

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

**Commission on Public Schools**



**Committee on Public Secondary Schools**

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

Randolph, MA

March 11, 2018 - March 14, 2018

Don Gainey, Chair  
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# STATEMENT ON LIMITATIONS

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## 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**

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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

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## 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

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## 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

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## 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

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## 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

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## 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

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## 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

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## Support Standard

***The achievement of the school's mission, core values, beliefs about 21st century learning expectations requires active community, governing board, and parent/guardian 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 community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.
3. The school community develops, plans, and funds programs to:
  - ensure the maintenance and repair of the building and school plant
  - properly maintain, catalogue, and replace equipment
  - keep the school clean on a daily basis.
4. 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.
5. Faculty and building administrators are actively involved in the development and implementation of the budget.
6. The school site and plant support the delivery of high quality school programs and services.
7. The school maintains documentation that the physical plant and facilities meet all applicable federal, state, and local laws and are in compliance with local fire, health, and safety regulations.
8. The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.
9. Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

10. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
11. The school develops productive parent/guardian, community, business, and higher education partnerships that encourage mutual cooperation and good citizenship and support student learning.

# School and Community Summary

## School and Community Summary

Randolph High School (RHS) serves a community of approximately 33,000 residents and is located 15 miles south of Boston at the intersection of Routes 24 and I-95. The high school is located at 70 Memorial Parkway in Randolph, Massachusetts. It is within walking distance of the center of town, stores, and community services. Randolph is easily accessible by bus, commuter rail, taxi, or private car. The town's proximity to major transportation networks has resulted in an influx of families from Boston and around the world who live in Randolph, but work within a fifty mile radius. The town is a culturally diverse community where more than 50 different languages are spoken, the most common being English, Haitian Creole, and Vietnamese. Thirty percent of Randolph's residents were born in a country other than the United States. Thirty-seven percent of Randolph residents identify as Black or African American, the highest percentage for any city or town in Massachusetts.

The per capita income in Randolph in 2010 was \$29,095, which is low income relative to Massachusetts. While only 12% of Randolph residents live below the poverty level, 64% of Randolph High School students receive free or reduced lunch. The unemployment rate was 10.3% in 2017.

The Randolph School District offers a school choice program for grades 9 and 10. The district has 2,823 students registered in grades Pre-K through 12. There are four elementary schools, one middle school, and one high school in the district. The John F. Kennedy School services 484 students in grades Pre-K-5. The other elementary schools, serving grades K-5, are the Margaret L. Donovan School with a population of 434, the Elizabeth Lyons School with a population of 296, and the Martin E. Young School with a population of 320. The Randolph Community Middle School is the only school serving grades 6 through 8 and has a population of 610. Each year, approximately 40% of the eighth graders who graduate from Randolph Community Middle School choose to attend high school in a school other than Randolph High School. The majority of these students choose to attend Blue Hills Regional Technical High School. There are 275 Randolph residents attending Blue Hills Regional Technical High School. Other schools include Cardinal Spellman, Boston College High School, Catholic Memorial, Archbishop Williams, Milton Academy, St. Sebastian's, Fontbonne Academy, Xaverian, and Thayer Academy.

Randolph High School is a public school that had an enrollment of 679 students in grades 9-12, according to the October 2017 census, but 718 students as of January 2018. The population may vary over the course of the school year by as many as 50 students due to the high student turnover rate in the district (approximately 20%). The enrollment of the district and the school have both decreased since the last NEASC visit in 2005, as is evidenced by the chart below.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
District	3628	3628	3643	3138	2966	2851	2876	2947	2957	2954	2904	2883	2823
School	991	996	925	879	802	726	744	773	776	746	707	697	679

The racial composition of the student body has changed significantly in the past 22 years, as is evidenced by the chart below.

	White	Black	Asian	Native American/ Pacific Islander	Hispanic	Multi-Race Non-Hispanic
1995	62%	22%	11%	.5%		5%
2005	26%	52%	15%	.4%		8%

## 2017

9% 58% 18% .4% 11% 4%

Due to the diversity of Randolph's population, the high school offers extensive ELL (English language learners) and special services programs. As of December 2017, the ELL program serviced 12% of the student body (16% district-wide); 18% (23% district-wide) receive special education services. The Achievement Inspires Metamorphosis (AIM) Academy, an alternative high school program, is designed to serve 40 students and provides a behavioral system level of support, smaller teacher-to-student ratio and access to a therapeutic mentor throughout the day. This program supports students with social/emotional and academic needs with specialized instruction and behavioral plans.

For FY2016, the school budget was almost \$51.5 million. Of this amount 3.4% is from federal resources, 33.1% from the state, and 59.1% from local resources. The municipal contribution, which excludes state aid and other general fund revenue, was \$30.5 million, with an average of \$10,342 per student per year. The town reported \$56.2 million in tax revenue for FY2016, so the percent of local taxation spent on schools was 54%. The total expenditures per pupil, which includes state and federal aid for FY2016 was \$16,301.

The dropout rate reported in 2014-2015 was 2.3% (all grades) and in 2015-2016 was 1.4% (all grades). The four-year graduation rate for the 2016 cohort was 81.1%; the four-year adjusted cohort rate was 86.8%. The adjusted cohort rate does not include students who transferred into the district. The five-year graduation rate was 86.9% and the five-year adjusted rate was 87.7%.

In 2016-2017, the student attendance rate at RHS was 94.0%. The attendance rate for teachers, including guidance counselors and social workers, at RHS during the 2016-17 school year was 93.5%.

For the 2015-2016 school year, RHS reported that 82% of its graduates attended college after graduation; 49% attended four-year college and 33% attended two-year college. Three percent of graduates entered the military and 10% of students entered the work force.

The high school operates on a five-day cycle using seven class periods of 49 minutes each. Students receive 6 hours of instruction daily. Students attend school for 180 days and teachers for 182 days. The mean class size for all academic subjects is 21.2. In the English department, the mean is 20 with a range from 12-30. In science, the mean class size is 21 students with a range from 9-26. In math, the mean is 23 with a range from 12-29. In social studies, the mean is 21 with a range from 9-30. In each of the major subject areas, courses are offered at different levels of difficulty. They are Advanced Placement, Honors, College Preparatory, and some NL (non-leveled) courses.

Educational programs and/or services are available to students in the school through the Massasoit Community College program, through the APEX virtual learning program, and the First Responder Course taught by members of the Randolph Police, Fire, and EMT departments. Moreover, a community service program requires each student at Randolph High School to perform 60 hours of community service before graduation. This requirement is pro-rated for students entering after their freshman year.

Randolph has established partnerships with the South Shore Workforce Development Board, the Department of Elementary and Secondary Education's Connecting Activities initiative, and Triangle, Inc.'s Community Coordinator. The partnerships provide college and career readiness, job resources, and Youth Works workforce training. The Massachusetts Rehab Commission and Triangle, Inc. provide employment opportunities to RHS Pre-Vocational graduate students. The Turner Free Library provides community service opportunities, academic enrichment, college and financial aid workshops, and online basic universal courses. The School to Careers (STC) Partnership, Inc. provides field trips for students in eight (8) partnership schools with opportunities to learn about various career paths, e.g., Biotechnology, Business, Engineering, Health/Medical, Hospitality, Law, and Media and Communications. Randolph Community Partnership (RCP) - provides ELL, HiSet (formerly GED), and



citizenship preparation classes.

In addition to student of the month awards, honor roll assemblies, athletic awards, and the more than 60 scholarships awarded at senior awards night every year, other ways of recognizing students include the spring Book Awards ceremony for juniors, the Senior Class Orator competition, and induction into the National Honor Society and the Tri-M Music Honor Society.

## **Core Values, Beliefs and Learning Expectations**

### **Randolph High School**

#### **Vision, Mission, Core Values, Beliefs and Learning Expectations**

##### **RHS VISION STATEMENT**

Each Randolph High School student will demonstrate high levels of achievement in a safe and respectful environment that honors diversity.

##### **RHS MISSION STATEMENT**

The mission of Randolph High School, with the combined support of parents/guardians, school committee, and the community, is to provide a safe learning environment where students can obtain the skills useful to become productive, creative, and caring members of a diverse society. While valuing differences in cultural backgrounds, needs, goals, and learning styles, the curriculum provides students with opportunities and challenges to grow socially, physically, and intellectually. Through a variety of learning activities and assessments, students are taught to recognize the value of education as a continuous process and to realize their responsibilities to each other and to the larger community.

##### **CORE VALUES**

1. Respect
2. Academic Excellence
3. Positive productive member of society.

##### **CORE BELIEFS**

1. All graduates will be college and career ready
2. All students will achieve in a caring culture of support
3. We are a community of learners

##### **ACADEMIC, SOCIAL AND CIVIC EXPECTATIONS**

**Academic:** At minimum, all students in grades 9-12 are expected to effectively:

1. Communicate as a writer and a speaker
2. Listen actively
3. Read critically for a variety of purposes
4. Use multiple strategies in reasoning and problem solving
5. Use a variety of technological tools to conduct ethical research and support critical thinking

Assessed via analytical rubrics each year as follows:

1. During Socratic Seminars in English classes
2. Successful completion of common assessments in Social Studies classes
3. Successful completion of final exams in Math classes

4. Successful completion of Term Project in Science classes

**Social:** At minimum, all students in grades 9-12 are expected to effectively:

1. Work as an individual and with others
2. Exhibit responsible and respectful behaviors
3. Demonstrate self-advocacy skills

Assessed via analytical rubrics each year as follows:

Completion of an annual reflective self-assessment of Community Service participation using an analytical rubric. This self-assessment will be facilitated by each student's guidance counselor.

**Civic:** At minimum, all students in grades 9-12 are expected to effectively:

1. Serve their school and community
2. Know their rights and responsibilities as members of a democratic society
3. Recognize the achievements and traditions of multicultural and global society

Civic expectations are assessed via completion of course projects about real-world issues, such as research papers or projects in either Science or Social Studies classes. These projects will be assessed using analytical rubrics.

**Related Files**

- [2018-01-28-08:32\\_core-values---copy.pdf](#)
- [2018-01-28-08:33\\_neasc-rubric-5-28-5.docx](#)

# Introduction

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## Introduction

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

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the 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 Randolph High School, a committee of two faculty members, along with 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. The self-study of Randolph High School extended over a period of 12 school months from December 2016 to February 2018.

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, Randolph 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 16 members was assigned by the Committee on Public Secondary Schools to evaluate Randolph High School. The visiting team members spent four days in the town of Randolph, 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, guidance counselors, library/media specialists, and school administrators, diverse points of view were brought to bear on the evaluation of Randolph High School.

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

- review of the school's self-study materials
- 26 hours shadowing 11 students for a half day
- a total of 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 32 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 Randolph High School.

# Standard 1 Indicator 1

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## Conclusions

The school community does not engage in a dynamic, collaborative, and inclusive processes informed by current research-based best practices to identify and commit to its core values and beliefs about learning. Randolph High School used a collaborative process to develop core values six years ago. Under the leadership of administrators, teachers worked from a vision of graduating students backwards to specific commonalities across the curriculum to determine the values that would guide and support the school. However, parents and students were not a part of the process. After the departure of these administrators, faculty members believe that use and adherence to the values became more abstract and less supported by administration. School administrators and faculty and staff members began focusing on other district and school initiatives with no further reference to the core values to guide their decisions. In January 2015, the core values and beliefs were revisited under the direction of new school leadership using an online survey tool and a structured process during a faculty meeting. The results of the survey and faculty meeting indicated that the majority of the professional staff members felt the existing school vision statement was still applicable and relevant. However, despite staff feedback, the school's mission statement was slightly revised for the following school year. One notable factor that emerged from the faculty meeting in January 2015 was a lack of clarity in differentiation between core values and vision and mission statements. Many staff members used the terms vision and mission interchangeably, although there are separate mission and vision statements. While the faculty provided input on the mission statement, the documented core values, beliefs, and learning expectations in the most recent school faculty handbook are not mentioned or referenced, although they are outlined in the school's program of studies. Due to a high level of staff turnover in recent years, many new staff members are unaware of the school's stated core values, beliefs, and learning expectations. Furthermore, the process and its results were not shared with the Achievement Inspires Metamorphosis (AIM) Academy, an alternative high school that operates within Randolph High School. Some students from AIM take inclusion courses found within the Randolph High School program of studies when appropriate, yet it is unclear to faculty and staff members how the core values, beliefs and expectations apply to students in the AIM program.

The administrative team, along with department chairs, reviewed the core values and 21st century learning expectations more recently. No other stakeholders such as school committee members, parents, teachers, students, or community members participated in the development of the most recent version of the core value, beliefs, and 21st century learning expectations review to ascertain how closely they were tied to the vision of student academic achievement. As a result, parents, faculty and staff members, and school committee members cannot identify the core values, beliefs, or learning expectations or how and when they were developed. Furthermore, school committee members could not say whether the district mission, core values, and beliefs are considered during policy development, but believe their policies generally support the achievement of the stated concepts and 21st century learning competencies. Students are generally unaware that the school has core values, beliefs, and 21st century learning expectations or what they might mean relative to their learning, although they did know the core value of respect. District administrators also were unfamiliar with Randolph High School's core values, beliefs, and 21st century learning expectations and hence did not take these into consideration when establishing policies, protocols, and programs for the high school. Despite the confusion regarding the core values, beliefs, and 21st century learning expectations, some faculty and staff members do infuse core values into daily practices.

The core values, beliefs, and 21st century learning expectations are posted in some classrooms, but not all classrooms, and do not readily stand out in the rooms where they are posted. Furthermore, only a minority of teachers are aware that certain departments are responsible for assessing in the 21st century learning expectations. Therefore, when the school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning, then students, teachers, and parents will be able to reference the core values and learning expectations, and better comprehend the connections between the daily school activities and the achievement of the school's 21st century learning expectations.

## **Sources of Evidence**

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- school leadership
- Standard sub-committee

# Standard 1 Indicator 2

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## Conclusions

The school has some challenging and few measurable 21st century learning expectations for all students which address academic, social, and civic competencies. Each expectation is not clearly defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement and are rarely, if ever, used by most faculty members. A review of a number of samples of student work included many rubrics, but none included the school-wide analytic rubrics designed to assess the school's 21st century learning expectations. The English department uses subject-specific rubrics that are directly related to the Common Core State Standards (CCSS), but do not include the 21st century expectations. Advanced Placement (AP) courses used AP-specific rubrics that do not relate to the 21st century learning expectations. The individual course-specific rubrics do not include evidence of 21st century learning expectations. Since there are neither clear processes for which these rubrics are to be implemented and consistently used throughout the school, nor protocols for each department to use the school-wide analytic rubrics, faculty members have deviated from the school-wide analytic rubrics and use department-specific rubrics aligned to both the discipline content and Common Core Standards. Teachers do not regularly access the 21st century learning rubrics as they are not found in the faculty manual, district website, or any other easily accessible location. The teachers who were able to access the rubrics were only able to do so through an email link sent to faculty members four years earlier.

Teachers, students, administrators, and parents are not familiar with the school's published core values, beliefs, and 21st century learning expectations. They universally identify "respect" as a core value for Randolph High School, but rarely identify "academic excellence" and "positive productive member of society" as core values. Students do not receive a school or district handbook that outlines proper behavior or consequences for infractions, although a district guide is available on the Randolph Public Schools' website. The family and student guide outlines policies on dress code, electronic communication devices, and discipline, including a list of behaviors that may result in a suspension or expulsion. A classification system of infractions and discipline procedures is included, but no thorough, specific system for the high school has been published and distributed, and there is no publicly official protocol for implementation of consequences. Furthermore, teachers new to the district are not exposed to the school-wide learning expectations prior to beginning their teaching assignments or their associated rubrics; and the Randolph High School mission statement, core values, core beliefs, and academic, social, and civic expectations are not included in the faculty handbook. Those teachers that have been at Randolph High School for several years are aware that expectations and school-wide rubrics exist; however, they do not use either in their teaching. Teachers feel that adding the values and 21st century learning expectations to their departmental or the subject-matter rubrics used in their classes would be a waste of their time since they have changed often over the years without teacher input or approval. Some teachers know which of the five printed academic expectations they are responsible for assessing. However, parents and students are not aware of what they are or how they are used. Students are not familiar with the school's 21st century learning expectations. When asked if the Randolph High School learning expectations prepared them for their futures, one student said that many seniors were "not ready to go to the next level. And that's bad because that's what high school is for." Students believe that AP and honors classes prepare students to leave high school, but that the majority of the other classes measured success in the form of compliance and the completion of a specific volume of work, not 21st century knowledge and skills. Many students believe that learning expectations refer to the classroom behaviors outlined in a class's syllabus. Parents or students do not believe that the school's 21st century learning expectations are assessed or reported to them with any degree of clarity.

With regard to the civic and social expectations, there is a clear divergence between the stated procedures for assessing the degree to which each student achieves these expectations and implementation of those procedures. It is clearly stated in the Randolph High School mission statement, core values, and academic, social, and civic expectations that the school's three social expectations will be assessed by the "completion of an annual reflective self-assessment of community service participation using an analytical rubric. This self-assessment will be facilitated by each student's guidance counselor." This does not take place, since guidance counselors do not meet individually with each student on their respective case-loads on an annual basis. It is also

stated that the three civic expectations are “assessed via completion of course projects about real-world issues, such as research papers or projects in either science or social studies classes. These projects will be assessed using analytical rubrics.” However, Randolph High School personnel clearly stated, the “assessment of growth in social and civic learning expectations is non-existent in a formalized process.” As a result, there is no evidence that the civic and social expectations are being formally assessed by school personnel. However, the school community does demonstrate a degree of respect and pride for the diversity present in the faculty and student body. When the school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and when each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement, students will be able to attain the targeted high levels of achievement.

## **Sources of Evidence**

- self-study
- student work
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- Standard sub-committee



# Standard 1 Indicator 3

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## Conclusions

The school's core values, beliefs, and 21st century learning expectations are incidentally reflected in the culture of the school, do not drive curriculum, instruction, and assessment in every classroom, and do not guide the school's policies, procedures, decisions, and resource allocations. Due to the general lack of awareness of the school's core values, beliefs, and 21st century learning expectations on the part of all stakeholders, they are not used as a basis for the development and revision of curriculum, planning for instruction, creating assessments, creating policies, determining procedures, or making any decisions for the school. While the school administrators, teachers, students, and parents all believe that they are driven by their core beliefs, they generally only refer to one core value - "respect." Nonetheless, while school personnel do not specifically reference the core values and beliefs when interacting with students, they believe their actions are consistent with the core values and beliefs and that students are aware of them and living them. Furthermore, while some faculty members, parents, and students believe that the achievement of 21st century learning expectations by students is important to their lives beyond high school, there is no coherent plan to infuse the core values, beliefs, and 21st century learning expectations into the adopted curriculum.

Students generally do not feel that all Randolph High School graduates will be college and career ready, which is one of the school's core beliefs. The lack of a school attendance policy was noted by students to be a part of this problem. Both teachers and students believe that if Randolph High School graduates are to be college and career ready, they need to be present in school on a regular basis. The recent reinstatement of a dean of students has been viewed as evidence administrators are taking steps to address the attendance problem, although without a clear attendance policy, teachers are fearful that the problem will not be adequately addressed. However, it was noted that the most recent teacher attendance rate reported was slightly lower than the student attendance rate.

The school belief that all students will achieve in a caring culture of support can be observed in the pride that many teachers and students demonstrate when working with one another, but this is not universally the case. The belief that Randolph High School is a community of learners is not yet a reality. Furthermore, the core values and beliefs do not serve as a basis to guide or drive decisions or school policy.

Teachers and department chairs believe they are ready to start using core values, beliefs, and 21st century learning expectations to drive the school decisions. They are ready and willing to engage all stakeholders in the process to identify, clearly articulate, and begin to use the core values, beliefs, and 21st century learning expectations. They are waiting for clear direction from school administrators that this process is a priority for the school. Hence, once the administration and faculty use the school's core values, beliefs, and 21st century learning expectations to drive the school's curriculum, instruction and assessment, and use them to guide policies, procedures, decisions and resource allocations, then they will truly be reflected in the culture of the school.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- students
- department leaders
- school leadership
- Standard sub-committee

# Standard 1 Indicator 4

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## Conclusions

The school rarely reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities. Faculty members believe that the review and revision of the core values, beliefs, and 21st century learning expectations only occur due to external pressures. For example, in April 2016, a revision of the district's improvement plan to Massachusetts Department of Elementary and Secondary Education (DESE) prompted an analysis of the school's core values and beliefs. At that time, under the guidance of the building principal, a small group of building leaders met to use a district protocol to review the stated values and beliefs. However, there were no documented changes as a result of this meeting. Furthermore, previous reviews have not resulted in substantive change in the values, beliefs, and 21st century learning expectations. The lack of transparency in some attempted revisions has led to little or no buy-in by faculty or staff members.

School committee members set district goals every two years, but do not take the high school core values, beliefs, and 21st century learning expectations into consideration. Hence, the current high school core values and beliefs do not reflect current district goals or the district mission because they have not been reviewed in the past two years. However, faculty members and students would like the opportunity to participate in a genuine process designed to review and revise the core values, beliefs, and 21st century learning expectations that would be used consistently to drive school improvement. When the administration and faculty review and modify the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities, they will begin to drive curriculum, instruction, and assessment in every classroom and will continue to guide the school's policies, procedures, decisions and resource allocations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- school leadership

# **Standard 1 Commendations**

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## **Commendation**

The willingness of some faculty and staff members to infuse core values into daily practices

## **Commendation**

The respect and pride the school community has in the diversity present among the faculty and student body

# Standard 1 Recommendations

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## Recommendation

Develop and implement a process to engage the school community in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to a set of core values and beliefs about learning

## Recommendation

Ensure that each of the academic, social, and civic 21st century learning expectations for all students is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement

## Recommendation

Ensure that 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

## Recommendation

Develop and implement a process to regularly review and revise the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities

# Standard 2 Indicator 1

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## Conclusions

The curriculum is not purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. A majority of the teachers at Randolph High School concur that the curriculum is not designed to allow every student the opportunity to practice and adhere to all of the 21st century learning expectations. The 21st century learning expectations are not included in any of the curriculum documents in any of the core or elective courses. Teachers are unclear about what responsibility their department has to provide opportunities to meet the school's 21st century learning expectations, although the responsibilities are detailed in the written academic, social, and civic document and the school-wide analytic rubrics. Furthermore, there is no official process or procedure for compiling and reviewing the degree to which expectations are being met and to guide the revision of curriculum or instructional and assessment strategies to remedy any opportunity gaps students may experience in meeting the academic, social, and civic expectations.

Curriculum documents, pacing guides, sample assessments, and instructional practices are designed exclusively around discipline-specific content standards by department and course. Without a clear and uniform curriculum format or curriculum guides, there is no evidence that curriculum is purposefully designed to meet the needs of all students. Students are generally aware of the core values of respect and high academic expectations, but cannot elaborate on specific academic, social, or civic expectations addressed in their classes. Administrators, teachers, and students all cite Socratic seminars in a variety of classes as a key component to their learning, which is aligned with the stated 21st century learning expectations. However, it is unclear how often or in which courses and at which levels the Socratic seminars take place.

Throughout a variety of classrooms, students frequently engage in activities that involve spoken and written communication, active listening, and problem solving, but the consistent use of research and technology in all courses is not present. There is not a clear process to review and offer universal access to these opportunities to achieve the school's 21st century learning expectations. Therefore, once the curriculum has been purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations, then all students will be able to develop the knowledge, skills, and dispositions that the school has established.

## Sources of Evidence

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

# Standard 2 Indicator 2

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## Conclusions

The curriculum is not written in a common format across the various disciplines 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 specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics. There is no common format or template in the science, social studies, world languages, or elective departments for curriculum development or revision, although some units in some courses contain essential questions, concepts, content, and skills. Furthermore, there is no written curriculum, other than pacing guides and sample common assessments, for some departments. However, the English department has a written curriculum with units of study that include essential questions, concepts, content standards and skills, as well as instructional and assessments strategies.

The adopted 21st century learning expectations are not included on any of the curriculum documents in any department. Teachers generally use department-specific or course-specific rubrics that offer some feedback to students. However, the school-wide analytic rubrics which include some criteria for assessing the degree to which students are achieving the 21st century learning expectations are rarely or not used. When curriculum for all disciplines is written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics, students, and parents will understand what is expected in all curricular areas.

## Sources of Evidence

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

# Standard 2 Indicator 3

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## Conclusions

The curriculum often emphasizes depth of understanding and application of knowledge through inquiry, frequently emphasizes problem solving and higher order thinking, never emphasizes cross-disciplinary learning, sometimes emphasizes authentic learning opportunities both in and out of school informed, and rarely emphasizes ethical use of technology.

Most parents and students believe that higher order thinking skills are being developed at Randolph High School. Students participate in Socratic seminars and discussions in English and history classes, particularly in the AP and honors level courses. The school is in the process of implementing the Academy of Global Studies and Leadership (AGSL) which will allow students to earn of a diploma of distinction. In this program, students will be expected to analyze complex global issues through project-based learning. The challenging requirements for this academy include the completion of four AP courses, as well as an internship, a capstone project, and study abroad experience. Seniors who are in good academic standing are allowed to take part in a work-study program through which they can earn elective credits while being employed at a local business.

There is also a partnership with both Massasoit Community College and Quincy College, affording students the opportunity for dual enrollment where they can earn high school and college credits. There is a first responder course conducted alongside the Randolph Police, Fire, and Emergency Medical Technician departments allowing students to obtain a certification before graduation. All students are required to perform a total of 60 hours of community service as a graduation requirement. However, no interdisciplinary courses and few cross-disciplinary opportunities are offered to students. Departments do not coordinate cross-disciplinary units or themes of study. Authentic learning opportunities such as managing budgets, marketing products, and creating television commercials for the Super Bowl are afforded in the classroom on a regular basis in some departments. Science classes have adequate supplies to perform laboratories, but science facilities are not conducive to collaboration, and safety concerns preclude the implementation of some experiments. Out-of-school authentic opportunities are limited, due to the limited field trip budget and lack of school nurse staffing to accompany the students. The informed and ethical use of technology is not emphasized in most classrooms, since technology has not been infused into the adopted curriculum; as a result, students do not truly understand the ethical use of technology. The addition of interactive white boards in some classrooms is a benefit to teaching and learning, and there are plans to expand this program, although the lack of professional development activities for teachers has limited the full use and benefits of the existing interactive white boards. A small number of classrooms have access to computers for research. Available computer laboratories are infrequently used as a result of class sizes as well as the availability and usefulness of existing technology. There is no consistent use of technology as an instructional or assessment tool across the curriculum. When the curriculum emphasizes depth of understanding and application of knowledge through inquiry, problem solving, higher order thinking, cross-disciplinary learning, and authentic learning opportunities both in and out of school, informed and ethical use of technology, the students will be successful in achieving the expectations for student learning and will more readily see the connections between what is being learned in school and that which they experience outside of school.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- parents

- Endicott survey
- Standard sub-committee



# Standard 2 Indicator 4

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## Conclusions

There is not consistently clear alignment between the written and taught curriculum. While a vast majority of the faculty and staff members agree that the written and taught curriculum are aligned, there is no formal written curriculum available in many courses. Furthermore, lesson plans are rarely checked by department chairs or by school administrators for alignment with larger curriculum goals, although daily lessons are expected to be available for reference by an observer. District learning walk-throughs by administrators at the school and district level provide snapshots of practices focusing on pedagogy rather than content; however, feedback from the walk-throughs is rarely shared with teachers.

Many classrooms display daily learning objectives including content standards on white boards, although the dates for the objectives in some classrooms were not current. Common midterm and final examinations are the norm across most departments, serving as one example of the alignment of the adopted and taught curriculum. Some departments, such as the history and world languages departments, work on vertically aligning courses and revising lessons during the designated common planning time. When the school emphasizes clear alignment between the written and taught curriculum, parents and students will be ensured a cohesive curriculum.

## Sources of Evidence

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

# Standard 2 Indicator 5

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## Conclusions

Effective curricular coordination and vertical articulation do not exist between and among all academic areas within the school as well as with sending schools in the district. There is some effective departmental coordination of curriculum in the core disciplines that takes place during common planning time. Informal curriculum review happens during common planning time, department meetings, and occasionally during all staff meetings. However, a formal curriculum review process is not in place. Most departments have common assessments and course-specific rubrics used in some classes. There is a clear set of expectations that guides progression in pathways in mathematics and science. District coordination happens occasionally between the middle school and high school teachers, led by curriculum coordinators available to certain departments. These meetings tend to focus on the vertical articulation of instructional practices, such as the incorporation of literacy strategies across grade levels. However, faculty members are only rarely given the opportunity to coordinate content-based areas of the curriculum. Furthermore, effective curricular coordination is rare across content areas. For example, the Academy of Global Studies and Leadership (AGSL) has made attempts at formal cross-disciplinary education in the past, especially between the social studies and English departments. However, due to scheduling conflicts, the entire AGSL cohort has not been able to meet in classes as a cohort. As a result, the AGSL program is not maintaining coordination across content areas.

The lack of a clear formal process for the review of the adopted curriculum and its implementation between sending schools and the high school makes the vertical articulation of the curriculum difficult. There are no curriculum guides that illustrate the coordination and articulation of the curriculum between sending schools and the high school. Hence, vertical articulation with the middle school world languages program is cited as an issue when developing the high school curriculum. The school and district administrators do not have a current district-wide plan in place for a revision and implementation of a cohesive K-12 curriculum and plans to implement such an initiative may be based upon the future release of new standards. Once there is effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district, students will experience curricular consistency in terms of scope and sequence district wide.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

# Standard 2 Indicator 6

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## Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are not adequate in all areas to fully implement the curriculum, including the co-curricular programs and other learning opportunities. Staffing appears to be adequate in all academic areas. The mean class size for all academic subjects is approximately 21 students per class, with some class sizes ranging up to 30 students. Lack of textbooks and other updated supplementary materials adversely impact the implementation of the adopted curriculum. As a result, teachers are forced to rely on black and white photocopied documents for students or projecting textbook pages on a screen using a document camera. Hence, the school frequently runs short on ink cartridges and paper for photocopy machines. Most teachers have a technology cart that provides them with an LCD projector, document reader, and laptop for in-class use. However, some teachers do not have these technological resources, e.g., English language learner teachers, and many teachers use their personal laptops due to outdated school laptops. In one history classroom, there are three Chromebooks, provided by the teacher's own fundraising efforts. These Chromebooks are shared by up to 30 students. Some classrooms have access to projectors, and a small number have been outfitted with interactive white boards. Computer laboratories are available for use, but are not equipped for larger class sizes and may have outdated hardware or software capabilities. For instance, world languages teachers are not able to use their facility as a language laboratory due to insufficient listening and audio and video recording capabilities in their dedicated computer laboratory.

The school has adopted the online APEX program for credit recovery, but there is no clear oversight of the program to ensure alignment with the school's adopted curriculum. The library/media center collection is outdated, with books averaging copyright dates in the mid-1990s. The newly hired library/media specialist (LMS) is working to update the selection, but there are no plans for alignment of the library/media center resources with the broader curriculum. Teachers believe there are adequate supplies and equipment for science classes, but facilities for laboratories are inadequate in terms of size and safety protocols. The music and choral facilities are insufficiently vented and have water seeping up through the floor, although an industrial-sized dehumidifier has been added to the facilities. While the outdoor temperature was in the 30-degree range, the choral room reached 81, due to its proximity to the boiler room. The locker rooms are outdated and not ADA accessible to students with disabilities and the kiln in the art room is not properly ventilated or functional. However, the Town of Randolph recently funded a renovated athletic complex including bleachers, an outdoor track, turf field, and a press box.

There is an overall lack of funding for co-curricular programs and after-school activities. For example, the Asian and media clubs were discontinued, despite student interest, because of the lack of a stipend for an advisor, which is required for any co-curricular activity with ten or more students. While nearly half of the student body participates in Randolph High School athletics, students feel that more co-curricular opportunities should be provided to students. When the 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, it will benefit students and the larger community.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- teachers
- department leaders

- school leadership
- school support staff
- Standard sub-committee

# Standard 2 Indicator 7

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## Conclusions

The district provides the school's professional staff with sufficient personnel, as well as some time and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. The school district and Randolph High School personnel have used research-based strategies including Keys to Literacy (KTL), Understanding by Design (UBD), Research for Better Teaching (RBT), and Universal Design for Learning (UDL) in curriculum development, evaluation, and revision. Teachers specifically emphasize the importance of KTL to boost higher order thinking and reading competency; however, faculty and staff members also feel that their involvement in curriculum development and revision has decreased since the initial commitment. Two 49-minutes common planning time periods are provided per week and five department meetings for departmental use. This time can be used for curriculum development and revision, although this time is frequently used to address other school matters.

While most faculty and staff members believe that curriculum development is collaborative and ongoing, they also believe that the amount of time and the varied focus of the dedicated common planning time are not conducive to in-depth curriculum work. In addition, professional development based on current research is established by the district and is scheduled as one full day with a combination of three full-day or six half-day meetings that may focus on a variety of issues, although this time rarely focuses on curriculum development and revision. The English, mathematics, and science departments use Massachusetts Comprehensive Assessment System (MCAS) results to guide curriculum revision. Furthermore, most departments, including English, history, and mathematics have incorporated Common Core State Standards (CCSS) in all courses. Despite having district-wide curriculum coordinators for some curricular areas, faculty and staff members feel that there is no clear leadership and direction for development, evaluation, and revision of curriculum. Nonetheless, within departments teachers are able to produce common assessments, pacing guides, and curriculum maps. However, co-teachers from special education and English language learner (ELL) teachers are unable to attend these meetings due to scheduling conflicts, although all faculty members are expected to be Sheltered English Immersion (SEI) endorsed since the Randolph School District has been designated as a high needs district, and curriculum needs to be revised to serve the needs of the diverse population.

At the district level, there is no current plan for curriculum review due to the revision of standards at the state level. When sufficient professional development exists, the school's professional staff has sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, parents, students, and the community will be assured that students are engaged in learning that will prepare them for their future endeavors.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

# **Standard 2 Commendations**

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## **Commendation**

The curriculum formats for thematic units used in the English department, featuring essential questions and instruction and assessment strategies

## **Commendation**

The opportunities for communication skills and higher order thinking through the use of Socratic seminars in many disciplines

## **Commendation**

The implementation of the Academy of Global Studies and Leadership

## **Commendation**

The work-study program that provides an extension of education into the community

## **Commendation**

The first responder course that affords students the opportunity to obtain a certification before graduation

## **Commendation**

The regularly scheduled common planning time that can be used for curriculum development

# Standard 2 Recommendations

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## Recommendation

Develop and implement a common format for the written curriculum in all disciplines 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 specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics

## Recommendation

Establish and implement a process for effective curricular coordination, cross-curricular development, and vertical articulation between and among all academic areas within the school as well as with sending schools in the district

## Recommendation

Ensure that the 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

## Recommendation

Ensure that the school's professional staff has sufficient time, financial resources, and leadership for ongoing and collaborative development, evaluation and revision of the curriculum using assessment results and current research

## Recommendation

Ensure that the adopted curriculum provides all students with cross-disciplinary learning and authentic learning opportunities, both in and out of school

## Recommendation

Ensure that the adopted and taught curriculum is purposefully designed to ensure that all students in all disciplines practice and achieve each of the school's 21st century learning expectations

# Standard 3 Indicator 1

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## Conclusions

Teachers' instructional practices are periodically examined; however, the school's core values, beliefs, and 21st century learning expectations are not considered when examining instructional practices. Individualized teacher observations are conducted sporadically throughout the school year, using informal district walk-throughs and formal announced observations using the Randolph Educator Evaluation Process. Instructional practices are examined during district walk-throughs. These walk-throughs occur approximately six times within a given school year and are typically conducted by teams comprising central office and school administrative personnel and may include principals from other district schools, assistant principals, and the superintendent of schools. These team members evaluate instruction using the Randolph School District instructional monitoring tool. Generalized feedback from these walk-throughs is disseminated to teachers informally via email. District K-12 coordinators, department chairs, and instructional coaches do not provide formal feedback on instruction; all of their feedback is informal.

Formal announced observations by school administrators are scheduled and follow the protocols outlined in the Randolph Educator Evaluation Process. Upon conclusion of an observation, administrators are supposed to provide individualized formal feedback and conduct mandated post-conferences with the observed teacher. However, this practice is not consistently followed in accordance with district expectations and protocols. New and veteran teachers desire to receive feedback regarding their teaching practices following classroom observations, but do not regularly receive such feedback.

Common planning time takes place at regularly scheduled times each week and is spent within departments discussing a variety of issues, including instructional strategies. Teachers frequently share ideas for lessons, plan common assessments, examine subsequent data, consider student work protocols, and provide administration with feedback on school policies and memoranda. While teachers appreciate being able to provide input on school policies and memoranda, they would prefer that common planning time be devoted to curriculum and instructional improvement. When teachers' instructional practices are examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, then each student's ability to meet learning expectations will be enhanced.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- parents
- school board
- central office personnel
- school leadership
- Standard sub-committee



# Standard 3 Indicator 2

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## Conclusions

Teachers' instructional practices informally support the achievement of the school's 21st century learning expectations and teachers frequently personalize instruction; engage students as active and self-directed learners; emphasize inquiry, problem solving, and higher order thinking; afford students with some opportunities to apply knowledge and skills to authentic tasks and engage students in self-assessment and reflection; but only minimally support the integration technology into daily lessons and provide little or no cross-disciplinary learning for students.

Through their instructional practices, teachers attempt to support the achievement of the school's 21st century learning expectations by personalizing instruction to varying degrees depending upon the course level, although there is no consensus among faculty members with regard to the 21st century learning expectations. The 21st century learning expectations need to be clearly defined in terms of what it means for students to attain mastery, i.e., proficient, developing, or beginning levels of proficiency, in terms of knowledge, skills, and dispositions related to communicating as a writer and a speaker, listening actively, reading critically for a variety of purposes, using multiple strategies in reasoning and problem solving, and using a variety of technological tools to conduct ethical research and support critical thinking. The existing analytic school-wide rubrics tend to rely upon a degree of achievement of a particular indicator, e.g., consistently, frequently, sometimes, or rarely; deep, adequate, brief, or superficial, or similar terms and expressions that are open to interpretation from one person to another. However, the expectations and rubrics of the AIM are specifically designed to indicate how students may be mainstreamed and ways that students can take ownership over their learning. Nonetheless, teachers frequently personalize instruction for students. For example in a college preparation English class, students are allowed to choose articles that are current and relatable to the members of the class for class assignments. In an honors United States history class, students were working on materials related to school shootings and mental illness in preparation for a walk-out to support the students of Florida's Marjory Stoneman Douglas High School. In addition, teachers frequently speak with individual students to support their individual projects and assignments to provide support and motivation to ensure that each student can be successful.

Instructional practices in some classrooms support engaging students as active and self-directed learners. For example, an English research paper asks students to choose their own prompt, and students in a history class were asked if they would forgive individuals for war crimes; in both classes, students are required to apply personal research material to what they were learning. The English department has also put forth an inquiry-based learning approach in which there is an essential question that drives each lesson. The integration of higher order questions, the use of depth of knowledge wheels, and the use of Bloom's taxonomy in classroom instruction in some areas and classes deepen individual students' content knowledge and provides opportunities and experiences for students to understand global issues. Most teachers give group and individual projects which allow students to be in control of their learning. Many teachers use methods such as think-pair-share, debate, and gallery walks to actively engage students. Students are also given choices to participate in science fair, music concert, poetry competitions, world languages competitions, and co-curricular activities such as student government. However, both parents and students believe that tasks requiring higher order thinking are much more prevalent in AP and honors classes than in college preparatory classes. Students also feel that discipline issues in some college preparatory classes hinder the use of such instructional strategies. For example, in an honors modern world history class, after sharing a morally complicated story, students were asked to write answers to open-ended questions. Students in an a grade 11 honors English class took a topic they were working on from an informative presentation to a persuasive presentation. In an honors United States history class students were required to take a position on a particular topic and develop an argument that would defend their position as a viable option. Grade 11 students in an honors English class were asked to develop positions for raising the existing age, when individuals could drive an auto.

In many classes, students either formally or informally self-assess their mastery of lesson learning objectives. The instructional practices of many teachers support engaging students in self-assessment and reflection, when they are given the opportunity to engage in group dialogue to express and support their arguments with their

peers in many classes. Closers, thumbs up/thumbs down, and exit tickets are some of the informal ways self-assessment is conducted at the end of a lesson. On many occasions, either after a unit, quiz, debate, or project, students are expected to think back to what could have been done to improve on a particular assignment. Students are also given multiple opportunities to make corrections to assessments or to revise essays to improve their grade, when specific feedback is given by teachers. The history department has students create a portfolio of all of their work including notes, ideas, drafts, and revisions. The portfolio represents students' writing through all stages of the writing process, including edits and reflections. In English classes, students are provided with a self-reflection document that they are to complete and submit with each of their writing assignments. This provides another form of reflection that calls for students to critique their work. The mathematics department asks to explain their work using mathematics vocabulary, and many teachers offer the opportunity for students to make corrections on their past quizzes. In visual arts courses, students have a project summary form that they complete and submit with each project. Students are continuously reflecting during their creative process and are instructed to assess their own progress as well as to seek feedback from their peers.

Teachers are not provided with the time to formally develop cross-disciplinary learning opportunities across the various school disciplines. Where cross-disciplinary learning takes place, it is due to the initiatives of individual teachers on an ad hoc basis.

The instructional practices of most teachers minimally support integrating technology beyond using a projector. A lack of technological resources and the lack of adequate teacher training in the use of the technology that is available has resulted in the limited infusion of technology into the daily lessons of most teachers. Nonetheless, many teachers use various forms of technology in their classroom; however, this is an inconsistent practice. There is very little support and development around using technology to enhance student experience and engagement and, as a result, the teachers that make regular use of technology are unable to do so beyond the level of augmenting each task for functional improvement.

Hence, when 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; and integrating technology, students will be better positioned to meet each of their academic, civil, and social expectations.

## **Sources of Evidence**

- classroom observations
- self-study
- student shadowing
- facility tour
- student work
- teacher interview
- teachers
- students
- parents
- school board
- Endicott survey
- Standard sub-committee

# Standard 3 Indicator 3

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## Conclusions

Teachers vary in their adjustments of 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. There are a variety of ways in which teachers adjust their instructional practices to meet the needs of each student. Formative assessments are used in some classrooms, but are not employed systematically across all school disciplines. Group learning activities can readily be observed in many classrooms. These activities included pair-share responses to writing prompts and small group collaborations at stations in other classrooms. Additionally, a number of teachers are using a variety of additional supports and strategies in their classrooms. For example, teachers in the mathematics department give reference sheets to students who are identified as struggling learners. Many departments provide modified assessments and rubrics to account for student learning disabilities and language gaps. Some teachers have assignments that are differentiated according to ability level, although the differentiation of instruction is the norm. Many teachers offer learning supports to students who need them, such as student-generated word banks and language aids. Additional supports are provided to students with individual educational plans (IEPs). Teachers invite students to attend extra-help sessions in which students are given multiple opportunities to revise their work and correct assessments. Once teachers adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom, parents and students can be ensured that each student will be provided the support they need to achieve the 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents
- school board
- department leaders
- Standard sub-committee

# Standard 3 Indicator 4

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## Conclusions

Teachers, individually and collaboratively, improve their instructional practices by regularly using student achievement data from a variety of formative and summative assessments; occasionally examine student work individually and collaboratively; occasionally examine current research individually and collaboratively; occasionally engage in professional discourse focused on instructional practice individually and collaboratively; but only rarely use feedback from a variety of sources, including students, other teachers, supervisors, and parents.

Teachers regularly spend time reviewing quizzes, exams, essays and open response questions to determine which areas of student learning may require special attention. Teachers also use quick writes and standardized assessments to improve instructional practices. The mathematics department uses standardized test score, such as MCAS and Preliminary Scholastic Achievement Tests (PSAT) data, to determine what topics need to be reviewed when planning units of instruction.

Teachers periodically examine student work individually and collaboratively. Common planning time is occasionally used to examine student work such as formal assessment results from quizzes, exams, essays and open responses. Such data are reviewed in order to determine which areas of student learning may require special attention compared to areas of knowledge that have been mastered by students. Additionally, informal assessments such as quick-writes and class discussion are classroom instructional methods used to gauge student understanding, but not to inform instructional strategies and practice.

Teachers rarely use feedback from a variety of sources, including students, other teachers, supervisors, and parents to improve instructional strategies and practices. Students indicate that teachers rarely solicit feedback from them around how classes are taught and when they do solicit feedback from surveys, teachers rarely acknowledge the feedback or implement student suggestions. Teachers tend to focus some energy toward receiving feedback from the colleagues during common planning time as they pose questions to peers around areas of instructional and assessment improvement.

Teachers do not regularly examine strategies and useful protocols based upon current research, either individually or collaboratively. In recent years, the Randolph School District has provided Randolph High School personnel with research-based strategies including Keys to Literacy (KTL), Understanding by Design (UBD), Research for Better Teaching (RBT), and Universal Design for Learning (UDL) for curriculum development, evaluation, and revision. The school district has also provided most teachers with training on "Teaching with Equity in Mind." These programs were part of initiatives to improve student achievement using research-based data to improve instructional strategies. Additionally, some teachers use research on best practices for student work analysis and are also presented research-based strategies on curriculum development, using technology to teach content-specific subjects and to increase student engagement, but most research analysis is informal. Teachers report that most professional development opportunities are viewed as singular events with little or no follow-up activities and in some instances, teachers were not able to implement practices learned from professional development activities due to a lack of resources.

teachers rarely examine current research from sources outside the school or school district as a basis for improving instructional practices, although a formalized and regular common planning time has been built into the normal work schedule. Most reflective practices come from data observed from within the building, and any outside research is not supported as a part of the school day. On occasion, teachers have been able to attend out-of-district training, particularly for district initiatives. A few teachers have attended AP training, during which they were able to focus deeply on instructional practice. Additionally, some teachers were able to attend professional development opportunities for the AGSL classes, resulting in a great deal of positive feedback. Other teachers engage in professional discourse outside of the school. This is often done on teachers' personal time and at their own expense. Furthermore, as individuals, teachers are required by the DESE to complete the required courses of study for licensure renewal where they are able to examine current research.

Teachers, individually and collaboratively, would like to spend more of the common planning time to engage in professional discourse focused on instructional practice. Teachers have also been asking for research-based differentiated teaching and classroom management techniques. When teachers work to improve their instructional practices, individually and collaboratively, 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; and engaging in professional discourse focused on instructional practice, the teachers will be able to employ best practice for each student.

## **Sources of Evidence**

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- department leaders
- central office personnel
- Standard sub-committee

# **Standard 3 Indicator 5**

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## **Conclusions**

Many teachers, as adult learners and reflective practitioners, only minimally maintain expertise in their content area and in content-specific instructional practices as required to renew their state licensure. Teachers as adult learners and reflective practitioners maintain expertise in their content area at the minimum level necessary to meet the needs mandated by the state. Teachers are occasionally made aware of conferences in the area, but the actual approval for these teachers to attend these conferences is sporadic. Teachers are rarely given the opportunity to reflect on best practices with colleagues during common planning time, focusing rather on district and school initiatives. Most teachers do not belong to professional associations on a national or state level, unless the membership is paid by the district, and are not exposed to current practices and instructional assessment strategies in these disciplines. Teachers are rarely given the opportunity to present and learn from each other's best practices in a formal professional development setting. When teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices, parents and students can be ensured that the curriculum will be up-to-date with the needs of the times.

## **Sources of Evidence**

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

# **Standard 3 Commendations**

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## **Commendation**

The use of common planning time collaboratively to examine student work to improve instruction by some teachers

## **Commendation**

The learning aids provided by some teachers for their students to improve student achievement

## **Commendation**

The work of some teachers with transient students to remediate gaps in knowledge and skills

## **Commendation**

The rubrics used in the AIM program

## **Commendation**

The mentoring program for first-year teachers to aid them in their instructional practices

# **Standard 3 Recommendations**

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## **Recommendation**

Ensure teachers receive useful feedback from administrators who make classroom observations to improve instructional practices

## **Recommendation**

Use common planning time to focus upon the review and revision of curriculum and instructional and assessment practices to improve student learning

## **Recommendation**

Ensure that all students in all classes and at all levels experience personalized instruction and apply knowledge and skills to authentic tasks; engage in cross-disciplinary learning; engage students as active and self-directed learners; emphasize inquiry, problem solving, and higher order thinking; engage in self-assessment and reflection; and integrate technology into their learning

## **Recommendation**

Provide teachers with consistent feedback on Teachpoint, and fulfill the criteria mandated by the state and district

## **Recommendation**

Introduce more protocols within common planning time to have teachers reflect on practices and lessons to improve instruction

## **Recommendation**

Use instructional leadership time to create a problem of practice to have teachers conduct peer observations with a common rubric and lead whole-school professional development that will improve instruction school-wide



# Standard 4 Indicator 1

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## Conclusions

The professional staff does not employ 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.

During the fall 2010, Randolph High School developed the academic learning expectations rubrics that focus on eleven academic, civic, and social expectations. These holistic and analytic school-wide rubrics were designed to assess whole-school and individual student progress toward the 21st century learning expectations, although the specific knowledge and skills that students achieve have not been clearly defined. Hence, to better assess content-specific learning goals, each department developed and use content-specific rubrics. The art, English, mathematics, music, and world languages teachers use content-specific rubrics within their respective departments to assess student content learning. The English department uses common planning time to implement departmentalized rubrics per grade that assess the school's 21st century learning expectations. Specific rubrics for two English II assignments on *Fahrenheit 451* and *Of Mice and Men* were based upon a common English department rubric for writing. This rubric was adapted to align with each assignment. Additionally, the English teachers use a common assessment rubric for all common assessments for grades 9-12. English teachers also consistently utilize a rubric for Socratic seminars. The art, music, and world languages departments use consistent and content-specific rubrics in their classes. The music department uses a specific ensemble performance evaluation rubric and the solo performance rubrics. Both art teachers use the art studio habit rubric for all art students. The world languages teachers use an exam rubric for summative assessments for all students. Some mathematics teachers use common rubrics for some assignments. For an honors algebra and trigonometry class, a content-specific rubric was attached to an assignment where students were tasked to determine a budget for a specific problem. Another assignment for honors algebra and trigonometry on suspension bridges had a content-specific rubric attached that was specific to that assignment. A third mathematics assignment, called the geometry quadrilateral project, had a content-specific rubric attached. Students and teachers feel that similar rubrics are used for writing in both English and history classes. Most teachers use content-specific rubrics for particular assignments. For example, a physics teacher used a KTL rubric to assess an essay on energy transformations in earthquakes. However, the use of school-wide analytic rubrics to address whole-school and individual student progress in achieving the school's 21st century learning expectations is not a common practice in all disciplines by all teachers.

When 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, teachers will be able to base their curricular, instructional, and assessment decisions upon objective data.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

# Standard 4 Indicator 2

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## Conclusions

The school's professional staff neither communicate individual student progress in achieving the school's 21st century learning expectations to students and their families nor does the school communicate its progress in achieving the school's 21st century learning expectations to the school community.

Teachers use IPass, the school's management information system, to communicate students' grades with parents. IStudent and IParent enable both students and parents to have access to assessment results, which are not based on the 21st century learning expectations. Students believe that most teachers input grades on a consistent basis. Teachers, students, and parents understand that student grades are also communicated through mid-quarter progress reports, at parent-teacher conferences, and through the use of email between teachers and parents.

Quarterly report cards are also available to parents and students through IPass and are mailed to students' homes. Students' grades are based on content-specific assignments that are sometimes determined using content-specific academic rubrics. Some of the academic rubrics are departmentalized and may include components of the 21st century learning expectations, although no formal assessment of student achievement of the 21st century learning expectations takes place. Student achievement is determined by meeting content standards. There seems to be confusion among the faculty members with regard to the implementation of the 21st century learning expectations as they relate to the adopted curriculum, as well as instructional and assessment strategies.

Once the school's professional staff regularly communicates individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community, parents, students, and the community, all stakeholders will understand the progress that individual students and the school is making toward achieving the knowledge, skills, and dispositions established by the school for all students.

## Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- Standard sub-committee

# Standard 4 Indicator 3

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## Conclusions

Professional staff members periodically collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. Teachers and administrators use a range of evidence to assess student academic achievement and learning needs of students in the various disciplines. MCAS results, PSAT results, Northwest Evaluation Association (NWEA), and other baseline test results are examined to formulate an appropriate response to meet the needs of individual students. MCAS testing results are shared with the faculty and staff annually at a faculty meeting. The MCAS data is used to varying degrees by the various departments. Based upon grade 8 MCAS scores, Randolph High School has implemented English and mathematics support classes for grade 9 students who were determined to be unprepared to meet the course-specific expectations of the high school curriculum. These classes alternate between English and mathematics daily with the goal of supporting basic skills and developing good study habits. Freshman students who are enrolled in college preparatory English and mathematics courses, other than ELL and special education students, are enrolled in the support classes. Additional support classes in biology and chemistry are offered for students who lacked the requisite knowledge and skills to be successful in a regular biology and chemistry class.

During common planning time, biology, chemistry, English, history, mathematics, physical education, and visual arts teachers use data collected from common formative and summative assessments to inform instruction and develop strategies to lessen the achievement gap among students. The mathematics department regularly reviews student work in order to determine student achievement on the identified power standards and uses data to inform the pacing of curriculum for future units of instruction or the pacing guide the following year. Additionally, mathematics teachers use data from PSATs and MCAS results to discuss student needs, determine the appropriate courses and course levels for students and their potential for success in AP courses, and review content standards that may need to be readdressed in instruction.

When teachers evaluate student data and recognize that a student is struggling academically, students may be referred to the child study team (CST), which comprises an assistant principal, the school psychologist, a social worker, a guidance counselor, and the AIM director. The purpose of the CST is to support student achievement, focusing on students who may need additional educational, medical, social, or emotional support. However, there is confusion among the teachers and CST members regarding the referral process and who will be responsible for follow-up activities, frequently resulting in little or no actions being taken.

While it is evident that there is some collection, disaggregation, and analyzing of data, it is not consistent among teachers and staff members, and the collected data does not provide a complete picture that would be needed to adequately inform curriculum development and revision as well as instructional practices to meet the needs of the students. When the professional staff regularly collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement, each parent and student can be ensured that the professional staff will be in a better position to make decisions that will impact the learning of each student.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

# Standard 4 Indicator 4

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## Conclusions

Prior to each unit of study, teachers do not communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. Randolph High School teachers provide a syllabus with the course expectations to students and their families at the beginning of each school year as well as during the open house, which is scheduled during fall of each year.

In most classes, teachers communicate content-specific standards that are aligned to departmental rubrics or assignment-specific rubrics that assess specific content standards. In art and music classes, the use of departmental rubrics to assess student artwork or a performance is consistently used, clearly communicating expectations for learning to students. In English classes, assignments are given to students that are aligned to content-specific standards and are assessed using departmental content-specific rubrics. Mathematics and world languages teachers explicitly state what students are expected to know for most assignments, and content-specific rubrics are attached to assignments that clearly communicate expectations for student learning that are tied to a specific content standard.

While students generally believe that teachers communicate expectations of unit-specific learning goals prior to the start of a unit, they are not familiar with the school's 21st century learning expectations. Parents also feel that their children understand what they are expected to learn for a unit of study, but parents are not aware of the 21st century learning expectations. While teachers do not communicate the school's 21st century learning expectations to students, they regularly engage students in oral and written communication, active listening, critical thinking, problem solving, and, to a lesser degree, the use of technology activities as part of the normal teaching and learning process in classes throughout Randolph High School. When teachers communicate to students, prior to each unit of study, the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed, students will have a better understanding of what is expected and what each goal will entail.

## Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents
- Standard sub-committee

# Standard 4 Indicator 5

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## Conclusions

Prior to summative assessments, teachers sometimes provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement. The English department consistently uses content-specific rubrics that define targeted high levels of achievement. Rubrics used for common assessments in the history department indicate what students need to include in their written work. The argumentative rubric and informational rubrics are given to students within the history department for longer writing assignments. These rubrics can be used for any content area by writing about a specific topic, idea, or theme to provide content-based information for writing an argument and defending it. Many students familiarize themselves with the rubric before beginning the writing process to understand the overall expectations. Departmental rubrics are also used in art and music that define the content expectations for student achievement. In a physics class, a teacher uses an information writing rubric based on the KTL, which identifies high expectations for student writing. However, some content-specific rubrics that are used are too general to provide students with the specific knowledge, skills, or dispositions that they need to demonstrate as the basis for learning. Instead, these rubrics tend to be more like a completion checklist for students, i.e., if they complete all portions of the assignment they might earn a "4," and, if students do not complete all aspects of the assignment, they might earn a "3" or lesser score for that portion of the rubric. Once all teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement prior to summative assessments, students will understand what is expected in terms of what they have learned.

## Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- students
- Standard sub-committee

# Standard 4 Indicator 6

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## Conclusions

In each unit of study, teachers frequently employ a range of assessment strategies, including formative and summative assessments. Teachers use an assortment of creative formative assessments strategies to check for understanding in all disciplines that are designed to identify students who have not yet mastered lesson objectives. Examples include activators, targeted guided questioning, tickets to leave, quick-writes, and smartphone apps. Other visible formative assessment strategies include thumbs up/down check-ins, do-nows, pop quizzes with revisions, activators, exit tickets, use of remote response devices, think-pair-share activities, and group assignments. Targeted teacher questioning with extended wait time also allows teachers to check for understanding.

While used less frequently, teachers employ summative assessments with some variety. In addition to traditional quizzes and tests, students are given the opportunities to complete projects that allow them to apply their learning to real-world applications using 21st century technology creatively. However, due to the lack of technology, most teachers still rely on paper and pencil tests. In addition, Socratic seminars, common assessments, and project-based learning are taking place in the English department. World languages classes are using a variety of methods to assess student performance such as listening and speaking exercises to ensure the students are applying knowledge. AP Statistics students complete a year-end comprehension project that entails data collection, data analysis, and statistical inference on the topic of their choice. Elements of the project include a written letter of intent, a detailed written report using a word processing application containing embedded output from statistical software, and a presentation developed using presentation software. Science students use their daily starter template to organize work for the week and to later reflect on their learning. The completion of projects that allow students to apply their learning to real-world applications using 21st century technology is taking place, but on a limited basis.

Although a range of assessment strategies is employed, the overall effectiveness of those assessment strategies to improve student learning is questionable. For example, common summative assessments are taking place at least quarterly in the core departments; however, the data gathered from these assessments tends to be random and disorganized. As a result, the compilation and analysis of assessment data is limited, varies across all disciplines, and is not being used for instructional intervention or curriculum development or revision to improve student learning. When teachers employ a range of common assessment strategies, including formative and summative assessments in each unit of study, parents and students can be assured that the assessment strategies will be more reliable in terms of assessing student learning.

## Sources of Evidence

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

# Standard 4 Indicator 7

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## Conclusions

Teachers formally collaborate to varying degrees, depending on the discipline, on the creation, analysis, and revision of formative and summative assessments, including common assessments. The English, mathematics, and world languages departments meet informally at least twice per week during school hours to collaborate on the creation, analysis, and revision of formative and summative assessments. Curriculum issues, instructional strategies, common assessments, as well as teaching timelines and procedures are frequently discussed at these meetings, but are only consistently occurring in the aforementioned departments.

Department chairs find that there is a need for more equitable and effective collaboration time within many departments, as well as additional professional development opportunities. School administrators concur that collaboration time between and among faculty and staff members could be more effective. Most collaborative dialogue between and among colleagues around students, curriculum, instructional strategies, and assessment strategies is held informally, when time permits. This limits the amount of collaboration and coordination in which teachers can engage, regarding the development and analysis assessment strategies. Professional development opportunities that could be used for development, analysis, and revision of assessment strategies are limited to the days prior to the start of the school year, after school hours, conferences that some teachers may attend, and special initiatives made available through central office. Many faculty members believe that obtaining coverage to attend off-campus opportunities or to meet collaboratively during the normal school day is difficult at best. While these opportunities are available, formal collaboration time to discuss the outcome of the professional development knowledge and strategies gained through off-campus opportunities is limited and often not communicated to members of other departments within the school. This has created confusion concerning expectations in administration of assessments across the disciplines. Furthermore, students report anxiety in different classes and departments because the assessment format is not consistent in each class.

While testing strategies are discussed in various classes, each strategy is different, and some are non-existent. Students believe that the implementation of a single strategy that could be used across the disciplines, would relieve the anxiety they are feeling regarding assessment. When all teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, they will be better able to assess student learning for each student.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

# Standard 4 Indicator 8

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## Conclusions

Teachers generally provide specific, timely, and corrective feedback to ensure students revise and improve their work. Most teachers allow students the opportunity to revise and correct their work on many assignments, and on occasion students are required to make corrections or submit updated versions of written assignments. Furthermore, it is standard practice for all teachers in all learning areas to give verbal feedback to students during class. When the final projects are assessed, most teachers use rubrics or checklists to provide further feedback on progress students are making toward the achievement of specific course objectives and standards. Many teachers write comments directly on written assignments. A number of teachers also accept work online and will submit digital comments on that work.

In some cases, students revise and improve their work on a consistent basis. For example, the English department uses content-specific rubrics consistently and effectively to provide students with clear feedback and guidelines to assist them to improve learning. Also, the English department meets once a month to view student writing, and based on the data collected, provide strategies for giving constructive feedback to other departments. However, it is understood that this information is not used in many departments and is not consistent among the various curricular areas.

In a world languages class, students engaged in a teacher-led group revision which included direct feedback and constructive criticism, which expanded to whole-group processing focused on the revision of their work. Also, in an AP language arts class, a collaborative group process was used to try to achieve consensus on the quality of the writing process, which was then expanded to a whole-group lesson focused on using the students' revisions to make their arguments more powerful. In the science department, revision and feedback are being used to enhance student success. For example, in a physics class, students were provided the opportunity to revise and correct their previous quizzes and tests to ensure students are prepared for summative assessments. The world languages department meets monthly to discuss common assessment results, identify areas of needed improvement, and communicate implementation strategies. The mathematics department meets during common planning time to analyze student progression toward meeting specific power standards, and most teachers modify their instructional strategies relating to areas of identifiable needs among the students to ensure student success on future summative assessments.

Students value and acknowledge the efforts that teachers make to provide them with feedback to help them better understand assignments in some classes, but they frequently struggle to use feedback constructively to improve learning in a majority of their classes. When teachers consistently provide specific, timely, and corrective feedback to ensure students revise and improve their work, teachers and students can better address existing needs.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee



# Standard 4 Indicator 9

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## Conclusions

Some teachers use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Those teachers frequently use formative assessments to gauge student understanding. The English department teachers use both daily formative assessments and common summative assessments. The English department also meets regularly to discuss the results of the summative assessments and uses these results to adapt student instruction. However, this is not common practice in most departments. The history, mathematics, and world languages departments use formative assessment to inform instructional strategies, but those departments do not meet regularly or use specific protocols to analyze the results of formative assessments to gauge the collective performance of students. Department chairs believe formative assessment is taking place in each department, but do not use common assessments in all areas as an indicator for student performance, and common assessments are not being used consistently or effectively to adapt instruction in the classroom. Once all teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning, they will be in better positions to assist students in achieving the 21st century learning expectations.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- Standard sub-committee

# Standard 4 Indicator 10

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## Conclusions

Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning to varying degrees for the purpose of revising curriculum and improving instructional practice, including all of the following: formal examination of a range of standardized assessments; frequent examination of a range of common course and common grade-level assessments; occasional examination of student work as well as a range of data from sending schools, receiving schools, and post-secondary institutions; but do not examine a range of individual and school-wide progress in achieving the school's 21st century learning expectations or a range of survey data from current students and alumni.

Teachers use the National School Reform Protocol for looking at student work occasionally during department meetings. Department chairs, along with district curriculum coordinators, collaborate to create action plans based on student data, although curriculum coordinators are not available for every content area. In those disciplines, there is little focus or administrative support for the examination of evidence for the purpose of improving curriculum and instruction. In some departments, teachers with common courses collaborate to examine common assessments. For instance, the English department administers and analyzes a skills-based assessment quarterly and meets during their common planning time to determine the skills they will focus on during the next term. When possible, teachers are collaborating at least occasionally to examine common assessments.

While teachers occasionally examine student work, the absence of awareness of the 21st century learning expectations coupled with the lack of data collection methods to support the use of the expectations indicates that 21st century learning expectations are not measured. The mathematics department head uses the PSAT mathematics scores to aid in future course placement for students. The district has access to MCAS scores, SAT scores, and NWEA testing information. Grade 8 MCAS test scores, grades, and other standardized test scores are extensively used as the basis for student placement in courses and course levels during grade 9, including student placement in the grade 9 English and mathematics support classes. Students entering the district provide previous records which are reviewed by the guidance counselors in order to determine initial placement in grade and courses. College acceptance rates are noted by the school, but are not used to inform curriculum and instruction. Finally, surveys of current students and alumni are not formally or regularly used to inform curriculum and instruction.

When 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; and survey data from current students and alumni, then they will be in a sound position to make changes to all aspects of the learning process to ensure that all students can achieve the academic, civic, and social expectations for learning.

## Sources of Evidence

- self-study
- teachers
- parents
- department leaders
- school leadership
- school support staff
- Standard sub-committee

# Standard 4 Indicator 11

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## Conclusions

Grading and reporting practices are not reviewed and revised to ensure alignment with the school's core values and beliefs about learning. In the faculty handbook, there is a grading system outlined that establishes letter grades based on numeric averages. There are also school-wide policies in place that indicate the minimum student average for progress reports during quarter I and different minimum scores for quarters II through IV. For full-year courses, students may not receive a grade lower than a 50 percent for a quarter I progress report or for a quarter I average and may not receive a grade less than a 40 percent for quarters II through IV. Each quarter grade will have a value of 20 percent, and the midterm and final examination in a course will have a value of 10 percent, when calculating the final grade for each student. Half-year courses will be assigned the grade average that a student earned for progress reports and report cards each term. Department chairs explained that this policy was developed and implemented by school administrators with no input from teachers and no explanation regarding how these policies align with the school's core values and beliefs about learning. This grading policy was established in 2012-2013 and has not been reviewed or revised since its inception. Some teachers adhere to a policy where they are expected to count homework at a maximum of 10 percent of a student grade each term, but such a policy is not listed in the teacher handbook and does not seem to be commonly known by all teachers.

Moreover, there is no consistency of grading practices in the various departments in terms of how teachers calculate student grades for each term. Some teachers use percentages of different assignments, while other teachers use the total points students earn on all assessments. Among teachers who use percentages, there seems to be no consistency for the weight that is assigned for formative assessments, summative assessments, or common assessments other than midterm and final exams. When grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, parents, students, and the community can be assured that they are receiving valid and reliable information regarding student achievement.

## Sources of Evidence

- self-study
- teachers
- students
- department leaders
- Standard sub-committee

# **Standard 4 Commendations**

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## **Commendation**

The use of departmental and content-specific rubrics

## **Commendation**

The use of IPass to communicate academic progress of students to parents

## **Commendation**

The employment of a range of assessment strategies by some teachers for both formative and summative assessments

## **Commendation**

The collaboration on assessments based on trends in data by some teachers

## **Commendation**

The specific, timely, and corrective feedback provided by some teachers to assist students during the revision process

## **Commendation**

The direct communication by some teachers to students on related unit-specific learning goals to be assessed

## **Commendation**

The use of common planning time by some teachers to develop strategies to increase student achievement

## **Commendation**

The use of summative assessments by some teachers to improve student learning

## **Commendation**

The establishment of common assessments in most disciplines

# Standard 4 Recommendations

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## Recommendation

Develop and implement 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

## Recommendation

Develop and implement a formal process for the school's professional staff to communicate individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community

## Recommendation

Ensure that, prior to each unit of study, all teachers communicate to students the school's applicable 21st century learning expectations as well as the related unit-specific learning goals to be assessed

## Recommendation

Ensure that all teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement

## Recommendation

Implement a review and revision of the school's grading and reporting practices that reflect consistency and alignment to the core values and beliefs

# Standard 5 Indicator 1

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## Conclusions

The school community is building a safe, positive, respectful, and supportive culture to varying degrees that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. Randolph High School attempts to build a safe, positive, respectful, and supportive school culture by outlining and setting norms within its school employee and student handbooks. These handbooks address student behaviors, expectations, as well as professional standards and expectations for teachers. While the handbook includes discipline and attendance policies, these policies are not being fully implemented throughout the school's protocols and practices. Furthermore, teacher and student handbooks are neither thoroughly reviewed nor are important components consistently and intentionally communicated to staff and students. Nevertheless, teachers are generally dedicated and invested in the success of their students, and this is evident in the culture and climate that they build in most classrooms.

In several content areas, students are clearly aware of the high content expectations that have been set for them and strive to meet those. Students generally feel ownership and pride with regard to their classwork and assignments, particularly when they are empowered to incorporate their own beliefs into their learning. This was particularly evident in AP and honors level courses, where teachers engaged in meaningful and authentic dialogue with students. However, student ownership and pride are not prevalent in college preparatory courses in which a more directed approach to learning is the norm.

While the majority of students feel safe at school and are respected by their teachers, the presence of such a culture is not consistent school wide. A vast majority of students feel that most students in the school do not respect their teachers or feel pride in their school. From the perspective of faculty and staff members, the vast majority do not feel that the school provides a safe, positive, and supportive culture or a culture that supports independent student learning. The variance in responses of faculty and staff members and students reveals a divided perspective about the positive and supportive nature of the school community, indicating a lack of a unified school culture. When the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning, the results will be shared ownership, pride, and high expectations in an environment where all students can achieve success.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- students
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 2

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## Conclusions

The school is not consistently 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. Randolph High School attempts to promote high expectations for all students through its selection of courses and graduation requirements. The school also offers a selection of AP, honors, and college preparatory level courses which are open to any student. In terms of student placement, every student is grouped into core courses, i.e., English, mathematics, science, social studies, or world languages, which are offered at the AP, honors, and college preparatory levels. Grade 8 MCAS test scores, grades, and other standardized test scores are extensively used as the basis for student placement in courses and course levels during grade 9, and PSAT, MCAS scores, course grades, and teacher recommendations are the basis for student placement in grades 10-12. As a result, core courses are more homogeneously grouped at the AP, honors, and college preparatory levels; the elective courses such as art, health education, music, and physical education are a more heterogeneous mixture of students.

Additionally, the school uses an inclusive model in college preparatory level courses for students with disabilities and a sheltered immersion model for ELL students. Students enrolled in the pre-vocational program and AIM program are enrolled in mainstream in college preparatory courses that best aligned with their academic needs. While teachers believe that students can move from college preparatory to honors level courses after grade 9 (and have witnessed this), students often feel pigeon-holed in the levels to which they had been assigned initially. Students believe that many teachers do not have high expectations for students enrolled in college preparatory courses and that such students are not regularly challenged in those classes. Nonetheless, there are some students who are enrolled in courses from a variety of levels from college preparatory to AP levels. Once the school is consistently equitable, inclusive, and 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 learning expectations, all students will have access to a curriculum designed to help students achieve the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- students
- department leaders
- school leadership
- Standard sub-committee

# Standard 5 Indicator 3

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## Conclusions

Currently, the school has neither a program nor a process 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. Randolph High School does not offer a formal program in which a student builds a relationship with an adult. Although in the past the high school has sporadically offered programs that were meant to cultivate these relationships such as homerooms, such effort was inconsistent and ineffective. From March 2017 to June 2017, students who were identified as academically at risk were assigned teachers who met with them once a week. This was an attempt by administration to develop an advisory-like program to address increasing discipline and academic concerns. The primary goal of this initiative was to build a relationship with a student and leverage that relationship to support and encourage these students to improve academically and socio-emotionally. Targeted students were given a questionnaire which served as a self-assessment on three measures: grades, behavior, and attendance. This attempt at fostering relationships between students and staff was not sustained throughout the entire student body and was implemented for only targeted students. Based on the lack of a formal accountability measure of this model or tracking of the outcomes of this initiative, there was little or no hard data other than anecdotal comments, regarding the effectiveness of this initiative. Teachers felt that this initiative was disorganized and more of a strain on resources rather than an aid to students.

The only direct attempt the school employs to create a formal, ongoing process of student support is through guidance counselors. However, there is no formal process by which guidance counselors meet with individual students who are part of their caseloads on an annual basis. Nonetheless, there are other adults with whom students may develop sustained ongoing relationships, but such relationships occur on an informal basis. These adults include the school nurse, school resource officer, and social workers. At the beginning of the school year, students are made aware of the availability of these resources. While some students consistently meet with and engage with these staff members, there is no formal process by which the entire student body establishes an ongoing relationship with the aforementioned professional. When there is a formal, ongoing program or process 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, each student in the school will have an individual who regularly serves as an advisor to each student.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- Standard sub-committee



# Standard 5 Indicator 4

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## Conclusions

In order to improve student learning through professional development, the principal and professional staff sporadically engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; occasionally use resources outside of the school to maintain currency with best practices; purposefully dedicate formal time to implement professional development; and occasionally apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

The majority of the professional discourse for reflection, analysis of teaching practices, and ideas to improve curriculum, instruction and assessment occur during common planning time. Through common planning time, teachers engage in professional discourse about teaching and learning and apply practices and skills to improve curriculum instruction and assessment. In core subject areas, common planning time is facilitated by department chairs and meets consistently three times per week. However, for other subject areas, teachers lead their own common planning times or meet with administrators periodically throughout the month. While common planning time can be an effective structure that provides time during the normal school day for teachers to have a professional discourse about teaching and learning, the majority of the agendas developed by school administrators or district level personnel may not be aligned with the goals of common planning time.

Other professional opportunities have been provided for teachers who are assigned to the AGSL student cohort. This training provides teachers with professional development activities focusing on ways to create learning experiences that provide students with a context for developing global competencies. During these AGSL professional development sessions, teachers collaborate across departments to develop and revise curriculum that fosters global learning and 21st century skills in accordance with best practices. Although AGSL programs are opportunities for professional discourse, not all staff members have access to these opportunities, and they are implemented without the input or oversight of administrators.

Some district-wide professional development initiatives exist, such as KTL, and time is allotted each month for teachers to participate in additional professional development activities. However, in many instances, professional development activities are viewed as singular events rather than as the ongoing learning opportunities for professional growth along a continuum.

New teachers to the district are afforded a mentor-mentee program. In this induction program, a veteran teacher serves as a mentor who provides mentees with guidance, feedback on a variety of topics, and professional development opportunities. The effectiveness of this mentoring program varies depending on the amount of time the mentor and mentee collaborate.

Teachers in the English department have sought professional development opportunities in order to continuously improve their teaching and student learning. These opportunities were conducted by professional consultants who were paid by the school district. In turn, English teachers shared the knowledge and skills they learned from those sessions and presented their colleagues with professional development activities during their common planning time. Teachers in most core content areas are more likely to use the common planning time more effectively on subjects related to teaching and learning than teachers in content areas who do not have department chairs.

Common planning time is rarely used for professional discourse, reflection, inquiry, and the analysis of teaching and learning between school administrators and professional teaching and staff members. Once 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; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment to improve student learning, the school is better able to develop and implement targeted professional development.

## **Sources of Evidence**

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- Standard sub-committee

# Standard 5 Indicator 5

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## Conclusions

School leaders do not regularly use research-based evaluation and supervision processes that focus on improved student learning. The Randolph Educator Evaluation Process was adopted in 2015 and is essentially the model developed by DESE based on research, input, and school pilots that have been modified and amended by Randolph Public Schools. However, faculty members, particularly new teachers, are generally unaware of evaluative procedures and deadlines outlined in the Randolph Educator Evaluation Process. This process is not mentioned in the Randolph High School Faculty Handbook, but is mentioned in the Randolph Public Schools Employee Handbook with the following statement, "Evaluation of employees will be administered according to bargaining unit contracts. Evaluation forms are listed on the intranet under the human resources tab."

Teachers feel that formal observations by the school administrators appear to be random and do not believe that all the provisions of the Randolph Educator Evaluation Process are being followed. Teachers have noted that they rarely, and in some cases never, receive feedback from administrators that are based upon informal or formal classroom observations that relate to suggestions teachers might use to improve their instructional practices.

The central office staff participates in learning walks, visiting Randolph High School three times throughout the year. These learning walks occur at various times within a given school year and are typically conducted by teams comprising central office and school administrative personnel and may include principals from other district schools, assistant principals, and the superintendent of schools. However, district K-12 coordinators, department chairs, and instructional coaches do not provide formal or evaluative feedback on instruction to teachers. These team members assess instruction using the Randolph School District instructional monitoring tool. Furthermore, the learning walks are focused on specific areas of concern that are determined by building administrators and do not necessarily reflect areas of concern for teachers. When the learning walks have been completed, generalized feedback based upon the observations may be disseminated to teachers informally via email. Once school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning, it will enable improved instruction for all learners.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- Standard sub-committee

# Standard 5 Indicator 6

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## Conclusions

The organization of time by design generally supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. Randolph High School's bell schedule consists of seven class periods per day which are each 49-minutes, with the exception of some AP classes which run on a double block schedule. In the existing bell schedule, blocks 1-4 rotate each day and blocks 5-7 are a set schedule in the afternoon. This schedule provides students with the opportunity to complete the designated number of credits required for graduation. A hindrance to this schedule is the school tardy policy that has recently been implemented. Under this policy, students who come to school late during the first period are withheld from class for the entire period. The intention of the policy is to create a deterrent to excessive tardiness and to avoid the disruption that takes place when students arrive at class late; however, this policy has not substantially reduced student tardiness and has created additional problems when students miss an entire class.

Randolph High School has been able to schedule English and mathematics support classes for grade 9 students who are identified as unprepared to meet the course-specific expectations of the high school curriculum. Additionally, students with severe special needs are provided separate programming during the school day involving both academic and life skills until age 22.

Teachers have one common planning period per day at which time they can collaborate with colleagues from their respective department and one additional individual preparation period. Teachers also attend monthly faculty meetings and four department meetings throughout the year. For additional student learning support, each teacher is required to stay after school a minimum of two days per week. Overall, the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. However, the length of each period limits some science laboratory activities. Additionally, the time available for collaboration between faculty members who co-teach is limited.

The school has developed and implemented a full-time alternative program, the AIM program, for students with significant behavioral or social-emotional needs or both. AIM students are provided with a small group setting and alternative schedule in order to complete the core graduation requirements. However, AIM does not provide the complete course offerings within the program of studies to graduate from the high school. Optimally, students will transition out of the AIM program and back into a mainstream classroom program. Students who have not earned the requisite credits for graduation can use the APEX online program to earn credits toward graduation. APEX is a flexible, online public school for students in grades K-12 and is an alternative for students who are not succeeding in traditional classrooms. Since the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students, teachers and students are able to ensure that all students can achieve the learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- Standard sub-committee

# Standard 5 Indicator 7

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## Conclusions

Student load and class size enable teachers to meet the learning needs of individual students, although the class sizes in some sections of some courses may exceed the mean class size. During the 2017-2018 school year, the average ratio of students-to-teachers for mainstream core classes was approximately 21:1. The average class size by the core disciplines are English, 20.3 (with a range from 13-30); mathematics, 21.5 (with a range from 14 to 31); science, 19.9, (with a range from 11 to 34); social studies, 23.3 (with a range from 9 to 32); and world languages, 17.6 (with a range from 3 to 32). Overall, the pre-vocational, language-based, and ELL class sizes are considerably smaller, and elective classes are generally larger than the mean. While exceptions exist, most class sizes fall within an acceptable range. Although the existing class sizes are not a hindrance to the learning needs of most students, parents, teachers, and students feel that smaller class sizes would enhance student learning. Nevertheless, since student load and class size enable teachers to meet the learning needs of individual students, the focus can be on students achieving the 21st century learning outcomes.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- department leaders
- school leadership
- school support staff
- Standard sub-committee

# Standard 5 Indicator 8

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## Conclusions

The principal, working with other building leaders, does not provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The duties and responsibilities of the principal and assistant principals are differentiated. Furthermore, each administrator is assigned to different departments for teacher evaluation purposes. Additionally, there are five department chairs, i.e., English, mathematics, science, social studies, and special education, who oversee and provide leadership to colleagues in their respective departments. However, department chairs and the instructional coach do not provide formal or evaluative feedback to teachers regarding teaching and learning.

An instructional leadership team (ILT), comprising department chairs and school administrators, was recently disbanded. During ILT meetings, discussions among members focused on instructional goals, and department chairs received clear delegation and directives for implementation throughout their respective learning areas. Department chairs were also better prepared to provide ongoing guidance and support for teachers between informal and formal evaluative observations. The ILT was combined with the CST team to include social workers, guidance counselors, a union representative, and other key school leaders. While the restructured team was intended to expand the collaboration around school goals, it resulted in a deviation toward troubleshooting immediate school problems and focused less on instruction, teaching, and learning, or instructional practices and strategies. The result was that the ILT no longer meets as a group. Additionally, there are no ongoing meetings with administrators and department chairs regarding the vision for or plan for teaching and learning throughout the building. However, department chairs still meet with core subject faculty weekly in order to lead various building and district initiatives with teachers. However, a unifying academic vision for the Randolph High School community has not been formally developed and articulated to faculty and staff members. Once the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, a constructive school culture that helps all students reach their individual potential can emerge.

## Sources of Evidence

- self-study
- teachers
- department leaders
- school leadership
- Standard sub-committee

# Standard 5 Indicator 9

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## Conclusions

Teachers, students, and parents are occasionally involved in meaningful and defined roles in decision making that promote responsibility and ownership. Department chairs serve as teacher leaders who act in an advisory capacity to teachers. They are integral to advising the decision making and curriculum for each department they represent. Department chairs were members of the ILT and gathered feedback from teachers during common planning time meetings regarding various school initiatives and communicated feedback relative to concerns and ideas to school administrators. Students are periodically involved in meaningful and defined roles in decision making through the student and class councils. These student groups often work with administrators to plan school events like spirit week, the pep rally, and commencement ceremonies. However, student input relative to key issues such as the school curriculum, instruction, and assessment practices, school policies, and procedures is extremely limited. Through the school's site council and parent-teacher organization (PTO), parents have formal, albeit limited, involvement in meaningful and defined roles in decision making that impact school curriculum, instruction and assessment practices, school policies, and school procedures. Although these groups exist, meetings have not been consistency held and there has been a decrease in membership on the school site council and PTO. Occasionally, parents serve on hiring committees and student booster organizations, e.g., the music and football boosters. Students and parents feel that they could be better used as a resource to school administrators if they were granted more formal and informal input into issues that impact the school and in school planning for the future. When teachers, students, and parents are involved in meaningful and defined roles in decision making that promote responsibility and ownership, all shareholders feel a sense of responsibility and ownership in the school.

## Sources of Evidence

- self-study
- students
- parents
- school board
- department leaders
- school leadership
- Standard sub-committee

# Standard 5 Indicator 10

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## Conclusions

Teachers often exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers frequently take initiative and get involved in activities that increase student engagement through input and collaboration during common planning time. Teachers collaboratively develop lessons, units study, formative and summative assessments, instructional strategies, and student intervention strategies. Often these efforts and ideas are supported by school administrators. Teachers also use common planning time to discuss student concerns and make referrals to various student support services. Most teachers who exercise initiative do so of their own volition, instead of in response to expectations, encouragement, or support from supervisors. Students and parents feel that teachers in the building are focused on increasing students' level of engagement and level of student learning. During a tumultuous decade of teacher and administrative turn-over at the school and district level, it was primarily a group of teachers who were responsible for providing a degree of stability, continuity, and the leadership that helped Randolph High School meet the needs of the students it served. Therefore, because teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning, students are afforded many valuable learning opportunities inside and outside of school.

## Sources of Evidence

- self-study
- teachers
- students
- parents
- department leaders
- school leadership
- school support staff
- Standard sub-committee



# Standard 5 Indicator 11

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## Conclusions

The school committee, superintendent, and principal are not collaborative, reflective, and constructive in achieving 21st century learning expectations. While there are numerous regularly scheduled meetings between school committee members, the superintendent, and the principal, the focus of those meetings does not focus on the achievement of the 21st century learning expectations. For example, the superintendent of schools and Randolph High School principal participate in school committee meetings in which they share updates regarding the school's progress toward meeting school and district goals, various school data, and school improvement plans. Additionally, the principal and superintendent meet monthly for data meetings, principal meetings, and other meetings as requested by the superintendent and the timelines of various school initiatives. The principal also attends administrative team meetings attended by leaders from each school and led by the superintendent. During the summer, all principals, assistant principals, directors, and school leaders also attend a two-week administrative retreat with the district superintendent in order to collaborate, receive professional development on various issues and initiatives, and plan for the next school year.

Documents are created collaboratively by the school committee, central office personnel, and the school principal and are discussed at school leadership meetings. Common goals and benchmarks are established and set forth in the school's vision and mission statements, school improvement plan, and in the district goals, but the follow-through activities are often sidetracked by day-to-day emergence of new issues. Furthermore, there is a lack of cohesive understanding and implementation of Randolph High School's 21st century learning expectations. For a variety of reasons, dealing with these issues has been postponed. Hence, school personnel cannot clearly articulate what a graduate of Randolph High School will know and be able to do upon graduation. Faculty and staff members feel that clearer agendas for ongoing and new initiatives need to be established; the goals and timelines need to be clearly articulated to the school community; specific actions need to be taken; assessment strategies for each initiative need to be developed and implemented; and follow-up activities need to be developed and implemented. When the school committee, superintendent, and principal are fully collaborative, reflective, and constructive in achieving the school's 21st century learning expectations, a shared vision for improvement of student learning can emerge and be implemented.

## Sources of Evidence

- self-study
- teacher interview
- students
- parents
- school board
- department leaders
- school leadership
- Endicott survey

# Standard 5 Indicator 12

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## Conclusions

The school committee and superintendent, by design, provide the principal with sufficient decision-making authority to lead the school. The principal has decision-making authority with regard to hiring faculty and staff members, designing strategies for various school initiatives, developing a vision and strategies for school improvement, and differentiating education programs for alternative needs of students, e.g., hybrid schedules and APEX. The school committee and superintendent grant the principal with authority to establish school-wide goals and leadership structures, lead curriculum changes as necessary to increase student achievement in targeted areas, develop new courses, conduct teacher evaluations, manage personnel issues, and develop partnerships with community and other stakeholders.

The job description of the principal includes creating the mission and vision of the school that aligns with the district vision, implementing initiatives that focus on student improvement, and creating systems and protocols that enhance the operations and management of the school. Despite this autonomy, faculty and staff members do not feel student achievement and the overall operation of the school has not substantially improved. The school committee and superintendent provide the principal with sufficient decision-making authority to lead the school, and, once the principal uses this authority to establish a shared vision of the school to guide the implementation of the core values, beliefs, and 21st century learning expectations, student learning will be improved.

## Sources of Evidence

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

# **Standard 5 Commendations**

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## **Commendation**

The safe, positive, respectful and supportive relationships that teachers build with students

## **Commendation**

The class sizes that enable teachers to meet the learning needs of individual students

## **Commendation**

The scheduling of common planning time for teachers

## **Commendation**

The effective and consistent use of common planning time within some core content area departments

## **Commendation**

The teachers who exercise initiative and leadership within the school community

## **Commendation**

The decision-making authority granted to the school principal by the superintendent and school committee

# **Standard 5 Recommendations**

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## **Recommendation**

Develop and implement a plan for the school community to consciously and continuously build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all

## **Recommendation**

Ensure that all students have access to equitable, inclusive, and challenging experiences, 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

## **Recommendation**

Develop and implement a formal, ongoing program or process 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

## **Recommendation**

Develop and implement an ongoing professional development plan that provides teachers with opportunities to improve their knowledge, skills, and dispositions to improve the curriculum, as well as instruction and assessment strategies

## **Recommendation**

Ensure that the research-based evaluation and supervision process focuses on assisting teachers to improved student learning

## **Recommendation**

Ensure that the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and 21st century learning expectations

## **Recommendation**

Develop and implement a plan to involve teachers, students, and parents in meaningful and defined roles in decision making that promote responsibility and ownership of the school's core values, beliefs, and 21st century learning expectations

# Standard 6 Indicator 1

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## Conclusions

The school has no overarching 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. While teachers and support staff feel they work well together to support all students, intervention strategies for students are not always timely and coordinated. Teachers worry that some students are not receiving services they need. Some student support services are adequately staffed to offer timely and effective intervention strategies; however, some departments seem to be overwhelmed.

Support staff members include three guidance counselors, one school psychologist, two social workers, one nurse, eight special education teachers, two ELL teachers, and one library/media specialist. Teachers frequently submit student referral forms to the CST requesting a review of particular students, but receive little or no feedback regarding the actions that may have been taken. Teachers also believe that there is no written protocol for how or when support services should be provided for mainstream students. In addition, no written protocol exists for the focus study program in which students use the APEX program for credit recovery. Co-teaching occurs in only English and mathematics at all grade levels and in grade 9 biology classes, but not for all courses required for graduation. When the school assesses and documents individual needs in a timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, there will be support for each student's achievement of the school's 21st century learning expectations, and the school will be in alignment with current state procedures for identifying students with learning disabilities.

## Sources of Evidence

- self-study
- teachers
- department leaders
- school leadership
- school support staff
- Standard sub-committee

# Standard 6 Indicator 2

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## Conclusions

The school uses existing resources to a limited degree to effectively provide information to families in their home language, especially to those most in need, about available student support services. The school provides information to families about available student support services through its use of technology, parent nights, and school department protocols for how to and when to communicate with parents and guardians. The school has several avenues for communication with students and their parents and guardians about programs and services including open houses, assemblies, e-mail, ConnectEd phone calls, and the school's website. All students receive updates of services and programs through announcements and an automated phone system. Teachers are encouraged to keep personal phone logs documenting communication between school and home. How materials for ELL students and their families are communicated is unclear. Guidance counselors do not regularly use district supports to translate documents and notices into parent home languages. In cases where translations are not available for all home languages, no translated documents are sent home. Automated school notifications are only delivered in English. Information on the school marquee is only posted in English. Hence, the effectiveness of communication between school personnel and families and caregivers is questionable if the school hopes to increase active parental and caregiver participation with the school. Once the school regularly uses existing resources to provide information to families in their home language, especially to those most in need, about available student support services, parents and students may know about and take more advantage of the many services and programs at the school.

## Sources of Evidence

- self-study
- facility tour
- teachers
- parents
- department leaders
- school leadership
- school support staff
- Standard sub-committee

# Standard 6 Indicator 3

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## Conclusions

Most support services staff use technology to a limited degree to deliver an effective range of coordinated services for each student. The school uses the IPass management information system for scheduling, gradebook access, parent contact, and assignment tracking; however, students are not shown how to access this information until their junior year, and there is no information given regarding parent use. Parents can email teachers through this program, but the primary method of parent contact is via text message and phone calls.

School administrators described the guidance office as “not being in the 21st Century.” Guidance counselors encourage parents and guardians to create an IParent account. Parents who open an account have access to attendance and grading records housed in IPass and can communicate with teachers. Guidance counselors also encourage students to create an IStudent account, which allows them to have access to their personal records and communicate with teachers through the IStudent portal. In addition, the guidance department has access to Naviance, a computer-based college planning system, but counselors have not been adequately trained to use the system effectively, and in turn cannot provide adequate training for students or parents. Students, parents, and teachers are generally unaware of how to use the Naviance system. Students are given access in the spring of their junior year, but there is no consistent use of this resource.

Special services personnel use eSpEd to house their IEPs on a cloud server, but general education teachers and staff members have not been given access to the documents they need to provide services to students with special needs. Some teachers had never heard of the eSpEd system. Rather, teachers must wait for special education liaisons to copy and personally deliver hard copies of eSpEd documents, which can take some time, and unnecessarily exposes private student information. However, special educators and ELL teachers use a variety of assistive technologies in their classrooms to make each lesson accessible to their students, such as document readers, projectors, audiobooks, and student computers.

The school nurse has adequate technology to track student records and information. The library/media specialist provides access to a number of databases and e-books for student research and other purposes. There are 25 desktop computers in the library/media center, and students can access online credit recovery there. The computers are also available for teachers to use with their whole class, and the library/media specialist facilitates information literacy instruction. When support services staff embrace technology as a means to deliver an effective range of coordinated services for each student, they will be able to deliver an effective range of coordinated services for each student and to support 21st century learning expectations.

## Sources of Evidence

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

# Standard 6 Indicator 4

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## Conclusions

School counseling services have adequate certified/licensed personnel, who deliver collaborative outreach and referral to community and area mental health agencies and social service providers and engage grades 9 and 11 students in group meetings. However, the counseling services have inadequate support staff; do not deliver a written, developmental program; do not meet regularly with students to provide personal, academic, career, and college counseling; do not meet individually with all students annually; and do not use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st learning expectations.

Three guidance counselors service approximately 750 students. However, the department's single support staff member is only assigned to perform guidance services support for four hours per day and is frequently reassigned to provide coverage around the building for other duties such as dealing with student attendance and other clerical duties. This leaves the guidance counselors with no gatekeeper for their office, no supervisor for students using guidance computers, and no clerical support for duties such as managing guidance correspondence, printing report cards, etc. As a result, guidance counselors are frequently interrupted by unplanned student visits.

The guidance department's primary goal is to provide students with information and resources to make informed choices. Each student is assigned a guidance counselor who works with him or her during the academic school year. However, there is no directive or protocol for guidance counselors to meet individually with students on a regular basis. While there is not a written, developmental guidance program, guidance counselors strive to meet with students in groups during classes or assemblies. The counselors have developed six lessons for grades 9 and 11 students, which they deliver annually. Guidance counselors spend most of their time scheduling students and helping them to make informed choices about their academic and career goals. They hold group meetings to discuss scheduling issues, academic requirements, as well as long- and short-term goals with each grade at least twice per year. In the spring, during the course selection process for the following year, students may have an individual meeting with their guidance counselor to review past work, select appropriate classes, and plan for the future. During junior year, guidance personnel provide college counseling for students and their parents through group presentations on college choice and the application process. While the guidance counselors provide speakers, contact colleges, share community service opportunities, and coordinate college fairs, these offerings tend to be sparsely attended by only 6-10 families. Furthermore, there is little or no follow-up after such meetings regarding the information that was discussed or disseminated and much of the information is lost or forgotten. Individual student meetings with guidance counselors are sporadically scheduled, upon request, or occur as a reaction to a situation that needs correction. This disconnection leads students to turn to teachers for college counseling, academic advising, and course selection. Teachers are generally unsure of the specific duties, responsibilities, and the roles of guidance counselor within the school.

Students who need ongoing personal counseling are frequently referred to school social workers who prioritize students with counseling services on their IEPs and then meet with other students as time allows. Social workers attend IEP meetings for all students, including students who are in out-of-district placements. They hold individual and group counseling sessions for self-regulation and anger management. Social workers often act as liaisons between parents and the school, parents and teachers, and parents and students, as well as facilitate relationships between students and teachers and students and administrators.

There is no formal process for the guidance department to collect or use ongoing, relevant assessment data, including feedback from the students, parents, or the school community, to improve services and ensure each student achieves the school's 21st learning expectations.

When school counseling services have adequate, 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; 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, students will learn and be supported as they achieve the school's academic, civic, and social learning expectations.

## **Sources of Evidence**

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

# Standard 6 Indicator 5

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## Conclusions

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; are sometimes able to conduct ongoing student health assessments; but does not 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. They have adequate certified staff according to for schools over 400, but they may not have adequate clerical support for the nurse.

One full-time registered nurse offers comprehensive health services to the student body. The school's health services provide preventative health services and direct intervention services such as appropriate referrals, mandated services, emergency response mechanisms, and ongoing student health assessments. However, because the district employs no substitute nurses, the RHS nurse is often pulled from her building to administer medications at other buildings in the district, leaving the school with no nurse on site. There is almost never a substitute nurse provided if the RHS nurse is absent.

The nurse monitors and assures student immunization compliance. She also performs height, weight, vision, and hearing screenings for all grade 10 students, as well as any student referred by their teachers or parents. The nurse performs postural screening for all grade 9 students. The nurse also refers any student that has not passed the hearing, vision, or postural screening to their family physician. The student is then monitored for follow-up completion. Throughout the day, the nurse conducts first aid and health assessments for students and staff. The nurse advises students to seek medical help if symptoms fail to improve or worsen and provides education on such topics as counseling on the lifelong consequences of poor nutrition, lack of physical activity, or inability to control diabetes. She also meets with students both at their initiative or when requested to provide helpful information regarding substance use, smoking cessation and prevention, sexually transmitted diseases, or pregnancy prevention. When situations warrant, the nurse provides the necessary information to seek appropriate help. However, the clerical and referral duties required for the constant influx of new students, particularly those from other countries whose immunizations are incomplete, consume a great deal of office time.

The nurse provides referrals to students to their own outside medical and dental providers, as well as referrals to new medical providers and referrals to Mass Health for uninsured students. She assesses the student health insurance needs yearly, and provides referrals as needed. The nurse consults with the parents, teachers and physicians of students about whom she is concerned regarding perceived health or emotional issues, and makes referrals to physicians, guidance counselors, social workers, department of social services, or the special education department as warranted. The nurse attends IEP and 504 meetings to make recommendations for services. The nurse is part of the crisis response team that has implemented code conditions for emergencies in the building. The nurse is responsible for responding to all medical emergencies in the building. In response to an emergency situation, the nurse makes the decision as to whether or not emergency medical assistance is warranted, and if so, notifies administrators, who call for assistance and notify the student's family. Student health records are maintained and updated under lock and key, as well as in computerized records in the health office, and are only accessible to the nurse, administration, or instructional staff upon request. Finally, the health office does not 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.

When the school's health services have an adequate number of certified/licensed personnel and support staff who are able to 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, it will ensure each student achieves the school's 21st century learning expectations.

## **Sources of Evidence**

- self-study
- facility tour
- school leadership
- school support staff
- Standard sub-committee

# Standard 6 Indicator 6

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## Conclusions

Library/media services are beginning to be integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel actively engaged in the implementation of the school's curriculum; are starting to 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 during school, but to a limited degree before and after school; are highly responsive to students' interests and needs in order to support independent learning; and plan to 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.

The library/media specialist is in her first year at Randolph High School, where there had been no library/media specialist in place for more than a year. Prior to the 2017-2018 academic year, the school was without the services of a library/media specialist. However, the new library/media specialist has quickly connected with several teachers, assisting them with curriculum implementation by providing instruction in resource evaluation and information literacy, and providing resources pertinent to specific disciplines. She provides instruction for students and teachers in how to access information services via the library/media center's databases and e-book collection. The library/media specialist ensures that the facility is available and staffed for students and teachers before, during, and after school, although the hours before and after school are limited. She has initiated several after-school activities in the library/media center, including a hot chocolate and book talk event for both students and staff, and a community service activity called Teen Read Aloud, in which students from the high school read stories aloud to students with significant disabilities from a local educational collaborative. The library/media specialist is responsive to students' interests and needs in order to support independent learning. She has created attractive and current displays of books and keeps current on literature for the high school age group. However, the library/media specialist's services are not integrated into curriculum in a formal way.

From a logistic perspective, the library/media specialist is beginning to 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. At the present time, the library/media center book and collection as well as technology resources are out of date. The library/media center is not regularly open before and after school throughout the week, although the library/media specialist regularly comes in before and remains after her contractual time to services students and teachers.

When the library/media services are formally integrated into curriculum and instructional practices, and conduct ongoing assessment using relevant data, including feedback from the school community; consistently 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; the library/media services will improve and help to ensure each student achieves the school's 21st century learning expectations.

## Sources of Evidence

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

# Standard 6 Indicator 7

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## Conclusions

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, generally have an adequate number of certified/licensed personnel and support staff. Existing staff members 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; and 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. The existing support services staff members collaborate with general education teachers during scheduled subject area common planning time and with other support personnel as necessary. They also have their own regular department meetings and discuss student progress, share best practices, and monitor IEP compliance. The newly-appointed special education department chair manages all MCAS planning, scheduling, coverage for meetings, curriculum alignment, and meets with each department regularly. She also modifies the content of the online credit recovery program.

Special education teachers are assigned a caseload of approximately 12 students and are responsible for all aspects of IEP writing and compliance. The annual review meetings are led by these teachers, while the triennial evaluations are coordinated and chaired by the school psychologist. Special education programs include co-taught classes, a language-based program, a pre-vocational program, and an intensive pre-vocational life skills program. However, the district description of the language-based program does not match the implementation at the school. Several staff members have described the program as "not a true language-based model." While the special education staff members are meeting the needs of their students at the high school, the revision of special education publications and practices is warranted for transparency and clarity. These strata of specialized instruction and the associated related services, e.g., occupational therapy, physical therapy, speech pathology, etc., are adequate to meet the needs of the students at Randolph High School, and out-of-district placements and resources are used appropriately. Identified special needs students at any level of need are enrolled in general education electives. The inclusion program offers minimal co-taught inclusion support in core classes. No history classes or electives required for graduation are co-taught. Special education certified co-teachers are embedded only in English and mathematics classes in grades 9-12 and grade 9 science. Special education co-teachers are assigned to up to two general education classes, based on their expertise or strengths. Special education teachers also teach two sections of pull-out academic support classes for special needs students.

Current special education staffing levels do not support best practices, and in some cases are in violation of the legal limits of percentage of identified special needs students in inclusive, co-taught classrooms. Guidance counselors and administrators were unclear about required course scheduling limits on the percentage of special needs students allowed to be enrolled in inclusion classes. The limited number of special education inclusion staff prevents the creation of more sections of co-taught classes, leaving some total class sizes beyond the recommended cap for inclusion. The percentage of identified special needs students in each co-taught class above the best practice level of 30 percent and occasionally above the legal level of 50 percent. In 2016, the district contracted with two independent evaluators to examine the extent to which Randolph Public Schools was engaging in an inclusion model. Several recommendations were made, but the status of those recommendations is unclear.

ELL students are enrolled in general education classes appropriate for their language proficiency, and all Randolph High School English language arts teachers are sheltered English immersion (SEI) endorsed. ELL teachers meet regularly to review data, discuss coordinated program review (CPR) compliance, revise ELL policies and procedures, and consider the English proficiency and academic progress of all ELL students. ELL teachers use a number of assessments to gauge ELL students' progress, including the World-class Instructional Design Assessment (WIDA) screener, Assessing Comprehension and Communication in English State-to-State (ACCESS) scores, and MCAS scores. The ELL teachers also monitor former limited English proficient (FLEP) students and meet to discuss individual students as needed.

When support services for identified students, including special education, Section 504 of the ADA, and English language learners, have existing 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 the school increases the inclusive learning opportunities for all students with adequate staffing levels; and expand ongoing assessment using relevant data, including feedback from the school community, support services personnel will continue to improve services and ensure each student achieves the school's 21st century learning expectations.

## **Sources of Evidence**

- self-study
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- school website
- Standard sub-committee

# **Standard 6 Commendations**

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## **Commendation**

The teachers and support staff who are dedicated to building meaningful relationships with all students

## **Commendation**

The hiring of a library/media specialist

## **Commendation**

The nurse who works closely with families and makes effective use of community resources to support student health

## **Commendation**

The collaboration between special education staff members and regular education teachers

# **Standard 6 Recommendations**

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## **Recommendation**

Develop and implement strategies to increase the active participation of parents and caregivers with the school

## **Recommendation**

Ensure that the school counseling department delivers a written, developmental program; meets regularly with students to provide personal, academic, career, and college counseling; engages in individual and group meetings with all students annually; and delivers collaborative outreach and referral to community and area mental health agencies and social service providers

## **Recommendation**

Develop and implement a procedure by which the guidance, nursing, and library/media services use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st learning expectations

## **Recommendation**

Ensure that the library/media services are integrated into curriculum and instructional practices; provide a wide range of materials, technologies, and other information services in support of the school's curriculum; and are responsive to students' interests and needs in order to support independent learning

## **Recommendation**

Ensure that students have access to the library/media center before and after school each day of the week

## **Recommendation**

Develop and implement a formal process for teachers to access timely, coordinated, and directive intervention strategies

## **Recommendation**

Evaluate current special education staffing levels and work-flow duties and responsibilities to maximize teacher effectiveness and increase student access to inclusive co-taught classes



# Standard 7 Indicator 1

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## Conclusions

The community and the district's governing body provide adequate and dependable funding for a wide range of school programs and services, sufficient professional and support staff in most areas, sufficient and ongoing professional development, but limited funding for curriculum revision. Funding for a range of technology support and equipment is inadequate, and, in many areas, funding for instructional materials and supplies are inadequate.

The operating budget appropriation process begins at the department level and ultimately results in the building-level administrators' presenting their proposed operating budget to the central office administrators. The budget planning process starts in October, when Randolph High School personnel determine if staffing patterns and enrollment patterns meet anticipated projections. Based upon projected student enrollment for the following year, a preliminary operating budget is drafted in November that will provide the necessary programs and services for enrolled students. Between November and January feedback is sought from the school personnel and community members to determine any changes that may need to be made to the draft operating budget. From February to May, decisions are made on whether or not revenue expectations will support the projected programs and services and if there would be a need to increase or reduce programs and services. Ultimately, a proposed operating budget for the Randolph School District is developed by central office personnel and is sent to the town finance committee. The finance committee ultimately approves the budget or recommends that it be modified. Following negotiations between the finance committee and central office personnel, the district's operating budget is adopted in June and implemented in July. During the past three years, the high school operating budget has received an increased between 2.4 and 4.2 percent.

The school provides sufficient professional and support staff, appearing to be adequate in all academic areas, although there may be questions regarding whether or not staffing in the area of nursing services and special education services meet state guidelines. The mean class size for all academic subject areas is approximately 21 students per class.

The school provides a wide range of programs and services, but does not adequately provide all teachers with the necessary supplies, materials, equipment, or technology to fully implement the adopted curriculum and support the achievement of the 21st century learning expectations. The lack of a textbook replacement policy has resulted in a limited supply of textbooks in most departments. Students in many classes cannot take textbooks home. In some classes, there is a lack of textbooks altogether. Teachers frequently spend time and resources making copies of materials due to the lack of textbooks, which often results in the lack of printer cartridges and copy paper.

A limited number of teachers have access to white boards, overhead projectors, and document cameras. Furthermore, there is no discernible plan for the disbursement of available resources to the staff. The lack of technology and textbooks in the classroom adversely affects the ability of students to learn. There is no clearly documented protocol for teachers to order supplies, leaving new teachers unaware of how to access the materials that are needed.

The lack of up-to-date technology hardware, software, and support in most classrooms has limited the ability of the teachers to implement the school's 21st century learning expectations. Students and teachers are not able to access the existing computer laboratories in a timely manner to support the implementation of the adopted curriculum. There are no computer or technology classes offered in the curriculum. The world languages department is in need of a language laboratory with listening and audio and video recording capabilities sufficient to enhance students' learning. The ELL program is in need of computers and technology to assist students with English language acquisition. Moreover, there is insufficient fiscal resources budgeted to update and replace technology hardware and software, and there is no review the process by which available funds are allocated to support staffing, supplies, materials, equipment, and technology support to implement fully the school's learning expectations.

When the community and the district's governing body provides 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, and sufficient instructional materials and supplies, students will be able to strengthen their social, academic, and civic skills to prepare them for success in the 21st century.

## **Sources of Evidence**

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- department leaders
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 2

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## Conclusions

The school consciously develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; often develops, plans, and funds programs to properly maintain, catalogue, and replace equipment; and formally develops, plans, and funds programs to keep the school clean on a daily basis. The Randolph Public Schools maintenance director works collaboratively with school administrators and the town manager to develop a sequential plan to address school plant needs. His duties and responsibilities include ensuring the maintenance and repair of the building and school plant; properly maintaining, cataloging, and replacing equipment; and training, supervising, managing, and creating schedules for the the high school custodial staff.

The maintenance director, in collaboration with the high school's head custodian and maintenance staff, use the Randolph Public School Custodial/Maintenance Care Program to address issues ranging from safety regulations and handling of chemicals to maintenance of custodial equipment. The program identifies daily, weekly, and monthly maintenance expectations for specific areas of building. The high school custodial staff comprises ten full-time employees, divided into two shifts, i.e., two custodians and two maintenance personnel, who primarily work days, and six custodians, who clean the building during after school hours. The district maintenance budget is used to fund all repairs and the purchase of supplies, materials, and new and replacement equipment. There is a preventive maintenance plan for electrical and heating, ventilation, and air conditioning needs that includes replacing filters multiple times per year and cleaning coils on air handlers. Moreover, there are a full-time plumber and electrician on staff with Randolph Public Schools. An annual occupancy permit is obtained in August, and fire and sprinklers, extinguishers, elevators, and generators are inspected and recorded in the custodial office. There is also an integrated pest management plan in place.

Generally speaking, administrators, teachers and staff members, parents, and students feel that the building is clean and that repairs are generally addressed in a timely way. There is a form used for repair requests that is submitted to school administrators. Small repairs are handled in a timely manner; however, larger repairs tend to take a longer period of time based on the resources needed. In most areas, floors have been waxed, ceiling tiles cleaned, and walls have been recently painted. However, there are some general repairs needed for broken windows, missing bricks, and water issues in science classrooms. There is ground water in the basement music rooms, and acoustic tiles are missing from the ceiling. A more prominent issue can be seen in science rooms and laboratories, i.e., there is no available eye protection in the physics classrooms, and the eye-wash stations in the chemistry classrooms are designed to be used in areas that lack plumbing options. Neither of these systems is appropriate for a high school science classroom that has available plumbing for fixed permanent eye wash stations - one station can only be used for one eye at a time and cannot be safely used by an individual working alone, while the other eye-wash station contains a fluid, the level of which must be monitored and changed periodically. Additionally, the temporary stations in the aforementioned science classrooms are also not being regularly maintained: The only maintenance record present on the eye-wash stations was last completed in 2012 and is not functional. Moreover, chemistry classes do not have functioning vent hoods. One room has only a general room vent fan, and another has a single vent hood that is not vented out of the classroom, as the venting from the top of the device is simply hanging off to the side. If it were used, air flow would lead directly back into the classroom space. Presently, faculty members and students are working in spaces that do not provide the basic functional safety equipment to eradicate, or even mitigate, the dangers of necessary and basic science experiments.

There is appropriate funding and support from town officials with regard to some major and routine maintenance issues. Prioritizing maintenance needs is generally made by the Randolph Public Schools maintenance director. However, immediate concerns should focus on compliance with the Americans with Disabilities Act (ADA) and Occupational Safety and Health Administration (OSHA) regulations that are not being adhered to and have a direct impact on student learning. While one science laboratory is planned for renovation, the plans for the remaining science laboratories is unclear. Plans are in place to complete some of the ADA as well as Title IX compliance issues by the summer of 2018, i.e., locker rooms with spaces for local and visiting students and officials to change and a new weight room. When the school develops, plans, and funds programs to ensure the

maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis, students and staff work in a clean, safe environment.

## **Sources of Evidence**

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students
- parents
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 3

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## Conclusions

The community adequately funds but does not consistently implement a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. The Randolph School Department personnel in coordination with the Randolph School Committee, Massachusetts School Building Authority (MSBA), and town officials have developed and funded long-range plans to maintain and repair buildings and facilities. The community annually approves fiscal resources for the school building's maintenance fund in the event of unanticipated maintenance and utility costs at the high school. The most current school improvement plan, which was reported for the 2016-2017 school year, addressed goals to improve student test scores, but did not address any issues related to the academic, civic, and social goals to be achieved by the high school students. The two- and five-year plans neither effectively interpret the high school needs nor give a realistic timeline for implementation of goals.

The district has a comprehensive School and Town Facilities Report and Educational Master Plan, developed in 2012, that addresses academic, civic, and social goals for the high school students. This report also addresses the enrollment changes and staffing needs of the district. The technology long-range plan discusses the roll out of technology, but does not give realistic timelines or address the financial funding for the program. The newly hired technology director is undertaking a review of the needs of the district and reassessing the technology needs of the school. Based on a capital improvement plan developed several years ago, the following areas have been addressed: replacements of all windows, replacement of the majority of roof, updates to bathrooms to be ADA and Title IX compliant, installation of a chair lift to the main office, renovation of the pool, construction of a new athletic complex to include track, turf, press box, bleachers, new ventilation system for the pool, and installation of wheelchair ramps, a lift, new fire alarm system, lighting for parking lots, and cameras throughout the building. When the community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, the facility will be modernized and be better able to support programs and services.

## Sources of Evidence

- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- school board
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 4

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## Conclusions

Faculty and building administrators are involved in the development and implementation of the budget. The budget process begins in early spring with the principal collecting budget request forms from department chairs. Those requests are used to develop budget lines for educational supplies, textbooks, and equipment budgets. Teachers in curricular areas that do not have department chairs meet with school administrators to express their needs and requests. However, teachers are unclear on how budget requests are prioritized and feel that support for some programs is not adequate.

While faculty and building administration have input into the development of the operating budget, many of their suggestions do not come to fruition. The philosophical approach to making budget cuts has been to make reductions in services that do not directly impact student learning. However, this is not always the case, since some reductions of staff have resulted in some increased class sizes, reduction of student electives, and academic support for struggling regular education students. The operating budget proposed by faculty and school administrators is not often the budget that is ultimately adopted and implemented. The final budgetary decisions are made by the district administrative team and presented to the budget committee for approval.

Once the operating budget is formally approved, the principal appears to have full autonomy of fund allocation in the high school. Materials and equipment budgets were at one point created based on departmental needs and had separate line items in the operating budget, but the departmental budget line items have been eliminated, and specific departmental needs come out of one operating line item for textbooks, supplies, and equipment. Nevertheless, teachers feel that most reasonable classroom supplies, materials, and equipment requests are generally approved by department chairs or administrators. Larger requests, such as a new kiln in art room or science laboratory renovations, are not as easily approved. Because the faculty and building administrators are actively involved in the development and implementation of the budget, administrators and faculty have valuable input on the use of limited funds available.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- department leaders
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 5

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## Conclusions

The school site and plant does not consistently support the delivery of high quality school programs and services. The Randolph High School building was originally constructed in 1952, and an addition was built in 1971. The building was designed to hold 2,200 students but presently holds approximately 715 students.

Each year, the custodial staff, in coordination with the school district maintenance director, make a concerted effort to take care of all repairs and capital improvements. Recent capital improvements have included a new roof and replacement windows throughout the school. Renovations were made to the west gym; the pool was completely renovated with a new deck and ventilation system; and a new athletic complex with state-of-the-art turf, track, and press boxes was completed. The press boxes are heated, private, and handicap accessible. Some sporting events are televised and can be streamed online. Additional renovations, including a new weight room and a new science laboratory, are currently under construction.

In the food services area, all equipment in the kitchen is in good working condition, and the majority of the equipment has been updated within the last ten years. The food services staff serves four lunches and supply meals for the offsite May Center for Adult Services, which offers habilitative services for adults with developmental disabilities. The tables in the cafeteria are new, but the walls are original paneling, although there are plans to sheet rock and paint them. The cafeteria is a well-kept large space that adequately services student needs.

Annual maintenance such as buffing and waxing floors to include gyms, the painting of hallways, classrooms, and lockers, along with general repairs, are completed during all school recesses based on a detailed schedule created by the maintenance director. There are still some minor concerns with sections of the roof and windows leaking during certain weather, as well as classroom floors and tiles; however, the maintenance director is working with contractors to fix these areas. The outdoor spaces are also continually reviewed and updated, including parking lot lighting and paving.

There are two gyms in the high school. The west gym behind the auditorium is attractive and clean. The basketball court has been refinished, and the walls have been painted. However, the ceiling needs repair, there is limited seating in this gym, and it is not handicap accessible. The east gym near the pool needs repair. The floor and walls need to be refurbished. The backboards, the backboard standards, and the doors need multiple repairs. Additionally, the locker rooms are not ADA compliant.

The music rooms are located in the basement of the school and present air quality concerns that have not been adequately addressed. In the choral room, ground water seeps through the floor and the room is continually too warm in the winter, because it is surrounded by the boiler room. An industrial size dehumidifier has been installed in the band room to address mold and air quality concerns.

The district technology plan needs to be updated to address the needs of the high school. The existing computer laboratories are antiquated. The Internet is accessible throughout the building, but WiFi signals are often lost. Science laboratories are outdated and in need of general repair in order to support 21st century learning expectations and OSHA safety standards. The auditorium, which is also used by the community, needs repair. There are safety concerns with the catwalk, handrails need to be installed on the stage steps, there are electrical outlets that do not work, and there are lights that need to be replaced, but the new seating is ADA compliant. The stage and fire curtain are torn and should be replaced, but will not be replaced until air conditioning is installed in the auditorium. Finally, there are computers, laptops, interactive boards, and other resources lying in areas around the building.

Collaboration and communication with teachers, department chairs and school administrators will enhance the allocation and utilization of available resources. When the school site and plant fully support the delivery of high quality school programs and services, teachers can better focus on teaching, and students can better focus on

achieving the academic, civic, and social expectations for learning.

## **Sources of Evidence**

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- community members
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee



# Standard 7 Indicator 6

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## Conclusions

Randolph High School consistently maintains documentation that the physical plant and facilities meet most applicable federal and state laws and are in compliance with local fire, health and safety regulations. The building is inspected once per year for occupancy. In addition, the fire department inspects the building four times per year, and the insurance provider inspects the facility annually. Problems that may arise in the interim are documented and submitted to the maintenance department in a timely manner. Permits are issued on an as-needed basis. The maintenance director keeps a monthly report depicting and itemizing any work or repairs that may have been completed during that month. If an emergency should arise and an immediate repair is necessary, steps are taken to correct the problem. All other jobs are prioritized and put on a list. The maintenance director also compiles and maintains all reports, documentation, work, repairs, and permits. The building HVAC system is maintained, monitored, and repaired as part of an annual contract with Honeywell. Most of the building is handicap accessible and in compliance with the ADA. However, lack of accessibility to the band and chorus rooms and boys and girls locker rooms will need to be addressed to bring the school into full compliance with the ADA. Science laboratories do not meet OSHA safety standards. As a result, faculty members and students are working in spaces that do not provide the basic functional safety equipment to mitigate the dangers of necessary and basic science experiments. When the school maintains documentation that the physical plant and facilities meet most all applicable federal and state laws and are in compliance with local fire, health, and safety regulations, administrators, teachers, students, and parents can be assured that the primary focus will be on teaching and learning.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- department leaders
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 7

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## Conclusions

Most professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school. Staff members actively communicate with the parents of students to discuss the fulfillment of specific academic and behavioral goals for their children.

Administrators, faculty, and staff members meet with parents at an open house, held in the fall, and at two parent-teacher conferences during the year. The hours of the parent-teacher conferences have been expanded to give parents greater access to the meetings. Conferences are documented in the school calendar, and the hours are from 12:00 p.m. until 8:00 p.m. Parents can drop-in without appointments and sign-up on the day of conference to meet with teachers individually. Every parent is invited to attend through mailings and postings on the school's website.

The school issues a progress report and a report card for each of the four quarters. The reports are mailed to the students' residence and distributed in school. Faculty and staff members contact parents via phone and email to discuss the progress and performance of their students. The guidance department holds informational financial aid sessions and a college and career planning evening for juniors and seniors and their parents. The school has a website that posts the school calendar, information from academic departments, schedules for co-curricular activities, and links to other helpful information. Additional methods of communication with parents are letters, mailed copies of discipline referrals, an automated calling system for alert and attendance notification, and announcements aired on the local cable access channel. The district has also joined the School Ways app to which parents, students, staff and community members have access via their smartphone for immediate information concerning school events, school closings, etc.

To address parents who speak a language other than English, the ELL personnel and world languages faculty have translated pertinent school documents into Chinese, French, Haitian Creole, Spanish, Portuguese, and Vietnamese. There is a protocol in place to request written translation or interpretation that is available to all faculty and staff members. The school produces a variety of showcases, and the ELL open house is hosted each year to inform parents and students about the school. These events are recorded and broadcasted on the Randolph Cable Television and streamed on the school's website. The special education department holds special education parent advisory council meetings monthly, covering different topics and services by school staff. Despite these various attempts to reach the parents and caregivers of all students, the overall effectiveness these efforts is considerably less than school personnel would desire. Because professional staff members 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, all students are supported as they strive to achieve the 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents
- community members
- school leadership

# Standard 7 Indicator 8

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## Conclusions

Randolph High School works to consistently develop both formal and informal productive business, community, and higher education partnerships that support student learning. Student internships are conducted with current faculty members. The guidance department offers two college and career fairs presented for all grade levels each year, and over 60 institutions and organizations attend. Parents of grades 11 and 12 students are offered a college financing seminar through the Massachusetts Educational Financing Authority. A college and career planning night is scheduled each fall, during which students and parents can interact with admission and program representatives. The AGSL is sponsored by a partnership with Emerson College and the ASIA Society. Students who graduate from AGSL receive an academic diploma with distinction and second language proficiency with a focus on oral communication. Randolph High School has community partnerships with Massasoit Community College, Gateway to College Program, STEM and college experience courses taught by Massasoit Science Department professors, and Public Safety Careers Pathway Program, which is a partnership with the Randolph Police and Fire Departments to offer juniors and seniors a First Responders training program. Dual Enrollment, a Massachusetts Board of Regents sponsored program, offers students the opportunity to earn both high school and college credit in courses that are not available within the Randolph High School's program of studies. Dual Enrollment opportunities are offered at Massasoit Community College, Bridgewater State University, Bunker Hill Community College, and Quincy College. The South Shore Workforce Development Board provides college and career readiness training, job resources, and Youth Works, a workforce training program. Numerous local businesses extend employment opportunities to the students of this program. Massachusetts Rehab Commission provides employment and vocational training for special education students. The Turner Free Library provides community service opportunities for students. The Schools-to-Careers Partnership, the South Shore Collaborative, and other enrichment programs connect the daily high school curricula to real-world applications. Since strong partnerships with parent, community, business, and higher education are in place, students are afforded a wide range of educational opportunities that otherwise would not be available to them.

## Sources of Evidence

- self-study
- student shadowing
- facility tour
- teachers
- school leadership
- Endicott survey
- school website
- Standard sub-committee

# Standard 7 Indicator 8

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## Conclusions

Randolph High School works to consistently develop both formal and informal productive business, community, and higher education partnerships that support student learning. Student internships are conducted with current faculty members. The guidance department offers two college and career fairs presented for all grade levels each year, and over 60 institutions and organizations attend. Parents of grades 11 and 12 students are offered a college financing seminar through the Massachusetts Educational Financing Authority. A college and career planning night is scheduled each fall, during which students and parents can interact with admission and program representatives. The AGSL is sponsored by a partnership with Emerson College and the ASIA Society. Students who graduate from AGSL receive an academic diploma with distinction and second language proficiency with a focus on oral communication. Randolph High School has community partnerships with Massasoit Community College, Gateway to College Program, STEM and college experience courses taught by Massasoit Science Department professors, and Public Safety Careers Pathway Program, which is a partnership with the Randolph Police and Fire Departments to offer juniors and seniors a First Responders training program. Dual Enrollment, a Massachusetts Board of Regents sponsored program, offers students the opportunity to earn both high school and college credit in courses that are not available within the Randolph High School's program of studies. Dual Enrollment opportunities are offered at Massasoit Community College, Bridgewater State University, Bunker Hill Community College, and Quincy College. The South Shore Workforce Development Board provides college and career readiness training, job resources, and Youth Works, a workforce training program. Numerous local businesses extend employment opportunities to the students of this program. Massachusetts Rehab Commission provides employment and vocational training for special education students. The Turner Free Library provides community service opportunities for students. The Schools-to-Careers Partnership, the South Shore Collaborative, and other enrichment programs connect the daily high school curricula to real-world applications. Since strong partnerships with parent, community, business, and higher education are in place, students are afforded a wide range of educational opportunities that otherwise would not be available to them.

## Sources of Evidence

- self-study
- student shadowing
- facility tour
- teachers
- school leadership
- Endicott survey
- school website
- Standard sub-committee

# Standard 7 Commendations

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## Commendation

The renovation of the athletic complex

## Commendation

The recent replacement of all windows in the building, the renovation of student bathrooms, the replacement of portions of the roof, the installation of a chair lift to the main office, and the renovation of the swimming pool

## Commendation

The parent, community business, and higher education partnerships that support student learning

## Commendation

The clean and well-maintained building

## Commendation

The timeliness in which most maintenance requests and repairs are addressed

# **Standard 7 Recommendations**

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## **Recommendation**

Ensure that the community and the district's governing body provide adequate 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, and sufficient instructional materials and supplies

## **Recommendation**

Increase the opportunities for students to engage in co-curricular and elective courses across the curricular areas

## **Recommendation**

Develop and implement an ongoing long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements

## **Recommendation**

Ensure that the faculty and building administrators are actively involved in the development and implementation of the budget

## **Recommendation**

Ensure that the school is in full compliance with all ADA and OSHA regulations, with particular emphasis on the locker rooms, science laboratories, and choral and band rooms

## **Recommendation**

Resolve the myriad issues in the choral and band rooms, resulting from their location in the basement of the school surrounded by the boiler room, including groundwater seepage, humidity, mold concerns, and high room temperature

# **FOLLOW-UP RESPONSIBILITIES**

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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**

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## **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**

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## **Chair(s)**

**Chair:** Don Gainey - New England Association of Schools and Colleges, Inc.

**Assistant Chair:** Anne Siesel - Warwick Public Schools

## **Team Members**

**Samantha Aiello** - Haverhill High School

**Rachel Barnes** - Monomoy Regional High School

**Meredith Bizragane** - Pilgrim High School

**Jessica Cleveland** - Agawam High School

**Kim Cochrane** - Fitchburg High School

**Caroline Fitzpatrick** - Douglas High School

**Dianne Freiermuth** - North Andover High School

**Andrew Hollins** - Natick High School

**Christina Kegans** - Oxford High School

**Darren Myers** - Haddam-Killingworth High School

**Michael Schultz** - Carver Middle High School

**Jeff Stead** - South Windsor High School

**Lee Stetson** - Exeter-West Greenwich Senior High School

**Clayton Weston** - Excel High School