parents are generally informed of grading practices in writing. In the fall of 2014, a proficiency-based steering committee was formed to review and revise the graduation requirements and policies to align with the state mandated proficiency-based education requirements. Additionally, the leadership team has filed an extension plan with the state for the school years 2016-2020, which outlines the goals and annual benchmarks for the transition to a proficiency-based diploma and graduation requirements by 2020-2021, which will require further review of and revision to current grading and reporting practices. To begin the process of looking at common grading practices, for now, the district's administrative council is reading the book, *A Tool Kit for Grading: 15 Fixes for Broken Grading*. It is anticipated that all staff will read the book and discuss it during department meetings during the 2015-2016 school year. When the school's grading and reporting practices are regularly reviewed and revised, there will be a purposeful correlation between grading and reporting practices and alignment with the school's core values and beliefs about learning. (core beliefs document, Endicott survey, self-study, teachers, department leaders, teacher interviews, school leadership, student handbook)

Commendations

1. The use of formative assessment procedures employed by teachers to adjust teaching and learning activities

2. The use of data by the RtI team and special education teams to address student learning inequities

3. The regular and formal collaboration among academy teachers on the creation, analysis, and revision of formative and summative assessments

4. The implementation of a wide range of formative and summative assessment strategies

5. The creative use of technology, despite limited bandwidth availability, to assess student progress

6. The plentiful opportunities for students to improve performance on assessments

7. The frequent use of exemplars for assignments and projects

8. The frequent offering and review of individually developed, content-specific lists of criteria prior to assessment to clarify academic expectations

9. The timely feedback provided to students, allowing for revision and improvement of work

10. The written communication to students/parents how grades will be calculated within courses

Recommendations

1. Develop and implement a formal process, based on school-wide analytic rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations

2. Communicate individual student progress in achieving the school's 21st century learning expectations to students and their families and communicate whole-school progress to the school community

3. Collect, disaggregate, and analyze data to respond to inequities in student achievement for all students

4. Communicate the 21st century learning expectations to be assessed prior to each unit of study

5. Implement consistency in creating and employing course-specific rubrics

6. Provide the necessary time and resources for teachers to collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments

7. Establish protocol by which all teachers regularly provide specific and corrective feedback to ensure students revise and improve their work

8. Establish procedures for regular collaboration among professional staff to use a range of evidence, including formative assessment results, to determine appropriate, necessary changes in curriculum and instructional practices

9. Develop and implement a process for the regular review and revision of grading and reporting practices to ensure alignment with the school's core values and beliefs about learning and consistency of grading practices within and across disciplines

SUPPORT STANDARDS

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

5 School Culture and Leadership

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

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

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

3. There is a formal, ongoing program or process 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.

Conclusions

The school community consciously and continuously puts forth great effort to build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high social and civic expectations for all. Brunswick High School is a welcoming place, where student performance, work, and achievement are recognized and highlighted throughout the building. Students are involved in multiple co-curricular and extracurricular activities and clubs and make suggestions to teachers about other clubs they would like to have based on the merits they would have for students to learn or do more. Students and staff interact in a pleasant manner and genuinely care for one another. The positive relationships and true sense of respect between students and staff permeates every aspect of daily interaction. As well, communication between faculty and administration is ongoing and regular, contributing to the high morale among staff and the respectable behavior of the student body. The high expectations for academics and discipline are written into the student, parent, and teacher handbooks. Students receive a daily planner that includes the policies for grading, attendance, and discipline, along with the school's philosophy, vision, and code of ethics. The Endicott survey revealed that 87.8 percent of parents believe that the school encourages students to take responsibility for learning. Students reported that fighting and bullying are not prevalent. In addition, the school has been proactive in addressing diversity through a "word of the week," in which a student on the morning broadcast shares a word that promotes lesbian/gay/bisexual/transgender (LGBT) awareness. In general, students throughout the school exhibited a high degree of congeniality and acceptance among students. According to the Endicott survey, approximately 80 percent of students and parents feel the school is safe. Additionally, students respect the pristine condition of their school. Because of the school tradition of maintaining a safe, positive, and respectful, culture that fosters student responsibility for learning, shared ownership, pride, and high expectations are supported. (student shadowing, students, parents, teachers, self-study, Endicott survey)

The manner in which 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 diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations, is supported in a limited way. The foundational mission of the school is a belief in academic excellence for all students and the academic expectations require students to engage in higher order thinking and problem solving. Over the course of the high school experience, nearly all students enroll in elective courses that are heterogeneously grouped to provide for diversity. In addition, all classes in the ninth and tenth grade academy are heterogeneously grouped. However, all other core courses are leveled. Core courses are offered by levels that include a preparatory or basic level, an academic/college preparatory level, an honors level and/or an Advanced Placement (AP) level. Although teachers provide recommendations for levels for the following school year, students are able to move between the levels. However, this option is not often practiced, resulting in very little movement of students between levels. The academy program is structured to provide heterogeneous grouping for at-risk students in grades 9 and 10. World language courses do not carry level designations, but the majority of students who take world languages are enrolled in college preparatory classes, honors, or AP classes. The majority of special education students participate in co-taught English and math classes, most often at the preparatory level. They receive assistance from a special education teacher in working to meet class expectations at the level in which they are placed. Some students with special needs have participated in academic and honors classes on a limited basis. Vocational students share classes between the high school and the Region # 10 Technical High School. Although vocational students receive rich technical training, the majority are enrolled in preparatory and a few are enrolled in the academic/college preparatory levels. When the school is equitable, inclusive, and fosters heterogeneity, all students will be ensured access to challenging academic experiences that support the achievement of the 21st century learning

expectations. (program of studies, teachers, Standard subcommittee, students, school leadership, school support staff)

There is not yet a formal ongoing program or process through which each student has an adult in the school who knows the student well and assists him/her in achieving the school's 21st century learning expectations. However, staff members are dedicated to and available to support students through classroom and extracurricular connections. Although the school had a plan to establish a mentoring program after the last New England Association of Schools and Colleges (NEASC) visit, this issue remains to be addressed. The discussions around this plan had become contentious, with the faculty divided on its benefits and limitations and the school's changes in administration. In the absence of the program, the faculty brainstormed ideas to establish specific places that students did have positive informal contact with adults in the building. The list included all extracurricular activities in which groups of students spend time outside of the classroom with an adult coach or facilitator. While these activities are successful in fostering relationships, students, faculty, and parents recognize that a formal program or process does not exist. Additionally, some parents and students voice concerns about the lack of student contact with their guidance counselors. Students explained that they meet with guidance counselors on a minimal basis and many students do not feel that a significant relationship is established. As students progress through high school, they initiate connections with adults with whom they feel comfortable and develop sincere and strong relationships with a dedicated staff. Nevertheless, teachers know many students well and provide ongoing consistent support for academic and social needs. When a formal, ongoing program or process is established and each student has an adult in the school, in addition to the school counselor, who knows him/her well, students will be supported in achieving the school's 21st century learning expectations. (Endicott survey, parents, students, teachers)

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 and use resources outside of the school to maintain currency with best practices to a limited

extent. There is sufficient formal time to implement professional development but time to apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment are limited. In the last few years, 53 percent of teachers have pursued university courses and 75 percent have attended conferences outside the district. Six and one-half days for training days and six early-release days are scheduled during the school year. Prior to the most recent change in school leadership, professional development time had been used to address annual topics, such as blood-borne pathogens, suicide prevention, literacy, and the use of automated external defibrillators (AEDs), along with initiatives including improved use of Northwest Evaluation Association (NWEA) results, the Common Core State Standards, and Smarter Balanced Testing. According to the Endicott survey, 61 percent of the staff respondents agree that the school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment that meet 21st century learning expectations. The school's Two-Year Targeted Plan includes setting aside more professional development time to continue to improve teaching and learning, including a plan for staff to read and discuss the book, *A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor in order to establish a common focus for improving educational practice. In addition, faculty meetings are scheduled for the third Wednesday of every month. Many teachers engage in informal conversations with other department members and teachers to discuss instructional practices. Staff assigned to the academy program is able to meet for a common planning period every other day. Once the principal and professional staff engages in regular and consistent professional discourse for reflection, inquiry, and analysis of teaching and learning, and uses resources outside of the school to maintain currency with best practices, student learning will improve using professional development. (Endicott survey, school data, teachers, self-study, Two- and Five-Year Targeted Plan)

The school administrators use research-based evaluation and supervision processes that focus on improved student learning on a limited basis. The current evaluation system was put into place in 1993. It has been under revision for the last two years. The new system will be piloted during the 2015-2016

school year and will need to be approved by the school board. Due to the changes in leadership over the last five years, there has been inconsistent use of the evaluation process to improve student learning. In the past, teachers did not feel obligated to complete goals in a timely manner and self-evaluations were not always created. The current principal has provided clear expectations and deadlines for teachers and teachers are held accountable for their engagement in the process. Teachers are also expected to set goals and report on the progress of achieving their goals. In addition, the department heads meet regularly with the principal to discuss and better understand the new evaluation system that is dictated by state law before its implementation. All district administrators and two department heads are currently in evaluator training for the new teacher evaluation program, which is based upon Kim Marshall's model. Teachers believe that the new principal is passionate about and commits to finding resources to improve their classroom practices based on self-evaluation. When school leaders regularly use research-based evaluation and supervision processes, the focus on improved student learning will occur. (self-study, teachers, school leadership, central office personnel)

The organization of time supports research-based instruction sporadically, professional collaboration among teachers to a limited extent, and the learning needs of all students to a greater degree. Brunswick High School utilizes an alternating day block schedule, with four 85-minute periods per day. While some teachers use the block to implement research-based instructional strategies such as cooperative learning groups, not all staff incorporates various methods of less traditional instruction. The majority of teachers provide instruction during five periods over two days, along with having a daily preparation period and one duty period. Some teachers have volunteered or been assigned to teach six instructional periods in exchange for not having a duty period. The sixth class allows for scheduling conflicts to be minimized and additional courses to be offered. Some teachers in various content areas use the longer class periods for collaborative and cooperative activities to enhance student learning and to address individual student needs. In order to address the learning needs of at-risk students in ninth and tenth grades, the academy provides shorter instructional periods and classes that meet daily. An off-

campus alternative program, Union School, provides a daily block schedule for instruction and credit recovery with a scheduled that caters to the needs of its students. Students complete a half-day academic program. The second half of the day is spent at Brunswick High School, Maine Region 10 Technical High School. In addition, Brunswick High School students may spend a half-day at Maine Region 10 Technical High School to engage in vocational courses and half the day at Brunswick. Within this variety of scheduling options, the only formal time set aside for teachers to collaborate is the common planning period in the academy. There are no specific opportunities for teachers to collaborate across content areas, other than at department meetings. Once the organization of time fully supports not only the learning needs of all students, but professional collaboration among teachers, and the use of research-based instruction, there will be more support for students to achieve the 21st century learning expectations. (teachers, self-study, master schedule, Standard subcommittee)

Student load and class size enable teachers to meet the learning needs of individual students. Class sizes vary, but average 17 students. No class exceeds the state recommended maximum of 30 students, with the exception of some of music courses such as choirs and ensembles. Scheduling conflicts result in some classes of up to 25 students, while equivalent courses during other periods might have as few as nine students. However, in most cases, students are able to take the courses they prefer. Some students are disappointed that, due to scheduling conflicts, either a course was offered only one period or two courses were offered during the same period, preventing students from signing up for either course. According to the Endicott survey, 83.8 percent of students are in total agreement that class sizes are reasonable and 65.4 percent of teachers believe that class sizes help them meet the learning needs of individual students. Student load and class sizes provide opportunities to meet the learning needs of individual students. (self-study, students, teachers, parents, Endicott survey)

The principal, working with other building leaders, consistently provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The number of transitions in administration over the past five years has resulted in inconsistent instructional leadership rooted in

the school's core values, beliefs, and learning expectations. As a result, the school is piloting the implementation of its newly revised core value statements and beliefs at this time. Although inherent in the beliefs of the staff, the academic demands do not yet formally reflect the new 21st century learning expectations. The principal is in the process of establishing targeted plans that are rooted in the core values and beliefs. She is viewed as both a leader and visionary and always open to new ideas. The principal, working with department heads, other administrators, and staff, is focused intently on instructional leadership and supervision for the purposes of improving instruction and facilitating high achievement for all students. 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. (self-study, teachers, panel presentation, school leadership)

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership to various degrees. The Endicott survey indicated that only 45.9 percent of parents and 39.3 percent of students agree that they are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. In the past, students and parents were asked to provide input on a school-wide basis via means such as the senior exit survey, community service survey, and life after school surveys, but it is unclear if results were used in any meaningful way. The principal plans to create a parent group to engage more parents in decision-making. Last spring, students, parents and teachers, acting through student government re-established the tradition of school dances. As a result, these are now regularly scheduled with attendance of 100 or more students at each one. Students and parents were invited to participate on the principal search committee that resulted in the hire of the current principal. The town has a strong commitment to the school district. For example, community leaders work continuously and closely with the school in establishing places for students to complete their community service requirements. As part of the Two- and Five-Year Targeted Plan, parent advisory groups will be established, specifically targeting parents who do not usually participate in school decision-making. Once faculty and more parents and students

are involved in meaningful and defined roles in decision-making, responsibility and ownership of school and support for all students to succeed will be strongly promoted and supported. (students, parents, teachers, self-study, Endicott survey, school leadership, Two- and Five-Year Targeted Plan)

Teachers exercise initiative and leadership essential to the improvement of the school and to increasing students' engagement in learning. The self-study Standard subcommittee administered a survey to determine the breadth of the faculty's involvement in professional development activities and leadership roles. Most staff participated in a variety of professional development activities to enhance their practice. Other teachers indicated that they hold positions as committee chairs, department heads, coaches, or contributors to performance productions. Teachers also serve as AP exam readers, Praxis exam consultants, educator in a Fulbright exchange program, and participants in charitable community work. During the transitions in principals, some teachers tended to withdraw from some leadership activities, while others took on additional roles. Overall, engagement has increased again with the hiring of a new principal. When students express an interest in pursuing a particular activity or class, teachers are responsive to their requests in pursuing the start-up of the class or activity. Teachers have a genuinely strong commitment to their students and provide a wide variety of learning opportunities for students. Because teachers exercise initiative and leadership essential to the improvement of the school, student engagement in learning is increased. (self-study, teachers, school leadership)

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. Administrative council meetings are held once or twice monthly involving the superintendent, assistant superintendent, principals, and other district administrators, including the curriculum coordinators. Efforts were made to establish consistent meeting schedules to address policy-making, long- and short-term planning, and budgeting. The school board, superintendent, and principal engage in yearly budget meetings over several months, with the ultimate goal being the delivery of curriculum so that students are able to meet the school's 21st century learning expectations. School board meetings are recorded and air on local television; agendas and

minutes are published to keep the community informed. Because the school board, superintendent, and principal are collaborative, reflective, and constructive in their work, the achievement of the school's 21st century learning expectations is supported. (self-study, school board, school leadership, central office personnel)

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. The principal has autonomy and the ability to address school-wide, district, and state initiatives at the school level. These include working with the staff planning for implementation of curriculum, instruction, and assessment; standards-based grading practices; student discipline; developing consistent evaluation and grading of students, and implementing the new teacher evaluation system. Because of the support from the school board and superintendent, the principal has sufficient decision-making authority to make ongoing determinations in moving the school forward. (self-study, teachers, school leadership, school board, central office personnel)

Commendations

1. The safe, positive, respectful, and supportive culture of the school

2. The regular, celebrated recognition of student achievement in academic and co-curricular activities

3. The commitment and caring demonstrated for students by the staff

4. The multiple days scheduled for professional development and training

5. The commitment of the staff to participate in professional activities

6. The renewed focus on supervision and evaluation

7. The low class sizes and student/teacher ratio to enable teachers to work individually with students

8. The vision and instructional leadership exhibited by the principal

9. The involvement of community members in meaningful and defined roles in decision-making

10. The initial plan to provide for meaningful roles for parents and students in decision-making

11. The autonomy provided to the principal by the school board and district administration

Recommendations

1. Establish a process to ensure that the school is equitable, inclusive, and fosters heterogeneity, ensuring all students have access to challenging academic experiences to support achievement of the 21st century learning expectations

2. Provide a formal, ongoing program or process 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

3. Provide a structure for professional collaboration among teachers to address the learning needs of all students

4. Ensure the transition to the new teacher evaluation model is accomplished in a timely manner

5. Provide opportunities for involvement in meaningful decision-making with defined roles for all stakeholders to improve responsibility and ownership

6 School Resources for Learning

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

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

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

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

4. School counseling services have 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.

Conclusions

The school has many timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students that mostly support each student's achievement of the school's 21st century learning experiences. The multiple intervention strategies available enhance and improve student learning and well-being, and support the school's core values and beliefs. For example, the academy program for identified ninth and tenth grade students provides additional academic support in addition to regular classes. Many characteristics for prospective students are examined prior to enrollment including, but not limited to, students experiencing poor grades or working below potential; having low or sporadic attendance, social issues and/or emotional issues; organization issues; in need of academic support; reading below grade level; and would benefit from smaller class size. Although enrollment in the academy is one factor in student success, the dropout rate for the school has declined from a high of 5.44% in 2006 to 1.06% in 2013. However, students who exit the academy receive no ongoing formal academic support. Special education programs such as Connections, which provides behavioral interventions, and Functional Life Skills provides students with academic support. In 2014-2015, the school implemented the Response to Intervention (RtI) model to give additional learning support to students in grades 9 and 10. However, because the program is new, not all interventions levels have been implemented. Tools such as the Northwest Educational Assessment (NWEA) and STAR, which are progress-monitoring tools, provide data for instructional intervention. Students in need of remediation in a class may use the A+ software program as an intervention in the learning center. The Brunswick Police Department Resource Officer is a resource for students, parents, staff, and administration regarding issues of the law, and serves as a link to local agencies that can provide additional services and interventions for students. Students needing social, emotional, or emergency interventions are assisted by school counselors and sometimes directed to outside agencies for further help. Students who need an alternative setting may enroll at the Union School, which is an off-campus

learning site for BHS offering non-traditional methods for students to earn a diploma from Brunswick High School. Students receive a half-day academic program and couple that with a half-day program at Brunswick High School for electives or a half-day program at the Region 10 Technical High School for vocational courses. Although school personnel monitor students and many students receive a wide variety of intervention services, no formal method is in place to ensure that all students needing intervention services receive them. The Endicott survey revealed that 54 percent of students and 47.5 percent of parents agree that the school has timely, coordinated, and directive intervention strategies for all students. Although the school has intervention strategies for most students, including identified and at-risk students, once all of the services are timely and coordinated for all students, achievement of the school's 21st century learning expectations will be better supported. (school leadership, school support staff, department leaders, self-study, Endicott survey, school dropout data)

The school sometimes provides information to families, especially to those most in need, about available student support services. The Endicott survey indicated that 64 percent of parents believe the school provides information about available support services including counseling, library/media, health, and special education. Sixty-six percent of students know who to ask for help if they have personal problems. While there are a variety of mediums used to disseminate information about support services, the information is not necessarily targeted to families most in need nor is there a place where parents can access a comprehensive accounting of available services. The most widely used medium for providing information to families is the school's website. Parents can access information such as the curriculum, staff contact information, counseling services, Family Link, and Naviance. Student handbooks contain support services information, which includes the counseling department, senior college and career counseling, and health services. The school nurse contacts parents by phone and email regularly about their child's health needs. The guidance department corresponds with student families through e-mail, phone calls, mass mailings, letters, and personal visitations. An annual open house and the "Spring Fling" are held to welcome parents and students to the school for information

regarding in-school activities and extracurricular activities in order to encourage students to participate in activities that will help them become well-rounded and purposeful individuals. When the school provides information to all families, especially to those most in need, about available student support services, then students and families will be better supported and prepared to be engaged in learning. (self-study, teacher interviews, teachers, department leaders, Endicott survey)

In general, support services staff use technology to deliver an effective range of coordinated services for each student. Student information is available and accessible for students, teachers, and parents through Schoolmaster an online portal for a variety of student information including grades and health records. The guidance department uses Naviance software, a college and career readiness program, which allows students and their parents align goals and interests to develop post-secondary plans. The library technology available to support student learning includes online databases and e-readers. In addition, the library has 24-networked computers, online resources, the online library catalog, audio books, e-books, and 12 e-readers. The information posted on the school's website provides access for students and parents about the school and current and upcoming events, such as Financial Aid night. The high school nurse uses the School Nurse Application Program (SNAP), a comprehensive medical software application designed for school nurses, to maintain and provide up-to-date medical information for each student. The nurse can also access Schoolmaster. The special education department's use of technology includes Case-e, an online program to develop Individual Education Programs (IEPs) and to share IEPs with other personnel. There are software tools for students to use during interventions for academic support and students have access to Google Docs. As a result, most support services staff uses technology to deliver a range of coordinated services for each student to help improve student achievement. (parents, school support staff, teacher interviews, teachers, self-study)

School counseling services have an adequate number of certified/licensed personnel and support staff who deliver written, developmental programs for students in a limited way and inconsistently meet

with students to provide personal, academic, career, and college counseling and have limited individual and group meetings with all students. School counseling often delivers collaborative outreach and referral to community and area mental health agencies and social service providers. Ongoing, relevant assessment data, including feedback from the school community, is occasionally used to improve services and to ensure each student achieves the school's 21st century learning expectations. The guidance department is staffed with four certified full-time and one part-time counselor, two full -time clerical employees, and one full-time school psychologist for students with IEPs. While the department also has a contract therapist from Sweetser, a behavioral healthcare organization, the staffing is inconsistent and is limited for students whose families have MaineCare and select private insurance. An independent substance abuse counselor is available to support student mental health issues. Developmental programs are only written for students with IEPs. The staff meets individually with students in their freshman and senior years on a formal basis and throughout the other school years on an as needed basis. Currently, student meetings are not tracked to ensure that all students are met with regularly. In fact, the Endicott survey reveals that 21.6 percent of students agree that they meet with the school counselor regularly; however, 68 percent of students are comfortable going to the guidance counselor. Thirty-two percent of parents and 55.6 percent of staff agree that school counseling personnel meet regularly with their child to discuss personal, academic, and college and career planning. Group meetings are held in the spring for course sign-ups for all students in grades 9 through 11. Freshmen have group meetings multiple times throughout the year for such things as training in Naviance, career goals, resume building, and goal setting. Guidance also holds a college and financial aid nights for juniors and seniors. School counselors work collaboratively with outside agencies such as the Department of Health and Human Services, Spurwink, a mental health service provider, and the United Way, to ensure students' mental health needs are met. Student data is collected from assessments such as the Preliminary SATs (PSATs), SATs, Accuplacer tests, and student grades, which are sometimes used to assess student achievement but is rarely used to improve services or programs.

Data collected from student performance once they exit the academy program is not tracked to determine the effectiveness of the program. However, surveys are distributed to students after they complete programs to evaluate them. Because of the open door policy of the guidance department, students feel comfortable going to the counselors. Although school counseling services have an adequate number of certified/licensed personnel and support staff and provide collaborative outreach and referral to community and area mental health agencies, and social service providers, once written, developmental programs are delivered; counselors meet regularly with students to provide personal, academic, career, and college counseling; and use ongoing, relevant assessment data, including feedback from the school community to improve services; then counselors will better support students' achievement of the school's 21st century learning expectations. (school support staff, students, self-study, Endicott survey)

The school's health services have a sufficient number of certified/licensed personnel and support staff that provides complete direct intervention services and infrequent preventative healthcare services. Health services use an appropriate informal referral process, conduct ongoing student health assessments but do not employ 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. Seventy-eight percent of the staff agree that health services is sufficiently staffed with one full-time certified nurse who handles the health care needs of the entire student body. Two hundred thirty-nine students have special health needs, which range from asthma, diabetes, and severe allergies, to seizure disorders. The school nurse also conducts ongoing student health assessments and direct intervention based on student needs, but is only able to provide a limited preventative services. Preventative services provided include a flu clinic and corresponding presentation, vision screening, and concussion education for staff. When concerns exist, students refer themselves to the nurse or staff refers them. Seventy-three percent of students are comfortable going to the school nurse. The nurse consistently utilizes school and community resources to provide students with needed support such as

dental services or physician referrals. The nurse's responsibility also includes entering clerical data due to the elimination of clerical support two years ago. This additional demand on the nurse's time precludes her from implementing direct services to students. At this time, ongoing, relevant assessment data, including feedback from the school community, is not formally collected to improve health services. While health services provides multiple direct intervention services, has an appropriate referral process, and conducts ongoing student health assessments, when the school's health services department has appropriate staffing levels to provide ongoing preventative health services, and uses ongoing, relevant assessment data, the health needs of students will be better supported. (school nurse, facility tour, student shadowing, teachers, Endicott survey)

Library media services are integrated into curriculum and instructional practices in some areas, and have a sufficient number of certified/licensed personnel and support staff who are sometimes engaged in the implementation of the school's curriculum to ensure each student achieves the school's 21st century learning expectations. The library media center consistently provides a wide range of materials, technologies, and other information services in support of the school's curriculum; ensures that the facility is available and staffed for students and teachers before, during, and after school; is always responsive to students' interests and needs in order to support independent learning; and always uses formal, regular, and ongoing assessments using relevant data, including feedback from the school community, to improve services. Ninety-six percent of the staff indicate that the library is sufficiently staffed by one certified library media specialist and two educational technology II assistants to ensure the library is available to staff and students before, during, and after school. The library media specialist has a formal library orientation program for ninth grade English classes to assist with the integration of 21st century learning expectations and library information skills. Other subjects and grade levels, such as world languages, biology, and English collaborate with the library media specialist on a more informal basis. Social studies classes rarely utilize library resources. Therefore, information literacy skills are not fully integrated into the curriculum of each department, although 97.5 percent of the staff

agrees that library services personnel provide a wide range of print and non-print materials, including technologies and other information services that fully support the curriculum. Fourteen percent of students believe that they "use the library often in classes" while 63 percent of the staff state that they use the library on a regular basis. The continued budgetary support for the library ensures that the collection stays up-to-date and relevant for student research to support independent learning. The library collection, with over 22,000 books and numerous online databases, provides extensive resources for both students and faculty. In addition, bulletins, newsletters, and flyers inform staff and students of activities and new materials. This is reflected through the Endicott survey, which reveals that 83.5 percent of students agree the library media center provides them with a wide range of materials, technology, and other information services. The library has a separate classroom space for teaching information literacy skills, which allows other students to utilize the library while a class is being taught. Students find that the library is a comfortable and welcoming space in the school. Students can get passes for the library from study hall and teachers may send students to the library with a passes. At times, the library may have numerous classes scheduled to work in the library at one time, which can limit the number of study hall students who may not be able to access online library resources because of the lack of portable technology available. The library media specialist meets specific student needs and independent learning by taking student requests for books and digital video discs, and facilitating a teen advisory group for the library and a book club. A survey is available on the library's website for book recommendations and a survey is also distributed to ninth grade students to gather their reading interests to determine purchasing decisions for the library. The teen advisory group and book club went on a field trip to Barnes & Noble where students were allowed to choose books to purchase for the library. A survey is distributed to teachers in the spring to determine their needs and purchasing decisions for the coming school year. While library/media services have a sufficient number of certified/licensed personnel and support staff; provides 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 use ongoing assessments using relevant data to improve services; when library/media services are fully integrated into the curriculum and instructional practices, students will be more successful in achieving the 21st century learning expectations. (self-study, library media specialist, students, teachers, Endicott survey)

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL), have an adequate number of certified/licensed personnel and support staff who consistently 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; and regularly 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 support services department is staffed with seven special education teachers, two English language learner (ELL) specialists, nine educational technicians, one administrative assistant, one speech and language pathologist, one school psychologist, and a department head who coordinates all personnel. Special education teachers service approximately 24 students each. Support services consult and communicate with regular education teachers through email, referral or personal contact, and IEP and 504 meetings. All teachers are given access to IEPs and 504 and ELL plans. Special education students have a variety of inclusive learning opportunities through co-taught classes in English, health, world history, and U.S. History classes. A regular education teacher and a special education teacher or an education technician instruct students within the classroom. Brunswick High school has two inclusive programs. The Connections program helps students with behavioral issues and the Functional Life Skills program supports students with mental and/or physical disabilities. Support services staff use assessment data to improve school services to increase student learning and to support 21st century learning expectations. Students' progress is measured by grade reports, formal and informal curriculum-based measurements,

triennial testing, Moby Max Math, Lexile, and annual goal accomplishment from IEPs. In addition, the staff evaluates student progress through district-wide testing as well as through standardized test scores on the NWEA, STAR, and SATs. At this time, support services staff does not formally collect feedback from the community to improve services. As a result of the support services for identified students, including special education, Section 504 of the ADA, and English language learners provide 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 help students achieve the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and perform ongoing assessment using relevant data to improve services, each student receives support to achieve the school's 21st century learning expectations; however, including feedback from the school community to improve support services will enhance and strengthen teaching and learning. (student shadowing, school support staff, self-study, school leadership, Endicott survey)

Commendations

1. The variety of intervention programs provided for students

2. The academy's support of the academic needs of targeted freshman and sophomore students

3. The high parent involvement in the academy program

4. The collaborative outreach to various agencies to support students

5. The welcoming atmosphere and open door policy of the guidance department

6. The health care environment in which students can access services and seek support

7. The welcoming atmosphere and availability of the library to support student learning

8. The extensive print and online collections available created in part from the numerous methods of gathering feedback to support teaching and learning and students' interests

Recommendations

1. Provide timely, coordinated intervention strategies for all students in need of assistance

2. Communicate available support services to students and families, especially to those most in need

3. Develop and implement a written, developmental program through counseling services

4. Provide for regular meetings, individual and group, with students and counselors

5. Provide preventative health services as necessary

6. Integrate library and information literacy skills throughout the school's curricula

7. Use ongoing, relevant assessment data, including feedback from the school community to improve the student services program comprehensively

7 **Community Resources for Learning**

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

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

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

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

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

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

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

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

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

Conclusions

The community and the district's governing body provide adequate funding for a wide range of school programs and services; sufficient professional and support staff; sufficient equipment; and instructional materials and supplies; but provide inconsistent funding for ongoing professional development and curriculum revision and technology support. According to the Endicott survey, the majority of stakeholders agree Brunswick High School has a wide range of programs and services, and recent budgets support that claim. After three consecutive years of declining budgets, the last three have seen increases in the district budget, 0.6 percent in 2012-2013, 4.7 percent in 2013-2014, and 2 percent in 2014-2015. Forty-six percent of staff members and 64.7 percent of parents believe there is dependable funding for staffing. There were major cuts in faculty and staff along with three school closings after a substantial enrollment drop following the closing of Brunswick Naval Air Station in 2011. However, funding for high school staff has increased over the last two years, by 2.2 percent in 2013-2014 and 1 percent in 2014-2015. There is staff for a myriad of programs, including consumer life science, drafting, technology education, and community outreach. A loss of staffing, including a secretary in the nurse's office, a receptionist in the guidance office, a half-time guidance counselor, and a half-time technology integrator have had an impact on the amount of work that can be completed. Funding for professional development and curriculum revision has increased over the last two years. Each teacher in the district is allocated $150 annually for professional development workshops, along with an additional $50 for travel expenses. Members of a department can pool this allocation to send a teacher to a workshop exceeding $150. Teachers can apply for course reimbursement from a yearly district pool of $28,000, which is increased from the $18,000 allocated in 2012-2013. Teachers can apply to the curriculum coordinator for funds for summer curriculum work from a yearly district pool of $28,252. This is an increase from $7,900 in 2012-2013. There is $31,500 allocated for district in-service staff training. This has increased from $15,000 in 2012-2013. Although there have been increases, there is limited funding for professional development and curriculum revision necessary in

order to meet state and local mandates, as well as to be able to effectively use technology in the classroom. According to the Endicott survey, 69.1 percent of staff believes there is dependable funding for technology support. The district technology budget has increased substantially over the last two years, increasing 18.1 percent in 2013-2014 and 5.1 percent in 2014-2015, mainly because of lost Maine Learning Technology Initiative (MLTI) funding from the state. The increased spending has helped maintain the accustomed level of technology. The district provided laptops to each teacher in the school. However, several desired improvements have not been funded recently, such as the installation of projectors in each classroom. There are also inconsistencies with infrastructure, lack of appropriate technological devices, slow wireless connection speed, and outdated equipment. About 73 percent of staff believes there is dependable funding for instructional materials and supplies. The high school budget for equipment, instructional materials, and supplies has increased steadily over the last three years. While the community and the district's governing body provide adequate funding for sufficient equipment, instructional materials, supplies, and a wide range of programs and services, when there is consistent funding for ongoing professional development, curriculum revision, and technology support, students will be better supported in meeting 21st century learning expectations. (self-study, teachers, department leaders, school leadership, Endicott survey)

The school extensively develops, plans, and funds program to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment and to keep the school clean on a daily basis. Brunswick High School has written schedules both for building maintenance and for the cataloguing and maintenance of equipment. General room cleaning and maintenance are done on a daily basis, and larger systems and equipment are serviced regularly according to the Brunswick School Department Facilities Standards. According to the Endicott survey, 88.9 percent of the staff states that needed repairs are completed in a timely manner, and 80.9 percent of students state that the furniture and equipment are in good condition. The school regularly replaces equipment used to maintain the building. Recently the lighting and ventilation systems were retrofitted

and upgraded, which resulted in energy savings of $58,000 for the 2012-2013 school year. Particularly worn floor tiles and carpeting were replaced throughout the building last year. There is funding allotted for maintenance of the building and for equipment repair and replacement. According to the Endicott survey, an overwhelming majority of stakeholders agree that the school is clean and well maintained. In fact, the school is meticulously clean. The custodial, grounds, and maintenance departments maintain the building and grounds of Brunswick High School with a staff of eight custodians. Grounds are maintained by three full-time staff and up to six part-time groundskeepers, depending on the season. A local landscaping company assists with pesticide spraying, and with the care of trees and shrubs. Snow removal is contracted out to a local company that is responsible for parking lots and roadways. Because there are plans and funded programs to ensure prompt and efficient maintenance and repair of the building and school plant, proper maintenance, cataloguing, and replacement of equipment and the cleaning of the school on a daily basis, students and staff are able to focus fully on teaching and learning as set forward in the school's 21st century learning expectations. (self-study, facility tour, teachers, school leadership, Endicott survey)

The community funds and the school regularly implements a long-range plan that addresses technology and capital improvements. However, there are limited long-range plans for programs and services, enrollment changes and staffing needs, and facility needs. Only 53 percent of staff members feel as though there is a long-range plan to address facilities, programs, services, staffing levels, and capital improvements. This is due in large part to the Brunswick School Board currently lacking a long-range plan for programs and services, enrollment changes and staffing needs, and facility needs. The school department has been working with the local board of education since 2008 to create a long-range plan for programs and services, with varying levels of success. At one point, a contracted facilitator assisted the district and the board work through the process. Creating a long-range plan for the district is one of the written goals for the school board. This year the Board agreed to embark on building a strategic plan. The process has begun and a committee is responsible for the initial work. Recently a

policy and planning committee was created in the hope of developing a long-range plan for programs

and services in the near future. The district invested in school enrollment projections in 2004, but those

have since expired. There is no updated long-term projection data, or a long-range plan to address

future enrollment changes or staffing needs. There is also no current long-range plan for facilities

needs. However, developing a bonding plan for facilities is a stated goal of the school board. Last May,

the district updated its technology plan, which is now specific and detailed, stating goals for each school

year, and outlining specific details regarding where the funding will come from to address each goal.

The school department continues working to update their Five-Year Capital Improvement Plan. For

example, the high school track will be resurfaced in 2015. There is also an ongoing safety concern and

discussion about the lack of a secondary egress to the school because currently only one entrance/exit

road from the school exists. There is currently no identified funding for this improvement. The long-

range plans currently in place, such as capital improvements and technology are reviewed on a regular

basis. The community supports the long-range plans currently in place and are being asked to support a

bond measure this fall to support major facility needs at two other district schools. While the

community funds and the school regularly implements a long-range plan that addresses technology and

capital improvements, when there are long-range plans for programs and services, enrollment changes

and staffing needs, and facility upgrades, teaching and learning will be better supported. (self-study,

facility tour, school board, central office personnel, school leadership, Endicott survey)

The vast majority of faculty and all of the building administrators are actively involved in the

development and implementation of the budget. Brunswick High School's budgetary process begins in

October with a meeting of the administrative team, consisting of the superintendent, the assistant

superintendent, the director of student services, the business manager, and district-wide principals,

where budgetary guidelines are presented. After that, the high school principal meets with all

department heads to discuss budgetary guidelines. Department heads then meet with their department

members to discuss needs for the upcoming school year. Department heads use this information to

complete department budgets, and then meet with the principal to discuss their specific proposals. The principal reviews budgetary requests to check for accuracy and to support budget requests with supporting data. If there are any concerns or questions, the principal meets with the appropriate department head to discuss and/or obtain clarification on any request in question. After consensus is reached on the budget at the school level, principals submit their budgets to the business office in mid-January. The administrative team works together to put together the district budget and then presents their proposed budget in open workshops through the month of March. In one of those workshops, the high school principal speaks publicly on behalf of justifying requested funds. During the school year, the principal is responsible for allocating and spending the major proportion of monies designated for teaching and learning at the school. However, the technology department, special education department, and athletic department each has control over some monies. The principal always has access to current information on the status of budget allocations using the district's accounting program. The office manager also has access to those budget allocations and can update department heads as needed. Involving a vast majority of faculty and all building administrators in the development and implementation of the budget supports Brunswick High School values as written in the school's statement of core beliefs and values promotes clear communication throughout the budget development process. (self-study, teacher interviews, central office personnel, school leadership, Endicott survey)

The school site and plant extensively support the delivery of high quality school programs and services. According to the Endicott survey, 84.2 percent of students, 95.1 percent of staff, 90.9 percent of parents agree that the physical plant supports the programs and services offered at Brunswick High School. The sciences offer in-depth lab opportunities for students; there are ten labs equipped for chemistry, life and earth sciences. In addition, outdoor labs have been created for environmental sciences. Eighty-five percent of students believe these labs are in good working condition. The library is a 7,500 square foot facility. It includes a main reading room, an entry area with circulation desk, a library classroom, a library office/workroom, a periodical storage room, an audiovisual workroom with

ten video connections to service every room in the school that has a television, an audiovisual equipment storage room, and a broadcasting studio with an adjoining control room and editing room. The newly furnished and re-surfaced cafeteria encompasses 6,000 square feet and can accommodate 400 persons with tables and chairs or 850 persons without set-up. The kitchen is fully equipped, with a variety of storage, food preparation, refrigerated, wash, and office areas. The facilities provide space for rich and authentic experiences over a wide variety of classes and disciplines. The theater program is housed in a 600-seat theater, with a full back stage, lighting and sound booth, orchestra pit, and dressing area. The technology education program is equipped with three technical educational classrooms including one woodshop, which is also the set construction studio; one metal shop that serves the pre-engineering program and features welding booths and equipment dedicated to working with and study of composites; and a state-of-the-art computer-aided drafting (CAD) room. The band and chorus share one room for their 110 students, meaning the two instructors must coordinate their schedules, and constantly take down and set up the classroom to accommodate the needs of the band or chorus members. There are three very small practice/storage rooms and two additional instrument storage rooms. The art department houses four art studios with sinks, three kilns, and a classroom for academic art instruction, a darkroom, and one office for three teachers. The needs of the students and staff are more than adequately accommodated by the school's site, plant and equipment, which include 47 regular classrooms, two faculty rooms, seven conference rooms, 18 drinking fountains, 12 student restrooms, and 13 staff restrooms. The nurse's office is comprised of a reception area, an office/examination room, a bathroom, and a storage/cot room. The counseling office space includes a reception area, seven small offices for the counselors and secretaries, a file closet, and a classroom space. The space allows for a shared classroom/conference area, adjoins the nurse's office, and provides an office for the drug and alcohol counselor. The building and grounds were designed to accommodate a variety of sports and activities. The gym seats approximately 1,000 people in bleachers, with space for an additional 400 folding chairs if needed. There are approximately eight acres of fields for a variety of outdoor activities

including field hockey, baseball, softball, soccer, and football. There is also an eight-lane rubberized track. Most of the fields are equipped with an underground irrigation system. The security system was updated in the summer of 2013 to include 32 cameras inside the school and 9 cameras outside the building in order to provide optimal security for students and staff. In addition, heating and domestic hot water boilers have been converted from oil to natural gas, which has lowered the cost to approximately a third of what it had been previously. There is a need for additional storage in several areas of the building including the theater, the tech classrooms, the athletic facilities and the band and chorus area. The excellent condition and maintenance of the school grounds, and the physical plant clearly supports the delivery of high quality school programs and services. (self-study, facility tour, teachers, Endicott survey)

The school fully 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. Brunswick High School meets all applicable federal and state laws with appropriate certifications and inspections in the office of the facility manager. Copies of these records are in the head custodian's office. Individual science and art teachers keep copies of relevant records in their rooms. The school has an electronic system, which manages ventilation, temperature control, and air quality. Individual teachers can request changes to air temperature from the head custodian, who can make such changes remotely. All areas of the school are handicap accessible. Brunswick High School has one fully functional elevator, handicap stalls in all bathrooms, and handicap showers in all locker rooms. The safety committee meets monthly to address any unsafe conditions, situations, or equipment. This committee consists of the school's head custodian, principal, assistant principal, food services manager, school resource officer, and nurse. Any major safety issues are reported immediately to the superintendent and the chair of the school board. The School Safety Committee addresses any problems or discrepancies. The school has a process in place to hear concerns about school maintenance as it relates to safety. Faculty members can make maintenance requests such as lightning, plumbing,

painting, classroom furniture or facilities repairs on SchoolDude, an online facilities scheduling and maintenance program, or can call the head of maintenance directly. Those issues are addressed quickly and, if necessary, are promptly brought to the attention of the safety team. Because the school maintains documentation that the physical plant and facilities meet all applicable federal and state laws, and is in compliance with local fire, health, and safety regulations, teachers and students are ensured an environment that is safe and conducive to teaching and learning. (self-study, facility tour, teachers, school leadership)

Some professional staff actively engages parents and families as partners in each student's education and some attempts are made to reach out specifically to those families who have been less connected with the school. According to the Endicott survey, only 36.3 percent of parents feel as though they are actively engaged by professional staff at Brunswick High School. However, 71.6 percent of staff feel as though they actively engage parents and families. The principal sends out a monthly newsletter and emails; conducts parent forums; and writes an article each month for the Principal's Corner in the Brunswick Time Record; keeping parents and community members informed. Teachers are regularly in contact with parents through email and phone calls. The counseling office engages parents through a number of parent/student programs, including an Open House and an informational night for incoming freshmen called "Spring Fling." Additionally, the school principal has regular parent forums about every six weeks, averaging around 20 parents per evening. In order to reach out to those students who may be disengaged or at risk of dropping out, Brunswick High School formed the academy in 2009 for selected ninth and tenth grade students. Various venues have been enacted to maintain contact with these parents including an academy open house to which parents are mailed invitations, community gatherings where parents attend an organized meeting in various community locations during the year, private conferences, and signed progress reports. Additionally, work ethics evaluation forms are sent home with students and signed by parents once per quarter. Brunswick High School also has an off-campus alternative education program, Union School, which is

housed in the current central office building. Union School is a half-day program that allows at-risk students to learn with a non-traditional approach and earn the required 21½ credits to graduate with a Brunswick High School diploma. While there is no regularly structured parent/teacher conferencing at Brunswick High School, parents have the ability to arrange for parent-teacher conferences as needed throughout the year by contacting one of the guidance counselors. The Functional Skills program maintains consistent communication with parents of non-verbal or limited-verbal students through personal phone calls, emails, or a home-to-school communication notebook. However, parents are not regularly involved in programs, which highlight student work or as volunteers in the school. Although some attempts have been made by professional staff to engage parents and families actively as partners in each student's education and to specifically, reach out to those families who have been less connected with the school, with more consistent work in reaching all families, student learning will be better supported. (self-study, teachers, school leadership, Endicott survey)

The school develops extensive and productive community, business, and higher education partnerships that support student learning, but inconsistently develop productive parent partnerships that support student learning. Brunswick High School has numerous formal business and industry partnerships which provide volunteer and job shadow opportunities and internships, as well as paid and unpaid job opportunities. The Brunswick School District created a 20-hour community service graduation requirement for seniors, which was intended to foster a connection between the community and the high school. The Brunswick School Board voted to expand the community service requirement to 30 hours starting in 2006-07. Many local business and service organizations provide volunteer opportunities for students to meet these requirements. Examples include the Southern Mid-Coast Maine Chamber of Commerce, the Brunswick Downtown Association, Big Brother, Big Sister of Bath and Brunswick, the Coastal Humane Society, Mid Coast Hospital, Mid Coast Health Senior Health Center, Mid Coast Hunger Prevention Program, and Seeds of Independence. These business relationships also help approximately 20 students per year enrolled in the work-based learning program at Brunswick High

to work a minimum of ten hours per week. The school-to-career class requires students to complete a course curriculum, which includes the interview process, the dynamics of the workplace and the qualities of valued workers. Established in 2010, a supervised practicum was created for students to work in nearby elementary classrooms as tutors, mentors, or teaching assistants during the day in lieu of a study hall. Approximately 100 students participate each year. Students also serve on several boards and committees, including the local Brunswick School Board, People Plus Teen Center, Cathance River Education Alliance, Big Brothers and Big Sisters, Thornton Oaks Retirement Community, Pejepscot Historical Society, and numerous others. Brunswick High School has a full-time employee dedicated to community outreach, teaching service-learning electives, and managing work-based learning opportunities. Brunswick High School has formed strong partnerships with area colleges and universities. Bowdoin College has hosted a series of "Bowdoin Walks" where students are exposed to various aspects of college life, and are provided an opportunity to ask questions. Additionally, the Bowdoin tutor program pairs students for off-campus tutoring in a selection of core subject areas. Brunswick High School often has student teachers from Bowdoin working in the classrooms. However, these partnerships do not include conversations about curriculum and/or instruction at the high school. Students at Brunswick High School are encouraged to strive for excellence beyond the school program and through participation in college opportunities. The University of Southern Maine, Southern Maine Community College, Central Maine Community College and Bowdoin College provide a number of different opportunities for students to take classes not available at the high school. Beginning in September 2015, the computer-aided drafting (CAD) graphics course will be a dual-enrollment course. Dual enrollment provides students who complete the course with a transcript from Southern Maine Community College that can be submitted for acceptance to any university. These partnerships encourage students to participate in real-world activities that link classroom knowledge with authentic applications. According to the Endicott survey, only 28.8 percent of students state that their parents participate in school programs. Parents do not regularly serve on committees that support the school's

educational needs although many parents do actively participate in both athletic and music booster groups at Brunswick High School. The community, business, and higher education partnerships support student learning and provide extensive opportunities for students to meet the school's 21st century learning expectations, and as the school continues to develop consistent parent partnerships, it will ensure stronger support of student learning. (self-study, teachers, community members, school leadership, Endicott survey)

Commendations

1. The funding to support a range of unique and significant services and programs available to students

2. The immaculate, safe facility which fully supports teaching and learning

3. The steps taken by school leadership to ensure all faculty members have input in the development and implementation of the budget

4. The school's site and physical plant that provide and augment many and varied opportunities for teaching and learning

5. The quick actions taken to remedy facility-related concerns before they become problems

6. The strong community, business, and higher education partnerships outside the school which provide extensive authentic, real-life opportunities for students

Recommendations

1. Provide sufficient funding for professional development and curriculum revision to ensure teachers can help all students

2. Provide sufficient funding for technology to support instruction for all students

3. Ensure that the district has long-range plans for programs and services, future enrollment, facilities, and staffing needs

4. Take steps to resolve the lack of a secondary egress road from the school

5. Increase active engagement of parents as educational partners

6. Communicate with parents about supporting student learning

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. 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 Brunswick High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee 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 Committee requires that the evaluation report be made public in accordance with the Committee's Policy on Distribution, Use and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Committee 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 Committee requires that the principal of Brunswick High School 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 Committee 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 committee recommendations by the time the Five-Year Progress Report is submitted. The Committee 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 Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change, which negatively impact the school's adherence to the Committee'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 Committee's Substantive Change Policy is included in the Appendix on page 92. 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 Committee office has current statistical data on the school.

The Committee 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 Committee'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 Committee staff following the on-site visit.

The visiting committee expresses its sincere appreciation and thanks for the hospitality extended by all staff members including the principal, steering committee, standards committees, and students at Brunswick High School as well as the superintendent and central office administrators, school board, parents, and community partners. Everyone warmly welcomed the visiting committee into the school and greater community and willingly provided the honest, candid information and feedback necessary to write this report.

Brunswick High School
NEASC Accreditation Visit
March 1-4, 2015

Visiting Committee

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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

Brunswick High School
Summary of Commendations and Recommendations

Commendations

Core Values, Beliefs, and Learning Expectations

1. The beliefs and supporting values that are a genuine portrait of the school culture toward which the faculty work each day

2. The leadership of teachers to engage in a process of identifying 21st century learning expectations for the benefit of learners

3. The culture of mutual respect between and among staff, students, and administrators

4. The initial and collaborative plan to develop school-wide analytic rubrics

5. The passion displayed by teachers and administrators for the tenets of the beliefs, supporting values, and newly formed learning expectations

6. The service learning opportunities, which support the civic expectation and are paramount to the fabric of the school

Curriculum

1. The common format for written curriculum that includes units of study, essential questions, concepts, content, and skills in most content areas

2. The collaborative and cross-disciplinary work on curriculum initiated and completed by teachers on their own time

3. The community service program in which all students participate for 30 hours with the majority volunteering over 60 hours of service to learn beyond school

4. The thoughtful work that has gone into the units of study that comprise the current curriculum

Instruction

1. The initiative of teachers to review instructional practices informally

2. The initiative of teachers to integrate technology with limited resources

3. The opportunities to apply knowledge and skills to authentic tasks provided to students through community service

4. The cross-disciplinary instruction provided formally through the academy program and informally in various departments

5. The dedication and willingness of teachers to provide academic support for student learning during and outside the school day

6. The initial stages of bringing focus to improving instructional practices through professional discourse and reflection

7. The use of formative assessments by many teachers to improve instructional practices

Assessment of and for Student Learning

1. The use of formative assessment procedures employed by teachers to adjust teaching and learning activities

2. The use of data by the RtI team and special education teams to address student learning inequities

3. The regular and formal collaboration among academy teachers on the creation, analysis, and revision of formative and summative assessments

4. The implementation of a wide range of formative and summative assessment strategies

5. The creative use of technology, despite limited bandwidth availability, to assess student progress

6. The plentiful opportunities for students to improve performance on assessments

7. The frequent use of exemplars for assignments and projects

8. The frequent offering and review of individually developed, content-specific lists of criteria prior to assessment to clarify academic expectations

9. The timely feedback provided to students, allowing for revision and improvement of work

10. The written communication to students/parents how grades will be calculated within courses

School Culture and Leadership

1. The safe, positive, respectful, and supportive culture of the school

2. The regular, celebrated recognition of student achievement in academic and co-curricular activities

3. The commitment and caring demonstrated for students by the staff

4. The multiple days scheduled for professional development and training

5. The commitment of the staff to participate in professional activities

6. The renewed focus on supervision and evaluation

7. The low class sizes and student/teacher ratio to enable teachers to work individually with students

8. The vision and instructional leadership exhibited by the principal

9. The involvement of community members in meaningful and defined roles in decision-making

10. The initial plan to provide for meaningful roles for parents and students in decision-making

11. The autonomy provided to the principal by the school board and district administration

School Resources for Learning

1. The variety of intervention programs provided for students

2. The academy's support of the academic needs of targeted freshman and sophomore students

3. The high parent involvement in the academy program

4. The collaborative outreach to various agencies to support students

5. The welcoming atmosphere and open door policy of the guidance department

6. The health care environment in which students can access services and seek support

7. The welcoming atmosphere and availability of the library to support student learning

8. The extensive print and online collections available created in part from the numerous methods of gathering feedback to support teaching and learning and students' interests

Community Resources for Learning

1. The funding to support a range of unique and significant services and programs available to students

2. The immaculate, safe facility which fully supports teaching and learning

3. The steps taken by school leadership to ensure all faculty members have input in the development and implementation of the budget

4. The school's site and physical plant that provide and augment many and varied opportunities for teaching and learning

5. The quick actions taken to remedy facility-related concerns before they become problems

6. The strong community, business, and higher education partnerships outside the school which provide extensive authentic, real-life opportunities for students

Recommendations

Core Values, Beliefs, and Learning Expectations

1. Engage in an inclusive process when developing beliefs, supporting values, and 21st century learning expectations to gain broad support and acceptance among all stakeholders

2. Use research-based best practices when the beliefs, supporting values, and learning expectations are reviewed and revised

3. Display the values, supporting beliefs, and learning expectations through multiple media

4. Develop and implement school-wide analytic rubrics to assess achievement of the 21st century learning expectations for all students, both individually and school-wide

5. Develop and implement a regular, planned review and revision of the beliefs, supporting values, and 21st century learning expectations, which are based on use of research, multiple data sources, including results of the use of analytic school-wide rubrics, and district and school priorities

Curriculum

1. Ensure the school's 21st century learning expectations are written into all curricula

2. Include school-wide rubrics and course-specific analytic rubrics in all curriculum guides

3. Ensure all curricula emphasize depth of understanding and application of knowledge through use of inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in an out of school, and use of technology

4. Define and implement a formal process to ensure clear alignment between the written and taught curriculum

5. Ensure effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending and receiving schools

6. Provide materials, sufficient technology, Internet connectivity, space, and including co-curricular programs to fully and consistently deliver the school's curricula

7. Allocate sufficient time for the collaborative development of curriculum using assessment results and current research

Instruction

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

2. Articulate and implement a plan for integrating technology along with sufficient training to enhance instruction

3. Expand opportunities to implement differentiated instruction strategies

4. Prioritize the use of purposeful group learning activities to engage students in in-depth learning and to assist in student collaboration

5. Expand upon regular and formal time for teachers to meet to review assessment data throughout the school and among disciplines to improve instruction

6. Devise a plan to engage teachers in professional discourse to regularly review and reflect on current research and literature and best practices to improve instruction

Assessment of and for Student Learning

1. Develop and implement a formal process, based on school-wide analytic rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations

2. Communicate individual student progress in achieving the school's 21st century learning expectations to students and their families and communicate whole-school progress to the school community

3. Collect, disaggregate, and analyze data to respond to inequities in student achievement for all students

4. Communicate the 21st century learning expectations to be assessed prior to each unit of study

5. Implement consistency in creating and employing course-specific rubrics

6. Provide the necessary time and resources for teachers to collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments

7. Establish protocol by which all teachers regularly provide specific and corrective feedback to ensure students revise and improve their work

8. Establish procedures for regular collaboration among professional staff to use a range of evidence, including formative assessment results, to determine appropriate, necessary changes in curriculum and instructional practices

9. Develop and implement a process for the regular review and revision of grading and reporting practices to ensure alignment with the school's core values and beliefs about learning and consistency of grading practices within and across disciplines

School Culture and Leadership

1. Establish a process to ensure that the school is equitable, inclusive, and fosters heterogeneity, ensuring all students have access to challenging academic experiences to support achievement of the 21st century learning expectations

2. Provide a formal, ongoing program or process 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

3. Provide a structure for professional collaboration among teachers to address the learning needs of all students

4. Ensure the transition to the new teacher evaluation model is accomplished in a timely manner

5. Provide opportunities for involvement in meaningful decision-making with defined roles for all stakeholders to improve responsibility and ownership

School Resources for Learning

1. Provide timely, coordinated intervention strategies for all students in need of assistance

2. Communicate available support services to students and families, especially to those most in need

3. Develop and implement a written, developmental program through counseling services

4. Provide for regular meetings, individual and group, with students and counselors

5. Provide preventative health services as necessary

6. Integrate library and information literacy skills throughout the school's curricula

7. Use ongoing, relevant assessment data, including feedback from the school community to improve the student services program comprehensively

Community Resources for Learning

1. Provide sufficient funding for professional development and curriculum revision to ensure teachers can help all students

2. Provide sufficient funding for technology to support instruction for all students

3. Ensure that the district has long-range plans for programs and services, future enrollment, facilities, and staffing needs

4. Take steps to resolve the lack of a secondary egress road from the school

5. Increase active engagement of parents as educational partners

6. Communicate with parents about supporting student learning