

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND
COLLEGES**

COMMITTEE ON PUBLIC SECONDARY SCHOOLS



REPORT OF THE VISITING COMMITTEE

Martha's Vineyard Regional High School

Martha's Vineyard, Massachusetts

April 28 - May 1, 2013

Janet Garagliano, Chair

Donald Rebello, Assistant Chair

Stephen Nixon, Ed.D., Principal

New England Association of Schools and Colleges
3 Burlington Woods, Suite 100
Burlington, Massachusetts 01803
(781)- 425-7700

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

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

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INTRODUCTION

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

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission 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 in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Martha's Vineyard Regional High School, a committee of twelve members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities and facilities available for young people. In addition to faculty members, the self-study committees included members of the student council, the superintendent's leadership team, and two parents.

The self-study of Martha's Vineyard Regional High School extended over a period of seventeen school months from June 2010 to March 2013. The visiting committee was pleased to note that members of the School Advisory Council, the student council, and the Martha's Vineyard Regional High School Committee joined the professional staff in the self-study deliberations.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their 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, Martha's Vineyard Regional High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

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

The Process Used by the Visiting Committee

A visiting committee of sixteen evaluators was assigned by the Committee on Public Secondary Schools to evaluate the Martha's Vineyard Regional High School. The Committee members spent four days on Martha's Vineyard, 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 schools, central office administrators, and vocational institutions, diverse points of view were brought to bear on the evaluation of Martha's Vineyard Regional High School.

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

- review of the school's self-study materials
- thirty-six hours shadowing sixteen students for a half day
- a total of thirty 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 thirty-two 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 in the report was agreed to by visiting committee consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting committee's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Committee Standards.

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

Martha's Vineyard Regional High School
School and Community Summary
September 2012

Martha's Vineyard, the largest island in New England, is a member of the Commonwealth of Massachusetts, and is located about six miles off the coast of Cape Cod. The "Vineyard," as its residents like to call it, is comprised of six separate towns: Aquinnah, Chilmark, and West Tisbury are collectively referred to as "Up-Island;" Edgartown, Oak Bluffs, and Tisbury are collectively referred to as "Down-Island." Each town has a unique facade and history. The primary industries of Martha's Vineyard include tourism, professional/small businesses, construction, agriculture, and fishing.

The Vineyard's total population is estimated at 16,535, with a triple increase during the summer months to accommodate people with a second residence, seasonal workers, and short-term residents. An estimated 1,300 unaccounted residents may exist due to the "Island Shuffle," a term Vineyarders use to describe the need for families to move residency season-to-season and year-to-year, and includes immigrant populations. The median home value among all towns ranges from \$600,000 to \$1 million. Year-round occupancy of homes varies: 66% are owned, 33% are rented, 57.3% are families, and 42% are non-families. The 2011 census reported almost as many housing units as residents on Martha's Vineyard; though, many homes belong to seasonal residents and are vacant for a portion of the year: 75% of Chilmark, 70% of Aquinnah, 66% of Edgartown, and 54% of Oak Bluffs homes are mostly vacant; however, 45% of West Tisbury and 42% of Tisbury homes have a majority of year-round residents occupying them. The typical Vineyard resident lends 30% of his/her income to housing, which is one of the reasons that 87% of all Vineyard children have two parents in the workforce. The 2011 poverty rate for the Vineyard was 8%.

Each town has its own government and infrastructure, including its own elementary school. Agreement between towns surrounding individual budgetary responsibilities for MVRHS has remained a point of contention for years.

The Martha's Vineyard Regional High School (MVRHS) is located in the town of Oak Bluffs, MA. MVRHS is centrally located on Edgartown-Vineyard Haven Road, which serves as the Island's main artery, and is named after the two towns it connects. MVRHS (grades 9-12) acts as the Martha's Vineyard Regional School District, with its own operating budget, principal, and school committee. Though MVRHS is considered its own district, it is also considered a constituent of the Martha's Vineyard Public Schools' (MVPS) Superintendency Union, for it shares a superintendent with five of the Vineyard's elementary schools (grades K-8).

Built in 1959, and last expanded upon in 1995, MVRHS remained the only high school on the Vineyard until the construction of Martha's Vineyard Public Charter School in 1996. MVRHS' student population has remained around 700 for the past three years. The 2011-2012 school year data shows a student enrollment of 671 students (679 including out-of-district, residential students) with 52.6% males and 47.4% females, a professional staff of 118 individuals, a student-teacher ratio of 9:1; and a student body composition of 78.1% White, 8.9% Hispanic or Latino, 6.9% Multi-race, Non-Hispanic; 3.1% African American, and < 1% Asian. The most recent stability rate on enrollment is for 2009 at 93.9%. For the 2010-2011 school year the teacher attendance rate, excluding professional days, was 97.2%; which reflects an estimated 5 days per teacher. The attendance rate for students in the same year was 94.53%.

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The primary language of students attending MVRHS is English, with 2.1% of students identified as Limited English Proficient and 9.2% identifying English not as their primary language. Twenty five percent of the student population is identified as receiving special education services; this number is 8.3% above the state average. MVRHS is identified as a Title I school, with 13.5% of students receiving free lunch and 3.6% of students receiving reduced lunch. The data reflects the 17% of students who are identified as low-income. The cost of a student to attend MVRHS in 2010 was \$23,439, which is 180% of the state average; the cost remained consistent with the two years prior. For the 2011 fiscal year, the average town budget allocated solely to MVRHS was 12.5%: Aquinnah/Chilmark allocated the least at 8.5% & 7.2% respectively, and Tisbury/West Tisbury allocated the most with 16% & 16.5% respectively. The total Island-wide tax expenditure for education in 2011 was 14%.

In addition to the MVPS elementary schools, students may attend the Martha's Vineyard Public Charter School, or either of the private Montessori schools respectively named Vineyard Montessori (2.9-9 yrs.) and Island Montessori (1st grade only). The Martha's Vineyard Public Charter School (MVPCS) is a K-12 school, which operates under its own Board of Trustees, and does not share any budgetary income/expenditures affiliated with the Martha's Vineyard Public Schools. Though Martha's Vineyard does not boast a private secondary school, a small population of students (23 in 2011) embark on a daily, round-trip commute into the town of Falmouth where they attend Falmouth Academy (grades 7-12).

MVRHS offers a range of educational programs: college preparatory courses (C1, C2, honors, and advanced placement), electives (visual and performing arts, business, three world languages, and various semester-long, content-specific courses), vocational training programs (Culinary Arts, Building Trades, Childcare, Automotive, and Seamanship), life skills and special education programs, as well as an alternative education program. There are 28 sections of C2 courses averaging 7 students per class, 262 sections of C1 averaging 13 students per class, 67 sections of Honors averaging 17 students per class, and 18 sections of AP averaging 12 students per class. Most history classes are heterogeneously grouped, with the exception of the 3 AP courses, and maintain an average class size of 21 students*. MVRHS has restructured its alternative education programs for the 2012-2013 school year to accommodate evolving student needs. All courses taught within the Alternative Program are taught at a C1 level. Special education classes are offered in all four core subject areas for students who require pullout instruction. The total of special education students participating in these pullout courses is about 11%. In 2012-2013 the Therapeutic Support Program for identified at-risk special education students was implemented. Freshmen who entered MVRHS in the fall of 2012 are being taught by a "freshman team."

The graduation rate in 2010 was 94.3% (92.2% males; 96.3% females), and the two year dropout rate for 2010 was 1.2%. In 2010, 67% of graduating students went on to attend a 4-year college/university; 25% participated in trade-related, post-secondary coursework; 17% entered the work force, and <1% entered the military. The minimum course requirements for a student to graduate from the MVRHS are 4 years of both ELA and history, 2 years of both math and science, 4 semesters of physical education, 1 semester of health, and 1 semester of Freshman Skills (a new requirement implemented in the fall of 2012). All students must accumulate at least 120 credits

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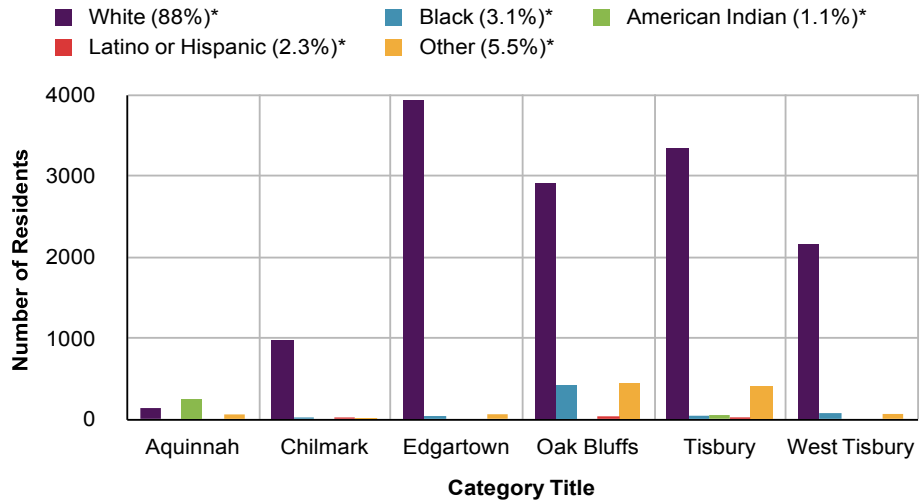
for graduation, and carry a course load of 8 classes (internships, mentorships, teacher assistantships inclusive).

The Vineyard community is highly involved in the education of MVRHS students through either work study opportunities with local businesses, involvement in extra curricular activities, collaborating with teachers on curriculum, or providing scholarship money for graduates. From 2009-2011 the Vineyard community donated an annual average of \$870,000 in scholarships. The scholarships are awarded the Friday before graduation at an open ceremony. Each spring students (grades 9-12) are recognized in various areas of achievement by both teachers and administrators at both Honors Night and the National Honors Society Banquet.

** numbers represent averages not ranges*

**Martha's Vineyard Regional High School
School and Community Summary
September 2012**

Based on the U.S. Census Bureau's 2009/2010 data, the demographic make-up of each respective town is as follows:



**Numbers are based on total Vineyard population. Numbers do not reflect mixed race reporting.*

Population and Income by Town (2010 Census)

Town	Median Household Income	Population
Aquinnah	\$44,028	311
Chilmark	\$82,813	866
Edgartown	\$69,286	4,067
Oak Bluffs	\$57,442	4,527
Tisbury	\$55,663	3,949
West Tisbury	\$73,791	2,740

Martha's Vineyard Regional High School
Core Values, Beliefs, and Learning Expectations

We believe that our students need to be able to think independently, respect individuality, and act with integrity in order to thrive in a changing, digital-based, global economy. We believe that education should be personalized, and that our students should be supported and encouraged as they identify their strengths, challenges, and passions. We strive both to guide and challenge our students as they set individualized, self-directed goals within the context of a rigorous academic and extracurricular program. Members of our school and Island community join in providing an environment in which students may realize these core values and beliefs as they:

ASPIRE to discover meaningful work and to contribute to society in a positive way;

COLLABORATE to set and achieve self-initiated and self-directed goals; and

ENGAGE in experiences that allow for exploration of passions and interests.



To achieve long-term goals and be active citizens in our global community, we believe that our students need to develop the following 21st-century skills.

Academic Competencies

Across all disciplines, our students will:

- Read critically.
- Write/communicate persuasively.
- Think and reason logically.
- Solve complex problems analytically.
- Explore ideas creatively.
- Evaluate solutions.
- Access and use information effectively.
- Take intellectual risks.
- Achieve content competency.

Social and Civic Competencies

As they engage in our Island and global community, our students will:

- Communicate responsibly using technology.
- Prioritize, plan, and manage for results.
- Work within a group to achieve a goal or outcome.
- Know, understand, and appreciate cultural diversity.
- Contribute as an informed citizen.
- Adjust and adapt to changing environments.

TEACHING AND LEARNING STANDARDS

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

CURRICULUM

INSTRUCTION

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard



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

Beginning in June 2010, many community stakeholders were engaged in a collaborative process, informed by current research-based best practices, to identify and commit to a set of core values, beliefs, and learning expectations. However, the core values, beliefs, and learning expectations at Martha's Vineyard High School (MVRHS.) In June 2010, the faculty met to discuss the new NEASC Standards for Accreditation. They reconvened in September 2010 to discuss the core values and beliefs of MVRHS. In an effort to engage the wider community, the outcomes of that discussion were shared with the Martha's Vineyard Times newspaper. In May 2011, the core values and beliefs committee began, with six faculty members, to draft the school's core values and beliefs. Although there were limited meetings with "stakeholders" to discuss the core values and beliefs, they were ratified in June 2011.

In February 2011, Valerie Gardner, Commission on Public Secondary Schools and retired Vermont principal conducted a professional development session on 21st century learning standards. After this presentation, in May 2011, a committee of six faculty members met to review faculty discussions, community input, and Valerie Gardner's presentation for the purpose of writing a core values and beliefs statement for MVRHS. The draft document composed by this team of six was vetted throughout the community (teachers, students, parents, and administrators included and in June 2011. Other resources used were

Research for Better Teaching and the Kim Marshall memo. While these pieces of research are cited in the self-study, and teachers are able to discuss the research, some faculty expressed that they were not considered when establishing the core values, beliefs, and learning expectations. Other methods used to share information about the 21st century learning skills include the Student and Parent Advisory Council who met and disseminated information into the local business community as deemed necessary. According to the Endicott survey, 51.7 percent of students and 51.5 percent of staff believe that MVRHS has “challenging 21st century learning expectations.” It is also stated in the Endicott survey that only “37.4 percent of staff believes that the school-wide rubrics are aligned with the 21st century learning standards.”

The core values, beliefs, and learning expectations are clearly identifiable in the mission statement of MVRHS. The acronym “Aspire, Collaborate, Engage” (ACE) is used to remind the members of the MVRHS community what the core values and beliefs of the school are and what they mean. While students are aware of the acronym, not all students are able to articulate what the core values and beliefs actually mean. The same is true with parents: most parents are aware of the ACE acronym, but many do not know how this acronym fits with the core values and beliefs. Still, 60.3 percent of parents believe that the learning expectations are challenging and will prepare their children for the 21st century.

The core values beliefs and the academic learning expectation were developed after much research and many hours of discussion and collaboration among the faculty, staff, parents, and students of MVRHS. There is an apparent feeling of agreement and pride within the community about the identity that the core values reflect. While the school has a set of beliefs about learning that have been developed by the entire faculty, many faculty members do not explicitly reference these beliefs in their daily instruction. While the entire faculty claims to take “ownership” for all 15 learning expectations and while certain departments focus on specific expectations that align with their academic discipline, the learning expectations have not become embedded in the culture of the school. Having engaged in a dynamic and collaborative process to identify the school’s core values and beliefs, Martha’s Vineyard Regional High School faculty demonstrate the ability to take ownership and responsibility for the values that will drive school culture, curriculum, instruction, and assessment, and when the core values and beliefs become an integral part of the culture and daily life of this school, students will fulfill the learning expectations that are a part of the core values and beliefs of this school. (standards committee, teacher, student, and parent interviews, Endicott survey, self-study)

Teachers at MVRHS developed challenging and measurable 21st century learning expectations and analytical rubrics during a series of department and whole faculty meetings. These rubrics are, at times, aligned with their core values and beliefs, address the academic, social, and civic competencies identified by the

staff and have been relayed to school stakeholders. The long-term effectiveness of these expectations and analytical rubrics, however, is uncertain as their use throughout the building is not yet uniform and the faculty is engaged in ongoing discussions of their role in curriculum, instruction, and assessment. MVRHS has a list of expectations that can be easily identified as academic, civic, or social competencies. According to the Endicott survey, 51.7 percent of MVRHS students believe these expectations are challenging, while 60.3 percent of parents believe the expectations are challenging. According to the special education department, the expectations are challenging for the cohort of students who receive special education services as applying the acronym ACE to daily learning activities requires a great deal of thought for these students. Most students, parents, and staff believe that MVRHS's learning expectations prepare students for the 21st century. Staff members specifically cite the use of technology in the classrooms as evidence that MVRHS is preparing students for the 21st century, while parents cite the acceptable use of technology policy that was recently updated as an indication that MVRHS is preparing students for the 21st century.

While some faculty members use school-wide rubrics to guide their instruction, their use is not a common practice in all classrooms and the deliberate and intentional use of school-wide rubrics is not evident in most classrooms.

According to the Endicott survey, 37.4 percent of staff members state that rubrics

are used in meaningful ways at MVRHS. The faculty reports that they are not provided with sufficient time in the school day, or during professional development days, to align the school-wide rubrics with the school's core values and beliefs about teaching and learning.

When school-wide rubrics are used in the classroom, it is clear that students understand the purpose of the rubrics and what the rubrics are assessing. However, not all faculty members use rubrics in their classrooms; therefore, not all students have an understanding of how rubrics work at MVRHS. Having a set of challenging and clearly measurable 21st century learning expectations establishes a foundation for a culture of achievement that, when implemented will guide curricular development and improve student learning. The school has challenging 21st century learning expectations and measurable analytical rubrics that when used consistently will help prepare students at MVRHS, to successfully compete in the 21st century. (student shadowing, standard committee, teacher interviews, Endicott survey, self-study)

The school's 21st century learning expectations were written as a result of collaboration among the faculty. They are found, informally, in the curriculum, instruction, and assessment practices of some teachers and in some classrooms. There is little evidence that the learning expectations guide the school's policies, procedures, decisions, and resource allocations. MVRHS has a significant portion

of its population engaged in vocational studies. These programs foster a culture in the school that reflects the school's core values, beliefs, and learning expectations. The programs include culinary arts, automotive technology, horticulture, carpentry, and early childhood education and care. In addition, MVRHS offers senior projects, internships, and a diverse program of studies, including at least sixteen Advanced Placement courses as well as diverse elective offerings in English and history and social studies that aim to align with the school's learning expectations.

The faculty has met to develop "priority standards" in the curriculum; however, faculty has not been granted professional development time to make changes in instructional or assessment practices that would support the use of the priority standards in units of study. While some small groups of teachers collaborate on their own time, this is not a school-wide occurrence. There is little evidence that the faculty uses individual or school-wide rubrics to focus learning expectations, or that the faculty deliberately aligns their instruction with the core values and beliefs.

Yet there have been some changes in school policies, procedures, and decisions resulting from examination of the school's core values and beliefs as well as their learning expectations. For example, the school administrative team recruited a Discipline Committee that has reviewed and changed the policies about cell

phone use and academic integrity. In terms of the allocation of resources that support the school's core values, beliefs about learning, and its 21st century learning expectations, MVRHS has spent the vast majority of its professional development time over the past two years focusing on NEASC committees; therefore, there has not been time for the faculty to meet in a professional setting to do more than create a list of core values, beliefs, and learning expectations. However, the faculty states that once the NEASC visit is complete, they will hopefully be awarded three days of professional development for discussion of the core values and beliefs and their role at MVRHS.

The culture of the school appears to reflect that learning is valued for most students. There is a large and diverse program of studies, a high graduation rate: 94.3 percent in 2010, and evidenced by a great deal of student work displayed throughout the school. Students cite the music program, theater program, and after-school programs as evidence of opportunities to collaborate and aspire, two qualities in the core values and beliefs. While most students interviewed said that they feel valued, students taking classes on two of the lower academic tracks often times feel disenfranchised and do not feel as though decisions are made based on what is best for them. With time and training for reflection on the school's adoption of core values and beliefs and their implementation into curriculum, instruction, and assessment throughout the building, school resources, initiatives and the decision-making process will gain greater focus and

will effectively meet all students' needs to collaborate, engage and aspire to high levels of achievement. (student shadowing, standard committee, school leadership)

MVRHS is attempting to engage in meaningful discussion of their core values, beliefs, and 21st century learning expectations. There is not currently a clear process for a meaningful or regular review of the core values and expectations. Faculty members repeatedly state that they are just beginning to become familiar with the core values, beliefs, and learning expectations. They hope to be able to review and revise them in the future.

Currently, there are 12 data coaches in place working to analyze student data. While not all departments are using the data coaches on a regular basis at this time, the math and English department heads meet to analyze student assessment data, including MCAS data, mid-year, and end-of-year assessments. Although there is little evidence of a deliberate link between these assessments and the school's core values and expectations the assessment data can now be used to review and revise the core values, beliefs, and learning expectations in the future. The Freshman Team, Therapeutic Support Program (TSP,) and alternative education program teachers meet to discuss changes in the learning expectations; however, this occurs in relative isolation in comparison to the general education teachers who are not given time to meet in professional learning communities (PLCs) or respond to the core values and their relationship

to assessment and instruction. In regular education, there is no evidence that the achievement gaps between and among students are being discussed at this time. On the other hand, the TSP and alternative education program work to disaggregate data for the limited number of students involved in these programs. Since the core values, beliefs, and learning expectations are in their infancy, the faculty has not been able to make changes to or discuss the learning expectations, based upon the review of data sources. Similarly, academic departments work infrequently with PLCs due to the fact that they are not given formal meeting times to do so.

The faculty of MVRHS incorporates discussion of the district and community priorities into its discussion of the school's core values, beliefs about learning, and learning expectations. One district-learning goal is to increase student achievement through data analysis, a task that is emerging at this time. However, because there are only a few clearly defined district-learning goals, the school's learning expectations do not align with them. The data analyzed around student learning, facilitated by the data coaches, in conjunction with the school's developed understanding of student needs in the 21st century, will hopefully be part of future CVB revisions and implementation procedures. Since the school community is somewhat engaged in studying research and best practices and analyzing student achievement on varying assessments, when the faculty collaborates and reviews the function and application of the 21st century learning

expectations, MVRHS will be an effective school with clearly defined priorities designated to support student achievement. (standard committee meeting, interviews, school leadership meeting, self-study)

Commendations:

1. The use of current research-based best practices to inform the development of the core values and beliefs
2. The establishment of a clear set of beliefs about learning through a largely inclusive and collaborative process
3. Challenging and measurable learning expectations for social and civic competencies that are available for easy reference on school and department websites and therefore faculty members use them on a regular basis
4. The vocational school programs that actively reflect the school's core values, beliefs, and 21st century learning expectations
5. The Therapeutic Support Program and alternative education programs that ensure that their students truly understand the school's core values, beliefs, and 21st learning expectations
6. The MVRHS data coaches who use data in a variety of ways, including grouping students, and intend to disseminate information to the entire faculty
7. The Student and Parent Advisory Council who meet frequently to discuss a number of topics, including the discussion of the learning expectations and core values and beliefs

Recommendations:

1. Guide the faculty through the required process of developing school-wide analytic rubrics and identifying targeted high levels of achievement that are aligned with the learning expectations
2. Ensure that the learning expectations are embraced and supported by all teachers and that the expectations are a part of all aspects of the MVRHS curriculum

3. Develop and implement a plan to regularly review the core values, beliefs about learning, and 21st century learning expectations that involves multiple sources of data and multiple stakeholders
4. Increase the consistent use of school and classroom data in the review and revision of the MVRHS core values and beliefs

2

Curriculum

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

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

Conclusions:

The curriculum at MVRHS is in the process of being rewritten, guided by a purposeful design, to ensure that all students practice and achieve each of the school's 21st century learning expectations. Beginning in June 2012, the Curriculum, Instruction, and Assessment team (under the guidance of the Assistant Superintendent for Curriculum and Instruction for Martha Vineyard's Public Schools) undertook the considerable task of revising the curriculum for MVRHS. The CIA team developed a curriculum template that was specifically designed to ensure achievement of the 21st century skills. The CIA team decided to base their work on the *Understanding by Design* model. For the teachers and students of the Martha's Vineyard Public Schools, writing curriculum by beginning with the end in mind was a good choice because this method supports so many of the vocational programs that are already successful at MVRHS. The academic expectations are divided among various departments thus giving students multiple opportunities to practice the skills identified in the learning expectations. According to the Endicott survey, 63 percent of the staff believes that students practice those skills. In reviewing examples of student work, it is evident that lessons and units frequently include learning expectations. The examples of student work also demonstrate student achievement in reaching the learning expectations. Because there are no formal curriculum guides it cannot be said that there are always clear connections between course content and the learning expectations. The template is designed to identify the three stages of

learning used in backward design (transfer, meaning, and acquisition); to assess the MVRHS learning expectations and priority standards; to identify enduring understandings and essential questions; and to identify discrete skills, performance tasks, and assessments associated with measuring each lesson's goals. Because the use of the templates is still new to the faculty at MVRHS, the degree to which the templates are being used with fidelity throughout the school has not yet been determined. There is evidence that multiple, varied opportunities for students to practice and achieve each of the 21st learning expectations exist and demonstrate the purposeful design of the curriculum and the continuity of its initial implementation. Since all departments at MVRHS have been given responsibility for the implementation of the 21st century learning expectations, there will be multiple opportunities for students to meet the school's 21st century learning expectations. With the newly written and purposefully designed curriculum, students at MVRHS will be prepared with 21st century skills and once they enter the work force, post-secondary schools, and the community at large, they will be successful. (student work, teachers, district administration, self-study)

In most content areas the curriculum is written in a common format that includes units of study with essential questions, concepts, content and skills; the school's 21st century learning expectations; instructional strategies; and practices that include the use of school-wide analytic rubrics and course-specific rubrics. The

Curriculum, Instruction, and Assessment team developed a template and as of June 2012, this template is available for teacher use. The goal for MVRHS is to have the entire curriculum compiled into this new template by the start of the September 2013-2014 school year. The curriculum guides for many subjects have not been completed but since the curriculum template includes essential questions, concepts, content, skills and the application of the 21st century learning expectations as well as instructional and assessment practices, there is a great deal for teachers to use when preparing their units and lessons. As of November 2012, MVRHS has 80 percent of its courses' curriculum that is complete or nearly complete in this common template. The school-wide use of the newly developed curriculum template creates a system that, when complete, will provide the opportunity for the development of a curriculum that will serve the students of MVRHS well into the 21st century. When the curriculum is complete and when all teachers are using the curriculum with fidelity, students will be able to practice the skills and to learn the content of the 21st century learning expectations, will be assessed with school-wide analytic and course-specific rubrics, and will have an opportunity to meet all of the school's learning expectations. (CIA template, school leadership, individual lessons and units, student work, teacher contract)

The curriculum templates that are completed emphasize depth of understanding and the application of knowledge through a variety of instructional strategies.

It is the intention of the CIA to design curriculum that will require students to demonstrate their depth of understanding and apply their knowledge through inquiry and problem solving by utilizing such skills as reading critically, exploring ideas creatively, and accessing and using information effectively. The curriculum will also require students to engage in higher order thinking, to think and reason logically, to solve complex problems analytically, and to take intellectual risks.

There will be a variety of authentic learning opportunities such as mentorships, internships, international travel, and vocation-technology programs. The curriculum will also provide guidelines for the informed and ethical use of technology. The Endicott survey reports that 78 percent of students believe the content of the courses challenge them to solve complex problems and to think critically and 84.2 percent of the staff believes that the curriculum emphasizes depth of understanding and application of knowledge. However, there is a marked lack of formal cross-disciplinary planning. Only 44.2 percent of the staff believes that the curriculum emphasizes cross-disciplinary learning. There is evidence that some teachers create cross-disciplinary connections in their lessons, and also reach out informally to colleagues in order to enhance cross-disciplinary learning. At this time, cross-disciplinary teaching and learning is reflected in some curriculum documents. The learning expectations at MVRHS also emphasize that students should have authentic learning opportunities both in and out of school. Many courses such as the career and technology education

program courses currently provide those opportunities. Student learning in these courses is enhanced by the inclusion of learning expectations that require that students demonstrate both depth of understanding and the application of knowledge. Because students are more deeply engaged in their course work, they are able to make deeper connections to the real world, and will become more responsible citizens. Although the curriculum at MVRHS is written in a common format that includes essential questions, 21st century learning expectations, and assessment practices that include the use of school-wide and course specific rubrics, the lack of the formal, intentional inclusion of cross-disciplinary connections between and among courses prevents students from understanding the interwoven nature of the 21st century world and hinders their ability to be successful in such an interconnected world. (teachers, classroom observations, central office interviews, self-study)

In some cases, specifically where priority standards are aligned with the state frameworks, there is a strong alignment between the written and taught curriculum. There are four core content areas available for review on the school website. The common curriculum template that is in place and utilized in a number of units of study also offers solid examples of alignment between the written and taught curriculum; however, these templates are not utilized across all disciplines or courses. Sixty-nine percent of the staff indicates that they believe the curriculum that has been written and taught curricula are aligned. At

this time, there is no formal protocol in place for school level or the CIA team's review of alignment. Teachers, who have not yet reached the status of "professional" certification, are expected to share their curricula with department heads. While this expectation is a practice at MVRHS, it is not evident that this is being done in a consistently in all departments. Department heads are currently engaged in the process of checking for alignment between the written and taught curriculum. The lack of a formal protocol to check for alignment between the written and taught curriculum presents a number of questions for the MVRHS staff as to what is actually being taught in the classroom and suggests that there is no clear alignment between the written and taught curriculum (templates.) Clear alignment between the written and taught curriculum will ensure that all students are, in fact, having common learning experiences and are meeting the learning expectations of the MVRHS community. (school leadership, Endicott survey, self-study, school website)

The curricular coordination and vertical articulation between and among all academic areas within the school is mostly effective and the curricular and vertical articulation between MVRHS and the sending schools is effective. The annual curriculum review cycle is conducted under the leadership of the Assistant Superintendent of MVYPS. Prior to the 2012-2013 school year, significant changes in math and social studies curricula were made in coordination with the sending middle schools. The faculty at MVRHS met monthly by departments to review the current state standards and to develop

district-wide priority standards in alignment with the state frameworks as well as with the Common Core. These meetings provided opportunities for teachers to collaborate across grade levels, to write standards to be used in content area, to develop rubrics and common assessments. Eighth and ninth grade special and regular education teachers meet each year to plan the successful transition of the special education students from grade eight to grade nine. The Jump Start summer program for potentially at-risk freshmen involves both high school and middle school teachers planning together for the success of their students. A continued effort at vertical articulation and alignment of curriculum has led to changes in programming at both the senior high and middle schools. The social studies department realigned its course sequence in collaboration with the sending schools. Similarly, changes have been made to the math program in order to accommodate advanced middle school math students. Such changes will “filter up” to the high school math program as these students progress through the curriculum. It should be noted that while there is a level of vertical alignment district-wide (K through 12) in the four core academic areas that have defined priority standards, inconsistencies with what is in fact happening between sending schools and MVRHS were reported. There are currently no curriculum guides in place to illustrate the coordination and articulation of alignment between and among academic areas within MVRHS at this time; yet the school leadership team conducts department chair meetings to discuss curriculum planning, rubrics, and common assessments with an emphasis on the clear

articulation of the learning standards. A formal, ongoing system of curricular coordination and vertical articulation between and among all academic areas within the school, will ensure that the students at MVRHS will have the ability to meet the school's learning expectations. (teacher interview, school leadership, evidence box, self-study)

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center at MVRHS are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. Class sizes average sixteen to eighteen students per staff member, suggesting that teacher loads and staffing are adequate. There is agreement among the staff that instructional materials, technology, equipment, supplies, and library/media resources are adequate to fully implement the curriculum. Over 50 percent of staff agrees that this is true, and 77.9 percent of students agree that MVRHS provides sufficient instructional materials to fully implement the curriculum. Also, 65.2 percent of students believes that they have adequate technology and access to the library/media center for research, which is supported by inventory reports. While there are a small number of teachers who do not have their own classroom, there seems to be little negative impact of this on the delivery of the curriculum. The library/media specialist reports that while there have been budget cuts over the past several years, she is still able to keep pace with faculty and student needs. Co-curricular programs

are playing an increasingly significant role at MVRHS. There are twenty-four clubs and twenty-two sports offered for students. If a student has an idea for a new club and can find an advisor, the school will add it to the roster of clubs. If the documentation of activities and student participation collected in the first year warrants it, the club will continue into the next year. The staff believes that co-curricular activities are well-funded while 38.4 percent of parents reports that co-curricular programs are underfunded. No other supporting evidence was presented. The adequate number of staff, instructional materials, technology, equipment, supplies, facilities and the resources of the library/media center permit the implementation of the curriculum, including the co-curricular program and other learning opportunities which in turn allows the district to implement its core values, beliefs and learning expectations. (Classroom observation, teacher interviews, central office personnel, facility tour, Endicott survey)

The district struggles to provide 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. In an average week, 34 percent of MVRHS teachers feels they spend no time in collaborative planning with their colleagues, 49 percent feels they spend up to an hour, and 17 percent feels they spend greater than an hour. MVRHS is just beginning the process of gathering and analyzing

student data related to the 21st century learning expectations. Each department has taken on the responsibility of focusing their curriculum on a specific subset of the expectations and department members are beginning to look at examples of student work as evidence of meeting the expectations. While there are currently a few procedures in place for staff to reflect on student work and to use the results of student work to inform their future instructional decisions, there also is the work of the CIA that is focused on developing and instituting the structures needed to make the curriculum at MVYPS viable and relevant for students in the 21st century. The assistant superintendent has taken the lead in training teachers for this critical work. The district uses Grant Wiggins and Jay McTighe's *Understanding By Design* method for the development and revision of curriculum. Teachers have made use of multiple and varied resources so both pedagogical and subject-specific enrichment has led to updated, relevant and authentic learning experiences for students. During the 2011-2012 school year, the curriculum review format was restructured into a four-step process: (1) identify K through 12 priority standards; (2) develop performance assessments; (3) design instructions; and (4) adjust instruction based on the analysis of student performance. Still there is no system in place that provides for a regular review of the alignment between the written and taught curriculum. While the CIA initiates new programs, it has no ongoing responsibility or involvement in the continued, successful implementation of those initiatives. At MVRHS, department chairs have taken ownership for curriculum coordination. There is time currently allotted in for curriculum coordination and articulation; but staff

members would like more. According to the Endicott survey, only 38.8 percent believes that they have sufficient time to be engaged in formal curriculum evaluation, review and revision work. At one time the school district had a regular curriculum review cycle in place, however, it was dropped this year in anticipation for the upcoming adoption of Common Core State Standards.

According to the assistant superintendent, the intention is to reinstate this cycle sometime in the near future. Expenditures in the last three years have centered primarily on professional learning communities (K through 12) and the Curriculum Task Force (in the form of stipends) as well as professional development money for post-school year pay for curriculum development for interested teachers (available to approximately 30-40 staff members on a first-come, first-served basis). If a group of teachers wish to request money for PD related to curriculum development, they may apply to the district for grant money. MVRHS has a budget allocation of \$25,000 for curriculum work and that money is allocated to teachers on a "first come first serve basis." No teacher who has requested money for curriculum development has been denied his or her request.

Teachers have been trained to create curriculum using the *Understanding by Design (UbD)* model and most recently, data coaches have been trained who will have a role in evaluating and making recommendations in the revision of

curriculum based on data collected on the school's learning expectations. The school is preparing for curriculum alignment to CCSS. The lack of time and resources allotted to curriculum review, evaluation, development and implementation is hindering the effective delivery of 21st century learning expectations and other core values identified by the school system. (school leadership, central office personnel, teacher interviews, Endicott survey)

Commendations:

1. The standard curriculum template across disciplines that supports the use of 21st century learning expectations for teachers and students and ensures that all students have consistency and academic challenge in each discipline
2. The faculty of MVRHS for transferring existing lessons and units, at the request of the administration, to the new curriculum template
3. The faculty members who have developed lessons that provide their students with opportunities to use 21st century skills such as inquiry, problem solving, higher order thinking, in authentic learning assignments
4. The integration of technology into the curriculum so that students can become fluent in the many uses of technology to assist their learning
5. The MVPS staff for the careful and deliberate articulation of priority standards linked to state/national frameworks
6. The work of the MVPS staff on K through 12 vertical alignment in the core academic areas
7. The development and support of the Jump Start program that is designed to assist students in their transition to MVRHS
8. The financial support of the community that increases the school's ability to successfully implement the core values of MVRHS
9. The initiatives related to aligning the curriculum with the Common Core is to be commended because the school will be well positioned to support

students in their attempts to also meet the 21st century learning expectations adopted by the MVRHS staff

Recommendations:

1. Complete the adoption of priority standards to include all disciplines
2. Encourage teacher feedback on the effectiveness of the new curriculum template
3. Engage in formal, cross-disciplinary planning and collaboration to ensure that students will achieve a greater number of the 21st century skills that have been identified by the school community as core values, beliefs, and learning expectations
4. Implement a protocol, used on a regular and consistent basis, to ensure that there is alignment between the written and taught curricula
5. Create the time and the conditions for collaboration between sending schools and MVRHS as well as among academic departments at MVRHS
6. Provide time for teachers to regularly review and revise the curriculum
7. Implement a formal process for oversight of the implementation and alignment of curriculum as well as for the review of data from student achievement on common assessments

3

Instruction

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

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

Conclusions:

Teachers' instructional practices are rarely examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Teachers developed core values, beliefs, (CVBs) and 21st century learning expectations during faculty meetings and site-based professional development. From these meetings a matrix was developed to reveal which learning expectations aligned with each course. Teachers are cognizant of the CVBs, but little evidence exists to suggest teachers consider them when employing their instructional practices. Teachers at MVRHS created the school-wide rubrics and collectively agreed on the content; yet several teachers describe that the existing school-wide rubric designed to track student growth toward learning expectations does not always apply to their classrooms. They also argue they have had little direction on how to use rubrics; therefore their use is inconsistent. Results from the Endicott survey show 53.5 percent of responding teachers examines their practices to ensure consistency with the school's core values and beliefs; yet a formal process by which teachers monitor how consistent their instructional practices align with the core values, beliefs, and 21st century learning expectations has not been developed. Teachers report that aligning with the learning expectations is largely done on an informal basis through email with colleagues. Most teachers do report that they consistently reflect on and analyze their own practices through journaling. Journals are used as a part of the new teacher evaluation system and the Professional Growth System Portfolio. Most teachers report that the Mentor/Mentee Program for teachers is helpful with providing informal

peer feedback and reflection on instructional practices. MVRHS is also in the process of developing a student portfolio, which teachers believe will provide feedback to them and will help them better align their curriculum and instructional practices with CVBs and 21st century learning expectations. Developing a routine monitoring of instructional practices and collaboration between and among teachers to determine consistency with CVBs will more effectively prepare students to meet the expectations established by the school. (interviews, self- study, panel presentation, Endicott survey, Teacher Professional Growth System)

Some teachers' instructional practices support the achievement of school's 21st century learning expectations by personalizing instruction, engaging students as active and self-directed learners, and applying knowledge and skills to authentic tasks. Whereas the instructional practices of elective area teachers and teachers of higher-level courses support the achievement of MVRHS's 21st century learning expectations, teachers' instructional practices in lower-level academic courses do not. Mentorships, alternative education, the Therapeutic Support Program (TSP), and independent study courses allow students to set academic goals, manage their learning, and document their growth. Horticulture and construction students apply their knowledge to develop products worthy of sale in the community. Physics students provide a solution to the high cost of electricity by weighing the benefits of alternative forms of energy. Comparatively, little evidence suggests instructional practices in lower-level classes engage students

or require them to apply learning to authentic tasks. This evidence is supported by Endicott survey results indicating 52 percent of responding students suggests their teachers do not require them to apply their knowledge to real world settings. Many of the lower-level classes are taught using direct instruction and use supplemental worksheets as a means to extend student learning. Teachers' instructional practices are limited in their ability to engage students in cross-disciplinary learning. Few teachers attest to cross-curricular collaboration (33 percent of staff agrees that they have time to collaborate) and even less evidence exists to support the existence of any cross-disciplinary learning. Culinary arts students cook food for students enrolled in world language courses. Biology students are assigned projects for a final exam connected to content learned in health class. These assignments require students to utilize knowledge from other classes, but do not reflect formal planning or collaboration on delivery of instruction between teachers. Some students engage in self-assessment and reflection; however, teachers of courses that require students to reflect on their learning do not consistently use self-assessment to drive instruction. It is common practice that students in English classes share reflective journals. Students serviced by support staff maintain binders that record their progress toward Individualized Education Program (IEP) goals. There is little evidence to suggest that students and teachers in regular education classes use reflection as a learning tool to set future academic goals, develop skills, or enhance understanding of complex ideas. Technology is utilized extensively by teachers

but infrequently supports the achievement of 21st century skills. Teachers use technology primarily as a supplement to direct instruction. Although every room is equipped with SMARTBoards, few teachers utilized the technology to change the learning experiences of students or transform their own teaching methods. Teachers did, however, utilize technology to build upon students' content knowledge. Biology students were provided the opportunity to collaborate as a class using the SMARTBoards. Computer programming students followed the teachers' task on the overhead projector to learn HTML5. Because most students infrequently collaborate with teachers about their learning, they have difficulty identifying their strengths and weaknesses as learners, which then impedes their ability to meet learning expectations. When instructional methods are not diversified to meet all student needs and learning styles during instruction, students have difficulty accessing course content. When teachers design coherent, cross-disciplinary lessons that challenge students to think and apply their skills to relevant experiences, students will be engaged in the learning process. (classroom observations, interviews, student shadowing, student work, facility tour, Endicott survey)

Teachers do not consistently adjust their instructional practices to meet the needs of each student across all content areas at MVRHS. There is a small amount of evidence that teachers formatively assess students through observation and classroom activities to drive future instruction for students. There is limited

evidence that teachers effectively use assessment of student understanding to drive instruction through pre-assessments at the beginning of units and lessons in academic classes. Some teachers attempt to strategically differentiate instruction by using group work to support students in clarifying misconceptions, but not to work in teams to specify learning styles, tailor teaching strategies or enhance and deepen their students' understanding of content and/or skills. It does not appear to be a common or continuing effort to differentiate instruction across all departments. Teachers meet the needs of their students by differentiating presentation of course content and providing choice in curriculum and grouping in physical education, Therapeutic Support Program, and the alternative education program, the arts, and history departments. In these programs, teachers use various methods to present materials and curriculum according to their students' learning styles. Students are often allowed to choose their partner, group or opponent in certain physical education activities as well as, being able to choose parts of their course curriculum in junior and senior physical education. Teachers in the arts programs demonstrate an exceptional ability to provide the students with a variety of choices and modalities to complete assignments and express their skills and understanding of content. Teachers do less to address individual student needs, such as touching upon multiple modalities and a variation of learning styles in academic courses. It was reported in the Endicott survey and MVRHS Narrative Essay on Instruction that 81 percent of teachers reports using differentiated

instructional practices to meet the learning needs of all students, and 66 percent of students reports that their teachers use a variety of teaching strategies in their courses. Members of the history department report that they regularly differentiate instruction through the use of discussions, debates and artistic activities and there is some evidence to support that. However there is little evidence in most discipline areas of strategic grouping of students for instructional purposes across the four main academic subjects.

The school and teachers provide students a number of ways to actively engage in their learning by offering a variety of work study opportunities, mentoring programs, independent studies and options to work on cross-curriculum projects independently. Students report that teachers in the English and history departments allow students to receive independent study credit for both disciplines through writing a cross-curricular, collaborative work research paper. Teachers in the math department report that their teaching styles vary throughout the course of a given unit to include lecture style, group discussion, SMARTBoard use, student lead activities, use of videos, use of sketch boards and as many hands-on activities as possible in order to reach all levels of learners on a day-to-day basis. Teachers in the history department report that in their heterogeneous classes, they have incorporated a variety of strategies including built in choice for students to allow them freedom to decide how they are going to learn and present course content. Teachers report that learning through the

use of video clips, writing and group work creates effective learning levels in their classes. Teachers in the construction and vocational education programs have reported that in their heterogeneous class make-up, it has proven successful to allow students at an advance level to provide guidance and fill leadership roles for other students on certain projects. This strategy has often allowed them to step away from a direct instructional role and act as more of a facilitator to a student-led project.

Nearly all teachers do an effective job in supporting students' individual needs through math lab, writing lab, Therapeutic Support Program, and resource room support programs in which issues are addressed from executive functioning skills to core academic subject support. Teachers do an exceptional job of making themselves available before, during and after school hours for extra help time for students. This was observed through student shadowing, student interviews and student led tours. When teachers consistently adjust their instructional practices to meet the needs of each student, all students will be able to meet the 21st century learning expectations. (classroom observations, student shadowing, interviews, parent meeting, facility tour, self-study)

Teachers improve their instructional practices individually, but most teachers rarely collaborate formally, to improve their instructional practices by using student achievement data from a variety of formative and summative

assessments. Quizzes and exit slips are the most common formative assessments used by teachers to determine the impact of their instruction. Teachers also informally assess student understanding during discussion, group work, carousel walks, or in-class activities. Teachers in support services, such as the math lab, routinely use a variety of formative assessments to inform instruction; however, this does not appear to be effectively translated to regular education courses. English, science, and math are the only core academic departments that attest to using student achievement data to collectively improve instruction. Review of MCAS results on an annual basis support those departments to make adjustments to their curriculum. Teachers rarely examine student work collectively to improve their instructional practice. Results from the Endicott survey suggest that only 33 percent of teachers reports time is available to examine student work. Common midterms and final examinations allow teachers the opportunity to gather data on student performance; however, there are few instances cited that suggest that teachers use this data to drive instruction. Twelve teachers have been trained as data coaches, yet teachers indicate that time to perform this work has been reduced. Teachers infrequently use feedback from students, other teachers, supervisors, and parents to improve instructional practices. There is no formal process by which teachers solicit feedback from stakeholders to improve instruction. Only 21 percent of responding parents and 40 percent of students believe their teachers value their feedback and consider it in regard to instructional practices. Teachers examine

current research but rarely engage in professional discourse focused on instructional practices. Teachers have been provided professional development (PD) opportunities on the topic of improving instructional practices; however, the experiences of the individual teachers who attend these workshops are not disseminated to the greater staff. All teachers have the opportunity to attend workshops outside the district. Other teachers utilize Twitter or professional journals to remain current on best practices in instruction. The teaching staff suggests their collaborative environment and collegial nature allow them opportunities to share instructional methods. Limited formal time is provided or allocated for core disciplines to collaborate on effective instructional practices. Alternative education, Freshman Team, and vocational teachers share a common preparation time, which provides opportunities to discuss instruction; however, planning time can be ineffective because teachers do not share the same students. Although peer observations are encouraged, teachers are not provided release time. The only teachers who are formally engaged in professional discourse are new teachers who are enrolled in the New Teacher Induction program and receive feedback from departmental mentors. Because teachers are not provided the time to gather evidence and to use assessment results to inform instruction, instructional practices cannot be personalized to meet students' needs. When teachers have an opportunity to meet formally to use student data, review student work and engage in professional discourse focused on instructional practice, they will be better able to meet students' needs.

(classroom observations, student shadowing, Endicott survey, student work, teacher interviews, standard committee meeting)

Most teachers as adult learners and reflective practitioners maintain expertise in their content area and in content-specific instructional practices. Many teachers reported collaborating informally through email, Google Docs and social media to collaborate and reflect collectively on instructional practices. Most teachers take it upon themselves to pursue content-specific instructional practices through professional organization membership, content-specific journals and by attending off-island content-specific conferences and trainings. However, most teachers also report that while they attend outside conferences and seminars, either through school funding or their own personal funding and resources, time is not allocated to share, collaborate and discuss these practices with colleagues. While conversations with teachers outlined their utilization of professional development funding for online classes or off-island workshops, they also revealed their desire for additional funding for professional development through course participation credits, conference attendance and other off-island opportunities.

Most teachers at MVRHS reflect on their work with colleagues informally and electronically. Teachers in the alternative education program, Freshman Team, TSP and vocational educational department report how beneficial their daily

common preparation and planning time is for their reflection on best practices and cross-curriculum collaboration. However, the school reports in the self study that cross-curricular work is generally the exception rather than the rule. There is little evidence to contradict this claim.

Conversations with nearly all teachers suggest that teachers value and reflect upon feedback and information collected both formally and informally by administrators, peers, students and parents. Teachers report that administrator feedback is nearly always timely and helpful. Teachers maintain journals to reflect upon their work as a part of the new evaluation system and of their Professional Growth System Portfolio. Most teachers report that the Mentor/Mentee Program is helpful by providing informal peer feedback and reflection on instructional practices. Some teachers allow their students the opportunity to evaluate and critique course content, but most teachers do not solicit student input and feedback for each unit. However, 50 percent of teachers who responded reports that teachers value and utilize their students' evaluation at the completion of the course. Only 40 percent of students reports on the Endicott survey that teachers value their feedback. The Endicott survey also reported that 21 percent of responding parents believes that teachers considered parent feedback with regards to instructional practices, and only 55 percent feel they are partners in their child's education compared with 67 percent of responding teachers. When teachers are able to focus professional development

to review current research and best practice, and to have time for collaboration and reflection on content-specific pedagogy and expertise in their content areas, students will benefit and reach their full potential through overall improved learning. (teacher interviews, panel presentation, Endicott survey, self-study, teacher evaluation handbook)

Commendations:

1. The attitude of self-reflection among the faculty and their willingness to examine their teaching practices
2. The frequent use of authentic tasks in the elective areas and higher-level courses to give students multiple opportunities to apply their knowledge and develop their skills
3. The availability of teachers to students for additional academic support before school, during class time and after regular school hours
4. The wide varieties of work study; mentoring and independent study programs through which students are encouraged to explore all avenues of their educational experience
5. The arts, vocational, Therapeutic Support Program, history and physical education departments for their cross-curricular work to meet the needs of students enrolled in their courses in a variety ways
6. The many attempts to research and implement a variety of formative assessments
7. The administration for the support provided to new teachers through the New Teacher Academy and peer mentoring
8. The efforts of individual teachers to improve their own best practices through research and informal collaboration

9. The feedback from administrators through the evaluation process that helps teachers reflect on their teaching skills

Recommendations:

1. Allocate sufficient time for teachers to consistently examine their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations
2. Allocate sufficient time for teachers to collaborate on the development of a cross-disciplinary curriculum
3. Provide multiple opportunities for all, not just some, students at MVRHS to engage in assessments that are challenging, require higher order thinking, and require students to apply their knowledge and skills to authentic tasks
4. Engage all students at MVRHS as active and self-directed learners
5. Formalize the use of formative assessments in all content areas and courses for the purpose of providing feedback to students and allocate sufficient time to formalize practices and procedures for teachers to collect and analyze data from formative and summative assessments for the purpose of improving instructional practices at MVRHS
6. Allocate sufficient time and formalize practices and procedures for teachers to engage in professional discourse focused on instructional practices and strategies for improving student learning
7. Ensure that there is time and a process for teachers to maintain expertise in their content area and in content-specific instructional practices – including new applications of technology as a teaching/learning tool
8. Increase common planning time at the departmental level and in cross-departmental areas throughout the school year

9. Develop formal procedures to use the reflections of student, peer and parent feedback to further develop and improve instructional practices, strategies and course structure



Assessment of and for Student Learning

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

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

- common course and common grade-level assessments
- individual and school-wide progress in achieving the school's 21st century learning expectations
- standardized assessments
- data from sending schools, receiving schools, and post-secondary institutions
- survey data from current students and alumni.

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

Conclusions:

The professional staff is in the beginning stages of employing the school-wide rubrics for all curricula; however, the formal process for assessing whole school and individual student progress in achieving the school's 21st century learning expectations is not being utilized. The Martha's Vineyard Regional High School professional staff has initiated 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. According to departmental leaders and teachers, the professional staff members have studied the school-wide learning expectations and have identified the departments and programs that currently address specific learning expectations. In addition, staff has worked to devise strategies for departments to incorporate additional learning expectations as they see fit. Departments have begun to embed the learning expectations in the curriculum via unit and lesson plans. Teachers are beginning to use the school-wide rubrics to measure student progress towards meeting the school-wide learning expectations while also assessing student achievement of the district's priority standards in both formative and summative assessments. The implementation of a formal process to employ the use of the school-wide rubrics will ensure that every student, no matter the course, level, or teacher, will be regularly assessed using these rubrics, and the school will then assess whole school, as well as individual progress in achievement of its expectations. (student shadowing, interviews, classroom observations)

Across the school, there are benchmark dates and report dates that outline individual student as well as whole school progress in achieving the 21st century learning expectations. This progress, however, is primarily concerned with letter grade reporting and not directly tied to the use of the analytic rubrics. MVRHS' professional staff communicates individual student progress in achieving the school's 21st century learning expectations to students and their families.

Professional staff have the capacity to communicate student progress in achieving the school's 21st century learning expectations to the students and their families in a number of ways: distributing quarterly report cards, mid-quarter progress reports as well as hosting annual fall parent/teacher conferences. The district announces quarterly reporting of individual students who have been awarded Honor/High Honor Roll in *The Vineyard Gazette* and *The Martha's Vineyard Times* newspapers. MVRHS' professional staff communicates the school's progress in achieving the school's 21st century learning expectations to the school community in a number of ways, including the posting of MCAS results and comparative SAT results when available and pertinent. There are also a multitude of public expositions of the school's progress to include: the MVRHS Science Fair, Evening of the Arts, World Language Night, Minnesinger concerts, orchestra/band concerts, plays/musicals, the Annual Linguini Bridge Contest, Senior Project presentations, seasonal sporting events and various awards nights. The implementation of a mechanism to report on the comparison

of individual and whole school progression toward the 21st century learning expectations by using school-wide rubrics will greatly enhance the parents' and community's understanding of whether or not MVRHS students are meeting the expectations. (parent interviews, teacher interviews, Endicott survey, self-study, student interviews, evidence box, standard committee meeting)

Some teachers are able to meet formally to discuss student work and achievement for the purpose of identifying and addressing inequities in student achievement. Most however, do not have formal collaboration time allocated to process data. The professional staff members of MVRHS are in the process of using the assessment data that has been collected, disaggregated, and analyzed to assess individual student progress for the purpose of both identifying and responding to inequities in student achievement in a formal manner. Based on the Endicott survey results, 58.8 percent of responding MVRHS staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement, thus more than half of the MVRHS staff is using the data it collects to improve each student's education. In addition to the information that is used to assess student and school-wide achievement of the school's learning expectations, a range of both summative and formative assessments are currently being informally analyzed and discussed more frequently to address, in a timely manner, the varying levels of student achievement. The guidance department provides each department chair with SAT, PSAT, AP, and MCAS test results.

Because of the MCAS data that has been collected over the years, MVRHS currently offers both math and writing labs that students can access during the school day. Extra math support is also being provided to students by a math teacher after school every Tuesday and Thursday. This support service has been in place for several years and continues to grow, depending on identified student needs. The Freshman Team and the alternative education program have significant time to collaborate and discuss student work and to identify critical needs for those students only. The Freshman Team meets once during a cycle and alternate education meets once a day. The preponderance of teachers does not meet with such frequency. According to departmental leaders, the rest of the school meets once per month. They must rely on informal collaboration to discuss and compare student work and achievement. The implementation of a formal process for staff members to meet, review and discuss student assessments and their achievement will allow teachers to identify and then address achievement gaps. (teacher interviews, standard committee meeting, parent committee, Endicott survey)

Teachers occasionally communicate to students the school's applicable 21st century learning expectations through the use of the school-wide rubrics. MVRHS is in the midst of implementing school-wide rubrics. According to teachers and students interviewed, this implementation will meet the expectation that prior to each unit of study, teachers have communicated to students the

school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. This enables some students to have a clear understanding of the 21st century learning expectations and, specifically, how those expectations apply to each individual student's experience school-wide and in all courses taken. Students interviewed state that teachers explain what will be assessed prior to each unit of study. Applicable 21st century learning expectations are specifically identified within individual teacher's course syllabi and unit plans, which are made available to students, parents, teachers, and administrators on both Google Docs and Edline, the school's electronic management system. Teachers also post applicable learning expectations in their classrooms. Communicating learning expectations at the start of a lesson to students enables them to understand what is expected of them for each unit of study. (self-study, classroom observations, teacher interviews, student interviews, evidence box)

Most teachers provide students with school-wide rubrics and/or corresponding course-specific rubrics prior to summative assessments. Prior to summative assessments, MVRHS teachers have not consistently provided students with school-wide and/or course-specific rubrics. The 2011 Endicott survey indicates that prior to each unit of study, 53.5 percent of the responding teachers communicates to students the school's learning expectations and corresponding rubrics. Sixty-six percent of responding students agrees that their teachers

explain what the learning expectations are before each unit of study. About 62 percent of responding parents feels that their child's teachers explain what the learning expectations are before each unit of study. However, in response to the results of the Endicott survey, MVRHS has launched a school-wide initiative to fully incorporate school-wide rubrics and learning expectations into all classroom practices. As a result, the majority of staff, students, and parents see the use of rubrics in classes at MVRHS. When students were asked on the Endicott survey whether they understand in advance what work they have to accomplish to meet their teachers' expectations, 79.2 percent of respondents either agreed or strongly agreed that they do understand the expectations. The Endicott survey results show that more than 73 percent of the responding teachers uses rubrics to assess student work. Departments use rubrics of varying forms, and the students are familiar with these rubrics. The majority of students responding to the Endicott survey (75.6 percent) feels that they understand the rubrics that are provided to them by their teachers. When parents were asked on the survey whether they are familiar with and understand the school-wide analytic rubrics teachers use to assess their son's/ daughter's learning, 53.8 percent of respondents stated that they are familiar with and understand the rubrics teachers use. Delivering school-wide or course-specific rubrics prior to summative assessments provides specific and tangible guidance about the learning expectations to every student, regardless of course, level or teacher and

helps students as they strive to meet the learning goals. (Endicott survey, teacher interviews, classroom observations, self-study, evidence box)

Student understanding and comprehension is assessed in a variety of ways at MVRHS including formative and summative methods. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments. School-wide, teachers monitor and assess comprehension through the use of assignments, quizzes, exams, performance assessments and reports. Through student shadowing it is evident that teachers assess learning on a daily basis. Conversations with students also indicate that assessment and feedback is a continuing process. Paper assessments and performance assessments are used regularly to determine student understanding. Assessing student understanding using a variety of methods provides a very accurate accounting of the curriculum, presentation methods and level of understanding achieved by students at MVRHS. (student work, student shadowing, student interviews, teacher interviews, self-study, standard meeting)

Teachers across the school collaborate inconsistently about the creation, analysis, and revision of formative and summative common assessments. Some teachers in grades 10 through 12 also collaborate on common assessment strategies.

According to the Endicott survey results 56.6 percent of responding staff feels

that teachers do meet formally to discuss and improve both formative and summative assessment strategies. MVRHS adheres to new DESE regulations by including collaborative assessment as an indicator during new teacher evaluations. Departments administer common midterm and final summative assessments, which are developed collaboratively by teachers who teach common courses. The math department is implementing quarterly common assessments to gather more data and is analyzing it for the purpose of informing instruction. Also, the math, English, and science departments collect and analyze MCAS results and use them to revise and improve curriculum and instruction. Freshman Team teachers and alternative education teachers have been scheduled so that they have common preparation periods for the purpose of collaborating both within and across departments. The TPS team meets weekly to collaborate on the assessments of its students. A consistent system that provides opportunities for all teachers to collaborate on a regular basis to analyze the results of their students' assessments, and then to make appropriate adjustments to instructional strategies based on those assessments, will better inform students of their progress and growth toward meeting the school's 21st century learning expectations. (interviews, self-study, standards meeting, student shadowing, evidence box, Endicott survey)

Through the use of a wide range of strategies and timely assessments teachers do provide substantive and useful feedback to students allowing them to revise and

improve their work. Teachers at MVRHS utilize several techniques to provide specific, timely and corrective feedback so that students are able to improve and revise their work. Multiple drafts of English and history class essays are assigned, corrected and returned for revision to students in those classes. English teachers are trained to use the Collins Writing Program to assess writing on a daily basis. Math teachers allow students to review mistakes on quizzes prior to the conclusion of the unit and then use their newly acquired understanding of a problem to correct mistakes on those quizzes. The vocational, fine arts and music departments routinely use immediate, specific, corrective feedback to students during assessments of performance-based projects. Endicott survey results show 62.8 percent of students indicates that teachers correct their schoolwork in a reasonable amount of time. Sixty-seven percent of students indicates that teachers offer suggestions to help them improve their work. Through regular use of formative assessments, student progress can be improved with specific, timely and corrective feedback. (interviews, student shadowing, evidence box, self-study)

Some MVRHS teachers are regularly using formative assessments to inform and adapt their instruction for the purpose of improving student learning. The self-study committee for Assessment of and for Student Learning conducted a survey in order to gather information about this indicator. They asked: "Do you use formative assessment to differentiate instruction?" Martha's Vineyard Regional

High School's NEASC self-study reports that 100 percent of the 40 teachers surveyed indicated that they do use formative assessments for that purpose. Teachers report using seventeen different types of formative assessments. The most commonly used are quizzes, homework, discussion, warm-ups, and study guides. Through careful, ongoing analysis of student results on formative assessments, teachers will have evidence that students are or are not meeting the 21st learning expectations and they will be able to develop strategies in a timely manner to assist those students who are not meeting the 21st century learning expectations and thereby ensure that all students will meet the 21st century expectations of MVRHS. (self study, student shadowing, evidence box, student work, interviews)

Martha's Vineyard Regional High School teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice. MVRHS's self-study report indicates that teachers and administrators use a wide variety of traditional strategies to review and assess student learning for the purpose of curriculum revision and for the improvement of instructional practices. Examples given include tests, quizzes, projects and other student work that has been graded and returned to the student. Teachers also employ alternative and non-traditional tools to assess student achievement. Practices that teachers employ include peer-to-peer evaluation, departmental collaboration and

standardization. The administration-driven development of a school-wide rubric for a closer alignment to the new 21st century learning achievement expectations demonstrates active involvement in the process of curriculum assessment. The results of these assessments are used to develop and refine curriculum and delivery methods to best accommodate student achievement. Standardized tests are analyzed and collaboratively reviewed by the data team and teachers and departments to maximize impact on curriculum redevelopment. Data from sending primary schools are used by a dedicated freshman guidance counselor in the initial assessment and placement of 9th grade students. Survey data is collected and used by teachers and administrators as an assessment of current practices, attitudes and suggestions. By examining a range of evidence of student learning, teachers and administrators are more able to effectively revise curriculum and improve instructional practices resulting in increased student achievement. (teacher interviews, student shadowing, student work, self-study, Endicott survey)

Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values that are:

Martha's Vineyard Regional School District continues to review and revise the grading and reporting practices to ensure alignment with the school's core values. Survey results indicate 54.9 percent of staff agrees with the statement:

“School-wide grading and reporting practices are reviewed and revised.” The school has taken several steps to align its core values and beliefs with departmental priority standards, assessment practices and the MVRHS learning expectations. Teachers are required to test items on midterm and final exams that assess each priority standard. The types of questions that are used to assess students are also reviewed. MVRHS has instituted steps to help groups of faculty and staff evaluate student work. Student work is presented and reviewed during departmental meetings, freshman team meetings and alternative education department meetings. The Curriculum, Instruction and Assessment group (CIA) department chairs and administrators are also involved in the calibration departmentally, school wide and district wide. By aligning grading and assessment practices with the school’s core values, the direction of curriculum development will remain in line with those values and will assist students as they make connections to the core values and beliefs. (Self-study, teachers, school handbooks, school support staff)

Commendations:

1. The faculty and staff for the use of school-wide rubrics in writing, problem solving, and collaboration with some students across the content areas
2. The initial steps taken by the professional staff to review grading practices in light of the school-wide rubric
3. The inclusion of the community in the celebration of many events at specific times throughout the school year

4. The Freshman Team and alternative education program for all of their efforts and hard work in consistently identifying and addressing gaps in student learning and inequities in student achievement
5. The practice of articulating the school's 21st century learning expectations to students prior to a unit of study
6. The development of school-wide rubrics to measure the school-wide 21st century learning expectations
7. The practice of sharing course-specific rubrics with students prior to summative assessments
8. The music, art, and vocational programs for providing students with timely feedback through the use of performance assessments and using those results of student performance on formative and summative assessments to improve their instructional practices
9. The practice of giving common preparation periods to freshman teachers and the alternative education teachers so that they have time to create, analyze, and revise formative and summative assessments, including common assessments
10. The frequent review and revision of student work which informs teachers revision of curriculum and improvement of instructional practice

Recommendations:

1. Develop and implement 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. Develop and implement a formal process to communicate individual student progress and the school's progress in achieving the school's 21st century learning expectations to the students and their families as well as the school community
3. Develop and implement formalized process for staff to collect, disaggregate, and analyze data within and across departments to identify and respond to inequities in student achievement
4. Ensure that assignment and course specific rubrics are aligned with the 21st century learning expectations so that students are very clear about

what they must know and be able to do in order to meet or exceed the learning expectations

5. Ensure that the practice of sharing rubrics before summative assessments is a common and consistent practice among all professional staff
6. Develop and implement a process for all staff to collaborate on a regular basis so that they can work within and across departments on the creation, analysis and revision of formative and summative assessments
7. Develop and formalize a system to regularly review grading and reporting practices to ensure alignment with the school's core values and beliefs about learning

SUPPORT STANDARDS

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING



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.

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

Conclusions:

The Martha's Vineyard Regional High School community consciously and continuously attempts to build a safe, positive, respectful and supportive culture that fosters student responsibility for learning and results in shared ownership and pride for all. However, there appears to be variability among staff regarding high expectations for all students. According to data collected from the Endicott survey, 80.7 percent of students reports that they feel safe at school and only 14.8 percent of students thinks bullying is a problem at the school. Sixty-six percent of staff reports that the school's culture is safe, positive and supportive. Seventy-four percent of parents responded in the Endicott survey that the school provides a safe, positive, respectful and supportive school culture. There were nine incidences of first offense bullying in the 2011-2012 Discipline Statistical Report with no reported second offenses. Students report that they can sit anywhere in the cafeteria and that no one refuses to have another student join them at a table for lunch. One school board member stated that there have been a few incidences of bullying, however incidences are handled immediately by administration. It is her belief that administrators work to seek or create solutions to prevent further occurrences. There was disappointment that the cost of a School Resource Officer (SRO) was too expensive for the coming year, however the administration is exploring grant opportunities to fund an SRO at the high school. The school offers several opportunities to build student understanding and to seek student solutions to build a positive climate such as the Multicultural

Awareness and Valuing Diversity Workshop and the Peer Outreach program. Some staff reports that discipline is casual and inconsistent at MVRHS. Observations reflect that there was a line of six to seven students arriving late to school receiving passes from the attendance secretary. In reviewing evidence provided by the school (Discipline Statistical Report for 2011-2012), there were 1,932 incidents tardiness. The principal reports that there are approximately three exclusions per year, most related to drug use. There are concerns about student access to drugs/alcohol particularly as the summer residents arrive and students mix with summer tourists. Vocational opportunities tap into the particular interests of the student body. Students report that they can enroll in exploratory classes in ninth grade to sample all of the vocational opportunities available at the school. There are many formal and informal ways that student work is applauded and celebrated. Some examples include student artwork displayed in the creative arts foyer, the Boston Globe Scholastic Art award for 2012, and a wide variety of academic scholarships and athletic awards. There is variability in the level of rigor of student work and higher level thinking in some classrooms as evidenced by classroom visits and in reviewing student work. The warm and relaxed school climate appears to occasionally interfere with the effective use of instructional time. For example, many students arrive to class after the bell; additionally, it appears that classes frequently do not begin on time. A review of student work revealed a fair number of tasks with low expectancy of students. Although this is not the case in all classrooms, it points out that the expectations for all students are not consistently high. MVRHS has a

safe, supportive, accepting climate that permeates the building and fosters student acceptance and responsibility for learning but because expectations among levels are inconsistent, some staff are sending mixed messages about the effort required to achieve the 21st century skills and learning expectations. (classroom observations, self-study, student shadowing, student work)

MVRHS is not consistently equitable but makes efforts to be inclusive. The school makes efforts to offer every student over the course of the high school experience a minimum of one heterogeneously grouped core course. The Program of Studies outlines a variety of courses of various levels including AP, Honors, C1, and C2. There are additional options available for students who may require alternative educational programs. Special education services are delineated in the Program of Studies. The criteria for acceptance into courses and levels are quite flexible and allow for students to change levels throughout the year. Some staff believes in restricted movement among Advanced Placement courses. Conversations on this topic are on going. The MVRHS absence policy states that a student who has four or more unexcused absences for the same class(es) in a quarter may not receive a passing grade for that reporting period and will receive a passing grade no higher than a 59 percent for each affected class. At MVRHS the practice of linking an earned score to seat time automatically determines levels of academic achievement. According to the Endicott survey, 79.8 percent of students reports that they have a number of opportunities to take courses in which students of

varying levels of ability are enrolled. This is similar to Endicott survey results that show that 76.8 percent of staff believes that the school requires every student, over the course of the high school experience, to enroll in a minimum of one heterogeneously grouped core course. The history department head stated that all of the classes in this department are heterogeneous. Elective courses are also heterogeneously grouped. Because some students are tracked there are obstacles to equitable access to the curriculum resulting in low expectations for student achievement in lower level classes. (Program of Studies, Endicott survey, teacher interviews, student interviews, self-study)

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. The school has implemented an advisory program that is currently scheduled one-to-two times per month. The curriculum identifies monthly topics to be addressed and/or an advisory period follows an assembly. Teachers report that they receive an email, sometimes the day before advisory, with the task to be accomplished or the topic to be addressed. Some advisory topics have included preparation for NEASC, bullying training and surveys for collection of data. Students report that they have an adult in the building that they feel connected to, however it is almost never their advisor. Students state that it is usually an adult they have "bonded" with during their time at the school, which is usually a

classroom teacher they share interests with, or a coach. Additionally teachers report that they would prefer a daily homeroom period whereby the same group of students would remain with that adult throughout high school. This time could be expanded when needed to address special advisory topics

When the goals for the advisory program are refined, students and teachers will be better able to work together through this program to meet the 21st century learning expectations. (teacher meetings, Endicott survey, student interviews, student shadowing)

There are some opportunities to improve student learning through professional development, however they are limited. The school has regularly scheduled faculty and department meetings to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; however teachers state that there is insufficient time to accomplish these goals. Currently, faculty meetings involve the “unpacking” of the new Massachusetts teacher evaluation standards so that teachers will have a complete understanding of what is expected of them in the classroom in order to be rated proficient. Department meetings have been used to analyze data such as MCAS results as well as to review both midterm and final exams, however teachers report that much of the professional discourse occurs informally. Teachers are reimbursed \$350.00 for each semester hour, not to exceed nine semester hours. In addition, groups of teachers are able to attend workshops or seminars with approval of the principal

and school committee. A revolving account exists in the amount of \$88,000 for sabbatical leaves, outside contractors and consultants. It is noteworthy that many staff members report that they use their own time and money to attend conferences for professional development, and to improve teaching practices.

The assistant superintendent stated that there are two-half days and one full day that are slated as teacher “workdays”. This school year these days were used for self-reflection for the new teacher evaluation program. Therefore these days are not dedicated to formal time to implement school identified professional development activities or for time so teachers can apply the skills, practices, and ideas gained in order to improved curriculum, instruction and assessment at the high school. When the school dedicates time to formally implement professional development for the purpose of engaging in professional discourse for reflection, inquiry and analysis of teaching and learning, the opportunities to improve student learning and professional knowledge necessary to improve curriculum, instruction and assessment will increase and will also significantly improve student success in achieving the 21st century learning expectations. (teacher interviews, central office personnel, department leaders, self-study)

School leaders regularly use researched-based evaluation and supervision processes that focus on improved student learning; however, the current supervision and evaluation model is in its first year of use, therefore data does not yet exist to reflect the efficacy of its use. School administration has engaged

in both faculty and administrative training and initial implementation of the research-based Massachusetts Model System for Educator Evaluation. The MVRHS district is in the first year of implementation of the Massachusetts Teacher Evaluation and Professional Development program. Administrators and directors are currently evaluating teachers; previously department chairs had a role in the evaluation process, however this is no longer the case. Administrators and directors receive ongoing training in the new model, including priority standards, SMART goals and common assessments. Administrators oriented staff to the new plan during faculty meetings. Prior to the adoption of the Massachusetts Model, teachers were evaluated and supervised by department chairs, assistant principals, directors (special education and vocational) and the principal, with 54 percent of staff reporting that they found the input received from supervisors to play an important role in improving instructional practice. The principal reports that administrators devote six-to-eight sessions per teacher, which includes observations of instructional practice and timely feedback on teacher performance to improve student learning. Since this is the initial implementation year of this model, there are no student achievement results to provide school leaders with the information necessary to assess the efficacy of the research-based evaluation and supervision process. As the new supervision and evaluation process becomes engrained in the culture of teaching and learning within the school,

administrators will collect valuable data that can be used to improve student learning. (self-study, department leaders, school leadership)

The organization of time does not adequately support research-based instruction, professional collaboration among teachers, and the learning needs of all students. The self-study states “MVRHS administrators have shown a clear commitment to providing the community, staff, and students with a well-organized calendar of events that is unquestionably focused on professional development, collaboration and student growth. Only 57 percent of MVRHS teachers agrees or strongly agrees” the non-instructional time provided for teachers in my school is sufficient.” It was further stated in the self-study that “in an average week, 66 percent of responding staff spends at least one hour collaboratively planning with colleagues, whereas 66 percent disagrees that the time provided to collaborate with colleagues is sufficient. Additionally 53 percent of the responding staff feels they could use further professional development to assist them in using data to drive instructional decision making.” Eighty-five percent of the staff agrees that faculty is committed to helping every student learn and that 83 percent agrees that the curriculum meets the needs of students. Teachers report that structures for collaborative planning are relegated to informal opportunities, except for the Therapeutic Support Team, alternative education program team and the Freshman Teams. Additionally, there are no structures in place during the school day to involve teachers in personal learning communities

such as common planning time. Some staff members state that this lack of collaborative time particularly impacts the “fringe” students. The former All Island School Committee Chair reported that new language was negotiated in the teacher contract effective September 2012, that provides two additional mandatory days for the purpose of professional development to assist the MVPS educators in planning and refining a myriad of professional development needs associated with recertification and effectively implementing the Massachusetts Curriculum Frameworks. When the organization of time within the school day adequately supports research-based instruction and professional collaboration among teachers, the learning needs of all students will be more effectively met. (TELL Mass Survey, teacher interviews, teacher contract)

The student load and class size at MVRHS enable teachers to meet the learning needs of individual students. The self-study states, “MVRHS has been able to successfully keep class sizes low to help ensure each individual student’s needs are met.” The Massachusetts school-wide student-to-teacher ratio for the 2011-2012 school year was 9.1:1 whereas the Martha’s Vineyard ratio is 13.9:1.

Additionally, students at MVRHS exceed the MCAS scores state mean in biology, mathematics, and English language arts, evidence that learning needs of students are being met. Staff reports that class size rarely exceeds sixteen to eighteen students. The class size at MVRHS enables teachers to provide personalized attention to students. (MCAS data, self-study, teacher interview)

The principal makes a strong attempt to work with other building leaders to provide instructional leadership that is rooted in the school's core values, beliefs, (CVB) and learning expectations. The principal chairs the School Council, which includes one administrator, four parents, two students, four teachers, one member of the NAACP, and two community members, to create the Annual School Improvement Plan. The Annual School Improvement Plan indicates that the principal and the members of the School Council work together to advance the school's core values and beliefs. Additionally, the principal is a member of the Curriculum Instruction Assessment Committee (CIA). Some faculty and staff report that the principal has a strong vision for his school. The principal meets monthly with department heads, recruits teachers to lead initiatives, reallocates resources to support innovative programs and practices such as the alternative education program, the Freshman Transition Program and other action steps delineated in the School Improvement Plan. He devotes countless hours to ensure that these programs are successfully implemented. The principal attempts to provide other building leaders with instructional leadership that is rooted in the school's core values, beliefs, and learning expectations; however, his efforts are sometimes diverted by the requirements of central office. Results indicate that 45 percent of responding staff feels that consistent instructional leadership is provided. The self-study states that the MVRHS CVB is currently being integrated, however, it appears that there are building-wide concerns around faculty and school leadership working together to support the same values.

Despite constraints that exist, the principal provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. (TELL Mass Survey, school improvement plan, self-study, school support staff, school leadership)

Some teachers, students, and parents feel they have the opportunity to be involved in meaningful and defined roles in decision-making that promote responsibility and ownership. Student, teacher, and parent representatives sit on the School Council to create the Annual School Improvement Plan. Additionally, parents are involved with the school by being members of the School Committee, hiring committees, the Health Council, Discipline Committee and various other committees to implement new programs. The principal receives feedback at bi-monthly principal coffees; a vehicle whereby parents have a role to be involved in the decision-making process. Parents are involved in many facets of the school including fundraising for various school clubs and athletic programs. School staff reports that they make strong efforts to give all the stakeholders the opportunities to be involved. In spite of these opportunities, 55.2 percent of responding parents feels they have input in important decisions. Additionally, only 55 percent of responding staff believes they are involved in a meaningful way in decision-making to promote an atmosphere of responsibility and ownership. Because only some teachers, students, and parents feel they are not involved in meaningful and defined roles in decision-making that promote

responsibility and ownership, there remains some who feel disenfranchised.

(self-study, school leadership, teacher meetings)

Teachers are willing and able to exercise initiative and leadership essential to the improvement of the school, however few formal structures exist to ensure regular scheduled time to share and document new learning to inform school improvement and to increase students' engagement in learning. Teachers reported that they exercise initiative and leadership essential to the improvement of MVHRS and to increase students' engagement in learning. Teachers report that they attend school committee-supported professional development workshops, enroll in undergraduate and graduate-level coursework, and Adult Community Education classes to enhance technology learning. A cadre of teachers has been trained as data coaches using the Nancy Love model from Research for Better Teaching. It should be noted that the implementation of the data coach model is in its first year and the model is not yet fully developed as reflected in interviews with the School Leadership Committee. The assistant superintendent reports that teachers tend to work on new initiatives in isolation. In teacher interviews, some report that learning stays with the individual teacher who attends an out-of-district conference. There is little opportunity to share new learning with colleagues. One teacher demonstrated innovative practice linking an electronic portfolio of student work, featuring authentic tasks, student metacognition as well as reflection of her learning process. This teacher has

shared this promising practice at an NCTE Conference, however there is no formal process of working with colleagues on such innovative practices within the district. The 2012 TELL Mass Survey rating under professional development indicates that 56 percent of MVRHS teachers disagrees that professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching. When teachers have formal opportunities to share their promising practices relative to instructional improvement, students will benefit from this enhanced instruction and their learning will be strengthened to meet the school's 21st century learning expectations (self-study, TELL Mass survey, department leaders)

The superintendent and/or the assistant superintendent do not work in a collaborative or constructive manner with the principal to ensure that the school improvement plan and school initiatives are implemented in a seamless, collaborative, reflective manner. The result from the Endicott survey reveals that only 44.4 percent of responding MVRHS staff agrees that, "the school board, superintendent, and principal collaborate in the process of achieving learning expectations". In panel presentations, teacher interviews and department head meetings, staff report a sense that the central office personnel micromanage the principal and thwart the principal's instructional improvement decisions and initiatives, leading to staff frustration that some directives are initiated; staff volunteer to assist and devote considerable work only to be told that an initiative

has been abandoned. The MVRHS school committee, however, is supportive and informed about initiatives and programs designed to help students achieve the school's 21st century learning expectations. The NEASC self-study and School Committee agendas reflect the support for the implementation of the new Freshman Team, the alternative education program and the Therapeutic Support Program which reflect the principal's leadership of the school's Advisory Council and are contained as Action Steps in the May 2012 School Improvement Plan. Since the superintendent and assistant superintendent do not work in a helpful and collaborative manner with the school principal, the school's ability to achieve 21st century learning expectations is compromised. (Endicott survey, self-study, school committee agenda, teacher interviews, department leaders, panel presentations)

The principal's decision-making authority has been compromised by the tendency of the superintendent and assistant superintendent in micromanagement of the school. According to the self-study, teacher interviews, department leaders, central office personnel and school leadership, it is clear that the building principal does not have the autonomy to lead the school and institute his vision. According to the Endicott survey, 60 percent of the responding staff does not agree that the principal is provided with sufficient decision-making authority to lead the school; although 69 percent of parents agrees that the principal has authority. As stated in the self-study, "there appears

to be no line of authority between the superintendent, the assistant superintendent and the principal.” Additionally, there is no district policy and procedures manual with regard to the principal’s decision-making authority. There is contradictory language in the principal’s contract, the assistant superintendent’s contract, the superintendent’s contract and the union contract resulting in role confusion and lack of clarity in roles and responsibilities among district and school leaders. Due to the unique governance structure of the Martha’s Vineyard Island portfolio of school districts, MVRHS is a regional district unto itself. The school principal advocates and explains the school budget at all feeder school committees, the All Island school committee and the MVRHS school committee. The superintendent reports that he rarely has to contribute to the budget hearing process, an unusual step for a superintendent. That being said, the attempt by the central office to create a K through 12 curriculum structure is problematic. In an attempt to develop a coherent K through 12 curriculum system across the island, the assistant superintendent has established a Curriculum, Instruction, Assessment committee (CIA). The representation of the committee among school levels is unbalanced and complicates the improvement work at the high school. The operation of the CIA in its current form is divisive, fails to serve the needs of the MVRHS, and fails to serve the mission by which it was created. Staff reports that there is a lack of true collaboration with the assistant superintendent and attempts at consultation with staff appear to be ineffective.. The oppressive and constant presence of central

office leadership in the school has a negative effect on morale and gives mixed messages to staff about new initiatives and professional development. The principal does not have sufficient decision-making authority to lead the school. The complicated dynamics among district and school leadership has resulted in a negative culture among the staff at MVRHS. The lack of clearly defined roles and responsibilities negatively impacts the school culture and leadership. When the school board, superintendent, and principal work together, the principal will have autonomy to lead the school so that teachers will be able to assist students as they strive to achieve the 21st century learning expectations. (self-study, Endicott survey, department leaders, teacher interview, school leadership, central office personnel)

Commendations:

1. The Peer Outreach program that examines issues confronting students and provides avenues for whole school prevention programs such as anti-bullying
2. The school culture that has a safe, positive, respectful and supportive climate
3. Programs such as Brazilian American Friendship Lunch and World Language Night that are designed to meet individual and diverse student needs
4. Teacher willingness to provide support in the core curriculum in heterogeneously grouped classrooms to meet the needs of all learners
5. The positive and supportive personal connection that students have with adults in the building

6. Staff members who use their time and school money to attend conferences for professional development and to improve teaching practices
7. The commitment of the principal and the administrative team to implement the Massachusetts Model System for Educator Evaluation with fidelity
8. The willingness of teachers to informally collaborate with colleagues outside the school day to improve their practice and to improve students' ability to meet the school's 21st century learning expectations
9. The commitment on the part of the Board of Education to maintain the student/teacher ratio across all disciplines that supports teachers in their efforts to meet the learning needs of individual students
10. The principal's leadership in the development, execution and monitoring of the School Improvement Plan
11. The passionate dedication of the principal to teaching and his unwavering support of students and faculty members
12. The resilient leadership by the principal to work effectively with the School Council to design and implement the School Improvement Plan

Recommendations:

1. Develop and implement strategies to ensure that high expectations are the expectation for all students and that all barriers to self-nomination for enrollment in classes be removed to achieve equity
2. Review the attendance policy so that attendance to schools/classes are not linked to a student's grades
3. Review and revise the current advisory model to provide adult/student relationships that will assist students in achieving the school's 21st century learning expectations
4. Allocate resources for professional development that places improving student learning and student outcomes as the primary focus of the training
5. Provide time and training for the professional staff to analyze data with the goal of using the information to improve student learning

6. Provide common planning time for departments or cross-curricular teams to engage in professional learning communities
7. Remove the constraints that exist that prevent the principal in providing instructional leadership to the MVRHS school community
8. Continue to explore and expand the range of opportunities for meaningful participation in decision-making by all the stakeholders
9. Create job descriptions in order to clarify the specific roles and decision-making authority assigned to the principal, superintendent, and assistant superintendent in relation to all management and leadership aspects of MVHRS
10. Address and improve the lack of shared vision, trust, and mutual respect among building and district level administration currently at MVRHS and MVPS in order to support the staff's efforts in increasing their students' engagement in learning and the attainment of the 21st century learning expectations.
11. Restructure the form and function of the CIA to focus on the development of a unified K through 8 curriculum with articulation opportunities between the MVRHS and the feeder schools to create the desired K through 12 curriculum continuum



School Resources for Learning

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

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

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

Conclusions:

The school has timely, coordinated, and directive intervention strategies for students, particularly identified as special needs and at-risk students, that support those students' achievement of the school's 21st century learning expectations. The guidance department, particularly the 9th grade counselor, coordinates well with families and the sending schools to ensure a smooth transition for students entering the high school. Students can access the math and writing labs and the library for independent study needs. Programs like the alternative education program and the Therapeutic Support Program (TSP) support students who may otherwise be residentially placed. The school nurse, guidance and adjustment counselors/social workers coordinate effectively with outside providers, particularly mental health providers. Special education teachers coordinate with regular education teachers and special education liaisons communicate with parents and families with the goal of greater inclusion for all students. The school has also successfully implemented a Peer Outreach program to allow students to act as peer counselors and student leaders. Some parents report that their children have to self-advocate in order to access services, however, and that families whose children are not identified as at risk or needing special education services may not know about the support services available to them. The school provides strong supports for students who are identified and at risk to be sure that they meet the 21st century learning expectations. (school support staff, teacher interview, self-study, evidence box)

The school provides information to families, especially to those most in need, about available student support services. The high school holds an open house each fall, along with parent-teacher conferences. The school website, Parent Teacher Organization (PTO) newsletter, library website, health services website, guidance newsletter and Parent Newsletter are all regularly updated. Guidance counselors offer a range of platforms to meet with parents and families, including 8th and 9th grade parent meetings, and the nurse speaks at all parent nights and meets with all new students and families on the first day of school. Special education liaisons stay in very close communication with parents, particularly via email, and all information that is sent to parents and community members is available in both English and Portuguese. The nurse maintains direct communication with the families of students with special health needs (like offering tools for managing diabetes, or reminding families about medication to be picked up as students make the transition to summer.) Regular education teachers feel comfortable communicating with health services, special education, and the school nurse and are included in team meetings as well as in communications with parents. Because the school so effectively communicates with those families most in need, identified and at-risk students benefit from a wide variety of services and providers. These students are well supported in

their efforts to meet the school's core values, beliefs, and 21st century learning expectations. (evidence box, school support staff, self-study, standard committee meeting)

While some support service staff effectively and efficiently use technology to deliver an effective range of services for each student, technology use varies greatly across support services. Guidance counselors use Naviance extensively, to help students write college essays, complete college applications and take online tests. The librarian and the technology department collaborate on the library website, which is a portal to a variety of online resources that are updated frequently. Teachers, including special education teachers, use SMARTBoards regularly. The athletic trainer uses software that can be synced to her smartphone. The nurse's files are completely automated using SNAP, which allows health services to track student visits and confidential health information, and also provides for a smooth transition should a substitute nurse be needed. Nine special education rooms have forty computers for student use. Teachers rely on Edline for student end of term and midterm reports; and some teachers use more extensive features of the program. Special educators use eSped to process IEPs and 504 plans, along with a variety of software (including Type to Learn, Lexia and Dragon). The technology department is effectively "on call" for all teachers and staff, including support services during the school day, with nearly instantaneous response times for repairs or troubleshooting. All support

services use specific technology well, but the degree of coordination of technology and programs is sometimes a challenge because the programs used do not always align with one another. Students' success in meeting the 21st century learning expectations is compromised if not all staff has access to technology and the same related software programs that are being used to track student progress in school. (school support staff, self-study standard committee meeting, evidence box)

School counseling services have an adequate number of certified/licensed personnel and support staff. A dedicated 9th grade counselor coordinates with sending schools, adjustment counselors and other providers (in addition to a small caseload of students from grades 10 through 12), while the director of guidance and remaining two guidance counselors serve the remaining students in grades 10 through 12. Students feel comfortable meeting with their guidance counselors and can easily make appointments. Guidance counselors deliver a written, developmental program and meet regularly with students (in individual and small group settings) to provide personal, academic, career, and college counseling. The formal guidance program integrates the school's core values and beliefs. Counselors schedule appointments individually with students in grades 10 through 12 and in small groups with students in grade 9, and counselors work seamlessly with the adjustment counselors and staff of the alternative education program and TSP. Counseling services deliver exceptional collaborative outreach

and referral to community and area mental health agencies and social services providers. The presence of the island's primary mental health organization (Martha's Vineyard Community Services) just across the street from the high school assists in collaboration; adjustment counselors are actively engaged in conversations with families to make communication between the school and these providers as seamless as possible. School counseling services use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The guidance department regularly uses student assessment data, including their own exit survey for seniors, to inform their own practices and to illustrate trends and needs to teachers, community members and the school board. Because school counseling services coordinate so effectively with community agencies and providers, they are able to deliver a developmental program to all students while also serving those students in greatest need. School counseling services at MVRHS provide significant support to all students at MVRHS as the students work to meet the school's core values, beliefs, and 21st century learning expectations. (interviews with school support staff, self-study, interviews with school board members, evidence box)

The school's health services have an adequate number of certified/licensed personnel and staff who provide preventative health services and direct intervention services, conduct ongoing student health assessments, and use

ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The nurse's office is well staffed, particularly with the addition of the athletic trainer in the nurse's office for fifteen hours per week. The nurse conducts all mandated health assessments (including postural screening in 9th grade and vision, BMI and hearing screenings in the 10th grade) and provides information on sports physical requirements for families interested in school athletics. The nurse is included in administrative and teacher communications about students of concern, and teachers feel comfortable referring students to the nurse's office as well as to guidance and adjustment counselors. Despite an already full workload, the nurse is also responsible for administering the free and reduced meal program. Although students are ultimately referred to the appropriate student services, there does not seem to be a formal mechanism in place for health referrals. Teachers report that they feel equipped to respond to students' health and well-being concerns, particularly those students who are identified as part of TSP. The school nurse tracks and effectively maintains an enormous amount of student health information and is able to communicate concerns appropriately to teachers and counseling staff. Health services personnel are currently more than adequately providing services and assessments for all students. However, the lack of a formal referral process means referral methods vary throughout the building and may mean that not all students will be supported in their efforts to meet the school's 21st century

learning expectations. (interviews with school support staff, evidence box, self-study, the standard committee meeting)

Library/media services support curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in supporting the school's curriculum. The library program has its own goals and priorities, but the library primarily supports the learning expectations of individual departments and teachers. The librarian is able to communicate with teachers throughout the building as well as with department leaders, as a department leader herself. The library provides a wide range of materials, technologies, and other information services in support of the school's curriculum. The print collection supports all areas of the curriculum and is updated on a regular basis. Non-print resources are available and are regularly integrated into the curriculum. The library houses multi-level, multi-cultural, and diverse books and reference/research materials as well as collections of appropriate DVDs, VHS tapes, CDs (music and audio book) and a variety of age appropriate magazines/periodicals. Students feel comfortable visiting the library. The library is available and staffed for students and teachers before, during, and after school. After school library supervision is a stipend position, and while occasionally this person's schedule may necessitate closing the library early, in general the library is readily available to students. This is particularly helpful for those students who may live in more distant towns who need to

access after school help from teachers or who may participate in athletics and other extracurricular activities. Library/media services personnel are responsive to students' interests and needs in order to support independent learning, and the school budget supports regular purchasing for new, high-interest fiction and non-fiction offerings. Although the librarian maintains collection analysis data and regularly solicits feedback from students and teachers to inform collection development decisions, there is no formal, ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. **The** library offers a wide variety of resources and responds to student and teacher needs and requests. When the media services are directly involved in supporting students' efforts in meeting the schools' 21st century learning expectations, the students' ability to successfully meet the school-wide learning expectations will be increased. (school support staff interviews, self-study, student interviews, evidence box)

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. Although regular education teachers who participate in the alternative education program or have TSP students in

their classes are most familiar with these programs, many teachers understand the transition from previous programs to these new models, and are well aware of their role in the school building. Special educators communicate frequently with students and families and serve as liaisons for those students on their caseload, including collaborating effectively with regular education teachers. Support services provide inclusive learning opportunities for all students. Examples include opportunities for students to participate in the larger island community in order to foster individual passions and connections with vocational or post-secondary goals. Support services personnel are dedicated to preparing identified students for life outside the high school. Support services perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Support services personnel are particularly proud of their ability to transition students off of IEPs and to provide inclusive opportunities for students who might otherwise be residentially placed or drop out of the school system entirely. Regular education teachers also recognize the gains that many students have made in alternative education and TSP, and report that in heterogeneous settings they see these students achieving alongside their peers; indeed, some teachers report that students who are identified elsewhere in the building as at risk or potential behavioral problems are able to excel in their classrooms. Because support services collaborate so effectively with guidance and sending schools, identified students are able to

succeed in inclusive settings and the entire school is able to contribute to these students' success in meeting the school's 21st century learning expectations. (self-study standard committee meeting, school support staff interviews, teacher interviews, evidence box, self-study)

Commendations:

1. The development and implementation of intervention strategies for identified and at-risk students
2. The delivery of information to parents and families through diverse means, including newsletters, emails, support services websites and meetings with guidance and other support personnel
3. The delivery of all school information in Portuguese to address the needs of the community's large Portuguese-speaking population
4. The significant efforts of guidance counselors to meet regularly with all students to provide academic, career and college planning
5. The delivery of a written, developmental guidance program that takes advantage of technology
6. The strong collaboration between school adjustment counselors, guidance counselors and social workers to identify the needs of the students and to work in partnership with other island social services and medical and mental health services
7. The exhaustive efforts by health services to consistently meet the needs of students in both direct services and preventative screenings, aided greatly by the effective use of data
8. The availability (before, during and after school) of library/media resources and personnel to students and teachers, including a wide range of materials, technology and information services
9. The effective collaboration between special education personnel and all teachers, counselors, and all other support staff

Recommendations:

1. Develop and implement a broader array of intervention strategies for all students at MVRHS
2. Develop formal systems that incorporate technology into the process of referring students to special services
3. Develop and implement a formal process for referring students to health services
4. Develop and implement a formal assessment process to evaluate library services



Community Resources for Learning

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

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

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

Conclusions:

The community and the district's governing body provide dependable funding for a wide range of school programs and services, sufficient funding for professional and support staff and a full range of technology support. However, department chairs do not always encumber funding for professional development, curriculum development, materials and supplies. That leads to a situation where the funds may be frozen and are therefore inaccessible to teachers. Computer equipment appears to be sufficient at this time, but there are no plans for purchasing and/or maintaining the equipment in the future.

MVRHS provides a broad range of school programs and services that are readily available to students. While there have been cuts to teaching staff in the past few years, classroom sizes are still very reasonable and sufficient support staff exists.

Teachers, parents and students all commented on the easy access to computer technology and the quality of the support that they have. When department chairs have not encumbered funds in a timely manner, budget freezes have provided unreliable funding for sufficient instructional materials and supplies for departments that have to order supplies throughout the year as the school year progresses. Teachers and school board members have noted that there is no comprehensive plan or funding for professional development for all teachers.

The curriculum committee reports that at the end of the school year, thirty to forty teachers have elected to spend two or three days working on curriculum revision. The funding for curriculum development is on a first-come, first-served basis and therefore does not either indicate or support a planned

approach to the curriculum development. A plan and budget for regular curriculum development for all teachers is not currently in place. Without a budget and a plan of equipment purchases for the last three years, it is difficult to determine the vision for future equipment purchases. Casual viewing of the rooms indicates that there is sufficient technology in the classrooms; but there is no systematic analysis of phones, copiers, cafeteria equipment, and building and grounds equipment. Without this analysis and record keeping, it is difficult to ascertain equipment gaps for MVHRS. Professional development on site, for whole departments or for all of MVRHS, is not carefully planned or effectively funded; nor is funding allocated in a manner that allows for regular training for the entire professional staff. While there is sufficient funding for teaching positions, because the funding for professional development to build the teaching capacity of that staff is not dependable, students at MVRHS may not be able to reach the core values, beliefs, and learning expectations. (parent interviews, meetings with teachers, students and administrators, evidence box, self-study, building tour)

MVRHS has inconsistently developed, planned, and allocated funding to programs in order to ensure the proactive, long-range maintenance and repair of the building and school plant. Currently, there is not a concrete, long-range plan to successfully ensure productive repair maintenance within the school building. The district developed a work order system slated to begin in the 2012-2013 school year. It was during this time frame that the school created a position and

appointed an individual to serve as the building and grounds coordinator. Because this person is now part of the staff, maintenance concerns have been or soon will be addressed, although a formal plan has not yet been put in place. Teachers currently send email messages to the building and grounds coordinator to address maintenance needs and concerns. This process is effective. The self-study refers to a long-range annual maintenance and replacement plan set to be implemented in the 2012-2013 school year the purpose of which was established to track replacement needs for outdated building equipment; but its implementation is limited. The MVPS School Committee has approved a new roof for MVRHS and construction is set for June 2013. Similarly, a study of the school's security system and safety plan was also scheduled to take place during the 2012-2013 school year in order to determine upgrades required to ensure school safety and security. This report was not available for review. The building and grounds coordinator did, however, note his desire to increase security cameras on school grounds. The self-study reflects that the heating, ventilation, and air conditioning system (HVAC) is scheduled to be evaluated by a professional HVAC engineer in 2013. The HVAC system has not yet been evaluated and the plan to bring in energy and heating experts to evaluate MVRHS' current HVAC system is now an item in the Two-Year Target Plan Report. MVRHS has six full-time custodians, one of whom is the groundskeeper during the growing season. Five custodians are employed to clean the building that consists of almost 140,000 square feet, which equates to 28,000 square feet

per person. This ratio is higher than the state standard for providing a thorough cleaning; however, the Endicott survey demonstrates that only 49.4 percent of responding students feel that the school is clean and 66.7 percent of staff agrees that the school is well maintained. Teachers indicate that the lack of cleanliness in their classroom is the result of one of two issues: either the school does not have enough maintenance staff or the maintenance staff is not properly managed. The custodial staff has difficulty keeping the building clean on a daily basis at its current staffing level. There are frequent complaints about the facility's lack of cleanliness. Over the years, the building's operational funds have been cut or leveled, despite annual costs inflation, which results in less funding available for new repairs.

Custodians were previously asked to cover additional areas within the school due to custodial absences. The recent hire of a substitute custodian has addressed the management concerns and teachers report that cleanliness is more consistent and at a higher standard throughout the building. The MVRHS' technology department also helps to maintain and cycle technology-related equipment throughout the building as needed. The guiding principle that influences how decisions are made in this area is to move resources based on the needs for student learning. Overall, the school lacks a deliberate plan to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis. Without implementation of a working plan to address the maintenance and

repair needs within the school building, the well being of the students and staff is jeopardized. (self-study, standard committee meeting, evidence box, Endicott survey)

The community lacks a formal long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. Although MVRHS does indeed possess a vision and benchmarks that relate directly to technology in the next five years, the plan lacks specific goals. A written long-range plan does not exist for the remainder of these programs or services. In addition, results from both the Endicott survey and the 2012 Mass TELLS Survey reveal that MVRHS staff does not feel long-range plans are in place to address the needs of the school and also, as a whole, feel they lack a voice in the potential development of these plans. At this time, the MVRHS administration has developed a School Improvement Plan (SIP); however, this plan is designed to address only one year and does not address long-term goals. A five-year capital plan does exist, but wording is extremely general and the plan lacks the appropriate fund allocations and benchmarks required to make each goal achievable. The school does not possess a formal, concrete plan to address long-range needs in the areas of programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. The lack of a long-range plan severely inhibits the growth and development of the school and funds are not adequately provided for future

needs. (Endicott survey, 2012 TELL Mass survey, teacher interviews, evidence box, self-study)

Faculty and building administrators of MVRHS are actively involved in the development of the budget but not in its implementation. However, department heads are informed on the balance of their individual budgets based on their spending, but they are not informed in a timely manner when funds from their budgets are allocated to other areas of the budget. Department heads and teachers have easy access to the finance office and are given clear and regularly updated information on the status of budget allocations. Individual teachers and department leaders report that they are a part of the budget process. The principal and the leadership team are in agreement that they are a part of the budget making process. The principal is responsible for allocating the major proportion of the monies designated for teaching and learning at the school. Funding is designated to department heads and they have the discretion to allocate those funds in their department. Although the practice of freezing funds takes place with prior warning, it still has an adverse effect on professional development, the purchase of supplies to meet ongoing needs of students and staff, the ability of department heads to manage their funds and respond to the needs of their department, and finally the ability of staff to support the core values, beliefs, and 21st century learning expectations. When the departments that request them can spend their entire budget allocations, all students will have the necessary supplies and materials for their classes. (interviews, self-

study, evidence box, student shadowing)

The MVRHS site and plant support some but not all of the school's programs and services. The library/media center is large, airy and well equipped. It has a large SMARTBoard, enough computers for student and staff use, a generous book collection and ample workspace for students. The cafeteria space for students and food preparation area is small, but adequate and has adequate equipment to meet the school's current needs. There are a variety of computers in the science labs, an excellent theater space, and suitable space for art, architecture and music as well as adequate space for physical education. There are numerous rooms allocated for special education and there are adequate and suitable spaces for guidance, receptionists and administration. There are an adequate number of private conference rooms for meetings of small groups. The health care suite has suitable space for privacy and confidentiality. MVRHS also has sufficient athletic fields. Parking spaces for students, staff and visitors are also adequate and meet the needs of the school community. However both staff and the facilities manager also note that there are some concerns that are not being met. There is only one bathroom in the middle of the building for faculty and it is not close enough for most teachers to use. There are several teachers who do not have a permanent classroom and some teachers have to transport

hazardous materials from class to class. Several classrooms and shared spaces have significant water damage from roof leaks. The water damage started when a new addition was added to the school in 1995. One of the boilers is taken apart and not currently functional. Currently, work is in progress to address these issues. The school is working to free up space for at least four additional classrooms next year. One of those classrooms is scheduled to be a science lab. The school is scheduled to replace the roof in June 2013 and to fix the water damage. The school also has plans to repair the boiler and will do so out of the existing maintenance budget. Although many of the core areas of the building are adequate, some deficiencies in the physical plant have the potential to undermine the faculty and staff as they work to support students in their efforts to meet the learning expectations and the core values and beliefs of MVRHS by not providing a sense of safety and security to members of the school community. (faculty and staff interviews, self-study, building tour, student shadowing)

It is unclear whether MVRHS maintains documentation that the physical plant and facilities meet all applicable federal and state laws and is in compliance with local fire, health, and safety regulations. The documentation to support the school's compliance were not submitted for review; however, administrators did confirm that MVRHS is in compliance with all fire, health, and safety standards. Yet both boiler rooms have outdated inspection certificates. Certificates of

inspection on both boilers ranged from March 1, 2011 to March 1, 2012. Both boiler rooms were used as storage facilities for school maintenance supplies and equipment, including paint cans. Once these concerns were identified, the facilities manager did fix the storage problems. Over \$20,000.00 was spent in the summer of 2012 to replace and inspect fire-alarm control cards with new, reliable system upgrades. Exterior lighting was also added during the summer of 2012, and thereby increases safety during evening events. The Oak Bluffs Fire Department visits the school for inspections and fire drills more often than the required state mandates. Air quality reports from 1999 and 2005 indicate that airborne mold levels are below the corrective action level; however, air quality measurements have not been taken in the last eight years despite the existence of leaks from the roof. Ultimately, the school lacks sufficient evidence to ensure that all federal and state laws are being upheld and are in compliance with local fire, health, and safety regulations. While significant projects to improve the physical plant have been completed, once the school can document that all fire, health, and safety regulations have been met, the feeling of safety and well being that the school community needs in order for students to successfully meet the school's core values, beliefs, and learning expectations will be strengthened.

(building tour, self-study, evidence box)

The degree to which professional staff actively engages parents and families as partners in each student's education and reaches out specifically to those families

who have been less connected to school is varied. The school staff reaches out to parents electronically through Edline, email and progress reports. Parents, teachers and students report that the honors and Advanced Placement students tend to be well served. The students with special needs are also well served. The support staff has identified families who do not have access to computers, so they are contacted by telephone or mail. While each classroom does not have access to an outside line, phone lines are available in the teachers' workroom. There are, however, some families who report that they are not as well informed as others. There is a significant Portuguese population at MVRHS and although translation services exist, they are not always used by teachers. Some parents work several jobs and therefore find it difficult to meet with staff, and there is the perception that the school's practices of reaching out to families of students who are not accelerated or identified as in need of special services are not as strong as with other groups of families. Parents are important partners in a student's education and the development of a positive school climate. In order for all students at MVRHS to be successful, their families must have an active role in their education. (interviews, evidence box, self-study)

Martha's Vineyard Regional High School offers an array of parent, community, business, and higher education partnerships to continually support student learning. MVRHS has developed the philosophy that the school community must have all programs required to be everything to everyone. A wide range of course

selections in both core academic classes and technical education are offered to students. Students are encouraged to participate in work-study and mentorship programs to further develop their academic, personal, and professional growth. Students are involved in partnerships with the Island Affordable Housing efforts, the local hospital, the new YMCA, the Farm to Schools Initiative, the Island Food Pantry, the Youth Task Force, and Martha's Vineyard Community Services. Students are encouraged to take part in valuable mentorship experiences with local professionals outside of the school building, and local professionals are often invited into the classroom to share their expertise in the field. MVRHS maintains relations with Cape Cod Community College (CCCC) at which students can receive college and high school credit for dual enrollment courses. Students are granted the ability to participate in CCCC's classes both offered online and on the mainland. MVRHS sponsors many afterschool activities such as Young Brother to Men, CONNECT to End Violence, and Peer Outreach. Each school club partners directly with the school and outside community through participation in school-wide assemblies, volunteer, and fundraising activities. MVRHS has also formed alliances with the Cape and Islands Workforce Investment Board, along with the Cape and Islands School to Career Partnership to fund a yearly job fair, offered in the spring to all students. MVRHS vocational students provide community outreach through various efforts. For example, students in the automotive program repair and provide maintenance for community members' automobiles within their automotive

facilities; horticulture students grow and harvest flowers and vegetables in greenhouses for community sale; carpentry students build sheds for home owners; and the performing art students enlist community members directly in performances, shows and productions. The community is heavily linked to the well being and success of students within this school building, which can be witnessed through local business and community members' significant supply of scholarships awarded to senior students (over \$800,000 annually). Parents of the school participate in PTSO, booster clubs, programs sponsored by guidance, and principal coffee. Overall, the school maintains extensive community and business partnerships that continue to support the majority of students within their education journey. Because students learn to value the importance of the community and the role the community plays in their education, they have the opportunity and the example to become lifelong learners, and to meet all of the core values and beliefs of MVRHS. (faculty and administration interviews, Student Services Committee, School Council Committee, self-study, Endicott survey)

Commendations:

1. The wide range of programs and services available to students at MVRHS
2. The excellent technology support
3. The recent hiring of a buildings and grounds manager to oversee the maintenance and repair of the buildings and grounds

4. The practice of hiring substitute custodians to ensure that maintenance of the building does not suffer because of custodial absences
5. The dependable funding provided by the community and district's governing body that attempts to meet the needs of students, faculty, and staff at MVRHS
6. The purchase and installation of exterior lighting to improve campus safety
7. The utilization of technology tools such Edline, email, and progress reports used to reach out to parents for the purpose of forming vibrant partnerships with parents and families
8. The numerous partnerships with local businesses, neighboring islands, and community members
9. The wide range of programs offered to develop student's academic and personal growth
10. The numerous and productive partnerships with local businesses, neighboring islands, and community members that is acknowledged as part of a students' academic program

Recommendations:

1. Develop and maintain a formal plan that establishes sufficient time for the professional staff to engage in both professional and curriculum development
2. Develop a formal long-range plan for purchasing and maintaining equipment
3. Ensure that sufficient funds are available to professional staff to acquire materials needed for all courses that are offered at MVRHS
4. Create a long-term plan on how best to allocate resources of and for MVRHS and to make that plan available to the public

5. Expand the MVRHS Tech Plan to include more specific, concrete, achievable goals and ensure that there is a system in place to track repairs as they are completed
6. Improve communication between the administration and department heads regarding funds that are actually available to department heads so that they can more accurately and realistically manage their department's needs and ensure that sufficient funds are available to professional staff to acquire materials needed for all courses that are offered at MVRHS

List of Commendations

1. The use of current research-based best practices to inform the development of the core values and beliefs
2. The establishment of a clear set of beliefs about learning through a largely inclusive and collaborative process
3. Challenging and measurable learning expectations for social and civic competencies that are available for easy reference on school and department websites and therefore faculty members use them on a regular basis
4. The vocational school programs that actively reflect the school's core values, beliefs, and 21st century learning expectations
5. The Therapeutic Support Program and alternative education programs that ensure that their students truly understand the school's core values, beliefs, and 21st learning expectations
6. The MVRHS data coaches who use data in a variety of ways, including grouping students, and intend to disseminate information to the entire faculty
7. The Student and Parent Advisory Council who meet frequently to discuss a number of topics, including the discussion of the learning expectations and core values and beliefs
8. The standard curriculum template across disciplines that supports the use of 21st century learning expectations for teachers and students and ensures that all students have consistency and academic challenge in each discipline
9. The faculty of MVRHS for transferring existing lessons and units, at the request of the administration, to the new curriculum template
10. The faculty members who have developed lessons that provide their students with opportunities to use 21st century skills such as inquiry, problem solving, higher order thinking, in authentic learning assignments
11. The integration of technology into the curriculum so that students can become fluent in the many uses of technology to assist their learning
12. The MVPS staff for the careful and deliberate articulation of priority standards linked to state/national frameworks

13. The work of the MVPS staff on K through 12 vertical alignment in the core academic areas
14. The development and support of the Jump Start program that is designed to assist students in their transition to MVRHS
15. The financial support of the community that increases the school's ability to successfully implement the core values of MVRHS
16. The initiatives related to aligning the curriculum with the Common Core is to be commended because the school will be well positioned to support students in their attempts to also meet the 21st century learning expectations adopted by the MVRHS staff
17. The attitude of self-reflection among the faculty and their willingness to examine their teaching practices
18. The frequent use of authentic tasks in the elective areas and higher-level courses to give students multiple opportunities to apply their knowledge and develop their skills
19. The availability of teachers to students for additional academic support before school, during class time and after regular school hours
20. The wide varieties of work study; mentoring and independent study programs through which students are encouraged to explore all avenues of their educational experience
21. The arts, vocational, Therapeutic Support Program, history and physical education departments for their cross-curricular work to meet the needs of students enrolled in their courses in a variety ways
22. The many attempts to research and implement a variety of formative assessments
23. The administration for the support provided to new teachers through the New Teacher Academy and peer mentoring
24. The efforts of individual teachers to improve their own best practices through research and informal collaboration

25. The feedback from administrators through the evaluation process that helps teachers reflect on their teaching skills
26. The faculty and staff for the use of school-wide rubrics in writing, problem solving, and collaboration with some students across the content areas
27. The initial steps taken by the professional staff to review grading practices in light of the school-wide rubric
28. The inclusion of the community in the celebration of many events at specific times throughout the school year
29. The Freshman Team and alternative education program for all of their efforts and hard work in consistently identifying and addressing gaps in student learning and inequities in student achievement
30. The practice of articulating the school's 21st century learning expectations to students prior to a unit of study
31. The development of school-wide rubrics to measure the school-wide 21st century learning expectations
32. The practice of sharing course-specific rubrics with students prior to summative assessments
33. The music, art, and vocational programs for providing students with timely feedback through the use of performance assessments and using those results of student performance on formative and summative assessments to improve their instructional practices
34. The practice of giving common preparation periods to freshman teachers and the alternative education teachers so that they have time to create, analyze, and revise formative and summative assessments, including common assessments
35. The frequent review and revision of student work which informs teachers revision of curriculum and improvement of instructional practice
36. The Peer Outreach program that examines issues confronting students and provides avenues for whole school prevention programs such as anti-bullying

37. The school culture that has a safe, positive, respectful and supportive climate
38. Programs such as Brazilian American Friendship Lunch and World Language Night that are designed to meet individual and diverse student needs
39. Teacher willingness to provide support in the core curriculum in heterogeneously grouped classrooms to meet the needs of all learners
40. The positive and supportive personal connection that students have with adults in the building
41. Staff members who use their time and school money to attend conferences for professional development and to improve teaching practices
42. The commitment of the principal and the administrative team to implement the Massachusetts Model System for Educator Evaluation with fidelity
43. The willingness of teachers to informally collaborate with colleagues outside the school day to improve their practice and to improve students' ability to meet the school's 21st century learning expectations
44. The commitment on the part of the Board of Education to maintain the student/teacher ratio across all disciplines that supports teachers in their efforts to meet the learning needs of individual students
45. The principal's leadership in the development, execution and monitoring of the School Improvement Plan
46. The passionate dedication of the principal to teaching and his unwavering support of students and faculty members
47. The resilient leadership by the principal to work effectively with the School Council to design and implement the School Improvement Plan
48. The development and implementation of intervention strategies for identified and at-risk students
49. The delivery of information to parents and families through diverse means, including newsletters, emails, support services websites and meetings with guidance and other support personnel

50. The delivery of all school information in Portuguese to address the needs of the community's large Portuguese-speaking population
51. The significant efforts of guidance counselors to meet regularly with all students to provide academic, career and college planning
52. The delivery of a written, developmental guidance program that takes advantage of technology
53. The strong collaboration between school adjustment counselors, guidance counselors and social workers to identify the needs of the students and to work in partnership with other island social services and medical and mental health services
54. The exhaustive efforts by health services to consistently meet the needs of students in both direct services and preventative screenings, aided greatly by the effective use of data
55. The availability (before, during and after school) of library/media resources and personnel to students and teachers, including a wide range of materials, technology and information services
56. The effective collaboration between special education personnel and all teachers, counselors, and all other support staff
57. The wide range of programs and services available to students at MVRHS
58. The excellent technology support
59. The recent hiring of a buildings and grounds manager to oversee the maintenance and repair of the buildings and grounds
60. The practice of hiring substitute custodians to ensure that maintenance of the building does not suffer because of custodial absences
61. The dependable funding provided by the community and district's governing body that attempts to meet the needs of students, faculty, and staff at MVRHS
62. The purchase and installation of exterior lighting to improve campus safety

63. The utilization of technology tools such Edline, email, and progress reports used to reach out to parents for the purpose of forming vibrant partnerships with parents and families
64. The numerous partnerships with local businesses, neighboring islands, and community members
65. The wide range of programs offered to develop student's academic and personal growth
66. The numerous and productive partnerships with local businesses, neighboring islands, and community members that is acknowledged as part of a students' academic program

List of Recommendations

1. Guide the faculty through the required process of developing school-wide analytic rubrics and identifying targeted high levels of achievement that are aligned with the learning expectations
2. Ensure that the learning expectations are embraced and supported by all teachers and that the expectations are a part of all aspects of the MVRHS curriculum
3. Develop and implement a plan to regularly review the core values, beliefs about learning, and 21st century learning expectations that involves multiple sources of data and multiple stakeholders
4. Increase the consistent use of school and classroom data in the review and revision of the MVRHS core values and beliefs
5. Complete the adoption of priority standards to include all disciplines
6. Encourage teacher feedback on the effectiveness of the new curriculum template
7. Engage in formal, cross-disciplinary planning and collaboration to ensure that students will achieve a greater number of the 21st century skills that have been identified by the school community as core values, beliefs, and learning expectations

8. Implement a protocol, used on a regular and consistent basis, to ensure that there is alignment between the written and taught curricula
9. Create the time and the conditions for collaboration between sending schools and MVRHS as well as among academic departments at MVRHS
10. Provide time for teachers to regularly review and revise the curriculum
11. Implement a formal process for oversight of the implementation and alignment of curriculum as well as for the review of data from student achievement on common assessments
12. Allocate sufficient time for teachers to consistently examine their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations
13. Allocate sufficient time for teachers to collaborate on the development of a cross-disciplinary curriculum
14. Provide multiple opportunities for all, not just some, students at MVRHS to engage in assessments that are challenging, require higher order thinking, and require students to apply their knowledge and skills to authentic tasks
15. Engage all students at MVRHS as active and self-directed learners
16. Formalize the use of formative assessments in all content areas and courses for the purpose of providing feedback to students and allocate sufficient time to formalize practices and procedures for teachers to collect and analyze data from formative and summative assessments for the purpose of improving instructional practices at MVRHS
17. Allocate sufficient time and formalize practices and procedures for teachers to engage in professional discourse focused on instructional practices and strategies for improving student learning
18. Ensure that there is time and a process for teachers to maintain expertise in their content area and in content-specific instructional practices – including new applications of technology as a teaching/learning tool

19. Increase common planning time at the departmental level and in cross-departmental areas throughout the school year
20. Develop formal procedures to use the reflections of student, peer and parent feedback to further develop and improve instructional practices, strategies and course structure
21. Develop and implement 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
22. Develop and implement a formal process to communicate individual student progress and the school's progress in achieving the school's 21st century learning expectations to the students and their families as well as the school community
23. Develop and implement formalized process for staff to collect, disaggregate, and analyze data within and across departments to identify and respond to inequities in student achievement
24. Ensure that assignment and course specific rubrics are aligned with the 21st century learning expectations so that students are very clear about what they must know and be able to do in order to meet or exceed the learning expectations
25. Ensure that the practice of sharing rubrics before summative assessments is a common and consistent practice among all professional staff
26. Develop and implement a process for all staff to collaborate on a regular basis so that they can work within and across departments on the creation, analysis and revision of formative and summative assessments
27. Develop and formalize a system to regularly review grading and reporting practices to ensure alignment with the school's core values and beliefs about learning
28. Develop and implement strategies to ensure that high expectations are the expectation for all students and that all barriers to self-nomination for enrollment in classes be removed to achieve equity
29. Review the attendance policy so that attendance to schools/classes are not linked to a student's grades

30. Review and revise the current advisory model to provide adult/student relationships that will assist students in achieving the school's 21st century learning expectations
31. Allocate resources for professional development that places improving student learning and student outcomes as the primary focus of the training
32. Provide time and training for the professional staff to analyze data with the goal of using the information to improve student learning
33. Provide common planning time for departments or cross-curricular teams to engage in professional learning communities
34. Remove the constraints that exist that prevent the principal in providing instructional leadership to the MVRHS school community
35. Continue to explore and expand the range of opportunities for meaningful participation in decision-making by all the stakeholders
36. Create job descriptions in order to clarify the specific roles and decision-making authority assigned to the principal, superintendent, and assistant superintendent in relation to all management and leadership aspects of MVHRS
37. Address and improve the lack of shared vision, trust, and mutual respect among building and district level administration currently at MVRHS and MVPS in order to support the staff's efforts in increasing their students' engagement in learning and the attainment of the 21st century learning expectations.
38. Restructure the form and function of the CIA to focus on the development of a unified K through 8 curriculum with articulation opportunities between the MVRHS and the feeder schools to create the desired K through 12 curriculum continuum
39. Develop and implement a broader array of intervention strategies for all students at MVRHS;
40. Develop formal systems that incorporate technology into the process of referring students to special services

41. Develop and implement a formal process for referring students to health services
42. Develop and implement a formal assessment process to evaluate library services
43. Develop and maintain a formal plan that establishes sufficient time for the professional staff to engage in both professional and curriculum development
44. Develop a formal long-range plan for purchasing and maintaining equipment
45. Ensure that sufficient funds are available to professional staff to acquire materials needed for all courses that are offered at MVRHS
46. Create a long-term plan on how best to allocate resources of and for MVRHS and to make that plan available to the public
47. Expand the MVRHS Tech Plan to include more specific, concrete, achievable goals and ensure that there is a system in place to track repairs as they are completed
48. Improve communication between the administration and department heads regarding funds that are actually available to department heads so that they can more accurately and realistically manage their department's needs and ensure that sufficient funds are available to professional staff to acquire materials needed for all courses that are offered at MVRHS

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 Martha's Vineyard Regional High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

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

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

To ensure that it has current information about the school, the Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Committee's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Committee's Substantive Change Policy is included in the Appendix on page 15. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Committee office has current statistical data on the school.

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

On behalf of the visiting committee for Martha's Vineyard Regional High School, I would like to extend our appreciation for the generosity and many, many kindnesses extended to us during our stay at Martha's Vineyard Regional High School. The steering committee, in particular the chair, worked exceedingly hard to prepare for our visit, and she is to be commended for her superior work and incredible attention to details. Her work was extraordinary and her graciousness exceptional.

**Martha's Vineyard Regional High School
NEASC Accreditation Visit
April 28 - May 1, 2013**

Visiting Committee

<p>Janet Garagliano Connecticut Association of Schools Cheshire, CT 06410</p> <p>Donald Rebello Mt. Hope High School Bristol, RI 02809</p> <p>Joy Sheeran Brookfield High School Brookfield, CT 06804</p> <p>Charles Hewes Bacon Academy Colchester, CT 06415</p> <p>Elizabeth Dillard Tolland High School Tolland, CT 06084</p> <p>Courtney Nugent Oxford High School Oxford, MA 01540</p> <p>Paloma Autran Wheeler High School/ Middle School North Stonington, CT 06359</p> <p>Brittany Wallace Norton High School Norton, MA 02766</p>	<p>Shawn Chicoine Mashpee High School Mashpee, MA 02649</p> <p>Mary Eagle Holliston High School Holliston, MA 01746</p> <p>Michael Smith Watertown High School Watertown, MA 02472</p> <p>Kathleen Beebe Portsmouth High School Portsmouth, RI 02871</p> <p>Erik Eiben Naragansett Regional High School Baldwinville, MA 01436</p> <p>Pamela Aubin Montville Public Schools Oakdale, CT 06370</p> <p>Donald Arsenault Silver Lake Regional High School Kingston, MA 02364</p>
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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

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