2020 – A Vision for Learning
Standards for Accreditation

New England Association of Schools and Colleges
Commission on Public Schools

INTRODUCTION

The New England Association of Schools and Colleges Commission on Public Schools requires member schools to demonstrate alignment with the Standards of Accreditation. The revised Standards for Accreditation, effective for all schools in 2020, are streamlined into five core Standards intended to promote an effective learning organization with the capacity to meet the needs of all students through continuous reflection and growth.

At a minimum, accredited schools must align with each of the Foundational Elements. The Foundational Elements represent essential building blocks for each Standard. Schools that are not yet aligned with the Foundational Elements are expected to prioritize work to ensure alignment with those Elements.

Each Standard includes Principles of Effective Practice, which define the expectations for that Standard. Schools will be asked to reflect on and report their progress in aligning with the Principles for each Standard. Additionally, Descriptors of Effective Practice serve as examples of what each Principle looks like in practice in a school. Descriptors are guidance or benchmarks to assist schools in aligning with each Principle.

The 5 Standards are listed below accompanied by the Foundational Elements integral to each Standard.

Standard 1
LEARNING CULTURE   Learning Culture promotes shared values and responsibility for achieving the school's vision

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration. Shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

Foundational Elements
The school community provides a safe environment.

The school has a written document describing its core values, beliefs about learning, and vision of a graduate.

Standard 2
STUDENT LEARNING   Student Learning practices maximize the impact of learning for each student.

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

Foundational Element
> There is a written curriculum in a consistent format for all courses in all departments across the school.

Standard 3
PROFESSIONAL PRACTICES   Professional Practices ensure that practices and structures are in place to support and improve student learning.

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

Foundational Element
> The school has a current school/improvement plan.

Standard 4
LEARNING SUPPORT   Learning Support ensures that the school has appropriate systems to support student learning and well-being.

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual; needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

Foundational Element

The school has intervention strategies designed to support learners.

Standard 5
LEARNING RESOURCES   Learning Resources ensure that the school has the resources necessary to meet the learning needs of all students.

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

Foundational Element
The school site and plant support the delivery of curriculum, programs, and services.

PRIORITIES IDENTIFIED FOR SELF-REFLECTION

Spring 2018 members of the Academic Council discussed and determined the following **Indicators** to be the district priorities for the forthcoming NEASC self-reflection. Each Indicator statement is accompanied by the **Descriptors** for that Indicator.

STANDARD 1   **LEARNING CULTURE**

1.2   The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

The school community:

• engages in a dynamic, collaborative, and inclusive proves informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning

• develops a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success

• ensures the school's core values, beliefs about learning, and vision of the graduate are known and understood by all members of the school community

• ensures the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture and drive curriculum, instruction, and assessment in every classroom

• ensures the core values, beliefs about learning, and vision of the graduate promote a commitment to continuous improvement and guide the school's policies, procedures, decisions, and resource allocations.

1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

The school community's professional culture:

• embodies a spirit of continuous improvement

• promotes the use of innovative methods to achieve common goals

• demonstrates a commitment to research-based instruction and reflective practice

• promotes ongoing and authentic formal and informal collaboration

• commits to a sense of ownership and responsibility for achieving the school's core values, beliefs about learning, and vision of the graduate

• demonstrates a growth mindset

• creates the conditions and trust necessary for the full and active participation of all educators

• supports educators in maintaining expertise in their content are and in content-specific instructional practices

• values educators as collaborative problem silvers, curriculum creators, and co-learners

• emphasizes the use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences

• uses ongoing and relevant assessment data, including feedback form the school community, to improve school programs and services

• has a formal process for evaluating programs and services.

Standard 2 **STUDENT LEARNING**

2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

The vision of the graduate:

• includes transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement

• includes knowledge, understandings, and dispositions necessary for future success

Is embedded into curriculum, instruction, and assessment practices.

The school has:

• a formal process to assess and communicate individual learner progress toward achieving the school's vision of the graduate

• an annual report on whole-school progress toward learner achievement of the vision of the graduate.

2.4   Instructional practices are designed to meet the learning needs of each student.

Instructional practices include:

• strategically differentiating, individualizing, and/or personalizing based on student learning needs

• using formative assessment to adjust instruction

• purposefully organizing group learning

• providing additional support and alternative strategies within the regular classroom

• organizational, grouping, and tiered intervention strategies that meet the needs of each learner within the regular classroom

• structure and support to provide all learners with access to rigorous learning opportunities

Standard 3   PROFESSIONAL PRACTICES

3.1a   The school has a current school improvement/growth plan. **

The school has a plan that:

• includes school-specific goals

• informs decision-making in the school

3.3   Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.

Educators, individually and collaboratively:

• examine a range of evidence including:
    - student work
    - common course and common grade-level assessments
    - data from a variety of formative and summative assessments
    - achievement data, disaggregated by subgroups
    - individual and school-wide progress in achieving the school's vision of the graduate
    - data from sending schools
    - post-secondary data

- feedback from a variety of sources, including students, other educators, supervisors, families, and the school community

- use the examination of evidence to:
    - improve curriculum, instruction, and assessment practices
    - analyze data to identify and respond to inequities in student achievement
    - improve programs and services, such as health, counseling, library/information, and student support services
    - ensure that grading and assessment practices are aligned with the school's beliefs about learning.

Standard 5   <u>LEARNING RESOURCES</u>

5.1a   The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services. **

The school/district provides:

Time during the school day organized to support research-based instruction, professional collaboration among educators, learning needs of all students, and student programs and services

sufficient time and resources for professional development, evaluation and revision of the curriculum, and improvement of instruction using assessment results and current research.

** 3.1a and 5.1a are both Foundational Elements.

Note: Indicators per Standard 4 were not determined to be a priority of focus for the purpose of the self-reflection since the District has recently invested a significant amount of resources and attention on these elements over the past four years. The District commissioned a comprehensive assessment of its student services in the 2013-14 school year. Recommendations were fully implemented between 2015 and 2017. The District has also just completed a full DESE directed Coordinated Program Review of its student services programs in the 2017-18 school year.

CONFIRMATION OF TIMELINE FOR ACCREDITATION

We wish to confirm that the following is our understanding for the projected timeline for our accreditation process.

2018-19   Self-Reflection Year, culminating with at least 2/3 faculty approval of the report
2019-21   Develop and implement School Growth Plan, mini-NEASC visit, submit Summary Report
2021-22   NEASC Visit, revise School Growth Plan based on visit feedback

2024-25   3 year Progress Report
2026-27   5 year Progress Report

REQUEST FOR SCHOOL VISIT

At this time we are requesting a Fall 2021 school visit.