

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Committee on Public Secondary Schools

**Report of the Visiting Team for
Georgetown Middle/High School**

Georgetown, MA

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

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

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

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students

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

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's mission, core values, beliefs about 21st century learning expectations requires active community, governing board, and parent/guardian 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 community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.
3. The school community develops, plans, and funds programs to:
 - ensure the maintenance and repair of the building and school plant
 - properly maintain, catalogue, and replace equipment
 - keep the school clean on a daily basis.
4. 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.
5. Faculty and building administrators are actively involved in the development and implementation of the budget.
6. The school site and plant support the delivery of high quality school programs and services.
7. The school maintains documentation that the physical plant and facilities meet all applicable federal, state, and local laws and are in compliance with local fire, health, and safety regulations.
8. The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.
9. Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

10. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
11. The school develops productive parent/guardian, community, business, and higher education partnerships that encourage mutual cooperation and good citizenship and support student learning.

School and Community Summary

School and Community Summary

Georgetown, Massachusetts is a small suburban town of approximately 7,400 people located about 30 miles north of Boston. Community members often supplement recreational and consumer needs through visits to surrounding cities such as Newburyport, Haverhill, Danvers, and Peabody. The median household income is \$76,260, and the median family income is \$79,649, both significantly above the state average. Currently, most of the labor force is employed outside of the town, helping to build an employment rate of 96 percent. Approximately 8.8 percent of the families in the Georgetown School District are classified as economically disadvantaged, based on the number of students who qualify for the Free and Reduced Lunch Program.

Business and industry in and around Georgetown range from small family-owned businesses, including antique stores, to an organ manufacturing company and various manufacturing and engineering companies. Georgetown is the home to larger utility companies, telecommunication, construction, and development companies, corporate office for UFP Technologies, and most recently, Healthy Pharms, a medical marijuana dispensary.

A combination of state aid, property taxes, excise taxes, and miscellaneous resources are the allocation sources of public school funding for the town of Georgetown. For fiscal year 2018, the Georgetown Public Schools has a budget of \$14,660,439. The town of Georgetown contributes \$7,613,332; state aid is \$5,434,888; revolving accounts are \$1,227, 225; and various grants supplement the final \$384,964.

The total student population of the Georgetown School District is currently 1,447 individuals. The Perley Elementary School educates 108 students at the preschool; the Penn Brook School houses 697 students in grades kindergarten through six; and the Georgetown Middle/High School (GMHS) provides placement for 642 students in grades seven through twelve.

For 2016, Georgetown's average per pupil expenditure was \$12,514 for in-district students. This amount was 16.3 percent less than the Massachusetts average per pupil expenditure of \$15,023. The average per pupil expenditure for all students, including those who have out-of-district placements, was \$13,097 compared to the Massachusetts average of \$15,545, a difference of 15.7 percent less.

The current enrollment of the middle/high school is 642, with 411 in the high school, and 231 students in the middle school. The ethnic composition of the student body is mostly homogenous where 95 percent is Caucasian, and 5 percent is a mixture of Hispanic, Black, Asian, and American Indian, and Hawaiian and Pacific Islander. Over the past 10 years, there has been a slight increase in non-Caucasian students because of the option for school choice attracting students from other towns.

The current population of the Georgetown Middle/High School includes 30 students or 4.7 percent from other communities attending the school through school choice. The majority of the student population matriculates from the single town elementary school, Penn Brook School. The average daily student attendance rate was 94.5 percent in the high school and 95.6 percent in the middle school during the 2016-2017 school year. In that same year, the four-year graduation rate was 97.1 percent.

Currently at Georgetown Middle/High School, 12.4 percent of students are identified as students with disabilities.

The Class of 2016 graduated 110 students. Seventy-seven percent of the graduating class went to a four-year college, 13 percent went on to a two-year college or other post-secondary institute, 7 percent went directly to the work force, and 3 percent entered the military.

There are currently 58 teachers employed at the middle/high school. A full-time teacher is responsible for 5 classes a day, with an approximate student load of 100 students. The current average teacher-to-student ratio in the middle school is 1:21. In the high school, the average teacher-to-student ratio for academic classes is 1:14. Music performance classes have an average class size of 49 students, which is not included in the above

calculations. Only 3.5 percent of all courses offered at Georgetown Middle/High School have more than 25 students in the class, including the aforementioned music performance classes.

Georgetown Middle/High School has a seven-period day schedule, with one long block and six shorter blocks which rotate daily in a seven-day schedule. In the middle school, a three-level system is used in math classes only. In the high school, a four-level system is used to group students into Levels I-III and Advanced Placement for major class subjects including math, science, history, and English. Both middle and high schools offer co-taught classes for the special education student population. Core content departments in the high school have common planning time and middle school grade level teams have common planning time during the school day.

On the 2017 SAT, Georgetown's students scored an average of 549 in the Critical Reading Section compared to the state average of 517. The mean Mathematics score was 534 compared to the state's 530. Georgetown students scored an average of 540 on the Writing section, whereas the average state score was 506.

Georgetown maintains a significantly high percentage of students scoring in the advanced and proficient levels on the high school Massachusetts Comprehensive Assessment System (MCAS) English language arts (ELA), math and science tests. Ninety-eight percent of students scored proficient or higher on the English language arts assessment compared to the state's 91 percent. On both the mathematics and science/technology/engineering assessments, 90 percent of students scored at proficient or higher compared to the state's scores of 79 percent and 74 percent, respectively.

Last year was the first year of the Next Generation MCAS for middle school students; they performed above state averages. In the seventh grade, 56 percent of students are meeting or exceeding expectations on the English language arts assessment as compared to the state average of 50 percent. In seventh grade math, 54 percent of students met/exceeded while 47 percent met/exceeded at the state level. In the eighth grade, all averages in Georgetown were above state averages. In ELA, 65 percent of students met or exceeded compared to 49 percent for the state; in math, 62 percent of students met/exceeded compared to 48 percent for the state; and in science, 61 percent of students met/exceeded compared to 40 percent for the state.

The percentage of students who received a passing grade as compared to the number who took Advanced Placement exams in 2017 are 82 percent of 13 students in Calculus; 91 percent of 21 students in English Literature and Composition; 80 percent of 15 students in Spanish Language and Culture; 100 percent of the 16 students in U.S. History; 90 percent of 10 students in US Government and Politics; and 100 percent of the 9 students in Biology.

Beyond standardized testing, student performance at Georgetown Middle/High School is also assessed in various forums as well as with the use of school-wide rubrics based on the the school's 21st century expectations for student learning. In the art department, middle and high school students have opportunities to participate in the Boston Globe Scholastic Art Awards competition, the Art All-State competition and the High School Congressional Art Exhibit. Vocal and instrumental students audition to participate in Massachusetts Music Educators Music Festivals and attend various adjudicated music festivals. The drama club attends regional festivals of student-directed performances. The annual spring Arts Festival is a culmination of student work in art, photography, and video. There are many opportunities for students to enter essay and poetry writing contests through the English and social studies departments. Ninth grade students display their creativity, innovation and entrepreneurial skills at the annual Creativity Night. Both middle and high school students participate in Academic Decathlon team competitions with area schools.

Georgetown students may opt to apply to Whittier Vocational High School or Essex Technical High School if they wish to pursue an alternative program of studies. Georgetown High School offers online and distance learning opportunities. When appropriate, students can enroll in an online class or a class at Northern Essex Community College to earn high school credits. Business or industry partnerships with Georgetown Middle/High School are primarily facilitated through the GMHS school-to-career internship program. The program unites classroom instruction with supervised paid and unpaid internships during a student's senior year.

Georgetown students are recognized for both academic and non-academic achievement in a variety of ways. Academic awards include induction into the National Honor Society, recognition of National Merit Scholars,

MCAS Scholars, Junior Book Awards to the top 10 percent of the junior class, and scholarships and awards received from colleges and universities of accepted students. Students receive recognition for achievement in academics, clubs, sports, and the arts through student-of-the-month awards, leadership positions in extracurricular activities, and sportsmanship awards. Students who achieve all As in all subjects are placed on the high honor roll and students who achieve all As and Bs are placed on the honor roll. In the middle school, the top 10 eighth grade students in each department are recognized quarterly, and four students are chosen for the eighth grade Wall of Fame. The school holds annual end-of-the-year awards ceremonies for both seniors and underclassmen in grades 7-11 to recognize achievement in each of the academic areas, clubs, and sports. Seniors are recipients of various scholarships from organizations in the school and local community area.

Recent school initiatives include the launch of a 1:1 iPad program for students in grades 7, 9, and 10. Over the next two years, the program will expand to include more grade levels so all grade levels will be 1:1 by the 2019-2020 school year. The middle/high school converted a vacant science lab into a Makerspace. Teacher can sign out periods to take their classes to the Makerspace and students can use the Makerspace before and after school. A part-time technology integration specialist and Makerspace teachers have been hired from within the faculty to support these new initiatives.

Related Files

- [2018-01-08-14:37_georgetown-school-and-community-profile-2018.docx](#)

Core Values, Beliefs and Learning Expectations

GMHS Values

- *Academic Excellence
- * Skillful Application of Knowledge
- *Community Involvement
- *Cooperative and Independent Learning
- *Awareness of Diversity
- *Respect, Responsibility, Honesty, and Integrity

GMHS Believes In

- *High academic expectations
- *Designing and delivering curriculum, instruction, and assessment based on students' individual needs and learning styles
- * Using technology as a learning tool
- * Promoting students' physical, social, and emotional well-being
- *Creating and maintaining a safe, supportive environment
- * Graduating life-long learners and responsible citizens with respect for diversity

21st Century Expectations for Student Learning

The successful GMHS students will be:

Academic

*skilled communicators with a deep understanding of concepts and are able to use effective literacy and reasoning skills to convey complex ideas, construct viable arguments, and effective solutions.

*critical and creative thinkers who strategically apply reading, analysis, synthesis, and reason while working cooperatively and independently.

*able to solve problems and communicate arguments by integrating and evaluating information presented in diverse media formats, including visually, quantitatively, and orally.

Civic

*responsible, involved, and contributing members of their school and community.

Social

*reflective thinkers who appreciate divergent cultures and diverse experiences and perspectives as contributing members of their school and community.

Introduction

Introduction

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

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

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

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Georgetown Middle/High School, a committee of 14 members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included (*Chair: Please indicate here the number of students, parents, central office professionals, school board representatives, and citizens who were on the steering committee*).

The self-study of Georgetown Middle/High School extended over a period of 12 school months from September of 2016 to January of 2018.

The visiting team was pleased to note that students, parents and school committee member joined the professional staff in the self-study deliberations.

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

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

The Process Used by the Visiting Team

A visiting team of 14 members was assigned by the Committee on Public Secondary Schools to evaluate Georgetown Middle/High School. The visiting team members spent four days in Georgetown, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Georgetown Middle/High School.

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

- review of the school's self-study materials
- 6 hours shadowing 12 students for a half day
- a total of 8 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 28 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

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

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

Standard 1 Indicator 1

Conclusions

Georgetown High/Middle School teachers and administrators engaged in a dynamic and collaborative process informed by current research-based practices to identify and commit to its core values and beliefs about learning, although the process was not inclusive of parents and students. In order to create a community-wide set of core values and beliefs about learning, a committee was created at the end of September 2012. This committee consisted of eight faculty members who worked collaboratively to identify the faculty's priorities regarding the core values and beliefs about learning. The committee met monthly for a year to revisit the school's mission statement. This committee sought input from teachers across all departments regarding the most-valued skills to develop lifelong learners. The committee used this feedback to develop the first draft of a new core values statement. Each department's feedback was used to categorize three major headings, which are academic, civic, and social. The initial draft was presented to the leadership team, who encouraged the committee to revise the draft into a more succinct version. This document was then submitted to each department for more fine tuning. The entire faculty reviewed and accepted the current document on September 16, 2013. In order to supplement the feedback from the faculty, the committee researched the core values and beliefs of other local schools who had recently undergone accreditation. The result of this committee's work is a set of clear core values and beliefs about education. According to the Endicott survey, 98.5 percent of staff agree that the school's core values, beliefs, and 21st century learning expectations are clear. The core values, beliefs, and 21st century learning expectations can be seen posted in classrooms and throughout the school and are on the school's website. There is an annual review process that begins in January of each school year to determine what changes may need to take place to ensure the core values and beliefs about learning remain relevant to the school community. As a result of the process led by a team of teachers to identify and commit to core values and beliefs about education, Georgetown/Middle High School's clearly stated core values and beliefs about education provide a clear foundation on which decisions regarding culture, curriculum, instruction, and assessment are based. Once a more collaborative and inclusive process informed by current research is used to identify and commit to the core values and beliefs about learning, then all stakeholders including parents, students, teachers, administrators, and community members will provide a broader perspective on which to base school-wide decisions.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

The school has challenging and measurable 21st century learning expectations for all students, which address academic, civic, and social competencies. Expectations are defined by school-wide analytic rubrics, which define targeted high levels of achievement. Rubrics that target academic, civic, and social competencies were developed over the past accreditation cycle. Three academic rubrics address each of the academic learning expectations of communication, critical and creative thinking, and problem-solving. A rubric that addresses the civic learning expectation emphasizes service to the community and school. The final rubric, which addresses social learning expectations, provides feedback in relation to diverse experiences and perspectives. According to the Endicott survey, the majority of teachers, students, and parents agree that the 21st century learning expectations are challenging and measurable. The learning expectations are displayed throughout classrooms and teachers often mention them to classes in order to align class instruction to the 21st century learning expectations. Most rubrics attached to samples of student work were created by individual teachers or departments for particular assignments. Teachers have difficulty in fully adopting the use of the school-wide rubrics for assignments due to their broad nature. Therefore, teachers use subjective criteria to indicate progress on the biannually reported 21st century learning expectations. The school-wide rubrics do not indicate the desired level of achievement that the school expects students to attain. Teachers agree about which rating indicates meeting the expectations, exceeding the expectations, developing toward expectations, or performing below minimal standards and that meeting the expectations is the desired goal for all students. When the school better facilitates the use of the school-wide analytic rubrics to define targeted high levels of achievement of the school's challenging and measurable 21st century learning expectations, all students will be better able to attain the academic, civic, and social competencies articulated in these expectations.

Sources of Evidence

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

Standard 1 Indicator 3

Conclusions

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school; influence curriculum, instruction, and assessment in many classrooms; and guide the school's policies, procedures, decisions, and resource allocations. The core values, beliefs, and 21st century learning expectations are actively reflected throughout the culture of the school. There is an extensive list of inclusive clubs, such as Students Against Destructive Decisions (SADD), Gay-Straight Alliance (GSA), and Key Club. Many of these clubs have been added as a result of the adoption of the core value of awareness of diversity, the belief in graduating citizens with respect for diversity, and the 21st century civic and social learning expectations. The culture drives the overall climate of the school, where all students are respectful and caring toward each other, staff, and themselves. The guidance staff takes individual interests and career aspirations into consideration when recommending students' next steps after graduating high school. Guidance staff is open to the different paths students may take to develop their careers, instead of recommending college to all students. The school's core values and beliefs, and 21st century learning expectations have started to influence curriculum. The language of the learning expectations is incorporated into the web-based software that educators use to develop their curriculum and lessons. Curriculum has been updated based on the core values, beliefs, and expectations. For example, the Modern Issues class added a unit on evaluating media messages, designed to help students think critically not only about "fake news," but also how to determine where news outlets fall on the political spectrum. The creativity class, required of all freshmen, emphasizes the development of creative thinking and problem-solving. Students are expected to consistently demonstrate creative thinking skills, imagination fueled by curiosity, flexibility, and originality. They create products or services that attempt to solve a problem or issue that benefits individuals or society. Technology is a key component of the core values, beliefs, and 21st century learning expectations and is integrated into teachers' instruction throughout the school. Students use iPads throughout their classes, as the district has begun to implement a 1:1 iPad initiative. Other teachers changed instructional methods by putting more independence and ownership of the learning on the students. For example, some teachers only provide an objective during labs, and the students need to think critically and utilize reasoning skills in order to develop a procedure, method for collecting data, and providing evidence. Throughout classes, teachers promote respect and kindness during instruction. The core values, beliefs and 21st century learner expectations have started to influence assessment. Each department's teachers are responsible for reporting student progress on one of the five 21st century learning expectations. To address the critical and creative thinking expectation, many teachers give students a choice in how to demonstrate new knowledge, for example, through writing songs, drawing comic strips, and producing a video. Policies and procedures that have been implemented are reflective of the core values, beliefs, and 21st century learning expectations. According to the Endicott survey, over 81 percent of the staff agree that the school's core values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources. A recent change to the cell phone policy places more responsibility on the students for learning. Students are able to use cell phones throughout the school day, such as at lunch, during passing time, or for activities in the classroom when permitted by a teacher. If a student chooses to use a cell phone during instructional time, the ownership of learning falls on the student for any material missed while the student is distracted. Gender neutral bathrooms were redesignated throughout the school to provide a safe and supportive environment for all students. The school's procedures are driven by the core values, beliefs, and 21st century learning expectations. Students, staff, and families play a crucial role in important decisions that will impact the school community. Students, staff, and school committee members had the opportunity to provide feedback in selecting a new principal. The core values, beliefs, and 21st century learning expectations were at the heart of the process and ultimate decision to move forward with the community service graduation requirement, which prepares students to become contributing members of their school and community, and responsible citizens with respect for diversity. One of the beliefs is about using technology as a learning tool; therefore, resources were prioritized for the 1:1 technology initiative. Smart TVs were installed in all classrooms, and iPad carts were purchased. Resources have also been allocated for professional development off-site, where teachers are learning content-specific techniques to incorporate into their classroom. Recently, some teachers attended professional development relating to the use of Google Maps and mapping within their classroom. Teachers continue to design and deliver

curriculum and instruction based on students' learning styles to align to the core values and beliefs. Because the school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school; influence curriculum, instruction, and assessment in many classrooms; and guide the school's policies, procedures, decisions, and resource allocations, teachers have the support they need to ensure that students will continue to progress toward achievement of the 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

The school annually revisits its core values, beliefs, and 21st century learning expectations; however, it has yet to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities. The school has a process for discussing the continued applicability of its core values, beliefs, and 21st century learning expectations. Since 2013, this discussion takes place annually at a faculty meeting that occurs in January of each school year. The yearly effort involves teachers gathering as a department to suggest any changes. These changes or amendments are voted upon when all departments are together in the first fall faculty meeting. Generally, no changes or revisions are raised, and the core values, beliefs, and 21st century learning expectations remain the same. The changes, if any, that are suggested are not based upon the use of current research, data, or district and school community priorities. Once research, multiple data sources, and district and school community priorities are implemented in the regular review process, staff can more fully encompass and consider diverse perspectives regarding revisions of the core values, beliefs, and 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- department leaders

Standard 1 Commendations

Commendation

The faculty involvement in drafting core values and beliefs about learning

Commendation

The well-developed statement of Georgetown Middle/High School's Core Values, Beliefs, and 21st Century Skills

Commendation

The integration of core values, beliefs, and 21st century learning expectations into the school culture and their influence on curriculum, instruction, assessment, policies, procedures, and resource allocations

Standard 1 Recommendations

Recommendation

Design and implement an inclusive process informed by current research-based best practices to identify and commit to the core values and beliefs about learning

Recommendation

Ensure each learning expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement and those measurements are implemented with fidelity

Recommendation

Ensure the review and revision of core values, beliefs, and 21st century learning expectations is based on research, multiple data sources, and district and school community priorities

Standard 2 Indicator 1

Conclusions

Across the school, the curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. The curriculum is designed to verify that all students practice and gain competency in each of the school's 21st century learning expectations. The curriculum is created to include specific and measurable learning goals and expectations that focus on critical thinking, problem-solving, inquiry, communication and creativity. The curriculum is organized online using the Atlas software, in which all curriculum units are tagged with the specific 21st century learning expectations present in the student learning experiences and assessments. Learning expectations are identified by three levels of mastery: introduce, practice, mastery. The curriculum is aligned to the Massachusetts Curriculum Frameworks and leverages Bloom's Taxonomy to enhance student learning. The written curriculum is written very clearly by grade level and course level through its curriculum guides. There is a clear connection between the course content and the learning expectations. Multiple courses in multiple curricular areas offer learning experiences related to each of the school's learning expectations. Each department is deliberately responsible for assessing the students' progress on one specific component of the 21st century learning expectations. The vast majority of teachers understand which learning expectations they are responsible for teaching, and often demonstrate it through lessons and projects. However, there is some ambiguity concerning the assessing of students who may not be enrolled in a class connected to that reporting category. Because the curriculum is purposefully designed, most students can practice and achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- central office personnel
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

The curriculum is written in a common format that includes units of study with essential questions, concepts, content, and skills; instructional strategies for most areas; assessment practices that include the use of some specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics; and informally includes the school's 21st century learning expectations. A common template for writing curriculum documents is used for all subjects and courses in the Atlas program. There is a curriculum page for all courses, whether they are scheduled for the school year or not, in Atlas. Teachers use the program to demonstrate units of study with essential questions, concepts, content, and skills. The curriculum guides include components of the school's applicable 21st century learning expectations; however, they are not always clearly identified within each unit. Most curriculum guides include instructional practices. The guides contain formative and summative assessments. In some areas, course-specific rubrics are used to assess student learning and growth. The school-wide analytic rubrics are rarely included as full documents in the curriculum guides. The school-wide rubrics are used as they apply to each content area rather than as a whole. Teachers believe that the school-wide rubrics are "too wordy" for their content area and for students to understand. Teachers develop their own rubrics to use on assignments and assessments. This helps teachers to provide students with specific and measurable criteria for success in that specific course. The curriculum is written in a common format that includes units of study with essential questions, concepts, content, and skills; instructional strategies; and assessment practices; therefore, when the curriculum includes specific and measurable criteria for success for all courses, such as the school-wide analytic rubrics or course-specific rubrics and the school's 21st century learning expectations, practices can be more uniformly implemented and students will better be able to achieve the expectations.

Sources of Evidence

- self-study
- teacher interview
- central office personnel

Standard 2 Indicator 3

Conclusions

The vast majority of teachers use the curriculum to emphasize the depth of understanding and application of knowledge for all students through inquiry and problem-solving, higher order thinking, authentic learning opportunities, and informed and ethical use of technology, along with limited cross-disciplinary learning opportunities. According to the Endicott survey, 90.9 percent of staff agree that content area curriculum emphasizes depth of understanding and application of knowledge. Inquiry and problem-solving and higher order thinking are clearly demonstrated in most subjects. Educators meet in department teams frequently to develop, edit, and revise curriculum guides. Elements of cross-disciplinary learning can be found in curriculum guides but is not a formalized process for content areas. Examples of lessons in various subject areas that include cross-disciplinary learning include Film Class, which is co-taught by an English and social studies teacher, American Pop incorporating history; Egypt incorporating math, science, English language arts (ELA), social studies; and Modern Issues 1 and 2 using school policy/wellness. At the middle level, teams are able to develop and/or formalize cross-disciplinary units. At the high school level, besides history, cross-disciplinary learning occurs within one course making connections to ideas from other courses. According to the Endicott survey, 74.2 percent of staff agrees that curriculum emphasizes interdisciplinary learning. Authentic learning opportunities both in and out of school are emerging, with students participating in Financial Literacy, Forensic Accounting, Business Capstone, internships and work-based learning courses, and several others. The vast majority of teachers use authentic learning and relate the topic areas to real-world concepts or examples but few truly demonstrate authentic learning outside of the classroom. Many of the history courses require students to conduct research both in and outside of school, but this is not consistent throughout all disciplines. The School-to-Career program allows students to enroll in a class in which they are preparing themselves for the world beyond high school. Informed and ethical use of technology is implemented through the Internet safety curriculum, which starts in grade 6, and the newly designed iPad Academy, which is tied into the grade 7 orientation plan. Staff and students adhere to the informed and ethical use of technology in the use of iPads, Apple computers, and Apple TVs as tools for learning. According to the Endicott survey, over 80 percent of students totally agree that they are knowledgeable about the ethical use of technology. Students state how they learn technology responsibilities through several classes during their time at the school. Recent professional development time has been dedicated to support teachers' ability to enhance technology integration through the use of the substitution, augmentation, modification, redefinition (SAMR) model. Two technology integration specialists help students incorporate knowledge and ethical use of technology into their classes. The curriculum emphasizes depth of understanding and application of knowledge in all courses through higher order thinking, inquiry and problem-solving, authentic learning opportunities, and informed and ethical use of technology; therefore, when cross-disciplinary learning is formalized, students will gain a deeper and more complex understanding of interdisciplinary connections.

Sources of Evidence

- classroom observations
- teacher interview
- central office personnel
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

There is a clear alignment between the written and taught curriculum. Through the formal and informal observations, principals, department heads, and mentors are able to verify that the curriculum written in the program of studies is truly being implemented in each classroom. The departmental meeting time for each core content area allows teachers to discuss curriculum and ensure that it is being implemented throughout all lessons. Middle school team meetings provide the time to revise the taught curriculum to ensure it aligns with the written curriculum. Teachers review, revise, and prepare lessons that incorporate the 21st century learning expectations and the stated curriculum. According to the Endicott survey, 92.4 percent of staff feel that the formal curriculum in their subject area emphasizes inquiry, problem-solving, and higher order thinking to ensure that the taught curriculum is aligned with what is incorporated into the written curriculum. The online curriculum guides in the Atlas software define the clear alignment between the written and taught curriculum because teachers have the ability to update the content on each Atlas page to guarantee that the written and taught curriculum are the same. The written and taught curriculum are clearly aligned to ensure all students receive equal access to the intended curriculum.

Sources of Evidence

- self-study
- department leaders
- central office personnel
- school leadership
- Endicott survey

Standard 2 Indicator 5

Conclusions

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. Due to the intentional scheduling of department meeting time, which occur four times in each seven-day rotation, core teachers are routinely able to coordinate curriculum horizontally. The schedule provides the opportunity for staff to meet often with their peers to develop and revise curriculum. Once a month, a vertical alignment meeting supports communication between and among teachers at different grade levels. Extended day meetings, included in the district calendar, are used routinely for this purpose. Use of professional articles, protocols, and discussion prompts are employed to analyze curriculum horizontally and vertically among peers. Department leaders provide facilitation of these professional learning activities. Additionally, the use of internal resources, such as providing opportunities for the teaching staff to provide professional development on matters connected to curriculum implementation, is a strength. For example, informational technology staff recently provided professional development. Teachers are flexible, reflective, and willing to take risks, which allows for increased connections and a growth mindset. Although there is no formal curriculum review cycle, the iterative process of formative review embedded in the work on teams ensures that the alignment occurs vertically and horizontally. The curriculum coordination between the sending school and Georgetown Middle/High School has been strengthened, organically, through the reassignment of the grade 6 team to the elementary school. The grade 6 teachers have been able to more completely communicate their curriculum and the connections to the 21st century learning expectations to their elementary school colleagues. 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; therefore, there is continuous, recursive development and refinement of curricular standards and the 21st century learning expectations.

Sources of Evidence

- teacher interview
- department leaders
- central office personnel

Standard 2 Indicator 6

Conclusions

Collectively, the instructional materials, equipment, supplies, facilities, staffing levels, and the resources of the library/media center are sufficient to fully implement the curriculum as well as the co-curricular programs and other learning opportunities. However, the technology of the school is limited to some students, not all, which affects aspects of the curriculum being fully implemented. According to the Endicott survey, 60.6 percent of staff feels that they have sufficient instructional materials to implement the curriculum, and 54.5 percent feels that the school has sufficient professional staff to implement the curriculum including the co-curricular program and other learning opportunities. Many teachers feel that they are able to implement the curriculum with the materials and resources that have been provided but would appreciate having more resources and other supports to truly implement the best curriculum. The staffing levels at the school allow for about 170 courses to be offered with class sizes averaging between 15-23 students, depending on the course and level. According to the survey, 70.3 percent of students feel that the school provides them with the instructional materials needed for each course. Technology is used throughout the school. Every classroom has a flat screen television and an Apple TV, which was donated by the parent-teacher association (PTA). Each teacher has a school-issued MacBook Air laptop and/or an iPad. However, not every student has their own device to use in class. The new 1:1 iPad program implemented in grades 7, 9, and 10 allows technology to be used in classrooms to connect the content with technology applications. There are iPads for students to borrow from the library/media center. The library/media center helps to implement the curriculum by allowing students to use the materials and resources it offers to further their understanding. According to the Endicott survey, 55.9 percent of students feel that they are assigned work that requires them to use information and do research in the library/media center. For parents, 45.9 percent agree that the library and media resources adequately support learning in classes. There is a wide variety of co-curricular activities including over 45 clubs, 15 separate sports teams and competition programs such as Chorale. The different co-curricular activities create opportunities for all students to be involved in the school community. There is a School-to-Career program which includes a mentorship, job shadowing, and internships. This allows for students to continue their learning outside of the classroom and to "learn for the real world" and an opportunity for students to connect their educational goals with their career choices. As a result of the staffing levels, instructional materials, equipment, supplies, facilities, and the resources of the library/media center, the curriculum is able to be sufficiently implemented, including the co-curricular programs and other learning experiences; therefore, when technology is accessible to all students, the curriculum can be more fully accessed by all.

Sources of Evidence

- self-study
- student shadowing
- students
- department leaders
- central office personnel
- Endicott survey
- school website

Standard 2 Indicator 7

Conclusions

The district provides the professional staff with sufficient personnel, time, and fiscal resources to support the collaboration necessary to develop, evaluate, and revise curriculum. Some data sources are systematically analyzed to inform this process. The director of curriculum and instruction is responsible for the district and school curriculum coordination and articulation. Through the use of an online curriculum platform, professional staff develops curriculum guides and a connected scope and sequence for each course taught. The director of curriculum and instruction oversees the process and provides feedback to staff as needed. To help with the development of the curriculum, the technology integration specialists work with teachers on creating lesson plans to include technology to enhance students' understanding of topics. Dedicated blocks of time in the structure of the school and district schedule to allow for teams to meet vertically and horizontally. Department leaders are given the autonomy to lead their teams through the development, alignment, and revision process. The vertical alignment teams for math, science, history, and English meet once a month for over two hours. When the meetings do not occur, time is spent revising and connecting curriculum through email and online processes such as Google Documents. Examples of innovative thinking and practices related to curriculum include the newly developed Makerspace, the cross-curricular Egypt unit, the world languages "living on a dollar" discussion, and the ninth grade wellness project. The school's curriculum review cycle takes place each winter as the preparation is made for the next year's program of studies. The recent revisions of the English language arts (ELA), Mathematics, Science, and Technology/Engineering Massachusetts Curriculum Frameworks, and subsequent shifts to the Massachusetts Comprehensive Assessment System's (MCAS) testing blueprints, have inherently determined the need for teams to review and refine current curricula, align the 21st century learning expectations to the current standards, and identify the professional development needed to support the implementation of the revised standards. Over the past three years, district expenditures to support the implementation of curriculum include a new science program at the elementary school with an exploration of the continued implementation in grades 7 and 8 during the 2018-2019 school year. In 10th grade U.S. History, an ebook was purchased. Additionally, the funding for the online curriculum platform provides a consistent format to support the overall process. The analysis of school, grade, and student level MCAS data is mainly used to inform changes to the content and or/delivery of curriculum. For example, changes to the model of instruction of the curriculum are based on the results of a high needs group, which resulted in an increase of co-taught classes. Teachers analyze item analysis roster data and developed mathematics questions like those in Partnership for Assessment of Readiness for College and Careers (PARCC). Advanced Placement (AP) data is also used by relevant staff to provide feedback for changes needed from year to year. Other data includes district-determined measures (DDM) results; however, it is uncertain whether there is a consistent approach to analyzing benchmark cohort data to revise curriculum in a systematic way. Additionally, there has yet to be a regularly scheduled, school-wide analysis of students' progress toward achievement of the 21st century learning expectations for the purpose of informing curriculum development. Because the district provides the school's professional staff with personnel, time, and financial resources for ongoing and collaborative development, evaluation, and the revision of the curriculum, all students can be provided with courses that will advance their 21st century skills and application of knowledge.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- Standard sub-committee

Standard 2 Commendations

Commendation

The informed and ethical use of technology within the curriculum

Commendation

The time allocated for teachers to collaborate, revise, and prepare the taught curriculum to ensure it aligns with the written curriculum

Commendation

The opportunities for teachers to share their expertise with one another

Commendation

The effective curricular coordination and vertical articulation that exists between and among all academic areas within the school as well as with sending schools in the district

Commendation

The numerous co-curricular activities to help students be involved in the school and outside community

Commendation

The district sufficient personnel, time, and fiscal resources to support the collaboration and professional development necessary to develop, implement, evaluate, and revise curriculum

Standard 2 Recommendations

Recommendation

Ensure all written curricula include specific and measurable criteria for success for all courses, such as the school-wide analytic rubrics or course-specific rubrics and the school's 21st century learning expectations

Recommendation

Ensure the curriculum emphasizes depth of understanding and application of knowledge through cross-disciplinary learning

Recommendation

Ensure sufficient technology to fully implement and support the curriculum

Recommendation

Ensure sufficient data and use of current research to develop, evaluate, and revise the curriculum

Standard 3 Indicator 1

Conclusions

Instructional practices are continuously examined by most teams of teachers to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Core academic departments and grade level teams have regularly scheduled meetings to collaborate on a variety of topics. During this time, teams are able to examine their instructional practices through looking at student work, sharing curriculum, and discussing their practice. By department, teachers are responsible for reporting students' progress on particular 21st century learning expectations. These expectations are known and present in teachers' classrooms and instruction and teachers are evaluated with consideration on these expectations. Some departments do not have dedicated, scheduled common planning time, so they are not able to continuously examine instructional practices collaboratively unless they create alternative times and asynchronous methods. When all teachers' instructional practices are continuously examined to ensure consistency with the core values, beliefs and 21st century learning expectations, improved student progress and achievement towards them can be further supported.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- school board
- central office personnel
- school leadership

Standard 3 Indicator 2

Conclusions

Many teachers' instructional practices support the achievement of the school's 21st century learning expectations by purposefully emphasizing inquiry, problem-solving, and higher order thinking, and integrating available technology. However, engaging students as active and self-directed learners, cross-disciplinary learning, personalizing instruction, using authentic tasks, and engaging students in self-assessment and reflection are less consistently present across content areas and grade levels. There are many teachers who emphasize inquiry, problem-solving, and higher order thinking. In science and technology classes, students complete design challenges, which address real-world problems. There is an active science, technology, engineering, and math (STEM) Club, a Makerspace for teacher and student use, and a ninth grade Creative Problem-Solving class. Because of the school's 1:1 initiative, there is a strong push for technology integration. Students take notes and access class materials on their iPads and devices. In art, students maintain online portfolios of their work. In most classes Apple TVs are used to project instructional materials.

There are some opportunities for students to be active and self-directed learners, for example, creative writing classes write independently, break into regular groups to peer edit, and incorporate peer feedback into writing; and in both physical education and guitar classes, teachers or students demonstrate, and students independently practice and provide peer feedback to each other. However, these opportunities happen primarily in electives. Similarly, students are engaged in cross-disciplinary learning in such opportunities as through an Egypt project in the middle school, a French III class where students discuss the colonization of Northern Africa in the target language, and in independent studies where an art student constructs an origami installation inspired by a book read in a past English language arts (ELA) class about paper cranes. These projects occur in some classes and grade levels, but are primarily used at the middle school and elective classes at the high school.

According to the Endicott survey, 90.9 percent of staff members agree they provide personalized instruction. The personalization of instruction is in the choice of culminating unit projects and assignments and in elective course offerings. Special education teachers use Moby Max to personalize instruction for their students. The 10th grade research paper offers student choice in a topic of interest. High school English language arts (ELA) teachers use No Red Ink to target areas of growth for individual students in grammar. Several students in elective classes participate in an independent study and are able to take advantage of the related classroom resources for their topic of study and the teacher while exploring individualized topics.

Teachers ask students to apply knowledge and skills to authentic tasks in some areas. Digital video classes have a series of lessons to build technical skills, then students incorporate the skills into a culminating class project. Students are able to use these skills to produce products for other classes. Students in Spanish IV communicate in their target language to students in a partner school in Spain. There are partnerships between the school and local institutes of higher education, a school store where students work, and business-based electives which offer the opportunity for students to apply their knowledge and skills to authentic tasks.

Teachers occasionally engage students in self-assessment and reflection. ELA teachers ask students to grade their writing on a rubric prior to the teacher's assessment of the piece. At the end of a project or culminating unit task, some teachers ask students for feedback on their progress and on the project and instruction itself. One self-assessment guides students to reflect on their own achievement, participate in a group project, and reflect on their group's dynamics to provide the teacher with feedback to improve the assignment.

Because teachers emphasize inquiry, problem-solving and higher order thinking, and integrate available technology, students are often developing 21st century skills; therefore, as all teachers engage students as active and self-directed learners in cross-disciplinary learning and in self-assessment and reflection, personalize instruction, and apply knowledge and skills to authentic tasks, student achievement of the school's 21st century learning expectations will be more universally supported and accomplished.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- central office personnel
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Most teachers use formative assessment, especially during instructional time to adjust their instruction; many teachers differentiate and provide additional support and alternative strategies within the regular classroom, including differentiated instruction, and effectively group students to optimize learning activities. Teachers use formative assessments, especially during instructional time, for example, most teachers employ a "do now" to gauge how many and which students understand a previously taught concept, thus using real-time data to inform daily lessons. Various teachers use active reading notes and guide questions to gauge students' understanding of classroom materials. Teachers use verbal check-ins with students throughout a lesson to ensure understanding and to inform their instruction in real time. Some teachers provide multiple differentiated note-taking scaffolds and graphic organizers for writing assignments. Modified tests are occasionally given and projects are adjusted based on students' skills and reading abilities. Many teachers ask directly about students' learning styles and preferences early on in the school year in order to inform how they will deliver instruction throughout the year. Differentiation is also utilized in classes that are multi-leveled, for example, college preparatory and honors designations of students within the same class. Teachers provide additional support and alternative strategies in a regular classroom less, in part, because teachers believe they do not need to modify their instruction in a leveled course. Many teachers adjust instructional practices by using formative assessment, especially during instructional time; therefore, when all teachers strategically differentiate; purposefully organize group learning activities; and provide additional support and alternative strategies within the regular classroom, the needs of students can be more fully met.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- community members
- school leadership
- Standard sub-committee

Standard 3 Indicator 4

Conclusions

Almost all teachers, individually and collaboratively, examine student work, use feedback from a variety of sources including students, other teachers, supervisors, and parents; student achievement data from formative assessment, examine current research, and engage in professional discourse to improve their instruction and instructional practices; however, use of a wide variety of student achievement data from other assessments less so. During shared planning time, departmentally at the high school and in grade level teams in the middle school, teachers examine student work to improve their instruction. Teams use protocols to examine work and work together to calibrate grading practices. Teachers' instruction is improved by using feedback from a variety of sources. Students are asked for feedback at the end of a unit's instruction to improve future teaching. Teachers are collegial with one another and often share feedback, observe peers, and collaborate on teaching informally with one another. Supervisors provide ample feedback from the evaluation system to improve instruction. Parents are invited to share feedback to teachers about their students' learning. Teachers use their shared planning time to examine and discuss current research to improve their instruction. Teachers read and share professional articles and resources to improve their instruction. Consequently, during this shared planning time, teachers also engage in professional discourse focused on their instructional practices. Teachers currently use a variety of formative and summative assessments, particularly MCAS, to inform their individual instruction and teams of teachers collaboratively review both formative and summative assessments; however, there are limited data points used for collaborative review. Because teachers, individually and collaboratively, examine student work; use some feedback from a variety of sources, including students, other teachers, supervisors and parents; examine current research; and engage in professional discourse, instructional practices improve; hence, as teachers use more data points to inform their instructional practices, students will receive more targeted instruction.

Sources of Evidence

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

Standard 3 Indicator 5

Conclusions

Most teachers, as adult learners and reflective practitioners, maintain their expertise in their content area and many teachers maintain their expertise in content-specific instructional practices. More than 75 percent of staff has a master's degree in a relevant field. Additionally, 85 percent of teachers have at least six years experience and participate in consistent professional development throughout the year, in and out of school. In-school professional development recently focused on technology integration to support the school's 1:1 initiative. Previous trainings included writing across the curriculum, RETELL, and Landmark. During the school year and summer months teachers attend seminars and trainings to maintain high qualifications and content-specific knowledge. Teachers attend seminars and graduate courses across the country through organizations such as the College Board, Gilder Lehrman, the National Endowment for the Humanities, and select universities to maintain their expertise in their content area. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices to support teaching and student learning. Teachers meet frequently during common planning time throughout the seven-day cycle of the school schedule. High school core departments and middle school grade level teams meet three to four times during these cycles. Faculty engage in professional discourse focused on best practices and develop assessments and common curriculum. Core academic teachers are provided with regularly scheduled common planning time; however, the schedule does not permit teachers outside of the four core subjects to do so. As a result, most teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional strategies.

Sources of Evidence

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

Standard 3 Commendations

Commendation

The common planning time for core academic teachers to share instructional practices

Commendation

The plan to provide all students with a device to increase opportunities for technology integration

Commendation

The multiple opportunities for students to be active and self-directed learners in several courses

Commendation

The flexibility in class offerings for students to engage in inquiry and problem-solving, and to demonstrate higher order thinking skills

Commendation

The use of formative assessments to adjust instructional practices

Commendation

The classroom-based data collection of learning styles to inform instruction

Commendation

The scaffolded note-taking formats and teaching strategies used that are based on student need

Commendation

The collaboration among teachers about instructional practices achieved through professional discourse

Commendation

The examination of student work used to improve instructional practices

Standard 3 Recommendations

Recommendation

Ensure all teachers' instructional practices are continuously examined to ensure consistency with the core values, beliefs, and 21st century learning expectations

Recommendation

Engage students as active and self-directed learners and in cross-disciplinary learning, and by personalizing instruction, using authentic tasks, and self-assessment and reflection

Recommendation

Ensure teachers adjust instructional practices by strategically differentiating; purposefully organize group learning activities; and providing additional support and alternative strategies within the regular classroom to more fully meet the needs of all students

Standard 4 Indicator 1

Conclusions

Georgetown Middle/High School staff continuously employs a formal process to assess individual student progress for most students in achieving most of the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics, but has yet to measure whole-school progress. The school's core values, beliefs, and learning expectations are referenced and targeted during instructional time and woven into assessments so teachers continually reinforce and monitor student progress in meeting those expectations. A mandated element of the school's curriculum and assessment planning process is to align all classroom assessments to the school's 21st century learning expectations and to demonstrate this in the official written curriculum in the Atlas online curriculum-management system, where it can be viewed and reviewed by teachers and administrators. Therefore, ongoing assessment of the 21st century learning expectations during the course of instruction is the accepted school policy. It is common for teachers to instruct and assess the entirety of the school's learning expectations; each department is assigned a specific learning expectation. The school developed a rubric for each of the 21st century learning expectations, and has a formal process in place for each department to use one of these rubrics to assess student progress twice a year. During the second and fourth quarters, teachers in each department use school-wide analytic rubrics to formally assess and report student progress on meeting the learning expectation for which that department is responsible. The report cards for these two quarters communicate a student's progress in achieving each of the school's 21st century learning expectations to their families. However, if a student is not taking a course in the department responsible for assessing and reporting progress in a specific learning expectations, that student does not receive feedback on their progress on that expectation. For example, the world languages department is solely responsible for assessing and reporting on student progress towards the school's social expectation. Thus, a student who is not taking world languages in a given year would not receive any feedback about his or her growth for that particular expectation. There has yet to be a mechanism in place to longitudinally track individual student progress in achieving the school's 21st century learning expectations. The data has yet to be aggregated to assess whole-school achievement of each of these expectations. The results of the Endicott survey indicate that 83 percent of teachers understand the formal process of using school-wide analytic rubrics to assess school and individual student progress in achieving learning expectations; however, 62 percent report using these rubrics when assessing student work. As the school ensures that all students are regularly assessed on each of the school's learning expectations, and that whole-school progress is measured through the use of the established school-wide rubrics, there will be a better understanding of how well all students, individually and collectively, are progressing and achieving the learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teachers
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

The school's professional staff communicates individual student progress in achieving the school's 21st century learning expectations to students and their families but, has yet to have a formal process to report whole-school progress in achieving 21st century learning expectations to the school community. Using various school, department, and teacher-level rubrics, the expectations are assessed, and student performance is reported to the students and their families as a comment on the quarter two and quarter four report cards. All departments are assigned to assess at least one of the learning expectations specifically, and teachers in that department evaluate all students in their classes for the assigned learning expectation. Parents and students receive direct reports twice yearly on student progress. However, if a student is not enrolled in a department that assesses a specific expectation, the student is not able to receive any indication of progress towards meeting the expectation. The school has yet to implement a formal process for reporting of whole-school progress in achieving the 21st century learning expectations to the school community. The website provides the community with information regarding students' academic achievement, curriculum, new initiatives, frameworks, standards, and district report cards, it does not contain information about whole-school progress in achieving the school's 21st century learning expectations. When the school communicates individual progress for all students in achieving the learning expectations and the school's progress in achieving the school's 21st century learning expectations to the school community, awareness about progress and achievement of the learning expectations will increase.

Sources of Evidence

- self-study
- panel presentation
- teachers
- school website
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

Across the school, professional staff collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. According to the results of the Endicott survey, 81.8 percent of staff agree that the school's staff collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. Math, science, and English language arts (ELA) teachers analyze Massachusetts Comprehensive Assessment System (MCAS) data for all regular education and special education students. This analysis is conducted individually by teachers and then discussed in department meetings to identify areas of strengths and concerns for the student population. Based on these analyses, teachers may modify curriculum and instructional strategies to help close any achievement gaps. Academic teachers collaborate with the special education department to ensure learning disabled students are receiving the support and structure they need to improve their academic performance. Department chairs present the analyzed results and the steps to be taken to address inequalities in student achievement to the building and district administrators and the school committee. Teachers analyze student work and classroom assessments for inequalities in student progress, and review data from formative and summative assessments to inform and adapt both their classroom practice and curriculum. By department, teachers share and analyze student achievement data, and plan strategies to address specific content-based issues or issues with general academic skills that are restricting student growth and success. These strategies could involve modifications of the instructional practice or changes to the curriculum to better meet student needs. Students, who require a more formal intervention to provide the help they need, are referred to the student assistance team (SAT). The SAT gathers, disaggregates, and analyzes the data from the referring teacher and others involved in the student's academic schedule, then use the results of these analyses to create and implement a student intervention plan to provide at-risk students the help they need to achieve success. The staff uses student grades, previous-teacher comments, MCAS scores and specific placement exams to determine course placement for students transitioning into the middle school and high school. Analysis of assessment data is used to determine if students should move up or down in academic level for a course, for example, from a college preparatory level to an honors level or if the student should move to a different course placement altogether to better meet the student's learning needs. Because the professional staff collects, disaggregates, and analyzes assessment data, they are able to identify and respond to inequities in student achievement.

Sources of Evidence

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

Standard 4 Indicator 4

Conclusions

At the beginning of each unit of study, most teachers preview the unit-specific content and skill goals, frameworks-based learning standards, and the relevant 21st century learning expectations. This is done either verbally or in writing to frame learning and reinforce the school's expectations for student achievement. Many teachers keep frameworks or content goals and the 21st century learning expectations displayed in their classrooms throughout the entire unit to provide students with a continuous "big picture" view of the unit as a whole. According to the Endicott survey, 63.6 percent of students and 78.8 percent of teachers agree that this is a common teaching practice, and expectations specific to a discipline are often found posted separately in a prominent location. Specific to units, daily lessons and other resources are given to students and teachers write out unit-specific content and skill goals, frameworks-based learning standards, and relevant 21st century learning expectations. During instruction, teachers reference these posted items and ask students how their work is related to these expectations. This practice is reinforced as part of the supervision and evaluation process through the clear expectations indicator. Supervisors note this in learning-walk write-ups. When all teachers develop the practice of communicating unit-specific learning goals and skills goals, frameworks-based learning standards, and relevant 21st century learning expectations prior to each unit of study, all students will understand the enduring concepts to be assessed.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- Endicott survey

Standard 4 Indicator 5

Conclusions

Prior to summative assessments, most teachers regularly provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement. Students receive a variety of resources such as rubrics, study guides, models and exemplars, and self-, peer-, or teacher-assessed practice work to gain understanding about how their achievement towards learning goals will be measured and what is required to reach individual levels of unit and/or daily achievement. These resources specify what students should demonstrate in terms of knowledge and skills, what is expected on for each category on the grading scale, and how different elements of an assignment or assessment impact the overall score. Teachers discuss and review these resources with students, so they can answer questions, address concerns, and ensure students understand how to meet targeted high levels of achievement. According to the Endicott survey, 72.4 percent of students agree or strongly agree they understand in advance what work they have to accomplish to meet teacher' expectations; 77.2 percent of students agree or strongly agree that teachers use clear criteria, such as rubrics, to assess work; and 74.7 percent of students agree or strongly agree that they understand the criteria or rubrics teachers use. When all teachers provide students with specific and measurable criteria for success prior to summative assessments, such as corresponding rubrics, students have opportunities to reach the defined targeted high levels of achievement.

Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- students
- Endicott survey

Standard 4 Indicator 6

Conclusions

Almost all teachers use a variety of formative assessments; a majority rely on traditional tests as the primary summative assessment. A wide variety of formative assessments are used throughout daily instruction and at more prescribed intervals during a unit of study. Many classes began with "do now" activities that either targeted prior learning or gauged existing student knowledge. A wide range of informal formative strategies is regularly employed to measure individual student learning including direct student questioning, think-pair-share, student volunteers writing answers on the board, and direct observation of skills in performance-based courses. Whole class techniques such as thumbs-up/thumbs down, writing answers on personal whiteboards to display them as a class, and other technology-based strategies such as Kahoot or Quizlet are practiced regularly. Larger-scaled formative assessments are used to formally evaluate students including quizzes and authentic performance-based tasks. Sixty-six percent of students agree they are given multiple opportunities to demonstrate what they have learned and 90.5 percent of staff agree that in each unit of study the teaching staff employed a variety of formative and summative assessments. A variety of summative assessments are used, some of which are authentic tasks. These are often assigned and evaluated in addition to or to supplement the primary reliance on pencil and paper tests. A range of formative assessment strategies are employed in each unit of study; therefore, when a broader range of summative assessment strategies is used, student will have additional opportunities to demonstrate learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- Endicott survey

Standard 4 Indicator 7

Conclusions

Teachers are formally provided the opportunity to meet regularly in their departments for the purpose of collaboration involving curriculum, instruction, and assessment, with the exception of teachers outside the core academic areas. Many teachers meet on an informal basis to collaborate on the creation, analysis, and revision of formative and summative assessments, including common assessments. The high school ELA, math, science, and history departments have common planning periods three or four days out of a seven-day cycle for 40 minutes. At the middle school level, teachers meet across disciplines for the same purpose; all middle school teams meet four days out of a seven-day cycle for 40 minutes. Teachers use this time to discuss best practices in teaching and learning and to calibrate assessment of student work. When addressing assessments, teachers regularly evaluate past student performance from state standard testing, MCAS, and course district-determined measures (DDMs) to plan accordingly and improve future assessments. Analysis of student work often involves cross-curricular assessments and allows teachers to revise instruction to target recognized areas of weakness. All departments, including specialists, meet formally once a month after school for 60 minutes for collaborative planning. Informal meetings are common during the school day to share curriculum, instruction, and assessment ideas with one another. Special education teachers collaborate with regular education teachers on a daily basis to modify and/or adapt assessments for students with learning disabilities. The Endicott survey results indicate that 86.3 percent of teachers at strongly agree or agree that they meet formally to discuss and improve both formative and summative assessment strategies. Teachers are provided time for collaboration; therefore, as all teachers collaborate regularly on the creation, analysis, and revision of formative and summative assessments, including common assessments, they can calibrate grading practices and use assessment data for targeted instruction.

Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

The majority of teachers provide specific, timely, and corrective feedback to ensure students improve their work. Feedback is provided in a variety of ways to improve student learning. During class, feedback often involves immediate responses to verbal student offerings, homework, or classwork. After summative assessments, students receive feedback on both process and content that specifically targets what students did well and where they need to focus improvement efforts. This feedback is provided verbally during peer and teacher conferences, in written form, and on digital platforms Plusportals, Google Drive, and Schoology. These platforms provide students the opportunity to use specific teacher-comment feedback to respond at any time, both in and out of school. In performance-based classes, students are provided immediate feedback on their work, including both verbal and visual suggestions for improvement. According to the Endicott survey, the majority of students agree that teachers give feedback in a reasonable time and provide suggestions to improve work. Because feedback is targeted and timely, students have opportunities throughout the learning process to use specific information to improve their performance and learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- department leaders
- Endicott survey

Standard 4 Indicator 9

Conclusions

The vast majority of teachers use a variety of formative assessments to gauge the level of student understanding to inform their instruction for the purpose of improving student learning. The results of formative assessments are used guide instruction immediately and for the future. Formative assessments often begin the moment students walk through the door with a variety of “do now” activities to measure prior knowledge and to provide information on how students are progressing through a unit. Some teachers utilize provide pre-assessments to help establish a baseline for their students. Throughout instruction, teachers use a variety of dip-sticking methods to glean information from their students. Online assessments employed include Kahoot, Quizlet, Brain Pop, Desmos, Moby Max, and Math.com, which provide immediate feedback on how well students grasp a specific skill or concept. Other strategies employed include completion of a specific question or problem, individual student whiteboard responses, thumbs up and thumbs down voting, show of hands, and jigsaw group responses. Analysis of these formative assessments informs teachers of student progress and drives adjustments to instruction, such as providing more practice time if students struggled with a homework skill and developing homogeneous groups to provide targeted and direct instruction to students who need extra assistance. Interventions can be developed to respond to the needs of the whole class, groups of students, or individuals. Students report that teachers reteach when necessary and provide opportunities for individual support. According to the Endicott survey, 100 percent of teachers strongly agree or agree that they use a variety and range of assessment strategies including formative and summative assessments. Because formative assessment is used regularly, teachers can adjust instruction to target specific skills and content for the purpose of improving student learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- Endicott survey

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and collaboratively, examine evidence of student learning from student work; common course and grade-level assessments; standardized assessments; data from sending schools; and survey data from current students for the purpose of revising curriculum and improving instructional practice. At this point, the school has yet to analyze individual and school-wide progress in achieving the school's 21st century learning expectations; data from receiving schools and post-secondary institutions; and survey data from alumni.

According to the results of the Endicott survey, 80.3 percent of staff believe teachers and administrators examine a variety and range of student work, common core assessments, common grade-level assessments, and standardized assessments to revise and improve curriculum and instructional practices. Departments, individual teachers, and teams regularly review student work. Teachers use student work to revise curriculum and target instruction at the department level, for example, a math course was added; graphical interpretation skills, probability, and mathematical skills as related to lab analysis became a focus in science; and the social studies department created a team goal to provide targeted and specific feedback to improve student scores on historical writing. Individual teachers examined student work and recognized the need to provide additional scaffolding; use graphic organizers; and make adjustments to widespread instructional strategies, such as peer editing. Results of the Endicott survey indicate that 75.6 percent of students and 48.3 percent of parents believe teachers use a variety of methods to assess learning. Departments, individual teachers, and teams employ many of the same practices when reviewing common course and common grade-level assessments. Item analysis provides teachers with the information needed to adjust the pacing of instruction in order to address areas where students are struggling, and provides an opportunity to make changes for the next school year. Because many teachers are the only instructor for a particular course, communication regarding vertical alignment takes on increased importance so that gaps in student preparation for a particular course can be addressed both through instructional delivery and curriculum adjustments. Twice a year students are assessed by a particular department on each of the school's 21st century learning expectations. This information is reported out to students and parents on the second and fourth quarter report cards. At this point, this information is not aggregated in a manner that would allow the review of individual and school-wide progress in achieving the school's 21st century learning expectations to revise the curriculum or to improve instructional practices. All MCAS tests are examined by administrators and the curriculum coordinator. The aggregated data is given to department heads to share with teachers for the purpose of improving curriculum and instruction. The entire leadership team is able to access and filter MCAS data by standards, subgroups, and individual classes. Individual teachers use Advanced Placement (AP) test results to adjust curriculum and instruction. The school does not analyze PSAT, SAT, or ACT data. The school uses data from sending schools to place students in courses that best meet their educational needs. However, the school has yet to collect and analyze data from receiving schools or post-secondary institutions to revise curriculum and improve instructional practice. Students fill out a feedback survey for each class at the end of the course to provide feedback about coursework and instructional strategies. This information is viewed by each teacher to help them improve their practice for the following year. Many teachers receive anecdotal information from alumni about preparedness for post-secondary school; however, previous attempts to survey alumni have been unsuccessful. Thus, the school does not formally collect and analyze data from alumni for the purpose of revising curriculum and improving instructional practice. Teachers and administrators, individually and collaboratively, examine evidence of student learning from student work; common course and grade-level assessments; standardized assessments; data from sending schools; and survey data from current students for the purpose of revising curriculum and improving instructional practice; therefore, when individual and school-wide progress in achieving the 21st century learning expectations, additional standardized assessment data, and data from post-secondary schools and alumni is collected, examined, and analyzed, there will be a broader range of evidence of student learning for the purpose of revising curriculum and improving instructional practice.

Sources of Evidence

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

Standard 4 Indicator 11

Conclusions

Across the school, grading and reporting practices are regularly reviewed and revised at varying levels to ensure alignment with the school's core values and beliefs about learning. A number of changes to improve and review the school's grading and reporting practices were introduced. For example, following parental concerns regarding homework, the school's leadership studied the issue and changed the weighting of homework across all disciplines to 10 percent. When the school learned that its failing grade of 64 was inconsistent with the majority of other area schools that had failing grades of 59, Georgetown changed its failing grade to below 60 percent and added a grade of D-, aligning with regional schools. In order to maintain high academic rigor, the leadership team discussed changing the honor roll qualifications up from a minimum grade of B- to a B, and that change was enacted during the 2016-2017 school year. Although there have not been any full-faculty discussions about aligning grading practices with the school's 21st century learning expectations, individual departments reviewed assessments and revised rubrics to better align them with the learning expectations, sometimes directly incorporating language from the school-wide rubrics. Reporting practices undergo regular revision and modernization. For example, to better inform students and parents on the progress of the 21st century learning expectations, second and fourth marking period report cards include a rating of students' current level of achievement on each of the school's learning expectations. The change to a continuously updated online grading system allows for both students and parents to log in on a daily basis to view graded assignments. The Endicott survey indicates that 66.7 percent of staff believes school-wide grading and reporting practices are regularly reviewed and revised. When all teachers regularly engage in discussions of grading practices, the school's grading and reporting practices will be better aligned with the school's core values and beliefs about learning.

Sources of Evidence

- self-study
- teacher interview
- teachers
- Endicott survey
- Standard sub-committee

Standard 4 Commendations

Commendation

The twice-annual reporting of individual student progress in meeting the 21st century learning expectations to students and families

Commendation

The widespread use of formative assessments

Commendation

The use of assessment data to respond to gaps in learning and to create interventions to help struggling students succeed

Commendation

The examination of student work by teachers, both individually and collaboratively, in order to revise curriculum and to improve instructional practices

Commendation

The provision of rubrics, study guides, and exemplars prior to summative assessments

Commendation

The development of interdisciplinary curriculum units and assessments

Commendation

The use of digital platforms to provide real-time feedback to students

Commendation

The use of digital platforms to provide real-time feedback to students

Standard 4 Recommendations

Recommendation

Ensure all students are assessed on each learning expectation

Recommendation

Assess whole-school student progress in achieving the school's 21st century learning expectations and communicate progress to the school community

Recommendation

Provide students with specific and measurable criteria for success prior to summative assessments, such as corresponding rubrics, which define targeted high levels of achievement

Recommendation

Employ a range of summative assessment strategies in each unit of study

Recommendation

Ensure all teachers collaborate on the creation, analysis, and revision of formative and summative assessments

Recommendation

Collect, examine, and analyze data from individual and school-wide progress in achieving the 21st century learning expectations, additional standardized assessment data, receiving schools, alumni, and post-secondary institutions for the purpose of revising curriculum and improving instructional practice

Standard 5 Indicator 1

Conclusions

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. The town is funding the new security vestibule to further promote student safety. There are visible “Say Something” posters to identify safe, trusted adults within the school to whom students can report safety concerns. Many different groups are supported within the school; for example, the sell-out for the recent musical, spirit posters for athletes, bulletin boards for clubs and displaying college acceptances; Student of the Month program; and Kudos Corner announcements. There is a pervasive sense of respect among the student body and there have been initiatives to promote diversity and understanding among all groups. Additionally, there is a respectful relationship between staff and students. Because of this, students are given a sense of agency within the school through internship opportunities and classes that offer services within the school. Because the school community 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 students, students are able to engage in their education more fully.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- students

Standard 5 Indicator 2

Conclusions

The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations. Students in the seventh and eighth grades are grouped heterogeneously in most classes. In grades 9-12, the core classes are somewhat homogeneous with levels from standard to Advanced Placement (AP). The goal is for students to strive to get to the next level. At each grade level, there are several disciplines that are not leveled. Students and parents have final say on what level they enroll in for courses. A formal waiver process exists if a parent wants their child to enroll in a more challenging class than the recommendation provided. Students feel that they are challenged and engaged. There is dedicated special education support, such as co-taught classes to ensure students are included with peers. Special educators and regular educators collaborate regularly in person and/or via the Atlas program. For the population of students on the autism spectrum and/or have social/emotional needs, the school has the Compass Program and Decompression Room to allow students space and provide resources to support their daily learning and social-emotional learning needs. Instruction is differentiated and modified according to student ability in many classes. Because the school strives to be equitable and inclusive, ensures access to challenging academic experiences for all students, makes certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fosters heterogeneity, and supports the achievement of the school's 21st century learning expectations, students are well prepared for post-secondary success.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teachers
- students
- department leaders
- school leadership

Standard 5 Indicator 3

Conclusions

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. At the end of the first quarter each year, the names of all of the students are placed on a star chart for staff to put a star next to the name of each student for whom they feel they could have a conversation with or write a college recommendation. In addition, students are asked to write down the name of a teacher or coach they would feel comfortable going to if they had a problem. At the end of the process, students who did not have at least two stars are referred to guidance for follow-up with the student assistance team. An action plan is created to ensure that they have an opportunity to connect regularly with an adult in the school. Many students are involved in extra-curricular activities, including athletics, which regularly puts them in touch with an adult. Middle school students have a formal advisory program that meets twice a month for 30 minutes. On an informal survey, feedback from middle school students suggests that they appreciate their advisory experience and would like it to be extended from 30 to 45 minutes. According to the Endicott survey, 51 percent of students feel they have an adult that they meet with regularly and who knows them well. Similarly, 48 percent of staff feels that they serve as a mentor for students. Because there is a formal process implemented to ensure there is an adult in the school, other than the counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations, students are set up for success in achieving the school's expectations for learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- students
- department leaders
- school leadership
- Endicott survey

Standard 5 Indicator 4

Conclusions

The principal and professional staff strive to continuously and adequately improve student learning through professional development by engaging in professional discourse for reflection, inquiry, and analysis of teaching and learning; and using resources outside of the school to maintain currency with best practices; dedicating formal time to implement professional development; and allowing teachers to apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. There is a Google Document shared with teachers prior to, and after professional development ensures the teachers are involved in the training they receive and that they are thoughtful about it. The document sent after the professional development is to have teachers reflect on their experience. Teachers reflect on how they will change or adapt their next lesson, and there is a section that provides an opportunity for teachers to communicate the support needed. High school teachers meet by department three days out of a seven-day cycle to discuss and analyze data and to plan curriculum and lessons and middle school teachers meet by grade level teams four out of seven days. In addition, vertical teams from across the entire district meet regularly to analyze student data and to ensure the curriculum is aligned to meet the needs of students. When the school received an influx of language-based students, meaningful professional development was provided by outside specialists. Department heads use resources from this training. A teacher book club was formed to provide any interested teachers, administrators, and paraprofessionals to regularly discuss pedagogical references. The school has funds set aside for teachers who wish to partake in outside professional development. The school department budgets \$20,000 to reimburse teachers who wish to seek courses post-master's degree. School administrators are able to attend conferences. Several professional development days are built into the school calendar. The district is seeking additional days for the next school year with the goal of providing additional support to teachers during the evaluation process. Many professional development programs focus on integrating technology in the classroom. For example, at a recent session, teachers brought their lesson plans and received specific guidance about incorporating technology. The teachers were asked to submit follow-up documentation about what they were planning to use, the lesson, and any additional questions. Teachers consistently integrate technology by creating iPad-specific assignments in the grades that have a 1:1 program. Teachers use their MacBooks to project to the Smart TV and have students share on the same medium. Typically, most professional development offerings support teachers in applying the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Teachers' lesson plans and activities reflect professional development outcomes, for example, writing and discussion strategies, such as write-arounds and RAFTs. 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 professional development; and apply the skills, practices, and ideas gained to improve curriculum, instruction, and assessment, so more effective teaching and improved learning outcomes can be achieved.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- central office personnel
- school leadership

Standard 5 Indicator 5

Conclusions

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. Evaluations are used to promote and support teacher excellence through collaboration, mentoring, and professional development. Teachers are often evaluated by the same administrator over time to help improve consistently. Administrators use the rubric aligned with the Massachusetts Department of Elementary and Secondary Education (DESE) online with MyLearningPlan software. The rubric consists of observations of both student and teacher behavior according to the teaching standards. Evaluators are trained by Teachers21 on the Massachusetts Educator Evaluation System and at the Massachusetts School Administrators Association's annual conference. In addition, there is a formal process through which teachers submit end-of-the-year feedback to administrators and students submit end-of-the-year feedback to teachers. This feedback is used for future goal setting by teachers and administrators. By regularly using research-based evaluation and supervision processes focused on improved student learning, teachers feel supported and are more able to positively impact student learning.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership

Standard 5 Indicator 6

Conclusions

The organization of time deliberately supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. The school day consists of six 43-minute periods and one 90-minute period, which rotates on a seven-day schedule. The schedule has time for departments or team to meet three to four times per week. Teachers are given one period daily in which to prepare lessons that incorporate research-based instruction. The vertical alignment team is responsible for researching needs, and ensuring the curriculum is appropriately aligned with such research. This information is shared, student data is discussed, and the curriculum changes are made at department meetings. The special educators are part of the online collaboration with Atlas, allowing them to effectively communicate needs, accommodations, and/or modifications required to ensure all students can appropriately access the curriculum. As a result, the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students to prepare them to think on a higher level and be ready for life after high school.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 7

Conclusions

By design, student load and class size enable teachers to meet the learning needs of individual students. The average class size is 16 across subjects and grade levels, although there are some outlier classes with nearly 30 students. Students, teachers, and parents indicate in the Endicott survey that 78 percent, 72 percent, and 69 percent, respectively, are in total agreement that the class sizes meet students' learning needs. The school runs specialized classes, such as Abnormal Psychology, Advanced Placement (AP) Biology, AP Government, and Sociology with fewer than ten students, to meet the needs and choices of students. Department heads are very conscious of resources and try to be cognizant of the amount of preparations that teachers have, while still offering a wide variety of classes to students. Because the student load and class size enable teachers to meet the learning needs of individual students, students are more likely to receive individualized attention, and increased access to curriculum supported through a wide variety of course offerings.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- teachers
- students
- school board
- Endicott survey

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders, provides instructional leadership across the school that is rooted in the school's core values, beliefs, and learning expectations. Instructional leadership is at the forefront when the principal and assistant principals meet with teachers as part of the evaluation system to assess progress toward goals. As part of the evaluation process, teachers are observed to assure that their goals, which may be grounded in the core values, beliefs, and learning expectations, and specific evaluation standards are met. During department meetings across many subjects, department heads lead calibration and data protocols to improve assessments and help identify areas of weakness among the student body to support the achievement of the learning expectations. The findings of this work allow teachers to form goals for themselves. Instructional leadership is further grounded in the learning expectations through the increase in technology hardware, which was supported by the principal working with the school committee and other building leaders. The 1:1 iPad pilot program was rolled out in the seventh, ninth, and tenth grades. Teachers receive focused professional development on technology, and most teachers consistently incorporate technology into lessons with specific assignments, for example, an activity for students may require research or creative thinking to justify that website information is valid. The vast majority of teachers use Smart TVs, which were added to improve the 21st century skills being taught. The principal headed a learning initiative to incorporate funding for robotics through the Massachusetts Institute of Technology (MIT) and secured a parent volunteer, who works at MIT, to provide professional development. This assisted teachers in using technology to invoke higher levels of thinking and make connections across the disciplines. As a result, students have broad and common access to technology, which fosters and allows them a platform on which to practice and apply learned skills. Because the principal is proactive in working with other building leaders to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, teaching and learning is enhanced and strengthened.

Sources of Evidence

- facility tour
- teachers
- students
- school board
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 9

Conclusions

Teachers, some students, and some parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Students, parents, and teachers served on the recent principal search committee and search committees for other positions within the school. Department heads serve as conduits for communication between faculty and administrators. Reworking the Massachusetts Comprehensive Assessment System (MCAS) schedule to better meet the needs of all classes is an example of this feedback loop. This plan originated with teachers, was brought to administrators, and presented back to the overall faculty for feedback. According to the Endicott survey, 80 percent of faculty feels very involved in decision-making, while 39 percent of students and 57 percent of parents feel they are involved in decision-making. Parent input has been solicited for projects such as handbook review and in the planning phase of the new 1:1 iPad initiative. Parents and students serve on the school council, which is an advisory council to the principal. All representatives are elected and the council is made up of two parents, two teachers, and two students. Students serve on student council and there is a student representative to the school committee. Parent-led groups are very active within the school in several ways through contributing funding and their skills to support a variety of classes and programs. Parent participation is strong for celebratory events within the school; however, the administrators recognize that parent participation in surveys is low. An end-of-year annual parent survey for both the middle and high school students elicits about 33 percent participation, and the Endicott survey elicited responses for about 11 percent of the parent population. In trying to keep parents informed and involved, parents report that they are inundated with electronic communications from various sources within the school through multiple platforms. Administrators recognize this as an area of improvement and are looking into a platform to streamline communication with parents to make it less overwhelming. Teachers are involved in meaningful and defined roles in decision-making; therefore, involving more parents and students will promote responsibility and ownership from all stakeholders.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- parents
- school board
- school leadership
- Endicott survey

Standard 5 Indicator 10

Conclusions

Teachers consistently and frequently exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers have a say in creating courses and writing curriculum to support the learning needs they directly observe on a daily basis. Teachers have autonomy with the curriculum and are able to adjust it according to daily needs. Teachers can directly communicate with special needs teachers or access information through Atlas. Teachers and students are welcome to propose new co-curricular clubs. The majority of teachers serve as advisors or coaches to clubs and sports. Many of these teachers advise multiple clubs or activities. The guidance department created the acceptance committee to help promote a safe learning environment, which helps students be more comfortable engaging in learning. Because the teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning, students have a higher likelihood of greater success.

Sources of Evidence

- student shadowing
- teacher interview
- school board
- department leaders
- school leadership

Standard 5 Indicator 11

Conclusions

The school committee, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. They have worked collectively to implement an initiative for students to have access to iPads and be comfortable using them to conduct research and apply 21st century skills. The superintendent, principal, and faculty coordinated on the creation of the Makerspace, securing funding to begin furnishing it, and scouring for donations to increase the usability of the space. Professional development was provided to allow all teachers to be confident in using the space. The school and the superintendent worked collaboratively on the placement of the Brew Cafe, which is located in the cafeteria, to maintain the effectiveness and autonomy of the school store. Teachers, as a whole, feel that the school board, superintendent, and principal are a complementary team. Feedback from all members concurs. The Endicott reveals 89 percent of teachers agree that the team works in a collaborative, reflective, and constructive manner. Because the school committee, superintendent, and principal taking action through collaborative, reflective, and constructive efforts in achieving the school's learning expectations, students have instruction and other supports to appropriately prepare them for the 21st century world.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- department leaders
- central office personnel
- school leadership

Standard 5 Indicator 12

Conclusions

The school committee and superintendent, collectively and regularly, provide the principal with sufficient decision-making authority to lead the school. The principal designates teachers and students to assist with the hiring process and he has the authority to hire, fire, supervise, and evaluate teachers. The principal prepares and administers the school's budget. The superintendent trusts the decisions of the principal and a member of the the school committee related that, "We're not the experts in education, they [staff] are." According to the Endicott survey, 68 percent of staff are in total agreement that the principal has sufficient decision-making power, and 72 percent of parents agree. Because the principal has sufficient decision-making authority and autonomy to lead the school, he is able to respond effectively to the needs of all constituencies.

Sources of Evidence

- self-study
- facility tour
- school board
- department leaders
- central office personnel
- school leadership

Standard 5 Commendations

Commendation

The safe, positive, respectful, and supportive school culture and climate

Commendation

The consistent use and feedback provided to teachers through a research-based supervision and evaluation system

Commendation

The student load and class size, which enables teachers to meet the learning needs of individual students through instruction and a wide variety of courses

Commendation

The instructional leadership of the principal and building leaders that is grounded in the core values, beliefs, and learning expectations

Commendation

The high level of teacher initiative in meaningful decision-making, such as participation in adjusting the curriculum to best meet student learning needs

Commendation

The inclusive, collaborative, and supportive relationships shared by the superintendent, school committee, and principal

Standard 5 Recommendations

Recommendation

Ensure students and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership

Standard 6 Indicator 1

Conclusions

Georgetown Middle/High School has timely, coordinated, and direct 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. The Endicott survey reveals that 86 percent of teachers believe that the school has timely, coordinated, and direct 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. Teachers, parents, and/or counselors may refer students of concern and at risk. Student support services provide for a variety of services to support all students in achieving the 21st century learning expectations. At the high school level, the student assistance team (SAT), comprised of school counselors, school nurse, school therapist, assistant principal, and as needed, special education coordinator, meets weekly. The SAT is the primary vehicle for at-risk regular education students. This interdisciplinary approach brings the maximum amount of services to bear, as soon as possible, for the benefit of the student. An individualized intervention plan is developed and implemented and then reviewed and adjusted at future meetings. At the middle level, the student is referred to the middle school SAT once all measures have been exhausted at the grade-level team meeting. Attendance, disciplinary, and academic data are analyzed by the SAT. The strategies used for at-risk students at both levels include SAT accommodation plans, such as special seating, agenda book, parent communication, frequent meetings with guidance as needed, frequent communication with families, and follow-up with teachers. Students may receive services such as counseling at school, referrals to outside counseling and/or other youth-serving agencies, academic counseling, after-school homework club, and accommodations in the classroom. The counselor contacts the parents and/or a parent meeting will be scheduled. Students may also be referred for a special education evaluation through the SAT. Special education students are assigned liaisons, who coordinate their support services. The adjustment counselor provides behavioral and social/emotional support and intervention both individually and in groups. Because the school has timely, coordinated, and direct intervention strategies for all students, including identified and at-risk students, students, particularly those at risk, are better able to achieve the school's 21st century learning expectations.

Sources of Evidence

- student shadowing
- teacher interview
- teachers
- students
- department leaders
- school support staff
- Endicott survey

Standard 6 Indicator 2

Conclusions

The school consistently provides timely, regular, and pertinent information to families, especially to those most in need, about available student support services through a variety of methods. Students receive information daily through the morning and afternoon announcements. Parent/guardians receive this same information via emails, one from the middle school and one from the high school. Daily announcements are on the school's website. Letters are sent home for such events as the open house, parent conferences, and parent information nights hosted by guidance. There is a plethora of information available on the school's website and a dedicated tab for student services, which includes guidance, health, and library/media services. Special education has a dedicated tab on the district's website and has timely information on the Special Education Parent Advisory Council (SEPAC), including a calendar of bimonthly events for the entire school year, the meeting schedule, and the monthly speakers. The speakers provide information on a variety of special education topics of interest, such as autism spectrum disorder and struggling readers. The library media specialist and guidance counselors maintain blogs, with the former updated regularly and the latter updated through the October 2017. The health services website contains medical information on a variety of pertinent topics including a comprehensive section on concussions individually tailored to the parents, students, and teachers/coaches. A post-concussion action plan provides a specific student protocol for academic recovery. Parents/guardians and students can access grades via Rediker Portalplus. Warning letters are sent out quarterly to notify parents/guardians if their child is failing or in danger of failing. Counselors contact parents/guardians by phone at the end of the school year if their child has failed any classes and discuss summer school options and eligibility. Due to the small school size, support staff individually reach out to families via phone, email, and mail, particularly those most at risk, to discuss and offer available support services offered in the district and/or community-based. Because the school provides information to families about available student support services, parent/guardians and students are able to more easily access and use these services, which increases the opportunity for all students, especially those most in need, to achieve the 21st century learning expectations.

Sources of Evidence

- self-study
- parents
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff use a variety of technology to deliver an effective range of coordinated services for each student. The provision of MacBook Airs, iPads, Google (G-Suite) accounts to every teacher, access to the school's website, and the school-wide implementation of Rediker's portals are the major tools that enable much of the coordination of services. School personnel routinely use email, Rediker tools, and the school's website to communicate in a timely manner with other staff, students, and parents when needed. School counselors routinely and by parent request communicate with them through email. Students communicate with counselors via email. Staff uses the attendance, behavior, and academic information, which is updated regularly through Rediker's Administrator's Plus to make and evaluate action plans for individual students. The wide range of technology made available to staff allows them to work and share information better. Teachers use a variety of technology and Web 3.0 (Semantic Web) tools to communicate with each other about students and to coordinate services and keep records. Guidance counselors and students use Naviance, a comprehensive grades K-12 college and career readiness solution that helps districts and schools align student strengths and interests to post-secondary goals, improving student outcomes, and connecting learning to life. The library/media blog has links to Follett Destiny, an online materials catalogue and gateway to research databases available anywhere/anytime, citation machines, do-it-yourself tech support, ebooks, Daisy Books, and other research resources. The health and athletics links on the website include forms, information, and schedules. The Teachers' Plus portal provides classroom teachers with their own site with information for students and their classes. The nurse utilizes SNAP software to manage medical records. Other web-based tools such as SignUpGenius are used for parent-teacher conferences, and Twitter is used as a mode to disseminate information to the school community. The special education department provides iPads, which offer speech-to-text and text-to-speech options, FM systems, Language Acquisition through Motor Planning (LAMP), and bookstore accounts, which are audiobooks online services. Because support staff use technology to deliver an effective range of coordinated services, they are able to better plan, organize, and implement services for each student more efficiently and effectively, thus facilitating each student's achievement of the 21st century learning objectives.

Sources of Evidence

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

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff, who deliver a planned and organized guidance program; meet regularly with students to provide personal, academic, career and college counseling; engage students individually and in groups; deliver outreach and referral to community and area mental health and social services providers; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. However, there is not yet a written, developmental program. School counseling services are staffed by certified/licensed staff. The staff is comprised of one middle school guidance counselor, one high school counselor with a caseload of about 200 students, and one guidance director who also carries a caseload of about 200 students. This aligns with the American School Counselor Association's recommendation of a 250:1 ratio. A full-time school social worker/adjustment counselor and a full-time cognitive behavioral therapist work with both middle and high school students. The school social worker/adjustment counselor primarily provides social-emotional support to regular education students and small amount of time to special needs students. The therapist exclusively provides services according to students' Individualized Education Programs (IEPs); supports the social-emotional needs of the students in the Compass and alternative programs at both the middle and high school levels; and supports some students at the elementary school. The social worker and therapist provide services, such as social skills training, individually and through groups. Due to the increased intensity of students' social-emotional and behavioral needs, the current counseling staff, although adequate, often must juggle and prioritize to meet the needs of all students, thus leaving some students with less than optimal services.

School counseling staff have planned and organized presentations and information on a variety of pertinent topics, but there has yet to be a written, developmental program. Guidance counselors deliver information by going into core classes. For example, counselors went into all ninth grade English classes to deliver a freshman orientation program entitled "Understanding Your Academic Record," which addresses such topics as credits, ranks, and unweighted and weighted grades. They also go into all ninth grade creativity classes to ensure that all students have access to Naviance. All ninth graders complete the "Do What You Are" personality inventory on Naviance with the goal to have students think about their strengths and weaknesses. During sophomore year, guidance counselors go into all tenth-grade research classes and instruct students to complete the Career Interest Inventory on Naviance. As students head into their junior and senior years, the scheduled and planned interactions, both via individual and group meetings with the guidance counselors, increase due to college and career planning. Counselors focus on financial literacy classes. Using Naviance, they show juniors how to use the college search functions and college lists. Seniors have a scheduled one-on-one meeting at the start of the school year with at least one follow-up to ensure they are taking the appropriate steps to achieve their desired post-high school goals. The guidance counselors would like additional time to provide guidance seminars but face scheduling constraints as they currently are only able to do this by going into classes because there are no open periods or times in the schedule. According to the Endicott survey, 50 percent of students in grades 7-12 agree they feel comfortable going to their guidance counselor. This increases as students move up through the grades with 84 percent of seniors reporting feeling comfortable. The guidance counselors spend about half of their time working with students, individually and in groups, on post-high school planning. The adjustment counselor spends 75 percent of the time on personal counseling with the students. Occasionally, the adjustment counselor's time is completely absorbed by a single student's mental health crisis. Although these situations are rare and warrant immediate attention for meeting students' needs, the ability of the adjustment counselor to provide scheduled services is impacted. All of the counselors deliver collaborative outreach and referral to community mental health and social service agencies such as Northeast Behavioral Health, Health and Education Services for intensive care coordination, Lahey Health Behavioral Services, and the Department of Children and Families (DCF). All of the school counselors consistently and regularly use ongoing, relevant data to improve support services. Attendance, discipline, and grades are analyzed weekly during SAT meetings. The "Signs of Suicide" program was recently implemented and involves a brief screening for depression along with an educational component. A senior exit survey is given to all those graduating and is used for future planning and improving the school. A parent survey is sent out the end of the year to garner feedback on multiple areas of education, including school counseling services. School counseling services more than adequately deliver

organized and planned activities and interventions; provide personal, academic, career, and college counseling, both through individual and group meetings with all students; and use a variety of assessment data; however, a written, developmental counseling program will target the needs of the students to better support each student's achievement of the school's 21st learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- school support staff
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

The school's health services have an adequate number of certified/licensed personnel and support staff, who provide preventative health services and direct intervention services; use an appropriate referral process conduct ongoing student health assessments; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. There is one full-time registered nurse, who provides health services to all students, 402 high school and 232 middle school students. The school nurse monitors student visits to the healthcare suite using SNAP computer software. The nurse provides direct, preventative, and ongoing care to students. Direct care includes emergency response, injury assessments, pain management, and evaluation of illnesses and injury. Preventative care includes hearing, vision, and postural screenings, body mass index (BMI) assessments, and illness and injury prevention. Ongoing care involves health care planning, medication distribution, staff education about medical conditions and treatments, and assessments of students' needs. The school nurse is a member of the student assistance team, which reviews all information relevant to students' challenges and determines an action plan. Health-related referrals are made electronically via email and/or by phone. The school nurse is a member of the committee that analyzes the most recent results of Georgetown students' responses to the Attitudes and Behaviors survey. The nurse believes the health suite is adequate to accommodate the needs of students. The health suite consists of a waiting lobby, a nurse's office, one exam room, one resting room, and a bathroom, all of which have doors that can provide privacy if and when needed. Medical records and medications are locked inside the nurse's office within the health suite. According to the Endicott survey, 78 percent of the students feel comfortable visiting the school nurse, and 76 percent of parents feel that the school's health services have an adequate number of personnel. District survey results regarding health risks are reviewed and analyzed to enhance the health services. Student BMI and immunization data is available for analysis and used in state reporting. School absenteeism data is collected throughout the year and reviewed by the school's health professionals through their SAT team involvement. The nurse is a co-chair of the health and wellness advisory committee and works in conjunction with the school committee to promote additional services to improve the health program. The nurse is involved in community efforts to improve health and well-being such as the Bike and Walk to School Day and the Health Fair. The school's health services adequately provide preventive and direct intervention services; use an appropriate referral process; conduct ongoing health assessments; and use data to improve services, thus students' health needs are supported and students are better able to achieve the 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff, who are 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; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The school community views the library as the "creative commons" for the school and the library has a central role in the educational process at the school. The school's curriculum is supported by the library director's involvement in school projects, such as how to use the Google Classroom, and the world languages' project that uses quick response (QR) codes to learn about specific provinces in France. The media center participates in the Massachusetts Library Commission, which opens up access to a broad range of full-text, peer-reviewed databases, and news sources. The iPads are housed at the media center. The library funds magazine selections chosen by teachers that include *The Economist* and *Time Magazine*. Other sources available at and funded by the library include Academic One File, *The Boston Globe*, Britannica Library, InfoTrac Newsstand, and Small Business Resource Center. The library director reaches out to staff regularly to assess their curriculum and instructional needs and will purchase requested materials. The Endicott survey indicates that students of all grade levels view the library as having the resources they need. The library is open and staffed before, during, and after school until 3:00 p.m. According to the Endicott survey, students across all grade levels indicate that they do not visit the library with their classes. The library's responsiveness to students' interests and needs in order to support independent learning is affirmed by all grade levels in the Endicott survey. Ongoing assessment by the library staff includes analyzing the breadth and appropriateness of library materials by periodically synchronizing the collection to Follett's Titlewave site, using their collection analysis, surveying staff, and analyzing daily material usage and check-outs. The information gathered is used to purchase new resources and cull the existing collection. According to the results of library's March 2017 surveys, 59 percent of students and 71 percent of staff agree that the library/media center is a welcoming environment for students and faculty to pursue 21st century learning. The library's budget supports adequate print, database subscriptions, and some individual technology pieces. Students indicate they enjoy going to the library and find the services to be helpful, although with no unscheduled time during the school day, students are somewhat limited in their ability to take advantage of the services. Because library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel, who are actively engaged in the implementation of the school's curriculum; provide a wide range of materials, technologies, and other information in support of the school's curriculum; are available before, during, and after school; are responsive to students' interests and needs and support independent learning; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services, faculty and students are supported as they work to meet 21st century learning standards.

Sources of Evidence

- self-study
- facility tour
- teachers
- students
- department leaders
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), have a mostly 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; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The most recent MA District Profile from the Massachusetts Department of Education lists the percentage of English Language Learners at Georgetown Middle/High School at zero. The middle/high school employs 8 special education teachers, 11 paraprofessionals including a job coach, 1 full-time speech/language pathologist and reading specialist, a special education coordinator, a district-wide school psychologist, a district-wide cognitive behavioral therapist, and a special education director. The school therapist provides direct counseling services, social skills, social-emotional support and instruction, and consultation to staff and families. The cognitive behavioral therapist provides social skills group instruction and consultations. The middle school special education staff meet weekly with grade-specific teams. At the high school, special education staff meets with specific teachers. During designated meeting times, interventions, review progress, and any needed adjustments for support are discussed. Special education personnel and school counselors regularly attend and participate team and department meetings to share pertinent information and discuss student progress. School counselors attend academic department meetings, particularly at the start of the school year, and then as needed, to update teachers on the needs of identified students. Emails, shared Google Documents, and meeting notes help teachers, counselors, and targeted service providers coordinate their efforts to meet the needs of all students. The philosophy is to provide inclusive supports for all students in their least restrictive environment (LRE). The case manager-to-student ratio is approximately 1:9. A co-taught model with a general education teacher and a special education teacher or special education support staff is used. Specialized instruction is used as necessary to ensure students can access the general education curriculum. The speech and language pathologist (SLP) goes into content area classes, when appropriate and may co-teach with a special education teacher to maximize inclusive learning opportunities. All the students in substantially separate programs participate in the regular education program to varying degrees depending on their individualized education program (IEP). Students who have more significant disabilities and greater needs, such as those with an Autism Spectrum Disorder and/or cognitive impairment, receive educational support services and instruction through the COMPASS program. The school therapist and the speech and language pathologist provide direct services and consultation support the needs of these students. Students identified with a language-based disability receive support through co-taught language-based classes. The middle school MAPS and the high school alternative programs provide safety and structure for learners with social-emotional and behavioral issues. Support services personnel perform ongoing assessment using relevant data to improve services and ensure each student achieves the school's 21st century learning expectations. Data and feedback from several different sources are incorporated to improve student support services for identified students through the IEP team process and various assessments. The Woodcock-Johnson IV, WISC V, and the Qualitative Reading Inventory (QRI) are used for initial eligibility and three-year reevaluations. Many teachers incorporate online computer programs, such as Moby Max, to track growth and progress. This software provides targeted lessons and activities for the needs of individual students. Read Naturally and math placement assessments are used to determine appropriate interventions and to develop IEP goals and objectives. Massachusetts Comprehensive Assessment System (MCAS) scores assist with developing enhancement classes for students. Twice per quarter, during middle school team time, staff strategizes about the progress of identified students with low test and quiz grades and poor attendance. Changes are made to improve learning for identified students based on achieving IEP goals, assessments, progress notes, and classroom performance. Every three years, special education students are reassessed. Required annual TEAM meetings provide the opportunity to review progress using available data and information, and update goals and services accordingly. Students' classes and schedules reflect results of assessment data and support is provided as necessary through a variety of options including direct services, special education staff in the classroom, and leveled academic classes. There is also an active Special Education Parent Advisory Council (SEPAC) which

has, at a minimum, monthly meetings, events, and presentations. The SEPAC responsibilities include participating in the planning, development, and evaluation of the district's special education programs. Students on 504 plans are identified and monitored through the guidance department. Teachers regularly and consistently collaborate with guidance counselors, school adjustment counselors, social workers and healthcare providers to provide services for students on 504 Plans. Because support services for identified students have a mostly adequate number of certified/licensed staff who collaborate with all teachers, counselors, targeted services, and other support staff; provide inclusive learning opportunities and perform ongoing assessments using relevant data, including feedback from the school community, to improve services students receiving special education services, and 504 accommodations are supported, and thus better able to achieve the 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- parents
- department leaders
- school support staff
- school website
- Standard sub-committee

Standard 6 Commendations

Commendation

The information provided to families about available student support services, including the well-organized and informative school website

Commendation

The wide variety of technology used to coordinate support services and support student needs

Commendation

The school's commitment to servicing and supporting the academic, social, emotional, and behavioral needs of all students

Commendation

The involvement of the health services department in district-wide initiatives and community-based activities

Commendation

The cooperative and collaborative efforts of staff in supporting the needs of identified students

Standard 6 Recommendations

Recommendation

Create and implement a written, developmental counseling program to further support counseling services already in place

Standard 7 Indicator 1

Conclusions

The community and the district's governing body provided adequate funding in recent years to ensure that Georgetown Middle/High School has 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, and sufficient instructional materials and supplies. The wide range of program offerings include ten subject areas and a wide array of core courses and electives, where the number of individual courses offered within each subject area range from 4 to 29, and six Advanced Placement (AP) classes. A recent curriculum update was funded to ensure that the school consistently meets the needs of 21st century learners. For example, the business department added courses on Making Mobile Apps, Web 2.0, and Global Perspectives and Entrepreneurship. An engineering course, Engineering the Future, was added to the science offerings. The school offers 15 separate programs at the varsity, junior varsity, freshman, and middle school levels including 7 fall, 4 winter, and 4 spring sports. Several cooperative sports programs were formed with other districts to expand the range of options for students. New sports include golf, wrestling, track, swimming, and skiing. The budget for fiscal year (FY) 2017 included \$60,000 to fund advisor stipends and operating costs for after-school activities and clubs. Over 50 clubs are available to students. The school lunch program was updated to address the decline in student participation by opening a cafe, which serves coffee and breakfast items in the morning and premade lunches in the afternoon. The school district provides adequate funding for professional development and curriculum revision. In FY17, \$327,623 was allocated for curriculum, instruction, and professional development. This line item includes \$20,000 for tuition reimbursement for teachers and administrators per fiscal year. Those enrolled in an approved course are eligible to receive \$600, on a first-come, first-served basis. The curriculum, instruction, and professional development budget funds contractual services for outside presenters, stipends for teachers presenting to their colleagues, stipends for mentors, and funds for staff to attend workshops and seminars outside of the district. The community and district supported increased student access to technology through the 1:1 iPad initiative for grades 7, 9, and 10 during the 2017-2018 school year. Students in the remaining grades will receive iPads during the 2018-2019 school year. To support the increased traffic from the number of devices added to the network, funding was targeted to update the school's wireless network. In 2016, access points were added to every classroom at a cost of \$431 per access point. To maintain, upgrade, and integrate this expanded range of technology, the administrative staff was restructured to better meet student and faculty needs. Even with a level-funded budget, a district technology support technician was hired to ensure the successful launch and maintenance of the increased technology. The technology support technician handles network issues. The director of facilities handles hardware and maintenance issues. Reduced teaching loads and stipends were established for two technology integration specialists from the staff. These specialists are available throughout portions of the school day to work directly with staff on the innovative use of technology in the classroom, and after school for optional weekly technology professional development. The school has been able to maintain the same level of programs and services, due in part to the skillful redirection of resources to meet short-term needs. For example, maintaining programs and services led to a minor increase in class sizes with the current average class size at 16, up from 15 in the 2015-2016 school year, and some teachers changed teaching assignments. A restructuring of technology administrators allowed the implementation of a series of technological initiatives, without the need to increase the budget. A restructuring of building leadership, in response to a reduced budget, allowed for a redirection of funds in order to maintain services. The administrative staff includes a building principal, a grades 7-10 assistant principal, and a high school assistant principal in charge of discipline, who also serves as a part-time athletic director. Short-term needs are complicated by frequent budget freezes. During four of the last five fiscal years, the district imposed a budget freeze in late fall, due to unknown special education costs. This results in an accelerated spending pattern by departments early in the year, making needs later in the year more difficult to address. Some staff noted a concern regarding the consistent allocation of funds for up-to-date textbooks. For example, in some departments, textbooks are serviceable but have a copyright date of over 15 years old. At this time, there are no concrete plans to update textbooks. Because of the collaborative efforts of the town and school district, there is sufficient funding for professional and support staff, a wide range of programs and services, ongoing professional development and curriculum revision, a full range of technology support, sufficient equipment, and mostly

sufficient supplies and materials, so that teaching and learning are supported and enhanced for all students.

Sources of Evidence

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

Standard 7 Indicator 2

Conclusions

The school develops, plans, and funds programs to ensure the maintenance of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis. The director of buildings and grounds and head custodian oversee all maintenance programs and meet routinely with staff to discuss needs and concerns, and to gather input for long-term financial needs. Maintenance and custodial staff use the School Dude system, which allows the director to build an ongoing schedule of preventative maintenance. The system sends out automatic work orders at a prescribed time and allows staff to request repairs electronically. In 2014-2015, a maintenance manual was developed to support ongoing safety. The manual includes procedures and protocols for the safe handling of chemical cleaners and supports the improved efficiency of each building and equipment in order to minimize the need for major repairs or replacements. The director of buildings and grounds is a member of the Capital Improvement Plan Committee. The school often uses strategic initiatives to fund needs that exceed the normal budget. For example, funds from a four million dollar building renovation in 2015, allowed the school to upgrade its custodial equipment, in particular, its floor cleaning machines and vacuums. The facility is 134,000 square feet. Between the elementary and middle/high schools, there are over 30 acres for district maintenance staff to maintain. In 2005, the number of custodians at GMHS was reduced from four full-time equivalent (FTE) custodians to 2.5 FTEs. In 2011, an override allowed having four full-time custodians, one daytime and three evening custodians. The number of maintenance workers across the district was recently increased to four FTEs and includes a licensed electrician, which allows many repairs to be handled in-house. The use of in-house staff for repairs has been a successful strategy to conserve funds within a limited budget. For example, the maintenance staff was responsible for the construction of the new cafe, which required carpentry, plumbing, and electrical skills. A recent audit by Hillyard RoVic cites GMHS is below industry standards for custodial FTEs per square foot, that is, Hillyard Rovic calculates a need for 5.5 FTEs. Custodial and maintenance staff face some constraints due to a decreased operations budget. The operations supply line for building and grounds was \$282,364 in FY 16, as compared to the FY 17 revised figure of \$160,177. This represents a \$122,187 or 43 percent decrease, raising some concerns about the staff's ability to continue preventative maintenance to maintain capital investments. Building cleanliness has vastly improved over the years. Endicott survey results show that 96 percent of staff agrees that the building is well-maintained, and 86 percent agrees that needed repairs are completed in a timely manner. Because of the funding and increased focus on ensuring the maintenance and repair of the building and school plant; properly maintaining, cataloging, and replacing outdated equipment; and sufficient custodial staffing to keep the school clean on a daily basis, the physical plant supports teaching and learning.

Sources of Evidence

- classroom observations
- facility tour
- school board
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

The community funds and the school implements long-range plans for programs and services, enrollment changes and staffing needs, facility needs, and technology; however, some capital improvements are not funded. The capital improvement committee is responsible for establishing a five-year plan to maintain and upgrade equipment, buildings, and grounds. For example, the five-year plan identifies a replacement plan for the auditorium curtains, when the fire retardant solution they are treated with expires. The district has a three-year fleet leasing program for maintenance vehicles. Under this plan, the district leases to own, so that the oldest vehicle in the fleet can be traded in for a replacement vehicle every three years. Some long-term needs have been supported by the town through strategic ballot measures. In 2011, the residents of Georgetown approved a \$1.2 million override to supplement the operating budget. These funds allowed a staffing increase of 4 staff members for needed class sections, avoiding the expanded use of study halls. The override allowed for a reduction in the cost of user fees for student-athletes and supported an increase in custodial staff across the district by three FTEs and corresponding upgrades in custodial equipment and contracted services. The number of department chairs was scaled back from one for each of the seven academic disciplines to four: English, math, science, and social studies in 2008. Team leaders were eliminated in 2013 due to budget cuts; however, they were reestablished in 2017. A five-year financial plan, developed by the school committee in conjunction with the administrative team, addresses budget projections for the operation of the school. This plan includes projections for contractual obligations, mandates, technology, textbooks, supplies, transportation, and special education needs. Bond proposals follow city and state ordinances and procedures to raise monies for capital projects. The school district generates a list of projects for the town annually for the capital improvement plan, but the completion of these projects is not always possible due to funding. Because of the school district's short- and long-range planning to review programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, the community has ensured that adequate funding is in place to support staff and students.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- school support staff

Standard 7 Indicator 4

Conclusions

Building administrators and most faculty members are involved in the development and implementation of the budget. The school committee starts the budget process in January. The board of selectmen and the finance committee join the process and then estimates and parameters are set. The superintendent meets with the administrative team to establish budget goals and a calendar for the budgetary process. Once these parameters are established, the department chairs work with staff to identify needs. The staff is able to make requests based on their needs. Department chairs are tasked with identifying and prioritizing the needs based on a level services budget. As a result of the process used, building administrators and most faculty members are involved in the development and implementation of the budget.

Sources of Evidence

- classroom observations
- facility tour
- parents
- Endicott survey

Standard 7 Indicator 5

Conclusions

The school site and plant adequately support the delivery of high quality school programs and services. The 2015 debt exclusion provided four million dollars for renovations to the Georgetown Middle/High School. The renovation project included the reconfiguration of an existing shop to make space for two updated computer labs. The renovations eliminated an area of concern in the science labs by mitigating a groundwater issue and ensuring all labs can function safely. The renovation project provided a new choral room, designated theater arts room, and a number of special education classrooms. The creation of a Makerspace offers space and opportunity for valuable and innovative programs and services. The two gymnasium facilities, along with the fitness room, provide adequate space for indoor physical education classes. In 2015, the final phase of a new turf field was completed, and students have access to several fields constructed for the neighboring elementary school. In FY 2014, classroom instructors received MacBook Airs and the parent-teacher association (PTA) donated 45 flat screen TVs to enhance the physical plant. The computer-aided design (CAD) architecture and engineering class and the graphic arts program operate in two computer labs, updated in 2011. District funds were used to update the school's wireless network in order to keep up with the increased traffic due to the influx of technology being used. One area that continues to be a need is the school's heating, ventilating, and air-conditioning (HVAC) system. The variance in room temperatures fluctuates from one day to the next resulting in some classrooms that are extremely warm and others are noticeably cool. This variance in room temperature often occurs within the same classroom from one day to the next. As a result of the collaborative efforts of the town and the allocation of funds, many updates have been made to the school site and plant; therefore, ensuring all classrooms are comfortable on a daily basis will help fully support the delivery of high quality school programs and services.

Sources of Evidence

- self-study
- student shadowing
- facility tour
- teachers
- Endicott survey

Standard 7 Indicator 6

Conclusions

The school maintains documentation that the physical plant and facilities are in compliance with local fire, health, and safety regulations as well as meet all applicable federal and state laws. Oversight of the annual maintenance and inspection schedule is the responsibility of the director of buildings and grounds. The Georgetown School Department has an established annual maintenance and inspection schedule, which has timetables and procedures for the maintenance and inspection of elevators, handicap lifts, and fire and heating systems. The annual maintenance and inspection schedule establishes guidelines for drinking water testing, septic system operations, and generator and heating, ventilation, and air-conditioning (HVAC) systems maintenance. The school has two designated staff members trained to assure compliance with the Asbestos Hazard Emergency Response Act (AHERA). The school meets all handicap codes as certified by the state of Massachusetts. Ramps, elevators, and chairlifts provide access to all sections of the building for all students and visitors. Due to the school's adherence to all applicable federal and state laws and ongoing compliance with local fire, health, and safety regulations, the school site is safe and accessible to all students

Sources of Evidence

- self-study
- facility tour
- department leaders

Standard 7 Indicator 7

Conclusions

The professional staff strives to actively engage parents and families as partners in each student's education and in some areas, the professional staff reaches out specifically to those families who have been less connected with the school. The school issues a daily announcement email that includes information for parent involvement and school-related events. The parent portal gives parents a real-time view of their students' assignments and grades. The school's webpage is frequently updated. The music department uses the Remind App to send text message announcements. Online communication includes school Twitter feeds, the guidance blog, the principal's blog, and the superintendent's blog. According to the Endicott survey, 82.4 percent of students agree that their parents have the opportunity to meet teachers, building administrators, and school counselors. Concurrently, the Endicott survey reports 90.9 percent of staff agrees that the professional staff actively engages parents and families as partners in each student's education. The guidance department helps teachers with reaching out to families who are less connected. Examples of the school's efforts to engage parents include the school council, health advisory committee, handbook committee, and interview committee for the new middle/high school principal. Because the professional staff strives to actively engage parents and families as partners in each student's education, the school sees high levels of students' academic success.

Sources of Evidence

- self-study
- teacher interview
- students
- parents
- Endicott survey

Standard 7 Indicator 8

Conclusions

The school develops productive parent, community, business, and higher education partnerships that support student learning. The parent-teacher association (PTA) provided all classrooms with smart TVs. The Georgetown Athletic Association provided financial support for facilities improvements, like the new turf field. The Georgetown music parents fundraise to help maintain and improve resources for the music programs, for example, the new soundboard purchased for the auditorium. The Georgetown Education Foundation provided \$10,000 to help create the recently established Makerspace. Parent groups, community groups, and local businesses funded the consumables used to sustain the Makerspace. There are opportunities for students to enroll at Northern Essex Community College. There is an annual Art and Film Festival in May open to the community. The National Art Honor Society is active in fundraising and reached out to the local community by painting murals for the Senior Center and raising money for the ASPCA. The National Art Honor Society sponsors Parent-Child Creative Fun Nights, where students share their love of art with the community by providing the supplies, time, and space for parents and children to share in the creative process. The school fosters partnerships with its school-to-career program which unites classroom instruction with real-world experiences through mentorship, job shadowing, and internships through the community and local businesses. The Exploring Early Childhood class examines childhood development by giving students the opportunity to work with and observe children in preschool and elementary settings. Because the school develops productive parent, community, business, and higher education partnerships, student learning is enhanced and supported.

Sources of Evidence

- self-study
- facility tour
- teachers
- parents

Standard 7 Commendations

Commendation

The school district's short- and long-term planning to ensure the maintenance of programs despite fluctuations in funding

Commendation

The increased access to outdoor space, which supports the delivery of high quality school programs

Commendation

The well-maintained facility and responsiveness to needs by the custodial and maintenance staff

Commendation

The increased student access to technology through the 1:1 iPad initiative

Commendation

The efforts of professional staff to actively engage parents and families as partners in each student's education

Standard 7 Recommendations

Recommendation

Ensure the sufficiency of instructional materials through access to updated textbooks in the areas where necessary to support the curriculum

Recommendation

Ensure comfortable classroom temperatures fully to fully support the delivery of high quality school programs and services

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Patrick Larkin - Burlington High School

Assistant Chair: Terrie Hartsoe - West Haven High School

Team Members

Lindsey Bowden - Tewksbury Memorial High School

Molly Brooks - Gilford High School

Michael Crowley - Norwood Senior High School

Mr. Peter Driscoll - Dover High School and Regional Career Technical Center

Jane Greenleaf - Murdock High School

KellyRose McCarthy - Holbrook Middle-High School

Adam Melville - B.M.C. Durfee High School

Ami Rich - Nashua High School North

Joanne Schmidt - Wayland High School

Victoria Schmidt - Hopkinton High School

Jocelyn Vache - Excel High School

Katherine Watts - Monson High School