

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

Commission on Public Schools



Committee on Public Secondary Schools

**Report of the Visiting Team for
Raymond High School**

Raymond, NH

March 31, 2019 - April 03, 2019

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STATEMENT ON LIMITATIONS

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

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

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

INSTRUCTION

Teaching and Learning Standard

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

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

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

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

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

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

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

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 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 community 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

Raymond is a rural town of 28.8 square miles of land area and .8 miles of inland water area. The population is approximately 12,000 residents and is growing due to its desirable location and ample real estate opportunities. Raymond is located 20 miles from Manchester, NH, 30 miles from the seacoast, and 70 miles from Boston. Built in 1988, the high school is located on 60 acres of land that was once part of a large farm. Raymond High School is an NEASC and New Hampshire Department of Education accredited four-year public comprehensive high school. The School Administrative Unit (SAU#33) offices are located across the parking lot from the high school gym.

There is a significant range of income in Raymond. The median household income in Raymond as of the 2014 census is \$73,143, compared to the state average of \$80,812, and the county average of \$81,726. Families living below the poverty level make up 14.2 percent of the town's population, while the state average is 9.2 percent. Currently, the unemployment rate is 3.2%. A total of 92.3 percent of the adults in the community possess a high school diploma or higher, with 13 percent achieving a bachelor's degree or higher, and 23.7 percent have a graduate or professional degree.

The largest businesses in Raymond are Walmart Distribution Center, Hannaford Supermarket, JCR Construction, and Tuckaway Tavern & Butchery. Twenty point two percent (20.2%) of the population of Raymond works within the town of Raymond, 63.6% work outside of the town of Raymond but within the state, and 16.2% work out of state.

The Raymond School District is comprised of three schools. Lamprey River Elementary School houses grades pre-K-4 with a total enrollment of 502 students during the 2017-2018 school year. Iber Holmes Gove Middle School houses grades 5-8 with a total enrollment of 401 students during the 2017-2018 school year. Raymond High School houses grades 9-12 with a total enrollment of 373 students during the 2017-2018 school year. Currently, 47 students attend the Seacoast School of Technology. Enrollment projection for the next five years is 380 students. The school's population will remain consistent for the foreseeable future.

While the average community in the State of New Hampshire expended \$15,537 per pupil in 2016-2017 (the latest statistics available from the NH-DOE), the 2016-2017 per pupil cost for the Raymond School District was \$15,519. Revenue sources include local property taxes (58%), state aid and education tax (34%), federal aid and grants (6%), with the remainder made up of various local revenue. Some federal and private grants fund a small number of specialists' salaries as well as some programs.

Raymond School District receives IDEA funding for a number of programs, including the Raymond Education Alternative Placement (REAP) program. Eleven students are currently served in REAP, which provides a non-traditional approach to serving a broad range of behavioral and academic needs. The goal of the program is to help at-risk students achieve success and to prepare them for post-secondary education/training by partnering with families and with a wide range of professionals in our school. In 2017-2018, the core of six students entered the REAP program; they had collectively earned only 18 credits over a combined total of eight years; at the end of the 2017-2018 year, those same students had earned a combined total of 48 credits in one year.

Raymond High School consists of grades 9-12. The student population at Raymond High School for the 2017-2018 school year was 373. This number represents a gradually declining population over the past ten years from a high of 541 students in 2006. Raymond High School currently has ten students in documented out-of-district placements. Thirty-one of our students are enrolled in one or more Extended Learning Opportunities (ELOs) in a wide variety of subjects during the 2017-2018 school year.

In the 2017-2018 school year, the Raymond High student body consisted of 52% male and 48% female students. Of the 373 students enrolled, 1% are Black or African American, 92% are White, 3.8% are Hispanic or Latino, and 2.7% are two or more race categories. The school district's ethnicity and race data closely reflects the high school data. The two-year average dropout rate is 3.2% for Raymond High School. The graduation rate for the 2017-2018 school year is 79%.

The daily attendance rate for students in the past two years averages 93.6%. The average attendance rate of faculty and staff excluding professional days is 95.1%.

At Raymond High School the classroom teacher-to-student ratio is 1:15 . Class sizes range from 3 to 25 students. The outlier is the band and chorus program with 60 band students and 44 chorus students enrolled in each of those classes. The Freshman Academy consists of one teacher from each of the core subject areas. Their classrooms are located in a dedicated wing of the building and all freshmen have daily contact with this team of teachers.

Raymond High School operates on an alternating day block schedule for four 83-minute blocks Tuesdays through Fridays. On Mondays, all classes meet for 39 minutes. Most teachers at Raymond High School teach five blocks and have a daily duty free planning period. The Raymond Advocacy Program (RAP) meets every day during the lunch block for 25 minutes. In RAP, groups of 9-14 students meet with a teacher/advocate; groups generally stay together with their advocate for at least three years, establishing long-term relationships. On Monday, Wednesday, and Friday there is an enrichment and remediation block (RAM); this block is a time during the day when students can seek out extra help, retake assessments, and work on assignments. Occasionally, we will have school-wide assemblies during our RAM block . Students attend Raymond High School for 1,245 hours annually. Teachers attend for 185½ days as per the collective bargaining agreement.

As of June 2018, we are in the process of moving toward competency-based grading. Teachers are currently piloting competency-based grading on a PowerSchool test server. Teachers will report out on work-study practices for the first time during the 2018-2019 school year at progress report and report card time. Beginning with the Class of 2021, graduates must earn 24 credits (4 credits more than the State of NH requires) for a standard diploma, with an option for an honors diploma of 28 credits.

The average percentage for the last four years of students who reported the intent to attend a four-year college is 34%. The average percentage for the last four years of students who reported the intent to attend a two-year college is 23%. The average percentage for the last four years of students who entered the workforce is 39%. The average percentage for the last four years of students who entered the military is 3.3%.

The community cooperates with the school in a number of areas including theater arts, Raymond POPS (Parents of Performing Students), interscholastic athletics, NH Jobs for America's Graduates (JAG), Parent Support Organization, and the Robotics program . The community also features the Raymond Coalition for Youth (RCFY) which offers leadership and other opportunities for positive youth development both in and outside of school; for example, this fall RCFY took one of our students to a youth summit in Washington, DC. In 2017-2018, local businesses donated money to support community service projects by our students. There are several scholarships funded through private businesses in the community and there is a good relationship with local businesses.

The RHS Interact Club partners with the Raymond Area Rotary Club throughout the year for community service projects both locally and internationally. Each year, about 20 students participate in activities such as assembling and distributing Thanksgiving and Christmas baskets to needy families in the greater Raymond area. They also assist with the annual Thunder Run event and volunteer at local town events, such as the deliberative session. Students raise money in conjunction with the Rotary to fund international clean water projects in third-world countries.

There is also a well-established partnership between the WalMart Distribution Center and our Jobs for America's Graduates (JAG) program. WalMart employees serve as mentors for JAG students involved in activities such as job interview skills practice, public speaking skills and career guidance. Ultimately, JAG students use these skills in regional public speaking and interviewing competitions.

Raymond High School students have access to various alternative educational programs to supplement their education. RHS offers two dual enrollment programs to qualified sophomores, juniors and seniors that give students the opportunity to earn early college credits prior to high school graduation. In the first program, qualified high school instructors teach Southern New Hampshire University courses in the high school during the regular school day. Instructors teaching through this program must meet specific academic requirements to be approved to offer the course in the school for dual credit. Courses meet the same content, objectives and outcomes as on campus. SNHU courses may be used to meet high school graduation requirements. The

program offers courses from a variety of disciplines, with new courses added each year. Approved courses are reviewed by university faculty to ensure course content and assessment methods. The second program, Running Start, is offered through the Community College System of New Hampshire (CCSNH). Running Start gives students opportunities to take courses for college credit while also completing the requirements for high school graduation. The Running Start programs are taught at the high school and Seacoast School of Technology (SST) by credentialed high school faculty as part of the daily class schedule.

Raymond High School recognizes student success in many ways. Students who achieve honor roll are invited to quarterly celebrations of excellence where they receive certificates signed by the superintendent and principal. Raymond High School hosts a "green carpet" event, the Celebration of Excellence, every May to recognize the academic achievements of our freshman, sophomore, and junior students. Raymond High School recognizes the academic and athletic achievements of our seniors at Senior Class Night and at Graduation. Every spring, faculty choose graduating students for eight distinct Faculty Awards to be awarded at Class Night. Athletes are recognized throughout the year at seasonal athletic banquets. The coaching staff votes on two athletes of the year for each grade level and gives these awards out at an all school assembly at the end of the school year. Each year the class advisors select and celebrate a student from their grade level who best embodies our core values and beliefs of what it means to be "Forever Green." Students exhibit their art work at the Deerfield Fair every year and the winning artwork is displayed in the school foyer. Many student works of art are prominently on permanent display throughout the building.

At Raymond High School we value high levels of learning for all. Through innovation, collaboration, and encouragement, we strive to challenge each student with a rigorous and relevant program.

Related Files

- [2018-09-18-08:46_2018-town-report.pdf](#)
- [2018-12-06-07:59_raymond-school-district-report-card-2018.pdf](#)
- [2018-12-06-08:00_2018-2019_rhs_program-of-studies-.pdf](#)

Core Values, Beliefs and Learning Expectations

WE ARE FOREVER GREEN

At Raymond High School, we value high levels of learning for all. Through innovation, collaboration, and encouragement, we challenge each student with a rigorous and relevant program.

Beliefs

- **Our community is committed to providing a safe, rigorous, and relevant learning environment.**
- We are dedicated to recognizing, supporting, and celebrating everyone's diversity, unique abilities, learning styles, and achievements.
- We demonstrate self-reliance, critical thinking, effective communication, and productive collaboration.
- We practice perseverance when challenged.
- We are engaged and responsible citizens.
- We are accountable for our own actions.

Learning Expectations

Academic SocialCivic

Critical Thinking Collaboration Engaged

Communication Self- Reliance Responsible

Perseverance

Related Files

- [2018-09-11-12:14_work-study-practices2f21st-cle.docx.pdf](#)
- [2018-09-11-12:17_core-values-beliefs-and-learning-expectations.docx](#)

Introduction

Introduction

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

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

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

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Raymond High School, a committee of six members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included 37 members, including teachers, school counselors, two students, one parent, one paraprofessional, one nurse, and one secretary.

The self-study of Raymond High School extended over a period of 21 school months from November 2016 to December 2018. The visiting team was pleased to note that both students and parents joined the professional

staff in the self-study deliberations.

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

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

The Process Used by the Visiting Team

A visiting team of 11 members was assigned by the Committee on Public Secondary Schools to evaluate Raymond High School. The visiting team members spent four days in Raymond, New Hampshire, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Raymond High School.

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

- review of the school's self-study materials
- 33 hours shadowing 11 students for a half day
- a total of 5.5 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 22 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

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

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

Standard 1 Indicator 1

Conclusions

The school community initially engaged in a collaborative and inclusive process informed by current research-based best practices to identify and adopt its core values and beliefs about learning, but has not yet committed to these core values and beliefs about learning.

In anticipation of the accreditation visit, Raymond High School (RHS) formed a committee of school stakeholders, consisting of several teachers, two parents, two students, two paraeducators, a school counselor and the assistant principal, to review the school's existing mission statement. As an outgrowth of these meetings, the school's Core Values Committee, consisting initially of two parents, two students, two teachers, one paraeducator and one special education case manager, met on five occasions, beginning in May 2017, to establish a set of core values and beliefs rooted in research-based best practices. Over the course of the process, both parents and one student withdrew from the committee. The committee reviewed exemplars of 21st century learning expectations from area high schools along with its own mission statement from 2006, the New Hampshire Department of Education's Work Study Practices, and the school's own Forever Green statement, and they discussed the qualities a Raymond High School graduate should have. In September 2017, the committee finalized and produced a document that codified the school's core values, beliefs, and learning expectations. After sharing the document with the faculty for review and comment, the committee made revisions and submitted the final draft to a faculty vote. The school's core values, beliefs and learning expectations document was approved by the RHS faculty on September 29, 2017.

Subsequent to this, the school created a work study practices/21st century learning expectations rubric which incorporated its core values, beliefs, and learning expectations. The rubric was implemented during the 2018-2019 school year, and teachers are required to report out on each work study practice twice per quarter. According to the Endicott survey, 66.7 percent of students and 88.2 percent of parents agree that they are familiar with the school's core values and beliefs about learning. In addition, 90.2 percent of parents agree that the school's core values and beliefs represent the community values about student learning. However, only 70 percent agree that they are familiar with the learning expectations. Despite this data, students, faculty, and parents had limited ability to state in general terms how these values and beliefs directly impacted the teaching and learning at Raymond High School.

While the school engaged in a collaborative process to develop the core values, beliefs, and learning expectations, in general, teachers and students are not yet able to describe the tenets of these core values, beliefs, and learning expectations. Most members of the school community were able to identify the school motto, Forever Green, but were not yet able to name a specific belief about learning, nor to identify one of the seven learning expectations.

When the school commits to its core values, beliefs, and learning expectations through everyday practices, these values will be more tightly woven into the school community.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

By design, the school has challenging 21st century learning expectations for all students which address academic, social, and civic competencies. The academic expectations (critical thinking and communication) and two of the social learning expectations (collaboration and self-reliance) are defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement. The social learning expectation of perseverance and the civic learning expectations of engagement and responsibility, however, do not have specific and measurable criteria for success.

Endicott Survey results from December 2017 indicate that only 38.4 percent of students agree that the school's 21st century learning expectations are challenging. Similarly, only 27.4 percent of teachers agree that they are challenging and measurable for all students. A higher percentage of parents, 69.4 percent, agree that the school's learning expectations are challenging. Later in the 2017-2018 school year, the Core Values Committee incorporated challenging academic, social, and civic learning expectations for all students. The school created a work study practices rubric, which was implemented in the 2018-2019 school year. As this is a district-wide initiative, the elementary and middle schools have similar versions of the rubric with language adapted to those grade levels. At RHS, teachers are expected to assess each data point for each student twice per term as stated by the principal and leadership team. This is reported to parents on report cards. The work study practices (WSP) teacher rating does not impact a student's grade point average.

The learning expectations are consistent with the core values and beliefs about learning, and represent skills and practices that will prepare students for college or a career in the 21st century. Learning expectations of critical thinking, communication, collaboration and self-reliance, are specific and measurable through the school's WSP rubric. When interviewed, students stated that individual teachers use rubrics to assess their work, and 76.1 percent of students agree that they are familiar with the criteria, such as rubrics, that teachers use to assess their assignments and other class work. The social learning expectation of perseverance and civic learning expectations of engagement and responsibility are not clearly defined, and students, parents, and teachers are not yet clear about what the student must do to be successful on each of the learning expectations.

The school encourages the civic learning expectations of engagement and responsibility through a variety of school-related and community-based activities such as the Penguin Plunge, a food drive by the basketball team every Thanksgiving, the band's involvement in the homecoming parade, and various activities involving the community. The work study practices rubric is a school-wide rubric used by all classes, but feedback to students and expected standards of performance are not consistent. Academic rubrics vary by discipline and teacher. Teachers state that they have started to incorporate increased rigor, inquiry, and performance-based assessments that connect to the learning expectations, but these are not implemented across all departments. While some teachers support the development and implementation of the 21st century learning expectations through explicit teaching practices, other teachers indicate that there is a lack of clarity about how they are expected to integrate the 21st century learning expectations with their content-area standards.

When all of the 21st century learning expectations are clearly defined and the school community shares common expectations regarding expected levels of performance, teachers will be better able to design instruction and to provide specific feedback to support all students in achieving the 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview

- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 3

Conclusions

Across the school community, the core values, beliefs, and learning expectations do not yet drive curriculum, instruction, and assessment in every classroom, nor do they guide the school's policies, procedures, decisions, and resource allocations. The school's civic learning expectations of engagement and responsibility are actively reflected in the culture of the school, but the academic and social learning expectations are only beginning to be incorporated, and are not yet actively reflected in the culture of the school.

The school's motto, Forever Green, is well represented in the school. While this phrase started in 2012 with Jump Start, a ninth grade entry program, it is now a phrase repeated and posted throughout the school. The school's values and beliefs were created in 2017 and the school's stated goal is to incorporate them into the Forever Green motto. Many changes have been made in the school over the past eighteen months, and while these were not directly caused by the establishment of the school's core values, beliefs, and learning expectations, they do correspond with the goal of creating a community of learners and working toward the school's expectations. RAM is a period of time on Mondays, Wednesdays, and Fridays when students can schedule time with a specific teacher for extra help or make up work. There has been a decrease in course failures as a result of this program. RAP is an advisory model Monday through Friday with a teacher mentor and the same group of students who stay together for four years. The schedule for the school changed to block scheduling in the 2017-2018 school year. The school board also instituted a mandatory grading practice for formative assessments (10 percent of the final grade) and summative assessments (90 percent of the final grade). There is a practice of relearning and reassessment within the school. As of 2018-2019, students can complete a Relearning and Reassessment Contract to retake a summative assessment where they earned 80 percent or lower.

The school has seen few changes to the curriculum, instruction, or assessment practices in response to changes in the learning expectations. Faculty are currently working on creating content area competencies that will be ready to implement in the 2019-2020 school year, but the school's 21st century learning expectations are not routinely addressed as part of this work. Some teachers already used or have added elements of collaboration, one of the social learning expectations, in their instruction and assessment. Performance assessments are infrequently used for students to show critical thinking skills. In some science classes, the new Next Generation Science Standards, based on inquiry, are slowly being introduced. In the 2018-2019 school year, the social studies and English departments became the humanities department. The science and math department became the STEM department. Through these changes, it is easier for informal cross-disciplinary discussions to occur. Teachers do not have a common planning or professional learning community time to work on curriculum alignment or to create planned cross-disciplinary units connected with the learning expectations. Administration and teachers state that they base their decisions on what they believe is best for students, but explicit references to decisions based on core values are limited. There is evident frustration among the leadership team at the high school with decisions at the school board level that cause changes to be implemented quickly that affect scheduling, staff, and professional development. School resource allocation has not yet changed to support the core values, beliefs, and learning expectations.

Once there is a deeper, consistent, school-wide application of the core values, beliefs, and learning expectations, they will be actively reflected in the culture of the school, will drive curriculum, instruction, and assessment in every classroom, and will guide the school's policies, procedures, decisions, and resource allocations.

Sources of Evidence

- classroom observations
- self-study

- student shadowing
- panel presentation
- student work
- teacher interview
- school leadership
- school website

Standard 1 Indicator 4

Conclusions

The school has not yet developed a process and timeline for regular review and revision of its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities.

The school has examined data reflecting student performance on standardized tests, including Star 360 and the Scholastic Aptitude Test (SAT) for grade 11. Teachers have only recently begun to assess students on some of the school's 21st century learning expectations, and the school has not yet examined formally collected and analyzed data around student achievement of school-wide learning expectations. Administration states that the goal is to gather this information and aggregate data yearly to determine whole-school progress. While discussions around learning expectations occur informally, the school has not formally shared information about 21st century skills and learning with the parent community, nor solicited feedback from the broader community. RHS does not schedule regular time for faculty to work in professional learning communities (PLCs) or other similar groups for the discussion of curriculum, common planning, common assessments, work study practices, research, or assessment of the implications of such research on the school's beliefs about learning. Although the school has previously considered and discussed district priorities in the formation of its core values, beliefs and learning expectations, ongoing reflection on these priorities and their connection to the school's underlying position on instruction and learning does not occur with regularity or formality.

When the school develops a formal process and timeline to regularly review and analyze its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and district and school community priorities, the school will have a focused approach to teaching and learning.

Sources of Evidence

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

Standard 1 Commendations

Commendation

The use of current research-based best practices to inform the development of the school's core values, beliefs, and learning expectations

Commendation

The learning expectations that encompass academic, social and civic competencies

Commendation

The school's work with the district's sending schools toward a shared set of 21st century learning expectations

Commendation

The development and use of the work study practices rubric

Commendation

The establishment of a reporting process for some of the 21st century learning expectations

Commendation

The encouragement of multiple activities for civic involvement in the community

Standard 1 Recommendations

Recommendation

Ensure that the entire staff develops a shared understanding of the school's core values and beliefs about learning and 21st century learning expectations

Recommendation

Define specific and measurable criteria for success, such as school-wide analytic rubrics, for each of the school's civic and social learning expectations to define targeted high levels of student achievement

Recommendation

Ensure that the school's core values, beliefs and 21st century learning expectations guide decision-making related to the school's policies and procedures

Recommendation

Design and implement a process to regularly review and revise core values, beliefs, and 21st century learning expectations using multiple data sources, including data on student achievement of the 21st century learning expectations

Standard 2 Indicator 1

Conclusions

The curriculum at Raymond High School is not yet purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

Most curriculum documents were written prior to the adoption of the school's 21st century learning expectations, currently known as the work study practices (WSPs). While terms from the 21st century learning expectations, such as collaboration and critical thinking, are included in some documents, they are not included in a systematic, consistent way. Results of the Endicott survey indicate that only 32.8 percent of staff agree that the curriculum gives students opportunities to practice and achieve the 21st century learning expectations. Teachers have been given some professional time to identify existing opportunities within current courses to practice and achieve the learning expectations, and are beginning to document this in course scope and sequence documents. For example, teachers may use Socratic seminars or other discussion-based protocols to ensure students have practice in communication and critical thinking, which is beginning to be documented as English scope and sequence documents are designed. The RAM time that has been incorporated into the daily schedule gives students regular opportunity to practice self-direction. While the school has plans to incorporate work study practices (WSPs) into the curriculum, these plans have not been fully realized. As a result, the curriculum as a whole does not yet reflect the school's adopted 21st century learning expectations.

When curriculum is purposefully designed to incorporate the school's 21st century learning expectations, students will have consistent, guaranteed opportunities to practice and achieve the 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

The curriculum at Raymond High School is not consistently 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.

While the high school curriculum documents are described as being in draft forms, Endicott survey data indicate that only 10 percent of faculty agree that the school has a common, formal curriculum template that is used in all subject areas. Teachers have been asked to use a variety of curriculum templates over the past several years, and curriculum work has been fragmented and inconsistent. Some documents currently posted on the district website as a way to communicate with parents date from 2010 and do not reflect current expectations. As a result of the Investing in Innovation (I3) grant, some previous versions of curriculum emphasized use of the Understanding by Design model. Some teachers are involved in updating curriculum documents using this model, but it is not currently required of all teachers. The current district leadership has put more focus on curriculum development and has launched curriculum revision efforts to help address this concern. Teachers have had some professional time devoted to curriculum work, but much of the time in recent years has been spent transferring information from one curriculum format to the next. Teachers describe the process as a series of top-down directives with mandates to complete certain tasks by a given deadline. Many of the detailed curriculum documents at Raymond High School date from 2008 and do not include the school's 21st century learning expectations. Two types of documents are currently being developed as curriculum documents with common templates. Each department has worked to identify a competencies document, which includes power standards, course competencies, and work study practices. Another set of documents, identified as scope and sequence documents, are designed to lay out each course with subject competencies, power standards, work study practices assessed, essential questions, cross-curricular connections, summative assessments, estimated instructional time, and primary course resources. At this time, documents are complete for some courses, partially complete for others, and are not yet developed for some courses. Curriculum documents are stored in a variety of locations, in either electronic or hard copy format. At this time, up-to-date curriculum documents are not publicly available to communicate expectations to parents/guardians or to the broader community.

When Raymond High School creates curriculum documents for all courses using a common format, it will ensure all students experience a guaranteed curricular experience and have equal opportunities to access the learning expectations.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 3

Conclusions

The Raymond High School (RHS) curriculum inconsistently 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, and the informed and ethical use of technology.

Higher order thinking is evident in some projects and assessments, particularly in upper level classes. In some Advanced Placement courses, students are required to do research papers and presentations that require analysis and synthesis. In another course, students examine changes over time in marriage and family law by studying court cases in depth. On the Endicott survey, 63.6 percent of students agree that the courses challenge them to think critically and solve problems. Additionally, 87.0 percent of parents agree that their children are developing problem-solving and higher order thinking skills. Teachers report that their departments emphasize depth of understanding and application of knowledge, with 66.1 percent in agreement. While cross-disciplinary learning is practiced by individual teachers, it is not a common school-wide practice. On the Endicott survey, only 24 percent of teachers agree that the curriculum emphasizes cross-disciplinary learning.

Several types of authentic learning opportunities are available at RHS, both in and out of school. Many students experience out-of-school learning opportunities, including Adventurelore trips, which are part of the Raymond Educational Alternative Program (REAP) and job exposure through the JAG program. Other opportunities include part-time enrollment at the Seacoast School of Technology (SST), where students attend programs at the Regional Technology Center in Exeter. In the performing arts, students have authentic performance experiences and a small number of students participate in extended learning opportunities (ELOs), through which students are able to design learning experiences that support their academic interests. Co-curricular opportunities, including a range of clubs and activities, exist to support and enhance authentic learning opportunities. Many assignments were highly scaffolded for students, limiting opportunities for independent inquiry and problem-solving.

Students are routinely provided with opportunities to use technology. Some technology use, such as digital photography, provides students with opportunities for creativity, while many other examples of technology use were limited to basic retrieval of factual information. Endicott survey data indicates high satisfaction in the area of ethical use of technology, with 76.2 percent of students agreeing that they are knowledgeable about the ethical use of technology. Additionally, 79.2 percent of parents and 65.0 percent of teachers agree that students are learning about the ethical use of technology, although explicit instruction as part of the high school curriculum is not evident.

A revised written curriculum that reflects inquiry, higher order thinking across all academic levels, cross-disciplinary learning, and informed and ethical use of technology will result in a depth of understanding and application that challenges all students through a variety of educational experiences.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

The taught curriculum inconsistently mirrors the written curriculum.

In the courses where there is written curriculum, there is frequent alignment between the written and taught curriculum. However, because the written curriculum as a whole is fragmented, expectations for content, pacing, materials, and approaches are not made clear, and alignment is difficult to assess. On the Endicott survey, only 38.3 percent of the staff agrees that there is alignment between written and taught curriculum. Teachers express a concern that there is a lack of formal collaboration time to work with other teachers to ensure that the written and taught curriculum are aligned. Teachers use informal collaboration time within their departments to try to keep teachers assigned to the same classes in sync. In the summer of 2018, work was initiated on the process of writing, vetting, and implementing common assessments, but this work is far from complete. Teachers do not receive feedback from administrative observations regarding alignment to written curriculum. Currently, there are no routine structures in place to conduct peer observations within or across departments to provide teachers with additional information related to alignment between teachers who teach the same courses, or to consider progression and vertical alignment.

A current, written K-12 curriculum across every content area, along with an implemented and consistent formal process for measuring fidelity to said curriculum, will promote alignment and accountability for all educators.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 5

Conclusions

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

Vertical district meetings for the purpose of curriculum alignment have not been a regular practice for several years. Some attempts have been made to align the curriculum within content areas using common curriculum and competency templates. However, because the curriculum templates and directives have varied significantly over time, there has not been consistent implementation, evaluation, or revision of this alignment. Meetings between the middle school and the high school have not occurred regularly for at least five years, limiting the development of an effective transition for students moving from the middle school to the high school. In 2017-2018, the district curriculum coordinator started vertical alignment meetings with the unified arts teachers and core competencies were developed in each unified arts content area as a result of this work. During the current year, work is underway to identify core competencies in all content areas in preparation for reporting out to parents during the 2019-2020 academic year.

Effective, continuous curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district will promote a structured, scaffolded learning experience.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Overall, staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to implement the curriculum, including the co-curricular programs and other learning opportunities.

Endicott survey data indicate that a significant majority of students (75 percent) and parents (88.7 percent) agree that Raymond High School provides adequate instructional materials (i.e., textbooks, computers, equipment, and supplies) needed for the courses in the school program. However, only 38.7 percent of the staff report that the school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities. Teacher concerns largely center around access to technology. Additionally, only 48.8 percent of parents feel that the school's technology resources are adequate. Recent changes have been made to improve access to technology. The Wi-Fi bandwidth has been strengthened to support the increasing demand. The computer lab was updated in 2017 with 22 Chromebooks. Over the past three years, the school has purchased four Chromecarts of 20-25 units each and there is also a cart of 20 iPads. This totals about 120 units at any given time, but with the increase in use of technology across the curriculum, the requests for units frequently outnumber availability.

Staffing at RHS is currently sufficient; the school has a low average student-to-teacher ratio of 15:1. The student-to-teacher ratio is not consistent across departments or grade levels. Higher-level elective classes have lower teacher-to-student ratios, while the college prep and lower-level core classes, which are required for graduation, have higher teacher-to-student ratios. Endicott survey results show that 79.2 percent of parents agree that the school's facility adequately supports its programs and services (i.e., classrooms, science labs, computer labs, the library/media center, guidance office, gym, auditorium, and cafeteria). A district-wide committee is researching options for an improvement plan to update and modernize the the school's media center.

Co-curricular programs span a wide variety of needs and interests. Various clubs and groups are advised by staff members; athletic teams are coached both by staff members and by outside individuals. Funding for these programs is allocated through the budget process each year; a pay scale for these positions is based on the type of activity and years of experience held by the coach or advisor.

Ensuring that the curriculum is supported with sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center is critical to helping students develop 21st century learning expectations and to providing opportunities for students to apply these skills to co-curricular programs and other learning opportunities.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 7

Conclusions

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

Little time, either in the form of paid summer curriculum work or collaborative time to develop curriculum has been provided to RHS teachers. Formal teacher collaboration has typically been limited to two professional development days per year. While a large percentage of this time has been devoted to curriculum writing and competency templates, the teachers have worked with a focus on different initiatives as the leadership and directives have changed. Teachers have engaged in a great deal of curriculum writing and rewriting without feeling a sense of clarity, progress, or completion. The collaborative time available for curriculum has not been allocated to look closely at data for the purposes of evaluation and revision of curriculum, although in one case, low performance results on a state science assessment led to the creation of a new earth and space science course. Current research is rarely discussed in faculty meetings or as part of curriculum development. The Endicott survey data indicate that only 24.6 percent of staff agree that the teachers have sufficient time to be engaged in formal curriculum evaluation, review, and revision work. In the spring of 2018, a building data team was created with the goal of looking at information from the SAT, PSAT, and STAR testing, as well as attendance rates, failure rates, and grade data. The data team is not functioning at the present time. While data is available, it is not consistently being reviewed by the school staff or used as a basis for decision-making and curriculum revision.

When the district provides the school's professional staff with sufficient leadership, personnel, time, financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum with frequent use of assessment results and current research, all RHS students will be able to achieve the learning expectations.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 2 Commendations

Commendation

The district's commitment to provide staffing levels, instructional materials, supplies, facilities and the resources of the library media center to implement the curriculum

Commendation

The availability of teachers during RAM time to give students additional assistance and personal attention

Commendation

The authentic learning opportunities provided through partnerships with organizations outside the school

Commendation

The efforts of teachers to revise curriculum and to identify course competencies

Standard 2 Recommendations

Recommendation

Ensure the curriculum is purposefully designed to provide all students with opportunities to practice and achieve all of the school's 21st century learning expectations

Recommendation

Complete the written curriculum in a consistent format for all courses in all departments across the school

Recommendation

Provide additional opportunities for students to experience cross-disciplinary learning

Recommendation

Implement a formal process for measuring the alignment between the written and taught curriculum

Recommendation

Increase vertical articulation with the middle school

Recommendation

Provide sufficient personnel, time, financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum with regular use of assessment results and current research

Standard 3 Indicator 1

Conclusions

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

While some teachers examine their classroom practices regularly in a variety of meaningful ways, this practice is not supported by school-wide routines or processes. Individual teachers' instructional practices are periodically observed and evaluated based on the Danielson Model, but teachers report receiving little feedback that supports them in aligning observed practices with the school's core values and beliefs. In a recently implemented initiative, RHS teachers have begun the process of implementing student learning goals (SLGs) in all courses after piloting this technique for the past three years.

Students are assessed at the beginning and end of a course to determine growth. The data from this approach could be used to inform content-specific as well as skills-based instruction through individual teacher reflection, although this is not yet a routine practice.

Although plans have been put in place to identify those skills and dispositions that make up the 21st century learning expectations, the core values and beliefs about learning are not consistently shared by the faculty and are not consistently applied to rigorous learning and effective instructional practices. On the Endicott survey, only 33.3 percent of teachers state that they continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning. With varying degrees of success, teachers have been linking their instruction to the school-wide expectations, but their efforts have been inconsistent, with a lack of clarity regarding best method practices within their respective disciplines. On the Endicott survey, 68.5 percent of parents agree that teachers personalize instruction to support student achievement of the school's learning expectations.

When the school fully implements the 21st century learning expectations, and formally examines instructional practices to ensure consistency, there will be a clearer connection between instructional practices and the school's core values and beliefs.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- Endicott survey

Standard 3 Indicator 2

Conclusions

Many teachers' instructional practices at Raymond High School (RHS) partially 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, and integrating technology.

The extent to which instructional practices support the learning expectations, however, is determined by the success of which teachers and students are able to understand and use them effectively in the classroom, which is evident in some classes, but not in all. Many teachers make efforts to personalize instruction and to support students with individualized support in the classroom and in the school's academic support periods, RAM time. Small class sizes in many courses contribute to the sense of individual attention and support. Some opportunities are provided for students to research topics of their own choosing. In advanced Spanish classes, students discuss their creative projects with their peers in the target language. In contrast, students were asked to complete low level tasks, such as completing a word search and looking up definitions of vocabulary terms in other classes observed.

Cross-disciplinary learning experiences have been created in a number of departments. This year, the English and social studies departments were combined into a humanities department, and the mathematics and science departments have been combined to become a STEM department. As a result, there has been more opportunity for dialogue between the departments. Individual teachers plan and implement learning experiences that bring in applications and ideas from other content areas, but these are not often planned collaboratively or defined as part of the course curriculum. Examples include studying current and historical events in a non-social studies course, learning mathematics terms in world languages, and using photography in a creative writing class to produce an imaginative story. In a history class, students learned about the Great Depression using math skills to show the percentages of those unemployed. Students enrolled in an English class watched a Ken Burns film about the history of the Vietnam War and its effects on those veterans who served in the Armed Forces.

Some students are engaged as active and self-directed learners with teachers who provide innovative tasks that encourage students to take a leadership role in their learning. Teachers at Raymond High School use methods such as student-created Kahoot quizzes, "potluck" discussions, gallery walks, block party discussion protocols, student-led discussions and self-directed pieces of writing based on student interests in English classes. Many students (57 percent) report having opportunities to self-assess their work and more than half (51.9 percent) of students indicate that teachers give them the opportunity to choose topics for some assignments.

Many of the courses at Raymond High School emphasize inquiry, problem-solving, and higher order thinking skills. Both parents (88.9 percent) and teachers (72.1 percent) agree that instruction emphasizes inquiry, problem-solving, and higher order thinking. Examples include the use of essential questions, depth of knowledge questions and instruction, and an expectation that students formulate, express, and defend original thinking through both oral and written expression. Opportunities to apply knowledge and skills to authentic tasks include senior-created college application essays as part of English instruction, learning about pre-court procedures and due process rights in a criminal law project, and utilizing blood analysis to solve a murder mystery. In a health class, students research various diseases and opioids, share their findings with their peers, and discuss the consequences of drug abuse. Students enrolled in an environmental science class analyze the effects of global warming and pollution on ten trees on the Raymond High School property.

In some cases, students were encouraged to assess themselves and reflect upon what they had learned in a given class. In advanced Spanish classes, students participated in a carousel activity, in which their peers were encouraged to look at a list of sentences that they created, in order to assess each other's work using suggestions for improvement. Students were also asked to self-reflect on the processes they used to create an illustrated short story of their own choosing. In these examples, technology was integrated into the learning

process via the use of iPads, primarily for individualized recording sessions. Students were observed using Chromebooks for a variety of purposes in many classes. Additional technology applications include interactive science simulations and the use of databases in the library media center for research. Technology integration is limited at times due to the lack of availability of devices during peak usage times.

When teachers consistently personalize instruction, engage students in cross-disciplinary learning, engage students as self-directed learners, integrate technology, and implement lessons that promote, inquiry, problem-solving, higher order thinking, application of knowledge and skills to authentic tasks, and promote self-assessment, instructional practices will support the achievement of Raymond High School's 21st century learning expectations.

Sources of Evidence

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

Standard 3 Indicator 3

Conclusions

Raymond High School teachers often 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.

Formative assessments include, but are not limited to, journal entries, teacher-led discussions, peer-reinforced activities, exit tickets, online game-based learning platforms, and informal check-ins while students work individually on problems. Some teachers use these practices almost daily and others only a few times per year. Teachers and students report use of re-teaching as the most common form of instructional adjustment based on formative assessments. By school policy, formative assessments count as no more than 10 percent of course grades, and teachers have expressed concern that students do not always give their best effort based on that assigned value. Students report that some teachers routinely use formative assessments, while in other classes, lecture, note-taking and final tests are used and teachers use limited strategies to get formative information on student understanding of content that might be helpful in making instructional adjustments.

Few classrooms were observed in which instruction was strategically differentiated. In most classrooms, all of the students were working on the same core tasks without variation to provide different levels of support or challenge. Some examples of differentiated tasks or instructional approaches include a Spanish lesson in which the teacher was able to continually assess students' learning and meet the needs of each student through two activities. Students had choice in what words they would use, allowing them to work at their own pace and level. Varied instructional approaches were also observed in a science class where class discussion, a video and a hands on, partnered activity was used. While the science lesson offered a variety of instructional strategies to aid students in understanding the content, all students used a common text and completed the same assignment. The guitar course is structured to allow students to move at their own pace. In physical education courses, alternative strategies are used to allow all students the opportunity for participation, including individual weight training and group learning activities. In self-contained special education classes, students were each working on tasks that were designed based on specific individual needs. While tasks were not strategically differentiated in most classes, additional support to complete academic tasks is encouraged and available frequently to students with RAM time built into the weekly school schedule. RAM time offers all students with additional support and students report that time being very valuable to that effort.

Because of teachers' efforts to incorporate daily formative assessments, create purposeful learning activities, offer alternative strategies and provide additional support, many teachers meet the needs of each student. Teachers who adjust their instructional practices by incorporating formative assessments, differentiating instruction, organizing groups for learning, and providing additional support are increasing students' opportunity for success.

Sources of Evidence

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

Standard 3 Indicator 4

Conclusions

While teachers occasionally use feedback from colleagues, supervisors, and students to improve instructional practices, there is limited evidence of systematic examination of current research, student assessment data, or student work.

Teachers, individually and informally, examine student assessment data to improve instruction. While individual teachers obtain feedback from their students through course assessments/reflections, surveys at the end of courses, and journaling, there are few routines or processes in place across the school to make collaborative review of student assessment data a regular part of professional practice at RHS. While some teachers improve their instructional practices by using data from a variety of formative and summative assessments and examining student work, examining current research, using feedback from a variety of sources and engaging in professional discourse occurs in a very limited scope. Improvements in instructional practices are done on an individual basis. Teacher collaboration to improve instructional practices is not prevalent. On the Endicott survey, 37.7 percent of staff agree that teachers have formal opportunities to improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices. Teachers report that opportunities are few and far between for teachers to discuss instruction and usually it occurs in an informal manner. This year the English and social studies departments were combined to form the humanities department and while this has increased dialogue between the subject areas, there is a disconnection in alignment resulting from lack of time to collaborate.

Some examples of analysis of student performance data were found. For example, on state testing, student skill gaps in reading informational texts were seen. In response, the freshman English teachers incorporated more lessons involving non-fiction texts, such as current event articles and weekly school magazines to provide students with more practice reading informational texts. In world languages, teachers described using formative assessments as a barometer to measure student readiness for summative assessments, allowing the teacher to make determinations on how to improve instruction moving forward. Individual teachers were able to identify research that they used to reflect on their instructional approaches, but collective examination of current research and best practice instruction is not evident, and is not a focus of professional learning or faculty meetings. According to the Endicott survey, 35.2 percent of students either agree or strongly agree that teachers have asked for feedback on instructional practices and 42.6 percent disagrees. While there is some evidence of students having the opportunity to provide feedback, feedback from parents, supervisors and other teachers is not evident.

Because individual teachers use data from a variety of assessments, examine student work frequently and involve students in feedback, teachers are able to improve their instructional practices. When teachers can further engage in professional discourse, obtain feedback from multiple sources, and have the opportunity to examine current research as a faculty, teachers will further enhance their instructional practice.

Sources of Evidence

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

Standard 3 Indicator 5

Conclusions

While teachers at Raymond High School, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices, the lack of common planning opportunities to collaborate with their peers has hindered the implementation and improvement of instruction.

Students and parents strongly agree that teachers are knowledgeable about the subjects they teach and are confident that students are receiving a rigorous education. On the Endicott survey, 69.1 percent of students and 80.3 percent of parents agree that teachers are knowledgeable about the subjects they teach and maintain expertise in their specific content areas. Teachers seek out content-specific information from a variety of sources. Teachers have access to professional learning days to attend content-focused workshops, such as the Massachusetts Science Teachers Fall Conference, and the Buds, Leaves, and Global Warming Conference. Teachers in multiple departments report attending statewide conferences in their content areas, and individual staff members also seek out specific training sessions, such as advanced woodworking, to enhance their areas of expertise. At this time, there is no formal plan in place to facilitate the dissemination of teachers' learning to their professional colleagues. Selected staff members also participated in a six year federal grant program, the Investing in Innovation (i3) grant. Through this participation, teachers had opportunities to develop specialized expertise in protocols to support the development of performance assessments.

When teachers, as adult learner and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices, and are given opportunities and a clear process for sharing that learning, students will benefit from having knowledgeable and effective teachers.

Sources of Evidence

- self-study
- teacher interview
- Endicott survey

Standard 3 Commendations

Commendation

The opportunities for students to apply knowledge and skills to authentic tasks

Commendation

The dedication to lifelong learning by many teachers who pursue professional learning opportunities to maintain content area expertise

Commendation

The commitment of teachers to provide individualized support to respond to students' academic needs

Standard 3 Recommendations

Recommendation

Engage educators in authentic professional discourse for reflection, inquiry, and analysis of teaching and learning

Recommendation

Ensure that every student engages in learning activities that foster student agency by providing opportunities to set goals and reflect upon the results to guide their own learning process

Recommendation

Create a formal process for the analysis of student learning data to guide instructional improvement efforts

Recommendation

Ensure that every learner regularly engages in inquiry, problem-solving, and higher order thinking skills

Standard 4 Indicator 1

Conclusions

The professional staff is beginning to employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations (21st CLEs) based on specific and measurable criteria for success, such as school-wide analytic rubrics.

The school is in the first year of implementing a school-wide rubric for work study practices (WSPs) of communication, collaboration, creativity, critical thinking and problem-solving, and self-direction. As yet the practice is not deeply rooted in the culture of the school. The Endicott survey data indicate that while 38.3 percent of the staff report using the school-wide criteria for success, such as analytic rubrics, only 38.7 percent of staff agree that they understand the formal process of assessing school and individual progress in achieving learning expectations based on the use of specific and measurable criteria such as school-wide analytic rubrics.

Raymond High School has recently begun to assess and report student progress in achieving the school's 21st CLEs. Teachers have been directed to evaluate student progress on the WSPs eight times per year through progress reports and semester grading. The data is entered into PowerSchool, the RHS student management system. Most teachers rate students in some, but not necessarily all, of the WSPs during summative assessments. The school is beginning to gather school-wide data on student ratings of the WSPs. The administration and the self-study indicate that there is a plan to collect school-wide data on the 21st CLEs four times per year, and during the summer of 2019, a plan is in place to aggregate and analyze school-wide data on 21st CLEs, but this process has yet to become formalized.

When a formal process is implemented, the school will ensure that whole-school and individual progress in achieving the school's 21st century learning expectations is regularly assessed.

Sources of Evidence

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

Standard 4 Indicator 2

Conclusions

The school's professional staff is beginning to communicate individual student progress in achieving the school's 21st century learning expectations to students and families, but does not yet report on the school's progress in achieving the school's 21st century learning expectations to the community.

Beginning in the 2018-2019 school year, teacher ratings for students on each of the school's 21st century learning expectations are recorded twice per quarter in PowerSchool and on report cards. While school rubrics for the work study practices are used on some assignments, there is little evidence that students are routinely given opportunities to self-assess or given feedback on the progress they are making toward the school's 21st century learning expectations. Throughout the school, assessments are not consistently aligned with the 21st century learning expectations, and as a result, they do not provide clear feedback to students regarding their progress toward a targeted level of achievement based on 21st century learning expectation.

When formal mechanisms are in place to analyze and report data on both individual and school-wide progress toward the school-wide learning expectations to students, parents, teachers and the community, all stakeholders will have a clear idea of how well RHS students are achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- school board
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

At Raymond High School, professional staff do not routinely collect and analyze data to identify and respond to inequities in student achievement.

Teachers and administrators at RHS report having access to a substantial amount of data, but at this time, there are few formal processes in place for data analysis. Some members of the professional staff collect, separate, and analyze their own rubric data to identify and respond to assessment results and/or student feedback. Data from STAR assessments is used when placing students into the Freshman Academy. While the academy uses STAR data for initial placement, data is not used on an ongoing basis once the classes have been established. Informal review of student achievement and behavioral data has led to the development of some programming to meet the needs of students considered to be at risk. For example, in 2017, RHS established an alternative educational program known as the Raymond Experiential Alternative Placement (REAP). Students are referred to this program by the student intervention team (SIT). The administration and teachers indicate that the RAM program was created to meet the needs of the students, but it is not clear that this need was identified through data analysis. Since the inception of RAM, the administration reports that the course failure rate has been reduced and overall student grade point averages have improved.

When RHS implements a formal system to collect, disaggregate, and analyze data, the process will inform decisions about curriculum and instruction to ensure that all students are learning.

Sources of Evidence

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

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, many teachers communicate the applicable unit-specific goals but infrequently refer to the school's 21st century learning expectations to be assessed.

Teachers often distribute schedules, assignments, and scoring guides in advance of the presentation of new material, and 53.7 percent of parents, students and staff agree that rubrics are used to convey unit-specific goals. However, as 27.4 percent of the staff disagree that they understand the formal process to assess school and individual student progress on the school's 21st CLEs, and another 33.9 percent are undecided, it is clear that work remains to be done to ensure school-wide, consistent application of the 21st century learning expectations. Teachers do not often use the school-wide rubric for 21st CLEs, student work, or course-specific academic rubrics as an introduction to new units.

When teachers more consistently communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed, students will be more prepared to meet the school's learning expectations, as they will be more aware of the criteria on which they will be assessed.

Sources of Evidence

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

Standard 4 Indicator 5

Conclusions

Prior to most summative assessments, Raymond High School (RHS) teachers provide students with specific and measurable criteria for success, most often the applicable course-specific rubrics.

There have been recent efforts to include communication of the school's 21st century learning expectations, referred to as the work study practices (WSPs), but this process is not unified and is a work in progress. All teachers are required to assess all students in five areas: communication, creativity, collaboration, critical thinking and problem-solving, and self-direction. At this time, many rubrics incorporate some of five areas but not all. Typical components of current rubrics used include categories labeled concept understanding, content, mechanics, use of class time, and organization. Students are assessed a minimum of twice each marking quarter. Although some teachers routinely include the WSPs, this system has not yet become a widespread practice in every course and classroom. As a result, students report uneven use and interpretation of the rubrics and related student expectations. The Endicott survey indicates that there is over 65 percent agreement among parents, students, and staff that rubrics are being implemented in the classroom. There is a consensus among students and teachers that the implementation of rubrics has given students help in understanding what is expected of them on their assignments. With few exceptions, however, these rubrics do not address WSPs specifically. Some teachers and some students express concern that rubrics do not provide specific and measurable criteria to help students advance toward higher levels of achievement, or shared school-wide understanding of what constitutes high quality work. Teachers report having few opportunities to collaboratively examine student work to calibrate their use of rubrics.

Providing students with common analytic rubrics prior to summative assessments will ensure students are aware of assessment expectations and will increase opportunities for high performance.

Sources of Evidence

- self-study
- student work
- teachers
- Endicott survey

Standard 4 Indicator 6

Conclusions

In each unit of study, most teachers employ a range of formative assessment strategies.

Eight-six percent of staff agree that professional staff at RHS use a variety and range of assessment strategies. Teachers from multiple departments reported the frequent use of formative assessments, including exit passes, current events, homework, quizzes, journals, and class discussions. Student work posted around the school building illustrates a wide variety of creative, artistic summative assessments. Many courses include at least one performance-based summative assessment with a course-specific rubric. Summative assessments observed through student work include traditional paper and pencil exams, posters, hands-on projects like scrapbooks, paintings, wall murals, and woodworking, many of which are creative, artistic and posted around the school. A memorable example is a life-size wooden ram, the school mascot, made by a student, located at the front entrance of the school, which is not only aesthetically pleasing but shows pride in school programs and helps value student achievement.

When professional staff members collaborate to create a wide variety of summative assessment strategies, including cross-disciplinary, authentic performance tasks, students are able to demonstrate their learning in multiple ways.

Sources of Evidence

- classroom observations
- student work
- teacher interview
- teachers
- department leaders
- Endicott survey

Standard 4 Indicator 7

Conclusions

While there is some informal collaboration within departments, Raymond High School (RHS) faculty members do not collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

Individual department meetings are occasionally focused on the creation, implementation, and improvement of formative and summative assessments using an informal process. Collaborative time is not routinely provided to teachers for this type of work. From 2010-2015, a plan to work on common assessments failed due to a lack of grant money, turnover in administration, and a lack of common collaboration time. The school has been working toward mapping content area competencies for each department, which is described by teachers as a necessary step prior to the creation, analysis, and revision of new assessments. The Endicott survey shows only 27.9 percent of reporting teachers agree that teachers met in a formal way regarding creation, analysis, and revision of formative and summative assessments, including common assessments. Most assessments are typically developed by individual teachers for specific units of study. Many of the assessments used within a department are shared, more in some departments than others, but there is no formal process for doing so.

The incorporation of common planning time into the daily/weekly schedule will provide teachers with the time necessary to develop common formative and summative assessments to drive instructional and curricular decisions.

Sources of Evidence

- teacher interview
- teachers
- department leaders
- Endicott survey

Standard 4 Indicator 8

Conclusions

Most teachers at RHS provide timely feedback, but less consistently provide specific and corrective feedback to ensure students revise and improve their work.

Teachers routinely provide information on student performance to students and parents through grades posted in the online portal, which teachers are expected to update every two weeks. Less than half (47.5 percent) of students report that teachers assess and correct their work in a reasonable amount of time, while 56.5 percent of students agree that teachers offered feedback to help them improve their work, and 54.2 percent agree that teachers' grading is fair and consistent. Many teachers use Google Docs to make timely comments on formative assessments and offer scaffolding and benchmarks for more complex assessments. Eight-nine percent of parents agree that teachers are providing timely feedback. Student work and graded rubrics often showed feedback on effort or accuracy but did not describe specific corrections that could be completed in order to improve performance on reassessment.

When teachers give more specific and corrective feedback, students will be able to better identify and address their weaknesses during reassessment.

Sources of Evidence

- classroom observations
- self-study
- student work
- Endicott survey

Standard 4 Indicator 9

Conclusions

Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

Across all content areas, teachers at RHS use a variety of formative assessment techniques which are part of the process leading to summative assessments. Formative assessments are intended to indicate how well the students are understanding the material. Formative assessment can only be used for 10 percent of a student's overall grade while summative assignments count for 90 percent. The results of formative assessments are reviewed frequently, giving the teacher a clear picture of whether to move on and present new material or to review and re-teach the material in a different format. Most teachers employ a range of teaching strategies and methods, and sometimes adapt these to the specific learning needs of students in their classes. It is common for teachers to continue instruction in a topic or review key concepts in a unit when formative assignments show that students are not fully comprehending material or reaching expected levels of achievement. Based on assessment results, students are invited by their teacher or assigned by their teacher advocate, using the Adaptive Scheduler feature of PowerSchool, to meet with their teacher during RAM time on Wednesdays and Fridays and other times as needed. Students will sign up to meet a teacher on Monday during their RAP time. During those scheduled times, students have opportunities for extra help or tutoring, for making up work, or for retaking assessments.

Use of formative assessments assists teachers in adjusting instruction to meet the collective and individual needs of students.

Sources of Evidence

- classroom observations
- student shadowing
- teacher interview
- teachers
- students

Standard 4 Indicator 10

Conclusions

Individual teachers and administrators have begun to examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work, common course and grade-level assessments, standardized assessments, and individual student progress in achieving the school's 21st century learning expectations. Data from sending schools, receiving schools, post-secondary institutions, survey data from current students or alumni are not currently used to revise and improve curriculum and instruction.

The school has a plan to implement a data team to examine STAR assessment data, PSAT and SAT scores, and course grades, but is not yet fully functional, and the school has not used this data to revise curriculum or improve instructional practice. There is a lack of adequate common planning time for staff and administrators to collaboratively develop and refine common assessments and rubrics, examine student work, identify student exemplars, or analyze school-wide data, including the school's progress on the 21st century learning expectations. Only 33.3 percent of staff agree they examine a wide variety of data to revise and improve curriculum and instruction.

When teachers and administrators institute a routine practice of examining a range of student learning data, the school will be able to use this information for the purpose of revising curriculum and improving instructional practice.

Sources of Evidence

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

Standard 4 Indicator 11

Conclusions

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

This is the first year during which RHS has school-wide work-study practices and rubrics connected to the school's 21st century learning expectations. Only 40.7 percent of staff agree that grading and reporting practices are being reviewed and revised to ensure alignment with the school's core values and beliefs about learning. Classroom observations, teacher interviews, and student work demonstrate that there are multiple connections in the curriculum to the school-wide work study practices of self-direction, communication, creativity, collaboration, critical thinking and problem-solving, but the relevance of these connections to the school's grading and reporting practices is not always formally reviewed, documented or expressed to staff and students. The whole district is beginning to develop and implement a competency-based grading and reporting system, but these practices have not been explicitly connected to the school's 21st century learning expectations.

When grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, student learning can be evaluated consistently throughout the school.

Sources of Evidence

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

Standard 4 Commendations

Commendation

The development of a school-wide rubric to measure student achievement of the school's 21st century learning expectations/work study practices

Commendation

The widespread use of rubrics on summative assessments

Commendation

The reporting of individual student achievement of the school's 21st century learning expectations/work study practices on report cards and through the school's student management system

Commendation

The practice of regular communication of unit goals prior to starting a new unit

Commendation

The wide range of formative assessments used to monitor student learning

Standard 4 Recommendations

Recommendation

Employ a formal process, based on school-wide rubrics, to assess whole-school and individual progress in achieving the school's 21 century learning expectations to ensure the curriculum supports student achievement of all learning expectations

Recommendation

Create a formal process for the collection, review, and analysis of a range of student learning data to ensure that all students are learning

Recommendation

Establish dedicated time for the creation, analysis, and revision of formative and summative assessments, including common assessments

Recommendation

Ensure that grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning

Recommendation

Develop and implement a process for annually reporting on whole-school progress toward learner achievement of the school's learning expectations

Standard 5 Indicator 1

Conclusions

The Raymond High 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.

According to the Endicott survey, 60.9 percent of students agree that they feel safe at school. Fifty-two percent agree that teachers at school are concerned about their learning. Student opinions on are divided about the degree to which bullying is an issue at RHS, with 29.7 percent agreeing that bullying is a problem at their school, 37.2 percent disagreeing, and 33.1 percent undecided on this issue. Among the adults, 92.5 percent of parents and 69.9 percent of staff agree that the school's culture is safe, positive, and supportive. Parents and community members cite multiple examples of staff caring and supporting students' needs, including working with students outside regular school hours, the school's use of the positive behavioral interventions, and staff members supporting students at co-curricular events. The expectations for all discipline and attendance policies are distributed in print at the beginning of each school year. The school fosters student responsibility for learning in a variety of ways. These include teachers encouraging students to contact them when class time is missed. The school added RAP time to the schedule on a daily basis so all students have opportunities to connect meaningfully with one or more adults in the building. RAM time is a block of time on Mondays, Wednesdays, and Fridays when students can take ownership of their learning by being scheduled to see teachers for extra help or to make up missed work. The Raymond Coalition for Youth (RCFY) is an after school program dedicated to substance abuse, which has substantial membership within the school. This organization runs year-round programs to promote positivity and support within the school and town communities. These programs include, but are not limited to, a diaper/baby items drive, canned food drives, presentations on substance abuse and the consequences thereof, surveys to assess substance abuse within the school, as well as a year-long collaboration to film an informational video about substance abuse that is shown at the cinema in Epping as part of a statewide initiative.

A multitude of extracurricular and athletic opportunities are available to all students that help to promote pride in the school and contribute to a positive school culture. There is an after-school intervention class for athletes with failing grades through which students can make up work and improve their grades. Other programs Raymond High School offers to promote a safe and supportive school climate include site council, which is an organization consisting of students, faculty, and parents who review and change school policies to improve the school environment; JumpStart, a three-day summer program to introduce upcoming ninth-graders to the high school environment; National Honor Society; student council; and 12 team sports, including unified athletics opportunities.

Because the Raymond High School community consciously and continuously builds a safe, positive, respectful, and supportive culture, students enjoy learning in a positive climate with shared pride in their school.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- community members

- Endicott survey

Standard 5 Indicator 2

Conclusions

Raymond High School is generally 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.

The school regularly offers heterogeneously grouped classes and programs. Raymond High School offers heterogeneously grouped classes in world languages, music, physical education/health, art, graphic arts, woodworking, and photography as well as social studies and English electives. Courses are identified at four levels of rigor and students have the opportunity to opt for a more challenging course. Advanced Placement courses are open enrollment for all students who have met the pre-requisite requirements. The school also offers specialized programs that are heterogeneously grouped including Jobs for America's Graduates (JAG), Manchester School of Technology (MST) and the Seacoast School of Technology (SST). According to the Endicott survey, 70.7 percent of students agree that they have opportunities to take core classes with students of varying abilities, and 59.3 percent of the staff agree that students are able to schedule and participate in a heterogeneously grouped class by the end of their high school experience.

Since a majority of the classes currently offered at RHS are heterogeneously grouped, every student will experience courses populated with students reflecting the diversity of the student body supporting the achievement of the school's 21 century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- school leadership

Standard 5 Indicator 3

Conclusions

There are formal, ongoing programs at Raymond High School (RHS) 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.

Raymond High School instituted the Raymond Advocacy Program (RAP) over twenty-five years ago, in which each teacher was assigned a group of students by grade level so that each student would have someone they could go to in addition to their guidance counselor for support and assistance. These groups were and continue to be developed with the intention of being diverse not only in academic ability, but in terms of culture, ethnicity, and areas of interest. In freshman year, groups are advised by teachers in the Freshman Academy. In grades 10-12, the intention is for an adviser to remain with his/her group for the students' remaining years at Raymond High School. Students state that changes happen often and advisers change. The RAP period, of approximately thirty minutes, meets daily Monday through Friday. It serves as an opportunity to disseminate information to the student body so that each student has an opportunity to be informed of school and non-school events, job opportunities, college admissions visits, and various other services that come available during the school year. The advisory program lacks an explicit, consistently planned and reviewed curriculum. School programs and activities supported in RAP time include speakers from the community and civic organizations to support community service, such as the beach clean-up program, the Thanksgiving donations and baskets program, and the Penguin Plunge for Special Olympics NH. The implementation of the RAM block during the 2017-2018 school year placed the same students with their RAP adviser in a block period of academic instruction and/or support three days a week. The RAM blocks afford students the opportunity to seek out teachers for assistance, extra help, make-up assignments, and/or re-takes, all of which are scheduled through the Adaptive Scheduler Program embedded in PowerSchool. The advisers have access to their students' grades and can schedule students for assistance in areas of need. Students are also able to advocate for themselves and ask for scheduled time during RAM. The RAM block is divided into two consecutive periods of approximately 42 minutes each, allowing students to receive assistance from one teacher for the entire block period, or to receive assistance from two teachers in different content areas. In addition to RAP and RAM time, there are also a number of after-school clubs and activities that afford students and teachers the opportunity to interact outside the classroom, which reinforces positive relationships, trust, and community.

Because there are many formal and informal programs that provide adviser/mentor support to students in their educational experience, students have the support of an adult to help in achieving the school's 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 4

Conclusions

The principal and professional staff at Raymond High School (RHS) engage in limited professional discourse and use some resources available both in and out of school to improve student learning through professional development to improve instruction, curriculum, and assessment of students.

The administration and staff at RHS work toward remaining current with best practices. Faculty report that the planning for professional development is often driven by central office administration, rather than based on faculty-identified needs. On the Endicott survey, only 45.9 percent of staff agree that the professional development programs enable teachers to acquire and use skills to improve instruction and assessment. In the past few years, the vast majority of professional development has centered around the design and implementation of a new competency-based grading system for Raymond High School. Faculty report that the discussions are fragmented based on the infrequency of the meetings. The remaining professional development time has been dedicated to preparation for the NEASC visit, which means limited time has been available for collaboration, professional learning communities, vertical team alignment, and instructional practices development. As a district, Raymond requires a minimum of 45 hours of professional development in district goals and 30 hours in the area of curriculum goals for every three-year recertification license cycle. There is ample opportunity for faculty to attain these hours through professional development offered by the school. Professional development activities are organized by the district curriculum coordinator and the special education coordinator with little input by building administrators and no input from teachers about what they feel would be most beneficial to their practice.

RHS has a professional development committee (PDC) which meets to administer a small allocation of funds for professional learning and outside conferences, but the committee does not have input in the decisions of what opportunities will be made available to the faculty. All high school staff are required to attend one monthly staff meeting, and a monthly department meeting, that have the potential to provide an opportunity for professional discourse. However, in most cases, full agendas and limited time result in meetings that are primarily focused on information dissemination. Faculty have stated that while they value common planning time, particularly within departments, scheduling classes around that time has proven to be challenging, and as a result, common planning time is not routinely provided for teachers. The exception is the staff of the Freshman Academy who meet weekly for formal collaboration. Teachers may submit requests for professional development through My Learning Plan (MLP). Some opportunities are reimbursed to the teacher from district funds. These reimbursements are on a first come/first served basis and once the fund is used, teachers may still participate in outside professional learning activities approved by administration at their own expense. RHS also has a number of workshops available to teaching staff during the summer months for which per diem stipends are awarded.

When RHS, working with school leaders including teachers, purposefully plans and implements professional development opportunities to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning, curriculum, instruction, and assessment will improve.

Sources of Evidence

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

Standard 5 Indicator 5

Conclusions

School leaders have adopted and are in the process of implementing research-based evaluation and supervision processes that focus on improved student learning.

Raymond's Educator Effectiveness Plan was piloted across the district approximately two years before it was officially adopted by the Raymond School Board in August 2017. Since that time, the administration has received training and provided feedback regarding teacher-evaluation processes and expectations. The principal reports that he participated in and regularly attends the educator effectiveness committee meetings and has also received training in Charlotte Danielson's Framework for Teaching. However, teachers report a lack of feedback from the formal observation process. Teachers are observed as required by the plan but do not always receive feedback. The educator effectiveness committee (EEC) developed a process to identify a professional practice rating, using focus components within each of the four domains of Charlotte Danielson's Framework for Teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. The process developed by the EEC is a tool used to set expectations for planning, preparation, professional responsibilities, and classroom culture, but there is little evidence that the practice is efficient and used school-wide. According to the February 2018 staff survey, 29 percent of staff disagree or strongly disagree that school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning, while 54 percent of staff feel neutral or undecided. Based on this data, school leaders have adopted and committed to research-based evaluation through the educator effectiveness plan. However, school leaders are still in the process of implementing this plan with fidelity and consistency.

When school leaders consistently use research-based evaluation with fidelity, and supervision processes that focus on improved student learning, the formal process of evaluation and supervision will support teachers in their professional development, and ultimately students will be assured their learning is based on current practice and 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 6

Conclusions

The current organization of time at Raymond High School (RHS) adequately supports research-based instruction and the learning needs of all students. However, it does not adequately support professional teacher collaboration.

For the 2017-2018 school year, the daily schedule was altered for the third time since 2015-2016. The school currently uses a modified block schedule to ensure that it supports the school's core values and beliefs to improve academic achievement. It is the first time a modified block schedule has been implemented at RHS. On Mondays, the school schedule is divided into seven 36-minute academic classes as well as short RAP and RAM blocks. On Tuesday through Friday, RHS runs an alternating four-by-four block schedule with classes of roughly 84 minutes each. According to a 2018 staff survey, 66 percent of staff feel that the current class schedule supports research-based instruction. Further, 60 percent of staff either strongly agree or agree that the current class schedule supports the learning needs of all students. Three times a week, students are assigned RAM time in order to meet with teachers and/or to receive extra help. This time is devoted to students who may be struggling with their academics, or students who simply need extra time to complete their coursework. RAM time has been an effective intervention for struggling students but for those who are not struggling learners, the time is not always used productively. According to the principal, course failure rates dropped 34 percent in the 2017-2018 school year from the 2016-2017 school year after RAM time was implemented. Nearly half of the staff, 49 percent, either strongly disagree or disagree that the current class schedule supports professional collaboration among teachers. Since its inception in 2014, the Freshman Academy is the only community of teachers in the building who have common planning time (twice a week) to discuss students as well as to gather and analyze student work.

When the organization of time includes opportunities for professional collaboration for all staff, more formal discussions about curriculum and student achievement will be supported.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- community members
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

Student load and class size at Raymond High School enable teachers to meet the learning needs of individual students.

The school has a student-to-teacher ratio of 15:1 which allows for effective instruction and individualized learning. The ratio of students to teachers in special education classes is four to one. The school values the interest of students who seek learning in many different content areas outside of mainstream courses including Advanced Placement (AP) and honors level courses, even if some roster sizes are small. According to the Endicott survey, 60 percent of staff agree that their student load and class sizes enable them to meet the learning needs of individual students. Eighty-three percent of the parents agree that class sizes allow teachers to meet their individual learning needs, and 67.8 percent of students agree that class sizes are reasonable. There are higher student loads for Freshman Academy teachers as freshmen are required to take their core classes with specific teachers. However, these teachers often work together to personalize their classes for their students. Generally, Advanced Placement classes have smaller populations but are still run as they ensure high-achieving students have an opportunity to take challenging coursework. There are also smaller class sizes in the alternative pathway or classes for students identified as at risk, including some of the practical-level classes and classes in the Raymond Experiential Alternative Program (REAP). The staff expressed concern about the future impact of recently adopted budget guidelines limiting the ability of the school to run classes with low enrollment.

Because student load and class sizes are reasonable, students enjoy more personal attention from their teachers and there are more opportunities for teachers to personalize student learning.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- Endicott survey

Standard 5 Indicator 8

Conclusions

Working with other building leaders, the principal at Raymond High School (RHS) inconsistently provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

The RHS principal, assistant principal, and faculty team leaders oversee the instructional decisions of each department. The RHS administrative team discusses major district and school initiatives, as well as upcoming agendas for team leader, faculty, and department meetings. Information is communicated to staff through the principal's memos, monthly faculty meetings, and daily announcements. Administrative decisions are made with the goal of encouraging students to reach their highest level of individual excellence. Faculty are divided on the level of instructional leadership provided by the principal and other building leaders. On the Endicott survey, while 32.2 percent of the staff agree that the principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations, an equal number (32.2 percent) disagree and 35.6 percent of the staff are undecided. The Endicott survey results show that 54 percent of students feel the principal is clear about what he wants the school to accomplish for all students and 21.8 percent of students disagree. In the summer of 2017, the principal led a training session where staff were introduced to the various opportunities for changing their instructional practices in order to teach more effectively in the block. The goal of the training was to enhance instructional practices so that students would remain engaged throughout an 84-minute academic block. The leadership team meets periodically to set goals for the upcoming school year and to tie these goals to the core values and beliefs. Faculty meetings are held once a month and are most often used for the dissemination of information which leaves very little time for collaboration with their colleagues. Faculty report that the direction of the school often reflects changes in direction at the district central office, rather than a sense that the principal clearly establishes a vision for effective instructional practices within the school.

When the principal effectively collaborates with other building leaders to effectively develop and articulate common expectations, expectations for the school's professional learning culture, and to establish systems to review and reflect upon student learning, the instructional leadership will be rooted in the school's core values, beliefs, and learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- parents
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are involved in limited roles in decision-making that promote responsibility and ownership.

According to the Endicott survey, while 39.6 percent of students and 61.2 percent of parents agree they have input and opportunities to be involved in decisions made at the school, only 28.8 percent of staff agree that teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership, and 32.2 percent of staff disagrees. The roles of parents and students in the decision-making process are limited. Parents are invited to attend events throughout the school year that include sporting events, performances, parent information nights, and parent-teacher conferences. Two important roles for parents include participating in the new teacher hiring committee or as a part of the site council, an organization that includes teachers, administrators, parents, and students from each grade level. The site council meets weekly to discuss and implement ways to improve the school. Some students are actively involved in leadership activities at Raymond High School such as the student council, the student athletic leadership team (SALT), and as a student representative on the school board. Teacher opportunities for leadership include the leadership team, the technology committee, and the school hiring committee. Faculty forums, designed as a monthly meeting of the faculty to relay concerns and ideas, was described by teachers as ineffective as they did not feel included in decision-making to resolve concerns. The principal holds a principal's coffee hour monthly, with low parent participation. While a number of structures exist to promote responsibility and ownership of the school, many teachers report that they do not have the opportunity to participate meaningfully in decision-making.

When all students, parents, and staff are invited to be involved in meaningful and defined roles for decision-making, responsibility and ownership for the school's core values and 21st century learning expectations are promoted.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- school board
- department leaders
- Endicott survey

Standard 5 Indicator 10

Conclusions

Some Raymond High School teachers exercise initiative and leadership to improve the school and increase students' engagement in learning.

According to a 2018 faculty survey, 66 percent of staff members agree or strongly agree that they exercise initiative and leadership that is essential to the improvement of the school and students' engagement in learning. Only 9 percent disagree, but 26 percent of staff members surveyed were neutral or unsure about the matter. Written comments and responses cite concerns that there is not a lot of turnover in available leadership positions. There have been many individual teachers who have taken initiative to improve school culture. For example, the art teacher makes an effort to celebrate student work by displaying it widely around the school. The librarian has made changes to modernize the school library atmosphere and has advocated for change in technology available to students and classrooms. The technology teacher has updated and revamped the technology curriculum, instructional practices, and assessments. Some other initiatives that teachers have taken on in order to improve the school include starting clubs and organizations like the Gay/Straight Alliance, book club, robotics club, cinematography club, Bible study, science club, math team, and Granite State Challenge. There are also several teachers on the site council, a group of school community members who make changes that improve the school, and other teachers who have worked to obtain funding to build a greenhouse. Although some teachers feel that they have limited opportunities to be in formal leadership roles within the school, staff initiatives and organizations show that many teachers take active leadership roles in order to improve the school and to increase engagement in student learning.

When a variety of teachers representative of the school community have ongoing and formal opportunities to exercise initiative and leadership essential to the improvement of the school, a positive school culture exists and motivates students to become engaged in the learning process.

Sources of Evidence

- self-study
- teachers
- school support staff
- Endicott survey

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal are inconsistently collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

The superintendent and principal actively participate in school board meetings, reporting on developments within their school including policies that impact student opportunities to be successful at meeting the school's 21st century learning expectations. Their collaborations resulted in analysis of the new block schedule format and the implementation of competency-based grading. There have also been new initiatives introduced in the district strategic plan, announced at an April 2018 school board meeting, which include rubric-development training, a district-wide template for curriculum guides/documents, a pilot of competency grading with a test server, a goal for high school students to teach basic world languages to elementary students, parent-information nights for discussion of competency grading, and work-study practices reporting. The superintendent and principal meet weekly at administrative team meetings, which are attended by leaders from each school in the district, special education directors, directors of guidance, and the curriculum director. On the Endicott survey, 33.3 percent of faculty agree that the school board, superintendent, and principal are collaborative in the process of developing policies to support students in achieving learning expectations. Faculty express concerns that many decisions are made top down from the central office and school board, and that the school is often reacting to decisions made by others, rather than working in collaboration.

Effective collaboration among the school board, superintendent and principal, will result in a clearly defined focus on achieving the school's 21st century learning expectations and student success.

Sources of Evidence

- panel presentation
- school board
- department leaders
- central office personnel
- Endicott survey

Standard 5 Indicator 12

Conclusions

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

On the Endicott survey, 45 percent of staff agree that the principal has sufficient decision-making authority to lead the school, while 23.3 percent disagree and 31.7 percent are undecided. The principal has had the autonomy to propose significant changes, such as the implementation of the new eight-period block schedule. The principal, with input from students, successfully implemented a change in the athletic and co-curricular policy, which has a higher requirement for academic success than the State of New Hampshire requires. The high school administration describes having little say in the use of professional development days, which are designed and implemented by central office staff without the principal's input. The principal is afforded the authority to make daily decisions on a limited basis regarding policies and procedures at RHS. At times, however, the principal's autonomy is restricted by the superintendent. This sometimes results in making timely and fluid decisions difficult to implement, and in turn, creates gaps and conflicts in communication and understanding of basic school policies and procedures. While the number of professional staff is adequate, the principal is not always permitted to adjust staffing roles and allocations based on the identified needs of students.

When the principal is consistently given the autonomy to make decisions reflective of the school's core values and beliefs about learning, he will be more effective in modeling these values and beliefs on a daily basis.

Sources of Evidence

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

Standard 5 Commendations

Commendation

The safe, positive, respectful, and supportive learning environment in the school

Commendation

The number and variety of heterogeneously grouped classes which allow students to learn with peers with varying levels of ability

Commendation

The school's commitment to maintaining challenging course offerings despite declining enrollment and small class sizes

Commendation

The formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well

Commendation

The student load and class size which enable teachers to meet the learning needs of individual students

Standard 5 Recommendations

Recommendation

Ensure that the principal, working with other school leaders, provides instructional leadership that sets high standards for student achievement and fosters a growth mindset

Recommendation

Ensure that school leaders facilitate school improvement efforts to realize the school's core values, beliefs about learning, and 21st century learning expectations

Recommendation

Ensure that the school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations

Recommendation

Ensure that the principal is given appropriate decision-making authority to lead the school, including the authority to adjust staffing roles and allocations based on the identified needs of students

Recommendation

Involve educators, students, and families in meaningful and defined roles in decision-making that promote responsibility and ownership

Recommendation

Provide feedback through the evaluation process for teachers at all levels of experience

Recommendation

Create and implement a formal process for evaluating the effectiveness of school programs and initiatives

Recommendation

Create dedicated, routinely scheduled time for educator collaboration

Standard 6 Indicator 1

Conclusions

Raymond High School consistently has timely, coordinated, and directive academic 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. However, there is a need for timely, coordinated, and directive social-emotional interventions.

On the Endicott survey, 46.8 percent of the staff agree the school has timely, coordinated, and direct intervention strategies for all students, including special education students, students with 504 accommodation plans, and students at risk, that support each student's achievement of the school's learning expectations. In contrast to this, the Endicott survey indicates that only 30.2 percent of 268 students surveyed believe Raymond High School (RHS) meets the needs of all students. RHS has acknowledged these results and has attempted to make programs more visible and available to students to ensure appropriate support services are provided. An enrichment and remediation block (RAM) time was integrated into all students' schedules to provide designated periods for make-up work or extra help. Additionally, each student is assigned a Raymond Advocacy Program (RAP) advisor, whose job is to regularly check grades and to monitor the progress of their assigned advisees. While these Tier I academic interventions are in place for all students, there is currently a need for Tier I social-emotional interventions. Support staff reported that many students feel stressed and do not necessarily have supports at home or lack appropriate coping skills. When a student is having difficulty learning, the student and his/her family can be assured that the school will address the learning difficulties through the use of interventions such as RAM time or RAP advising.

Because of the implementation of these timely, coordinated, and directive intervention programs, students can be successful in meeting the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- students
- school support staff
- Endicott survey

Standard 6 Indicator 2

Conclusions

Raymond High School frequently provides pertinent information to families, especially those in most need, about available student support services. However, this communication is not adequate for those without access to the Internet or technology.

On the Endicott survey, 68.8 percent of parents agree that the school provides information about available student services (school counseling, library/media, health, and special education) to all families. General information is provided electronically through a variety of methods: email blasts, Naviance, Alert Now, Twitter, Facebook, RAM Reminders, parent information nights, Raymond Community Television, and open houses. School counselors also communicate support services to parents through phone calls, email, and parent meetings, as needed.

Because there are various means for families to receive information about student support services, most families are aware of and able to access services provided by the school support staff when needed.

Sources of Evidence

- self-study
- school support staff
- Endicott survey
- school website

Standard 6 Indicator 3

Conclusions

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

Special education teachers use the New Hampshire Special Education Information System (NHSEIS) for the creation and updating of Individualized Education Programs (IEPs), and Google Calendars for the scheduling of IEP meetings. Classroom technology for students with special needs include text-to-speech software, electronic readers, SMARTBoards, Chromebooks, and other communication devices. The school counseling department uses PLATO and Virtual Learning Academy Charter School (VLACS) as Tier II interventions, which provide students opportunities to recover credit online or take courses, such as Latin, that are not offered at Raymond High School. The counseling department has also begun to use Naviance with the current ninth graders to create four year plans and with seniors for college and career counseling. Naviance is primarily used in 9th and 12th grades, but school counselors would like to see students using it at least once a year. While school counselors generally use technology for most coordination of services, their Raymond Experiential Alternative Program (REAP) Intake Concern Forms for Student Intervention Team (SIT) referral are paper-based, making it more difficult to access them in a timely manner. Teachers who have made referrals to the SIT are not always informed of student status regarding the referral. The school nurse uses a secure database, the School Nurse Assistance Program (SNAP), to confidentially document individual student and staff visits and record medical data including immunizations, acute and chronic illnesses, and ongoing health assessment data such as height, weight, vision and hearing screenings. The library/media center staff utilizes BookSystems online catalog. In addition to EBSCOHost research databases provided by the New Hampshire State Library, it provides three online databases that give students and staff 24-hour access to research materials. The library/media center also provides access to Chromebooks for individual or group use. According to the director of technology for the district, information technology (IT) infrastructure has historically been underfunded but has recently seen an increase in funding with the newly written technology plan and an IT team that includes a former teacher. Currently, there are approximately 100 Chromebooks in the building, and 20 iPads. The current budget will allow for the purchase of 75 additional Chromebooks, which will be distributed in a manner so that each department has a set of Chromebooks.

Because support services staff regularly and reliably use a wide variety of technology, they deliver an effective range of coordinated services that meets the needs of students.

Sources of Evidence

- self-study
- teachers
- school support staff
- Endicott survey

Standard 6 Indicator 4

Conclusions

Raymond High School's school counseling department has an adequate number of certified personnel and support staff who deliver the district's comprehensive guidance curriculum. They meet regularly with students for scheduling and course selection. Personal and other academic counseling is provided on an as-needed basis, while career and college counseling is primarily targeted toward juniors and seniors. The counseling department also delivers collaborative outreach and referral to the community and area mental health and social service agencies. The use of ongoing relevant assessment data, including feedback from the school community, has helped improve services to ensure each student achieves the school's 21st century learning expectations. However, additional programming and resources surrounding mental health are needed.

On the Endicott survey, only 14.9 percent of students agree that they meet with their school counselor regularly, while 67.5 percent disagree. However, 76.9 percent of students report they know where to go for help with personal problems. Counseling staff has indicated that most students either see them occasionally or on an as-needed basis and that regular meetings occur more frequently with juniors and seniors to provide career and college counseling. For incoming freshmen, a JumpStart summer program orients them to the high school. The written guidance curriculum of the district is followed, but only gets updated every ten years, which does not reflect broader changes in society, such as the impact of social media and technology on adolescents. School counselors have noticed an increase in cases of anxiety and depression, particularly among freshmen, but no current plan is in place to address this increase. Additionally, the nurse and counselors have acknowledged a stigma surrounding the need for counseling or therapy. To further support counseling staff, Seacoast Mental Health Center has one therapist with office space at Raymond High School who provides access to services for students who lack transportation. Social workers are also contracted from Child and Family Services to provide individual and group services as needed. Counseling staff reported that during a year in which multiple students experienced a loss of parents, the social workers responded by creating a support group for those affected. There is one school psychologist for the district, whose role is to administer assessments rather than to provide direct care to students. Outside resources are frequently utilized when needed. Raymond High School (RHS) partners closely with Raymond Coalition for Youth (RCFY), which runs a Youth Action Group at the high school whose purpose is to address issues surrounding substance use/abuse and unsafe behavior. With data obtained from the spring 2017 Youth Risk Behavior Survey, it was determined that RHS needed additional services for students at risk for drug and alcohol use and other risky behaviors. Through collaboration between RHS, RCFY, and other local agencies, a grant was awarded to hire a student assistance counselor for drug use prevention and early intervention. Academic data collected from Star 360 math assessments was used to establish the need and to advocate for a math specialist. However, there is currently no immediate plan to address that need.

Because school counseling services have an adequate number of certified/licensed personnel and support staff, they are able to provide personal, academic, career, and college counseling as needed. Contracted services from various agencies outside the school provide additional group and individual supports. The counseling department uses relevant assessments and feedback from the school community to improve services and create programs that are relevant to students and their families. Altogether, these elements of counseling and support enable the vast majority of students to progress toward meeting the school's learning expectations.

Sources of Evidence

- self-study
- teachers
- students
- Endicott survey

Standard 6 Indicator 5

Conclusions

Raymond High School's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

According to the Endicott survey, 78 percent of staff and 70 percent of parents agree that the health services personnel provide preventative health and direct intervention services. The health office provides preventative health services including vision and hearing screenings, as well as height and weight measurements for all students. In addition, the nurse provides students and teachers with information about health-related issues through the creation of bulletin boards, posters, and updates. The health office requires an updated health assessment to be submitted each year for every student in the building to keep track of students who may be at risk for medical complications. Emergency action plans and individual health plans are developed as needed, are managed by the school nurse, and are shared with staff as appropriate. When teachers, staff members, or administration have health-related concerns for a student, the student is immediately referred to the school health office where the school nurse conducts a full assessment on the referred student and determines the appropriate action. Health services also collaborates with school counselors to help with stress reduction and to develop 504 Plans for students who need specific health-related school accommodations. Currently, no mental health screenings are administered for all students.

The nurse coordinates the district-wide flu clinic, maintains all of the Automated External Defibrillator (AED) devices, and orders EpiPens and Narcan for the school. The nurse utilizes the School Nurse Assistance Program (SNAP) program to run reports that identify areas of need by monitoring the number of log entries for a specific problem area. Additionally, the nurse facilitates the implementation of the End 68 Hours of Hunger program. In 2016, based on the number of students who were entered in SNAP who reported being hungry, as well as input from staff, this program was implemented to send students home with backpacks full of food for the weekend. Based on school community input, the nurse sometimes provides students with toothbrushes, clothing, feminine hygiene products, shoes, coats, and other basic necessities. There is an appropriate referral process in place and the nurse conducts ongoing student health assessments and uses data from SNAP in addition to anecdotal data from the school community.

Because the health services personnel are adequately staffed, the school is able to provide preventative health and direct intervention services to students.

Sources of Evidence

- self-study
- facility tour
- school support staff
- Endicott survey

Standard 6 Indicator 6

Conclusions

The Raymond High School's library/media center (LMC) services are infrequently integrated into the curriculum and instructional practices, yet meet guidelines for the number of certified/licensed personnel.

On the Endicott survey, 69.6 percent of students agree that the school has the resources that they need. Most of the students, 71.3 percent, agree that the library/media center provides them with the materials and technology that they need. Further, 74.6 percent of students agree that the LMC staff is willing to help them find what they need or want, which is corroborated by the positive impression among students and staff that the librarian is flexible and accommodating in providing materials that range from art supplies in the library to delivery of Chromebooks to a classroom. He also provides assistance with photocopying, editing, and issues associated with technology use. The library media specialist provides chargers for phones and computers, as well as handouts for computer shortcuts, search tips, and database use. The library media specialist infrequently engages in the implementation of the curriculum, but provides print and online resources in response to student and staff needs.

The library media specialist conducts some formal data assessment and utilizes feedback from faculty and students to improve services. Collection adjustments are made based on anecdotal evidence from students and teachers. The layout of the library was reorganized to provide students with more seating space. Chromebooks are cataloged and available for teachers to check out for their classrooms and to individual students. The LMC is available and staffed before, during, and after school. The LMC opens at 7:00 a.m., thirty minutes before the school day starts, and remains open until approximately 3:00 p.m., 50 minutes after the school day ends. Close communication is maintained between the information technology (IT) staff and the library media specialist. Freshman orientation includes instruction on how to access and search databases, but the library media specialist reports that he conducts no extensive training.

When library/media services are more purposefully integrated into curriculum and instructional practices, students will have more opportunities to engage in rigorous and relevant reading and research practices that help them to achieve the 21st century learning expectations.

Sources of Evidence

- self-study
- central office personnel
- Endicott survey

Standard 6 Indicator 7

Conclusions

The 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 and provide inclusive learning opportunities for all students, but does not have a formal protocol for 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.

On the Endicott survey, 49.2 percent of staff, and 50 percent of parents agree the school has adequate, certified support services personnel for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners. Aside from foreign exchange students who do not qualify for English language learner services, there are no English language learners in the current school population. The special education department reports that case loads are manageable and that teachers, contracted service providers, the reading specialist, and paraprofessionals assist students both individually and in small groups. Coordination with the school counseling department occurs for the 34 students on 504 Plans. Counselors have noticed an uptick in the number of students on 504 Plans related to anxiety and depression coming from the middle school, but no current plan is in place to address this increase. Within the Freshman Academy, the special education teachers, core teachers, and counselors meet weekly. The special education team as a whole meets weekly while ongoing informal meetings occur regularly with special education teachers and between special education teachers and general education teachers. At the beginning of the school year, special education teachers were stationed in the library for general education teachers to ask questions about particular students or to gain strategies to implement Individualized Education Program (IEP) accommodations. While general education teachers must sign off that they have read and understood the IEPs of their students, case managers consistently follow up with them via email. Because there are open and frequent lines of communication, inclusive learning opportunities are provided for all students in the classroom. Outside of the classroom, the reading specialist provides small group and one-on-one pull out services for students. The transition coordinator helps students in the Connections program find job placements within the community or in the school. Raymond High School follows the state and district policies in order to maintain compliance with New Hampshire Department of Education for evaluation and re-evaluation processes. All special education students are assessed three times a year (fall, winter, and spring), and are further assessed to monitor progress every six weeks. There is also one district school psychologist for evaluation and consultation. Formalized testing results, in conjunction with teacher and student input, are reported in meetings and inform the adjustment of IEP goals.

As a result of both formal and informal methods of communication and evaluation, support service staff is able to adequately provide services that facilitate inclusive learning opportunities for students that enable the vast majority of students to progress toward meeting the school's learning expectations.

Sources of Evidence

- self-study
- teachers
- school support staff
- Endicott survey

Standard 6 Commendations

Commendation

The integration of RAM time into the school schedule as an academic intervention available to all students

Commendation

The placement of a dedicated information technology staff member, with a background in education, in the building

Commendation

The utilization of multiple means of communicating information about student support services to families

Commendation

The use of Naviance to create four year plans for students

Commendation

The use of PLATO and VLACS for credit recovery and additional course options

Commendation

The reorganization of the physical space in the library and the maintenance of research databases to accommodate student and staff needs

Commendation

The use of data by dedicated nursing staff to determine the needs of students in order to provide pertinent health information, resources, proactive services and supplies

Commendation

The collaboration of school support staff with community and area mental health and social service providers

Commendation

The variety of supports for students transitioning to 9th grade including the JumpStart summer program, Freshman Academy, and the freshman orientation to library/media services

Commendation

The collaboration within the special education team along with the middle school staff and between special education and general education teachers

Standard 6 Recommendations

Recommendation

Provide additional counseling support for students dealing with social-emotional issues

Recommendation

Identify families that are unable to receive electronic communication and provide an alternative method for exchanging information

Recommendation

Use existing technology to provide more timely updates for teachers regarding student intervention team (SIT) referrals

Recommendation

Develop a coordinated plan that allows students to utilize Naviance all four years

Recommendation

Integrate the services of the library media specialist in curriculum design and implementation

Recommendation

Create and implement a plan to increase publicity of available counseling services and supports that assists in reducing stigmas surrounding mental health

Standard 7 Indicator 1

Conclusions

The community and district's governing body generally provides dependable funding for a wide range of school programs and services, sufficient professional and support staff, ongoing professional development, general equipment, and sufficient instructional materials and supplies, but funding for technical support and technology equipment and curriculum revision is inadequate.

The Raymond School District budget is guided by the Senate Bill 2 (SB-2) law, which allows for direct budget approval at the polls. The 2018-2019 school district's operating budget was approved at \$24,283,391 by the town deliberative session, and the town approved this budget on election day. Over 90 percent of the school district budget is funded by Raymond property taxes; the property tax is primarily residential.

Funding for the school has allowed it to offer a wide range of programs and services. Services provided include athletic trainers, a student assistance counselor, a college and career counselor, and outside contractors for special education services. Funding has also allowed for the development of new courses, such as AP Chemistry, Game Development, and Film as Literature, and specialized programming to meet the needs of all students. These programs include the Raymond Experiential Alternative Program (REAP); JumpStart, the freshman orientation program; Freshman Academy; HiSet; PLATO online learning programs; Virtual Learning Academy Charter School (VLACS); and the Connections Program for students with more significant disabilities. Raymond High School offers PLATO as a form of credit recovery and VLACS as an option for students to gain additional credit outside of the classroom or as an option to take courses not offered in the RHS program of studies. Select students are offered the HiSET program, which gives students a state-issued high school equivalency diploma. Raymond High School was a cohort recipient of the Next Steps NH Grant for the 2016-2018 school years, during which time professional development opportunities were provided to develop transition, extended learning opportunity, and family engagement programming. However, without access to the grant funding, the administration has concerns about the future of these programs. Although there has not been an increase in funding for professional development in several years, both teachers and administrators agree that requests for conference attendance are rarely denied, and in some years, not all of the funds allocated for professional development are used.

The school has sufficient certified staff but sometimes struggles to fill positions for support staff and substitute teachers. The district hired a new technology director for the 2017-2018 school year, and since then technology support has improved significantly. Technology purchases of equipment/devices are underfunded and the school lacks technology access sufficient to meet the demand. On the Endicott survey, 49 percent of the staff disagree that the community and the district's governing body provide adequate funding for a wide range of technology and support and for curriculum revision. With a new technology plan in place, the staff and administration express confidence that the school is on the right track, with a more formal approach to upgrading and maintaining district technology assets.

When the district sufficiently provides funding for technology equipment and curriculum revision in addition to funding programs, personnel, professional development, and instructional materials and supplies, the district will fully provide necessary resources for students to achieve 21st century learning expectations.

Sources of Evidence

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

- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

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

The site, facility and grounds are currently managed by the maintenance director. At this time, Raymond High School (RHS) is maintained by three shifts of custodians. One head custodian works full-time during the day, three full-time and one part-time during the second shift, and third overlapping part-time shift, equaling four full-time and one part-time employee. The district now has two maintenance technicians to make daily repairs across the district and uses subcontractors as needed; one maintenance technician is housed in RHS and is available during school hours. The Raymond School District utilizes a web-based maintenance program called SchoolDude to manage building equipment, preventative maintenance, and repairs on the equipment. The budget for both new and used equipment is included each year in the operating budget. At the end of the school year, part of each teacher's check-out process includes inventory and identification of maintenance repairs needed in the classroom. According to the Endicott survey results, 61 percent of students agree that furniture and equipment in their classrooms are in good condition, while 77 percent agree that science labs are in good working condition. Seventy-three percent of students also agree that computer labs, carts, and other devices are in good working condition. More than half of the students, 57 percent, believe that the school building is clean and well maintained. According to staff, 94 percent agree that the school is clean and well maintained. Sixty-three percent of staff agree that needed repairs are completed in a timely manner. Lastly, 100 percent of parents agree that the school is clean and well maintained, and 83 percent agree that the school develops and implements a plan to maintain and repair the facilities, plant, and equipment.

Adequate funding, regular maintenance of equipment, repairs of the building, and school cleanliness ensure a pleasant, safe environment for learning for all Raymond High School students.

Sources of Evidence

- self-study
- facility tour
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 3

Conclusions

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

The Raymond School District's long-range plans for facility needs are handled through a capital improvement plan. The capital improvement plan occurs in ten-year cycles and includes all facets of facility needs. This plan is reviewed annually, and expenditures are voted on annually by the community as well. The district has a technology committee in place to address technology concerns. In response to the special education programming and services needs, directors look at incoming students at each building level to forecast the needs, staffing, programming, and services. School and district administration track enrollment projections; enrollment at RHS has recently trended downward to about 370 students and is projected to be stable for the foreseeable future. A recent large capital improvement project was connecting the school to the town water supply. In 2010, the Five-Year Athletic Field Plan was presented to the school board proposing to construct ADA-compliant athletic fields on campus. At present, no progress has been made with these plans. This continues to cause concern in regards to student transportation. Students currently must find their own transportation to practices and home games which take place at various locations throughout town. Also, the physical education class field, located down a long, somewhat steep path, makes access problematic for students with disabilities and for the transportation of injured players.

The district capital improvement plan is adequately funded. A multi-year technology plan has recently been put in place to address gaps in funding for technology, and to create an ongoing system of replacing aging hardware and devices. According to Endicott survey results, 49 percent of students agree that the school has sufficient numbers of computers for student use. Fifty-four percent agree that computers are available to them before, during, and after school hours. Communication regarding long-range planning is lacking. Forty-four percent of staff members are undecided whether the school has long-range plans to address facilities, future programs, services, staffing levels, and capital improvements, while 29 percent are in disagreement that these plans exist, and 27 percent are in agreement.

Development and implementation of long-range plans and community financial support for development of facilities in addition to programs and services, enrollment changes and staffing needs, technology, and capital improvements will ensure that all students will receive a quality education and access to facilities that adequately support extracurricular activities.

Sources of Evidence

- self-study
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 4

Conclusions

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

The budget development process starts with the team leaders working with their departments to identify teacher budget requests. Team leaders submit their budgets to the principal and the administration identifying initiatives and priorities. The principal meets with teacher leaders again to review the budget requests and to seek clarification as needed. The building administration meets with the superintendent and business administrator to review the building budget. Budget allocations for the high school and for individual departments are then adjusted based on input from the district. The building administration then discusses any changes that have been made with team leaders. The principal then meets with the superintendent and takes the requests to the school board, which are then forwarded to the budget committee. In the final step, the budget is voted on by the community. In the budget process, the principal is able to propose new positions, but is not easily able to redefine or reallocate personnel and positions within the building to meet the changing needs of students.

When the building administration is given more say on staffing allocations in the process of development and implementation of the budget, they will feel confident that their opinions are valued which facilitates the delivery of high quality educational opportunities for students.

Sources of Evidence

- self-study
- teachers
- school board
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 5

Conclusions

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

Classroom improvements have included upgrades to Internet systems and connectivity, but the bandwidth is not adequate to meet demand. Each classroom has computer access as well as access to shared Chromebooks and Chromecarts for instruction. Most classrooms have projectors and SMARTBoards. The library/media center offers access to a separate computer lab equipped with 22 Chromebooks as well as a projector and SMARTBoard. In the gym area, there is a ropes course and climbing wall available to students. Unified arts has several resources including a darkroom for photography classes, a fully-equipped wood shop, and a fully-equipped and well-used sawmill. There is a 60-acre nature access trail for all classes. Dedicated spaces are provided for delivery of services such as specialized instruction, reading, speech and language therapy, counseling, occupational and physical therapy, and case management. In relation to the general education programming offered in the building, the high school offers a dedicated wing for the Freshman Academy. Within the last ten years, the facility has received a number of upgrades, including 50 new cameras as part of a surveillance system, and a secure entrance area. Door access cards and badges for all staff have been implemented to improve security.

However, for athletic programs, there is inadequate space within team rooms, locker rooms and storage. The boys' and girls' locker rooms contain approximately thirty lockers, with functional but unused showers. The boys' locker room is not large enough to support concurrent sports, so the football team must relocate to another space during the season. The weight room contains a wide variety of machines and free weights, but is not large enough to support the demand of student-athletes at RHS, and contains some broken, rusting and/or redundant equipment. Storage facilities are located in a second floor room; some equipment will not fit inside and is stored on the stairway. There are no spaces specifically dedicated to serve as a separate team room for film, meetings or instruction.

Raymond High School lacks adequate space for outdoor facilities and sports fields for the students on site. There are no sidewalks on the driveway up to the school, and a lack of clear signage from the main road up to the high school and its main entrance. Based on the Endicott survey results, 62 percent of students agree that the school's facility adequately supports its programs and services (i.e., classrooms, science labs, computer labs, the library/media center, guidance office, gym, and cafetorium). Forty-six percent of staff members agree that the site supports the delivery of high quality programs and services, and 83 percent of parents agree that the school's physical plant is conducive to education.

Through a continued focus on the school plant and grounds, RHS will remain a safe physical environment that supports the delivery of a quality 21st century educational experience to all students.

Sources of Evidence

- facility tour
- teachers
- students
- parents
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 6

Conclusions

Raymond High School consistently 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.

The school uses in-house maintenance technicians, sub-contracted professionals, and town employees to ensure all laws and regulations are met. An outside contractor conducts annual inspections and maintenance on all fire suppression devices including fire extinguishers, sprinkler systems, and pumps. They also maintain all emergency lighting and exit lighting. The town health inspector conducts health and safety inspections of the school to ensure all health codes and regulations are being met. An annual School Health Inspection Report is generated by the Department of Education based on an annual inspection. The school conducts an indoor air quality self-assessment which is submitted to the state annually. School, fire, and life safety inspections are conducted annually. The most recent report did not note any needed corrective actions, but there was a notation that addressed recommendations such as removal of certain combustibles, missing signage, exit pathways, update to exit maps, and proposed fireproofing. RHS has annually met or corrected all required health and safety codes. The local fire department conducts regular inspections of the facility to ensure all life safety codes are being adhered to. The in-house maintenance staff also conduct regular inspections to ensure life safety codes are being met. School Safety and Facilities Management inspectors ensure all current safety codes are being met. Every three years, the school participates in the New Hampshire Department of Safety Homeland Security and Emergency Management physical security assessments. Raymond is also currently ADA-compliant in regard to the fire alarm system and handicap accessibility within the building and the outer parking lots. The lower athletic field continues to lack a secondary egress or handicap accessibility. An emergency dirt access road has been added within the last year to provide emergency access to the high school, and the school is available to serve as an emergency evacuation center for the town because of it maintains an on-site, independent generator.

Due to the diligence of staff members who work to ensure that the school is in compliance with local and federal regulations as well as daily safety and security, Raymond High School students and staff are provided with a safe environment in which to teach and learn.

Sources of Evidence

- self-study
- facility tour
- central office personnel
- school leadership
- Standard sub-committee

Standard 7 Indicator 7

Conclusions

Many members of the professional staff actively work to 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.

Raymond High School has received funding for professional development from the NH Next Steps Grant, which is designed specifically for the development of extended learning opportunities, transition services, and family engagement primarily targeted to at-risk and special education students and their families. The special education department works with the community and families to develop partnerships for employment and life skills transitioning. The counseling department provides college and career counseling, sponsors a senior financial aid night, junior college overview, 8th grade information session, college fair, I Am College Bound day, field trips to secondary programs including the New England Association for College Admission Counseling (NEACAC) college fair, and several internal information opportunities. The JumpStart program serves as a freshman orientation and allows rising students to familiarize themselves with RHS before the school year begins. The RHS athletic department, National Honor Society, and Jobs for America's Graduates program each offer celebration ceremonies to recognize individual and group achievements. Families are invited to participate in out-of-school homecoming activities and various events throughout the year. RHS enlists the parents of performing students (POPS) for extensive fundraising to purchase uniforms, equipment, and defray the costs of field trips. Raymond Arts is a community organization that works with the school's drama club to produce plays, musicals, and improv shows. RHS allows families the opportunity to participate in the Celebration of Excellence, an annual ceremony in which notable student work completed throughout the year is displayed and individual students are recognized.

RHS communicates with families via PowerSchool, Naviance, telephone alerts, social media, and the school's website to announce upcoming bi-annual open houses, parent-teacher conferences, monthly parent-principal forums, and RAM Reminders. The principal hosts a monthly coffee hour for parents, holding it at different times each month to accommodate as many parents as possible. The superintendent releases a monthly newsletter to families. Teachers routinely communicate with parents through PowerSchool, email, telephone, progress meetings, and annual IEP meetings. The school's website provides access to the school calendar and PowerSchool updates. Other examples of community outreach are Raymond Community Television (RCTV) programming and video equipment to run classes, sporting events, and other notable activities and events throughout the community. Based on the Endicott survey results, 50 percent of the staff agree that they have been able to actively engage parents and families as partners in each student's education while 78 percent of parents agree that the professional staff actively engages their family as partners in their children's education.

As a result of the efforts to engage parents and families as partners in each student's education, the school benefits from the support of many parents and families who support their children's academic success.

Sources of Evidence

- self-study
- teachers
- parents
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 8

Conclusions

The school develops a limited number of productive parent, community, business, and higher education partnerships.

Raymond High School strives to involve the community in many ways. Raymond students can receive college credit through Running Start, Dual Enrollment, and programs at the Seacoast School of Technology. The Raymond Coalition for Youth, the Chamber of Commerce, the Rotary Club, Site Council, Summer Enrichment at Dartmouth (SEAD), spring college and career fair, and Fire/Police Explorers program all involve the community working in partnership with RHS. The National Honor Society (NHS) students participate in 20 hours of community service such as the Red Cross Blood Drive. Raymond High School robotics club partners with community members to help implement their program. The town recreation department partners with high school students through the counselor-in-training program and skiing programs. The community extends a helping hand to high school seniors in the form of Raymond town scholarships, with total local awards of \$36,230 given for the Class of 2018. Several students who receive special education services have participated in employment and transition experiences in collaboration with New Hampshire Vocational Rehabilitation. OneSky Community Area Agency also provides services to coordinate transition and over-21 adult services for students with developmental disabilities. Twenty students receiving special education services benefit from the Jobs for America's Graduates (JAG) program, which brings students out into the community to learn about employment opportunities. Several students with intellectual disabilities work in local businesses including Hannaford, the Dudley Tucker Library, and Dollar Tree. In addition, the Allen Center YMCA allows six students access to their facilities for aquatic therapies. In the 2017-2018 school year, 30 students completed extended learning opportunities (ELOs) for course credit. While most of these learning experiences occurred within the high school, the school has a long-term goal of developing opportunities throughout the community and encouraging students to pursue those. Forty-eight percent of staff and 74 percent of parents surveyed agree that the school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning.

While there are many opportunities for collaboration between RHS and the greater community and some families are thoroughly involved in the school, engagement by a broader range of families is still somewhat limited and administration and staff are continually working to engage a greater percentage of parents and families. Parent and community support of the school and school programs will continue to provide meaningful and productive learning opportunities for all students.

Sources of Evidence

- self-study
- teachers
- parents
- school board
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Commendations

Commendation

The clear and consistent efforts to create and maintain a clean, safe, and efficient school facility

Commendation

The dedication to following federal and state laws to stay in full compliance with local fire, health, and safety regulations

Commendation

The student-to-teacher ratio which allows students to receive individual attention and support

Commendation

The partnerships established with community organizations

Commendation

The development of a technology plan to implement a systematic approach to technology funding and hardware and device replacement

Commendation

The opportunities for student to receive credit for Extended Learning Opportunities within and outside of school

Commendation

The attention paid to the development of robust security measures and safety plans

Standard 7 Recommendations

Recommendation

Develop and implement strategies to improve parent communication, particularly with families who have been less connected with the school

Recommendation

Establish additional relationships with business and community partners and expand opportunities for students to participate in community and business internships

Recommendation

Create and implement a facilities improvement plan that addresses development of on-site playing fields, including ADA accessibility

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Dr. Erin McGurk - Berlin Public Schools

Assistant Chair: Colleen Mulligan - Winnisquam Regional High School

Team Members

Andrew Faiz - East Boston High School

Rachid Farhat - Lynn Classical High School

Chris Longo - Laconia High School

Julie Marinilli - East Boston High School

Rebecca Noe - Bedford High School

Beth Pahigian - Berlin High School

Sandra Rockett - Gorham High School

Stephen Sierpina - Windham High School

Irene Thompson - Triton Regional School District

Tim Winslow - Lebanon High School