



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

VISITING COMMITTEE REPORT

Hopkinton Middle High School

297 Park Avenue
Contoocook, NH 03229 USA

Mr. Christopher Kelley
Principal

Karen Libby
Kingswood Regional High School and Lakes Region
Technology Center
Library Media Specialist
Chair

Roxanne Wilson
SAU 55
Assistant Superintendent SAU 55
Assistant Chair

03/13/2016 - 03/16/2016

STATEMENT ON LIMITATIONS

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

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

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

INSTRUCTION

Teaching and Learning Standard

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

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

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

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

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

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

improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

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

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

School and Community Summary

School and Community Summary

Hopkinton Middle-High School is located in the rural village of Contoocook, a precinct within the town Hopkinton, Merrimack County, New Hampshire. Located ten to thirty minutes from Concord and Manchester, NH respectively and eighty minutes from Boston. The town has numerous professionals that work in the surrounding area and well-established tradesman in all facets of their respective industries.

The current population of 5,594 residents has realized a 3.4 percent growth rate since 2000. Population by age group is as follows: 5 percent of residents are under age 5, 20 percent are between the ages of 6 and 19, 11 percent are between the ages of 20 and 34, 46 percent are between the ages of 35 and 64, and 17 percent are over age 65. Hopkinton is a well educated community, with 97 percent of residents holding a high school diploma and 57 percent having obtained a Bachelor's degree or higher.

Per capita income is \$41,471 versus a state average of \$33, 184. Median household income is \$81,250 and 3.1 percent of individuals live below the poverty level.

Unemployment as of November 2015 was 2.3 percent. The 3 largest employers in Hopkinton are the Yankee Book Peddler (wholesale distribution), McLane's (trucking distribution) and the Hopkinton School District. 29 percent of residents work in Hopkinton, 68 percent commute within the state and 4 percent commute out of state.

The Hopkinton School District is not racially or ethnically diverse with 94 percent of the population being white. The remaining 6 percent is equally representative of Asian, Hispanic, Black and Multi-Race students.

There are three schools in the Hopkinton School District; Harold Martin School (K-3), Maple Street School (4-6) and Hopkinton Middle-High School (7-12). There is a small independent middle school, the Beech Hill School, serving grades 6-8 as well as the Contoocook School, which services at-risk high school students.

The elementary schools have a combined population of 475 students, the middle school has 151 and the high school has 273. Since 2006, both the Hopkinton Middle and High schools have experienced a steady 24 percent decline in enrollment. This is significantly greater than the statewide aggregate decline in school enrollments of 13 percent during that same time period.

The Hopkinton School District expends \$17,889 per pupil in the middle school and \$19,675 per pupil in the high school. The respective state averages are \$13,320 for middle school and \$14,109 for high school. In FY 2104-15, 76 percent of revenue was generated through property tax, 9 percent through state property tax, 14 percent state and federal and 1 percent other.

There are 13 teachers in the middle school creating a ratio of 10:1 and 28 teachers in the high school for a ratio of 10:1. 18 percent of the faculty have a Bachelor's degree and 82 percent have a Master's degree. The respective state averages are 42 percent and 56 percent.

Students in grades 7 and 8 are placed in non-leveled classes in all disciplines except for mathematics, for which there are two levels. In grades 9-12, students have a choice of college preparatory, honors, or Advanced Placement (where offered). Some honor's courses require a grade of 90% or better in the pre-requisite course. Students in grades 9-11 are required to carry a minimum of 6 credits and seniors are required to carry a minimum of 5 credits. 37 percent of high school students are enrolled in honors classes and 27 percent of high school students are in Advanced Placement classes. Approximately 18 percent of students at the middle-high school receive special education services. All students are required to have 24 credits for graduation. Hopkinton High School offers a wide variety of co-curricular activities and interscholastic athletics.

In the past two years, Hopkinton Middle-High School has had a dropout rate of less than 1 percent and a graduation rate of 99 percent. Daily attendance at the middle school is 96.4 percent and 96.3 percent at the high school. The attendance rate of teachers is 97 percent. Of the last three graduating class's; 72 percent of students enrolled in four-year college programs, 18 percent in one-two year programs, 8 percent entered the workforce and 2 percent joined the military. Historically, the range of academia selected runs the gamut from ivy-league schools to local community colleges.

There are numerous educational opportunities in the local community and surrounding areas. Hopkinton High School has a required job shadow program as well as a careers class to support those endeavors. Students have opportunities to shadow individuals in an array of career paths including; business, industry, education, law and the trades. Hopkinton High School has also partnered with NHTI and other community colleges to afford students the opportunity to earn college credit through Running Start and E-Start. This program allows students to earn college credit for designated high school courses. Students also have the opportunity to earn credit through direct enrollment at New England College.

Students at Hopkinton Middle-High School have many opportunities for academic, civic and social recognition. Students are recognized through honor roll programs and end of year academic awards. Students engaged in athletics attend sports awards night at the end of each season. In the arts, drama, poetry and engineering, students compete or enter their work into state and national competitions; including All-State in Music, Key awards in Art, Poetry Out Loud and Robotics. The Hopkinton Community also generously supports students through an array of scholarship opportunities.

Core Values, Beliefs and Learning Expectations

CORE VALUES AND BELIEFS

We foster a learning environment that is caring, safe, supportive, and respectful. We promote personal integrity, intellectual curiosity, civic responsibility and resiliency. We encourage continual growth through traditional and innovative opportunities.

ACADEMIC COMPETENCIES

Working independently and cooperatively, students at Hopkinton Middle/High School acquire the skills, knowledge, and behaviors necessary to:

- **Communicate ideas and information in written, spoken, and artistic modes; (A1)**
- **Identify, analyze, and solve complex problems actively and creatively; (A2)**
- **Utilize instruments, tools, and technology of the digital age. (A3)**

SOCIAL COMPETENCIES

Working independently and cooperatively, students at Hopkinton Middle/High School acquire the skills, knowledge, and behaviors necessary to:

- **Act with integrity, compassion, and respect; (S1)**
- **Participate in activities that promote wellness and social awareness; (S2)**
- **Connect with the natural world. (S3)**

CIVIC COMPETENCIES

Working independently and cooperatively, students at Hopkinton Middle/High School acquire the skills, knowledge, and behaviors necessary to:

- **Contribute to the well-being of society; (C1)**
- **Act with consideration for the values of others; (C2)**
- **Honor and fulfill the responsibilities of citizenship. (C3)**

Approved by Faculty on 3.7.15

Approved by the Hopkinton School Board on 6.2.15

Introduction

Introduction

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

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

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

Teaching and Learning Standards

- Core Values, Beliefs, and Learning Expectations

- Curriculum

- Instruction

- Assessment of and for Student Learning

Support of Teaching and Learning Standards

- School Culture and Leadership

- School Resources for Learning

- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Committee in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it 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 Hopkinton Middle High School, a committee of 8 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 7 students, 7 parents, 2 central office professionals, 2 school board members and one community member served on the self-study.

The self-study of Hopkinton Middle High School extended over a period of 13 school months from September 2014 to November 2015. The visiting committee was pleased to note that students, parents, district administrators, a community member and school board members joined the professional staff in the self-study deliberations.

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

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

The Process Used by the Visiting Committee

A visiting committee of 12 evaluators was assigned by the Committee on Public Secondary Schools to evaluate the Hopkinton Middle High School. The Committee members spent four days in Hopkinton, 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, vocational institutions, and the public, diverse points of view were brought to bear on the evaluation of Hopkinton Middle High School.

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

- review of the school's self-study materials
- 31 hours shadowing 12 students for a half day
- a total of 15 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 24 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- 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 Hopkinton Middle High School.

Standard 1 Indicator 1

Conclusions

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. Hopkinton Middle High School has been engaged in a dynamic and inclusive process based on best practices to identify, develop, and commit to its core values, beliefs, and 21st century learning expectations. Every effort was made to include students, parents, faculty, school and district administrators, and community members. The school board was given opportunities to provide input into the rewriting of the Hopkinton Middle High School Mission Statement. The Administrative Council developed and implemented a process to review the Hopkinton Middle High School Mission Statement, adopted in 2005. The Administrative Council reviewed mission statements of other schools that they considered exceptional and compared those to their mission statement. Faculty, students, and community members were surveyed. Questions in the survey, administered in 2013, focused on topics such as what a 21st century school should teach, what successful students should be able to do upon graduation, what constitutes effective instructional programs, and what they believe to be the core values, beliefs, and learning expectations of the school.

After the surveys were completed the results were reviewed and shared with the faculty and staff. The Administrative Council worked on revising the 2005 mission statement based on the feedback solicited from the faculty, students, and community. The district worked to revise its mission statement and aligned their work with the work at the district level. This process was concurrent with, and informed by, the faculty's increased knowledge of current research-based practices gained through professional development opportunities. The district-wide reading of Carol Dweck's book *Mindset* and a day-long workshop with nationally acclaimed educator Rick Wormelli are two examples of formal learning that faculty and district administrators undertook. In addition there were many individual and informal opportunities that were also utilized to revise the mission statement.

The revised mission statement was shared with and reviewed by the faculty, students, and members of the community. The Administrative Council solicited feedback from these parties prior to finalizing and approving the new and revised core values, beliefs and learning expectations document. After an affirmative vote by the faculty in March 2015, and a final review by the Competency Steering Committee in May 2015, the proposed core values, beliefs, and learning expectations went to the school board in June 2015 and unanimously approved a statement that describes the safe, caring and supportive learning environment; personal skills such as integrity, intellectual curiosity, civic responsibility and resiliency and the expectation that students will experience continual growth through traditional and innovative opportunities. Using an inclusive, collaborative, and dynamic process informed by current research-based best practices enables the school community to identify and commit to its core values and beliefs about learning.

Sources of Evidence

- self-study
- parents
- school leadership

Standard 1 Indicator 2

Conclusions

Hopkinton Middle High School has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, but school-wide research-based analytic rubrics identifying targeted levels of academic, social, and civic competencies are yet to be created. Academic competencies in the areas of communication, problem solving and technology use have been identified by individual teachers as they align to courses offered at Hopkinton Middle High School. In many circumstances, more than one learning expectation applies to a competency, for example: American Literature 1 cr Required: 10 A1, A2, A3, S1, C2 Prerequisite: English 9, the A denotes Academic Expectation 1, S = Social Expectation 2, etc.

Some departments (i.e., world languages and science) have department-wide academic competencies that apply to all classes in that discipline. Competencies throughout the school utilize consistent language concerning expectations or levels of achievement. These designations are M (meeting competency) or N (not meeting competency). Students must achieve a score of 70 percent or higher to earn a "meets competency" rating. Creation, review, and implementation of competencies is an ongoing process. In addition teachers develop remediation opportunities that help to ensure that students meet the competencies.

After evaluating, Costa and Kallick's *16 Habits of the Mind*, Hopkinton Middle High School developed a school-wide rubric to assess work habits that are evaluated as its own category, separate from the numerical grade on the report card. The rubric is not aligned with the core values, beliefs or learning expectations. The teachers, students and administrators at Hopkinton Middle High School know that core values and beliefs about learning are pervasive in the culture of the school and have been embedded in the fiber of the school, although students and parents are unable to articulate the revised core values, beliefs, and 21st learning expectations. When Hopkinton Middle High School completes the development of the school-wide rubrics for academic, civic, and social expectations for learning, teachers and administrators will have the tools necessary to measure student progress toward achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- school leadership
- Endicott survey

Standard 1 Indicator 3

Conclusions

Hopkinton Middle High School's newly adopted core values, beliefs, and learning expectations are actively reflected in the culture of the school, but have a limited influence over curriculum, instruction, and assessment, nor do they consistently guide the school's policies, procedures, decisions, and resource allocations. Prior to the adoption in June 2015, the 2005 mission statement included many of the same expectations that are reflected in most aspects of the school culture. The majority of students and parents may not be able to recite the new core values, beliefs, and learning expectations, but the vast majority of the students demonstrate the traits of the previous mission statement that included academic, social, and civic expectations.

The core values and beliefs are reflected in the purpose, goals, and activities of most of the clubs offered at Hopkinton Middle High School. These clubs provide the backbone for the culture of the school. Many clubs (e.g., Forensic Debate Team, Drama, Page Turners, US FIRST Robotics, Model UN) encourage students to use knowledge from the classroom and apply it in a new situation, requiring that students collaborate, plan, and communicate in order to be successful. Interact, Peer Outreach and KIVA, among others, embody the social and civic competencies by offering services and support to members of the local and global communities. Modern language holiday caroling, the naturalization ceremony, primary day voting and visiting Quebec are a few of the many opportunities afforded to Hopkinton Middle High School student to expose them to other cultural, social and civic activities. The exchange programs to Germany and France also allow students to demonstrate academic, social, and civic competencies, as students must use language skills learned in the classroom to interact and are expected to be good representatives of Hopkinton Middle High School. In addition, two-thirds of the high school student body participates in at least one interscholastic sport.

According to the core values, beliefs, and learning expectations committee's staff survey completed in March 2015, all teachers indicated that they use academic competencies in their classrooms, but the vast majority of teachers responded that the core values, beliefs, and learning expectations do not drive curriculum or instruction. Teachers have indicated what core values, beliefs, and learning expectations are met when a competency is met in their class. The program of studies also lists what learning expectations will be achieved when successfully completing a specific course. The core values, beliefs, and learning expectations survey generated by the steering committee indicated that few staff members use any type of formal social or civic competencies in their classes. Hopkinton Middle High School has a new advisory program, a revision of the mid-term schedule in response to student and staff feedback, anti-bullying programs, technology training, civic education as well as some professional development opportunities that are supported by the core values, beliefs, and learning expectations. When Hopkinton Middle High School develops and integrates school-wide analytic rubrics of their 21st century learning expectations, those rubrics will provide the foundation to drive curriculum, instruction, and assessment in every classroom; additionally, the development and implementation of protocols will provide the foundations to guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence

- self-study
- student shadowing

- parents
- school leadership

Standard 1 Indicator 4

Conclusions

Hopkinton Middle High School's newly revised core values, beliefs, and learning expectations were based on research, district and school community priorities but on limited data sources. The 2005 Mission Statement was successfully reviewed, revised, and accepted by the school board in 2015. The vast majority of the newly revised core values, beliefs, and learning expectations were taken from the 2005 Mission Statement that has been ingrained and implemented at Hopkinton Middle High School for years. The Administrative Council will discuss and develop a plan to move forward to measure the success of their new core values, beliefs, and 21st century learning expectations. Since the school does not yet measure achievement of the school's learning expectations that information was not available to be used in the revision process. When Hopkinton Middle High School develops and implements a plan for regularly reviewing and revising its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and district/school community priorities, the strong positive culture that permeates the school will flourish and reflect the needs and priorities of the school community.

Sources of Evidence

- self-study
- teachers
- school leadership

Standard 1 Commendations

Commendation

The collaborative, inclusive process used to develop core values, beliefs, and 21st century learning expectations supported by current research

Commendation

The core values, beliefs, and learning expectations are informally inherent in the culture of the school and community

Commendation

The culture of the school reflects the core values, beliefs, and 21st century learning expectations, as well as in student groups and clubs, extracurricular activities, and the community

Commendation

The efforts of the staff to create and post their new core values, beliefs and learning expectations

Commendation

The addition of the advisory program, the revision of the mid-term schedule in response to student and staff feedback, bullying programs, technology training, and civic education

Standard 1 Recommendations

Recommendation

Develop and utilize school-wide analytic rubric that identify targeted high levels of achievement of the school's 21st century learning expectations

Recommendation

Ensure that the core values, beliefs, and learning expectations are the driving force behind decision-making in the school

Recommendation

Develop a process to communicate to the greater school/community the value and implementation of the core values, beliefs, and learning expectations

Recommendation

Develop and implement a process to regularly review and revise the core values, beliefs, and 21st century learning expectations

Standard 2 Indicator 1

Conclusions

The curriculum is designed in some areas to ensure that all students practice and achieve each of the school's 21st century learning expectations. Hopkinton Middle High School's core values, beliefs and learning expectations establish academic, social, and civic expectations which identify the school's the 21st century learning expectations. At this time there is not a common school-wide format that articulates the correlation between the curriculum and the 21st century learning expectations. There is sporadic evidence of 21st century learning expectations in various documents. The district has been working on the ELA curriculum over the last year. The Curriculum Council for the District developed a template that is to be used when revising and updating curriculum although there is still a need to identify which CVBLE competencies are connected to each strand/topic. This year the Science Department and World Language Department will begin their curriculum review and will use the same template to work from.

Science and math unit plans and written curriculum provided offer inconsistent articulation of how 21st century learning expectations are taught by staff and achieved by students. Various staff members throughout the school, including those on the middle/high school's curriculum committee stated that units and lessons are designed to meet the 21st century learning expectations, however this is done inconsistently on an individual department level. Students reported that 21st century learning expectations are taught throughout the school, however there is inconsistency among various staff members. Staff members reported that they are familiar with the learning expectations for students. It is not explicitly clear what standards are being taught at each grade level. Grade level standards and expectations are only explicitly evident in the ELA curriculum. Extracting this information from other departments is possible through interviews with individual teachers. Teachers could report which standards and expectations they were teaching, but this is not well documented.

Seventy-five percent of parents believe that the school's curriculum provides an opportunity for their children to achieve the school's learning expectations. The program of study offers a wide variety of courses allowing students the opportunity to achieve 21st century learning expectations. There are over 100 courses offered and a wide variety of extracurricular opportunities. Additionally, a wide array of academic opportunities exist outside of the classroom to allow for the implementation, practice, and achievement of 21st century learning expectations which include, but are not limited to, ELOs, internships, Concord Vocational School courses, and Running Start. Course competencies have been aligned to courses by most teachers and indicated in the program of studies, however it is unclear how staff is assessing these competencies. When the curriculum is clearly designed, written, and aligned throughout the school to ensure that students practice each of the school learning expectations, the school will be able to fully support students' achievement of the school's 21st century learning expectations.

Sources of Evidence

- student shadowing
- panel presentation
- student work
- teacher interview
- Endicott survey

Standard 2 Indicator 2

Conclusions

In most departments, the curriculum is not written in a common format that includes units of study with essential questions, concepts, content, and skills, the school's 21st century learning expectations, instructional strategies and assessment practices that include the use of school-wide analytic and course-specific rubrics. Some content areas have curriculum with sporadic essential questions and 21st century learning expectations. The English language arts department has developed a written curriculum referencing the school's 21st century standards. Written unit plans articulate Common Core State Standards, learning expectations, essential questions, competencies and enduring understandings. Teachers stated that there are essential questions and concepts included in curriculum, however these are inconsistent across the school, rather based on departments and individual teachers. The 21st century learning expectations are not explicitly nor consistently articulated in the written curriculum. This is inconsistent throughout the school and varies by department. Instructional practices are not consistently set forth in the written curriculum and vary by department and staff member. ELA curriculum clearly articulates instructional strategies. Eighteen percent of the staff reports that there is a formal written curriculum. Staff members also reported that there is no written curriculum in several departments, and they are very concerned about what will happen to the curriculum when staff members retire or leave the district. According to teacher interviews, school-wide analytic rubrics were established approximately ten years ago; however, they are not consistently used and do not encompass the current learning expectations. According to the self-study, the learning expectations are not integrated into curriculum throughout the school because there are no updated school-wide analytical rubrics. Students stated that they are often given course-specific rubrics. Some teachers reported that they use department-wide and course-specific rubrics. When Hopkinton Middle High School develops and implements a school-wide written curriculum in a common format which includes units of study with essential questions, concepts, content and skills, 21st century learning expectations, instructional strategies, and assessment practices with corresponding rubrics, the school will be able to fully support each student's achievement of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teacher interview
- students

Standard 2 Indicator 3

Conclusions

The Hopkinton Middle High School curriculum provides a variety of authentic learning opportunities both in and out of school and supports the informed and ethical use of technology; however, the curriculum inconsistently emphasizes depth of understanding through inquiry and problem solving, higher order thinking skills, and cross-disciplinary learning. While formal conditions and systems are not immediately evident, there are opportunities for and expectations that students pursue in-depth content within the curriculum. Various extended learning opportunities exist which provide authentic learning opportunities. A variety of travel opportunities exist. The world languages department offers trips to France and Germany. The science department offers a bi-annual trip to South Africa, and Project Interact offers a trip to Nicaragua. Each student is required to do an experiential graduation requirement, which can be fulfilled through Yearbook class, ELOs, job shadows and internships. There are also opportunities for students to enroll in college courses through New Hampshire Technical Institute , New England College, and Project Running Start. Civics classes observe real trials, conduct their own mock trials, and interact with a variety of outside speakers. Students in the Career Pathways class participate in job shadows and interview invited community members about their career experiences. Many of these classes provide an opportunity for cross-disciplinary learning.

Eighty percent of students indicate that they are expected to think critically and use high order thinking skills. Eighty-six percent of the faculty indicate that their content area emphasizes depth of understanding and knowledge. Course observations as well as student and faculty interviews revealed that students are expected to think critically and use higher order thinking skills on an inconsistent basis. Review of student work demonstrated that students are not routinely challenged to inquire, create, problem solve or use higher order thinking skills. These various forms of evidence illustrated that students in higher level classes, such as AP and honors level classes, are offered challenging in-depth classes with meaningful learning experiences in and out of school. Regular track classes provide a contrasting illustration with student expectations being lowered in terms of levels of inquiry, higher order thinking and cross-disciplinary learning.

Informed and ethical use of technology is fostered through the school's media specialist, and a variety of interventions offered by classroom teachers and in a class called Social Media GURU. The media specialist also facilitates the implementations and maintenance of several online media resources that allow for the delivery of curriculum across several content areas. When the curriculum consistently identifies applications for inquiry, problem solving, higher order thinking, cross-disciplinary learning, authentic learning and informed and ethical use of technology, all students will be ensured the curriculum emphasizes opportunities for depth of understanding.

Sources of Evidence

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

Standard 2 Indicator 4

Conclusions

There is significant variability in the extent of alignment between written and taught curricula, both between departments and within departments. For example, the science department has a written curriculum and teaches according to the curriculum. They also have common assessments in the courses that are taught by more than one teacher. The English department has integrated most of the Common Core State Standards in their written curriculum for grades 7-12. According to the math department chair, the curriculum they use is the textbook, which follows the Common Core State Standards. The unified arts curriculum checklist is blank.(?) The social studies department does not have a written curriculum. For the many courses that are only taught by one teacher, there is often no written curriculum. In the self-study, the school acknowledges that “there is a limited degree of alignment between the written and taught curriculum.” In the Endicott survey, only 51 percent of the staff agrees or strongly agrees that the written and taught curriculum are aligned. According to the Curriculum Standard Subcommittee, there are no structures or formal practices in place to review curriculum to determine the extent to which teachers are teaching the written curriculum.

The department chairs do not have supervisory authority. There is no curriculum coordinator for the school. In most departments, there is not a practice of regular curriculum writing, evaluation, review, and application in the classroom. The principal and assistant principal conduct teacher observations, the frequency of which is dictated by the teacher's experience and time in the district and the district's Teacher Evaluation Plan. However, there is no obvious structure in place to ensure that the teacher observation is directly linked to the curriculum. Some teachers work informally to develop common assessments among classes, and many departments collaborate informally on curriculum development. When Hopkinton Middle High School has a formal, monitored process and procedure to align teaching with the written curriculum, there will be consistency in student learning throughout each department and teachers can assure that students are prepared for subsequent courses.

Sources of Evidence

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

Standard 2 Indicator 5

Conclusions

Curricular coordination and vertical articulation exists to some extent between and among a few academic areas within the school as well as with sending schools in the district. According to the self-study, “Effective curricular coordination and vertical articulation exist to a limited degree.” For example, the social studies department has not met with its K-6 colleagues to map out the curriculum for K-12, but plans to do so this summer. However, a consultant has assisted the English department in producing a written curriculum that is vertically aligned for grades 7-12. The ELA template is expected to be a model for the rest of the school. There is some curricular coordination across departments, but this is done on an informal basis. With a written and consistently formatted curriculum for all departments, it is easier to align the curriculum among departments and with sending school. According to the Curriculum Standard Subcommittee, the staff does not have time to participate in professional learning committees or other formal vehicles for curriculum coordination. There is limited common planning time in the middle school, and no common planning time within the high school or with the sending school. There are no K-12 curriculum guides. Fifty-nine percent of the staff disagrees or strongly disagrees that they have sufficient time to evaluate curriculum. About 60 percent of the staff do participate in curriculum planning to some extent. When the school has effective curricular coordination and when vertical articulation exists between and among all academic areas within the school as well as with sending schools in the district, students will be guaranteed a seamless experience that promotes achievement of the school's learning expectations.

Sources of Evidence

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

Standard 2 Indicator 6

Conclusions

With some exceptions, 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. In the self-study, the school identifies the levels of staffing and resources to be “largely sufficient to implement the curriculum.” Students and teachers reported that technology meets their needs, however, some teachers supply their own computers for school use, and most students bring their own devices for in-class use. The self-study finds that there are insufficient computers to support world languages, English, and social studies class needs. Overall, 83.8 percent of students report that they have the supplies and instructional materials that they need to complete their courses. Teachers expressed high regard for the library/media center, resources, and staff. For example, the librarian regularly assists English teachers in instructing students in research methods, plagiarism prevention, and reference citation. Over 300 classes visit the library each year for assistance with research projects. The librarian stated that the physical layout of the media center is dated and in transition; modern media centers are often divided into task specific areas that include isolated and dedicated work areas. The library currently has 20 laptops, 14 desktops, and 16,000 print texts. The library also participates in library exchange programs, which makes more volumes available to the staff and students.

The school facilities have been identified by the self-study and survey results as an area in need of improvement. Among staff, 51.8 percent is in total disagreement that the facilities meet their needs in delivering the curriculum. Only 35 percent of staff reports that the facility adequately supports the school's programs. Some teachers do not have their own classrooms. Many classrooms have noise problems that distract the students. Facilities for delivering the music curriculum and drama programs are limited.

Overall, average class sizes are acceptable. The student-to-faculty ratio is approximately 10:1. Generally, class sizes are below 25. The level of staffing is currently in transition. As enrollment declines, positions are being cut. For example, this year the art department was reduced from two teachers to one teacher who teaches an extra class. Average middle school art class sizes have increased to 24.6 students and fewer classes are offered.

Extracurricular opportunities are extensive, and include drama, Interact Club, Robotics, debate, Math Team, Model UN, World Language and National Honor Societies, language exchanges, peer outreach, and art studio. These offerings substantially deepen the curriculum taught within the school day. There are 16 varsity sports teams plus Special Olympics. Resources for extracurricular activities are limited, as identified in the self-study. For example, students must pay fees to participate in sports. When 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, then students will have increased opportunities to practice and achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- Endicott survey

Standard 2 Indicator 7

Conclusions

The district, to a limited degree, 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. Currently, the district offers 7.5 days of in-district professional development. Staff reported that several of these days are occupied by district initiatives, the superintendent's opening day presentations and other staff development opportunities. Only 16.1 percent of the staff indicates that teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work, whereas 58.9 percent disagrees with the statement and 25 percent is undecided. Several of the staff members commented that they informally coordinate curriculum among their department members. Several staff members also reported that they only have 35 minutes a month to formally work within their departments. There is no curriculum coordinator in the district. The superintendent and the principals are expected to provide leadership for curriculum coordination and articulation. The district hired a consultant to work with the team developing the ELA curriculum which proved to be productive as evidenced by the fact that ELA seems to be the only content area with a formal, common, aligned written curriculum. Teacher and standard committee interviews revealed that there is insufficient time dedicated to curriculum development and revision. Teachers also reported a lack of sustained adherence by administration to targeted initiatives.

According to the self-study, evidence used to revise curricula includes results from NECAP tests (English, science, math), MAP testing (math), and NWEA. In science, an analysis of NECAP scores led the department to revise its common assessments and to make changes in the ninth grade curriculum. The district has invited a number of speakers to the district, including Rick Wormeli and, most recently, Dr. Robert Greenleaf. In addition, staff have been encouraged to attend conferences and to read materials by Dr. Robert Marzano. The staff have also consulted the work of Carol Dweck and, this summer, some staff members read "Grading Smarter, Not Harder" and as a group engaged in online discussion. Teachers are given \$300 per year for their own staff development and the district will pay for teachers to take one course per year. According to the teachers' contract, if unspent professional development money exists, the district will fund up to three courses for staff. The district allocates \$20,000 per year for professional development, \$10,000 of which is dedicated to the middle high school. When the district provides staff with sufficient time and resources, the school will be able to fully develop, implement, and maintain a formal written curriculum.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- Endicott survey

Standard 2 Commendations

Commendation

The library media specialist's contribution toward the delivery of curriculum across a wide content area and the appropriate use of technology

Commendation

The English language arts' detailed, vertically articulated written curriculum that has been aligned with the sending school

Commendation

The devotion of time and human resources to assist the ELA department in creating its curriculum

Commendation

The diverse array of extracurricular activities that enrich the curriculum as well as civic and socialrequired competencies for students

Commendation

Standard 2 Recommendations

Recommendation

Develop and implement a plan to follow the curriculum development model used for ELA and formally apply it consistently across other content areas

Recommendation

Provide formal and systemic opportunities, time, and necessary support for teachers to develop a common written curriculum that includes units of study with essential questions, 21st century learning expectations, and instructional strategies

Recommendation

Establish a formal process to create, implement, and integrate school-wide analytic rubrics into curriculum and instruction

Recommendation

Develop and implement a written curriculum that emphasizes depth of understanding and application of knowledge in all courses

Recommendation

Develop and implement a curriculum evaluation procedure to determine the degree to which the written curriculum aligns with the taught curriculum

Recommendation

Provide designated time to coordinate the curriculum within departments and to vertically articulate it with sending schools

Recommendation

Develop and implement a plan for upgrading the facility to meet all curriculum needs

Recommendation

Develop a plan to provide effective curricular coordination and vertical articulation exists between and among all academic areas

Standard 3 Indicator 1

Conclusions

Teachers' instructional practices are occasionally examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Despite teachers at Hopkinton Middle High School being familiar with the new core values, beliefs, and learning expectations, there is limited formal evidence that reveals all teachers' instructional practices align with these core values and 21st century learning expectations. Course competency documents in the program of studies do link 21st century learning expectations with competencies for each course. Students report unfamiliarity with academic competencies for the courses in which they are enrolled. Furthermore, students are graded on course competencies, which do not directly relate to the core values, beliefs, and learning expectations. It is unclear how the core values, beliefs, and learning expectations are supported by instructional practices in all classrooms or are sustained school-wide.

The core values, beliefs, and learning expectations are linked to instruction in some cases. For example, a social studies teacher initiates lessons with real-world application for students in Civics and World Cultures classes. Students examine the Rwandan genocide and write letters to the U.S. ambassador to the U.N. or to the President of the United States. Also, the sociology teacher created a group labeling and class discussion assignment confronting ethnocentrism, bias, and taboos of society, fulfilling part of the core values, beliefs, and learning expectations for promoting intellectual curiosity and civic responsibility. Despite the local context of a mostly white rural town in a mostly white rural state, teachers at Hopkinton engage students in understanding the larger world many of them will encounter on future college campuses or in future workforces. An experienced faculty brings a multitude of skills to the classroom. During classroom visits and in speaking with students, most students are not familiar with the core values, beliefs, and learning expectations. For example, a student in math class was unable to connect the classwork to the learning expectation for "solving complex problems." When the school consistently and explicitly incorporates 21st century learning expectations contained in the core values, beliefs, and learning expectations and connects their instruction through school-wide rubrics and other practices, student learning will be impacted by valued initiatives balanced across all departments and course levels.

Sources of Evidence

- classroom observations
- student shadowing
- student work
- teacher interview
- students
- school website

Standard 3 Indicator 2

Conclusions

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

Students are able to make individual choices from a program of studies with over 100 course offerings. Students may access teachers Tuesday through Friday through a 40 minute advisory block during which they can receive one-on-one instruction or request reassessment on a recent test. An eighth grade social studies teacher gives homework assignments in which the students fulfill the 24 Information Communication Technology standards they need to finish in 7th and 8th grades. By fulfilling these standards, students opt out of the Foundations in Technology class and are able to take electives based on their interest.

A teacher in the math department surveys students on test preparation and asks them to reflect on their quality of preparation after the assessment is complete. The school has instituted a school-wide retake and reassessment policy this year. Students are asked to reflect on their initial preparation for assessment, on the completion of assignments leading up to the initial assessment, and on areas of need in the content area. Seventy-three percent of students believe that teachers provide them with opportunities to assess their own work. It is not evident that daily self-reflection prior to assessments is routine. During classroom observations, it was rare to see quick checks for teachers or students to evaluate progress. Feedback to students may be located in the online portal rather than on student assignments.

Classrooms are outfitted with LCD projectors, document cameras and in a few classrooms, interactive whiteboards. Teachers reported teaching using PowerPoint, clicker responses when available and Google Classroom as ways to deliver instruction and communicate with students. Eighth grade students utilize technology and create a SMORE newsletter and use Noodletools for creating citations. According to the Endicott survey, 78 percent of students agree that their teachers asks them to use technology on assignments. A high school English teacher integrates technology into a unit on *The Great Gatsby* by asking students to create a blog using Blogger to record their responses to the book.

The school offers courses including GIS ,geographic information system, Social Media Guru, Small Business Management and Entrepreneurship to name a few which directly link course content to cross-disciplinary learning skills, such as higher-order thinking and In Project Lead the Way courses, pre-engineering integrates mathematics, physics, computer programming, electrical work. Course assignments in English and social studies link learning goals with additional skills. An eighth grade social studies teacher conducts a final research project that incorporates research, note taking, outlining, writing informational text, citing sources, proofreading, and presenting information. Students are given choices on how to present the material: research paper, book report, a physical representation, or a biography. As some students need to utilize learning center services, the choices in project design assists students who are more adept to hands-on physical projects. Each student fills out a planning form, and receives a specific rubric for each project type. All formats require some form of writing and are good examples of higher order thought before entering high school. In seventh grade music, students are given choice in choosing songs to play on the guitar. Students are given choice and can select courses based on a broad range of courses. Graduation requirements include at least two job shadows during the Career Pathways course. This fulfills half of the experiential learning requirement.

However, in evidence of student math work, much of the assignments are rote and without higher order thinking. Essential questions were not evident in any classrooms visited. It was not uncommon to view middle school instruction delivered from a teacher at the front of the room with limited interaction with students. In high school classrooms, whole-class instruction was also observed in the math and science courses. Only 30.9 percent of students believe instruction is personalized to them. When school-wide instruction is purposefully designed to meet the individual needs of students through engagement, problem solving, rigorous and authentic tasks, and appropriate use of technology that drives students to self-assessment and reflection, student learning is enhanced.

Sources of Evidence

- classroom observations
- student work
- teacher interview
- teachers
- Endicott survey
- school website
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Some 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 and providing additional support and alternative strategies within the regular classroom, but this is not evident on a school-wide basis.

Teachers use classwork and homework assignments to assess student progress. In English class, a teacher collected students' independent written work on participial phrases and absolutes to assess understanding. Another English teacher used exit tickets on index cards to assess student understanding. Teachers in English and science classes utilize revision and rewriting processes but without a uniform rubric or process. A math teacher with an interactive whiteboard used the clickers to gather student feedback. No school-wide instructional practices are evident, but teachers employ their own strategies to attain formative assessment feedback. In meeting with the Instruction Standard Subcommittee, no school-wide instructional practices were provided. Teachers reported that administration does not provide clear expectations for instruction. They also stated that they are unsure what an administrator is looking for in an observation or walk-through. However, the "Walk Through Form" used to supervise teachers lists 18 qualities including "assessment strategies were clearly articulated and appropriate for objective" and "objectives for this presentation were made clear to students."

Students report a discomfort to interrupt lessons and ask for assistance. Instructional aides provide support to students during advisory at the end of the school day or through the learning centers. Students, teachers and instructional aides report that group work is usually heterogeneous without differentiation in assignments. However, occasionally students are asked to evaluate themselves and their group members' contributions to the final product. Based on this feedback, teachers will grade group members differently. When asked about how instruction is differentiated, teachers cite providing Algebra classes with varying lengths: one or two years to complete the course. Within the classroom, English classes focus on providing "Voice and Choice," one of the Magnificent Seven from the superintendent's initiative, to allow students to select what they will read, and how they will present content learned. In math class, students were assigned to graph trigonometric equations based on their ability. Each group identified key features of the graph, but the complexity varied based on student ability. An English teacher utilizes several forms of formative assessment in a unit on *The Great Gatsby* novel. Students write definitions of the book's vocabulary by using context of the book, then compare those definitions to the dictionary. When all teachers using formative assessment during instructional time, strategically differentiate, organize group learning activities and provide additional support and alternative strategies within the regular classroom and adjust their teaching practices to meet the needs of all students, teachers' differentiation of instruction to foster student achievement of the 21st century learning expectations will be optimized.

Sources of Evidence

- classroom observations
- student shadowing
- student work

- teacher interview
- students
- school support staff
- school website
- Standard sub-committee

Standard 3 Indicator 4

Conclusions

Some teachers, individually and collaboratively, use student achievement data from a variety of formative and summative assessments, feedback from a variety of sources, including students, other teachers, supervisors, and parents, but this practice is not consistent throughout the school. Teachers meet informally during prep blocks, breaks, and lunches to discuss student progress and upcoming assignments. However, teachers reported that monthly department meetings and professional development days do not include time to reflect on student work. HMHS special educators are not provided with school-wide department time to meet. The social studies department is able to meet only on a monthly basis and little planning is done during this time. Therefore the department is planning on reviewing all curricula across the district in the summer of 2016.

It is evident that a significant degree of trust in the teachers' content knowledge is present from administration and parents. Over 70 percent of teachers report improving their instructional practices by using student achievement data from a variety of formative and summative assessments such as reading student reflections and responses to surveys, comparing test results (within a class and across classes), assessing competencies, and more. This work is done individually, in grade-level teams, and in departments. Teachers are required to use a survey once a semester to ask students to reflect on the course work. A music teacher used the feedback on the survey to reintroduce sectionals. The science department used NECAP data to reflect on course offerings and to create a new year-long course called Earth System Science to cover earth science rather than earth science and physical science.

Teachers report that the use of data is a new idea in the district. No teacher reported using standardized testing data to inform instruction or to identify weaknesses, nor is this an administrative directive as evident on the "Walk-Through Form." Teachers reported that there is not sufficient time to examine data during professional development days as they are fully scheduled with other initiatives. The collective bargaining agreement provides for four 90-minute blocks allocated for data analysis at the discretion of the building administrator. The self-study indicates this has not been utilized at this time.

Furthermore, 64 percent of parents disagree that "my son's/daughter's teachers have asked me for feedback about their instructional practices." The Instruction Standard Subcommittee supported this, stating that parents do not contact teachers unless their children are struggling, and at that point a plan is made for student improvement, not for a change in instruction. When more formal structures and time are provided for collaboration, communication, and reflection on multiple data sources regarding the construction of effective differentiation strategies based on formative and summative assessments, instructional practices focused on 21st century learning expectations will improve.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- school support staff
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 5

Conclusions

The vast majority of teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. Over 92 percent of students support the statement, "my teachers are knowledgeable about the subjects they teach." Meanwhile 91 percent of teachers believe that teachers maintain expertise in their content area and in content and specific instructional practices. Eighty-two percent of faculty have master's degrees, well above the state average, providing high quality expertise in the classroom. The superintendent has created a New Hampshire Network Pathway for professional development on Magnificent Seven, a district-wide initiative, which contains documents and videos on the tenets of the initiative.

A ninth grade English teacher credited a graduate class she enrolled in as giving her inspiration to provide more "voice and choice" in her lesson planning. This renewed emphasis led to giving students choice in regards to selecting a book to review. One student chose a non-fiction automotive book and demonstrated competency, desire to learn, and excitement in presenting the book to his peers. This teacher also established a lesson in creating a script for an updated play on *A Raisin in the Sun*, describing events happening in the future. The lesson was written through the *Understanding By Design* format. The teacher credits the professional development opportunities for these successful ideas in the classroom.

Teachers track their professional development hours using the district's My Learning Plan software. A review of the My Learning Plan data shows every teacher obtaining at least six hours of professional development this school year. In the 2014-2015 school year, over 1,870 hours were logged by teachers. Twenty teachers and the principal were trained in the Keys to Literacy professional development this school year. Prevalent in many classrooms is the Keys to Literacy initiative poster "Think. Plan. Write. Revise." During the 2015-2016 school year, the entire faculty and staff were encouraged to read *Mindset* by Carol Dweck. The staff then participated in an online forum to discuss the book. In the school's media center there is an extensive professional collection of over 1,700 books, however, the media center specialist reported that teachers access the collection infrequently. Because of the commitment to ongoing learning by the Hopkinton Middle High School teachers, students have access to knowledgeable teachers to help them achieve the school's 21st century learning expectations.

Sources of Evidence

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

Standard 3 Commendations

Commendation

The broad course offerings at Hopkinton Middle High School that provide students with diverse areas of study

Commendation

The expertise of teachers in their field relaying quality content

Commendation

The professional development support pathway created by the superintendent to further understanding of the Magnificent Seven initiative

Commendation

The utilization of *Understanding by Design* for curriculum and instructional practice

Commendation

The funding of professional development opportunities for the superintendent's initiatives

Standard 3 Recommendations

Recommendation

Align instruction in all course to the core values, beliefs, and learning expectations

Recommendation

Create essential questions for all units and lessons and provide these to students

Recommendation

Create dynamic lessons that vary instructional delivery

Recommendation

Distinguish between course competencies and school-wide learning expectations competencies

Recommendation

Develop and implement a process to strategically differentiate instruction

Recommendation

Use formative assessment to adjust instruction

Recommendation

Initiate professional development opportunities in best instructional practices

Recommendation

Designate time within the school year for teachers to reflect on student data and work

Standard 4 Indicator 1

Conclusions

The professional staff does not yet have 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. While the core values, beliefs, and learning expectations have been created and posted throughout the building, there are no corresponding school-wide rubrics to assess whole-school and individual student progress toward meeting them.

At the Administrative Council summer retreat a building goal was established that indicates by June of 2018 Hopkinton Middle High School will create school-wide analytic rubrics that identify targeted high levels of achievement for all 21st Century Learning Expectations included in the academic, social and civic competencies; by June of 2019, Hopkinton Middle High School staff will have implemented the use of school-wide analytic rubrics that identify targeted high levels of achievement for all 21st Century Learning Expectations included in the academic, social and civic competencies. When the professional staff uses a formal process, based on school-wide rubrics, to assess whole-school and individual student progress, the school, students, and families will have a clear understanding of the degree to which students are achieving the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- department leaders
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

The staff has yet to develop school-wide rubrics for 21st century learning expectations, therefore they do not communicate individual student or whole-school progress toward achieving these expectations. While 21st century learning expectations are embedded in some of the taught curriculum, communication of those learning expectations to students is implicit and rarely explicit. By using departmental rubrics in the English language arts department, some of the school-wide expectations are being measured and progress is communicated through grades reported on the report card. When the school adopts and implements a formal process of communicating individual and whole-school progress in achieving these expectations, the school will ensure that students and their families are informed of student achievement and the community will be informed of the whole-school's achievement of the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

Professional staff inconsistently collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. Thirty-two percent of teachers are in “total agreement” that staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement, while 45.6 percent is in “total disagreement.” This analysis occurs informally by individuals and within departments, and formally through the Teacher Evaluation Plan (TEP). One example of informal individual data analysis is tracking evidence of improved student performance because of the new retake policy. Examples of formal data analysis occur as part of a teacher's TEP with one teacher using a unit self-assessment for students, then using that data to adjust instruction, and another teacher using the results of the AP exam to guide instruction. Another example is the Focus Monitoring team. In an attempt to address the growing gap between special education students and non-identified students, the Focus Monitoring team looked at data and identified a lack of visible curriculum and feedback to students as a cause. When the school develops, implements and provides training on a formal process by which teachers can collect, disaggregate, and analyze data, teachers will be able to effectively identify and respond to inequities in student achievement.

Sources of Evidence

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

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, teachers inconsistently communicate to students related unit-specific learning goals to be assessed and rarely communicate the school's applicable 21st century learning expectations. When asked, some students can identify the performance expectations for units; however they indicate that they do not often receive the assessment criteria. The results of the Endicott survey are inconclusive since 67.8 percent of students totally agree that "my teachers explain what the learning expectations are before each unit of study," but 40 percent of staff say they communicate the "school's learning expectations and corresponding rubrics to be used." When teachers provide consistent and clear communication of Hopkinton Middle High School's 21st century learning expectations and unit-specific goals before a unit, students will understand what learning is expected leading to improved student achievement.

Sources of Evidence

- student work
- teachers
- students
- Endicott survey

Standard 4 Indicator 5

Conclusions

Teachers inconsistently implement the practice of providing students with corresponding rubrics prior to a summative assessment. According to the self-study, a school-wide survey indicates that 16 percent of teachers state that they always provide rubrics when introducing summative assessments, 27 percent state that they often do so and 30 percent sometimes do so. The self-study also states that "the vast majority of teachers provide rubrics in advance for those summative assessments that can be measured with a rubric." Seventy-nine percent of the student body reports that teachers use rubrics to assess their work, and almost 80 percent of students report they understand in advance, "what work I have to accomplish to meet my teachers' expectations." This was corroborated during student interviews. When asked, students said they know what their teachers expect them to be able to do on summative assessments. However, students said that they usually do not receive written evaluation rubrics/criteria when the teacher assigned the summative assessment. A few departments and individual teachers provide rubrics before summative assessments. For example, the world languages department uses departmental rubrics reflecting the ACTFL National Standards for Speaking Tasks, Written Presentational Tasks, Upper Level Interactive Tasks, and other writing tasks. These rubrics are used in all levels and provide clarity to students throughout all levels when understanding what is expected of them. Another example is the English department, which provides a departmental analytical essay rubric. There are also a variety of other rubrics used for more specific assessments, such as a persuasive paragraph rubric and a short story rubric. When teachers implement a focused and systematic way to provide students with corresponding rubrics prior to a summative assessment, students will have a strong understanding of what is expected of them and this will help guide them through the summative assessment successfully.

Sources of Evidence

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

Standard 4 Indicator 6

Conclusions

In many units of study, a number of teachers consistently and strategically employ a range of summative assessments. According to the self-study, formative assessments are frequent and summative assessments are less frequent. Because of the wide variety of courses, assessments range from traditional to innovative. Ninety-four percent of teachers agree that, "Teachers use a variety and range of assessment strategies including formative and summative assessments." Examples of the range of formative and summative assessments include

The GIS class completes authentic, real-world tasks outside of the school, creating maps and other items that are shared with the community. Students in Health create a CPR video to demonstrate their understanding of the process. In the Civics class, students do a wide variety of real-world, authentic assessments. For example, students take part in a mock trial, taking on the roles of lawyers and witnesses; students are assessed on their attendance at a town government meeting of some kind; students write a letter to a representative about a bill that they are interested in. The yearbook class works collaboratively to create the yearbook. Students are assessed on their ability to meet real-world deadlines with financial consequences. German and French students host students from Germany and France and then some students travel to those countries to use their language skills and immerse themselves in the culture. In French class, students do a jigsaw activity to demonstrate their understanding of reading. During this assessment, students are also peer teaching. AP English students create blogs to assess their independent reading of a choice novel. Their blogs reflect analysis of characters, stylistic elements, and thematic ideas. In pre-calculus class and most science classes, written summative assessments are traditional. In science classes, all students must do a written summative assessment and a performance based summative assessment for every unit. One science teacher uses the Essential Questions for the units as the single question of the final written summative assessment. The Internship program has real-world, authentic assessments consisting of a mentor evaluation (70%), weekly reflections with a defined rubric (20%), and a final presentation about the internship (10%).

According to the self-study, assessments are also given to sophomores participating in debates about controversial historical topics, supporting their arguments with evidence from their research. World Language students role play to assess their speaking competencies, including participating in a fashion show and taking classmates on a home tour. Personal Fitness students design a workout program, videotape themselves performing the workout, and write an explanation of the routine's impact on muscle development. Biology students complete a global climate change project, which includes students participating in subcommittee hearings, interest groups, debates, and writing position papers. Public Speaking students participate in a Forensics Tournament, performing in various categories (impromptu, how-to, storytelling, etc.). Food II students choose a country/region, present about the region's culture and foods, and cook those foods for the class. Students in Algebra 2 complete a collaborative task to find the optimal value of a given function, using linear programming. They work collaboratively and complete a project related to a topic of their choosing from a list of options. They have to identify the constraints, provide a graph, and calculate the optimization of the function. They provide a reasonable argument to justify their findings in a presentation to the class. In a Language Based Classroom (LBC) math class, a student at a second grade math level was given \$50, taken to Petco to buy fish, a tank, and food, and then had to determine whether she had enough money to purchase these items and calculated the change she would receive. As a follow-up the student learned life skills, such as feeding the fish and cleaning the tank. Art students create portfolios to show completed work. Students in Spanish and French classes complete a cooking demonstration in the content language, researching their ingredients and working on the vocabulary appropriate to the task. The extensive use of a wide range of summative assessment strategies allows students to demonstrate their mastery of the school's student learning expectations in a variety of ways. When a wide range of formative assessments are incorporated into the units of study across the school, students will have more opportunities to demonstrate proficiency and move toward mastery.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- Standard sub-committee

Standard 4 Indicator 7

Conclusions

Teachers sometimes collaborate in formal ways on the creation and revision of formative and summative assessments, including common assessments; however, most collaboration occurs informally and there appears to be little collaborative analysis of formative and summative assessments. Fifty-four percent of teachers report they, “meet formally to discuss and improve both formative and summative assessment strategies.” This occurs primarily during department meetings even though the administration attempted to schedule common planning time for high school teachers during the 2014-2015 school year but was unsuccessful

A further challenge has been a revision of the process to apply for summer curriculum hours, which changed as of the summer of 2015 as the funds allocated for this work are being used to support the development of the ELA curriculum, paying teachers of ELA to support their summer curriculum development work. The funds also supported contracted services to pay for a person from outside the District to lead the ELA curriculum work. This removed one level of support teachers previously had when seeking to collaborate.

Despite the lack of time to formally collaborate, some departments have informally collaborated to create common assessments when more than one teacher teaches the same class. These informal collaborations occur during common lunch times or planning periods, after school, or during the summer. In particular, the English department has formally and informally worked collaboratively to create some department-wide competencies and some department-wide rubrics. The science department informally, but frequently, discusses common summative performance task assessments. In the one math course (Algebra) that is taught by more than one teacher, the two teachers have worked collaboratively to devise the competencies and common assessments. Also, they frequently share and collaborate on creating reassessments as part of the reassessment plan. The world languages department has worked collaboratively to align the course competencies and assessments with the national standards. When the school has regular, formal opportunities for teachers to collaborate in the creation, analysis, and revision of formative and summative assessments, consistency across common courses and student achievement will improve.

Sources of Evidence

- self-study
- student work
- teacher interview
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 8

Conclusions

The majority of teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers value formative assessment as a critical feedback tool for students to be successful on summative assessments; this is reflected in the calculation of grades in which formative assessments are not more than 25 percent of the grade for some departments. Formative assessments provide students with daily feedback. During a class period, teachers give feedback in a variety of ways, primarily verbally and by returning the previous day's work. Specific, timely, and corrective feedback to ensure students revise and improve their work is also evidenced by the new retake policy which is used by all teachers and states, "The Reassessment Plan allows students to accept responsibility for their learning by taking the initiative to develop a plan with their teacher to take reassessment upon completing a reassessment plan." The Reassessment Plan, a new school-wide policy as of the fall of 2015, requires that students meet with the teacher to form the reassessment plan that may include a re-teaching component. Teachers offer verbal and written feedback, for instance on Google Docs, regarding formative assessments. Furthermore, almost 73 percent of students report, "My teachers assess/correct my school work in a reasonable amount of time." However, only 48.9 of students indicate that, "My teachers offer suggestions to help me improve my school work." It should be noted that the survey was taken before the new retake policy was instituted. Students are provided time in the day to seek out specific, timely, and corrective feedback during the school's advisory period. When all teachers provide students with specific, timely, and corrective feedback on their work, students will be able to revise and improve their work in order to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- student work
- teacher interview
- students
- Endicott survey

Standard 4 Indicator 9

Conclusions

Teachers inconsistently use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Although the self-study indicates that a variety of methods are used to check for understanding, adjustment to practice based on formative assessment was not evident in classroom observations, teacher interviews or student interviews. Eighty percent of staff agree that they use data from a “variety of formative and summative assessments.” This is evident in practices such as students responding to teacher questions using individual white boards, teachers monitoring individual and small group work and giving verbal feedback, and teachers using Google Docs to provide written feedback to drafts in progress. It is not clear how and when teachers use formative assessments to adapt instruction so that student learning will improve. When the use of formative assessment is used to inform and adapt instruction, students will have increased opportunities for learning and achievement will improve.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- Standard sub-committee

Standard 4 Indicator 10

Conclusions

Some teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following: student work, common course and common grade-level assessments, and standardized assessments. However, teachers and administrators have yet to determine a process to examine individual and school-wide progress in achieving the school's 21st century learning expectations, analyze data from sending schools, receiving schools, and post-secondary institutions, or collect data from current students and alumni.

Fifty percent of staff says that, "Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment, and standardized assessments to review and improve curriculum and instructional practices," while 25.5 percent disagrees and 25.5 percent is undecided. Examples of collaboration to revise curriculum and improve instructional practice do not appear to include examining a range of evidence of student learning. The English department has created course competencies and is currently working on writing curriculum aligned with the Common Core State Standards, but this process does not involve examining evidence of student learning. The science department, during the last two to three years, has created a common template design for curriculum documents, including essential questions, and the department has vetted and agreed upon the curriculum goals for each course. However, there is a new template now being created for all departments, so English teachers will have to recreate those documents. Also, during their collaboration, English teachers did not examine a range of evidence of student learning.

One specific example of revising curriculum after examining student learning results, is demonstrated in a change made by the science department. After reviewing the 8th and 11th grade NECAP science results, the department moved Earth Systems Science to the 9th grade. In another example, the math department recently revising its curriculum based on standardized testing data and aligning it to the Common Core State Standards.

While some teachers in specific departments are individually and collaboratively revising curriculum, the administration does not seem to be a part of the process. There is a perceived lack of direction from the administration about what teachers should focus on. Some recent initiatives include the Magnificent Seven, Common Core State Standards, the new core values, beliefs, and learning expectations, the creation of a written curriculum aligned with the Common Core State Standards, and creation of school-wide rubrics for the school's learning expectations. When teachers have the time and support to formally collaborate to examine a range of evidence of student learning, the professional staff will be able to revise written curriculum that incorporates the 21st century learning expectations and meets the needs of all students.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are inconsistently reviewed and revised to ensure alignment with the school's core values and beliefs about learning. Twenty-nine percent of the staff report, "School-wide grading and reporting practices are regularly reviewed and revised." However, the school's adoption of the online program Aspen/X2, with which teachers can enter grades and students and parents can see grades and review academic progress, has precipitated an ongoing discussion about grading and reporting practices. Twenty-nine percent of the staff report, "School-wide grading and reporting practices are regularly reviewed and revised. As the staff works to embed its core values, beliefs, and learning expectations into assessments, teachers have taken advantage of professional development opportunities related to grading policies which have helped to clarify the purpose of formative assessments and whether those assessments should be graded; and if not, whether they should be eliminated, whether late work should be penalized, and whether work not done should receive a zero. One policy change that has occurred is that as of the 2015-2016 school year, 70 is now the minimum passing grade for a competency and a course. Students who get below 70, now have the opportunity to retake the summative assessment because of the new reassessment plan. After attending a workshop at an ASCD Conference about the Sixteen Habits of Mind the Principal worked with the members of the Competency Steering Committee to develop and implement the current work habits students are assessed on. However, these are not yet aligned with the 21st century civic and social expectations. A purposeful process to align grades across courses and disciplines will result in a consistency of grade reporting and will ensure alignment between reported grades and performance on the 21st century learning expectations.

Sources of Evidence

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

Standard 4 Commendations

Commendation

Commendation

The new Teacher Evaluation Plan that encourages teachers to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement

Commendation

The use of a wide range of summative assessments including real-world assessment strategies with authentic tasks

Commendation

The informal collaboration of the English, science, and world language departments

Commendation

The examples of 21st century learning expectations embedded in some of the taught curriculum

Commendation

The consistent, school-wide reassessment policy that is encouraging students to take control of their learning

Commendation

The inclusion of "Work Habits" on report cards

Commendation

The use of Aspen/X2 and professional development opportunities provided by the district to begin the discussion of reviewing and revising grading policies and reporting to ensure alignment with the school's core values and beliefs about learning

Standard 4 Recommendations

Recommendation

Develop and implement an ongoing, formal process based on school-wide rubrics to measure and assess individual student progress in achieving the school's 21st century learning expectations

Recommendation

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

Recommendation

Provide time and guidance to teachers in how to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement

Recommendation

Clearly communicate and consistently provide unit-specific learning goals, assessment criteria and rubrics prior to unit of study and summative assessments

Recommendation

Provide professional development to help teachers access a variety of formative and summative assessment strategies, including authentic assessment tasks and rubrics as well as to work collaboratively to create and analyze common summative assessments

Recommendation

Develop a process and provide the time for teachers to align 21st century learning expectations, unit goals, and assessments

Recommendation

Use formative assessments to adapt instruction and improve student learning

Recommendation

Provide a tool to evaluate the retake policy and procedures

Recommendation

Provide teachers and administrators with systematic and regularly occurring time to formally examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice

Standard 5 Indicator 1

Conclusions

All-inclusively, the Hopkinton Middle/High School strives to build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning, which results in shared ownership, pride, and high expectations for all. All students, parents and teachers have access to the student handbook which is located on the school's website. The expectation is that parents will sign and return the online form stating that they have in fact received, read, and understood their agenda/handbook. Along with this publication, the principal and assistant principal hold assemblies for each grade level at the start of the year to review academic and behavioral expectations. Students have reported that they feel safe and comfortable within the building and have rarely witnessed any issues regarding violence or theft. They stated that they rarely use locks when securing their valuables. This is reflected in the Endicott survey in which 87.3 percent of students report feeling safe at school.

An assistant principal at the middle/high school level manages discipline. The assistant principal is also responsible for the enforcement of the attendance policy. Through high expectations, students learn responsibility and respect and gain a sense of shared ownership in the classroom and in the larger school community. The Leadership Team meets for two hours three times a month outside of the building, and on occasion the meeting extends to four hours. During this time there are no administrators in the building, which is a concern for some of the staff.

Through extracurricular activities and school programs, students help improve their school climate. This promotes an equal and nondiscriminatory atmosphere where students learn from each others' strengths and differences. Sixty percent of the students participate in activities such as Destination Imagination, Forensic Debate Club, Student Council and Modern Language Honor Society; these co-curricular opportunities encourage involvement, teamwork, and an understanding of the world beyond the classroom.

According to the school's website, to earn credit in a course, students must successfully pass each identified course competency area with an average of 70 percent or higher. Students who do not show minimum mastery in every competency area in a course will not receive course credit; approved and time-bound remedial efforts are pursued to earn credit. It is the student's responsibility to complete this remediation in order to meet the minimum graduation requirements. Some remedial opportunities include summer remediation, academic advisory, and the Virtual Learning Academy Charter School.

There are many ways Hopkinton Middle/High School promotes student responsibility for learning through incentives. Examples include the "Honor Roll Gold" and "Honor Roll Silver" cards which can be used for a reduced entry fee into dances and athletic contests. These students also have the opportunity to be served breakfast by faculty volunteers in the family and consumer science room. And finally, students achieving "Honor Roll Gold" or "Honor Roll Silver" status for the first, second and third quarters are recognized at the end-of-the-year middle school assembly with Hopkinton Middle School water bottles as recognition of their accomplishment. Because the faculty, students, and parents of Hopkinton Middle/High School promote a positive culture of respect and shared responsibility for learning, there is shared ownership, pride, and high expectations for all students.

Sources of Evidence

- teachers
- students
- parents

- central office personnel
- Endicott survey
- school website
- Standard sub-committee

Standard 5 Indicator 2

Conclusions

Hopkinton Middle High School provides an equitable and inclusive environment, which fosters heterogeneity by requiring that every student enroll in three heterogeneously grouped courses during their four years in the high school. By design, the Hopkinton Middle High School works to ensure equal access to challenging academic opportunities. This inclusivity ensures that courses throughout the curriculum contain diversity reflective of the school's population and support their view of 21st century learning expectations. Students must be successful in the following courses: Civics, Health, and Career Pathways. Although the middle high school celebrate this diversity, it is not specifically defined in the program of studies. Through work with their school counselor, students create schedules to meet their academic needs as well as their post-secondary plans. Students have the option to sign the honors contract, which allows them to earn honors credit in a regular class so that their schedule may fit other coursework. Staff at the middle high school commented that they have concerns about the lack of inclusiveness in regard to the development of the master schedule, however there are limitations to how the master schedule can be developed since there is a number of middle school teachers teaching one high school course. When developing the master schedule the high school classes drive the overall schedule. It's the result of having the middle and high school in the same building, teachers teaching at both levels and the number of singletons that drive decisions around the master schedule.

---Students in the middle school are placed in classes heterogeneously with the exception of math. Students, as they transition to the high school, meet with their school counselor to choose classes and, with the assistance of the teachers, choose the appropriate levels across the curriculum. Students at HMHS have the opportunity to enroll in Advanced Placement, honors, or standard level courses. The program of studies lists all of the classes available to all students. The design of HMHS provides the possibility for middle school students to enroll in courses alongside older high school students. Students who require assistance and/or interventions are provided those within the regular education classrooms with support from the special education department. This supports an inclusion model and provides access for all students to the curriculum.

Some of the courses that include students of all abilities tend to be larger than the honors or Advanced Placement courses. This dichotomy presents a concern regarding resources and staffing related to the varied needs of the inclusive courses. There was little evidence of differentiated instruction across all grades and classes. Continued efforts to provide the students with open access to a variety of courses, including options for heterogeneous courses, enhance the learning for all students. When the school is equitable and inclusive, all students are supported to meet the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- student shadowing
- facility tour
- teachers
- students
- school website

Standard 5 Indicator 3

Conclusions

The Hopkinton Middle High School has deliberately created a schedule to provide students the opportunity to have a connection to 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. According to the Endicott Survey 81.1 % students, staff and parents are recognize that Hopkinton Middle High School has a program which provides an adult in the school, in addition to a guidance counselor, with whom students meet regularly and who knows them well. Teachers are provided specific guidelines as to the design and expectations of the student advisory. Students meet with their advisors every Monday during a 45-minute advisory period. The primary duties of the academic advisor during this time period include reviewing each student's academic progress, checking for inconsistencies and concerns in each student's performance, setting up appointments with teachers for remediation, looking for changes in behavior or attitude, and checking in on everyday life at school: clubs, athletics, and outside interests. Advisory is held at the very end of the day, which provides the opportunity for students to be dismissed for athletic activities without missing academic class time.

Tuesday through Friday, students have the opportunity for remediation with their teachers if needed. Students can arrange to make up tests or quizzes during this advisory time if they missed the opportunity during the regular class time. Senior students have the opportunity to exercise their senior privilege and not attend advisory Tuesday through Friday if they are in good standing with the school. Advisory is provided across all grade levels and offers the opportunity for upper class students to peer tutor younger students during advisory time.

Although there is support for the advisory program, there is no evaluation scheduled to determine the efficacy of the advisory program. There are also a number of informal opportunities students have to connect to an adult in the building including, but not limited to, accessing the art room due to their love of art and through the many overseas travel possibilities. Because of the existence of a formal program to connect each student with an adult in the school, along with many informal opportunities for student/teacher engagement, there is a strong network to support each student's achievement of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- students

Standard 5 Indicator 4

Conclusions

To work to improve student learning at HMHS, the principal and professional staff informally engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; regularly use resources outside of the school to maintain currency with best practices; infrequently dedicate formal time to implement professional development; and often apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Although it has been reported that the faculty meet two to three Tuesdays a month to engage in professional discussion, it was noted that the lack of a formal meeting space makes it difficult for faculty members to engage in meaningful discourse surrounding best practice.

The faculty is encouraged to visit other schools to engage in dialogue regarding best practice with colleagues throughout the state. The staff also takes advantage of conferences sponsored by the NEA and NELMS, and state conferences. Staff is also encouraged to continue their education by enrolling in college courses, and the district makes funding available to support this endeavor. Some faculty members mentioned that they feel their input is valued by the administration as to the direction of their individual professional development, however they also feel they do not have much choice in the planning or development of the district professional development.

Professional development days are scheduled throughout the year and provide opportunities to explore best practices. Staff attended presentations by Rick Wormeli, Robert Greenleaf, and the New Hampshire Universal Design for Learning Academy. Most recently, teachers in the district were encouraged to participate in The Keys to Literacy professional development opportunity. The district also uses the results from state testing to analyze their needs and then develops training opportunities to address concerns they discover.

The faculty expressed frustration with their ability to apply the skills they have learned to improve curriculum, instruction, and assessment. They feel that the quality of the professional development they have access to is appropriate, however they are not given enough time to process the training and properly implement new skills and strategies before another initiative is presented to them. The administration supports the continued professional development for all faculty across the district, and would additionally benefit by allowing the faculty to implement and evaluate initiatives before newer ones are presented. When the school and district administration provide teachers with time to engage in focused and relevant professional development opportunities and when the principal and professional staff engage in professional discourse and maintain currency with best practices, the school will be able to improve curriculum, instruction and assessment and support students achievement of the school's learning expectations.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership

Standard 5 Indicator 5

Conclusions

The leadership team at HMHS collectively use a research-based evaluation and supervision process with the focus on improved student learning. New teachers attend an orientation program at the beginning of the school year. The new teachers also meet with the superintendent to review specific topics and goals bi-weekly, which includes a thorough review and understanding of the superintendent's "Magnificent Seven" program. The new teachers, through these meetings, are required to produce feedback and submit this to the superintendent. Some of this additional work, at times, adds to the occupational burden newer teachers experience as they acclimate to their new environment.

Throughout their first five years teaching, new faculty have a minimal of three formal and five informal observations done by the principal and assistant principal over the course of each school year. Veteran faculty also are evaluated utilizing the TEP, although they are observed less frequently than newer teachers. Each veteran staff member is required to submit written documentation describing their progress toward the completion of their TEP. Faculty either meet independently or in groups with the principal or assistant principal to create their individual goals that are then evaluated through the TEP. Hopkinton Middle High School has done research on the Danielson Model, Kim Marshall, and Marzano for research-based evaluations and have gleaned valuable methods from all three models. Although the district has done extensive research and school leaders have attended workshops regarding various evaluation models, there has been no specific training for the administrators on research-based evaluation. Because the school district employs a research-based evaluation program that is designed to support new teachers through formal and informal observations and requires veteran teachers to report on their practice through written self-reflection teacher effectiveness and student learning are improved.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school leadership

Standard 5 Indicator 6

Conclusions

The organization of time occasionally supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. Teachers reported that their class schedules are created with limited input from them in consultation with their department head. Some of the teacher input included requests for common planning and prep time for faculty within the same department. This was created for one semester and provided an opportunity for collaboration, however, it did not provide additional time for teachers but, in fact, was time already designated for them as part of their contractual work day. The overall master schedule was developed by the assistant principal and not shared with the faculty until the week prior to school starting. It was also stated that the master schedule was also developed with room utilization in mind. Team taught classes once taught in the past are no longer offered due to a number of factors including time, scheduling, and financial constraints.

The high school students participate in a 75-minute, four block schedule which allows for in-depth instruction, project-based learning, and opportunities to promote student engagement. These 75-minute classes were originally 90 minute classes, and due to the creation of the advisory program, they were truncated down to the current 75 minutes. All students are required to attend their 45 minute advisory on Monday afternoons. Seniors in good standing both academically and behaviorally can exercise their senior privilege and leave at 2:05 p.m. Tuesday through Friday. Underclassmen are required to either attend academic support scheduled through their advisor with other faculty members, or stay in their assigned advisory until the end of the day at 2:50 p.m. Students utilize their advisories to make up work they have missed, remediate poor grades, or seek assistance from their content teachers. Providing the advisory at the end of the day limits missed instructional time caused by the many sports dismissals. Although advisory is a popular program for the school, there are questions about its success due to the lack of current data about the effectiveness of the program. The middle school schedule allows for flexibility so that the teachers can utilize their time efficiently and effectively. Teachers have the option of combining blocks one and two for a longer period of time so students can become fully engaged in either coursework or presentations.

The faculty engage in monthly department and committee meetings. Although this time is seen as valuable, there is a desire to find more structured department-based collaboration time to discuss best practice and pedagogy. The faculty meet informally to discuss student performance and best practice strategies. It was reported that the collective bargaining agreement (CBA) contained language providing the faculty with 90 minutes per quarter dedicated for professional learning community (PLC) time. At the time of this report teacher interviews suggest that this time was not identified or being used for its purpose. When the faculty at the middle high school are afforded more time to collaborate, it will provide them the opportunity to improve instructional practices and to continue to work to meet the learning needs of all students.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- students

- school website

Standard 5 Indicator 7

Conclusions

The student load and class sizes enable teachers to meet the learning needs of the vast majority of individual students. According to the master schedule provided by the administration, class sizes range from 9 in Advanced Placement English to 23 in World Literature in the English department. In the math department, class sizes vary from 5 in Algebra 2B to 24 in Advanced Algebra. Science classes range from 10 in Introduction to C&P to 24 in Biology. Social Studies courses range from 10 in Advanced Placement Psychology and World Cultures to 24 in Civics. The modern languages numbers range from 8 in French III to 24 in French VIII. According to the Endicott survey, 88.9 percent of students and 71.4 percent of staff feel that student load and class size enable teachers to meet the learning needs of individual students. Additionally 81.8 percent of students report that they have the opportunity to take courses in which students of varying ability levels are enrolled.

The Hopkinton Middle High School is proud regarding their inclusion of special education students within regular education courses. However, the classes that contain the varied academic profiles of the students tend to be larger than the average classes. The demand for differentiation of instruction combined with larger than average classes create challenges for the faculty in regard to resources and sustained academic focus. There was little evidence of differentiated instruction across all grades and classes. Overall, the favorable class sizes and student loads at HMHS create an environment of engagement and support for the students across the grade levels.

Sources of Evidence

- classroom observations
- teachers
- Endicott survey

Standard 5 Indicator 8

Conclusions

The principal, working with other building leaders at the middle high school, provides limited instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Although there is engagement in instructional leadership that begins with a summer retreat followed by bi-weekly meetings, it is noted in the Endicott survey that 50 percent of the staff is not in agreement that the principal provides instructional leadership. Additionally it was noted in staff interviews that there is a feeling that the administration is too frequently out of the building and that some of the staff feel under-supported. Support staff added that they feel a lack of support from the administration as well. The leadership team meetings occur every week either on Wednesdays from 9:00 a.m. to 11:00 a.m. or Thursdays from 1:00 p.m. to 4:00 p.m. The Administrative Council includes the principal, assistant principal, department heads, and director of school counseling. These meetings are used to align the curriculum to the core values, beliefs, and learning expectations. Additionally, the principal utilizes his time observing and supporting the new faculty, serving as the LEA at special education meetings, and meetings with the individual members of the Administrative Council. The principal holds a faculty meeting once a month to discuss issues the school is involved with, which has included accreditation, the adoption and review of the core values, and to recognize students and faculty accomplishments according to his agendas. The principal champions the core values, beliefs, and learning expectations with the faculty to ensure it is part of their classroom expectations. However, the core values, beliefs and learning expectations are not explicitly part of the TEP. Additional time is spent focused on school related business, which supports the day-to-day operations of the school. When there are open lines of communication between the school's administrative team with the staff and students, along with clear and focused instructional leadership, the leadership team will be able to ensure promotion of the school's core values, beliefs, and learning expectations.

Sources of Evidence

- self-study
- teachers
- school leadership
- Endicott survey

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents of HMHS are frequently involved in meaningful and defined roles in decision-making that promote responsibility and ownership. The Endicott survey states that 57.1 percent of parents report they have opportunities to be involved in important decisions made by the school while 42.9 percent of staff and 35 percent of students indicate they have input in important decisions made at the school. Through the principal's open door policy there is welcomed input from students, staff, and community. Some of the many opportunities for the Hopkinton Middle High School community to become engaged include Administrative Council, faculty meetings, district and community committees, school improvement teams, Civics class student forums with administration, and student representation at school board meetings. Parents stated they feel informed and comfortable engaging in a dialogue to support the vision of the school through bi-monthly newsletters. Parents expressed a concern that the Parent Advisory Committee (PAC) had not run in a while. Through various committees, the faculty is involved in a variety of ways to address the continued growth of the middle high school. By contract teachers are required to serve on a District or building level committee two out of every three years of their three year certification process. The Administrative Council which comprised of all of Department Chairs. A Reporting Committee is being assembled that will be in charge of reviewing current grading scale and practices as well as an Administrative Guidance Committee comprised of the Guidance staff and Administration. At the District level there is an Assessment Committee, Curriculum Council, Technology Committee and an Instructional Committee. All of these committees discuss and implement new procedures/practices/policies. i.e. Curriculum Council and ELA Curriculum revision.

A student from the high school sits as a representative to the school board and becomes involved in the political process. In speaking with the students across the building, they stated that they feel they have a voice in the decisions that impact the school, which contradicts the results of the Endicott survey where only 35% felt they have input in important decisions made at the school. The Hopkinton School Board has established "Listening Posts" to elicit input and responses from the community regarding issues directly related to the schools and student learning. Through continued engagement and involvement of the staff, students, and parents in defined and meaningful decision-making roles, the ownership and responsibility of school-related matters will continue to thrive.

Sources of Evidence

- teachers
- students
- parents
- Endicott survey

Standard 5 Indicator 10

Conclusions

Teachers frequently exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. The faculty at Hopkinton Middle High School are contractually required to serve on at least one committee during the year. According to the faculty handbook, there are at least 16 different committees including curriculum, assessment strategies, instructional practices, and school organization practices available for the faculty to become involved with. Teachers take the opportunity to provide leadership by becoming actively engaged in these committees leading discussions and providing different viewpoints.

The teaching staff take the initiative to engage in their professional development, research, and collaboration to ensure that their instruction is current. An example of one initiative was the Coffee Club, where teacher met before school on non-pay day Fridays to “talk about our school and about teaching.” Teachers are encouraged to visit area schools to share best practices and to share experiences. Teachers, in addition, welcome guest speakers into their classrooms to complement their lessons with real life experiences from community members such as the chief of police. Some faculty members take part in exchange programs with other countries and travel with students to engage in the culture and climate of the country they are visiting. Others travel to Washington D.C. with the freshmen as chaperones. A number of committees are both school-based as well as district-wide. There are specific goals and missions for the many committees in the district. These committees are all designed with the specific intent to improve student engagement and to improve student learning.

Some faculty members serve as department leaders and take on other formal roles that support school improvement. Faculty members also lead student groups, clubs, and activities while some others offer professional development opportunities. In the absence of a curriculum coordinator, SAU 66 has a Curriculum Committee consisting of educators and administrators from each school in the district. Teachers frequently suggest new ideas or initiatives that they feel will improve the climate and effectiveness of the school community. A majority of the faculty feel that their ideas and concerns are heard, however some do not feel that there is always an adequate resolution. The continued desire for the faculty to participate in initiatives and leadership activities increases the overall school environment and student engagement in learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- Standard sub-committee

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are frequently collaborative, reflective, and constructive in working toward the school's achieving the 21st century learning expectations. The Endicott survey shows 53.6 percent of staff agrees that the board, superintendent, and principal are collaborative in the process of achieving learning expectations. There is clear evidence that board approved and supports the core values, beliefs, and learning expectations. The school's administrative team is just starting to plan on how to develop rubrics as a way to measure the learning expectations. Additionally there is a collaborative effort to review the core values, beliefs and learning expectations to determine its efficacy as it relates to meeting student learning expectations.

There has also been support of the superintendent's Magnificent Seven program by both the principal as well as the school board. Through the superintendent's office there has been support for other initiatives such as the Keys to Literacy and the update of the Middle High School's Mission Statement.

The school board has been working with the community and school administration in developing a comprehensive facilities plan for the school district. A community committee made up of school board members, an architect firm, parents, and school administration is looking at facility options for educating the school district children. Closing a school is being considered as one of the options which will move 6th grade students into the Hopkinton Middle/High School. The school board, superintendent, and principal are being very reflective about the building configuration options as they start down the path of developing a plan. The expectation is to get parent, staff, and community feedback through "listening posts" in order to place a bond article on the 2017 warrant for the school year. The superintendent is very visible in the schools, meets with administration frequently, and is responsive to parents and the community. The Hopkinton School District's current and future success is directly related to the school board's, superintendent's, and principal's ability and commitment to be collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- school board
- central office personnel
- Endicott survey

Standard 5 Indicator 12

Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school, but there is a perception from some of the staff that the principal does not have the decision-making authority. The superintendent was the principal at HMHS in the past and has been in the district for 17 years. He is very knowledgeable about the community and the needs of the school. He gives the principal the authority to build a needs-based budget, which is then sent to the superintendent, the board, and then on to the budget committee. The superintendent is very passionate about the vision of instruction and was instrumental in developing the Magnificent Seven which identifies the seven important tenets of what HMHS teachers and staff should deliver to students: care, visible learning, pre-assessment, researched-based practices, feedback, voice and choice, and growth mindset. This focus on instruction has been delivered to the administrators, and they are looking for some of these tenets in walk-throughs. The Endicott survey shows that the staff does not have a common or a majority opinion about the decision-making authority of the principal. Their responses are split in three different ways showing 36.4 percent agree, 32.7 percent disagree and 30.9 percent are undecided. There are differing opinions and perceptions about HMHS administrative leadership in regards to making decisions.- Effective leadership at the school level is an important contribution to staff and student success. The provision of sufficient authority to the principal ensures that important decisions are made at the appropriate level and are more fully embraced by all stakeholders.

Sources of Evidence

- self-study
- panel presentation
- teachers
- school board
- central office personnel
- school leadership
- Endicott survey

Standard 5 Commendations

Commendation

The academic and behavioral expectations that are well known and supported at Hopkinton Middle/High School

Commendation

The variety of ways stakeholders in the community become involved in the decision-making process for the schools

The principal's open door policy that encourages all members of the community to have a voice

Commendation

The supportive and respectful relationship shared by the school board, superintendent, and principal

Commendation

The culture of pride and safety the students feel for their school

Commendation

The cooperation of the school board, superintendent and principal in planning to create a comprehensive District Facilities Plan that will show various options of school configurations

Commendation

The school's recognition and celebration of academic excellence through many different means

Commendation

The opportunity for students to enroll in a minimum of three heterogeneously grouped core courses

Commendation

The opportunity for students to sign an honors contract to obtain honors credit in regular courses so that they may schedule other courses during the school day

Commendation

The formal advisory program in which each student has a connection to an adult in the building other than the school counselor

Commendation

The district's financial support of professional development for all staff

The ability of the school to maintain the variety of courses in light of the varied class sizes

The academic advisory time used to ensure that an academic advisor meets one-on-one every Monday with a small number of students to monitor students' academic, social, and emotional well-being

Standard 5 Recommendations

Recommendation

Maximize administrator time and visibility in the building working to increase their relationship with the staff.(too prescriptive?)

Recommendation

Evaluate the larger classes with a wide array of student learning styles to make sure students are getting what they need for learning

Recommendation

Gather data to determine the effectiveness of the advisory program

Recommendation

Provide the staff time to absorb the training they have received and time for them to implement it appropriately

Recommendation

Provide more involvement of the teachers and department heads in the development of the master schedule (not stressed in narrative)

Recommendation

Clarify the roles and responsibilities of the principal with a focus on leadership within the school

Recommendation

Update the Parent Advisory Committee (PAC) to encourage more involvement from parents

Recommendation

Increase formal collaboration opportunities for teachers to discuss pedagogy, best practice, and school culture

Recommendation

Provide the administrative staff with specific training regarding the research-based evaluation tools utilized in the district's TEP.

Standard 6 Indicator 1

Conclusions

The staff at Hopkinton Middle High School frequently provides students with a number of timely, coordinated, and directive intervention strategies that promote individual students, including identified and at-risk students, in achieving the school's 21st century learning expectations. Students and teachers reported the academic advisory system is an effective intervention strategy that ensures an academic advisor meets one-on-one every Monday with a small number of students to monitor students' academic, social, and emotional well-being. The advisor then has the ability to assign students to any teacher for support and/or remediation. Students who need more support are referred to the Student Support Team (SST) comprised of school psychologists, administrators, school counselors, the student assistance program (SAP) counselor, nurse, and special education coordinator. The SST uses response to intervention (RTI) strategies to ensure Tier 1 interventions and to assign Tier 2 or 3 interventions, as needed. There is not a written plan that describes the RTI program or approach, and not all teachers understand the process. The SST team has a list of Tier 1 intervention strategies teachers can implement into their classroom practices.

In addition to using statewide assessment scores as a screening tool to identify students at-risk, all seventh and eighth grade students are evaluated using the STAR assessment tool as well. Students who are identified as at risk are offered the standards-based online learning program Edmentum. This product, which is a component of the Plato courseware purchased by the district, serves as an intervention tool for remediation for those students with learning gaps. This service is available to students on Individualized Education Plans, Section 504 plans, as well as regular education students.

There is a group of 29 educators, including teachers and instructional assistants, who have taken part in a professional development initiative through Keys to Literacy to provide literacy-based interventions to students specifically for reading in the content areas. Some other intervention strategies that were observed include math lab access one period per day, National Honor Society peer tutoring, the school-wide policy allowing students to re-assess, the Foundations of Learning freshman course, learning centers for students on IEPs, and the services provided those students assigned to the Activities of Daily Living Program. Because the school administers timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, each student has the support necessary to achieve the school's 21st century learning expectations.

Sources of Evidence

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

Standard 6 Indicator 2

Conclusions

Using several different types of media, the school deliberately provides information to families, especially to those most in need, about available student support services. The staff at Hopkinton Middle High School provide families with information through weekly newsletters (Hawk News), open houses, evening presentations, award ceremonies, and handbooks. Although not always well attended, regular forums for parents are held to provide information about social/emotional issues facing their children based on the data from the Youth Risk Behavior Survey. Efforts are made jointly between the school and community agencies to publicize and make accessible such services as suicide hotlines, birth control and pregnancy support, drug and alcohol prevention, and eating disorder support. A Student Family Support Team consisting of the superintendent, local police chief, local minister as well as several other community members meets monthly to develop strategies to support the communities most struggling students and families in what they call "wrap-around" services.

According to the Endicott survey, 86.5 percent of students agree that they know to whom to go if they have a problem. Also, of the parents who were polled using the Endicott survey, 82.6 agrees with the statement, "The school provides information about available student support services (guidance, library/media, health, and special education) to all families." The HMHS website is a wealth of information for families about student support services offered by the guidance department, special education, and the school nurse. The staff recognizes in their self-study that they are aware of students and families who might not have Internet access. To accommodate those without Internet access, staff communicates directly with the student and his/her family during academic advisory, study hall, or before/after school, through letters/notes or by phone. Because the school provides information in a variety of formats to families, especially to those most in need, about available student support services, students and families have access to adequate and appropriate services.

Sources of Evidence

- self-study
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Support services staff incorporate a wide variety of technology to deliver an effective range of coordinated services for each student. Throughout the building the wireless network is functioning adequately to service the needs of students and staff throughout the day. Traditional technology such as desktop computers, printers, copiers, fax machines, and scanners is available and incorporated into daily practices throughout the building. Digital media devices including video and still cameras, document cameras, digital voice recorders, and peripheral imaging equipment are available at the library media center.

Students and teachers in the Activities of Daily Living (ADL) room frequently use both a dedicated iPad and projector to model appropriate social interactions and behavior and to create student presentations. Microphones, timers, and other peripherals are available for specific student needs. The special education learning centers are equipped with desktops for student and teacher use. Portable devices, such as laptops, netbooks and iPads, are also readily available.

Aspen/X2 forms the basis for communication of student data and information among all school community members. Support service personnel have access to grades and class pages better enabling them to provide services for their students. Support service staff can access standardized test data through the NH DOE Performance Plus site. Case managers schedule instructional assistants using a spreadsheet program. ADL personnel use Excel to help students with life skills such as budgeting and inventory. Teachers post and access IEPs and 504s directly from Aspen, and student medical and legal information is available to teachers on Aspen/X2. Compatibility issues exist with the external psychological assessment currently being in CD ROM format and the hardware available to the support service staff not supporting that format.

Google Apps for Education has been an effective tool, allowing students, families, and staff to communicate and to collaborate in ways that best support student learning. Google Apps allow for reliable updating of calendars for front office staff, guidance, as well as for teachers and classes. The Google extension Read and Write purchased by the Hopkinton School District and installed in Google Apps for Education is available for use by all students; special education students received training from UNH Assistive Technology Department. The library media specialist has also offered professional development on the use of this and other education tech tools. Guidance uses Naviance to organize the college application process. The library media center supports student learning through the provision of audiobooks, databases with text-to-voice capability, e-readers, and ebooks. The faculty portal (a Google Site) provides forms and information for guidance, special education, competency remediation, and other areas. Aspen/X2 has a limited nursing component utilized for the nurse's notes on students requiring a large amount of paperwork and the need for clerical assistance. The nurse does not have the ability to generate form letters or to create more reports specific to the needs of the nurse's office. The school nurse also accesses imPACT testing for student concussion management.

The expansive breadth and variety in which most of the support services staff incorporate technology into delivering their range of services is a supportive tool in helping student access their learning; when all support staff, such as the school nurse, have the tools to improve their work efficiency, students will be supported as they strive to achieve the school's 21st century learning expectations.

Sources of Evidence

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

Standard 6 Indicator 4

Conclusions

Hopkinton Middle High School's counseling services have an insufficient number of certified/licensed personnel and support staff who deliver a written, developmental program and meet regularly with students to provide personal, academic, career, and college counseling. Two full-time counselors and a part-time career counselor serve 424 students in grades 7- 12. One counselor is responsible for grade 7 and part of the high school (last names A-K), and the other is responsible for grade 8 and part of the high school (last names L-Z). The career counselor serves grades 7-12 with most time devoted at the junior/senior level. Additionally, a part-time (3-day/week) licensed alcohol and drug abuse counselor (LADAC) serves many of the at-risk students, as needed. There are also two school psychologists who serve the entire district (Pre-K-12) by administering testing to students who have been referred. The guidance office has one support person who serves as registrar, maintaining students records, and as guidance secretary to support counselors' needs as much as possible. While numbers suggest this is sufficient, the Endicott survey response indicates only 50 percent of staff feels that the school has sufficient certified/licensed counseling personnel support staff. Because the school does not have a social worker, the guidance department head spends a great deal of time responding to students in crisis and providing social work services, limiting the time available to implement a developmental guidance program. Counselors report that they often work evenings and weekends to complete the required tasks. In addition, the guidance office is responsible for 504 case management.

The school counseling program delivers a written and developmental program for students 7-12. Counselors adhere to a scripted timeline for services provided to students in grades 7/8, 9/10, and 11/12. While in the Endicott survey results students indicate do not they met regularly with their counselor, student interviews were contrary to this. Students resoundingly reported the exact opposite; that their counselor was easy to access, they know their students on a personal level, are always helpful, have an open door policy, and are integral to college admissions process. Further, Hopkinton coordinates with Riverbend Counseling, allowing them to provide on-site services during the school day for a small number of students. The school counselors have also conveyed that they have several strong relationships with local mental health agencies and social service providers.

The school counselors at HMHS engage in individual and group meetings with all students. They recently instituted a suicide prevention program, Signs of Suicide (SOS), with all students in grade 10 as a result of the data in their Youth Risk Behavior Survey. Counselors serve a role in the required career education course all students in grade 11 are required to take. Counselors administer a career interest inventory survey to students in grades 7 and 8 and have implemented a job fair for high school students. Interested students also have the opportunity to take part in an internship program through the school's career counselor. Naviance is a guidance suite of tools that students are guided to use during career class as well as in guidance-run groups and individually. Students can complete activities that focus on writing resumes, inventorying learning styles, exploring interests and skills through on-line inventories, searching for colleges, and managing college applications and communications with faculty and guidance.

The Youth Risk Behavior Survey is used as a relevant assessment tool providing data to improve services and ensure each student achieves the school's 21st century learning expectations. Naviance™, Survey Monkey, and paper surveys help the department to collect feedback and assess needs. The changing needs of students and families has increased the responsibilities of the counselors at HMHS. When the services being provided by the certified/licensed counseling personnel at HMHS are identified and revised then there will be a consistent sustainable number of responsibilities that will meet the array of services HMHS students and families.

Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- central office personnel
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

The school's health services have an adequate number of certified/licensed personnel, but limited support staff. The health services staff are able to provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, yet are not able to use ongoing relevant assessment data, including feedback from the school community to improve services.

HMHS has one full-time registered nurse and a one-day-a-week clerical assistant. The health office services 130 middle school students, 270 high students, and 68 staff members. If a staffing issue in special education occurs with the LPN, then the nurse is obligated to supervise and/or administer the care of the student. The nurse is a member of the student support team, wellness committee, crisis committee, district nurses' team, 504 team, and Title 9 co-coordinator. The nurse is the contact person for families that need financial assistance for field trips and sports fees.

The school nurse provides preventative health services and direct intervention services to all students and also works closely with the health education classes during CPR training and addresses any prevalent health risks in the school and/or community. Direct intervention services by the nurse include evaluation and treatment of student and staff illnesses, emergency response, injury assessment, first aid, pain management, administration of doctor and dentist prescribed medications. Other services include oversight of sports physicals, post-injury impact testing, post-concussion student care, and coordination of services with the school counselor, teachers, and athletic director. The school nurse conducts ongoing student health assessments including vision and hearing screenings and also plays a role in the administration of the Impact testing for concussions. The school nurse also enrolled the school in the "Heart Safe School Program" which screens for students at risk of heart issues. In addition the school nurse has written grants to attain 3 AEDs for the building.

The school nurse reports that the Aspen X2 software used for the student health information and data does not allow her to track, query, or report electronically, thus creates the need for paper files and clerical support. The school nurse uses appropriate referral processes including calling, emailing or meeting with parents. The school nurse has developed a working relationship with several local health care agencies including Lions Club for vision and hearing, Horseshoe Pond Walk-in Urgent Care, and Convenient MD.

The school nurse uses data from the Youth Risk Behavior Survey to improve services and address prevalent health risks in the school and/or community. The school's one full-time registered nurse fulfills all the necessary health and related services requirements, however, the time required to manage the abundance of paper files without adequate student data software can at times impact the delivery of the health services. When the school's health services have an adequate number of certified/licensed personnel and support staff who provide preventative and intervention services, use an appropriate referral process, conduct ongoing student health assessments, and use ongoing, relevant assessment data, utilizing appropriate management software, it will be able to meet the school's health services needs at all times to ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview

- teachers
- Standard sub-committee

Standard 6 Indicator 6

Conclusions

The adequately staffed HMHS Library/media center provides services which are extensively integrated into curriculum and instructional practices across the school. The library is staffed by a full-time, certified school library media specialist who functions as manager, teacher, and information and technology specialist. A full-time library assistant manages students and assists them in using library resources.

The Endicott survey results show that 85.7 percent of the staff feels the library/information services personnel are actively engaged in the development and implementation of the school's curriculum. Examples of this were observed in several disciplines including science, health education, social studies, art, special education, and English. The wide variety of services provided in this effort include, but are not limited to, direct instruction to students on research, note taking, education on citations, education on the use of research data bases, and the creation of LibGuides, an online tool, for specific classroom topics. The Endicott survey also indicates that 84.9 percent of students feel the library has the resources "I" need, and 86.7 percent of students feel the library provides "me" with a wide range of materials, technology, and other information services. The library has an online catalog, as well as subscriptions to multiple research and citation databases, a collection of over 86,000 ebooks, and a collection of over 125 audiobooks. The library provides access to both Mac and PC desktops, Chromebooks, Thinkpads, netbooks, digital video cameras and recorders, iPods, mp3 players, e-readers, iPads, document cameras, projectors, digital voice recorders.

In an effort to ensure that the facility is available and staffed for students and teachers before, during, and after school, the library is open Monday-Friday from 7:30 a.m. until 3:30 p.m. The library is also open for occasional evening hours for events such as open house and parent-teacher conferences. In an effort to ensure the teaching and support staff remains informed on the use of the technologies available to them, the library media specialist provides staff with professional development opportunities twice a month, before and after school hours. The Endicott survey shows that 89.1 percent of students report the library staff is willing to help "me" find information "I" need or want. Students also report that the library media specialist and the library assistant are responsive to student needs and offer a warm and welcoming environment.

Library services personnel conduct ongoing assessment of library materials using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. Examples found in the school's self-study include formative assessments during instruction, informal and formal surveys of staff and students, statistics for database use and circulation of materials, data from Follett's Titlewave site, annual reports, and teacher and student feedback. The information gathered informs purchases and decisions about the collection, as well as provides information to improve instruction, ensuring HMHS students are able to enhance and improve their learning. Because HMHS library/media services are extensively integrated into the curriculum and instructional practices, and have an adequate number of certified/licensed personnel and support staff, teachers and students benefit from the consistent availability of technology and various media resources that support and maximize the learning and teaching within classrooms and the library.

Sources of Evidence

- self-study
- teachers
- students
- school support staff
- Endicott survey
- school website
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

The support services at Hopkinton Middle High School for identified students, including special education, Section 504 of the ADA, and English language learners (ELL) have an adequate number of certified/licensed personnel and support staff who promote opportunities which guide students but only occasionally collaborate with classroom teachers in doing so. Six full-time and one half-time special education teachers/case managers, along with fourteen full-time and one half-time paraprofessionals, deliver specialized instruction. One full-time special education case manager serves as the special education building coordinator. Related service providers include a career counselor, the school nurse, one direct care LPN, a part-time LADAC, and two guidance counselors. Additional service providers include two school psychologists, one occupational therapist, one speech and language pathologist, an ESOL teacher, and a part-time out-of-district coordinator. The district has a director of student services and two special education administrative assistants. Each case manager manages, on average, twelve students each year, and the two school counselors each manage at least seventeen 504 plans annually. Currently, there are 79 students (18.6 percent of student population) in the school receiving services on an IEP and 28 students (6.6 percent of student population) on a Section 504 of the ADA plan.

Several structures exist at HMHS which allow special education teachers to collaborate with teachers, counselors, targeted service personnel, and other support staff in order to achieve the school's 21st century learning expectations. The Student Support Team (SST), which consists of the school psychologists, building administrators, school counselors, school nurse, the LADAC and special education building coordinator, meets weekly to discuss and plan strategies and interventions for students who are struggling to meet the school's learning expectations. The 7th and 8th grade general and special education staff meet within their respective teams every other day. The Pupil Placement Team (PPT), which consists of all special education case managers, meets as needed to coordinate special education and related services for identified students. The annual "Collaboration Day" provides general education and special education teachers time to discuss students' needs.

Although collaborative efforts exist, inconsistencies exist in the expectations for teachers to implement differentiated instruction that best meets the needs of students with Individualized Education Plans. The opportunities to collaborate between special education and regular education staff, as well as among the special education staff, is insufficient. There is a lack of common planning time for staff, and there is no school-wide special education department meeting; this makes communication of essential information about students difficult. In addition, there are unclear expectations on how best to involve instructional assistants working 1:1 with students in an academic classroom

HMHS provides inclusive learning opportunities such as several heterogeneous classes, access to the local regional technical center curriculum and a myriad of internships, extended learning and job shadowing opportunities. Support services range from informal 1:1 assistance from teachers to interventions initiated by the SST team. Special education and 504 services include counseling, organizational assistance, language-based curriculum, co-teaching in core classes, supported math curriculum, accommodations, modifications and specialized instruction, individualized curriculum in activities of daily living, and transition services for students with disabilities.

The special education department employs the use of several reliable assessment tools including, but not limited to, WIAT-III, WISCIV, BRIEF, and WRAML. These assessments are administered by qualified individuals to determine eligibility for special education and related services. Case managers evaluate and report progress on IEP goals quarterly. The Focused Monitoring team which has been implemented to address the gap between general education students' and special education students' achievement has utilized the data it is collecting to

begin revising curriculum so that it is visible, accessible, and aligned. The results of the special education parent survey and the data collected in the referral and the triennial processes, determine the focus of professional development in the special education department. When the school applies consistent expectations of support services and provides opportunities for staff to collaborate, then the programs for identified students will adequately support all students' efforts to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- community members
- department leaders
- Standard sub-committee

Standard 6 Commendations

Commendation

The exceptional manner in which advisors work to provide students with appropriate intervention strategies based on student need

Commendation

The effort the school is making to communicate information to all parents in various formats

Commendation

The professional development opportunities to broaden knowledge of the technology provided by the library media specialist

Commendation

The array of services that exceed the ASCA guideline provided to students by the school counseling staff

Commendation

The collaboration of the library media staff with members of the faculty and student body to provide the services which are extensively integrated into curriculum and instructional practices across the school

Commendation

The development and delivery of services "Hopkinton Family Support Team" offers on a monthly basis

Commendation

The advisory model which serves as the centerpiece of the school's intervention approach toward ensuring all students achieve the school's 21st century learning expectations

Standard 6 Recommendations

Recommendation

Develop and implement timely, coordinated, and directive intervention strategies for all students

Recommendation

Examine the clerical support services and the current electronic student data software being used to develop a more efficient process in tracking and delivering the school nurse services

Recommendation

Develop a plan to analyze relevant data and ensure the delivery of the school counseling services does not suffer due to responsibilities outside of the counselor domain

Recommendation

Develop and implement a process to regularly and deliberately provide opportunities for collaboration between the special education staff and classroom teachers, school counselors, and administration

Standard 7 Indicator 1

Conclusions

The community and the district's governing body provides consistent funding for a wide range of school programs and services, some professional and support staff, evolving professional development and curriculum revision, a modest range of technology support, sufficient equipment, and sufficient instructional materials and supplies. Hopkinton Middle High School is the recipient of dependable funding for an impressive range of programs and services, equipment and instructional supplies that are necessary for the successful delivery of curriculum and the education of young people.

Hopkinton Middle High School offers a comprehensive range of school programs and services. Hopkinton spans a wide range of academic and extracurricular activities for student development. There is sufficient professional and support staff available to implement the schools wide array of offerings. Evidence suggests that there is ongoing professional development, although teachers would like more dedicated time for the major work needed for curriculum revision. Technology is supported and accessible throughout the school, although teachers and students are requesting more opportunities to use laptops in the classroom. Currently the high school has two laptops carts and the middle school has two. Sufficient equipment has been adequately funded, but this year the technology and staff budget items were cut. There have been instances when the budget was actually increased at the town meeting in order to provide more support for the school. Funding education is a priority in the Hopkinton School District as the budget has passed with relative ease consistently and for years on end. There is concern for upcoming budgets as a result of property tax increases due to the revaluation of the town.

Because of the dependable funding provided by the community for the provision for school programs, personnel, services, adequate professional and support staff, ongoing and evolving professional development, a range of technology support, and curriculum revision, sufficient equipment, and instructional materials and supplies, enhances the educational experience and ability of students to meet the developing 21st century learning expectations of the school.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- students
- school board
- school leadership
- school support staff
- Endicott survey

Standard 7 Indicator 2

Conclusions

The Hopkinton Middle High School provides limited funding to ensure the maintenance and repair of the building and the school plant; to maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis. A sincere effort is being put forth to maintain, improve, and clean the school plant on a daily basis. A capital improvement plan does not exist for the school district; yet, the facilities director is working on safety items from the inspection report from the town fire chief. The hiring of a new facilities manager has had a significant positive impact on plant improvement and maintenance. Steps have been put in place to improve safety. Thirty day inspections have been implemented and recorded for fire alarms, fire extinguishers and sprinkler heads. A system to lock all exterior doors except the main door which enters into the cafeteria at the start of the school day has been implemented. Though it is a work in progress, there are glitches, such as students pegging doors open. Interior and exterior surveillance cameras have been installed in multiple areas throughout the school. Side exterior door, main door, interior hallways, the main office and cafeteria area are all not fitted with cameras. The district has implemented and expanded their work order procedures. This has improved the cataloguing system for proper maintenance and replacement of equipment. Upon the hire of the facilities manager, the structure was in significant need of maintenance and repair. Although over 400 work orders have been completed in just the past two years, over 1,500 work orders are pending. Manpower and funding are roadblocks in addressing some of these critical needs. Most notably, safety concerns exist in relation to the insecure main entrance that spills directly into the cafeteria and gymnasium; both high traffic areas are vulnerable. The back entrance is very vulnerable because it is a single double door that leads directly into the school and could be easily broken into. The side door also has a high break-in risk. There are also significant system issues that exist. Noticeable variations in temperature and air quality exist throughout the building. This is due to aged boilers and multiple inefficient air filtration systems. Temperature variances from room to room and floor to floor are dramatic. The buildings carbon footprint is severely impacted by these dated and tired system. The overall cleanliness of the building is sufficient. The school supports and funds a day and evening shift of custodians who are in charge of keeping the school clean on a daily basis.

The district has very capable and motivated professionals that clearly care deeply for the repair and maintenance of the physical plant at Hopkinton Middle High School. The building is in need of significant structural and system work. A majority of the work would come at significant financial cost. The district is in the third year of a engineering study with the goal of providing a plan to address the structural concerns, safety and maintenance issues within the building. The school district intends to pursue a bond which will secure funds to make the needed repairs and structural improvements. Because the school plans for and funds equipment replacement and custodial services, students are assured a clean and orderly learning environment. When the the school and district develop and fund a plan to ensure the the maintenance and repair of the building and school plan, students will be assured of a safe and effective learning environment.

Sources of Evidence

- classroom observations
- self-study
- panel presentation

- facility tour
- teacher interview
- students
- parents
- school board
- school leadership
- school support staff
- Endicott survey

Standard 7 Indicator 3

Conclusions

The community supports and funds school budgets, although it is proving more difficult to obtain the consistent positive votes of the past. The school implements limited long-range planning that addresses facility needs, technology, and capital improvements. The community funds and the school implements programs and services that often reflects enrollment changes and staffing needs. Hopkinton Middle High School addresses programs and services, enrollment changes and staffing needs, and facility needs, but lacks a long-range written plan that properly funds capital improvements or addresses the needs for programs and services and evolving technology. Currently, the district does an admirable job of funding programs and services. Multiple sources suggest that past and current practice has been to allow for significant input from the faculty regarding funding programs and services, and budget approval has been relatively smooth and amicable. As enrollment has dwindled in the district it has posed many challenges organizationally and financially. Enrollment projection reports suggest that a leveling out of enrollment may be near. The district has taken advantage of a highly qualified teaching staff in order to retrofit them into cross-curriculum or cross-level teaching situations in order to prevent job and course offering loss. Overall technology availability is sufficient, although the need for laptop cart expansion is a concern for some. The technology budget has been strong in the past, but a significant cut was made to the current budget. Although there has been a bandwidth upgrade throughout the building, there are still concerns about certain "dead spots" in the lower levels of the building.

An efficient and effective process for planning for capital investments, enrollment changes, programs and services, and general facility needs is an integral part of providing support for the delivery of the school's high learning expectations and core values. This, along with the district's creative ability to adjust, should continue to foster quality programs and services. When funding from the town adapts to the school's evolving facility needs, there will be greater ability to ensure steady growth and to create new and innovative programs. When the community develops, funds and implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, students will be assured of an effective learning environment.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- school board
- school leadership
- school support staff
- Endicott survey

Standard 7 Indicator 4

Conclusions

All faculty and building administrators are actively involved in the development and implementation of the budget. The budget process at Hopkinton Middle High School and the district is an open and collaborative endeavor. Faculty and support staff are given opportunity to make requests which are then relayed to department heads, building principals, the superintendent, to the budget committee and finally to town meeting for community approval. The district has a history of approving budgets with little reservation. There is some evidence that over the past couple years the budget has met some scrutiny as enrollment has seen decline, property revaluations have been assessed in town impacting local tax burdens and per pupil costs have risen. There have also been a few perceived needs that have been initially installed in the budget but ultimately cut. Multiple sources have expressed a strong need for a school social worker and an athletic trainer. Both positions have not survived the budget process. It is evident that education holds a high value in Hopkinton. The budget process and the willingness to financially support quality education is a reflection of the culture that exists in the community. The community is very proud of its middle high school and its history of providing academic rigor, a vast variety of academic offerings for a small school and the overall student success that has been realized. There are some things that have fallen victim to the budget process that warrant some future consideration. Because Hopkinton Middle High School has a strong history of making the school budget process open to all stakeholders, the district has been able to ensure the delivery of high quality educational opportunities for students.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- parents
- school board
- department leaders
- school leadership
- school support staff

Standard 7 Indicator 5

Conclusions

The Hopkinton Middle High School site and plant supports the delivery of high quality school programs and services, to a limited degree. The physical plant creates challenges to the delivery of high quality school programs and services. Hopkinton Middle High School was last renovated over seventeen years ago. Although some classrooms and areas of the school are spatially adequate, there are a number of areas that need to be addressed which impact the quality of school programs. Only 17 percent of staff agrees that the school's physical plant and site supports the delivery of high quality programs and services, while 76 percent of parents and 78 percent of students agree that the facilities are adequate in supporting the programs. The community does not seem to see the urgency of the facilities needs as much as the school staff.

The largest concern revolves around school safety. The main entrance is not locked during the day and opens directly into the cafeteria and gymnasium. These are two of the highest traffic areas of the plant which make people highly vulnerable. Although there is a security camera at the main entrance, there is not a buzzer system or regular monitor to screen those who are entering or exiting the building. Side and rear doors are supposed to be locked throughout the school day; however, they are often left unlocked or propped open to allow school access, particularly the side and back entrance as it is the closest entry point for anyone who uses the parking lots.

Air quality and temperature variations is of significant concern with the physical plant. Throughout the year the temperature fluctuates widely from room to room; this makes for an uncomfortable and distracting learning environment. Several classrooms, particularly in the English alcove wing, have walls that are extremely thin and allow sound to penetrate. These walls are thin and uninsulated from one classroom to the next. This has impacted instructional settings and has forced teachers to re-locate for testing purposes and the need for quieter work space. Boilers that are in excess of 25 years old and inefficient add to the extreme temperature variances in the plant.

Structural change has also created dilemmas. The designated staff room was turned into an ADL room several years ago, and a conference room was converted into a new staff room. This new staff room can only accommodate a fraction of the staff and does not offer a sink or any kitchen facilities. The faculty room is the main copy location for the school. In a domino effect, another conference room was moved to the top floor of the building. Handicap accessibility, confidentiality and convenience to restrooms are now issues of the new conference room. One conference room was added on the second floor.

Handicap accessibility is an issue throughout the building and not adhering to ADA requirements. Someone who needs to use the elevator must follow a poorly marked path through the school or up a series of ramps. Should the elevator be broken, there is not a clear and reasonable alternative method to evacuate people from the top floors of the building. To access the third floor, the elevator opens up into the library. This is the only way to get to the auditorium. This creates a distraction, but also impacts the security of the library because it can never be locked properly. To access the fifth floor, the elevator opens directly into a classroom. This disrupts classes, is also the only handicap access to the conference room, creating major privacy concerns regarding meetings. The library shelving does not meet code. It is placed too high and is not accessible to anyone in a wheelchair.

The facility also creates challenges for school and community-used spaces. The auditorium does not have the capacity to seat the entire school. The entrance is located where anyone coming in or exiting disrupts the performance or meeting that is taking place. There is not a "green room" for actors or performers to change before or during performances. The gym area is poorly designed. The entrance is on the wrong side of the basketball court so that spectators must cross below a basket to enter during games. This is also the only

regulation gym in the entire district. There is tremendous competition for space to satisfy the needs of seven school basketball teams, youth and adult teams, open gyms, and community events such as town meetings and voting. Because the gym shares a wall with the auditorium, games, plays, and concerts need to be coordinated so that the noise from one event does not affect the other. The facility also creates problems for outdoor sports and activities, as the sports fields are owned by the town. This leads to complications with scheduling and a lack of control when it comes to the care and maintenance of these fields. The district does not have regulation track. Recent attempts to gather funds to build a new track have failed. Currently, the track teams, consisting of over 80 students, use a small, one-fifth mile, cinder track. This is not suitable for hosting home track meets or conducive to quality training. There are major issues with the locker rooms. These are the only rooms available for both PE classes and athletic teams to change, as well as, store their bags. As a result, the area is crammed with bags, which makes navigation of the area difficult at best. Middle and high school students must change for practice in the same space, which can lead to social issues. The training and ice room is accessible through both locker rooms but cannot be monitored from the outside or consistently. This allows students from each gender to enter the other locker room without supervision, if doors are left unlocked.

The cafeteria is a high traffic area, and this creates problems moving students through the hot lunch line efficiently. The hot lunch line is located in a bottlenecked hallway connecting the main cafeteria with the mini-cafe. The line area was built to accommodate no more than 50 students, however, there are over 200 students who buy hot lunch each day. The kitchen, through which the line passes, is poorly ventilated. The hood above the stove has not worked properly for years. The kitchen is located in the center of the building, with no outside walls or windows, this further adds to ventilation issues. Its location is also very inconvenient for deliveries. Deliveries have to be moved through student-populated areas; locker room entrances, the gym, and through the mini-cafe in order to reach the kitchen. Doors are propped open for these deliveries, exacerbating the temperature issues and safety concerns within the building. The refrigerator/freezer are small for the items needing to be stored.

Storage space is a major concern for the facility. It has ultimately led to the leasing of PODS to accommodate storage needs. Storage has been lost due to space needs for instruction and staff. Storage closets have been turned into offices to accommodate the career counselor and some special education personnel. The domino effect is a significant reduction in storage throughout the plant. Nearly all departments and services expressed significant issues with storage.

While there are many issues with the physical plant, most existing classrooms are sizable, the school is generally bright and cheery, and some amenities such as student mailboxes, two cafeterias, a senior lounge area, and uncluttered high school hallways are appreciated. The nurse's office functions well, and the school nurse is able to accommodate the number of students she sees daily. Student panel feedback revealed that the library is a place of pride and has a lot to offer and services many academic needs. Students feel as though their building is cared for, clean, and inviting. They enjoy the social interaction that the cafeterias offer.

The district has hired an architectural firm to create plans to address the many facility concerns. The firm is devising a plan that can only be accommodated if a bond issue passes and funds are allocated. They are creating an alternate plan for addressing facility needs for the district to consider if the funds are not allocated through the bond. When needed school site and plant improvements are made, Hopkinton Middle High School will be better able to prepare students to achieve its 21st century learning expectations.

Sources of Evidence

- classroom observations

- self-study
- student shadowing
- facility tour
- teacher interview
- teachers
- students
- school board
- department leaders
- school leadership
- school support staff
- Endicott survey
- school website

Standard 7 Indicator 6

Conclusions

The school maintains most documentation that the physical plant and facilities meet applicable federal and state laws and are somewhat in compliance with local fire, health, and safety regulations. Hopkinton School District is developing a comprehensive plan to address the variety of shortcomings posed by the aging buildings. The Food Service License is current to April 2016. A Certificate of Occupancy for the Hopkinton Middle High School has been shown for 2014. A current 2016 Life Safety Compliance Inspection Report from the Hopkinton Fire Department contains eight pages of detailed work orders and maintenance items that need to be corrected. The director of facilities has been putting many hours into completing the listing of these items that have been deferred for years. The lowering of the sprinkler heads for compliance is planning to be completed in the summer of 2016. Roof ladder access is planned to be completed in the summer of 2016. The fire chief has commended the director of facilities on his work on addressing the myriad of physical plant needs. Observations show that the eye wash station in the wood shop area needs to be fixed. The ADA access for physical disabilities is challenging as the elevator opens up into a classroom on the fifth floor, and accessible bathrooms are limited.

In conjunction with the hiring of a new facilities manager and providing professional development training for things such as underground storage tanks, checking for asbestos compliance and managing hazardous waste; with a revamp in practices, evidence suggests that the Hopkinton School District has made safety improvement a priority. The school maintains documentation that the physical plant and facilities meet applicable federal and state laws and is making strides to comply with local fire, health, and safety regulations. The district has been working hard to bring the facilities into compliance with various requirements. To date, compliance with the Department of Environmental Services and Department of Labor regulations has been achieved and further work is being done this summer to deal with the fire and safety issues. The intended result is to bring the school into compliance in all these areas. Most documentation is kept with the facilities director, although the business administrator also keeps various files. The lack of a part-time administrative assistant for the maintenance supervisor has made tracking and accuracy of paperwork a challenge.

There have been some issues with ADA compliance. The elevator issues, handicap parking near a locked entrance, and difficulty for those with physical challenges to navigate the building are all concerns. Similarly, the safety issues of the building, stemming from the location of the entrances and the main office, and the lack of a secured monitored entrance raises concern. One classroom on the fourth floor has a circuit breaker panel which is accessible to students, and one entire floor of the building does not provide a bathroom. When Hopkinton Middle/High School compliance documentation of the physical plant and facilities are up to date and all fire, health and safety needs are met, the physical plant will support the delivery of services and programs.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- department leaders

Standard 7 Indicator 7

Conclusions

Most professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. Hopkinton Middle High School is a lively and active school. It is a small school in terms of student population, but offers a vast array of academic offerings and extracurricular activities. There is evidence of significant community engagement in the school. Individual parents are involved and informed. There is tremendous pride in the school's activities which bring parents to the facility and expose them to what is happening. The auditorium hosts performing arts which allows parents to witness authentic assessment. The gymnasium and athletic fields draw parents and families to the many sporting offerings that take place. Technology has enhanced parent and family communication in a variety of ways. The Aspen/X2 grading system allows and encourages parents to access their children's academic progress. Email communication is also utilized. The superintendent sends a monthly newsletter and the administration also sends newsletters online to families and parents. Families are encouraged to attend open house events and can schedule parent/teacher conferences to discuss student progress. The Hopkinton School District, in conjunction with local agencies, has formed the Hopkinton Family Support Team. This group of dedicated individuals is made up of school personnel, parents, clergy, and other social service advocates. In addition, Hopkinton Middle High School has established the "20/20 Line," a confidential and anonymous way for students to report bullying, harassment, and/or abuse. School and community events are advertised and promoted in a variety of ways such as the school's website, the HMHS marquee sign, the superintendent's newsletter, the weekly "Hawk News," and the athletic listserv. Each of these serves as a medium to communicate with parents and families. The Endicott survey shows that the majority of parents agree that these methods are effective in communicating school activities.

The Hopkinton Middle High School prides itself on a highly engaged and successful school community. The smallness of the community and the benefit that nearly half the teaching staff at the school resides in the community, naturally lends itself to open lines of communication to parents and families. Further evidence reveals that multiple avenues of communication are utilized and available to parents and families to feel connected to their children's academic journey at Hopkinton Middle High School. Technology innovation, which drives the grading system, is accessible to all parents, and evidence of multiple initiatives to foster support and opportunities to report instances of bullying or harassment are available. Some concern has been expressed on how to better engage those who have been less connected with the school. The Hopkinton Family Support Team is striving to address these concerns. Because of Hopkinton Middle High School's determination to engage parents and families as partners in their students' education, students benefit from a positive, supportive environment.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- school board
- school leadership
- Endicott survey

Standard 7 Indicator 8

Conclusions

To a large degree, the school develops productive parent, community, business, and higher education partnerships that support student learning. This is clearly one of the true strengths at HMHS. A large array of opportunities exist for these partnerships to occur. In recent years, the school-to-career program has created a multitude of opportunities for partnerships between students and local businesses. Every graduating student is required to have an experiential learning experience. Students have a multitude of opportunities at their disposal to fulfill this requirement. A vast array of internships are available. These internships are designed to help connect students with possible career choices and have resulted in student learning. Parents, local businesses and higher education partnerships have all supported the internship endeavor. Furthermore, the Shark Tank/E-series program provides start-up costs for student entrepreneurs, again linking students with local businesses. Other partnerships exist in the First Robotics program, Project Lead the Way, and the Small Business partnership with the EveryDay Cafe, where students have sold breakfast items from a local business in the cafeteria one morning a week. A number of community partnerships are available as well. Students at Hopkinton Middle High School participate in programs with community members such as Fire Explorers, Senior-to-Senior lunches, Interact Club, Special Olympics, Poetry Out Loud, and Friends of the Arts, to name a few. While these are not required for students, a large number of students at HMHS participate in one or more of these programs. Classes such as Civics and Career Pathways invite community members to share experiences with their classes. Many students have interacted with the school board in civic engagement. Several years ago the Hopkinton Public Schools Foundation was created, which raises money in the community to supplement educational programs, as do more well-known programs such as the PTA. For the last five years, the school has participated in the Hoops-for-Hunger program, collecting donations of money and canned goods, all of which are donated to the local food pantry. In each year, over \$700 has been donated.

There are numerous higher education opportunities available. Hopkinton is part of the Concord Regional Technology Center (CRTC), which provides students from area schools the opportunity to learn a variety of trade skills. Several classes are part of Running Start, which provides the opportunity for college level credit in those classes. Ten AP classes are available which, in conjunction with the AP test, allow students to earn post-graduate credit. High school students are also able to take classes at New England College and New Hampshire Technical Institute for both high school and college credit. Finally, field trips, college fairs, New Hampshire Higher Education Assistance Foundation (NHHEAF), and financial aid seminars all provide opportunities for students to learn about post-graduate options. Because there are many and varied partnerships in the community with business, parents, and higher education facilities, students have opportunities to achieve the school's 21st century learning expectations both in and out of school.

Sources of Evidence

- self-study
- teacher interview
- students
- school leadership
- Endicott survey

Standard 7 Commendations

Commendation

The ongoing commitment to involve the faculty and staff in the budget process

Commendation

The safety improvements in the areas of fire and security throughout the building

Commendation

The re-organization and adaptation to the student population loss

Commendation

The willingness of the community to financially support education

Commendation

The continued support providing faculty with instructional materials, supplies, and equipment in order to provide quality instruction and funding of professional development and curriculum development opportunities for teachers

Commendation

The fostering of a student body that for the most part appears happy, academically engaged and proud of their school despite facility limitations

Commendation

The facilities director who has worked many hours in addressing the significant number of work orders

Commendation

The hiring of a highly qualified maintenance supervisor

Commendation

The exemplary example of educational partnerships that support student learning

Commendation

Standard 7 Recommendations

Recommendation

Expand professional development opportunities and time to foster further development of 21st century learning expectations and the development of curriculum

Recommendation

Develop, fund, and implement a plan to ensure the maintenance, repair and/or replacement of the building and school plant to ensure a safe and effective learning environment for students including but not limited to:

- security systems
- hvac
- handicap accessibility
- technology needs

Recommendation

Expand technology support to provide sufficient laptop equipment availability in order to avoid learning interruption

Recommendation

Address all compliance, fire, safety, and health regulations:

- install roof ladders
- install eye wash stations
- upgrade sprinkler system

Create an immediate solution to the following safety issues:

- secure main entrance which opens directly into the cafeteria and gymnasium
- handicap accessibility throughout the building and non-adherence to ADA requirements
- access to the elevator negatively impacting the safety and function of the media center
- locker room monitoring and access by both middle and high school students and genders
- secure delivery paths

Recommendation

Make provisions to provide the facilities manager with adequate resources and help to address a high volume of facility concerns, scheduling, and paperwork

Recommendation

Develop and implement a plan to engage those families who have been less connected with the school

Recommendation

Address the significant safety concerns and develop an alternate plan in the event the bond issue fails

Recommendation

Initiate a plan to communicate with and educate parents and community members so they understand the additional support needed for the facilities and maintenance department

Recommendation

Consider developing a Capital Improvement Plan (CIP) for the district

Recommendation

Aggressively justify to the community the need for the bond issue to pass in order to rectify serious building needs revolving around safety and providing a quality learning environment

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 this school. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Karen Libby - Kingswood Regional High School and Lakes Region Technology Center

Assistant Chair: Roxanne Wilson - SAU 55

Visiting Committee Members

Mara Capsalis - Newfound Regional High School

Mr. Michael Fallon - Sanford High School

Mr. Timothy Girzone - Hollis Brookline High School

Mr. Willian Hughen - Alvirne High School

Ms. Kara Jacobs - Kingswood Regional High School and Lakes Region Technology Center

Mr. Robert LeMoine - Raymond High School

Ms. Meghan Levine - Newmarket Junior-Senior High School

Michael McMaugh - Winnisquam Regional High School

Ms. Nancy Smith - Bow High School

Ms. Sarah Thorne - Prospect Mountain High School