

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

Commission on Public Schools



Committee on Public Secondary Schools

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

Lawrence, MA

April 07, 2019 - April 10, 2019

Dr. Ellin Booras, Chair
Mr. Scott Barr, Assistant Chair
Michael Fiato, Headmaster

STATEMENT ON LIMITATIONS

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

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

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

STANDARDS FOR ACCREDITATION

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

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

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

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

CURRICULUM

Teaching and Learning Standard

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

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

INSTRUCTION

Teaching and Learning Standard

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

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

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

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

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

core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

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

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

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

SCHOOL RESOURCES FOR LEARNING

Support Standard

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

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

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

COMMUNITY RESOURCES FOR LEARNING

Support Standard

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

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

School and Community Summary

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SCHOOL AND COMMUNITY PROFILE

The Community

Located twenty-five miles north of Boston, Lawrence, Massachusetts is a city of immigrants and industry. Known as the "Immigrant City," Lawrence has always been a multi-ethnic and multicultural gateway city with a high percentage of foreign-born residents. According to 2016 US Census data, the city's population of 80,209 had grown by 5 percent since 2010. About 27 percent of the population was under 18, and 77 percent identified as Hispanic or Latino. About 7.8 percent identified as Black or African-American, 2.8 percent as Asian, and 2.7 percent as two or more races. Most of the housing stock is rental; in 2016, about 28.5 percent of housing units were owner-occupied. The median value of owner-occupied housing was \$229,500; the median rent was \$1,033. Among persons 25 years of age or older, 67.5 percent held a high school diploma, and 11.2 percent a bachelor's degree or higher. Among persons 65 years old or younger, 10.6 percent identified with a disability. The median household income is \$36,754, and the per-capita income is \$17,059. Some 26.4 percent of persons are living in poverty. The land area of 6.93 square miles has a population density of 11,027 persons per square mile. About 38.9 percent of the city's population was foreign-born.

Lawrence remains an urban center with 35 percent of its economy manufacturing-based. The city is a hub of textile, apparel and shoe companies such as Malden Mills, KGR Inc., Grieco Brothers, New Balance, and Cardinal Shoe. Newer companies in technology, health care and manufacturing such as New England Affiliated Technology, the Robert Able Company and the Gem Group, have chosen to locate in Lawrence.

The School District

The Lawrence Public Schools (LPS) district serves approximately 14,000 students and their families in 34 different educational programs, including 7 middle schools. District-wide, 92 percent of students identify as Latino; 71 percent do not use English as their first language; 64.9 percent are considered economically disadvantaged, and 19.4 percent are students with disabilities.

In the fall of 2007, a \$110 million, 42-acre high school campus opened in South Lawrence. The Lawrence High School (LHS) Campus athletic facilities include a 3,000-seat field house, which is adjacent to the 7,000-seat Lawrence Veterans' Memorial Stadium. The Lawrence High School also has a Media Center and a Performing Arts Center that seats more than 1,200.

In November 2011, LPS was designated as a Level 5 or chronically underperforming district by the Massachusetts Board of Elementary & Secondary Education. In May 2012, after extensive discussions with stakeholders across the district and state, the state Commissioner of Education, and the state-appointed Receiver, created a Turnaround Plan for district improvement. The turnaround plan established a new district model later named open architecture that provided individual schools with the freedom to direct their own improvement, with customized district support based on school needs. Key features of the plan include shifting more resources and autonomy to the school level; creating a leaner, more responsive central office; ensuring all schools have great leaders and teachers; harnessing the talents of partner organizations; expanding the school day and adding learning time for students; and increasing student engagement through enrichment opportunities.

In the spring of 2018, the next phase of the takeover process began, as control of the Lawrence Public Schools transitioned to the Lawrence Alliance for Education, a seven-member board appointed by the Commissioner of Education. The Alliance has full control of the district. The elected School Board remains in an advisory capacity. The Alliance appointed an interim superintendent and began a search for a new, permanent superintendent. The new superintendent assumed the role in August 2018.

The total school department budget of approximately \$194.2 million (FY 2019) includes \$184.1 million from Chapter 70 state funding and \$10.1 million from the city of Lawrence. This represents an increase from the FY 2018 budget of approximately \$189 million, as both Chapter 70 funds and city funds increased. Nearly 95 percent of school department revenue comes from state funding sources, but a variety of federal and other grants support the budget. Per pupil spending is approximately \$12,646 for FY 2019, which represents an increase from FY 2018's spending of \$12,357.

Impact of Receivership

Since 2012, LPS has seen significant gains in student growth and proficiency in the Massachusetts Comprehensive Assessment System (MCAS), leading to the addition of new Level 1 schools each year of the turnaround effort. Since 2010, the four-year graduation rate has risen from 46.7 percent (2010) to 71.4 percent (2016). The dropout rate has declined from 9.4 percent (2010) to 4.2 percent (2016). The four-year graduation rate for English language learners has risen from 41.7 percent (2010) to 64.4 percent (2016) and now mirrors the state average. In June 2018, LHS graduated a near-record 753 students, second only to the Class of 1940, which graduated 759. An additional 80 students graduated in August 2018, after completing diploma requirements through summer school. Similar progress is reflected in rising MCAS scores. Proficiency levels in Math have risen from 46 percent (2012-2013) to 56 percent (2017-2018); in ELA from 69 percent (2012-2013) to 76 percent (2017-2018), and in Science from 20 percent (2012-2013) to 51 percent (2017-2018).

Lawrence High School Overview

Lawrence High School includes seven different programs under the supervision of the Campus Headmaster, serving students in grades 9-12, with a total enrollment of approximately 3,300 students. The student body is approximately 93 percent Hispanic, with the remaining 7 percent split among Caucasian, Asian, and African-American students. English is not the first language for 83 percent of the student population, and 34 percent are classified as English language learners. Approximately 16 percent are students with identified disabilities. Nearly 95 percent of the student population qualifies for free or reduced lunch. The budget for the Lawrence High School Campus is approximately \$33.9 million. The high school staff of 397 includes 244 teachers and instructional coaches. The student-to-teacher ratio is approximately 13.1:1.

Approximately 45 percent of seniors from the Class of 2017 attended two-year colleges, 25 percent went on to study at a four-year college or university, 3 percent entered military service, and 20 percent entered the workforce or trade schools, while 6 percent were undecided upon graduation.

Lawrence High School Structure

From 2015-2018, Lawrence High School restructured. Between 2007 and 2014, Lawrence High School was comprised of six small thematic high schools located on one comprehensive school campus. These thematic schools served approximately 500 students per small school and served grades 9-12. Beginning during school year 2015-2016, Lawrence High School began a process to restructure into seven different programs, each designed to serve student needs.

Initially, a Ninth Grade Academy (9GA) and a Tenth Grade Academy (10GA) were created. In 2018-2019, 9GA and 10GA began a transition process to merge into one, Lower School serving both ninth and tenth grade students. Today, the Lower School Academy (LSA) serves approximately 1,200 students in grades 9 & 10, and the Upper School Academy (USA) serves approximately 1,200 students in grades 11 & 12. The Abbot Lawrence Academy (ALA) started in 2015 to provide an accelerated, rich academic program to students who qualify through a rigorous application process. ALA began as a Grade 9 school in 2015, and has expanded by one grade each year, currently serving approximately 360 students, grades 9-12. Additional specialized programs serve specific subgroups of students: ENLACE (Engaging Newcomers in Language and Content Education) and the International School serve Newcomer English Learners; RISE serves students who benefit from a therapeutic setting; and (Learning Independence for Everyday) (LIFE) serves students with identified special needs. Taken together, the seven programs (Lower School Academy, Upper School Academy, Abbott Lawrence Academy, ENLACE, International Academy, RISE, and The Learning Independence for Everyday), serve a total of

approximately 3,300 students, under the supervision of the Lawrence High School Campus headmaster.

Campus Goals Wide Goals

For the 2018-2019 school year, the Lawrence High School Campus adopted the following Campus-Wide goals:

1. Increase the level of cognitive engagement among all students
2. Develop a distributive leadership model across the campus
3. Increase the use of targeted instruction and support for all learners
4. Increase social and emotional supports across campus

Individual Program Profiles

The Lower School Academy: 9th and 10th Grade

The Lower School Academy (LSA) provides a smooth transition for students from middle school to high school, including specific supports and structures to address students' academic and social-emotional needs. Special focus is placed on content-specific and cross-content strategies that are aimed at increasing academic proficiency, with an emphasis on increasing literacy among all students, with the ultimate goal of ensuring student success on high stakes testing at the 9th and 10th grade levels, and in their transition to the upper grades. The Lower School serves approximately 1,200 students.

The Upper School Academy: 11th and 12th grade

The focus of the Upper School Academy (USA) is to effectively prepare students for post-secondary success. USA is developing a "Personalized Pathway" model, through which students will have access to a wide-range of course trajectories and experiences that will engage students in "real-world" 21st century experiences within and outside of the school. This will include early college, experiential learning through internships and capstone projects. The Upper School Academy (USA) serves approximately 1,200 students.

Abbott Lawrence Academy: Grades 9-12

Abbott Lawrence Academy (ALA) offers students in Lawrence an opportunity previously unavailable to most: the chance to experience a rich and rewarding honors education in the tradition of the most prestigious independent schools in the country, free of charge. ALA provides equal opportunity to all students in the city, leveling the playing fields for Lawrence students who want to accelerate their learning. ALA promises a first-of-its-kind experience: the personalization of an accelerated academic program combined with access to the robust enrichment programs available to Lawrence High School (LHS). The result is a school that challenges its students every day and ultimately prepares them for admission to the nation's most competitive colleges and universities. The Abbot Lawrence Academy (ALA) currently serves approximately 360 students in grades 9-12.

LIFE: Grades 9-12

The Learning Independence for Everyday (LIFE) program is designed to provide each student with an education that allows them to reach their highest level of independence in their daily life and in employment settings. The instructional focus includes functional academics, daily living skills, domestic skills, vocational skills, social-emotional development, community awareness, and self-advocacy skills to best prepare them for the competitive journey ahead. The LIFE program serves approximately 120 students.

ENLACE: Grade 9 Newcomers

Engaging Newcomers in Language and Content Education (ENLACE) serves 9th and 10th grade English Learners who have been in the country for less than two years and have an English language proficiency score of 1.5 or lower on the WIDA (WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT) screener. ENLACE also serves 9th and 10th grade SLIFE (Students with Limited or Interrupted Formal Education)

students. ENLACE's mission is to provide newcomer students with the academic and linguistic foundation and socio-emotional supports that will allow them to transition successfully and quickly into the mainstream high school environment, with the goal of pursuing the college or career of their choice. Through this process, ENLACE empowers students to proudly and purposefully develop their multilingual and multicultural identities. ENLACE serves approximately 190 students.

International Academy: Grades 9-12 Newcomers

The International Academy (INT) is a newcomer program for over-aged and under-credited English learners (ELs) in grades 9-12 who have been in the country for less than two years and have an English language proficiency score of 1.5 or lower on the WIDA screener. This newcomer program is designed to teach students English while also teaching rigorous content. The International Academy also provides SLIFE (Students with Limited or Interrupted Formal Education) with additional support in acquiring the English language and content in order to graduate. The International Academy serves approximately 190 students and is housed at the North Lawrence Educational Complex at 233 Haverhill Street.

RISE: Grades 9-12

RISE is a trauma-focused behavioral program that works to address the functions of student behavior and give students an environment and structure in which they can find success. RISE uses trauma-sensitive practices and a restorative justice framework to build community, address conflict, and keep students accountable for their actions. RISE students are involved in their community through internships, vocational opportunities, and partnering with community agencies, and they are offered a rigorous Common Core-based curriculum that results in a high school diploma. RISE serves approximately 70 students, housed at 417 Canal Street.

Campus Bell Schedule

Starting with the 2017-2018 school year, the Lawrence High School Campus adopted a common bell schedule across all academies hosted at the North Parish Road campus. Most classes now meet every other day for 90 minutes, on an A-day, B-day rotation. The extended time period in most classes allows for greater depth of inquiry and flexibility for teaching and learning that is cognitively engaging.

Academics

The high school calendar year is on a two-semester system, and grades are annualized. Students take four years of English and math and three years of science, two years of United States History and one year of social studies. Additionally, students are required to take two semesters of physical education and one semester of health.

Courses are leveled in the subject areas of English, mathematics, science, and history & social studies. Students from grades 9-12 have the opportunity to earn Honors and AP credit in English, math, science, history, world languages, and studio art. Course levels are as follows:

- ***College Prep:***

These courses are designed to prepare students for college and other educational pursuits after high school.

- ***Honors and Scholars:***

Students must be highly motivated and willing to work hard to pursue a detailed and far-reaching study of subject matter.

- ***Advanced Placement (AP):***

This is a program of college-level courses and exams for secondary school students sponsored by the College Entrance Examination Board. The Advanced Placement (AP) exams are taken in May of the year that the student

takes the course. Either college credit or advanced placement status may be granted by the colleges. Any student who enrolls in AP courses must take the AP exam.

Lawrence High School currently offers nine Advanced Placement courses including English Language and Composition, English Literature and Composition, Spanish Language, Spanish Literature, Studio Art, US History, Chemistry, Computer Science, and Seminar/Capstone. Students also have the opportunity to participate in Early College classes offered through Northern Essex Community College and Merrimack College. These courses are weighted as an Advanced Placement class.

Requirements for Graduation

Graduates must satisfactorily complete 110 credits in order to graduate with a Lawrence High School diploma. Additionally, students are required to pass the state MCAS exams in the areas of English, Math, and Science.

English: 4 years

Mathematics: 4 years

US History: 2 years

Science: 3 years

Social Studies: 1 year

Physical Education: 2 semesters

Health: 1 semester

Core Values, Beliefs and Learning Expectations

**Lawrence High School Core Values, Beliefs,
and 21st Century Learning Expectations**

Core Values Statement (2017)

Lawrence High School is a community of learners fully committed to nurturing and developing the skills and talents of our students that will be necessary for college and career readiness in the 21st century. The faculty at Lawrence High School provides students with a safe and positive learning environment in which the needs of our diverse student population are met through a variety of learning opportunities. Students will graduate from Lawrence High School as responsible, self-directed, life-long learners who have a clear vision for their future, and who demonstrate perseverance, courage and professionalism in the face of adversity and are socially and civically engaged members of their community.

21st Century Learning Expectations

A Lawrence High School graduate will be able to:

Academic

- Communicate effectively with diverse audiences for a variety of purposes.
- Evaluate and synthesize information, and utilize that information effectively.
- Think critically to evaluate and solve complex problems.
- Collaborate effectively and actively with others to accomplish a wide variety of goals and objectives.
- Support original claims and theses with logical arguments and evidence.
- Utilize current technology to conduct research, support critical thinking, enhance learning, and communicate with others.

Social

- Exhibit empathy and compassion towards others.
- Act with resiliency and persistence when facing challenging tasks.
- Demonstrate responsible, respectful, and professional behavior.
- Demonstrate the ability to monitor individual strengths and weaknesses.
- Set and actualize short and long term goals using strong time management and organizational skills.

Civic

- Exercise the rights and obligations of citizenship at both local and global levels.
- Effectively participate in a democracy.
- Utilize networking skills and engage inclusively with others for social and civic purposes.

Introduction

Introduction

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

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is composed 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.

The Process Used by the Visiting Team

A visiting team of 18 members was assigned by the Committee on Public Secondary Schools to evaluate Lawrence High School. The visiting team members spent four days in Lawrence, Massachusetts, 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, special education teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Lawrence High School.

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

- review of the school's self-study materials
- 25 hours shadowing 18 students for a half-day
- a total of 36 hours of classroom observation
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 36 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with 23 different groups such as students, parents, school and district administrators, and teachers
- visits with 122 teachers and interfacing with 195 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 Lawrence High School.

Standard 1 Indicator 1

Conclusions

While the school community engaged in a dynamic process in 2014 that was informed by current research-based best practices to identify and commit to its core values and beliefs about learning, the design process was not collaborative, and inclusive, as its participation was neither inclusive nor broad-based.

Of particular note is the low percentage of student and parent participation in the inception of the 2014 core values, as well as the revision process which occurred in 2017 in response to the redesign initiatives underway at Lawrence High School. The 2017 updated version of the school's core values and beliefs about learning informed the self-study. *Only 11.8 percent of parents and 26.7 percent of students responded to the Endicott survey.* Although there were public meetings and surveys during the initial development process, there was limited parent and student engagement. Thus, the primary work was done by school faculty. There were five one-hour meetings during the 2013-2014 school year for the faculty committee whose goal it was to convert the former 2004 mission rubrics into the core values and 21st century learning expectations formalized in 2014. While the 2017 revisions incorporated new campus-wide goals, they only differed by a few words from the 2014 version. The revision work was largely a faculty process with minimal student and parent involvement.

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 and embraces all stakeholders, including students and parents, in the ongoing revision of the core values, beliefs about learning, and 21st century learning expectations and their evolution into its vision of the graduate, these values will become the benchmarks for future endeavors focused on creating a more unified, inclusive, and collaborative vision for Lawrence High School.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- parents
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 2

Conclusions

While the school has challenging, observable, and aspirational 21st century learning expectations for all students which address academic, social and civic competencies, currently a mechanism is not in place to measure student achievement of the 21st century learning expectations. While school-wide analytic rubrics exist, they are neither currently in use nor do they provide measurable criteria in their current form.

Various tools, such as the 10th Grade 21st Century Learning Expectations Tracker, are being developed, and there are plans to expand the use of these data collection systems. Another way that the school is preparing to measure student achievement of social expectations is in the plan to document the frequency of use of community circles in advisory and seminar settings once all faculty have been trained in restorative justice practices such as the community circle. This training is scheduled to be completed by January 2020, and the plan is for community circles to then be implemented throughout all seven academies which make up Lawrence High School. Current practices for measuring and recognizing student achievement of social expectations are in place in some parts of the campus, such as the Dean's List merit system in the LSA and the learning walks in some academies. First drafts of the rubrics have been created, and the school is in the process of improving these rubrics and making decisions on their implementation in the classroom and beyond. While specific benchmarks have been identified for each category in the academic and social competencies rubrics, there is still work to be done in developing the specific benchmarks on the civic competencies rubric. According to the Endicott survey, 67.2 percent of teachers affirm that the school has adopted criteria for success, such as school-wide analytic rubrics, that define all of the 21st century learning expectations. While the school shares core values, there is not currently a mechanism in use to measure student progress toward meeting these expectations.

While the school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, when the school puts into practice specific and measurable criteria for success, such as school-wide analytic rubrics which define targeted high levels of achievement, it will be able to assess student progress toward achieving these 21st century learning expectations and define and support targeted high levels of student achievement.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- school leadership
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 3

Conclusions

While the school's core values, beliefs, and 21st century learning expectations are implicitly reflected in the culture of the school, there are no systems in place to ensure that they consistently drive curriculum, instruction, and assessment in every classroom, and the core values and beliefs do not explicitly guide the school's policies, procedures, decisions, and resource allocations.

While the 2017 iteration of the core values, beliefs, and 21st century learning expectations have been newly revised, they are neither actively reflected in the culture of the school to the extent that they drive curriculum, instruction, and assessment in the majority of classrooms nor do these values currently guide school policies, procedures, decisions, and resource allocations. There is an absence of measurable criteria; nevertheless, the essence of the values are reflected throughout the school, as there is a sense of allegiance to the spirit of the values among students and staff. There is a sense of pride among the students. Lawrence High School has articulated four campus-wide goals which are in alignment with the 2017 core values. There are many services and programs that reflect the school's commitment to the core values, including daycare for teen parents, an onsite health clinic, free breakfast, lunch and dinner for all students, mentoring and psychological services, and extended day transportation. Through their involvement with the many clubs, students demonstrate their engagement with social and civic learning expectations. The pride and level of engagement exhibited by students and staff are palpable as is the profound sense of connection that exists among students and teachers at Lawrence High School. The "I Am Lawrence" performances and posters highlight student voice in the school and community and serve as a celebration of the core values. Students demonstrate their commitment to the social and civic expectations through their participation in clubs and community service initiatives, including their collective response to the gas explosion tragedy which occurred in the fall of the current school year 2018-2019. Students' appreciation for their teachers during this time of profound crisis was universal as their teachers cared for them and their families throughout the aftermath of the gas explosion and its related tragedies. Across all academies, student government is an integral part of student life, allowing students to represent the views of themselves and their peers, and to develop skills in civic engagement. Students have a formal role in contributing to the development of seminar programming. Students feel that the school is like a family. The sense of connection extends to faculty as students and staff freely share their recognition of and appreciation of the sense of community that defines Lawrence High School.

The academic and social expectations for Lawrence High School students are evident in instructional practice, lesson planning, and collaborative classwork; however, the faculty believe that there is a need for greater consistency about what the vision of excellence looks like for instruction across academies and vertical alignment and articulation of curriculum from grades 7-12. Through the distributive leadership model for campus leadership, there are plans in development to use the core values to more consistently drive curriculum, instruction, and assessment in every classroom, and to guide the school's policies, procedures, decisions, and resource allocations by establishing campus-wide structures such as the instructional leadership team, campus student support team, campus teacher council, social-emotional learning council, pathway leadership team, and family engagement team to facilitate campus-wide communication and coordination. Many of these elements are already operational at the academy level and some are already in place campus-wide. The professional staff strives to preserve academy-based systems and scale them up for campus-wide collaboration while balancing the considerable benefits of autonomy at the academy level with the need for enhancing unity, consistency, and shared values across the campus. Various documents state: "With the opening of the Lawrence High School campus, it is important that all students and staff feel united under one campus identity, while also developing their individual school identities." The school is committed to four campus-wide goals: increase the level of cognitive engagement among all students; develop a distributive leadership model across the campus; increase the use of targeted instruction and support for all learners; and increase social and emotional supports across campus. These four campus-wide goals have increasingly become the guiding principles for the whole campus and have served as the foundational document driving campus policies and programs over the last two years. The school has identified significant next steps in their two- and five-year plans that align the campus-wide goals

and reflect the 2017 core values and 21st century learning expectations.

When 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, there will be greater equity of access and common experiences reflected in the culture of the school.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 1 Indicator 4

Conclusions

At this time, the school does not have a mechanism in place to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities.

Since the core values were first developed in 2014, the campus has undergone significant restructuring and unification. In the 2017 revision, the values of "Vision, Courage, and Perseverance," originally developed in the Lower School Academy (LSA) program, were incorporated into the school-wide core values statement. However, since 2017, there has not been a review, revision, or a regular plan for revisiting the core values. The school's plan for the full implementation of the distributive leadership model is intended to provide mechanisms for faculty and administration to regularly review and revise the core values, but this is not yet fully in place. Currently, there is a component that incorporates student voice and family engagement in this process. While there are student leadership teams at the academy level, the distributive leadership model has yet to be extended to establishing a campus-wide student government structure. There is a general feeling among stakeholders that the restructuring process in place at Lawrence High School as a result of the expectations of the school's being in receivership took precedence over widespread engagement in the regular review and revision of the core values.

When the school establishes a system for regularly revisiting the core values, beliefs, and 21st century learning expectations with staff, students, and families, the core values and 21st century learning expectations will be more consistently present and relevant throughout the school while reflecting and supporting research, multiple data sources, and district and school community priorities.

Sources of Evidence

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

Standard 1 Commendations

Commendation

The presence of the challenging and observable 21st century learning expectations reflected in students' behaviors and staff attitudes about serving students

Commendation

The sense of profound belonging that students associate with their school - a place they view as a caring home

Commendation

The sense of community that defines Lawrence High School

Commendation

The development of the distributive leadership team model to ensure inclusive practices and to maximize input

Commendation

The sense of celebration and joy that is communicated through the "I Am Lawrence" initiative

Standard 1 Recommendations

Recommendation

Expand and further develop specific criteria for measurement for monitoring and collecting data on student progress toward achieving the school's academic, social, and civic expectations

Recommendation

Define specific timelines and associated action steps included in the two- and five-year plans

Recommendation

Fully implement the proposed distributive leadership model to expand student voice

Standard 2 Indicator 1

Conclusions

Currently, there is work underway at Lawrence High School to ensure that the curriculum is progressing toward a purposeful design to ensure that all students practice and achieve each of the school's 21st century learning expectations.

The configuration of the seven academies at the school allows different learners to access education in various ways supporting all students in their respective efforts to earn a Lawrence High School diploma. The sophomores in the Lower School use the MEFA profile in order to choose a pathway in junior year. In the Lower School Academy, the curriculum deans of each discipline are tasked to design curriculum maps, create common assessments, and monitor student and teacher progress toward achieving the targeted 21st century learning expectations. In the Abbott Lawrence Academy and Upper School Academy, students have options of taking Advanced Placement courses, coursework at Northern Essex Community College, or courses at Merrimack College. Students throughout campus also have the ability to take on internships or enter work-based programs. The curriculum deans and administration teams created double period classes for remediation in math and English to provide academic support to students who are struggling to meet the 21st century learning expectations.

Throughout all academies, teachers have curriculum maps that indicate the school's academic, social, and civic learning expectations and corresponding objectives; however, student work samples reveal to the professional staff a need for more explicit instruction. The 21st century learning expectations outlined in the program of studies reflect an understanding of the diverse learning styles through the creation of Engaging Newcomers in Language and Content Education (ENLACE), International Academy, Learning Independence for Everyday Life (LIFE,) RISE, a therapeutic program, Abbott Lawrence Academy, (ALA) Upper School Academy (USA) and Lower School Academy (LSA). At RISE, the curriculum focuses on social-emotional and behavioral needs of its students through work-based and vocational components to find success. An analysis of scores in the speaking domain of WIDA/ACCESS has informed the pedagogy at ENLACE and International to incorporate experiences of oral communication, such as debate, into their spiraling curriculum. Learning walks in the Lower School are used to observe student success in 21st century learning expectations and inform the curriculum deans and Pathways coordinators on how to address social-emotional learning needs within the curriculum. While the use of a 90-minute block schedule allows for multiple student experiences in 21st century learning expectations, it is not being fully used specifically in the areas of inquiry-based instruction, attention to higher-level thinking, and authentic application of knowledge and skills.

As Lawrence High School continues its ongoing commitment to implementing a purposefully designed curriculum to ensure that all students practice and achieve each of the school's 21st century learning expectations, curriculum maps can be explicitly implemented with fidelity in classrooms across all seven academies for all students.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- department leaders
- school website
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

Only in some academies and content areas throughout Lawrence High School is the curriculum 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.

Curriculum maps for courses in Abbott Lawrence Academy and International High School have been posted in the campus curriculum documents shared folder on Google Drive. ALA, ENLACE, and INT present a common format that includes theme, texts, vocabulary, SEL competencies, language focus, state framework standards, performance tasks, and Center for Education, Policy & Advocacy (CEPA). Several courses have curriculum maps set up for instruction in the Google Drive, while other courses, such as those in the business area, do not have curriculum maps because of the inconsistencies by which courses run each year or semester. There is current work underway to build three courses with curriculum maps that are aligned under the content area of business. The school also offers a unit plan template for all disciplines across academies. Professional development in curriculum development is provided and supported through local partnerships with higher education. At RISE Academy, the curriculum is structured to meet specific social-emotional learning goals of students enrolled. Teachers in all academies are required to put their lesson plans into a template on a shared Google Drive folder every other week. In the Upper School, teachers build common interim assessments for partner classes, so there is impartiality when assessing adherence to the curriculum. Rubrics are used across grades and disciplines, but each teacher uses them in a way geared to the assignment created. Many teachers mention or use a rubric for claims, evidence, and reasoning (CER) writing. The Lower School Academy has a common writing rubric available for use. Several teachers use MCAS rubrics as a form of assessment.

When all of the school's curriculum, in all academies, 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, all academies can build and own the Lawrence High School curriculum, using the modeled common template that informs instruction and assessment practices.

Sources of Evidence

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

Standard 2 Indicator 3

Conclusions

The school's curriculum emphasizes some depth of understanding and application of knowledge through inquiry and problem-solving; higher order thinking; cross-disciplinary learning; authentic learning opportunities both in and out of school; and informed and ethical use of technology.

The Lower School Academy (LSA) advisory period has created opportunities for students to demonstrate an understanding and application of knowledge through inquiry and problem-solving in student-initiated activities to build camaraderie, e.g., cohort vs. cohort games. In one US history class in the Upper School Academy (USA), students construct an essay responding to a document-based question (DBQ), which requires them to employ higher order thinking skills such as synthesizing information, presenting an argument, and using and citing evidence to support their argument. The International Academy developed and implements a spiraling curriculum in which common vocabulary is taught across the content areas with a thematic approach that also incorporates SEL. At the International Academy, teachers often go into each other's rooms to share their expertise. For example, a history teacher goes into an English class to give a novel historical context. The JROTC program offers students real-world experiences such as the use of military maps versus civilian mapping systems such as Google Maps. There are co-curricular activities, such as Mock Trial Club and Robotics, that incorporate authentic learning and informed and ethical use of technology. Lawrence High School is planning to institute Pathways for Upper School Academy in the 2019-2020 school year in which students will have access to a wide range of course trajectories to provide real-world experiences within and outside of the school. This will not only continue to include early college and experiential learning through internships but also incorporate capstone projects. While many teachers offer opportunities for inquiry, problem-solving, and higher order thinking, in a few classrooms, teachers in both the Lower and Upper School label activities as collaborative, but they are actually group movement note-taking activities, and, in another classroom, students work on a reading worksheet for 90 minutes.

When the curriculum in all academies at Lawrence High School emphasizes depth of understanding and application of knowledge through inquiry and problem-solving; higher order thinking; cross-disciplinary learning; authentic learning opportunities both in and out of school; and informed and ethical use of technology, students will be able to engage in more authentic 21st century learning experiences.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- facility tour
- students

Standard 2 Indicator 4

Conclusions

There is progress underway to provide clear alignment between the written and taught curriculum at Lawrence High School.

The newly-established Pathway coordinators work with academy principals to conduct cross-content learning walks and facilitate professional learning communities. Teacher leadership teams and instructional leadership teams are tasked with discussing and developing curriculum, instruction, and assessment across the academies to ensure that written curriculum is implemented or taught in the classrooms. Curriculum deans oversee the alignment between written and taught curriculum in Lower School Academy classes through the use of cross-content learning walks, common assessments, and regular meetings during common planning times. Upper School Academy and Abbott Lawrence Academy reference Merrimack College and Northern Essex Community College syllabi to guide instruction to prepare students for early college experiences. ALA teachers meet weekly to align curriculum and pedagogy. Advanced Placement courses follow the curriculum outlined by the College Board. The biology teachers in Upper School work with the STEM Pathway coordinator, whose position was created in 2017. With support from a grant, the biology teachers wrote a curriculum that is now used in all biology classes. LSA math classes are closely monitored by the curriculum dean, who conducts walk-throughs to ascertain how teachers are pacing their classes, and, if the pacing is interrupted, the dean holds a meeting with the given teacher to establish a strategy to get back on track. Based on their belief in the open architecture model, which is the foundation of the turn around plan, some teachers believe that there is a need for greater autonomy in delivering the curriculum at a pace that is more flexible to meet the students' needs. Currently, ALA, ENLACE, and INT have curriculum maps in place guiding instruction. For some teachers, however, curriculum maps and unit guides are a work in progress. Nevertheless, as a result of establishing Pathway and its impact fostering accountability while maintaining autonomy, the professional staff recognize an opportunity to build relationships between curriculum deans and teachers.

When there is a clear alignment between the written and taught curriculum, all students will have equal opportunity to acquire the knowledge and skills that will enable them to practice and achieve the school's 21st century learning expectations.

Sources of Evidence

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

Standard 2 Indicator 5

Conclusions

Effective curricular coordination and vertical articulation do not yet exist between and among all academic areas within the school as well as with sending schools in the district.

Cohort meetings provide opportunities for teachers in the Lower School Academy to meet to discuss student learning, best practices, and cross-curricular curriculum. The open architecture model at the sending schools has made vertical articulation challenging. Incoming grade 9 students come to LHS with different level of readiness as well as varied experiences in terms of curriculum units. The high school's administrators find that the student population is increasingly less transient with each year. This trend provides the impetus to strengthen vertical alignment with sending schools. The faculty believes that there is a need for a vertically aligned curriculum in grades 7-14 across academies that nurtures, develops, and encourages each and every student to succeed at high levels of learning. In 2017, Pathway coordinators in humanities and in STEM were created with the intention to work with a supervisor of curriculum and instruction to ensure the vertical and interdisciplinary alignment of curriculum guides. Because the director of curriculum and instruction position was recently filled and is now focusing on grades K-8 curriculum, the Pathway coordinators are currently exploring a strategy to identify major inconsistencies and priorities in curriculum, instruction, and assessment across the academies. One of the challenges that the Pathway coordinators are facing is how to take the existing curricula in each of the seven academies and build an overarching 9-12 curriculum. Another challenge is the Pathway coordinators' understanding of their own roles as well as the roles of the academy principals and teachers in the process to developing and managing the 9-12 curriculum in each of the academic content areas. Pathway coordinators would like to develop a strategic plan with attainable goals and action steps to include a process of how curriculum is reviewed, refined, revised, and evaluated for currency and adherence to 21st century learning expectations. Because the role of Pathway coordinator was recently established, and given the history of the restructuring of the high school, the coordinators are currently studying present curricular conditions in each of the academies to determine campus-wide priorities to move toward a coherent and comprehensive 9-12 curriculum across the academies.

When 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, and Lawrence High School develops a comprehensive short-term and long-term strategic action plan to create, map, and manage 9-12 curriculum across the academies, students will be better able to transfer knowledge and skills from one course to another as they practice the school's 21st century learning expectations.

Sources of Evidence

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

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are too limited to effectively implement the curriculum, including the co-curricular programs and other learning opportunities and are inconsistent across the academies.

According to the Endicott survey results, only 46.3% of faculty agree that the school has sufficient staff to implement the curriculum, including the co-curricular program and other learning opportunities, and that the school has sufficient instructional materials to implement the curriculum, including the co-curricular programs and other learning opportunities. Some teachers are concerned about the age and condition of textbooks in their classes, do not see replacements in the foreseeable future due to lack of funding, and instead use supplemental texts they have compiled for their classes.

While some teachers believe there are sufficient resources and materials to implement the curriculum, they feel differently when it comes to technology devices, such as Chromebooks, for instructional use. The distribution of technological devices varies by academy. There is a limited number of Chromebook carts available for classroom use to implement the 21st century learning experience in both Lower School Academy and Upper School Academy. In the Upper School Academy, teachers compete for using the limited number of Chromebook carts available, and some teachers simply give up planning for their students to use Chromebooks due to the carts often not being available. While classroom teachers in both Lower School Academy and Upper School Academy were provided with laptops, they feel it is more important for their students to acquire skills to use technology for learning to properly prepare them for the MCAS computer-based testing as well as to produce work for college and career readiness. At the Abbott Lawrence Academy, students have greater access to the library/media center due to its close proximity, as well as access to using Chromebooks that were purchased through a grant. At the International Academy, access to technology is via Chromebooks shared among 200 students. The teachers at INT find that wireless access only sometimes works, and they would like to see working Chromebooks available for students. Many computers in labs are either obsolete or inoperable, which impedes effective student learning experiences, particularly in technology-based projects and in STEM. Furthermore, there is neither a technology lab nor technology specialists; consequently, maintenance time must be scheduled well in advance with the main campus.

Cell phone use for instructional purposes varies by classroom within and across the academies. Some teachers encourage student use of their cell phones to aid in learning, through, for example, Edmodo, Kahoot, documenting images of student work, or composing essays through Google Docs. However, in other classes, cell phone use is prohibited, e.g., some teachers have bins for students to deposit their devices upon entering the classroom.

When staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities, students will be better prepared for 21st century expectations and their transference to post-secondary opportunities.

Sources of Evidence

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

- teachers
- students
- Endicott survey
- Standard sub-committee

Standard 2 Indicator 7

Conclusions

The Lawrence High School District is working toward providing 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.

During the 2017-2018 school year, the school implemented structures such as cohorts, weekly common planning time, planned professional development, staff meetings, and extended learning time to aid in the continued progress for students to meet the 21st century learning expectations. Teachers across the academies meet regularly with their colleagues who teach the same content and grade as well as with their cohort. For instance, all grade 10 English language arts teachers meet once per week with the Pathway coordinator and ELA curriculum dean to plan lesson activities and discuss pertinent issues on curriculum, instruction, and assessment. Teachers meet with their respective cohort deans to focus on the needs of specific learners and pertinent issues to the cohort. The teachers also have time to take learning walks to observe best practices in the delivery of curriculum. The Pathways coordinators, administrators, the work-based program coordinator, and the supervisor of curriculum attend conferences set up by groups such as Pathways to Prosperity to enhance their understanding of curriculum alignment. In the Upper School Academy (USA), curriculum liaisons run weekly department meetings and collaborate with newly created Humanities and STEM Pathway coordinators. Teachers are afforded extended learning time (ELT) to provide additional opportunities for professional collaboration. Curriculum resources and professional development are available for classroom teachers upon request and approval by the administration.

When 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, students will benefit from the collaborative development of the curriculum.

Sources of Evidence

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

Standard 2 Commendations

Commendation

The integrated curriculum at International High School Academy

Commendation

The strength and impact of the relationship-based approach curriculum at RISE

Commendation

The dedication to providing advisory/seminar and extended learning time which allows for increased opportunities to develop students' knowledge, understanding, and application of the school's 21st century learning expectations

Commendation

The establishment of Humanities and STEM Pathway coordinators to address curricular and vertical articulation in their respective content areas

Commendation

The commitment to dual enrollment and post-secondary access through an impressive variety of college-level courses and electives at Upper School Academy and Abbot Lawrence Academy

Commendation

The depth and sincerity of the faculty commitment to identifying and meeting the diverse needs of the students

Commendation

The existence of a common curriculum unit template available to all academies on the shared Google Drive

Standard 2 Recommendations

Recommendation

Define, draw, and measure explicit connections among authentic 21st century skills, curriculum, and learning outcomes

Recommendation

Provide meaningful professional development focused on broadening the scope of staff ownership of the curriculum

Recommendation

Provide professional development for teachers to optimize extended periods of instruction with specific reference to increasing the level of student engagement in their learning for all students in all the academies

Recommendation

Foster accountable autonomy to ensure that classroom experiences mirror the written curriculum

Recommendation

Create opportunities for LHS's academies and the sending schools to discuss curriculum with the goal of strengthening vertical alignment

Recommendation

Develop and implement a technology plan to support the delivery of curriculum and to increase effective, informed, and ethical use of technology by students and staff

Recommendation

Develop and implement a short-term and long-term plan of action to build a coherent and comprehensive 9-12 curriculum in each of the content areas in LHS across the academies

Recommendation

Standard 3 Indicator 1

Conclusions

At Lawrence High School, teachers' instructional practices are somewhat examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

Most teachers at Lawrence High School are familiar with the school's beliefs about learning and can reference this when discussing the instructional strategies, they put in place in support of the school's core values and beliefs about learning resulting in teaching practices in most classes that support those beliefs. Teaching practices throughout the school are examined through a variety of avenues including learning walks conducted by administrators and teacher teams, TeachPoint evaluations, and cohorts, which vary among the academies. Learning walks, although not evaluative, are used in productive ways which provide formative data while normalizing the presence of observing teaching and learning. The learning walks are designed to collect data from individual classrooms followed up by a discussion of those findings among administrators, curriculum coaches, and department heads. Frequent campus-wide learning walks are conducted by administrators in order to collect data on cognitive engagement and inform professional development. Each academy also has internal learning walks. For example, Upper School Academy has regular class visits by administrators, supported by the humanities dean and STEM supervisor. In the Lower School Academy, the principal, along with curriculum deans, visit classrooms regularly. In Lower School Academy, teacher leaders visit classes to look for data based on a specific topic, e.g., scaffolding. Engaging Newcomers in Language and Content Education uses a targeted coaching cycle and use different core values that are posted in both English and in Spanish. The International Academy benefits from multiple learning walks by administrators and educators in a variety of roles within the school.

The teachers are engaged in reflective practices, especially around the beliefs about learning through collaboration, time for reflection, examination against best practices, and peer review. According to the Endicott survey, 75.6 percent of teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning. Learning walks ensure that best instructional practices are being used and allow administrators to gauge which instructional practices are being successfully implemented across the school and with what frequency. Instructional practices are also examined through SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goals that teachers create for themselves and their students. Teachers feel that they need to adjust their instructional practices to meet the diverse needs of their students, given the wide range of learning styles and readiness to learn that defines the student population at the school. Teachers are keenly aware of the importance of differentiation and providing support and alternative strategies within the regular classroom. This sense of meeting students where they are at and providing necessary support and encouragement is particularly evident in the ENLACE program, a model for research-based best practices; hence, while there are pockets of excellence in the area of reflective practices, the professional staff believes that there is room for growth throughout the school.

When all teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, students will benefit from improved consistency in teaching and learning opportunities

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour

- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 2

Conclusions

While there are some pockets of excellent examples of teachers' using differentiated instructional strategies, such as choice of topics based on interest and teaching to different learning styles, there are inconsistencies among teachers' instructional practices in areas of 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; and integrating technology.

The individual academies at Lawrence High School, as well as myriad co-curricular opportunities, engage students as active self-directed learners in a variety of ways. In a foundational math class at Engaging Newcomers in Language and Content Education (ENLACE) designed for students with limited or interrupted formal education, students are introduced to statistics through a project that tasks them with creating their own research question, surveying their school community, and determining best methods for conveying their results and analysis. World history classes across academies participate in a Model United Nations simulation for which they gather information about the Model United Nations protocol and procedures, conduct research about the countries they represent and write position papers about issues relevant to the countries they represent. The Entrepreneurs Program at the International Academy is a co-curricular activity created for students interested in working in business. Students are tasked with creating their own business idea, writing a business plan, and presenting their work to an authentic board of directors from community business. Grade 12 English language arts classes complete research papers that require them to conduct independent research and then to synthesize information from their sources. The Mock Trial class engages students as self-directed learners by giving them the task of completing independent research to prepare for trials and debates with students in neighboring districts. Students are presented with investigative challenges, calling on them to apply their communication and debating skills and critical thinking in a real-world context using knowledge of the law. The robotics club engages students after school by challenging them to design and build their own robots and to compete against other schools. This activity provides students with the stimulus and support to bring together cross-curricular knowledge in a self-directed way.

Cross-disciplinary instruction at Lawrence High School is present across many programs, but not fully implemented throughout the school. Cross-curricular connections are not consistently in place throughout the Upper School Academy. When present, they exist largely on an individual teacher-to-teacher basis, with some cross-curricular connections more explicit than others. In some of the academies, classes are explicitly cross-disciplinary. For example, some history courses provide explicit attention to developing grammar and reading skills, and math and science cross-pollinate their units of study in presenting real-world problems for students to solve with hard data to analyze. At the Lower School Academy, some students complete and present long-term projects and presentations based on a novel read in class that includes cross-curricular connections. The internship program is supported at both the USA and the INT, and students are engaged in work-based learning designed around their declared areas of interest. Teachers employ the use of thematic units, including essential questions, prompting students to connect learning and to engage in deep thinking. Instruction includes topics from other content areas in some departments, and there is some school-wide instruction planned around a given theme in the Abbott Lawrence Academy (ALA), the Upper School Academy (USA), and the Engaging Newcomers in Language and Content Education (ENLACE) program. The ENLACE curriculum is designed with deliberate cross-content connections for both content and language. Each quarter in ENLACE includes a unifying theme. For example, the theme of the first quarter is "Identity" with a focus on developing sequencing skills paralleling the development of the theme. International School has implemented a thematic curriculum model in all content areas. The curriculum model features four quarter units: Identity, Inspiration, Impact, and Investment, with overarching essential questions, cross-curricular vocabulary, and embedded social-emotional learning (SEL) competencies.

Teachers use limited appropriate technology to enhance instruction. Few teachers have received the professional development necessary to provide them with knowledge, skills, and familiarity with the tools to employ and maximize instructional technology in ways which promote and support inquiry, problem-solving, and

higher order thinking among the students. Due to a discrepancy in access to available technology across departments and academies, teachers do not routinely involve students in consistently using appropriate technology.

According to the Endicott survey, 43.9 percent of students agree that teachers personalize instruction, 52.1 percent agree that teachers give them opportunities to choose topics for some assignments, and 60.2 percent agree that they have an opportunity to apply what they are learning outside the classroom. Responses from teachers indicate that 63.6 percent agree that they ask students to use technology in assignments, 54.9 percent agree that they spend one-on-one time with students, 66.8 percent agree that they provide students with opportunities to assess their own work, and 84.6 percent agree that they emphasize inquiry, problem-solving, and higher order thinking to support the achievement of the school's learning expectations. Among parents surveyed, 95.1 percent agree that the teachers emphasize inquiry, problem-solving, and higher order thinking.

When all teachers' instructional practices consistently 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 benefit from improved teaching and learning.

Sources of Evidence

- classroom observations
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students
- school board
- department leaders
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Most teachers at Lawrence High School 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.

Across academies, most teachers adjust their instructional practices to meet the needs of each student by using data from standardized assessments, and some teachers across academies regularly use a variety of individually designed or departmental formative assessments to measure students' progress throughout the year. Teachers frequently use a "do now" and exit ticket to assess students' knowledge prior to and after the lesson to determine if the students have mastered the stated objective. Most teachers regularly provide specific and immediate feedback to help students improve. Platforms such as Kahoot!, Google Classroom, and Google Surveys provide students timely feedback.

Teachers regularly analyze formative and summative assessments, student work samples, and other information collected about individual students and devise and employ instructional strategies to specifically help individual students learn the concepts and skills. Another formative assessment used is Socrative, which has different forms of questions including polling and open response. ENLACE uses a program called IXL for math and language arts which provides formative data on individual students' areas of difficulties and class trends. Teachers can use this data to inform instruction. The International Academy uses Mimio Votes in all content areas in order to get access to formative data on student progress. Most teachers periodically plan group learning activities designed to engage students in in-depth learning and to provide students with the opportunity for collaborative learning. Teachers across the school in all content areas often meet this expectation through group activities such as fishbowl discussions and Socratic seminars. Additionally, the daily lesson planning template at Lawrence High School includes a space for formally describing how students will collaborate with each other, such as through turn and talks and jigsaw activities.

Cooperative learning is employed in several places at Lawrence High School and these instances include think-pair-share, close reading, turn and talk, and community circles. Most teachers provide extra-help sessions for students who need additional time to learn and strategically pair or group students for maximum learning. According to the Endicott survey, 83.2 percent of students agree that teachers use group activities in their classes, and 66.4 percent agree that teachers employ a variety of teaching strategies. Among teachers, 81.1 percent agree that they adjust their instructional practices by organizing group learning activities, and 87.1 percent agree that they use differentiated instructional practices to meet the learning needs of all students.

Building on the existing success and excellence in the area of use of formative data, when all teachers at Lawrence High School 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, the needs of all students throughout all of the school's academies will be more fully met.

Sources of Evidence

- classroom observations
- student shadowing
- panel presentation
- teacher interview
- teachers

- school board
- department leaders
- school leadership
- school support staff
- Standard sub-committee

Standard 3 Indicator 4

Conclusions

Teachers at Lawrence High School, 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, and supervisors, examining current research; and engaging in professional discourse focused on instructional practice. Thus far, the school has not formalized protocols to use parent feedback to inform instructional practices.

Teachers at Lawrence High School use a variety of formative and summative assessments to inform their teaching practices. At the Lower School Academy and International Academy, common summative assessments are in place that align with MCAS and Common Core Standards. Teachers from all content areas collaborate in assessing the data. The structure to do so differs content to content, and not all content areas consistently use such data to inform further teaching practices. All teachers at Lower School Academy are expected to use formative assessment throughout each class period, using a Clipboard, and are encouraged to incorporate a variety of formative assessments of their choice, such as exit slips, Class DoJo, or a Higher Order Thinking (HOT) Box.

Teachers have designated, formal time to meet to review assessment data and results through professional learning communities, department meetings, cohort meetings, and quarterly assessment review meetings. Teachers examine local assessment data and results, including assessments which employ specific and measurable criteria for success, such as teacher-created rubrics, common assessment data, and individual teacher assessment data and modify their teaching practices based on what they have learned from this examination of data. While teachers meet regularly within their content areas to look at and discuss student work, teachers do not meet across content areas in all academies.

At this time, teachers do not regularly gather feedback from parents and make adjustments in their instruction based on parental input. Teachers do, however, regularly gather information from students through formative and summative assessments, exit tickets, do nows, reflection journals, and free-writes, and make adjustments to their instruction when appropriate. Instructional leaders regularly devote departmental or common planning time for teachers to share and discuss instructional improvement. The use of student feedback was particularly evident in the Lower School where students and teachers exchange feedback in ways which sustain student improvement and celebrate success.

The use of feedback is accepted as an important part of instructional improvement and the school's culture. At Lower School Academy, teachers receive formal and informal feedback on their bi-weekly plans and unit of study plans. The English department participates in lesson-tuning protocols about once per quarter for the purpose of refining the alignment of objectives and standards, gaining clarity of directions, or other reasons. Occasionally, teachers will elicit feedback from students, although this is likely more about their feelings of success rather than direct teacher critique and suggestions about instruction. Lower School Academy administrators often observe classes and provide timely feedback to teachers regarding both highlights and areas of improvement specific to that class period via email shortly afterward. Some academies use current research and best practices and engage in discussion to drive instruction. The school provides teachers with research germane to areas in need of growth and to sustain areas of existing excellence. At this time, there is not a professional library which teachers are encouraged to access regarding pedagogy. Leadership decisions in the school that impact instruction are made based on a review of current research and best practices. The faculty believes it would benefit from more exposure to the current research given the ever-changing dynamics of the school. Teachers have some formal time to discuss best practices, although the current research discussions are limited. School leaders meet and communicate expectations that improve instruction. Teachers use weekly department meetings and professional development sessions to engage in discussions around instructional practices. Each week, department meetings focus on implementing new instructional practices, analyzing summative assessment data to modify instructional practices, observing teachers, providing feedback, or watching videos for the purpose of self-reflection and analysis of effective practices.

According to the Endicott survey, 55.4 percent of students agree that teachers ask for their ideas to improve how they teach, and 46.2 percent agree that their teachers make learning exciting and interesting. Among teachers, 86.1 percent agree that they improve their instructional practices by using student achievement data from a variety of formative and summative assessments, 76.6 percent agree that they improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices, and 71.6 percent agree that they have formal opportunities to examine student work to improve their instructional practices.

Building on existing success in the use of feedback to inform instruction, when teachers at Lawrence High School increase their ongoing commitment to improve their instructional practices through the use of student achievement data, and expand these efforts to include a consistent use of feedback from a variety of sources, including students, other teachers, supervisors, and parents; current research, and collaborative professional discourse, all students will benefit from increased consistency in teaching and learning practices.

Sources of Evidence

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

Standard 3 Indicator 5

Conclusions

Many teachers at Lawrence High School, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices on a program- or department-dependent basis.

Teachers' examination and application of current research relative to the development of their subject matter knowledge is inconsistent. Nevertheless, teachers are willing to engage in professional discourse, desire more dedicated time to doing so, and want increased access to professional development. When given the opportunity, teachers attend conferences and programs designed to improve their instructional practices; however, this is limited by funding. History teachers at Lower School Academy have had the opportunity to participate in the National Academy of Advanced Teacher Education (NAATE) conferences at Yale University over a two-year period where they engaged in professional development around teacher leadership. Some teachers in the biology department of Lower School Academy are members of the National Science Teachers Association and routinely use resources, both textual and digital, to create interactive lessons aligned with Next Generation Science Standards. Teachers discuss reading of current literature and best practices when articles and links are recommended and shared by the department head or dean. Teachers regularly reflect on their conversations with colleagues, as well as on feedback from administrators, peers, students and to some degree, parents. Teachers maintain portfolios or journals which evidence their own work or self-reflection via TeachPoint. According to the Endicott survey, 75.7 percent of students agree that their teachers are knowledgeable about the subjects they teach, while 82.6 percent of teachers agree that they maintain expertise in their content area and in content-specific instructional practices.

When all teachers, as adult learners and reflective practitioners, have access to attend conferences and programs designed to improve their instructional practices and maintain expertise in their content area and in content-specific instructional practices, there will be a positive impact on teaching and learning for the students at Lawrence High School.

Sources of Evidence

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

Standard 3 Commendations

Commendation

The willingness of teachers to engage in reflective practice when given the time and resources

Commendation

The burgeoning interest in and application of the use of formative assessments to inform teaching practices

Commendation

The support of administration through walk-throughs to improve and to enhance instruction

Commendation

The teachers' and administrators' use of data and feedback to improve and adjust instruction

Commendation

The teachers' reflection on instructional practices

Standard 3 Recommendations

Recommendation

Provide dedicated time and resources to support and unify staff in the effective use of technology as a tool for teaching and learning

Recommendation

Explore and implement ways to engage parents in gathering and honoring their feedback regarding instructional practices

Recommendation

Afford teachers the opportunity to attend conferences and professional development to remain current in their field and to enhance their own instructional practices

Recommendation

Afford teachers the opportunity to attend conferences and professional development to remain current in their field and to enhance their own instructional practices

Standard 4 Indicator 1

Conclusions

The professional staff inconsistently 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.

Most Lawrence High School teachers use rubrics and performance criteria to assess individual student progress within their respective classrooms. In many cases, common performance criteria are also implemented within a cohort, and sometimes throughout an academy. Different academies implement rubrics/performance criteria specifically designed to assess student progress and growth in standards that cater to the unique needs of the population of each academy. Some of the school-wide rubrics are modified to be used for formative and summative assessment activities. For example, teachers in Lower School Academy (LSA) use common writing rubrics to assess growth in writing claims, evidence, and reasoning to support a position. Currently, the LSA grade 10 ELC department use of a common writing rubric and Google Classroom provide specific and measurable criteria for 21st century learning expectations. However, the use of specific performance criteria is not formally shared among the seven academies on a school-wide level. Some consistent use of MCAS ELA rubrics occurs among LSA, ENLACE, and INT. Given the appropriate level of autonomy granted to each of the seven academies, there is no consistent use of common performance criteria across all the different academies. According to the Endicott survey results, 66.2 percent of teachers agree that there is a formal process, based on the use of criteria for success, such as school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations, and 62.2 percent agree that they use the school-wide criteria for success, such as analytic rubrics, when assessing student work.

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, the faculty will be able to more effectively measure student growth at the individual and school level to inform curriculum, instruction, and necessary interventions to determine measurable criteria for success.

Sources of Evidence

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

Standard 4 Indicator 2

Conclusions

At this time the school's professional staff does not consistently communicate individual student progress in achieving the school's 21st century learning expectations to students and their families or the school's progress in achieving the school's 21st century learning expectations to the school community.

Teachers are very connected to their students and in many cases, to the students' families. Given the unique needs of the demographics of the city and the diversity of the student population, many teachers find that phone calls are the most effective way in which to communicate. The professional staff currently reports individual grades and academic progress through a variety of methods which include direct phone calls, family/teacher conferences, IEP & 504 meetings, parent nights, home visits, PowerSchool portal access for parents and students, honor roll notification, Teach Point, ConnectEd, Google Docs/Classroom Mail/Media, communication daily checks with parent signature in the Learning Independence for Everyday (LIFE) program, class syllabi, social media, television, and the texting Remind app. During seminar/advisory, faculty are expected to conference with each student assigned to their advisory while referencing the PowerSchool grade book to monitor and inform discussion regarding academic progress. During the grade 9 parent-student orientation before the academic year, parents are provided with access to these grade reporting resources. In some of the academies, such as ENLACE and INT, home visits are made throughout the school year in addition to a variety of these strategies. While there are many avenues in place at the school, these methods are not consistently used across all academies of the school. The professional staff has yet to find methods of communicating individual student progress on the school's social and civic 21st century learning expectations to students, their families, and the school community.

When the school's professional staff consistently 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, stakeholders will be better able to assess progress toward each student's targeted level of achievement.

Sources of Evidence

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

Standard 4 Indicator 3

Conclusions

There are inconsistencies in the methods through which professional staff collects, disaggregates, and analyzes data to identify and to respond to inequities in student achievement.

Data is collected, disaggregated, and analyzed to varying levels across the academies. Although there is structured time one day per week built into the schedule for the professional staff to collaborate at a departmental level and one day per week dedicated for collaboration at the cohort level in the LSA and USA, the frequency and formal process of data collection, disaggregation, and analysis varies by academy and by academic discipline. For example, each department in LSA analyzes data from common assessments, and this process is lead by their academic deans. In the Lower School biology department, teachers have a weekly meeting integrated into the school schedule, during which student work can be reviewed. The staff of the USA has less structure defining their scheduled time and do not disaggregate and analyze collected data together. The Lawrence High School faculty is currently working on decreasing the inequalities in the collection, disaggregation, and analysis of data collected. There are several examples of the staff's engaging in data analysis in the INT and ENLACE programs: In each of these programs, faculty across the academy implement a common set of criteria within their assessments designed to assess 21st century learning skills as well as WIDA standards through ACCESS testing. Also, in the fall of 2017, science teachers from LSA, ENLACE, and USA came together in order to review 2016 Biology MCAS results of their respective populations, and, as a result of this analysis, teachers were able to write a grant to focus on closing the achievement gap through the creation and implementation of common assessments.

While such efforts are encouraging and effective, there is no standardized process within and across academies which would help provide a manageable data pool for inner- and intra-academy studies. At this time, there minimal systematic data collection, disaggregation, and analysis at the school-wide level with the goal of closing the achievement gap which currently exists among academies. According to the the Endicott survey, 66.2 percent of teachers agree that they are cognizant of a formal process, based on the use of criteria for success, such as school-wide analytic rubrics, to assess school and individual student progress in achieving learning expectations, while 62.2 percent agree that there are currently school-wide criteria for success, such as analytic rubrics, used when assessing student work.

When the professional staff implements more consistent systems to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement, the school will be able to improve student achievement across all academies in a more equitable manner.

Sources of Evidence

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

Standard 4 Indicator 4

Conclusions

Prior to each unit of study, some teachers at Lawrence High School communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

Most teachers, across all academies, communicate learning objectives including content, language, and procedural guidelines to students through a variety of modalities. Content and language objectives, as well as daily agendas, are posted in almost all classrooms usually on a whiteboard near the front of the classroom. Many teachers frequently refer to content learning objectives at the beginning of class, during instruction, and at the end of class. In some cases, teachers also refer to the unit of study summative assessment and how the daily objectives are tied into the summative assessment. However, these conversations seldom happen before a unit of study. According to the Endicott survey, 66.7 percent of teachers agree that, prior to each unit of study, they communicate to students the school's learning expectations and corresponding criteria for success, such as rubrics, to be used. There is some use of academic units designed around civic and social obligations such as human rights, women's rights, civil rights, and environmental studies; however, this practice is infrequent throughout the faculty.

When, prior to each unit of study, all teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed, students will be more aware of their academic, social and civic expectations and will have the opportunity to reflect on their mastery as they progress through a learning experience.

Sources of Evidence

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

Standard 4 Indicator 5

Conclusions

Prior to summative assessments teachers at Lawrence High School often provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

Within each academy, students are often provided with criteria for success during instruction and before summative assessments. Frequently, these criteria take the form of a modified rubric or "checklist" as a part of a formative assessment. Students are given the opportunity to refer to these criteria as they progress through a unit. Some teachers also ask students to self-assess or to provide peer feedback on formative assessments. In INT and ENLACE, the defined target level of achievement is determined by success in the WIDA standards given quarterly as a criterion for students to move into LSA or USA. Formative assessments use the WIDA rubrics. Students in Advanced Placement courses, such as AP seminar, were provided with AP/College Board-produced rubrics prior to completing their summative assessment. Members of LSA teaching faculty, specifically those teaching biology, use MCAS scoring guides as a method to determine criteria for student success. Students are often able to identify how they would be assessed and how they could demonstrate their mastery of a standard. Many classes provide opportunities for students and teachers to reflect on progress in relation to these criteria at multiple times during a unit of study. According to Endicott survey, 72.5 percent of students understand in advance what work they have to accomplish to meet their teachers' expectations, and 68.3 percent believe their teachers use clear criteria, such as rubrics to assess their work.

When, prior to summative assessments, all teachers consistently provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement, students will be able to assess their skills more frequently and will more effectively develop mastery of 21st century skills.

Sources of Evidence

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

Standard 4 Indicator 6

Conclusions

In each unit of study, Lawrence High School teachers employ a range of assessment strategies, including formative and summative assessments.

Examples of formative assessments include do nows, think-write-pair-share, turn and talk, talk and share, cold calling, direct questioning, clip boarding, exit slips, and QuickWrite. Some classes use technology to assess student learning to promote collaboration through resources such as Google Classroom, Plickers, Mimio vote, Kahoot, and Quizlet. Other practices in place across the campus include thumbs up-thumbs down, bull's eye, language quizzes, art critiques, and red-yellow-green cards. Socratic seminar and other iterations of structured discussions and learning stations are used as effective student-led models. Summative assessments, designed by both individual teachers as well as with colleagues using collaborative methods, are used on a less frequent basis across academies, but, when they are used, the results are figured into students' grades as highly valued indicators of students' mastery. Some of the academies have designed and aligned common assessments over all academic disciplines, while other academy faculties are still working toward this goal. Examples of summative assessments include written essays, oral presentations, written exams, lab reports, and class discussions.

Because, in each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments, they can ensure that all students are given the ability to demonstrate mastery of content.

Sources of Evidence

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

Standard 4 Indicator 7

Conclusions

Teachers at Lawrence High School are beginning to collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

Across the school, teachers are beginning to collaborate regularly within their individual academy. The current bell schedule provides teachers with time to meet across cohorts within their academy during the school day and once per week after school. The Lower School Academy (LSA) and International Academy meet by grade level discipline with an academic dean. The Upper School Academy (USA) meets by cohort once per week with a teacher leader. During these meetings, teachers use the Massachusetts Framework standard and curriculum maps to create common formative and summative assessments. For example, the grade 10 ELA teachers use a common rubric when assessing character development at a formative and summative level. The teachers determined there were misconceptions present and revisions were made to the assignment. The success of this collaboration led the grade 10 team to collaborate with the grade 11 teachers in an informal setting. Teachers in the Upper School Academy and International Academy collaborate on the creation of assessments during department and professional learning community meetings. Examples of collaboration include professional learning community meetings, department meetings, and cohort meetings. In the Lower School Academy, academic deans design work together in designing bi-weekly assessments. Cohort meetings are used to discuss academic and behavioral progress across content areas. RISE holds a one-hour cohort meeting and a one-hour full staff meeting per week. In the Upper School Academy, teachers of the same course collaborate on team lesson plans. All academies use Google Drive for collaboration. Special education teachers meet three or more times per week to collaborate on embedding strategies which provide targeted support for those students in need. According to the Endicott survey, 81.1 percent of teachers agree that they meet formally to discuss and to improve both formative and summative assessment strategies. The focus on design and use of assessment data to support student learning is a common thread throughout Lawrence High School.

When all teachers, across all academies, collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, teachers will have the opportunity to create a curriculum that holds their students to the highest standards and ensures all students have equity in their access to an education.

Sources of Evidence

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

Standard 4 Indicator 8

Conclusions

To varying degrees across all academies, teachers at Lawrence High School continuously provide specific, timely, and corrective feedback to ensure students revise and improve their work.

The expectation that teachers continuously provide timely feedback to their students and opportunities for revisions and improvement of their work to achieve or meet course standards is supported and valued among teachers, administrators, and students. Examples of helpful feedback to support learning can be seen across academies, cohorts, and disciplines. Examples of feedback provided to students include comment-only grading for rewrite purposes; allowing rewrites and retakes on assessments that fall short of proficiency; quick turnaround for correcting collected work; peer editing; student access to PowerSchool to check grades; rapid feedback from do now and exit ticket responses; use of rubrics; and teachers' use of advisory/seminar sessions to talk with students individually about their grades. Additional examples include a math assignment with multiple opportunities to revise as concepts solidify for students, immediate feedback given during the writing process in grade 10 ELA, and rapid feedback from various formative assessment methods used daily in the classrooms. In the Upper School Academy (USA), every Friday in seminar, teachers check student grades and attendance during PowerSchool check and communicate with students of concern. In grade 9, teachers consistently adhere to a 48-hour turnaround for graded assessments with the goal of providing students with timely feedback. Through extended learning time (ELT), students have opportunities for feedback from teachers several times per week after school. Some academies offer common assessments at the end of each marking term. The results of these exams are used for data collection purposes to check for areas in need of improvement relative to MA standards. According to the Endicott survey, 60.9 percent of students believe their teachers assess/correct their school work in a reasonable amount of time, and 70.3 percent believe their teachers offer suggestions to help them improve their school work. The paradigm surrounding assessment is one of positive expectancy, strong student support, and built on relational trust. When all teachers consistently provide specific, timely, and corrective feedback, they will be able to fully ensure that all students across academies are given opportunities to revise and to improve their work.

Sources of Evidence

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

Standard 4 Indicator 9

Conclusions

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

Teachers regularly use a variety of formative assessments to review the impact of daily lessons and to revise student learning objectives for subsequent lessons. Examples include do nows, think-write-pair-share, turn and talk, talk and share, cold calling, direct questioning, clip boarding, QuickWrite, and exit slips. Some instruction uses technology to assess student learning to promote collaboration such as Google Classroom, plickers, Mimio vote, Kahoot, SeeSaw, and Quizlet. Other practices across the campus include thumbs up-thumbs down, bull's eye, language quizzes, art critiques, and red-yellow-green cards. Many teachers are using the data to inform and correct instruction in real-time. For instance, in the Lower School Academy, ELA teachers revised a writing template after reviewing student input on character traits. In another example, a Lower School Academy math teacher reviewed concepts of exponential growth after looking at students' attempts to apply the concepts in a real-life application problem. An analysis of the results of these formative assessments affords teachers the opportunity to adapt their long- and short-term plans for re-teaching, revisiting skills, and otherwise adjusting the course curriculum for the purpose of meeting the needs of all students.

Because the teachers regularly use formative assessment to inform and adapt their instruction, they ensure that all students progress toward building skills and improving student learning across all Lawrence High School academies.

Sources of Evidence

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

Standard 4 Indicator 10

Conclusions

Throughout Lawrence High School, work is underway in the domain of linking curriculum mapping with assessment results, the teachers and administrators, individually and collaboratively, are committed to examining a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including 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.

Across all LHS academies, teachers review student work with the goal of revising curriculum and improving instructional practices. In Upper School Academy and International Academy, teachers collaborate with administrators in reviewing student work for the purposes of driving instruction. The USA staff collaborates with teacher leaders and peers to review student work and to create common strategies to improve instructional practices. The faculty intends to expand this practice so that the protocols of looking at student work will be used across all LHS academies. Currently, throughout the academies, each entity has a common course of study and grade-level assessments aligned with curriculum maps. However, the curriculum maps are not vertically aligned across the academies due to the open architecture design outlined in the turn around plan. The INT has a spiral quarterly common theme. The grade 10 ELA teachers have common computer-based assessments. Based on the turn around plan, there is an open architecture for the design and implementation of 21st century learning expectations based on the diverse needs of each academy. The only school-wide standardized assessments across academies are the MCAS and Access tests. When receiving students into the Lawrence High School academy system, the sending school records are reviewed, and students are placed into an academy, based on their demonstrated strengths and their documented learning needs. When students transfer from ENLACE or INT into the Lower and Upper School academies, the LHS teachers receive a folder with summative data, such as ACCESS scores. Students enrolled in LIFE and RISE receive a variety of post-secondary transitional services. The Learning Independence for Every day program examines the end goal with American Training or Job Placement. After completing their academic requirements, RISE students continue to receive social-emotional supports and court-ordered legally required interventions. In the Abbott Academy, the students are able to take advantage of the services and classes at Merrimack College.

Because 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 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, there is a positive impact on student achievement, while providing support for all students in their efforts to achieve the 21st century learning expectations.

Sources of Evidence

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

Standard 4 Indicator 11

Conclusions

Grading and reporting practices at Lawrence High School are periodically reviewed and revised with the goal of aligning them with the school's core values and beliefs about learning.

The professional staff members use standardized grading policies at the Upper School and Lower School academies. These practices were created by the academic deans, teacher leaders, and teachers across content areas. These grading policies were developed to align with current state and national standards and to support research-based instructional and assessment methods. At the LSA, the practices have been developed by the academic deans in collaboration across the departments. The progress and adherence to these policies are monitored by the academic deans. At the USA, the grading policies are developed by the content specialists across disciplines. Although these policies have been developed and are used by many teachers, the professional staff is in the early stages of implementation across academies. Currently, the faculty has not completed its first cycle of review of these relatively new policies and their impact on student progress. At LHS, teachers communicate their grading and reporting practices through syllabi, handbooks, and PowerSchool. Parents and students are given access to grade books through PowerSchool. Grades are updated regularly and students are given time in school to monitor their grades with an adult, through advisory/seminar. Progress reports are distributed in the middle of each quarter and report cards are mailed home at the end of each quarter. Each academy hosts at least two evening meetings per year, designated for parents to come and receive answers to any questions they have about their students' grades. According to the Endicott survey, 49.8 percent of teachers agree that school-wide grading and reporting practices are regularly reviewed and revised, while 23.9 percent disagree, and 26.4 percent are undecided. Additionally, 89.4 percent of parents agree that teachers' grading practices are aligned with the school's beliefs about learning.

When grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, students will be informed as to how better to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teachers
- department leaders
- Endicott survey

Standard 4 Commendations

Commendation

The highly effective use of summative and standardized assessments in tracking academic progress and translating the data into adjustments in instructional design

Commendation

The effective use of formative assessments within the academies of Lawrence High School

Commendation

The notable dedication of the staff to providing helpful and timely feedback to students and families

Commendation

The cultural norm in place that encourages and supports teachers in their providing feedback and opportunities for revision of student work

Commendation

The positive and professional attitude about and approach to the use of assessments as a tool for teaching, learning, and encouraging students

Standard 4 Recommendations

Recommendation

Create a communication system for creating and sharing rubrics within LHS academies

Recommendation

Explore the options for and use a data tracking system for school-wide academic and SEL data that can be used to inform instruction and student placement in appropriate academies

Standard 5 Indicator 1

Conclusions

The school community, which consists of seven distinct academies, 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 among all of its stakeholders.

The commitment to the core belief, "I Am Lawrence," and its associative emphasis on pride and redemption of prior negativity is evident throughout the school. Lawrence High School is a school where students value learning and have come to rely on their teachers, not only for caretaking their education but also for coaching and supporting them as they make critical life-shaping decisions. One of the many ways in which the school ensures awareness of its core values and beliefs is through school publications. The school prepares and distributes handbooks for students, parents, and staff every school year. The handbooks contain the school's core values and 21st century learning expectations, the attendance policy, the grading policy, the graduation requirements, the course overviews, expected student and teacher conduct, as well as student services. At the beginning of each school year, Lawrence High School's headmaster reviews current data trends on student academic performance on standardized tests, attendance, graduation rates and dropout rates with all staff. All staff is provided with a compilation of data on disciplinary actions and interventions for students.

The school has many active programs in place that serve to strengthen the school culture, including Art Club, Book Club, Chess Club, Dance Club, Gender & Sexuality Alliance, Lawrencian Newspaper, Literary Magazine, Mock Trial, National Honor Society, L-Pin, Robotics Club, Student Leadership Counseling, Writer's Club, Coding Club, YTE Club, Advisor Club, Drumline, Theatre, Rubik's Cube Club, and Community Club. Across the campus, the school has a Student Government Association, in which students take on leadership roles as class president, vice-president, and treasurer. Additionally, each class has a class advisory overseen by a staff member. Each year, the school conducts pep rallies to support student-athletes on campus. Pep rallies promote school spirit, unity, and a sense of community. The Parent-Teacher Organization meets monthly with the school committee, the superintendent, and a representative from each academy.

Through a campus-wide seminar/advisory program, students are supported academically and emotionally. Upper School Academy (USA) students mentor grade 9 students in Lower School Academy (LSA) in various content areas. Students are paired with a peer mentor to support them academically during class time. Lawrence High School offers a variety of sports for students, including baseball, basketball, field hockey, golf, football, indoor track, outdoor track, soccer, softball, tennis, squash, volleyball, and wrestling. At the International Academy (INT), intramural basketball is available for students. Through the various sports offered, sporting events actively build a sense of community, pride, and unity. They provide students an opportunity to thrive outside of the classroom.

The main campus, as well as the International Academy, offer internships for students who engage as interns throughout the community. Students spend time off-campus as members of the workforce while developing 21st century skills. Extended learning time (ELT) provides support for students who need additional academic support. Through the Credit Recovery Program, students can recover absences and assignments from missed classes. As part of the expectations surrounding its receivership status, Lawrence High School set campus goals. In support of one goal which is focused on social and emotional supports across campus, Lawrence High School launched a social-emotional learning (SEL) initiative in the fall of 2017. An SEL committee, which includes professional staff from across the campus, provides professional development for Lower School and Upper School faculty members and has developed a campus-wide SEL vocabulary list, advocating for staff to avail themselves of the SEL resources and instructional techniques and to bring them into classes and into seminar/advisory. The International Academy has a series of SEL initiatives. The ENLACE and RISE programs support SEL through daily circle time held during advisory.

Lawrence High School partnered with Project Adventure, and, in the summer of 2018, a group of staff attended training with Project Adventure. This program is designed to promote self-awareness and to develop self-

confidence and self-esteem through a collaborative problem-solving model. Administrators attended a full-day professional development session in the summer Instructional Leadership Institute on social and emotional learning. Many teachers have incorporated social-emotional learning strategies into their teaching across content areas. Through a partnership with Tufts University, interns from the psychological services office provide push-in training on social-emotional learning for all Upper School Academy students. Engaging Newcomers in Language and Content Education (ENLACE) has integrated SEL strategies in their curriculum and instructional practices.

Lawrence High School fosters student responsibility for learning in several ways. Seminar/advisory teachers help students monitor their own academic progress through PowerSchool. The adoption of a Pathways model, Early College Program, Work-Based Learning, and other programs provides students with choices and opportunities to have a voice in determining their academic career.

According to the Endicott survey, 73.1 percent of teachers agree the school's culture is safe, positive, and supportive, 62.7 percent agree the school's culture supports independent learning, and 80.6 percent agree that they support students in assuming responsibility for their learning. Among parents surveyed, 93.0 percent agree the school provides a safe, positive, respectful, and supportive school culture, and 97.7 percent agree the school encourages students to take responsibility for their own learning. Among students, 62.4 percent of students agree they feel safe at school, while 13.7 percent disagree, and 23.9 percent are undecided. Also, only 58.1 percent of students agree the teachers at Lawrence High School are concerned about their learning.

While Lawrence High School has implemented processes contributing to the building and maintenance of a safe school culture, the professional staff find that there is still a need for cultural enhancements. Nevertheless, students exhibit overwhelming respect and appreciation for their teachers. Many students tell heart-warming stories about the role the school played during the gas explosions in the fall of 2018, noting that it was the teachers and member of the leadership team who provided the support and understanding so vital at this time of tragedy and tumult. Students freely share story after story of how their teachers reached out to them, providing not only emotional support but also gathering everyday items, including clothing for those hundreds of students displaced from their homes for months. Many students refer to their teachers as functioning and loving parents to them, not only at the time of crisis but all of the time. During the immediacy and into the months following the explosion, students found the school to be their steady compass, keeping them on a course to achieve their goals.

Because the school community consciously and continuously builds a safe, positive, respectful, and supportive culture, it successfully fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

Sources of Evidence

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

Standard 5 Indicator 2

Conclusions

Lawrence High 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.

The school, which has an enrollment of over 3500 students, is committed to personalization and balancing autonomy and accountability, which unifies them. There is a two-track system, with core courses in English, math, science, and history offered at the college prep and honors levels. Elective courses and courses in world languages are not designated by any ability level. Thus, all students take a mix of heterogeneously and homogeneously grouped classes, within their academy or program.

Participation in honors and Advanced Placement courses is determined by teacher and counselor recommendation, and placement in these courses is further informed by grades in prior courses. Additionally, participation in Early College programs is by teacher and counselor recommendation and a qualifying score on the Accu-Placer test. Participation in the Upper School Pathways program is not impacted by ability groupings, and all elective courses are open to all students, promoting heterogeneous groupings. Special education students are enrolled in full inclusion classes wherever possible. Some students are enrolled in non-inclusion Resource Math or Resource English classes, as specified by their IEPs. Now in its fourth year, the Abbot Lawrence Academy (ALA) provides an accelerated academic experience for students in grades 9-12, within the structure of Lawrence High School. Admission to ALA is by application and qualification, using the Independent School Entrance Exam (ISEE). Students in ALA are eligible to participate in the Merrimack College Early College Program and Advanced Placement and other advanced coursework. ALA is very much part of Lawrence High School, functioning as one of the seven academies on campus.

When a student enrolls at Lawrence High School, an intake process is used to recommend the appropriate program placement for the student. Placement decisions include a transcript review, interview, and student and parent surveys. Students who score at or below 1.5 on the World-Class Instructional Design and Assessment (WIDA) and meet other criteria are recommended for either Engaging Newcomers in Language and Content Education (ENLACE) or the International School. Students with identified special needs may be referred to the Learning Independence for Everyday (LIFE) program. Students who benefit from a supportive environment informed by trauma-based practices may be referred to the RISE program. All programs support student attainment of the school's 21st century learning expectations. According to the Endicott survey, 66.2 percent of teachers agree the school is equitable and inclusive, ensuring access to challenging academic experiences for all students and ensuring that courses throughout the curriculum are populated with students reflecting the diversity of the student body. Among students surveyed, 57.9 percent agree they have a number of opportunities to take courses in which students of varying levels of ability are enrolled.

Because Lawrence High 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, the school fosters heterogeneity and supports the needs of all students, enabling them to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing

- panel presentation
- student work
- teacher interview
- department leaders
- school leadership
- Endicott survey

Standard 5 Indicator 3

Conclusions

Lawrence High School has formal, ongoing programs through which each student has an adult in his or her academy, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

At Lawrence High School, each student participates in an advisory/seminar program designed to directly promote the school's social and civic expectations and to provide social and emotional support. In the Lower School Academy, and in the Upper School Academy, the seminar/advisory is a pass/fail course. In their role in advisories, teachers function as advisors for a small group of students, helping to monitor social, attendance, and behavioral issues as well as to assist in communicating with families. The advisory/seminar program is another avenue through which students feel connected to their academies as well as a strong sense of affiliation with their advisory groups.

Students are comfortable talking with adults at the school. Many have a meaningful rapport they have developed with their advisor. The consistency in the four-year grouping and the relationship that is free from grading and academic expectations has fostered relational trust. Advisors disseminate information regarding co-curricular activities, field trips, and community nights. Students collaborate in discovery projects that help prepare them for a wide range of potential career avenues while generating interest through exposure to intriguing topics. For Lower School, the focus is often on MCAS preparation and college planning. The LSA advisory program explicitly rewards students who are on track by allowing them to choose a fun activity, while students who are not on track receive academic support in a specific subject. USA students meet in seminar each day for 30 minutes. There are approximately 15 students and one teacher assigned to each seminar. The seminar committee, consisting of faculty and students, meets weekly to develop and implement the Upper School seminar curriculum to directly teach the school's social and civic expectations, to provide social and emotional support, academic monitoring, and guidance toward college and careers, and to ensure that every Upper School graduate is given support through all phases of post-secondary planning. The program is supported by the guidance office, the psychological services office, and Gear Up, which is a community partner that provides college guidance. Each Upper School Academy seminar benefits from several wellness workshops each year, conducted by interns from the psychological services office, on techniques for living a healthy lifestyle and stress management. In Lower School Academy, students meet for seminar twice per week in small groups, and these meetings are facilitated by a staff member. The director of the Lower School seminar develops a curriculum in cooperation with the Upper School seminar program. In Engaging Newcomers in Language and Content Education, students meet in advisory every day for 30 minutes and use Restorative Justice circles to support students and solve problems.

According to the Endicott survey, 92.6 percent of parents agree that the school has an advisory, mentoring program which provides their son or daughter with an adult in the school, in addition to his/her guidance counselor, with whom he/she meets regularly and who knows him/her well, and 60.2 percent of teachers agree that they actively participate as an advisor/mentor in the school's formal program or process to personalize each student's education experience. However, among students surveyed, only 59.0 percent agree that their school has an advisory mentoring program which provides them with an adult in the school, in addition to the guidance counselor, with whom they meet regularly and who knows them well, and 56.3 percent agree that there is an adult in the school who knows them well and regularly provides help toward success. Upperclassmen often feel that the nature of the seminar could be more pragmatic and specific to grade levels and wish for increased focus on post-secondary planning and college preparation and less specifically on mental health check-ins.

Lawrence High School has a commitment to the advisory/seminar program, as well as a formal, on-going program through which each student has an adult in the school, in addition to the school counselor, who knows the student well. Because students participate in these opportunities, all students at LHS receive support in achieving the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- school support staff
- Endicott survey

Standard 5 Indicator 4

Conclusions

In order to improve student learning through professional development, the principal and professional staff at Lawrence High School engage in professional discourse within academies 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.

Within the seven academies composing the school, teachers meet regularly in department or cohort teams to discuss teaching and learning practices. The Lawrence High School headmaster meets with academy principals once per week to discuss issues pertaining to teaching and learning. Teachers meet by department to review and analyze the data and make conclusions on instruction and best practices; however, these meetings are within academies. Faculty members feel that additional discourse related to vertical alignment and alignment across academies would be beneficial. Teachers often discuss how to stay on pace with the curriculum.

School-wide meetings are held every month to discuss various issues. The mentor program for new teachers provides significant opportunities for discourse with a peer, including opportunities for peers to observe lessons and to discuss best practices. Teachers are given the opportunity to observe each other's classrooms and department deans observe within academies weekly. Administrators and instructional coaches routinely visit classrooms conducting both formal and informal observations as well as follow-up conversations with teachers in accordance with the Massachusetts Teacher Evaluation protocol.

Lower School uses a system of Evidence-Based Teaching and Learning, including think-write-pair-share, higher order thinking, and higher order thinking (HOT) products designed to promote student learning. Recent professional development activities have included Evidence-Based Teaching and Learning, strategies to support English learners, curriculum development, and vertical alignment. Many faculty find that that access to outside professional development is not available across academies equitably and feel that targeted, formal professional development related to content and delivery would be valuable.

According to the Endicott survey, 66.7 percent of teachers agree that the school's professional development programs enable them to acquire and use skills to improve instruction and assessment, and 78.1 percent agree that input from supervisors who are responsible for evaluating their teaching plays an important role in improving their instructional practices. Teachers place value in the evaluation process and can cite examples of how the process has improved their teaching and provided them with valued feedback.

As a reflection of the demonstrated commitment 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; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. Thus, teachers are able to acquire the skills, practices, and ideas to improve curriculum, instruction, and assessment practices at Lawrence High School.

Sources of Evidence

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

Standard 5 Indicator 5

Conclusions

School leaders at Lawrence High School regularly use research-based evaluation and supervision processes that focus on improved student learning.

Lawrence High School uses a performance-based pay salary system in which teacher performance is linked directly to increases in earnings. Teachers are evaluated using the Massachusetts Educator Evaluation Teacher Rubric, which measures four standards: curriculum, planning, and assessment; teaching all students; family and community engagement; and professional culture. All four standards are linked directly to student learning outcomes and used to improve instruction through sustained reflection and implementation of feedback. Teachers and administrators use Teach Point software for tracking data and evaluation scores, based on the rubric. At the start of the school year, teachers and instructors engage in a goal-setting process through which teachers develop SMART goals for both student learning as well as professional practice. Throughout the year, teachers must submit evidence of their ability to meet all standards on the Massachusetts Teacher Rubric, in addition to evidence of the progress they have made toward their SMART goals. Administrators conduct two formal teacher evaluations each year, and during both the formative and summative evaluations, teachers are able to articulate how the evidence in their portfolio aligns to their goals. In an effort to track student progress and to ensure consistency within the instructional practice across the campus, school leaders engage in regular learning walks, using research-based rubrics to systematically collect data.

The administrators meet weekly, during which time they often discuss trends and best practices for meaningful implementation of the evaluation process in their respective academies. Administrators have participated in a number of professional development conferences about teacher and staff evaluation. New faculty members complete professional development related to the school's culture, goals, and evaluative systems. All teachers are updated throughout the year by receiving ongoing training related in this evaluative process. Teams of teachers and administrators, including the Lawrence High School headmaster, deans of humanities, STEM, and assessment, and coordinator of English learners (ELs), frequently perform targeted walk-throughs across campus, visiting classes to assess the use of strategies to support ELs, special education students, and more. Results of these observations are used to inform professional development and teacher support.

Because school leaders regularly use the Massachusetts Educator Evaluation Tool, implementing a research-based system that aligns the supervision process and evaluation process, improved student learning remains a school-wide focus.

Sources of Evidence

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

Standard 5 Indicator 6

Conclusions

The organization of time at Lawrence High School supports research-based instruction, professional collaboration among teachers within academies while defining and meeting the learning needs of all students; however, common planning time is less consistent for special education teachers.

The school's academies use a modified block schedule based around three, 90-minute and one 60-minute instructional period each day, plus an additional advisory/seminar period. The off-campus programs have different schedules to accommodate the needs of their respective students. Both the RISE program and the ENLACE program have adopted alternative schedules. The 90-minute periods used by the majority of the student population allow for in-depth, higher order teaching and learning. The additional instructional period and advisory/seminar period provide the required time for academies to provide for social-emotional learning and enrichment activities. The intentional use of three periods per day which are common across the primary campus provide opportunities for cross-over courses among the campus-based academies. The bell schedule allows the necessary flexibility for students participating in the Early College program to take classes at Merrimack College or at Northern Essex Community College during the school day and allows students participating in internships or work-based learning experiences or in the Greater Lawrence Vocational Program to leave campus at noon to participate in those programs. Teachers of elective subjects find that this schedule impedes the ability of students in Early College and work-based learning to enroll in elective courses.

Across campus, teachers attend weekly cohort and department meetings within academies. These meetings provide the opportunity to engage in curriculum and planning, assess student outcomes, and collaborate on student success plans to meet the needs of individual students. Teachers feel that they need to examine ways to increase common planning time within and across departments and academies. Vertical and horizontal planning time among academies and within school-wide departments is limited. Common planning periods in each subject area allow for regular collaboration between and among content-area teachers, special education, and support staff. At this time, common planning time is less consistent for special education teachers for whom collaboration and communication are often difficult to schedule. Scheduled full-day professional development across the campus occurs three days per year with two additional half-days providing additional PD time. Extended learning time (ELT) provides after-school time for teachers to support students and to meet and collaborate with colleagues.

While the organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students, when common planning time is also consistent for special education teachers, the school will be able to ensure that all students can be more fully supported.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- department leaders
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

Standard 5 Indicator 7

Conclusions

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

Across all academies at Lawrence High School, teaching loads and class sizes are calibrated in a manner that supports individualized learning and promotes effective instruction. Class sizes, depending on subject and level, range from fewer than 10 up to 30. Class sizes in special education and EL are often lower. The standard teaching load of five instructional periods plus one seminar/advisory means that the average teacher has a student load of 75-125 students. All English and mathematics classes in special education cohorts are taught by a content teacher and special educator or teacher resident to provide both behavioral and academic support. Two programs which address the specific needs of EL students new to the country, Engaging Newcomers in Language and Content Education (ENLACE) and the International Academy (INT), have class sizes that average between 15 and 20 students. Faculty members who are teaching in the RISE program, which serves students with behavioral needs, are assigned classes that are capped at 18 in order to adequately address the specific needs of individuals within that program. To further ensure that the needs of ELL students are supported, some core classes use a co-teaching model. Curriculum created for these programs is scaffolded and individualized to further support students enrolled in the program. As a result of these supports, many students' accelerated language acquisition allows for their transition into the Lower School Academy, Upper School Academy, or other pathways the following year.

According to the Endicott survey, teachers' perceptions of student load and class size are mixed with 45.3 percent of them agreeing that their student load and class sizes enable them to meet the learning needs of individual students, 41.3 percent disagreeing, and 13.4 percent feeling undecided. Despite their survey responses, the majority of teachers nevertheless orally express satisfaction with class sizes and teaching load. Eighty-seven 87 percent of parents agree that the number of students in their son/daughter's classes allows the teachers to meet his/her individual learning needs, and 70.6 percent of students agree that their class sizes are reasonable.

As a result of the concerted attention paid to managing both student load and class size at Lawrence High School, teachers are able to meet the learning needs of individual students across the seven academies.

Sources of Evidence

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

Standard 5 Indicator 8

Conclusions

The headmaster, working with academy principals and other building leaders, provides strong instructional leadership which is clearly rooted in the school's core values, beliefs, and learning expectations at this time.

At Lawrence High School, the leadership team is strong and highly effective under the leadership of the headmaster who oversees instructional practices throughout the academies. As prescribed by the Massachusetts teacher evaluation tool, all teachers create and review goals with their assigned administrator at the start of the year, after formative evidence is provided and as part of a summative assessment. This process allows for informed adjustments to instructional practice aligned with Lawrence High School's core values as well as those beliefs and learning expectations specific to each academy. Academy principals and academic deans meet regularly with the headmaster to explore and to prioritize academic initiatives with the goal of improving student outcomes and overall experiences. There is a continuous conversation about new ideas at the school, placing emphasis on rejuvenation while not losing sight of what has worked well. There is a steady stream of new ideas which spawn new initiatives in response to the changing needs of students. For example, visual arts "pathways" will be initiated in the 2020 school year to allow students to access arts electives in a logical and informed progression, starting in their sophomore year. Furthermore, some faculty members are given the opportunity to attend outside workshops, such as UnboundEd, Standards Institute, and the National Academy of Advanced Teacher Evaluation (NAATE), which target the improvement of instructional practices. Teachers believe that increasing these opportunities across academies will improve their ability to fully address 21st century learning expectations.

Faculty members who teach in high needs programs such as INT, LIFE, and RISE have opportunities to engage in targeted professional development to identify and to meet the learning needs of their students. For example, these teachers have recently received training in modifying lessons for special education students, writing language objectives, and evidence-based teaching strategies.

A campus-wide lesson plan template, created by the headmaster in concert with academy principals, facilitates the consistent use of content and language standards, predictable lesson flow and progress toward mastery, use of exit tickets, and creation of a higher order thinking outcomes. These plans are implemented across the school. The faculty finds that the school administrators provide strong and clear instructional leadership. According to the Endicott survey, 77.1 percent of teachers agree that the school-based administration provides instructional leadership that is consistent with the school's core values, beliefs, and learning expectations, and 64.3 percent of students agree that their principal is clear about what he wants the school to accomplish for all of the students.

Because the headmaster, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, the school functions as a highly effective learning organization focused on supporting its students.

Sources of Evidence

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

Standard 5 Indicator 9

Conclusions

While teachers are involved in meaningful and defined roles in decision-making that promote responsibility and ownership, students are only somewhat involved, and parents' involvement is limited and varied.

In order to involve teachers in the decision-making process, teacher leadership teams (TLTs) meet on a regular schedule with principals in their academy. The Lower Academy teacher leadership team meets with the administrators once per month for one hour to discuss a variety of concerns and ideas. Student leaders in the Student Government Association (SGA) meet regularly with building and academy administrators. Students feel empowered to approach academy administrators with ideas and concerns, yet the process involved in effecting change is long and often results in limited change due to the convoluted process. While the superintendent, from Lawrence Public Schools and PTO leaders from all schools throughout the district meet together once per month, parent involvement in decision-making at the high school level is limited. The school and the district go to considerable effort to engage parents. A full-time parent liaison works to connect parents with administrators and staff. While planned events such as cookouts and a Parent Gala serve to involve parents socially, parent involvement in defined, decision-making roles is somewhat limited in all but specialized programs. Both RISE and ENLACE use Restorative Justice circles with students to solve problems and to create solutions. At RISE, parents are invited to visit the school regularly and join students for lunch. Parents of students in various Advanced Placement programs are invited to be involved in showcase capstone events in the ALA and Upper Academy with a high rate of engagement. According to the Endicott survey, 47.8 percent of teachers agree that teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership, while 45.7 percent of students agree that they have input in important decisions made at the school.

Because teachers are involved in meaningful and defined roles in decision-making they are able to help promote responsibility and ownership; when parents and students are also fully involved, there will be more comprehensive input in decision-making which will promote increased ownership and responsibility among all stakeholders.

Sources of Evidence

- self-study
- students
- parents
- school leadership
- Endicott survey
- Standard sub-committee

Standard 5 Indicator 10

Conclusions

Teachers, across all academies at Lawrence High School, exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.

The faculty exhibits strong allegiance to and great pride in the school. Many teachers exercise initiative and leadership in the process of continuous improvement of school culture and student engagement in learning. Teacher leadership teams (TLTs) exist in each academy and liaise between the faculty and administration. These teams successfully foster collegiality while providing an avenue for faculty to voice concerns and to offer ideas and opinions regarding major school initiatives such as scheduling. In Upper School Academy, the TLT promotes smaller focus groups to problem-solve, share ideas, and promote school-wide events. Members of the professional staff across the school volunteer significant time personal time in the pursuit of school improvement.

In all areas of the school, teachers are involved in leading activities funded through contracted stipends as well as by leading enrichment programs on a volunteer basis. Many faculty members encourage students to participate in community-based programs as part of curricular work and after the school day. Faculty initiatives intended to increase student engagement in learning exist across the campus. Many teachers, in an effort to support struggling students, remain after school for extended learning time (ELT). ELT provides access to individualized instruction that leads to increased classroom engagement. Continuous engagement in curriculum revision and improvement in best practices also supports school improvement and increases student engagement. Faculty members feel that additional, targeted professional development time to support faculty initiatives could further support student engagement in certain academies. Students talk about their teachers as being very present in their lives and their willingness to provide support and encouragement while demonstrating a sincere interest in students' challenges and successes.

As a result of strong faculty initiative and leadership across all academies, Lawrence High School has experienced continuous improvement in many areas of student engagement in learning.

Sources of Evidence

- teachers
- students
- community members
- department leaders
- school leadership

Standard 5 Indicator 11

Conclusions

The Lawrence Alliance for Education, superintendent, and headmaster are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations, within the unique structural model created under the receivership.

When the Lawrence Public School District was placed in receivership in 2012, it created a unique model where an elected school board serves in a strictly advisory capacity while the Lawrence Alliance for Education, an appointed board, has assumed control of the district. The superintendent, hired in August 2018, reports to the Alliance. She is a strong advocate for family involvement. The campus headmaster works directly with the superintendent leading all Lawrence High Schools' seven academies. The Alliance, appointed by the Massachusetts Commissioner of Elementary and Secondary Education in the spring of 2018, and superintendent have demonstrated considerable collaboration and ongoing reflective practice. The Lawrence Alliance for Education has seven members, three of whom are also elected members of the school board. The first meeting of the Alliance was in February 2018. They engaged in a search process and hired the new superintendent.

This school year, 2018-2019, the district created a new position, assistant superintendent of curriculum and instruction. This person has begun working with the curriculum deans at the high school to support their work. The inclusion of members from the elected committee serves to further foster constructive and reflective collaboration. In its efforts to increase rigor and to achieve 21st century learning expectations, school and district leaders regularly provide essential information via email newsletters to staff. The superintendent and campus headmaster meet once per week. Information from those meetings is shared with academy administrators and faculty via meetings and email. Both the superintendent and headmaster have a strong level of visibility.

As a result of the collaborative, reflective, and constructive relationship that exists among the appointed Alliance for Education, the superintendent, and the headmaster, their constructive collaboration supports students' achievement of Lawrence High School's 21st century learning expectations.

Sources of Evidence

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

Standard 5 Indicator 12

Conclusions

The Lawrence Alliance for Education, the elected school board, and the superintendent consciously provide the Lawrence High School headmaster with sufficient decision-making authority to lead the school.

A key component of the Turnaround Plan was the adoption of an open architecture model that shifted resources and decision-making authority from the central office to the schools. While the staff fully embraces the open architecture model, the current discussion at Lawrence High School stems from balancing autonomy with accountability and the need for some uniformity of shared experiences for students.

One of the most powerful aspects of the visit was discussion with staff, students, and leadership about the horror of the September 2018 gas explosion and the ensuing galvanizing effect it continues to have on LHS. As staff members, students, and school leaders reflected on the horror of the gas explosion, they speak to multi-faceted and widespread support throughout the school and community that defined the aftermath. There are students and staff who, seven months later, had not yet returned to their homes, who lost homes, and who depended on the school for food, supplies, and clothing. Students speak of the leadership team and the teachers as their life raft, not only during a time of community crisis of the magnitude of the gas explosion but also every day.

The headmaster has a clear and well-articulated vision for the school. His history with the district provides him with the ability to navigate the challenges of moving a school once divided by multiple schools within a school to Lawrence High School as it is currently defined as one school with seven learning academies, a single graduation day, and a diploma that reflects personalization and unity. The headmaster skillfully navigates this issue, inviting input and seeking ideas from his staff. The headmaster and building administrators have the authority to set the direction for the campus in curriculum, instruction, and school culture.

The Lawrence High School campus headmaster meets with the superintendent and central office leadership team once per month at which time they discuss district issues. The headmaster shares secondary education issues with principals of each of the seven academies in the weekly campus leadership meetings during which this group collaborates in making decisions that impact the high school. Principals of each academy have authority over employment and termination of staff, with consultation with the campus headmaster. Academy principals determine the use of operating budget, and many academic areas, such as intervention support, instruction, culture system, academy-wide professional development, and extended learning time structure. In the Lower School Academy, staff meet after school on Thursdays for academy-wide professional development. The logs and notes are kept in Google Drive folders. Academy principals have autonomy and flexibility relative to the structure of the daily schedule in their respective academy.

As a result of the open architecture model and its emphasis on autonomy and local control, the Alliance, the school board, functioning in its advisory capacity, and the superintendent provide the headmaster with sufficient decision-making authority to lead the school.

Sources of Evidence

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

Standard 5 Commendations

Commendation

The unifying impact of the displays and the showcasing of visual and performing arts that builds a positive culture of shared ownership and pride

Commendation

The school's careful planning and master scheduling that creates reasonable class sizes and teaching loads which maximize student success

Commendation

The school's dedication to creating and growing the advisory/seminar period that provides for an adult connection for each student beyond the guidance counselor

Commendation

The level of autonomy, decision-making authority, and support granted to the Lawrence High School headmaster and academy principals which allows them to run the school

Commendation

The sense of "I Am Lawrence" that fosters a prevailing safe and supportive culture supporting student learning

Commendation

The highly effective use by the campus leadership team of the DESE evaluation tool to focus on teaching improvements and promote student learning

Commendation

The high level of visibility of the headmaster and his deep commitment to the well being of the students and staff

Commendation

The passionate faculty and staff who willingly invest energy and time into supporting student growth and well-being

Commendation

The impressive level of content expertise and high level of true investment by teachers into providing outreach and support for students who greatly value and respect their teachers

Standard 5 Recommendations

Recommendation

Create and implement a plan for teachers to meet as departments across academies to foster a greater sense of a "whole" Lawrence High School and to work on curriculum alignment

Recommendation

Examine the benefits of adding department head positions as a potential avenue to unify faculty across academies and to support curriculum alignment

Recommendation

Create continuity in advisory/seminar classes from grades 9 through 12

Recommendation

Increase content-specific professional development coupled with training in ways which will raise the level of integrating digital literacy among students and staff

Standard 6 Indicator 1

Conclusions

Lawrence High 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.

The thoughtful student-centered redesign at Lawrence High School has organized the high school into seven academies that improve student proximity to the services and supports that they need to succeed. In this system, placement in an academy constitutes a timely, coordinated and directive intervention. Placement in ENLACE and International Academies are an intervention for newcomer students with high EL needs, while placement in RISE Academy serves to support students with trauma-focused needs. The school-wide intervention is available for all students as is the crisis intervention team, which was critical in managing student and staff needs during the September 2018 gas explosion in South Lawrence. Students felt strongly that the school was integral in its comprehensive response and level of support extended to students and families impacted by the explosion.

Within academies, multi-tiered systems of support differ. In the Lower School Academy, teachers are organized into cohorts that share common students, and weekly teacher meetings are used to identify at-risk students and to make digital referrals to an identified student support team using anecdotal evidence provided by teachers. The student support team is in its developing stages of being able to use data to prescribe interventions. Extended learning time can be prescribed to students for additional support, who receive additional academic support via an extended school day. Other interventions are also available targeted toward specific needs, such as the MCAS Boot Camp designed to boost preparation for the assessment. Acceleration Academies aims at using time during school vacations to target credit recovery, and Saturday School serves as an attendance intervention to help students remediate attendance based failures. At the Upper School, teachers recently voted to discontinue ELT; however, MCAS Bootcamp, Acceleration Academy, and Saturday School remain. While the Upper School Academy does not have a student support team presently, counselors in the Upper School meet weekly with teams that include deans and teachers. Upper School teachers are organized in cohorts based on available planning periods rather than the deliberate design based on shared students in place at the Lower School. This organization creates a challenge for teachers to convene, discuss students' needs, review data, or collaborate to provide Tier 1 supports. Teachers of the Upper School Academy not only provide paper-based referrals to school counselors but also use other methods such as email, phone calls, drop-ins and text messages to refer students. The Abbott Lawrence Academy has its own system of tracking academic data to identify students at risk and have dedicated counselors that provide social-emotional supports. The RISE, ENLACE, and LIFE programs have built-in interventions designed to serve their students, many of whom are deemed to be at-risk and of high need.

With regard to social-emotional interventions, Restorative Justice is used as a conflict resolution tool and suspension diversion strategy in RISE, where the practice has been embedded in its culture since inception, and in ENLACE for the past three years. This practice is emerging in the Lower and Upper Schools with community circles beginning, as facilitators are trained. LSA and USA are working to build capacity to fully implement Restorative Justice in the future. The Social-Emotional Learning program that Lawrence High School has included in its two- and five-year plans are designed to improve sustainable systems of support in this area. Starting next year, the SEL plan will provide training for faculty regarding Kernels of Practice for SEL that will be used by content area teachers. Presently, the Abbott Lawrence Academy and the LIFE program rarely implement any forms of community circles or Restorative Justice.

Because the school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, each student is supported in achieving the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- teachers
- central office personnel
- school support staff

Standard 6 Indicator 2

Conclusions

Lawrence High School consistently provides information to families, especially to those most in need, about available student support services; however, parents do not find the school's website links to be simple to navigate and are not clear on how to access the website as the primary source of up-to-date information.

Lawrence High School employs a variety of methods, tools, and systems to communicate information to families. The student data system, PowerSchool, allows for parent access to student performance and grading information and support services to support parents in establishing access to the portal. Support services staff use other traditional means of communicating with parents, such as email, letters, telephone communications, and text messages. Postal communication is used regularly to, for instance, orient families to services available through special education and English language learner programs. Communications, such as letters informing parents of services in large scale programs, acceleration academies, or MCAS Boot Camps, are also regularly provided in both English and Spanish in recognition of the widespread language needs of the community. For high need families, counselors, in conjunction with deans and employees in a specialized parent liaison role, engage in home visits with families to communicate important information. Additionally, parent liaisons are used creatively to make contact with parents when circumstances for doing so are difficult.

Lawrence High School's website exists as a communication tool, and the information on the website is easily translated into a multitude of languages with a simple click. However, teachers and parents find that information on the website about support services needs both clarification and simplification. Information about a student's counselor and the services provided by the counseling program is not organized in a clear or intuitively accessible fashion on the website.

Families are welcome to come to the health services office, located on the campus, or the guidance department in order to gather information about school-based or community resources or to make an appointment with school counselors. Across academies, an open-door policy is maintained, and counselors and health services make an effort to accommodate parent drop-ins. The school hosts a variety of functions, including Cafe Con ENLACE and Dancing with the Stars--LHS Edition designed to attract students, parents, and guardians to attend.

While Lawrence High School consistently provides information to families, especially to those most in need, about available student support services, when the student support services staff simplifies the links on the school's website and provides parents training for on how to access the website while encouraging them to use it as the primary source of up-to-date information, the school will greatly enhance parents' access to and awareness of student support programs, opportunities, and avenues for assistance.

Sources of Evidence

- self-study
- teachers
- parents
- community members
- school leadership
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 3

Conclusions

Among the support services staff, the use of technology varies in providing an effective range of coordinated services for each student.

While each designated branch of support services manages its respective data points in an organized and deliberate manner, essential school stakeholders have limited access to important findings and related support service requirements. For example, while the health care service providers are consistently using technology to deliver an effective range of coordinated services for each student, teachers do not have user-friendly electronic access to important health-related, student information. Healthcare providers use HealthOffice to record their findings; yet, PowerSchool, the primary learning management system for teachers, does not include access to any of the information stored in HealthOffice. Therefore, the health care providers must print out reports and deliver them to teachers or attach them to emails as needed.

Teachers have to use numerous platforms to complete basic managerial tasks such as signing on to Microsoft Outlook to send an emails, logging on to PowerSchool to take attendance, posting an office referral on Dean's List, calling up Google Classroom/Docs to plan and share resources, and book appointments via an online calendar to access computer labs/Chromebooks. At the same time, special education teachers are using eSped, the current IEP case management system, which is not currently being electronically accessed by regular education teachers. As a result, the special education teachers must also print or email all related docs to teachers as needed. Availability of assistive technology for students with varying needs is limited, which impacts the ability to deliver an effective range of coordinated services for each student.

In the school counseling program, technology use is inconsistent , creating inefficiencies in the provision of services to all students. The school counselors use free to use MEFA Pathways software to work with students on college and career planning and anticipates that the software will be compatible with the Common Application in the 2019-2020 school year. Counselors do not have a centralized software system to facilitate document submission to colleges. They use SendEDU and Common Application for digital submission where appropriate and send paper materials when necessary. Students request materials to be sent to colleges at their senior meetings via email, send their requests through Common Application or SendEDU to submit documents. However, they do not have a centralized means to request materials to be sent to schools electronically. The guidance department is working closely with GearUP, a preferred community partner dedicated to promoting college readiness across the whole school, but GearUP does not have access to essential information such as a student's GPA, despite its being a highly accessed resource for college exploration in some of the academies. For scheduling, counselors do not use course selection functions in PowerSchool in the Upper School, the academy that has the most complex demands on the scheduling process. Instead, students complete course requests using paper and pencil, and the counselors enter student requests by hand into a spreadsheet. The clerical tasks associated with managing multiple systems for materials submission for college applications, as well as the lack of a streamlined process for scheduling, seriously constrain counselors' time and ability to deliver comprehensive services to students.

Each academy uses a different online system to track data relevant to the needs of the students they are serving, which limits and restricts any fluid movement between the programs. Grade level assessment data is not being shared or reviewed in a way that maximizes its ability to inform instructional practices, particularly in the Lower School and Upper School Academies. Sometimes, delays in deploying needed student support services are caused by having to sort through student data points from multiple platforms.

When support services staff consistently use technology to deliver an effective range of coordinated services for each student, student learning and well-being will be better supported, the school will be able to streamline functions within and across all academies and programs, and student learning and well-being will be better supported.

Sources of Evidence

- self-study
- teacher interview
- teachers
- central office personnel
- school support staff

Standard 6 Indicator 4

Conclusions

At this time, school counseling services at Lawrence High School do not have an adequate number of certified/licensed personnel and support staff to deliver a written, developmental program; meet regularly with students to provide personal, academic, career and college counseling; engage in individual 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 in ways which are most effective.

While the number of counselors may not be the central issue, the lack of other support personnel creates concerns. The Lawrence High School faculty sees the need to ensure sufficient staffing in counseling/guidance services and to develop and implement a systematic Social Emotional Learning (SEL) program as crucial. While the faculty celebrates the work of their school counselor colleagues, they find them to be overworked, having to respond to the tremendous needs of a diverse, urban student body. According to the Endicott survey, only 46.8 percent of teachers agree that the school has sufficient certified/licensed counseling personnel and support staff. The school employs seventeen school counselors distributed across the seven autonomous academies and the counselors in each academy report to different building leaders. Current counselor to student ratios are within the ASCA recommended ratio of 250:1, ranging from the highest ratio of 240:1, occurring in the Lower School Academy, to the lowest ratio of 90:1 in the therapeutic, high social-emotional need RISE Academy.

School counselors have difficulty balancing the need to provide a complete range of academic, personal-social and career counseling services for all students with the immediate need to triage crisis needs, meet the counseling needs of students with those supports defined in their IEPs and 504 Plans, and carry out their non-counseling tasks such as testing, scheduling, and college document submission. Presently, the multi-tiered systems of social-emotional supports are limited with the school counselor being the primary intervention for the spectrum of student needs. While many of the school counselors have a social work background and credentials, Lawrence High School does not employ designated social workers or adjustment counselors. Thus, school counselors serve functions often related to social worker and school adjustment counselor roles. Counselors do not have clerical support and are responsible for clerical tasks, including writing student passes, distributing 504 Plans to teachers, and submitting transcripts and other materials to colleges. Counselors are also responsible for building student schedules, This process consumes a significant amount of counselors time, especially at the Upper School.

The counselors are distributed across the academies, which creates a transition for students and counselors as students shift from ENLACE, International, and Lower School Academy into the Upper School Academy at a key point in their high school career. Counselors at the Upper School welcome students from the feeder programs, build a rapport with students and their families, and begin to understand how to support their various academic, post-secondary, and personal needs. At the time of the visit, counselors in the Upper School identified this as an additional and significant challenge in being able to adequately address student needs. The lack of clerical support, inefficiencies in technology use, the broadly defined roles and responsibilities of the school counselor, and the lack of specialized personnel dedicated to supporting Tier 3 social/emotional interventions combined with the high needs of the student population align to create considerable challenges to the counseling staff.

The school is in the beginning stages of creating a developmental school counseling plan. Upper School counselors have written guidelines, but not a comprehensive plan for which they engage in specific tasks, such as building schedules, reviewing graduation progress, selecting and finalizing courses, and developing plans for after graduation. The organization of the school counselors into the various academies has created disjointed leadership and supervision for the school counseling staff that impacts their ability to deliver a comprehensive plan. Counselors across academies neither meet, aside from transition conversations as students shift academies, nor have discussions about coordinating developmental experiences across a student's time at Lawrence High School. A proposal for unifying the counseling staff, 9-12 as a campus-wide staff has been proposed as one way to reorganize existing staff to address the counselor workload challenges.

The counselors make a concerted effort to meet with students individually for specific tasks such as scheduling, graduation requirement reviews, and post-secondary planning. Counselors also meet with students in groups through structures such as seminar classes, which are grouped alphabetically by last name which also corresponds to how counselor caseloads are organized. Lawrence High School partners with outside organizations, such as GEAR UP for supplemental post-secondary planning. Riverside Trauma provides supplemental grief and crisis counseling, and Greater Lawrence Family Health Care provides an on-site clinician to address the high needs of the student population.

The Lower School Academy has developed a student support team that is beginning to use ongoing, relevant assessment data to improve services and ensure each student achieves the school's 21st century learning expectations. While teams exist that use student data at the Upper School, the intent is to extend the student support team model to the Upper School in order to make this practice more systematic.

When the school's 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; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations, the counseling and support staff will be able to better meet the spectrum of student needs.

Sources of Evidence

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

Standard 6 Indicator 5

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; conduct ongoing student health assessments; and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

There are four registered nurses and one LPN on staff. Additionally, the Greater Lawrence Family Health Center has a school-based model that provides all services of a health center: physicals, behavioral health, nutritional health care, and reproductive health care. The team of five provides direct, preventative, and ongoing care to students across the entire campus. Direct care includes responding to emergencies, distributing medications, and intervening/overseeing more complex medical needs. Preventative care includes universal screening tests for hearing, vision, weight, and scoliosis. Ongoing care involves health care planning, staff education about medical conditions and treatments, follow-up on sports-related injuries, follow-up with primary care physicians, and ongoing assessment of student needs. There is a strong system of extensive case management which includes the creation of individualized health plans for all students. Additionally, the International Academy has its own full-time nurse and partners with the Greater Lawrence Mobile Family Health Center which provides bi-annually comprehensive health services. The nursing staff works alongside the athletic department, the athletic director, and the sports trainer to provide sports-related care and services.

While the nurses diligently and effectively meet the needs of the students, which includes sending out referrals to various outside agencies and sending information home to parents/caregivers as needed, The teachers have limited access to medical information, as it is not currently accessible via PowerSchool. Outside of their annual professional development focused on universal precautions, teachers do not have much contact with the nursing staff at the school. According to the Endicott survey, only 44.8 percent of teachers agree that the school has sufficient certified licensed personnel; nevertheless, since the existing team of five has strong systems of support, the needs of the 3,300 students appear are adequately met with this number of providers on site.

Because 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; and use ongoing, relevant assessment data, including feedback from the school community, the school can continually improve services and ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

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

Standard 6 Indicator 6

Conclusions

The library/media services at Lawrence High School are rarely integrated into curriculum and related instructional practices and have a limited 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; and 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.

While a library/media services committee was recently formed to develop short and long term plans for integrating library/media services more fully into the school's curriculum, the library/media services program still finds itself in the beginning stages of becoming an established school resource for learning. According to the Endicott survey, only 12.4 percent of teachers agree that library/information services personnel are actively engaged in the development and implementation of the school's curriculum, and only 9.5 percent of students agree that students use the library/media center on a regular basis for assignments or research. The new library/media specialist is committed to establishing connections and providing curriculum support for all of the school's academies as well as increasing emphasis on the integration of technology throughout the library/media center. Specifically, there are conversations underway regarding digital sources, databases, working with teachers in planning and supporting units of study, and starting up school-wide reading initiatives. However, current instructional planning meetings continue to be occurring informally and infrequently, and the outdated materials located on the shelves do not support the school's current instructional objectives.

With the creation of the ALA, the size of the library/media center was significantly reduced. The scope and accessibility of library/media services have been truncated with the loss of space, coupled with a reduced budget. Some students, typically those from ALA, access the library/ media technology available for student use at various times throughout the school day. Most students from the other academies do not use the library/media center. The library/media center has eight desktop computers, two Chromebook carts, and a printer available for student use, but not all academies feel invited to access these materials as the library/media center seems to be perceived to be for Abbott student use only.

Access to circulation books and other physical resources is limited because only 2,000-3,000 volumes that range in quality and relevance are located on-site to support a student population of 3,300. Additionally, many of the books, particularly those located in the nonfiction collection, would not be appropriate to lend out for use, as their findings are outdated or obsolete. While some efforts have been consciously made to bring in some school resources for learning, such as building a multicultural young adult collection of novels, the library/media services staff has not yet completed an audit of all of the resources available district-wide, comparing the results to data collected from all academies and programs at the school on the school's needs. Likewise, the library/media services staff has not yet established a pipeline to other public and school-based libraries, so that students at LHS could gain greater access to local resources.

All students have access to online resources provided by the Learning Commons website, but their access to the library/media specialist and the related support services varies program to program. While the library/media center is open and staffed before school and throughout the school day, it is not open after school due to staffing constraints. Moreover, while the school administrators have made conscious efforts to appropriately staff the various instructional teams by design, the library/media services team is significantly understaffed, falling under the NEASC guideline of having one library/media specialist per 400 students in this school of over 3,000 students.

When the library/media services at Lawrence High School are integrated into curriculum and related 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; and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services, the school will be better able to ensure that each student is supported in achieving the school's 21st century expectations.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- students
- school support staff
- school website
- Standard sub-committee

Standard 6 Indicator 7

Conclusions

Support services for identified students, including special education and Section 504 of the ADA, do not 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; 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. There are, however, adequate services in place for English learners.

There are only three evaluation team facilitators (ETFs) and one clerical staff member serving approximately 530 students with diagnosed specific learning disabilities. ETFs are required to hold all IEP and 504 Plan meetings, which include annual reviews, re-evaluations, and team meetings that are reconvened and do not include potential determination meetings for special education referrals. The clerk supports the three ETFs in translating all documents and interpreting for all students and families. There is one transition specialist, who works primarily with the students assigned to the LIFE program and completes 688 Referrals to the Massachusetts Rehabilitation Commission. There is also a teacher who provides some vocational support for LIFE students. The school also has two psychologists, mainly evaluating students, and a guidance department attempting to meet the mandated counseling services as written in IEPs. Other specialists such as ABAs, SLPs, and OTs are district personnel sent out to schools as needed. The lack of available service providers hinders or prohibits cross-communication, consultation services, and the quality of the service delivery to meet students' needs.

There are only eight certified special education teachers in Upper School Academy, and eleven certified special education teachers working in the Lower School Academy, who are responsible for teaching resource classes and providing push-in services to content area teachers. The push-in services include supporting differentiation of materials for content area teachers, providing consultation services to general education teachers, and managing student caseloads, which encompasses writing reports, documenting progress, and meeting with students and families. Although the Upper and Lower Academies have teachers pushing in to provide these supports, there is insufficient time for co-planning as well as professional development to support a comprehensive inclusion program. Implementing inclusion without these supports impacts appropriate service delivery to students with IEPs or 504s.

According to the Endciaott survey, 57.2 percent of teachers agree that support services personnel collaborate with all teachers, counselors, targeted services, and other support staff to achieve the school's learning expectations. Student support personnel make up only 13 percent of the school's total staff. Students identified as individuals with a severe disability attend the LIFE (Learning Independence for Everyday) program, which enrolls approximately 120 students. It is directed by an assistant principal and supported by 11 teachers, one long-term substitute, 25 paraprofessionals, and a .5 counselor. The students in the LIFE program were recently provided opportunities for inclusion in general education elective courses.

Implementation of more inclusion is desired by the professional staff. With the new district head of special education, there is a new plan being developed specifically addressing the area of inclusion at the high school. Some students, who are identified as having emotional impairments and/or experiencing trauma, are referred to RISE, an off-campus academy. RISE provides myriad support services through community partnerships and opportunities for post-secondary transition support, such as YouthBuild and the Lawrence Youth Team. Since RISE has a specific needs, outside partners provide most of its support services including counseling, and functionality is managed separately from the main LHS campus. Opportunities to collaborate on best practices and data are compromised for special education teachers and support staff across all academies. The professional staff desires a more streamlined system to disseminate and to gather information about students so that all service providers, including general education teachers, can provide the necessary resources for students to be more fully included and to make effective progress toward their IEP goals. The absence of a streamlined student information system makes managing student transition between academies an arduous task for staff. Because there is a sense of separation among academies, particularly with regards to special education, the profession staff wishes for cross-academy teacher collaboration time and additional professional development opportunities.

English learners (ELs) are well served at Lawrence High School through a number of programs. There is a clear process for determining student needs and placing students in the appropriate settings, either ENLACE or International Academy. These programs provide intense ESL instruction and social-emotional support while also delivering a curriculum aligned with Common Core Standards. Teachers and support staff in these programs are all certified and demonstrate a clear understanding of individual student needs while maintaining a unified goal to increase students' ELD levels and to obtain a high school diploma. There is a clear transition plan for students moving from ENLACE or International Academy into the USA or LSA, where they continue to receive appropriate ESL supports in a general education setting. All students identified as English learners participate in the ACCESS assessment annually, and progress is monitored by ESL staff. ACCESS data and additional comprehensive assessments are used and reviewed to determine student placement, to inform practice, and to determine any other necessary interventions. There is a language acquisition team (LAT) at each academy that works with teachers to develop Success Plans for students not making sufficient progress. Entering students are also screened for SLIFE status (Students with Limited or Interrupted Formal Education) and, if so identified, are enrolled in specifically designed SLIFE courses that serve their needs. At this time, not all LHS teachers are SEI endorsed, but significant progress underway in meeting this goal. Teachers are aware of EL needs in all of their classes and across all academies, and RETELL strategies are delivered with intention and consistency. ELs from all academies are able to participate in all co-curricular activities and a variety of electives. Although each of the seven academies has its own practice and protocols, the needs of ELs are clearly being met, so that these students are able to achieve 21st century learning expectations.

While there are adequate services in place for English learners, when support services for identified students, including special education and Section 504 of the ADA, 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; and perform ongoing assessment using relevant data, including feedback from the school community, to improve services, students will benefit from the supports and targeted services, and teachers will be able to more effectively use ongoing assessments and relevant data necessary to support students in achieving the school's 21st century expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- department leaders
- school leadership

- school support staff
- Endicott survey
- Standard sub-committee

Standard 6 Commendations

Commendation

The presence of strong relationships among faculty and students, lending students access to a wide variety of interventions for the most at-risk students

Commendation

The excellent array of coordinated outreach efforts, and a common belief that the school will do everything that it can to help a student succeed

Commendation

The dedicated, highly skilled counseling staff working above and beyond to serve in multiple roles

Commendation

The dedicated, well-organized, committed student support team that approaches its work with professionalism and high standards for overall care

Commendation

The consistent budget for library/media center resources dedicated to support students in achieving the school's 21st century learning expectations

Commendation

The dedication and vision of the library/media specialist working to create viable services within limited space

Commendation

A wide variety of support services for English language learners, including highly specialized and accessible supports for students with the highest level of need

Commendation

The hard-working and talented special education team that celebrates student accomplishments and shares a common vision around continuous improvement

Commendation

The strong outreach and partnerships with local agencies to support the mental health and post-secondary planning needs of the community

Commendation

Standard 6 Recommendations

Recommendation

Rectify the variances which currently exist in the implementation of systemized multi-tiered intervention strategies across all seven academies

Recommendation

Develop and implement a plan to accommodate technology needs, including centrally housing student information so that it can be communicated to all stakeholders through a student data management system and ensure that assistive technology needs of special education students are fully met

Recommendation

Evaluate and reorganize school counselor structure, roles, and responsibilities to ensure sufficient staffing to deliver comprehensive services and a multi-tiered system of social-emotional supports

Recommendation

Develop and implement a school-wide, comprehensive, written, developmental school counseling plan across all seven academies

Recommendation

Adopt a more unified student information system that allows for better collaboration to occur among student support services and instructional staff

Recommendation

Ensure adequate staffing of and space for library/media services so that all students have equitable access to these resources, and invest in library/media center resources that strengthen the relevance and connection between stated goals/objectives across all academies

Recommendation

Provide time and resources for teachers to collaborate with their co-teachers, and increase the number of inclusive learning opportunities for all students

Recommendation

Effectively communicate the range of available supports to all stakeholders

Standard 7 Indicator 1

Conclusions

While the community and the district's governing body provide some dependable funding for a wide range of school programs and services, professional and support staff, ongoing professional development and curriculum revision, technology support, equipment, and instructional materials and supplies, funds are limited and, in some areas, funds are temporary.

Funding for Lawrence High School is at 95 percent Chapter 70 state funding. In fiscal year (FY) 2019, the total district budget was approximately \$194.2 million with \$184.1 million in Chapter 70 funding and 10.1 million from municipal funding. In FY 2018, the district budget was \$189 million, and, in FY 2017, the budget was \$181 million. Per pupil spending was approximately \$12,646 in FY 2019, \$12,357 in FY 2018, and \$12,314 in FY 2017. Lawrence High School receives additional funding for a variety of programs in the form of grants. This is evidenced by the School Redesign Grant (2016-2020). The funds are based on the four key research-based turnaround practices as identified by the Massachusetts Department of Elementary and Secondary Education. In FY 2017, the grant provided \$284,000; in FY 2018, \$864,000; in FY 2019, \$557,000; and in FY 2020, \$145,000, for a total budget of \$1.85 million over four years. While the 402 person staff - which includes 279 teachers - represents an increase of four total staff members when compared to 2018, the professional staff is concerned about a lack of support staff, specifically in the areas of paraprofessionals, English language learner support, and the absence of the social workers to help work with students in crisis or trauma.

Lawrence High School provides a wide range of school programs and services as referenced in the Program of Studies. These programs and services are dispersed throughout seven academies: Abbott Lawrence Academy, Engaging Newcomers in Language and Content Education, Upper School Academy, Lower School Academy, Learning Independence for Everyday, RISE, and the International Academy. The RISE academy is funded partially by both the campus budget and grant funding. Other programs offered to students at Lawrence High School include Massachusetts Interscholastic Athletic Association sports and Unified sports in conjunction with the Special Olympics teams for basketball and track and field. Lawrence High School also offers a wide variety of clubs including the Art Club, Book Club, Chess Club, Coding Club, Dance Club, Drum Line, Gender and Sexuality Alliance, Robotics, School Newspaper, Pep Band, National Honor Society, and the U.S. Army Junior Reserve Officer Training Corps, which is designed for those students who want to learn about citizenship and leadership.

Lawrence High School provides bus transportation to and from school to most students. Students in South Lawrence are not provided with busing. These students either walk, take public transportation, use taxi/Uber services, or arrive and depart via family-provided transportation. Busing is funded at the district level. Late buses are offered at various points throughout the afternoon and evening. This gives students access to a variety of programs and services, as well as the free dinner program which is provided to all students. Free breakfast, lunch, and dinner are also offered to all students.

Professional development funding is allocated as part of each academy's budget, and it is guided by the specific needs of each academy. Future-campus wide professional development is being planned around social-emotional learning which is a stated goal set forth in the two- and five-year plans. Support for technology is provided by the district through the Information Services and Technology department. In 2017, the technology budget for the district was \$741,748.35. In 2016, that budget was \$581,891.76. Technology support is limited to hardware-based issues. Teachers desire more opportunities for learning and training in using technology-based learning tools. Instructional materials and supplies are adequate in many areas. However, there are a few areas of deficiency, such as paper shortages, lack of accessibility to sufficient and functioning Chromebooks, as teachers have limited access to this technology, and, for students who bring their own devices, WiFi access is not available for student use.

While the community and district's governing body provides dependable funding for some programs and services, these funds are limited in some areas or temporary in the form of grants; an increase in this funding, specifically in the areas of support staff, technology support, and instructional materials, would allow students to be better able to achieve the 21st century learning expectations.

Sources of Evidence

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

Standard 7 Indicator 2

Conclusions

While Lawrence High School consistently funds programs to ensure the maintenance and repair of the building and school plant, maintain, catalogue, and replace equipment, as well as to keep the school clean on a daily basis, there are inconsistencies in the development and planning of those programs.

The school has a process for gathering and processing comments and concerns about school maintenance, which includes sending an email to the appropriate academy principal or expressing that concern via a direct email to facilities director. Both of these contact mechanisms ensure repairs and maintenance are completed in a timely fashion. The school does not have written or electronic schedules and programs that address maintenance of and repairs to the building. The funding for maintenance and equipment replacement is historically sufficient to cover the cost of ordering cleaning materials, supplies, equipment maintenance, custodial overtime, one facility manager, one administrative support specialist, nineteen custodians, and nineteen student custodians. The custodial team works across two shifts to maintain the cleanliness and usability of the building. While the building is widely considered to be clean, one area of concern is the presence of mice in some classrooms, restrooms, and common areas. Custodians conduct all regular maintenance on myriad electrical needs, e.g., heating-ventilation-air conditioning (HVAC) units, including filters, belts, and fans; doors; windows; and light bulbs. Custodians are also responsible for repainting and general cosmetic building repair and refurbishing, as needed. At the conclusion of each school year, the facilities department conducts an extensive cleaning process of the entire facility, including the stripping and waxing of all floors, pressure washing and disinfecting ceiling tiles and bathrooms, vacuuming and shampooing all rugs, washing all doors, and replacing any deficient light bulbs and ceiling tiles.

Longer-term maintenance is provided by the City of Lawrence Department of Public Works. Examples include large-scale HVAC maintenance and general maintenance for the boiler, fire alarm, elevator, as well as roofing, pest control, chemical treatment for heating and cooling systems, and annual tests for Legionnaires' bacteria in the cooling towers. The facilities director oversees the inspection, maintenance, and operation of mechanical and building systems. This includes facility walk-throughs and daily inspection of boiler and chiller rooms, pumps, lights, locks, doors, and alarms. Full-time custodians and part-time, student janitors clean and maintain all classrooms, offices, hallways, stairwells and common areas such as the performing arts center, lecture hall, field house, nurse's suite, and cafeterias. At 5:00 a.m. each day, the boiler room and chiller room are inspected for daily operation. The school's facilities team provides Massachusetts compliant fertilization for the athletic fields and open grass areas. Lawn care is provided by custodial staff who also shovel snow as needed. Private contractors are hired to assist with snow removal on the surface roads that feed and serve the campus. Indoor equipment includes auto scrubbers for floor work; dust mops, brooms, vacuums, trash barrels, and recycling bins; pallet jacks; nine snow blowers, two skid steers; one front-end loader, and two commercial lawnmowers.

When Lawrence High School consistently develops and plans programs to ensure the maintenance and repair of the building and school plant, the means to properly maintain, catalogue, and replace equipment, as well as to keep the school clean on a daily basis, students and staff will benefit from a physical plant that is better positioned to meet the challenges and costs associated with upkeep needs that arise in the future.

Sources of Evidence

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

Standard 7 Indicator 3

Conclusions

The community minimally funds and the school does not play a major role in implementing a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements.

The Lawrence Alliance for Education and central office monitor enrollment and consider long-term planning for the district. However, a long-range plan is not in place to guide future decision-making in any of these areas. Lawrence High School has experienced increased enrollment over the past two decades, from approximately 1,962 students in 1999 to 3,304 students in 2017-2018. Newcomers, including refugees, regularly move to the city, which results in fluctuations in the enrollment numbers within any given school year. At this time, the community does not know how it will fund, and the school will implement, capital improvements in the future. The Lawrence Alliance for Education, along with the administrators, will determine how these funds are allocated. According to the Endicott survey, only 26.4 percent of teachers believe that Lawrence High School has a long-range plan to address facilities, future programs, services, staffing levels, and capital improvements.

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, Lawrence High School will be able to more adequately respond to the demands of a growing and fluctuating student population, while providing students with the tools needed to achieve 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- Endicott survey

Standard 7 Indicator 4

Conclusions

Faculty and building administrators at Lawrence High School are somewhat involved in the development and implementation of the budget.

The building administrators are the main contributors involved in the development and implementation of the budget. Each of the seven academy principals has autonomy over his or her implementation of the budget. A majority of those funds is allocated to faculty and staff members' salaries. Secondary considerations include that which each principal deems as a priority based on the direction and needs of a particular academy. The needs of each academy are communicated to the headmaster and assistant headmaster by the principal, and, collectively, a budget is determined based on the number of students in the academy, number of teachers and support staff, and those identified areas in need of financial support.

At LHS, faculty and department area leaders do not have direct involvement in the budget process. The Teacher Leadership Team (TLT) members for each academy review the budget with their respective principal. The TLT acts as a voice for all departments with regard to budget requests. While principals do not speak or advocate publicly on behalf of the school budget, the overall school budget is discussed publicly by the Lawrence Alliance for Education (LAE) that oversees the Lawrence Public School district for the state.

When the faculty members become more actively involved in the budget process, there will be greater ownership of learning directives which positively impact supporting students in their achievement of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- school leadership

Standard 7 Indicator 5

Conclusions

For the most part, the school site and plant support the delivery of high-quality school programs and services; however, the sustainability of some programs is impacted by inconsistencies in the availability of resources.

Five of the seven Lawrence High School Academies and programs are housed at the main campus. The International Academy and the RISE program are housed in separate city locations off campus. The LHS main campus was opened in 2007 and occupies 565,000. It serves approximately 2,950 students. Opened in 2007, on a 25-acre footprint, it was originally designed to house 3,000 students. The eight wings are linked by a second-floor Main Street hallway.

The A-wing houses the campus main office, the LIFE program, the cafeterias, the nurse suite and Greater Lawrence Health Center, the library/media center, a 3,400-seat field house, a 150-seat lecture hall, locker rooms, maintenance storage and central services, and offices and some classrooms for the Abbott Lawrence Academy. Space for library/media services is limited primarily because of the need to house programs for ALA. There are a few desktop computers in the library/media center and Chromebooks can be made available for student use. Library/ media center furnishings are modern and comfortable. The cafeteria is designed to serve over 800 students at a time, but many students take their lunch to other locations in the hallways and classrooms creating some concerns relative to health and safety issues around hygiene. The cafeteria is spacious and clean and serves as a focal point of the building. The B-wing houses a 1,200-seat state-of-the-art performing arts center, dedicated rooms for band, chorus, theater, dance, and JROTC, and the guidance suite. The six main classroom wings, C-H, are each four-story structures with an elevator and three or more lavatories on each floor, including those designated for staff. Features of the campus include 187 classrooms, 103 lavatories, 16 showers, 2 handicap accessible showers, 18 computer labs, 26 science rooms, 7 art rooms, and 4 childcare rooms. The school also has use of softball and baseball fields, tennis courts, and the Veteran's Memorial Stadium, which is a 7,000-seat stadium with a turf field and track facility that hosts multiple sports. The stadium is maintained by the city and is shared with other schools and programs from across the city.

Classrooms and instructional areas are generally bright and clean with plenty of natural light. There is sufficient space as class sizes are generally fewer than 20. Student murals can be found throughout the building and add a cheerful, personalized touch. Science labs are well furnished, and supplies are sufficient to conduct lab activities. Parking is first-come first served, and the on-site spaces fill up in the morning. Many students park on the neighboring streets.

While a majority of school areas have adequate ventilation, temperature control, and air quality, in some instances, room temperature control was uneven and had to be manually adjusted. There were mice, insects, and ants present in several locations within the school, including classrooms, restrooms, and common spaces. In some areas, there have been leaks in the roof, which has caused water damage to ceiling tiles and classroom materials. There are security cameras located throughout the facility that are monitored by security staff and administrators. There is excess WiFi capacity beyond the current deployment of devices, but students are not allowed to access the network for personal use. There are approximately 3,800 Chromebooks located in the building, but these are not steadily deployed to teachers, as these student Chromebook carts are shared among groups of teachers. The 1:1 devices are currently not integrated into daily classroom practice.

The International Academy is housed across the city. INT serves approximately 180 newcomer students and has access to sixteen classrooms and six offices, plus shared spaces with the gymnasium and auditorium. Average class size is 18-20. Staffing includes one principal, dean of curriculum, dean of students, school culture specialist, guidance counselor, clerk, and building-based educator (BBE), as well as three paraprofessionals and fifteen teachers. The RISE program, also located off campus, serves approximately 70 students who benefit from a smaller, therapeutic learning environment. It has seven classrooms and fourteen offices, plus a cafeteria, gymnasium, workshop, music studio, media center, lobby, and other common spaces. The average class size in RISE is 12. Food is prepared off site and delivered for breakfast and lunch.

The school sites and plants are generally clean and well maintained; space is sufficient and well furnished for its mission. There are multiple facilities beyond those required for core instruction, and the facility is relatively new. The school site and plant support the delivery of high quality teaching and learning in many areas.

When the school has a more strategic approach to the use of instructional technology and the migration to a digital platform, food consumption policies and infrastructural challenges related to roof integrity and pest control, then the delivery of high-quality programs and services will be more fully supported.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- school leadership
- Endicott survey

Standard 7 Indicator 6

Conclusions

The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

The facility receives regular inspections for water quality, air quality, fire systems, HVAC, elevator, and pest control. Playing fields are compliant with Massachusetts regulations for fertilization. The school conducts regular evacuation drills and lockdown drills. Documentation is available from the assistant campus headmaster and the director of facilities to confirm the school adheres to all applicable and state laws. This same process applies to addressing unsafe conditions or situations. The school has implemented procedures and protocols in the event of fire, medical emergencies, and external threats. All teachers are trained in these procedures and fire and lockdown drills are conducted on a scheduled basis.

Because the school maintains proper documentation that it meets applicable laws and is in compliance with local fire, health, and safety regulations, the building can be considered safe for education purposes.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers

Standard 7 Indicator 7

Conclusions

The professional staff seeks to engage parents and families as partners in each student's education, but the school struggles to engage families who have been less connected with the school.

Teachers and administrators are in contact with parents and keep a family contact log to record these interactions. The two parent liaisons, one serving grades 9-10 and one serving grades 11-12, work with academy administrators and guidance counselors to support students who struggle with attendance. They are supported by school resource officers and the campus student enrollment specialist. They work to re-engage students who have been disengaged from school and make home visits when necessary. The work is supported by the district Family Resource Center. Families are able to use the PowerSchool portal to monitor student academic progress. In the month of February 2019, only eleven parents had accessed this portal. Six of these were students of ALA students. Parent engagement varies by academy. Each academy hosts parent nights to engage families. The Upper School held a family in the fall of 2018 that drew over 400 family members. Families of students with special needs meet regularly with special education staff to review and update IEPs. Many parents are not aware of the existence of a formal parent-teacher organization at the school and are confused about the college application process. Nevertheless, parents feel that the school is a resource to their families. According to the Endicott survey, 88 percent of parents agree that the professional staff actively engages their family as partners in their children's education, while 68.2 percent of teachers indicate that they actively engage parents and families as partners in each student's education. Only 27 percent of students believe that their parents participate in school programs, but 66 percent agree that their parents have the opportunity to meet teachers.

Because the professional staff seeks to engage parents and has established programs and technologies for parent contact, some parents are engaged as partners in their children's education; when this outreach is fully expanded, the school will further engage parents who have been less connected with the school.

Sources of Evidence

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

Standard 7 Indicator 8

Conclusions

The school develops productive community, business, and higher education partnerships that support student learning and maintains partnerships with parent groups in several of the academies.

The Early College program offers students in the Abbott Lawrence Academy and Upper School Academy an opportunity to take college-level courses while still in high school. In 2018-2019, approximately 145 ALA students enrolled in courses at Merrimack College, and 95 USA students enrolled in courses at Northern Essex Community College. The program is grant-funded and covers tuition and transportation. The three-year, \$1.8 million grant runs through 2020, after which funding is uncertain. Other community-based organizations provide supplemental support to the program. The Work-Based Learning Program provides opportunities for job-shadowing and internships. Students participating in job shadowing learn resume-writing skills and have shadowed at 23 regional companies. The Internship Program places about 70 students in mentored assignments with various regional partners such as health centers, private companies, and community service organizations. The program is funded by the district, and its staffing includes a coordinator. The STEM Pathways coordinator has developed numerous STEM initiatives and partnerships and secured grant funding for Project Lead The Way. This funding supports the development of innovative courses in computer science and engineering design.

MassBioEd provides training for teachers in biotechnology techniques and protocols and offers small grants for equipment and supplies. Partnerships with Tufts University has led to a series of health and wellness workshops. The building hosts Catie's Closet which supplies new clothing and hygiene supplies to students in need. Several teachers partner with Groundwork Lawrence when developing curricular and co-curricular activities. Many other community organizations, companies, and agencies have had a wide variety of engagement with the students and teachers.

Because Lawrence High School develops productive community, business, and higher education partnerships that support student learning and maintains partnerships with parent groups in several of the academies, students gain access to experiences, skills, and resources that enhance their college and career readiness. As Lawrence High School continues to increase its successful outreach to parents, students will realize the full benefit of strong parent, community, business, and higher education partnerships that support learning.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- parents
- Endicott survey
- school website

Standard 7 Commendations

Commendation

The welcoming impact of the student artwork, including student designed murals displayed through all seven academies as well as throughout the city of Lawrence

Commendation

The employment of student custodians to help maintain cleanliness in the school

Commendation

The positive relationships between the custodians and the student custodians

Commendation

The access, cleanliness, and welcoming school environment available to students and families beyond school hours including weekends and evenings

Commendation

The presence of multiple bus runs, allowing students to become fully involved in school programs, clubs, and sports

Commendation

The provision of three meals per day at no cost to all students that make staying after school possible and enhance participation in sports and clubs

Commendation

The strong, consistent, and varied support emanating from partnerships with higher education, business, and other community organizations

Commendation

The partnerships with post-secondary institutions to provide an array of options for students including dual enrollment

Standard 7 Recommendations

Recommendation

Develop and implement both short- and long-term capital plans consistent with city-wide capital improvement planning and Lawrence Alliance for Education Strategic Plan

Recommendation

Develop and implement both short- and long-term technology plans to increase training in and support for the use of technology tools to develop higher order thinking, problem-solving, and collaboration skills for all students across all academies

Recommendation

Develop and implement a plan to address pest control and related health and sanitation concerns associated with consumption of food throughout the building

Recommendation

Develop and implement outreach to foster more parent engagement, particularly regarding training for use of the parent portal on PowerSchool

FOLLOW-UP RESPONSIBILITIES

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

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

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

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

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

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

SUBSTANTIVE CHANGE POLICY

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

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

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

Roster of Team Members

Chair(s)

Chair: Dr. Ellin Booras - New England Association of Schools and Colleges, Inc.

Assistant Chair: Mr. Scott Barr - Classical High School

Team Members

Terri Angelone - Fitchburg High School

Brian Borde - Milton High School

Tricia Bourgeault - Falmouth High School

Timothy Cotreau - Souhegan High School

Ms. Lynn Dole - Mohawk Trail Regional High School

Julie Doyle - Weymouth High School

Darius Green - Somerville High School

Scott Holcomb - North Attleboro Public Schools

Christopher Kyne - Leominster High School

Gorman Lee - Braintree High School

Don Pinkerton - Revere High School

Lauren Resnick - Revere High School

Tiana Tassinari - East Boston High School

Carolann Tebbetts - Franklin High School

Jessica Vinacco - B.M.C. Durfee High School

Wendy Welch - Excel High School