

New England Association of Schools and Colleges



Commission on Public Secondary Schools

Report of the Visiting Committee for

**Andover High School
Andover, Massachusetts**

December 9 - 12, 2012

Linda Van Wagenen, CHAIR

Daniel Richards, ASSISTANT CHAIR

Christopher Lord, PRINCIPAL

New England Association of Schools and Colleges, Inc.
209 Burlington Road, Suite 201, Bedford, MA 01730-1433

TEL. 781-271-0022
FAX 781-271-0950
www.neasc.org

STATEMENT ON LIMITATIONS

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

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

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

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INTRODUCTION

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

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

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

Teaching and Learning Standards

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

Support of Teaching and Learning Standards

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

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

Preparation for the Evaluation 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 Andover High School, a committee of 7 members, including an assistant principal who left to accept another position midway through the process, 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. A total of 155 faculty members and administrators served on the Standards subcommittees.

The self-study of Andover High School began in the spring of 2010 and continued through June 21, 2012. The voting on reports began in March of 2012 with the passing of the Core Values and Beliefs report. After considerable discussion and perseverance, the steering committee was able to obtain the necessary votes to approve all of the remaining reports on June 21, 2012.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Andover 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 the entire professional staff had approved it.

The Process Used by the Visiting Committee

A visiting committee of 16 evaluators was assigned by the Committee on Public Secondary Schools to evaluate the Andover High School. The committee members spent four days in Andover, 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 meets the Committee's Standards for Accreditation. Since the evaluators represented public school teachers as well as building and central office

administrators, diverse points of view were brought to bear on the evaluation of Andover High School.

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

- review of the school's self-study materials
- 52 hours shadowing 16 students for a half day
- a total of 20 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 34 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

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

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

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Teaching and Learning at Andover High School

Andover High School either has in place or is working toward developing many of the components for improving teaching and learning.

Although the core values, beliefs, and expectations for 21st century learning were not developed using a dynamic process involving all stakeholders and are not fully embedded into the culture of the school, many students are able to articulate the school's "three Cs" (curiosity, character, community) and some are able to explain how they relate to the school's expectations for learning. The school has developed school-wide rubrics for each of the academic, civic, and social expectations for learning, but these are not widely used by teachers, and most students report that they have never seen them.

Andover High School has begun to work on curriculum. A common template has been developed, and a number of departments are using this template. However, the template either does not include instructional strategies and assessment strategies or the teachers have not completed those sections. The curriculum format includes essential questions, concepts, content, and skills, but documents do not reference the 21st century learning expectations, and there is no mention of rubrics. Only some documents included units of study.

Many Andover High School teachers use authentic learning tasks to give students opportunities to apply their learning. However, although the school stresses inquiry, problem-solving, and higher order thinking, the "taught curriculum" varies depending upon a student's placement in academic level. Upper level classes regularly engage students in higher order thinking, but the instruction in lower level classes is often focused on knowledge acquisition and recall. There are three interdisciplinary or cross-disciplinary elective courses involving the English and social studies departments at Andover High School.

For a number of years the mathematics and science departments have had common assessments, but these have not been scored using school-wide rubrics. Other departments have yet to begin this process citing time limitations as a major constraint. Most departments have designated "program advisors" to support this work. Program advisors were originally high school-based

administrators charged with evaluation and curriculum supervision. Some program advisors oversee K-12; some oversee grades 6-12; and the English and social studies program advisors supervise 9-12 teachers. The fine arts department does not have a program advisor, but the position is included in the FY14 budget and is expected to be funded. It is not clear who is responsible for directing the work of the program advisors, resulting in confusion about the expectations for their work.

Andover High School teachers use a variety of assessments, many of which ask students to use higher order thinking to solve authentic, “real world” problems, but very few assessments are scored using the school-wide rubrics. Some teachers have taken language from one or more dimensions on the rubrics in the development of a course-specific or project-specific rubric, but it will be difficult for the school to monitor and report progress on the dimensions of the analytic rubrics without consistent school-wide use. Andover High School does not collect and analyze data on student progress in meeting the expectations for learning, nor does it have a plan to do so in the future. Providing students with specific, timely feedback in order to help them revise their work and improve their performance over time is inconsistent across the school and within departments.

Support of Teaching and Learning at Andover High School

Andover High School is a high performing school at which many students are enrolled in AP courses, and nearly all students enroll in four-year colleges. Students report that they feel safe at school and that they feel connected to the school – primarily through their athletic participation. Some students report that although they are not involved in athletics, they are able to connect to the school through the music program. Several students stated that there are “kids in this school who get lost” and “some kids just don’t have anything to connect to if they aren’t smart or athletic or musical.” While most students are somewhat respectful toward adults and toward their peers, there is a notable lack of respect for the facility. Desks in most classrooms are pencil or ink stained, papers and other trash are frequently left behind in classrooms and in the library, and the cafeteria is littered with trash and garbage at the end of each lunch wave.

The school has had three principals in the last four years; the current principal took up his post in July and has begun the process of coming to know and understand the school and community. Parents and students have high praise for his efforts. Teachers and program advisors describe him as “full of ideas” for Andover High School.

There is no program designed to provide at least one trusted adult other than the school counselor for each student at Andover High School, but the

school has a wide variety of support for students in the form of school counselors, school social workers, and school psychologists. English language learners are supported by a teacher dedicated to working with them. Although most of the co-taught special education inclusion classes have been eliminated, the school has hired additional paraprofessionals to work in classes assisting students who need help. The special education department is adequately staffed to meet the needs of identified students.

The community and the district's governing body do not provide sufficient funding to support a wide range of programs and services at Andover High School. Funding is adequate for professional and support staff, ongoing professional development and curriculum revision, instructional materials, and supplies. However, the school relies on significant funding through the collection of user fees for athletics, student parking, transportation, and some performing arts programming. Furthermore, the facility is over-crowded with a significant number of classes at the maximum of 29 students. In 2010-11 there were 91 of 622 sections (14.6 percent) with 29 students. In 2011-12 there were 118 of 617 sections (19.1%) with 29 students. In 2012-2013 there are 93 of 642 sections (14.4 percent) with 29 students. The average class size in 2010-11 was 24.4. In 2011-2012 the average was 24.7, and in 2012-2013 the average is 24.1. The principal reports that although two additional full-time teachers were appropriated for the school in order to reduce class sizes, he does not have the classroom space for those teachers. The cafeteria space is inadequate with many students sitting on heating units and competing for the limited number of chairs. In addition, the school's technology resources are seriously inadequate and out-of-date. A recent appropriation of 2.5 million dollars will allocate 1.5 million dollars to the district's schools, with the remaining one million dollars going to the town's infrastructure. Finally, the school's library media center is outdated in terms of its digital and print resources as well as its physical condition.

School and Community Summary

The town of Andover is located in Essex County, the most northerly county in the eastern part of the Commonwealth of Massachusetts. It lies twenty-three miles north of Boston on the banks of the Merrimack River. Andover is bordered on the north by the cities of Lawrence and Methuen, on the northeast by the town of North Andover, on the south by the towns of North Reading and Wilmington, on the southwest by the town of Tewksbury, and on the northwest by the town of Dracut. Andover has approximately thirty-two square miles of land area, and 223 miles of roadways. Two major highway systems, Routes 93 and 495, and a number of secondary roadways including Routes 28, 133, 114 and 125, pass through Andover. Public transportation is available via two commuter rail service stations from Andover to the metropolitan Boston area provided by the Massachusetts Bay Transportation Authority and a regional bus service provided by the Merrimack Valley Transit Authority.

According to the 2010 U.S. Census, the total population of Andover is 33,201. The town is overseen by an elected five-member Board of Selectmen and is administered by an appointed professional town manager, who oversees approximately twenty departments and divisions. Andover's public schools are overseen by an elected five-member School Committee and administered by an appointed superintendent. In addition, various appointed boards and committees have specific responsibilities concerning various aspects of town governance. Town Meeting, which is generally unique to New England, serves as Andover's legislative body, offering all registered voters of the community the opportunity to participate in the major decisions of the town. Town Meeting is facilitated by an elected town moderator responsible for appointing a nine-member Finance Committee, which in turn is responsible for advising Town Meeting on all financial matters brought before it.

Andover is home to businesses of all sizes. Its major intersecting highways, busy rail-line, and proximity to international airports in Boston and Manchester make Andover a business "crossroads." The town offers several industrial parks, a downtown central business district, and a number of mixed-use commercial areas. Andover companies represent major industries, including those involved in defense contracting, computer hardware and software, biotech, and medical products. Andover's ten largest commercial/industrial employers are Raytheon, Philips Electronics, Wyeth BioPharma, Putnam Investments, Vicor, Verizon, Compaq, Gillette, Smith-Nephew, and Comverse Network Systems.

While Andover is considered an affluent community, it is also home to several affordable housing sites, and its residents span the socio-economic spectrum. In 2012, the town's Finance Committee lists the average single-family home value at \$550,129. This is well above the state average of \$373,702. The 2010

Census places Andover's per capita income at \$64,107 and the median household income at \$138,475. According to the Massachusetts Executive Office of Labor and Workforce Development, Division of Unemployment Assistance, the unemployment rate for the town as of December 2011 is 4.5% compared to a statewide rate of 6.5%.

The Massachusetts Department of Elementary and Secondary Education indicates that Andover's per pupil expenditure in 2010 (most recent reported) was \$13,263, slightly above the state average of \$13,055.

The current (December 2011) population of Andover High School is 1,785 students, which is a decrease from the 2009-2010 school year population of 1,810 students. The diversity of the student population is 80.8% Caucasian, 12.3% Asian, 3.7% Hispanic, 2.9% African American, and 0.3% Native American. Currently enrolled at Andover High School are 913 girls (51.1%) and 872 boys (48.9%). As of September 2011, 348 students qualified for fee or reduced cost lunch.

A review of the Class of 2012 indicates that 94.5% of the senior class has attended Andover High School for four years. Although the Andover Public School System does not offer a school choice option, twelve non-resident students attend Andover High School as children of faculty, two attend through foreign exchange programs, and eight through the ABC (A Better Chance) Program.

In addition to the Massachusetts Comprehensive Assessment System (MCAS), the school offers students the opportunity to take the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), the American College Test (ACT), and various Advanced Placement (AP) tests. The SAT Critical Reading Mean for Andover as of June 2012 (based on 406 test takers) was 560, the Math Mean was 585, and the Writing Mean was 561. This is compared to the state averages of 513 for Critical Reading, 530 for Math and 508 for Writing, and the national averages of 496 for Critical Reading, 514 for Math, and 488 for Writing. For the ACT, Andover's Composite Mean (which includes all subjects: English, math, reading and science) for the Class of 2012 was 25.0 compared to a state mean of 24.1 and a national mean of 21.1% of seniors taking exams.

Students graduating in 2012 were required to complete at least 26 course credits. The requirements by subject area are as follows: English, 4; social studies, 3; mathematics, 3; science, 3; world languages, 2; physical education, 2; health education, 1; electives, 8 (which can be met through courses in art, drama, music and applied technology as well as in courses in previously mentioned disciplines).

The average annual dropout rate for Andover High School is less than 1% for both the current and previous school years. The average daily attendance rate for students for the previous school year was 95%. The average daily attendance for teachers – excluding professional days – was 93%.

In 2011, 89.3% of Andover High School graduates attended four-year colleges, 4.3% enrolled in two-year colleges, 1.2% enrolled in a post-graduate year programs. Less than 1% enlisted in military service, enrolled in technical schools, and did not report their post high school plans.

Numerous additional educational opportunities are available to Andover High School students both at the high school and in the community. Students may enroll in courses at Merrimack College, University of Massachusetts at Lowell, Northern Essex Community College, and Middlesex Community College. Phillips Academy offers Andover High School students enrichment programs and summer courses. Students interested in pursuing a vocational program may attend Greater Lawrence Vocational-Technical High School, Essex Agricultural-Technical High School, and Whittier Vocational-Technical High School. Local colleges and universities also provide professional development opportunities for faculty and community members. The Adult Learning Center and Northern Essex Community College offer GED Testing and preparation.

Andover High School participates in school-business partnerships and volunteer programs that provide students with internships, career exploration, and employment opportunities. A junior year career mentor program, sponsored by the Service Club of Andover, offered informational interviews, mentoring, and job shadowing to approximately thirty students this year. Recently, Andover has become part of the “Today’s Students, Tomorrow’s Teachers” program, which provides mentoring and education for students of color who are interested in pursuing a teaching career. Numerous students take part in the “Frost School” program through which they replace a study hall with volunteer work in a Lawrence elementary school.

Andover High School’s students receive awards and accolades in all educational disciplines as well as recognition in athletics, clubs, leadership and attendance. Scholarships and fellowships are also awarded to students annually.

The main issues facing Andover High School at this moment involve the effects of insufficient funding, inconsistent leadership, and uncertainty regarding the school schedule for the 2012-2013 school year. Large class sizes, an insufficient library/media center and a technology infrastructure that is outdated and in constant disrepair speak to the need for more funding. The school has had three different principals in the past four years, with an interim principal for the

past two years. At the time of this writing, there is no final decision on the schedule for the coming school year, which could change so that teachers will add an additional class, increasing their course load from five to six classes (3 in each semester). The above, coupled with a prolonged contract negotiation and historic under funding of the school system as a whole, have had a negative effect on the school community.

NOTE: The School and Community Profile is written by the school as part of the self-study and reflects the state of the school and community at the time the profile was written.

CURIOSITY, CHARACTER, COMMUNITY

ANDOVER HIGH SCHOOL

Andover High School is committed to providing a safe, supportive, and equitable learning environment where students and staff alike lead by example, demonstrating collaboration, intellectual curiosity, effective communication, and real world application of skills. We believe that promoting physical fitness, extracurricular activities, and student-led initiatives cultivates active minds and fosters school pride. We believe strongly in a challenging and diverse curriculum that encourages the creativity, innovation and risk-taking necessary to succeed in a global community.

ACADEMIC EXPECTATIONS FOR STUDENT LEARNING

Students at AHS are expected to...

1. listen and read actively to comprehend, interpret, and analyze meaning.
2. write and speak effectively with clarity and purpose.
3. think critically and creatively to evaluate and solve problems.
4. research, examine, and synthesize information.
5. demonstrate real world applications of knowledge and skill.
6. utilize technology and media to enhance the learning process.

SOCIAL EXPECTATIONS FOR STUDENT LEARNING

Students at AHS are expected to...

7. act with respect, integrity, and compassion.
8. make informed decisions regarding the health and well-being of themselves and others.
9. demonstrate responsibility for their actions.

CIVIC EXPECTATIONS FOR STUDENT LEARNING

Students at AHS are expected to...

10. cultivate their awareness of contributing to the common good.
11. advocate for positive change through active participation in the democratic process.
12. broaden their knowledge of and respect for world cultures.

CURIOSITY, CHARACTER, COMMUNITY

Teaching and Learning Standard

1

Core Values, Beliefs, and Learning Expectations

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

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

Conclusions

The Andover High School community did not engage in a dynamic, collaborative and inclusive process in order to develop the core values, beliefs, and learning expectations; stakeholders such as students, parents, community members, and school committee members were not involved in the process. Beginning in the fall of 2010, development of the core values statement and the twelve academic, social, and civic expectations was driven by a faculty steering committee and included input from the faculty during staff meetings. In addition to providing input to the steering committee, the faculty also read articles defining 21st century learning skills and discussed what they believed those skills to be. Following eighteen months of work and some discussion, the faculty voted (117 to 1 with 3 abstentions) on March 28, 2011, to adopt their core values, beliefs, and learning expectations as a living document for the school. During the summer of 2012, the committee for the Core Values, Beliefs, and Learning Expectations Standard began a discussion about streamlining the language of the core values to make them more memorable for the school community. The result of their discussion was the development of the five Cs which was then further edited by the steering committee to the three Cs: "Curiosity, Character and Community." Curiosity relates to the academic expectations, character to the social expectations, and community to the civic expectations. To involve students in the core values and beliefs, students from the art department created a logo visually communicating the three Cs; however, this involvement happened after the core values and beliefs were created. Students did not have an opportunity to contribute during the development of the core values, beliefs, and learning expectations. Although the Endicott survey reveals that 81.9 percent of students and 87.5 percent of parents are familiar with the core values and beliefs statement, only 55.8 percent of parents feels they are familiar with the 21st century learning expectations. Many students can recite the three Cs when asked, but few are clear about how they relate to the 21st century learning expectations. Few parents, when asked, are clear on exactly what the core values, beliefs, and learning expectations are. Increased student, parent, community, and school committee member involvement in formulating the statement and expectations will enhance Andover High School's community's ownership of and commitment to its core values and beliefs about learning. (teachers, parents, students, self-study, Endicott survey)

Andover High School has twelve challenging learning expectations for every student that address academic, social, and civic competencies grounded in 21st century skills. These challenging and somewhat measurable learning expectations were created with the intent to develop well-rounded, critical thinkers who will become responsible and resilient citizens in a 21st century global society. As they are currently written, most of the academic learning expectations are measurable, but some of the social and civic expectations may

be difficult to measure. In addition, the AHS community has not clearly defined what it means by “21st century skills” resulting in confusion for students, parents, and teachers. Some teachers report that they are not entirely clear on what 21st century learning skills are, and that the Andover High School learning expectations are too broad. According to the Endicott survey only 47 percent of teachers believes the learning expectations they developed are challenging, while 83.2 percent of parents and 69.3 percent of students say the learning expectations are challenging. These data show a discrepancy in how teachers view 21st century learning skills and how parents and students view them. In order to measure achievement of learning expectations, school-wide analytic rubrics have been created to break down each academic, social, and civic expectation into measurable components and to identify criteria to evaluate student performance. The rubrics have common student achievement levels that include exemplary, proficient, developing, and beginning; however, the rubrics do not identify a targeted level of achievement. According to the Endicott survey 63.3 percent of students says they are familiar with the school-wide rubrics; however, only 19.3 percent of staff says the school has adopted these school-wide rubrics. When the school employs more effective communication with the stakeholders, students and parents will understand the purpose and use of the rubrics. (teachers, students, parents, Endicott survey)

The school’s recently adopted core values, beliefs, and 21st century learning expectations are not actively reflected in the culture of the school, do not drive curriculum, instruction, or assessment in every classroom, nor do they guide the school’s policies, procedures, decisions, or resource allocations. The core values, beliefs, and learning expectations are displayed on posters visible in some classrooms and throughout the building, but the concepts are not embedded in the daily routines of the school. Only 36 percent of staff believes that the core values guide decisions related to policies, procedures, and allocation of resources. Only 39.5 percent of staff says that the core values and beliefs are reflected in the school’s culture, and 40 percent of staff says they consider the core values and beliefs when making decisions regarding curriculum, instruction, and assessment. Few teachers make reference to the core values, beliefs, or learning expectations during the delivery of instruction, and students report that teachers “never” or “almost never” mention them in the classroom. The three Cs may capture the essence of the school’s core values and beliefs, but it is not clear that what is written is what is lived. While the school-wide rubrics have been created, the majority of the faculty is not using them with any regularity. Recently, departments were asked to select the academic, social, and civic expectations for which they will be primarily responsible. However there is no plan or process in place to collect and report individual and school-wide progress to all stakeholders. Although some of the school’s core values and beliefs are reflected in programs like PE Buddies, High Five, Senior Exhibition, and Frost School tutoring and are modeled regularly by the principal (i.e. his

morning announcement “Lighting Strikes”), it is still very much a work in progress. When the Andover High School community develops clarity and ownership of the core values, beliefs, and 21st century learning expectations, these beliefs and expectations will become part of the culture of the school and a catalyst to guide curriculum, instruction, policies, procedures, decisions, and resource allocations. (students, parents, self-study, classroom observations, Endicott survey)

Andover High School does not regularly review or revise its core values, beliefs, and 21st century learning expectations, nor is there a plan to do this. Presently, the two- and five-year plans do not indicate an implementation plan for review and revision. Administrators recognize the importance of involving students, parents, community, and school committee members in the process of establishing, reviewing, and revising the core values and beliefs. The principal mentioned the school council and AHS Parent Advisory Council (PAC) as places where ongoing review might be implemented. Teachers also recognize the importance of revisiting rubrics and the core values, beliefs, and learning expectations. Nevertheless, there is no plan to ensure involvement. When all stakeholders are involved in a formal process to review and revise the core values, beliefs and 21st learning expectations, the core values, beliefs and learning expectations will become part of the culture of the school and become a catalyst to guide curriculum, instruction, policies, procedures, decisions, and resource allocations. (self-study, teachers, administrators, two-and five-year plan)

Commendations

1. The development of the 3 Cs logo by art department students as a means of showing the relationship between the 3 Cs and the school's 21st century learning expectations
2. The physical education department's High Five program and PE Buddies which model the academic, civic, and social expectations for learning
3. The principal's consistent modeling of the school's core values and beliefs
4. The familiarity of students and parents with the core values and beliefs about learning as illustrated in the school logo
5. The improving school culture in alignment with the core values and beliefs

Recommendations

1. Clearly define the term "21st century learning expectations" with input from all stakeholders and ensure that the school's core values, beliefs, and learning expectations are aligned with the school community's definition
2. Effectively communicate to all stakeholders how the 3 Cs evolved from the 21st century learning expectations
3. Establish a targeted level of performance on the school-wide rubrics
4. Ensure that the core values and beliefs drive curriculum, instruction, and assessment in every classroom, guide the school's policies, procedures, decisions, and resource allocations, and are evident in the culture of the school
5. Develop and implement a plan to regularly review and revise the core values, beliefs, and expectations with input from all stakeholders including faculty, staff, students, parents, the community, and school committee members

2**Curriculum**

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

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

fully implement the curriculum, including the co-curricular programs and other learning opportunities.

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

Conclusions

Some of the curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. A template has been developed and the more recently developed curricula uses this format, which specifies the 21st century learning expectations. Teachers are aware of the academic learning expectations for which they are responsible with the school-wide analytic rubrics and express concern with and the difficulty of the usage particularly of the social and civic rubrics. Math teachers are having valuable conversations about the order in which the math curriculum should be delivered to incoming ninth graders to ensure a better transition from the sending schools and to improve placement for future math courses. Social studies teachers are also having collaborative conversations about the ninth and tenth grade course offerings and their relevance to vertical articulation with the sending schools. The physical education department has written creative and innovative curriculum that embodies the practice and achievement of the school's 21st century learning expectations. This curriculum encourages students to think critically and creatively to evaluate and solve problems and to act with respect, integrity, and compassion through the Project Challenge course for all first-year students at AHS, and its continuation course Adventure Leadership. When all curriculum is purposefully designed in this way, all students will be afforded the opportunity to practice and achieve the school's 21st learning expectations. (teachers, curriculum guides, self-study)

The new common curriculum format has been implemented by some departments and includes units of study with essential questions, concepts, content, and skills, the school's 21st century learning expectations, instructional strategies, and assessment practices that include the use of school-wide analytic and course-specific rubrics. The new Assistant Superintendent for Learning and Teaching has developed and implemented a template to be used as new curricula are written. Some departments are further along in this revision process than others. World language and English have curriculum guides that include essential questions and connections to the school's core values and beliefs. Social studies, science, and physical education/health have adopted the template form for most of their offerings, yet their curriculum guides do not include instructional strategies or assessment practices. Mathematics and special education have completely adopted the new common template form, even including pacing suggestions for math, but do not include instructional strategies or assessment practices. Fine arts curricula are not written in the common format at all, yet their curriculum guides include instructional strategies and assessment practices. These assessment practices do not, however, include the use of school-wide analytic rubrics. When the school adopts consistent usage of the common format the school will be able to guarantee that all students will practice the 21st century learning expectations and will be exposed to a variety of instructional

and assessment practices. (curriculum guides, teachers, self-study, administrators)

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, but to varying degrees within each department. Based on observation of instruction and student work, the curriculum provides some students with opportunities to demonstrate depth of understanding and to apply knowledge through inquiry and problem-solving. For example, in a math class students worked in groups to discover the interior and the exterior angle sum formula for convex polygons, while in a science class students extracted the DNA from a strawberry. Higher order thinking is evident in a variety of classes including an English class where students read and analyzed a poem to identify literary devices and to make connections to both the current class novel and to their lives. Cross-disciplinary learning occurs formally between the English and social studies departments with their World Studies and 20th Century courses in grades 9 and 10 and Odyssey in grades 11 and 12. Authentic learning opportunities both in and out of school are found in world language classes through the use of the language lab, podcasts, and, in a French class, in a letter exchange with a school in Africa. The informed and ethical use of technology is referenced in the AHS Student Handbook and is reinforced by the media specialist. However, students in stand alone level three courses in math and science are not provided as many opportunities for higher order thinking or authentic learning opportunities, and learning is focused primarily on basic content acquisition. Thus the curriculum allows most students to practice and achieve the school's 21st century learning expectations. (curriculum guides, classroom observations, student shadowing, student work, teachers, AHS Student Handbook)

There is some alignment between the written and taught curriculum. Although the self-study claims "all curricular documents that are currently in place align with the school's core values and beliefs," examination of the curriculum guides for many departments reveals that rather than specifying a focus area or two, the entire list of learning expectations is included. The school does not have any mechanism (such as lesson plan collection, curriculum mapping, walk-throughs focused on curriculum alignment, etc.) to ensure consistency and alignment between the written and taught curriculum. Furthermore, although several teachers may teach the same course, the curriculum is frequently written by one teacher, and other teachers tend to teach the same course using different approaches, strategies, and units. Parents and students report that there is inconsistency in the curriculum delivery and in instructional and assessment practices among the teachers within any given department, resulting in different grading and learning outcomes. While walk-throughs have begun, they have not yet been used to monitor the alignment

between the written and taught curriculum. Increased alignment of the written and taught curriculum will improve students' practice and achievement of the school's 21st century learning expectations. (curriculum documents, parents, students, self- study, administrators)

Vertical articulation does not exist between and among all academic areas within AHS nor with sending schools in the district. Program advisors (department chairs) are charged with curricular coordination, but they lack a clear understanding of the school and district priorities. There is also confusion about who directs and supervises their work. Some program advisors are responsible for K-12 coordination; others are charged with coordination for grades 6-12; and the English and social studies program advisors work only with the high school teachers. Therefore, horizontal curricular coordination among the three middle schools is inconsistent from department to department, as is the vertical articulation from elementary to middle to high school. Curriculum Councils have been re-established in the 2012-2013 school year. There is currently no five-year cycle for piloting, writing, revising and implementing curriculum; the most recent plan ended in 2010. Even though the faculty spends time in collaboration activities within departments, there has been limited collaboration across content areas, and any collaboration is often informal. When AHS and sending schools are more attentive to vertical articulation, students will be more consistently prepared. (program advisors, curriculum documents, administrators, teachers)

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are limited and inhibit the full implementation of the curriculum, including the co-curricular programs and other learning opportunities. The school, which was built to house 1600 students, has a current enrollment of 1829 students. Classrooms are utilized to their maximum extent with a number of teachers traveling with carts from room to room. A significant number of classes has enrollments of 29 students. Central Office allocated two additional full-time teachers (one in social studies and one in English) to help reduce class size, but there is no available classroom space. Technology in the building is out-dated and inadequate to meet the expectations of learning in the 21st century. The school committee reports that a recent allocation of 2.5 million dollars will send 1.5 million dollars to the schools for technology enhancements, with the remainder going to the town to improve its infrastructure. The resources of the library media center are woefully inadequate as a result of many years of under-funding. The co-curricular programs are often unsupported by the budget as evidenced by pay-to-play fees, activity fees, drama fees, and other user fees. One consequence of the limited availability of technology is that students resort to using their own devices, with teacher approval, in order to support classroom instruction. When inadequacies of technology, staffing levels, equipment, and the resources of the library/media

center are addressed, students' ability to practice and achieve the school's 21st century learning expectations will improve. (teachers, students, self-study, classroom observations, administrators, library/media specialist, school committee)

In general 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. The district has built three professional development days into the calendar and has provided six additional early dismissal days to be used for school improvement activities. A line item for professional development allocates monies specifically for reviewing, evaluating, and modifying the curriculum. Program advisors hold monthly department meetings that are currently used to convey information gleaned from their meetings with the principal. Although some cross-disciplinary collaboration does occur, it is informal and teacher-initiated. There is very limited formal time established for teachers to collaborate between academic areas to create cross-disciplinary units of study or for the development and revision of curriculum. Program advisors acknowledge that a variety of initiatives compete for the department meeting and early release time available. When the district devotes adequate personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum, students' abilities to practice and achieve the schools 21st century learning expectations will be enhanced. (teachers, administrators, course catalog, students)

Commendations

1. The cross-disciplinary/interdisciplinary collaboration between the English and social studies departments
2. The extension of the responsibility of some program advisor positions to grades 6-12 or K-12, ensuring a strong vertical articulation of curriculum between the sending schools and the high school
3. The development of a standardized curriculum template
4. The creative physical education curriculum
5. The emphasis on higher order thinking across the curriculum

Recommendations

1. Revise all curriculum documents using the new common curriculum template and include guides for each unit of study
2. Ensure that the curriculum includes instructional and assessment strategies that require routine usage of the school-wide rubrics by all teachers
3. Create and implement a formal curriculum revision cycle to ensure that each curriculum area is reviewed and revised regularly

4. Ensure the alignment between the written and taught curriculum in all courses at all levels
5. Ensure that the curriculum at all levels in all classes engages students in inquiry, problem-solving, higher order thinking, and the opportunity for the authentic application of knowledge and skills
6. Ensure effective curricular coordination and articulation between and among all academic areas within the school and with sending schools in the district
7. Develop and implement protocols and routines for effective and efficient use of the meeting time available for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research
8. Ensure that the curriculum is aligned with the expectations for learning
9. Ensure that all curriculum is purposefully designed to maximize learning for every student
10. Ensure that staffing levels, 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

3

Instruction

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

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

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

Conclusions

Andover High School teachers do not examine their instructional practices on a regular basis to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. The core values, beliefs, and 21st century learning expectations were only recently introduced, and it is not current practice to ensure that instructional practices are consistent with them. Teachers at Andover High School meet weekly either in departments or with full faculty. Program advisors report that a few department meeting agenda items are dedicated to discussion of instructional practice, but most teachers indicate that this time is used primarily to discuss the business of the school and not teaching and learning. Some teachers report informally discussing instructional practices on their own time; however, this is not done on a consistent basis. The program advisors meet with individual teachers to discuss lesson plans, activities, and instructional practices when teachers request it. The mentoring program for new teachers supports peer observation and examination of instructional practices by mentor teachers. Formal evaluations are conducted three times per year for teachers with less than three years' experience. Teachers with more than three years' experience have a formal observation or a Teacher Evaluation Review Commission (TERC) evaluation once every other year. When teachers have time to examine and discuss their instructional practices, they will develop consistency in and among departments about how the core values, beliefs and 21st century learning expectations drive instructional practices. (teachers, program advisors, classroom visits, self-study)

Teachers' instructional practices support the achievement of the school's 21st century learning expectations by personalizing instruction and engaging students as active and self-directed learners. Most teachers break the 82-minute class into smaller units, engaging students in several activities including direct instruction, discussion, and hands-on learning. Teachers utilize a mixture of whole-class discussion, independent learning, partner learning, and group work to engage students throughout the 82-minute class block. While students work cooperatively in pairs or groups, teachers circulate to address individual student needs. Teachers also use effective questioning techniques to probe and challenge student thinking. Paraprofessionals are available in many classes to assist special education students or other students who need extra help. Some classes have student "teaching assistants" who have taken the class before and are able to help students with tasks, or to perform administrative tasks for the teacher, enabling the teacher to give more attention to students. Seniors have an opportunity to submit a proposal for a Senior Exhibition project in which students enlist the help of an adult mentor to complete a year-long research project. Personalized instruction in the classroom helps to support the achievement of the school's 21st century learning expectations.

Many teachers use cross-disciplinary learning and authentic tasks to support the achievement of the school's 21st century learning expectations. Students have the opportunity to enroll in a cross-disciplinary course through the English and social science departments. Students are able to enroll in three different interdisciplinary English language arts/social studies courses: World Studies, 20th Century Studies, and Odyssey. Several departments use authentic tasks regularly to engage students in achieving the school's 21st century learning expectations. Mathematics students create and administer student surveys in the school to gather, analyze, and interpret authentic data. In addition, math students complete "An Almost Real World" budget project, write their own application problems with visuals, and produce a math lesson that investigates geometry and perspective culminating with a trip to the Boston Museum of Fine Arts. Students in the Mandarin Chinese course study the language and culture culminating in a scavenger hunt in Chinatown. The variety of cross-disciplinary learning and authentic tasks helps to support the achievement of Andover High School's 21st century learning expectations.

Teachers of higher level classes often emphasize inquiry, problem-solving, and higher order thinking. Some student work samples show inquiry, problem-solving and higher order thinking. In a psychology class, students write reflections on how concepts connect to them as individuals. Enriched Math students are asked to extend problems by writing formulas rather than finding a numerical answer. Other student work demonstrates creativity in assignments and a collection of work in portfolios. However, instruction in lower level courses was more focused on rote learning and recall with little opportunity for analysis, synthesis, or evaluation. Providing opportunities for all students to engage in inquiry, problem-solving, and higher order thinking supports the achievement of Andover High School's 21st century learning expectations.

Andover High School teachers occasionally engage students in some form of self-assessment and reflection. Teachers ask students to work in pairs or small groups to discuss homework answers and to come to consensus. In other classes students are allowed to reflect on their work and are able to rewrite papers for a better grade. In several math classes, students make corrections to their tests and can re-take the test for a better grade. However, teachers rarely engage students in formal self-assessment activities designed to help students take ownership of their own learning by setting goals for improvement, nor do they help students understand that assessment is part of the learning process, not simply an evaluation at the end of an activity. When teachers engage students more regularly in formal self-assessments, students will take more ownership of their learning process.

The outdated and insufficient technology infrastructure limits technology integration at Andover High School. Some teachers have access to graphing calculators, computers, projectors, and document cameras, as well as software, such as Geometer's Sketchpad and Geogebra. However, the equipment does not work consistently, and there is limited access to timely repairs. Furthermore, not all teachers have equal access to technological resources. The limited technology infrastructure makes it difficult for all students to use technology in achieving the 21st century learning expectations. (student work, classroom visits, students, teachers, student shadowing, parents, administrators)

Most teachers use formative assessment to check for understanding, but few teachers use it to adjust instructional practices to meet the needs of each student in the classroom. Teachers use quizzes, cooperative learning groups, whole class discussions, homework sharing, and questioning techniques to check for understanding. On occasion, when students are unable to answer, a teacher solicits another student's response. While teachers use formative assessment in the classroom, they do not deliberately use the results to adjust instructional practices. Teachers strategically differentiate by giving higher-level students additional assignments or additional parts to an assignment to extend the ideas and the concepts in multi-level classes. At the same time, students in lower level classes are given additional resources or aids for test taking. Group activities are regularly utilized for varied purposes: students compare answers, participate in small group discussions, and complete projects as small groups. Because of the strategic differentiation and purposefully organized group learning activities, teachers' instructional practices are able to meet the needs of individual students.

Across the school, teachers provide additional support and alternative strategies within the regular classroom. Parents, students, and teachers report that teachers are available for extra help in classrooms after school, and may be reached via phone and email beyond the school day. Paraprofessionals are utilized in many classrooms to assist special education students. Teachers have created a culture in which students are encouraged to help one another. As a result, students are receiving additional help and support they may need to access the curriculum. (classroom visits, lesson plans, student shadowing, parents, teachers, students)

Teachers seldom use student achievement data from summative assessments to improve instructional practices. Program advisors note that professional time is spent during the summer to analyze standardized test (MCAS) data through item analysis and examining student writing. This work resulted in the creation of the 9th grade composition course to address writing skills and the Foundations Math course to address remedial math skills. However, teachers do not use student achievement data or student work samples as a basis for ongoing discussion and modification of instructional practice.

Furthermore, teachers do not meet within their content areas or across content areas with the goal of examining instructional practices. However, many teachers regularly use exit tickets or other formative assessments to make instructional adjustments throughout the 82-minute class block or to modify their instructional plans for subsequent classes.

Many Andover High School teachers use feedback from a variety of sources, including students, other teachers, supervisors, and parents to improve instructional practices. Some teachers solicit student anecdotal information from parents at the beginning of the course and survey information from students at the beginning of the course about learning styles. At the end of the course, some teachers survey students again as a final course evaluation. Some program advisors attempt to conduct classroom walkthroughs on a regular basis; while other program advisors report visiting classrooms upon teacher request and offering informal feedback.

Few Andover High School teachers individually or collaboratively examine current research or engage in professional discourse to improve instructional practices. There is little department time dedicated to professional discourse. The faculty read *Teach to Your Strengths*, used an excerpt on lesson objectives from *Research for Better Teaching*, and some teachers report reading professional journals. However, they spend minimal time as a faculty engaging in professional discourse focused on instructional practice. A small group of faculty was selected to participate in training focused on differentiated instruction in classes. When Andover High School develops a culture of professional discourse to improve instructional practices, students will receive instruction rooted in current best practices. (student shadowing, teachers, administrators, self-study)

Andover High School teachers are knowledgeable about their subject area and often engage in college coursework or other forms of professional development outside of school. Parents and students note in the Endicott survey that they believe teachers are knowledgeable about the subjects they teach. Teachers regularly use content-specific language and vocabulary in the delivery of instruction. The district offers limited financial support for teachers to take professional development courses and National Board Certification. As part of the evaluation process for professional status teachers, some teachers choose to complete a research project or to formally collaborate in activities such as the Japanese lesson study model or to develop a common lesson plan. Because teachers, as adult learners and reflective practitioners, maintain expertise in their content area through coursework, National Board Certification, and through professional development workshops, students receive instruction from knowledgeable teachers who are experts in their content area. (teachers, classroom observations, parents, administrators, Endicott survey)

Commendations

1. The varied instructional strategies used to maintain student engagement in the 82-minute block
2. The use of cooperative learning strategies for self-directed learning
3. The use of tasks that promote authentic learning
4. The passion and commitment of the teachers to increase their content knowledge and to keep abreast of best practices in their disciplines through taking college coursework or other professional development outside of school
5. The commitment of teachers to provide extra help before, during, and after the school day
6. The funding provided for teachers to seek National Board Certification
7. The use of authentic learning experiences across the curriculum

Recommendations

1. Incorporate Andover High School's identified 21st century learning expectations into daily learning objectives that are shared with students
2. Increase the percentage of activities and assessments that involve higher order thinking in every class in every level
3. Provide professional development in the effective use of formative assessment as a means of monitoring student understanding in order to adjust instruction to meet the needs of all students
4. Formalize a process and dedicate regular meeting time for teachers to use student achievement data - both formative and summative - to improve instructional practices
5. Formalize a process and dedicate regular meeting time for teachers to collaborate and share research on best instructional practices

4

Assessment of and for Student Learning

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

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

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

Conclusions

Andover High School does not have a continuous formal process based on school-wide rubrics to assess whole-school and individual student progress in achieving the school's 21st century learning expectations. AHS has developed school-wide rubrics to assess individual student progress in achieving the academic, social, and civic expectations for student learning, but only 19.3 percent of teachers has adopted these rubrics, as reported in the Endicott survey. Some teachers take language from the school-wide rubrics and create a course-specific or activity-specific rubric, but there is a lack of understanding across the school about the purpose of the school-wide rubrics and the importance of using them to monitor individual and collective achievement of the expectations for learning. The stakeholders' understanding, development, and implementation of school-wide rubrics is emerging, but their use is not a part of the culture of the school. Teachers report that they communicate student progress through report card grades, standardized test results, and college admission statistics. When the use of data from school-wide rubrics to communicate individual and collective progress on students' achievement of the school's 21st century learning expectations becomes part of the culture at Andover High School, student achievement of the expectations for learning will be enhanced. (self-study, Endicott survey, teachers, students, classroom observations, curriculum documents, student work)

Andover High School has not developed a formal mechanism to communicate and report individual student progress in achieving the school's 21st century learning expectations to students and their families, nor do they have a means of communicating the school's progress in achieving the expectations to the greater community. With a means of communicating progress to students, families, and the community, Andover High School will be able to monitor progress and respond to the needs of individual students or to the needs of the school as a whole in achieving the school's expectations for learning. (teachers, administrators, students, parents, student work)

Although the professional staff values data, and has articulated the need for data teams, only a few departments currently uses data and analysis to respond to inequities in student achievement. Some teachers use the SAT results, the MCAS results, the AP exam results, and college placements to collect and analyze data to identify student achievement. There is no formal process for disaggregating standardized test data or departmental achievement data in order to identify and respond to inequities in student achievement. Use of school-wide rubrics is limited, and there are few common assessments in place through which teachers may monitor achievement of students in common courses. Parents described wide variations of instruction depending upon which teacher was teaching the course. With a more clearly defined process to collect, disaggregate,

and analyze data, teachers at Andover High School will more easily identify and respond to inequities in student achievement. (parents, teachers, students, leadership team)

Andover High School teachers believe that the school's applicable 21st century learning expectations and related unit-specific learning goals are embedded in the syllabi, class contracts, and course descriptions, but teachers do not clearly and purposefully communicate this to students before each unit of study. A few students believe that the three Cs (Curiosity, Character, and Community) have been instilled throughout their education, but most students indicate that this is the first year the three Cs have been reinforced with the school population. Most students and many parents report a lack of familiarity with the 21st century learning expectations. Some students believe that they are supposed to "figure out what the 21st century learning expectations are" and work to achieve them on their own. When students have a clear understanding of which AHS learning expectation is being assessed in any given unit of study, they will be better able to focus their learning and achieve the goals of the unit. (students, teachers, parents, administrators, curriculum documents)

Teachers at Andover High School do not routinely use the school-wide rubrics in conjunction with summative assessments. While some teachers provide students with a course-specific or project-specific rubric, students report that this does not happen in every class or with every project. Only a few students and parents reported ever seeing a school-wide rubric. The English department has used a course-specific rubric to score writing for many years, but the use of school-wide rubrics has only just begun. Without consistent use of school-wide rubrics to assess students' progress on summative assessments it will be difficult for the school to ensure that students are regularly practicing and achieving the school's learning expectations within and across disciplines. (students, parents, teachers, student work)

In each unit of study, Andover High School teachers employ a wide range of assessment strategies including both formative and summative assessments. An example of a formative assessment is the use of practice exercises in math in order to ensure student comprehension of concepts taught. Another example of a formative assessment observed in the classroom is the random use of exit tickets. Summative assessments are also used. In an Anatomy class, after a unit on skin disorders, students were asked to create an informative brochure on a specific skin disorder. In a math class students were asked to collaborate on a group project at the end of a unit on parabolas. They had to write a reflective paper on what they learned and on how this knowledge could be applied in real world situations. The students expect to be called on in class to answer questions, and they work to be prepared to formulate an answer should the teacher call on them. Teachers utilize warm-ups and end-of-class check-ins to

gauge student learning of a particular topic. Furthermore, teachers often give students “tickets out” to gauge their understanding of a particular topic and then use the data gleaned to make instructional decisions. Because teachers use a wide range of assessment strategies, students are able to demonstrate content knowledge in a way that is specific to their learning style, and teachers are able to monitor progress toward the learning objectives of the course. (classroom observations, self-study, students, student work)

Teachers at Andover High School do not collaborate formally on the creation, analysis, and revision of formative and summative assessments. Although there are department, faculty, and curriculum meetings scheduled each month, and a series of six early release days provided, there has been little collaborative work on assessments in most departments. The physical education, mathematics, English, and science departments report using some of their meeting time to work on assessments. Developing a strong program of formative and summative assessments that is widely used by teachers of common courses, will make it easier to assess student progress toward achieving the 21st century learning expectations. (self study, teachers, meeting agendas, administrators)

Andover High School teachers do not consistently provide specific, timely, and corrective feedback to ensure students revise and improve their work. Many students report that they do not get their assignments back in a timely manner. Some state that they have done assignments that have never been returned. Some teachers allow students to correct their mistakes or to retake a test or to make revisions to written work in order to improve their grades. Student work samples show a mix of specific and targeted feedback along with papers with little or no feedback. The ability of Andover students to revise and improve their work is limited because of the inconsistent specific, timely, and corrective feedback that teachers provide. (students, teachers, student work)

Many teachers at Andover High School use formative assessments to inform their instruction for the purposes of improving student learning, but they do not always use these assessments to monitor and adjust instruction during the block. Instead, they tend to collect the assessment, score it later, and use the results to determine what re-teaching may be necessary. Quizzes, essay and project drafts, and exit slips are the most commonly used formative assessments. Student learning and achievement will improve with more consistent use of formative assessment within the block as a means of monitoring and adjusting instruction within the same class period. (classroom observations, student shadowing, student work, teachers, self-study)

Teachers at Andover High School do not regularly examine student work for the purpose of revising curriculum and improving instructional practice. While program advisors report examining standardized test results (MCAS, AP, SAT), it is not common practice for departments to review student work for the purpose of curricular and instructional improvement. The recent decision to eliminate a popular Environmental Science course required in grade nine and to replace it with a mandatory writing course for ninth graders was based on administrative review of assessment results and has little support from the teachers. Curriculum revision occurs when individual teachers deem it necessary for their respective course(s) and is not based on analysis of student work. With the absence of consistent common course and common grade-level assessments, revision of curriculum and improvement of instructional practices remains on an individual level rather than across content area or based on school-wide improvement needs. Furthermore, there is no process in place to collect and report individual and school-wide progress on the school's learning expectations. Developing consistent processes and protocols for the collaborative examination of student work, common assessments, and other data from students and alumni, will improve classroom instruction and will also improve the achievement of Andover High School students. (self-study, teachers, administrators, students)

Grading and reporting practices are not regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning. There is no plan implemented to revise the school's core values and beliefs on a regular basis by all stakeholders. As mentioned in the self-study and in meetings with teachers, all teachers have not adopted the school-wide rubrics; therefore, rubrics are not being utilized, let alone reviewed or revised. Teachers have expressed a need to be able to further review and revise the school-wide rubrics in order to align them more closely with the 21st century learning expectations. There is no system in place for gathering and reporting out individual and school-wide progress on the school's 21st century learning expectations. When grading and reporting practices are regularly reviewed and revised, alignment with the school's core values and beliefs about learning will be ensured. (teacher interviews, self-study, Endicott survey).

Commendations

1. The variety of authentic assessments that are used throughout the school
2. The emerging use of data and analysis to respond to inequities in student achievement
3. The long established use of a course-specific rubric by the English department to score writing
4. The use of formative assessment throughout the 82-minute class block to monitor student learning and adjust instruction accordingly

5. The wide range of formative and summative assessments used throughout the school

Recommendations

1. Implement the consistent use of school-wide rubrics to assess student learning and achievement in alignment with the 21st century learning expectations
2. Develop and implement a plan to regularly communicate individual and collective student progress in achieving the school's 21st century learning expectations to students, their families, and the community
3. Ensure that all teachers regularly collect, disaggregate, and analyze data in order to identify and respond to inequities in student achievement
4. Ensure that, prior to each unit of study, teachers clearly communicate to students the school's 21st century learning expectations and related unit-specific learning goals that will be assessed
5. Develop and implement processes and protocols for the collaborative creation, administration, analysis, and revision of formative and summative assessments, including common assessments
6. Ensure that all teachers provide meaningful, corrective feedback to all students in a timely and efficient manner on both summative and formative assessments
7. Formalize the use of assessment data (student work, common course and grade-level assessments, progress toward meeting the learning expectations, standardized assessments, data from sending schools, and survey data from current students and alumni) for the purpose of revising curriculum and improving instruction
8. Implement a process for review and revision of grading practices in order to ensure alignment with the school's core values and beliefs about learning

5**School Culture and Leadership**

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

Conclusions

The school community has worked consciously to build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations. The school community is safe and positive for students. The school is secure during the school day. A policy requires visitors and/or tardy students to check in and out of the school building, and in the fall the school hired a school resource officer and four campus monitors. There is a variety of co-curricular programs ranging from athletics to community service, and the fine arts offer a supportive environment for most students outside the classroom. Students are further supported by an active school counseling department and celebrated with daily morning accolades (“Lightning Strikes”) and consistent displays of student work throughout the school. Students take responsibility for their learning in the Senior Exhibition, a self-directed independent study, chosen by some seniors, which requires that they seek out a faculty mentor to aide them in creating their project. According to the Endicott survey, 85.5 percent of students feels emotionally and physically safe at school, 78.1 percent of parents and 76.3 percent of teachers believe that the school provides a safe, positive, respectful, and supportive culture. However, while students feel safe and supported at school, they do not always demonstrate a level of respect for their teachers and for the facility that is outlined in the school’s civic and social expectations for learning. Some students do not consistently communicate with their teachers in a respectful manner. For example, when given a specific directive in accordance with Student Handbook policies, students ignore the directive and continue with their behavior. In addition to a lack of respect for some authority figures, some students have exhibited a lack of respect for the school facilities by leaving trash behind in the cafeteria, library, and classrooms or by writing on desks. While there is a conscious effort within the school community to build a safe, positive, and supportive culture, where students take responsibility for their own learning and challenge themselves to meet high expectations, the lack of respectful behaviors indicates a lack of understanding on the part of many students about the school’s social and civic expectations. (Endicott survey, student shadowing, classroom observations, Student Handbook, parents, teachers, support staff)

Andover High School provides an equitable and inclusive environment that fosters heterogeneity for the majority of its students. Three social studies classes are unlevleled, fostering heterogeneity in those classes. Students in the other core subject area classes are assigned to one of several levels – AP, honors, “demanding college preparatory” or “basic college preparatory.” The Endicott survey indicates that 84 percent of students agrees they have the opportunity to take courses in which students of varying levels of ability are enrolled. A few students with individualized education plans (IEP) require year-long instruction and are not enrolled in the full-block social studies course. These students’

schedules have been modified to a half-block format that does allow them to participate in the school's unlevleed courses. Andover High School's commitment to providing an equitable and inclusive environment fosters heterogeneity and an opportunity for students to learn together while uncovering their individual and collective strengths. (program of studies, Endicott survey, teachers, students, classroom observations)

There is no formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists in achieving the school's 21st century learning expectations. Although many students seek out adults other than their school counselor to help assist in achieving 21st century learning expectations, this search is informal and student-driven. The self-study acknowledges that it is possible for a student to go through four years of school without making a personal connection with an adult outside of the guidance counselor. As a result, not all students are supported in the achievement of the school's 21st century learning expectations, and some students feel disconnected from the school and the educational process. (program of studies, Endicott survey, self-study, students, teachers, administrators, parents)

The principal and professional staff have many professional development opportunities currently in place to improve student learning, however there is no consistent focus or structure for how new learning will be used and shared with others. Teachers, program advisors and administrators all report opportunities for regular professional discourse in both formal and informal settings. The teachers meet every Monday, alternating between departmental and whole-school meetings. More than \$70,000 is set aside to reimburse teachers who take graduate-level courses. Teachers can also design and teach mini-courses as approved by the staff development council as an opportunity to share current best practices gleaned from these experiences. The school has four full professional development days and six early release days that could be structured to share and plan for the implementation and application of the skills, practices and ideas gleaned from these professional development activities to improve curriculum, instruction, and assessment. However, there is no formal professional development plan in place, nor is there a clearly articulated plan for the use of time to promote the sharing of best practices across the school. Improved clarity and communication will make it easier for teachers to share skills, practices and ideas gained from their professional development activities and help curriculum, instruction, and assessment improve school-wide. (central office administrators, program advisors, school calendar, administrators, teachers).

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

advisors attend a “Research for Better Teaching” program that focuses on observing and analyzing teaching. The self-study indicates that the program utilizes *The Skillful Teacher: Building Your Teaching Skills* as its main curriculum piece with a focus on a leader’s capacity to influence teachers’ instruction. The summary evaluation report completed by the evaluator after a formal observation includes indicators on planning instruction effectively, planning assessment of student learning effectively, and monitoring students’ understanding of the curriculum effectively; it also assesses how the teacher adjusts instruction, materials, or assessments when appropriate. Through the use of these reports, evaluators provide in-depth, comprehensive feedback to teachers focused on student learning. Professional staff is evaluated every other year, and teachers have the option to propose a project in lieu of the formal observation process. Some teachers feel that the written feedback allows them to improve as instructors and classroom managers. Some program advisors are utilizing “walkthroughs” with timely, informal follow-up. The use of research-based evaluation and supervision processes provides a focus on improved student learning that permeates the culture of the school. (self-study, administrators, summary evaluation reports, teacher contract, teachers)

The organization of time into a semester block schedule supports research-based instruction and the learning needs of the majority of students, and supports professional collaboration among teachers. Andover High School’s 82-minute classes within the semester 4X4 block schedule allow teachers to utilize the time for focused instruction and to implement a variety of instructional techniques to help meet the needs of all learners. Andover High School teachers have become very adept at using a variety of differentiated instructional strategies to engage most students throughout the block. For those students who need the year-long, shorter bursts of instruction in order to maximize their learning, the school has developed a “half-block” format. The school has organized time in such a way that it meets the needs of students through research-based instruction and allows for professional collaboration among teachers. (daily schedule, teachers, support staff, school calendar, self-study, administrators)

In general, student load and class size enable teachers to meet the needs of individual students. In response to the concerns of many teachers, parents, and students that large class sizes, particularly in Advanced Placement offerings, were affecting student learning and growth, the administration implemented a 4X4 block schedule that increased most teachers’ course load from five courses per year to six courses per year (three in each semester). As a result, the percentage of course sections of 29 students and over in 2012 is 14 percent, down from 20 percent in 2010 and 19 percent in 2011. Although the self-study reports teachers’ student load of 180, the actual student load is fewer than 90 students per semester. In 2012-2013, teachers have an average of 24 to 25 students in each

of three classes each semester. The ongoing effort of the administration to reduce class sizes will help enable teachers to meet the needs of individual students. (class enrollment update, students, teachers, parents, self-study).

The current principal works with other building leaders to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Andover High School has had three principals in the last four years, with the current principal beginning in July 2012. Since coming to AHS, the principal has established a number of practices designed to engage building leaders in providing instructional leadership rooted in the school's core values, beliefs, and learning expectations. He uses regular meetings with the instructional leadership team to introduce initiatives such as walkthroughs to enhance instructional feedback. Teachers report that both program advisors and the principal have been a visible presence in classrooms through these walkthroughs. These ideas and best practices are then shared with teachers through program advisors and administrators through bi-weekly departmental meetings. Although the principal was not part of the process to create the school's core values, beliefs, and learning expectations, he has embraced them and consistently models them in meetings and interactions with teachers, students, parents, and community members. His use of morning announcement accolades ("Lightning Strikes") and his regular attendance at Andover High School athletic and co-curricular events have had a positive impact throughout the school community. As a result, the core values, beliefs, and learning expectations are beginning to become a part of the culture of the school. (administrators, meeting agendas, program advisors, teachers, students, parents, classroom observations)

Teachers, students, and parents have meaningful and defined roles in decision-making that promote responsibility and ownership. Although some students, teachers, and parents do not feel they have input on decisions, many opportunities are available. Teachers have opportunities to be part of the decision-making process through the school improvement council (SIC) and faculty senate. The SIC is a collaborative effort between administrators, students, faculty, and parents to discuss and make proposals for the Andover High School Improvement Plan which is presented to the school committee. Faculty members are invited to participate in hiring committees for positions within departments as well as for administrative decisions. Students are involved in decision-making through programs such as the student board of directors, student government, and SIC. Parents are involved in decision-making through the SIC, the parent advisory council and hiring committees. Many parents volunteer their time coordinating school or district-wide events. The inclusion of teachers, students, and parents in meaningful and defined decision-making roles promotes responsibility and ownership in the AHS instructional program. (Endicott survey, students, parents, teachers, administrators).

Teachers have the opportunity to exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Andover High School provides many opportunities for teachers to take a leadership role in improving the school to foster student learning and engagement. Teachers have in-service professional development opportunities through mini-courses. Many teachers utilize this opportunity to submit proposals on self-generated topics to the staff development committee, further exhibiting leadership. The district-level curriculum board allows teachers from all disciplines and grade levels to help create curriculum and to model leadership essential to school improvement. The composting and recycling program implemented in the cafeteria was initiated and spearheaded by a science teacher who worked with students to conduct a waste audit in the spring of 2011 and then design a program that would be easy to implement and to maintain. The teacher and students worked with members of Sustainable Andover and the 2011 senior board of directors to secure funding for new receptacles and with the custodial staff to ensure that the new system would not increase work for the staff. The Andover High Five program created and implemented by physical education teachers acknowledges selflessness in students and celebrates these achievements school-wide. The use of the Japanese lesson study model, in which teachers work together to create lessons that focus on overarching goals and observe student learning in the classroom, has resulted in an increased knowledge of subject matter by teachers through sharing ideas and expertise; a focus on instruction and student learning when planning; the use of classroom observations as a tool for teachers to observe how students learn; and a stronger connection of daily practice to long-term goals when planning. The sustainable garden is a student-run program designed by teachers in the science department that incorporates environmental studies and agriculture. While the Environmental Science course that was the primary mechanism for maintaining the sustainable garden has been eliminated, teachers and students are working collaboratively to find ways to continue the project either through clubs or volunteerism. The availability of initiative and leadership roles for teachers fosters school improvement and increases student engagement in learning. (teachers, administrators, students, parents, facility tour).

The school committee, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The principal regularly attends school committee meetings to solicit advice and guidance in programmatic issues. For instance, an achievement gap in student writing scores on the SATs, MCAS, and AP standardized exams prompted a proposal to replace a 9th-grade Environmental Science course with a 9th-grade composition course to provide further opportunities for student practice and teacher assessment of writing. The school

committee found this proposal to be a valuable tool in increasing students' ability to write effectively. In addition, under the leadership of the superintendent and school committee, the town has developed a strategic plan to guide improvements to each of the district's schools. Continued collaboration, reflection, and planning will result in a culture of continuous improvement in achieving the school's 21st century learning expectations. (school committee, administrators, superintendent, strategic plan)

The school committee and superintendent provide the principal with sufficient decision-making authority to lead the school. In an effort to address the similar goals of the strategic plan created by the community and the core values, beliefs, and learning expectations of Andover High School, the school committee supports the programs and initiatives identified as necessary by the principal. The school committee and superintendent have provided support to the principal in his efforts to create a collaborative, positive school culture focused on 21st century learning expectations. (school committee, administrators, superintendent, strategic plan, panel presentation)

Commendations

1. The regular use of research-based evaluation and supervision processes to focus on and to improve student learning
2. The principal, who models the school's core values, beliefs, and learning expectations
3. The teacher led initiatives and programs, such as the sustainable garden, recycling and composting project, the Andover High Five program, and the Japanese lesson study model that foster student engagement in learning
4. The collaboration between and among the principal, superintendent, and school committee
5. The collaboration between and among the principal and other building leaders to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
6. The opportunities for teachers, students, and parents to have a role in decision-making at Andover High School
7. The opportunities for teachers to exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning
8. The commitment to professional development as a means to improve student learning
9. The equitable and inclusive environment that fosters heterogeneity for the majority of students at Andover High School
10. The commitment of the community to a safe, positive, and supportive culture

Recommendations

1. Develop and implement a plan to increase student achievement of all of the social and civic expectations for learning, with particular focus on respect for the school facility
2. Develop and implement a formal ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations
3. Develop, communicate, and implement a comprehensive professional development plan that outlines the opportunities for collaboration and sharing of best practices both within the school day and during designated professional development and early release days

6

School Resources for Learning

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional

- practices and have an adequate number of certified/licensed personnel and support staff who:
- are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Conclusions

Andover High 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. The school provides more than adequate intervention strategies for identified students in both academic and social-emotional domains. Due to budget cuts, the special education department had to restructure its service delivery model away from a co-teaching system to one that focuses on academic support outside of the classroom. However, the special education department does offer an array of intervention services. For example, students benefit from assisted study, academic lab, standardized test (MCAS) intervention, individual and group tutoring, and peer-to-peer tutoring. There are also specialized programs within the building such as an autism program, a program for cognitive delayed students, and a social thinking program for students with Asperger's Syndrome and higher functioning autism. There is also a program for students who require services after high school, called "TOPPS," which is housed at the central office. Currently, there is no formal response to intervention plan (RTI) to identify and support academically at-risk students. The District Accommodation Plan (DCAP) has not been updated since 2006-2007. On the other hand, interventions for students with social-emotional and/or behavioral needs are well established. Andover High School has a bi-weekly child study team (CST) meeting that consists of school counselors, adjustment counselors, social workers, and assistant principals. There is a well-established referral process to provide interventions for students with social-emotional and/or behavioral needs. Because of these myriad strategies, most students at Andover High School are provided with interventions that support their achievement of the school's 21st century learning expectations. (central office personnel, teachers, counselors)

Andover High School maintains effective and ongoing communication with parents/guardians about the available student support services. The school website provides a plethora of resource information for all families. Information is also provided through an orientation program for freshmen and new incoming students. The orientation program is divided into three sections: family orientation, student orientation, and parent orientation. Further communication takes place via email, progress reports, phone calls, and face-to-face meetings. As a result of the effective communication in place, families, especially those most in need, receive appropriate information regarding available student support services. (self-study, parents, teachers)

Support services staff inconsistently use technology to deliver a range of coordinated services for each student. Information is disseminated to parents, staff, and students through a wide range of technology such as X2, Edline, Gradequick, email, phone calls, and through the school website. Currently X2 is

used for attendance, health plans, IEPs, 504 plans, student schedules, and report card grades. Some teachers use Edline, others use Gradequick or X2 to report assessment updates, and some do not use any technology to communicate performance on assessments. Presently, X2 is not configured to report student progress to parents via a parent portal. There is no consistency among staff in their use of technology to communicate with families and with each other. The school is planning for a full implementation of X2 as a unified communication portal beginning in 2013-2014. The guidance department uses the Naviance program for career and college exploration and application process. When support services use technology on a more consistent basis to deliver services, communication of student progress will be enhanced and more effective.

Within the special education department there is a wide variety of assistive technology to support students with special needs. Examples include i-Pads for the specialized programs, laptops, smart pens, Dragon speech recognition programs, Kurzweil, augmentative devices such as touch chat and prolog2go, book share, and audio books. The special education director has been collaborating with the director of student services on using the best assistive technologies, including i-Pads. There is a commitment in the district for regular professional development around assistive technology. Students are also encouraged to utilize the public resources at the town library, as well as web applications. Given the vast array of assistive technology, along with plans for upgrading the technological infrastructure, AHS is equipped to meet the needs of students who will benefit from assistive technology. (teachers, parents, students, special education director)

School counseling services have an adequate number of certified/licensed personnel and support staff that supports all students. The guidance department currently consists of 7.4 counselors who provide and deliver a written program to all students. In ninth grade the program consists of freshman orientation, freshman parent orientation, freshman groups, and course selections. In tenth grade the program consists of career exploration through Naviance, course selections, and college admissions program. In eleventh grade the program consists of course selections in conjunction with post-secondary planning, which takes place via individual and group meetings. In twelfth grade the program is focused almost exclusively on the college admission process. School counselor contact increases significantly in the students' junior and senior years. In addition, the guidance department works closely with the special education department, the social work department, and the school nurse. The guidance department utilizes the Naviance system and surveys to collect data in order to examine the effectiveness of their services. The current student caseload for guidance counselors is approximately 243:1. This ratio does fall within the NEASC guidelines. However, because of the demands of the college acceptance process, guidance counselors feel limited in their capacity to respond to the

social, emotional, and academic needs of all students. Many students report that they do not interact with their guidance counselor until their junior year. Some of the students' needs are being addressed through other support personnel such as social workers or psychologists. Andover High School has adequate resources to support all students with counseling needs.

School social workers focus their interventions with students on teaching them self-advocacy skills, increasing self-awareness, teaching adaptive thinking habits, and connecting students and their families with needed community resources. The goal is to increase the students' sense of connectedness to their school, family, and community. There is a well-established referral process and a bi-weekly child study team that results in both internal and external referrals depending on the needs of the student. The social work department, which includes a social work district coordinator, three full-time clinical social workers and a .8 social worker, two consulting psychiatrists, and two Board Certified Behavior Analysts (BCBA), does an outstanding job of identifying and supporting students with social-emotional, behavioral and mental health needs. Through in-house support, consultation, and an extensive network of outside resources, the social work department has the resources to respond to the needs of all students at Andover High School enabling them to achieve the 21st century learning expectations.

A newly added resource for the 2012-2013 school year is a school resource officer (SRO), a 14-year Andover police officer, who serves as a connection to counseling services, school administration, and outside agencies. The SRO's duties include physical security of the building, curricular support in appropriate classes, and prevention and intervention for students in need. He also serves as part of the referral process for students in need of support. Given the number of counselors, social workers, and other support staff, Andover High School has more than adequate personnel and support staff to support students who have counseling needs so that they can meet the school's 21st century learning expectations. (support service staff, parents, students, administrators, self-study)

The school's health services have an adequate number of certified/licensed personnel and support staff that provides preventative health services and direct intervention services. Currently, there is one full-time registered nurse (RN) and one full-time health assistant to service the students at Andover High School. There is also a grant-funded second nurse through the 2012-2013 school year. There are many demands that are placed upon the nurse in a typical day, which significantly stretches the nurse's ability to provide proactive health services. In addition to the RN, the school also has a part-time physician available to provide consultation services. Preventative health services provided by the nurse include mandated screenings for height, weight, BMI,

scoliosis, hearing, and vision. Currently, the nurse utilizes the SNAP program to maintain student health records. Student records, including health and immunization records, are maintained in a confidential and secure manner. The health suite is set up so that there is privacy to provide preventative and direct intervention services. The nurse collaborates with the guidance and social work departments to discuss students who may require more services. The Andover High School clinic provides a variety of preventative, direct, and ongoing care to the students so that they are supported in their achievement of the school's 21st century learning expectations. (school tour, support service staff, self-study, school nurse)

Library/media services at Andover High School are integrated into curriculum and instructional practices. This is evident in the policies of the media center and the resources that are in place. The school has a certified/licensed media specialist and one support person, both of whom are knowledgeable and passionate about how information should be accessed, used, and evaluated. Students were observed working productively, either independently or with classes. They report a welcoming atmosphere and a friendly and helpful staff. Email evidence and scheduling reports confirm a busy media center and that many teachers from the academic core classes have integrated library research into their curricula either through direct instruction by the media specialist on research skills, online pathfinders created by the media specialist, or through subject-specific book carts delivered to the classroom. Students are supported when they request help with a project by ready reference services and receive assistance locating information.

The facility is available before and after school, but only because the media specialist, and sometimes his assistant, voluntarily arrive early and stay late; AHS does not ensure access beyond the school day. In addition, on Mondays the library is used as meeting space and is not accessible by students.

The physical structure is dingy, outdated, and has a make-shift quality. The carpet is worn and dirty. Wiring around the computers is exposed and in the way. Users often accidentally shut down entire rows of computers because of the location of the power outlets, and data is lost. According to the Endicott survey, less than half of the students surveyed say they use the library on a regular basis for research and only one-third say that they use the library with classes. About one-third of parents say their students use the library on a regular basis.

The media center provides a range of excellent electronic resources, including e-books and research databases that are tied to the curriculum, but it is hampered by an out-of-date print collection, a budget that has been level-funded for ten years, and a woeful technological infrastructure. Subscriptions include three specialized history databases, a historic newspaper database, and an online

reference portal. Recent acquisitions include 80,000 e-books via Ebrary and an online subscription to Lib Guides, all of which create a virtual library accessible remotely on multiple devices. However, specialized databases for other core subjects, such as science, world languages, and literature have not been purchased. The average year of copyright of the print collection is 1980. To support independent reading interests of students, the media specialist has spent his own money because 100 percent of the budget is used to support curriculum. The library does not circulate electronic equipment such as laptops, video cameras, or voice recorders, and the technology does not support the way information is accessed and used in the 21st century. Scheduling the library by teachers has been convenient and easy, via Edline. However, computer software is vastly outdated and incompatible with what students use elsewhere, the network is slow and unreliable, and wireless access is inconsistent. These factors are inconsistent with the way people access information in the real world and in most libraries today.

The library media specialist regularly evaluates the collection and uses feedback from students and families to develop improvement plans, but with level funding or less for the last ten years, limited improvements have been made. Upgrading the materials and technologies of the library media center and ensuring that the facility is available before, during, and after school will enable students to practice and achieve the school's 21st century learning expectations. (self-study, Endicott survey, students, parents, library media specialist, administrators, teachers)

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. Currently, there are 231 students in the special education program with 13.5 certified special teachers and 22 instructional assistants. Furthermore, there are 1.5 educational team facilitators, 1.5 speech and language pathologists, and one psychologist to support the special education students. School counselors, social workers, and a special education program advisor also provide support for special education students. Students with special needs have access to their case managers, who are able to communicate with them regarding their IEP goals and to monitor their progress in their coursework. Andover High School provides special education services related to the identification, monitoring, and referral of students in accordance with state, local, and federal laws. Students are referred for special education services by a wide variety of individuals including parents, teachers, guidance, and social workers. Extensive communication and collaboration exists among all stakeholders. At the present time, 90 students are served under Section 504 plans at Andover High School. Annual meetings are

held for each of these students under the direction of an assistant principal. English Language Learners (ELL) have access to a full-time certified ESOL teacher, who is committed to and passionate about the success of his students. Students may earn two of their four required English credits through the ESOL program. As a result of the ESOL teacher's positive relationship with his students, many of these students return as peer mentors for new ELL students. This program is an example of an informal advisory program. However, the constraints of the schedule make it difficult for the ESOL teacher to meet the state guidelines of 10-12 hours of weekly direct instruction. Additionally, very little training has been provided for regular education teachers to provide sheltered English immersion (SEI). Identified students at Andover High School including special education, Section 504 of the ADA, and English Language Learners, are equipped to meet the school's 21st century learning expectations based on the more than adequate number of certified/licensed personnel. (teachers, support staff, self-study, students, parents)

Commendations

1. The extensive services provided by social workers, psychologists, school counselors, and special educators to support students in the achievement of the 21st century learning expectations
2. The detailed and effective orientation process for new and incoming students
3. The virtual library, especially the remote access available to students
4. The media specialist's collaboration with faculty and his responsiveness to the needs of students and faculty despite a limited budget
5. The positive relationships developed through the ESOL program
6. The addition of a School Resource Office who enhances the physical security of the building, provides curricular support in appropriate classes, and provides prevention and intervention for students in need
7. The school's commitment to provide a wide range of intervention and prevention services for students

Recommendations

1. Upgrade the materials and technologies in the library media center
2. Provide adequate digital and print resources to enable all students to practice the school's 21st century learning expectations
3. Develop and implement a formal process to provide effective interventions for at-risk students
4. Provide professional development and strategies for differentiated instruction within general education classes to meet the needs of all students, particularly for those classes that were previously co-taught with special education teachers

5. Update the current District Accommodation Plan (DCAP) to ensure that all students are able to meet the school's 21st century learning expectations
6. Implement plans for training/professional development for the transition to a unified communication portal
7. Implement plans for integrating the health data into the unified X2 program to provide access to staff that may need medical information
8. Ensure access to the library before, during, and after school
9. Provide ongoing professional development and support for teachers in best practices for teaching English Language Learners

Support Standard



Community Resources for Learning

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

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

Conclusions

The community and the district's governing body provides less than adequate funding for Andover High School to completely support a wide range of school programs without supplementary funding through the collection of user fees for athletics, student parking, transportation, some performing arts programming, and parent fundraising. Currently, student-athletes pay \$350 to participate in athletics with a family cap of \$700. Additionally, students who utilize the school bus as their primary mode of transportation to and from school are required to pay a \$300 bus fee. Due to limited parking students who drive to school can enter a lottery for the possibility of obtaining a parking space. Students must pay a \$200 parking fee for the school year, and these fees generate \$65,000 per year. Despite the economic downturn, the FY13 budget reflects the largest single increase in school funding in many years. In fact, it is the largest in six years and the fourth largest in ten years. Annual budget increases for the last four years were 0.05% in FY10, 3.62% in FY11, 2.26% in FY12, and 4.79% in FY13. In spite of these increases, Andover High School relies upon its parent and business community to help financially support many co-curricular activities.

Andover provides limited professional and support staff to meet the learning expectations of the students. There has been a 9 percent decrease (from 133 to 121) in teaching staff between 2007-2008 and the 2012-2013 school year. During this same time period, the student population increased by 47 students. Classroom instructional assistant numbers have increased from seven in 2007-2008 to eighteen in 2012-2013. Additional support staff includes four social workers and seven guidance counselors, with a guidance director who carries a small caseload. Counselor caseload is 243 students per counselor, which is within recommended guidelines. Individual average class size has remained somewhat constant over the last three years and is at a low of 24.1 in 2012-2013. However, in 2010-11 there were 91 of 622 sections (14.6 percent) with the maximum of 29 students. This number grew in 2011-12 to 19.1 percent (118 of 617 sections), and in the current school year, there are 93 of 642 sections (14.4 percent) at the maximum of 29 students.

The district has a formal, ongoing professional development (PD) program for staff. The school district has four full-day professional development days. Two of these PD days occur prior to the start of school, one occurs on the November election day, another PD day occurs on the day after the students' school year ends. Additionally the school district supports six early release dates in which staff participate in professional development. The PD offerings are generated through a collaborative process with the building administrators, faculty program advisors, faculty volunteers, and the Assistant Superintendent for Learning and Teaching. Currently, there is no formal curriculum revision plan, but there has been adequate funding for curriculum development. There is

no formal plan for the use of the professional development days and the early release days, nor is there a curriculum revision cycle. While the funding exists for professional development and curriculum revision, the lack of a comprehensive plan has resulted in confusion and uncertainty on the part of the teachers.

Technology resources at Andover High School are inadequate and outdated, but the board of selectmen, finance committee, school committee, and town residents worked collaboratively to gain the approval of a 2.5 million dollar capital improvement project of which 1.5 million dollars will be distributed to the schools for investment in technology and the remaining one million dollars will be allocated toward town technology infrastructure. The FY13 budget includes a dramatic increase for technology funding, including the addition of a new technology specialist. Andover High School has sufficient equipment, instructional materials, and supplies. With an increase in funding, co-curricular programming will be less dependent on non-appropriated parent and community support, and students will have the necessary staff and technology at school to practice the 21st century learning expectations. (self-study, students, parents, teachers, school committee, school leadership, central office administrators)

The school adequately develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, replace equipment, and to keep the school clean on a daily basis. The school has a descriptive preventative maintenance plan to consistently address concerns with the facility and mechanical infrastructure. The town's building department works with the school and keeps logs of all preventative maintenance conducted at AHS. Additionally, the town has a capital improvement program (CIP) that supports school projects in individual school buildings. The CIP projects for FY12 scheduled Andover High School for roof repair and resurfacing, bathroom partition replacement, bathroom sink replacements, stair tread placement, and tennis court resurfacing. The collaboration between the departments speaks to the positive relationship between town departments. Currently, there is a web-based system to track building maintenance beyond the scope of custodial support and documentation of repairs. Individual teacher requests for repairs are shared through email or through a phone call with an assistant principal who works with the head custodian and building superintendent. The school currently employs ten custodians who are responsible for the cleaning of the building. However, 61 percent of staff believes that the building is not clean and well-maintained. Students have been concerned about the cleanliness of the bathrooms but note a positive change this year, and the head custodian reports a change in bathroom cleanliness. Bathroom facilities are cleaned on a daily and as-needed basis. The custodial staff's work is made more difficult by a lack of respect for the facility

exhibited by some students. At the end of each lunch wave tables are littered with trash and spilled or uneaten food. Graffiti is prevalent on desks, and papers and trash are left behind in the classrooms and library. Although the school adequately develops, plans, and funds programs to ensure the maintenance, repair, and cleanliness of the building, the lack of respect for the facility by some students results in a lack of cleanliness and tidiness throughout the school during the school day. (school support staff, central office personnel, school leadership, Endicott survey, facility tour, school committee, students, classroom observations, student shadowing)

The school does not have a comprehensive long-range plan or process to prioritize, fund, and implement the need to address programs and services, enrollment changes, and staffing. Currently, there is a capital improvement program (CIP) to address infrastructure needs and a capital technology plan that addresses the school district's needs. However, it is not comprehensive and detailed. The recently adopted school district strategic plan does include school goals, but the plan does not include specific plans for anticipated enrollment changes, staffing needs, and facility needs. When the school develops a comprehensive long-range plan or process to prioritize, fund, and implement the need to address programs and services, enrollment changes, and staffing, a vision for improvement will be communicated to the school community. (school board, central office personnel, teachers, self-study)

A few teachers and most building administrators are actively involved in the development and implementation of the budget. The program advisors indicate that they are given autonomy to spend their budget allocation. Additionally, program advisors have been asked by the administrators for recommendations for funding reductions to their budget. The program advisors indicate that they have proposed recommendations for budget reductions to the building administration, but that the final disposition of the reduction in funding was not communicated back to them after the principal met with the central office administration. As a result of the lack of communication regarding the development and implementation of the final budget, there is a lack of clarity and transparency that creates uncertainty and anxiety. (teachers, department leaders, school leadership)

While there is a wide range of course offerings at Andover High School, the school site does not adequately support all aspects of the education program. The current student enrollment of 1,816 exceeds stated occupancy capacity of 1,600 students. The school department is currently working with the town manager on securing funding for a feasibility study to investigate the building needs of AHS. There is not an adequate number of classrooms to support the delivery of a high quality program. According to the class size report, there are currently 93 sections of classes at the cap of 29 students. The principal had to

postpone hiring two teachers because there were no available classrooms for them. Many teachers have to travel between classrooms as there is less than adequate space for each teacher to have a dedicated classroom. Classroom utilization is close to 100 percent. There are concerns regarding the capacity of the school cafeteria, which is 450 students. With three lunches in the schedule and the current student population, the cafeteria exceeds capacity by 155 students during each lunch. Overcrowding is very evident as seating is not available for all students. Many students sit on the heating units, while others take the initiative to take chairs from stacks around the cafeteria to sit and eat their lunch.

The temperature in classrooms varies, between too hot and too cold despite a retrofit of controls in the boiler rooms that maximizes the efficiency of the heating system. Students routinely dress in layers so that they can add a sweater or sweatshirt in those classrooms that are uncomfortably cold, while removing them down to a tee shirt in those classrooms that are too warm. The school has replaced numerous light fixtures with fixtures that are more efficient.

Science department lab space is separate from the teaching classroom. Lab space is available on a sign-up basis. Teachers do not have a problem in obtaining lab time to meet the needs of their class curriculum. However, the lab space is designed for occupancy of 24 students. With larger class sizes, most lab classes exceed this number, and this situation potentially impacts the safe delivery of the curriculum. The department does have a cap of 26 students per class.

The library is located at the center of the school and has the potential to become a hub for 21st century learning, according to one school committee member. Currently, the library is dingy, outdated, and has a make-shift quality. The carpet is worn and stained. Wiring around the computers is exposed and creates a hazard. Users often accidentally shut down entire rows of computers because of the location of the power outlets, and data is lost. Students report that they rely on their own digital resources and seldom use the library independently because it is outdated and "tired." By addressing the limitations of the physical plant, the school will be able to support each students' acquisition of 21st century learning expectations. (teachers, department leaders, school leadership, self-study, school support staff, facility tour, parents, school committee)

The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. However, although there is appropriate chemical storage, there is no record of a chemical management plan. The addition of a

chemical management plan will enhance the safety and security of Andover High School. (facility tour, school leadership, school support staff, evidence box)

Most professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. Teachers, assistant principals, school counselors, the nurse, and social workers reach out to parents of students who encounter academic, social, or emotional difficulties. Strong school counseling outreach and college planning processes provide a myriad of support to the students and parents of AHS. The school website provides a wealth of information for all families. Information is also provided through an orientation program for freshmen and for new incoming students. Further communication takes place via email, academic progress reports, telephone calls, and face-to-face meetings. As a result, most students and families feel connected, safe, and have a sense of belonging at AHS. (teachers, students, parents, school support staff)

Andover High School has developed and cultivated strong, productive parent, community, business, and higher education partnerships that support student learning. The AHS community has engaged numerous partnerships with multiple community constituents to support student learning with financial and human resources. Parents are engaged with the school through the Andover Parent Advisory Council (PAC), the fine arts, and athletic programming. Parents partner with the school to help fundraise for athletics as evidenced by seventeen athletic booster clubs to support programming. Additionally, parents significantly support the fine arts programs. AHS provides students the chance to participate in learning opportunities such as recreational, educational, social, and support programs provided by Andover Youth Services; dual enrollment opportunities at Merrimack College, UMASS-Lowell, and Northern Essex Community College; and the enrichment of the applied technology program through UMASS-Dartmouth. Numerous community businesses financially support school programming to enhance student learning and to embrace students' products by displaying students' work in local businesses. Additionally, members of the greater Andover community serve as guest speakers in numerous classes at AHS. Because of the strong and productive parent, community, business, and higher education partnerships, students are provided numerous opportunities that support and extend their learning that are not available through the appropriated school budget. (teachers, parents, community members, school leadership, students)

Commendations

1. The dedication of the time to conduct continuous professional development throughout the school year
2. The addition of a new technology specialist who will help classroom teachers integrate technology into their classroom
3. The positive relationship between the school department and the town's department of public works and building and grounds
4. The energy-saving measures that have resulted in cost savings
5. The strong program of student support services that actively engages parents and families as partners in students' education
6. The strong relationships with parents, community members, local businesses, and higher education partnerships that extend student learning

Recommendations

1. Develop and implement a plan to increase students' respect for the facility underscoring their role and responsibility for its cleanliness
2. Develop and implement a comprehensive, detailed and specific long-range plan to address the programmatic, staffing, facility, technology, and capital needs of the school
3. Implement a budget development process that is inclusive, seeks faculty input, and is clearly communicated to the high school staff
4. Conduct a feasibility study to improve the facility to support the delivery of high quality school programs and services
5. Reduce overcrowding in the cafeteria
6. Develop and implement a plan to address the technology and space issues of the library
7. Develop and implement a chemical management plan

FOLLOW-UP RESPONSIBILITIES

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

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

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the 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 of Andover High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the 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 committee 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 in the Appendix on page 67. 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 its appreciation to the Andover High School administrators, faculty, staff, and students for their hospitality and candor during our visit.

**Andover High School
NEASC Accreditation Visit
December 9 - 12, 2012
Visiting Committee**

<p>Dr. Linda C. Van Wagenen, Chair Plainville Community Schools Plainville, CT 06062</p> <p>Daniel Richards, Assistant Chair Belmont High School Belmont, MA 02478</p> <p>Suzanne Avtges Mashpee High School Mashpee, MA 02649</p> <p>Todd Bazydlo Shrewsbury High School Shrewsbury, MA 01545</p> <p>Michelle Beaulieu Portsmouth High School Portsmouth, RI 02871</p> <p>Sharon Burke Reading Memorial High School Reading, MA 01867</p> <p>Jennifer Castelli Lyman Hall High School Wallingford, CT 06492</p> <p>Jennifer Donahue Mansfield High School Mansfield, MA 02048</p>	<p>Leslie Farmer Keene High School Keene, NH 03431</p> <p>Patrick McDonald Sandwich High School East Sandwich, MA 02537</p> <p>Nicole McLaren Brockton High School Brockton, MA 02301</p> <p>Elizabeth Saitta Masconomet Regional High School Topsfield, MA 01983</p> <p>Jo-Anne Sawyer Marlborough High School Marlborough, MA 01752</p> <p>Janet Simpson Plymouth South High School Plymouth, MA 02360</p> <p>Daniel Wells Alvirne High School Hudson, NH 03051</p> <p>James White Lawrence High School Lawrence, MA 01841</p>
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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

Commendations

Core Values, Beliefs, and Learning Expectations

1. The development of the 3 Cs logo by art department students as a means of showing the relationship between the 3 Cs and the school's 21st century learning expectations
2. The physical education department's High Five program and PE Buddies which model the academic, civic, and social expectations for learning
3. The principal's consistent modeling of the school's core values and beliefs
4. The familiarity of students and parents with the core values and beliefs about learning as illustrated in the school logo
5. The improving school culture in alignment with the core values and beliefs

Curriculum

6. The cross-disciplinary/interdisciplinary collaboration between the English and social studies departments
7. The extension of the responsibility of some program advisor positions to grades 6-12 or K-12, ensuring a strong vertical articulation of curriculum between the sending schools and the high school
8. The development of a standardized curriculum template
9. The creative physical education curriculum

Instruction

10. The emphasis on higher order thinking across the curriculum
11. The varied instructional strategies used to maintain student engagement in the 82-minute block
12. The use of cooperative learning strategies for self-directed learning
13. The use of tasks that promote authentic learning
14. The passion and commitment of the teachers to increase their content knowledge and to keep abreast of best practices in their disciplines through taking college coursework or other professional development outside of school
15. The commitment of teachers to provide extra help before, during, and after the school day
16. The funding provided for teachers to seek National Board Certification

Assessment of and for Learning

17. The use of authentic learning experiences across the curriculum
18. The variety of authentic assessments that are used throughout the school
19. The emerging use of data and analysis to respond to inequities in student achievement
20. The long established use of a course-specific rubric by the English department to score writing
21. The use of formative assessment throughout the 82-minute class block to monitor student learning and adjust instruction accordingly
22. The wide range of formative and summative assessments used throughout the school

School Culture and Leadership

23. The regular use of research-based evaluation and supervision processes to focus on and to improve student learning
24. The principal, who models the school's core values, beliefs, and learning expectations
25. The teacher led initiatives and programs, such as the sustainable garden, recycling and composting project, the Andover High Five program, and the Japanese lesson study model that foster student engagement in learning
26. The collaboration between and among the principal, superintendent, and school committee
27. The collaboration between and among the principal and other building leaders to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations
28. The opportunities for teachers, students, and parents to have a role in decision-making at Andover High School
29. The opportunities for teachers to exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning
30. The commitment to professional development as a means to improve student learning
31. The equitable and inclusive environment that fosters heterogeneity for the majority of students at Andover High School
32. The commitment of the community to a safe, positive, and supportive culture

School Resources for Learning

33. The extensive services provided by social workers, psychologists, school counselors, and special educators to support students in the achievement of the 21st century learning expectations
34. The detailed and effective orientation process for new and incoming students
35. The virtual library, especially the remote access available to students
36. The media specialist's collaboration with faculty and his responsiveness to the needs of students and faculty despite a limited budget
37. The positive relationships developed through the ESOL program
38. The addition of a School Resource Office who enhances the physical security of the building, provides curricular support in appropriate classes, and provides prevention and intervention for students in need
39. The school's commitment to provide a wide range of intervention and prevention services for students

Community Resources for Learning

40. The dedication of the time to conduct continuous professional development throughout the school year
41. The addition of a new technology specialist who will help classroom teachers integrate technology into their classroom
42. The positive relationship between the school department and the town's department of public works and building and grounds
43. The energy-saving measures that have resulted in cost savings
44. The strong program of student support services that actively engages parents and families as partners in students' education
45. The strong relationships with parents, community members, local businesses, and higher education partnerships that extend student learning

Recommendations

Core Values, Beliefs, and Learning Expectations

1. Clearly define the term “21st century learning expectations” with input from all stakeholders and ensure that the school’s core values, beliefs, and learning expectations are aligned with the school community’s definition
2. Effectively communicate to all stakeholders how the 3 Cs evolved from the 21st century learning expectations
3. Establish a targeted level of performance on the school-wide rubrics
4. Ensure that the core values and beliefs drive curriculum, instruction, and assessment in every classroom, guide the school’s policies, procedures, decisions, and resource allocations, and are evident in the culture of the school
5. Develop and implement a plan to regularly review and revise the core values, beliefs, and expectations with input from all stakeholders including faculty, staff, students, parents, the community, and school committee members

Curriculum

6. Revise all curriculum documents using the new common curriculum template and include guides for each unit of study
7. Ensure that the curriculum includes instructional and assessment strategies that require routine usage of the school-wide rubrics by all teachers
8. Create and implement a formal curriculum revision cycle to ensure that each curriculum area is reviewed and revised regularly
9. Ensure the alignment between the written and taught curriculum in all courses at all levels
10. Ensure that the curriculum at all levels in all classes engages students in inquiry, problem-solving, higher order thinking, and the opportunity for the authentic application of knowledge and skills
11. Ensure effective curricular coordination and articulation between and among all academic areas within the school and with sending schools in the district
12. Develop and implement protocols and routines for effective and efficient use of the meeting time available for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research
13. Ensure that the curriculum is aligned with the expectations for learning
14. Ensure that all curriculum is purposefully designed to maximize learning for every student
15. Ensure that staffing levels, 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

Instruction

16. Incorporate Andover High School's identified 21st century learning expectations into daily learning objectives that are shared with students
17. Increase the percentage of activities and assessments that involve higher order thinking in every class in every level
18. Provide professional development in the effective use of formative assessment as a means of monitoring student understanding in order to adjust instruction to meet the needs of all students
19. Formalize a process and dedicate regular meeting time for teachers to use student achievement data – both formative and summative – to improve instructional practices
20. Formalize a process and dedicate regular meeting time for teachers to collaborate and share research on best instructional practices

Assessment of and for Learning

21. Implement the consistent use of school-wide rubrics to assess student learning and achievement in alignment with the 21st century learning expectations
22. Develop and implement a plan to regularly communicate individual and collective student progress in achieving the school's 21st century learning expectations to students, their families, and the community
23. Ensure that all teachers regularly collect, disaggregate, and analyze data in order to identify and respond to inequities in student achievement
24. Ensure that, prior to each unit of study, teachers clearly communicate to students the school's 21st century learning expectations and related unit-specific learning goals that will be assessed
25. Develop and implement processes and protocols for the collaborative creation, administration, analysis, and revision of formative and summative assessments, including common assessments
26. Ensure that all teachers provide meaningful, corrective feedback to all students in a timely and efficient manner on both summative and formative assessments
27. Formalize the use of assessment data (student work, common course and grade-level assessments, progress toward meeting the learning expectations, standardized assessments, data from sending schools, and survey data from current students and alumni) for the purpose of revising curriculum and improving instruction
28. Implement a process for review and revision of grading practices in order to ensure alignment with the school's core values and beliefs about learning

School Culture and Leadership

29. Develop and implement a plan to increase student achievement of all of the social and civic expectations for learning, with particular focus on respect for the school facility
30. Develop and implement a formal ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations
31. Develop, communicate, and implement a comprehensive professional development plan that outlines the opportunities for collaboration and sharing of best practices both within the school day and during designated professional development and early release days

School Resources for Learning

32. Upgrade the materials and technologies in the library media center
33. Provide adequate digital and print resources to enable all students to practice the school's 21st century learning expectations
34. Develop and implement a formal process to provide effective interventions for at-risk students
35. Provide professional development and strategies for differentiated instruction within general education classes to meet the needs of all students, particularly for those classes that were previously co-taught with special education teachers
36. Update the current District Accommodation Plan (DCAP) to ensure that all students are able to meet the school's 21st century learning expectations
37. Implement plans for training/professional development for the transition to a unified communication portal
38. Implement plans for integrating the health data into the unified X2 program to provide access to staff that may need medical information
39. Ensure access to the library before, during, and after school
40. Provide ongoing professional development and support for teachers in best practices for teaching English Language Learners

Community Resources for Learning

41. Develop and implement a plan to increase students' respect for the facility underscoring their role and responsibility for its cleanliness
42. Develop and implement a comprehensive, detailed and specific long-range plan to address the programmatic, staffing, facility, technology, and capital needs of the school
43. Implement a budget development process that is inclusive, seeks faculty input, and is clearly communicated to the high school staff
44. Conduct a feasibility study to improve the facility to support the delivery of high quality school programs and services
45. Reduce overcrowding in the cafeteria
46. Develop and implement a plan to address the technology and space issues of the library
47. Develop and implement a chemical management plan