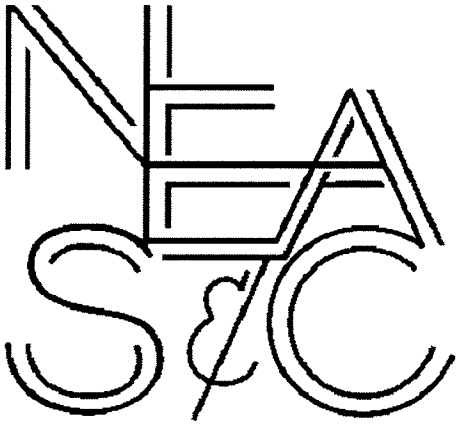
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMITTEE ON PUBLIC SECONDARY SCHOOLS



REPORT OF THE VISITING COMMITTEE

Cambridge Rindge and Latin School

Cambridge, Massachusetts

March 10 – March 13, 2013

George Edwards, Chair

Kathleen Dawson, Assistant Chair

Damon Smith, Principal

New England Association of Schools and Colleges
3 Burlington Woods, Suite 100
Burlington, Massachusetts 01803
(781) 425-7700

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STATEMENT ON LIMITATIONS

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

The Committee on Public Secondary Schools (CPSS) of the New England Association of Schools and Colleges considers this visiting committee report of Cambridge Rindge and Latin School 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 Cambridge Rindge and Latin School in terms of the CPSS 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 team.

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 American and International Schools Abroad (CAISA), and the Commission on Public Schools (CPS), which consists of the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), and the Commission on Public Elementary and Middle Schools (CPEMS), and.

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

Teaching and Learning Standards
- Core Values, Beliefs, and Learning Expectations
- Curriculum
- Instruction
- Assessment of and for Student Learning

Support of Teaching and Learning Standards
- School Culture and Leadership
- School Resources for Learning
- Community Resources for Learning

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

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Cambridge Rindge and Latin School, a committee of 23 members, including the assistant principal and the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. The self-study of Cambridge Rindge and Latin School extended over a period of seventeen school months from October 2011 to February 2013.

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

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

The Process Used by the Visiting Committee

A visiting committee of seventeen evaluators was assigned by the Committee on Public Secondary Schools to evaluate the Cambridge Rindge and Latin School. The Committee members spent four days in Cambridge, 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 meets the CPSS's Standards for Accreditation. Since the evaluators represented high school teachers, central office personnel, library media specialists, guidance counselors, special educators, and school administrators, diverse points of view were brought to bear on the evaluation of Cambridge Rindge and Latin School.

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

- 51 hours shadowing 17 students for a half day
- review of the school self study materials
- 5 hours of additional classroom observations
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 34 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the visiting committee's findings will be forwarded to the Committee on Public Secondary Schools that will make a decision on the accreditation of Cambridge Rindge and Latin School.

Cambridge Rindge and Latin School

School and Community Summary

Cambridge Rindge and Latin School (CRLS) is a comprehensive, grades 9-12, college preparatory high school located in the vibrant and diverse city of Cambridge, MA. CRLS includes the Rindge School of Technical Arts (RSTA), which offers eleven Chapter 74-approved programs. Within the school, students and staff are assigned to one of four Learning Communities-Learning Community C, R, L or S. Located across the Charles River from the state capitol of Boston, Cambridge is home to Harvard University and the Massachusetts Institute of Technology. These institutions along with biotechnology research and other innovative industries fuel the local economy. Cambridge has long served as a port of entry for immigrants from around the world, and is considered a hub of cultural and intellectual activity.

The 2010 U.S. Census recorded 105,162 residents. According to the 2007-2009 American Community Survey (ACS), 25.7% of Cambridge residents were foreign born and 9.9% were naturalized citizens. The ACS reports the median family income as $88,238, with 15.4% of all persons and 10.0% of all families having incomes below the poverty line, as defined by the U. S. Bureau of the Census, Current Population Survey.

The 2010 U. S. Census found that 66.6% of Cambridge residents were White, 11.7% were Black, 15.1% were Asian or Pacific Islander and 6.6% classified themselves as some other race or a member of two or more races. Hispanics totaled 7.6% of the population. 62.1% of the population was White and Non-Hispanic.

Cambridge Public School District (CPS) has twelve elementary schools, five upper schools (grades 6-8) and two high schools. District enrollment by race/ethnicity for the 20112012 school year was as follows: African Americans 31.4%; Asians 11.1%; Hispanic 13.5%; Native American 0.6%; White 38.5%; Native Hawaiian/Pacific Islander 0.3%; and Multi-Race, Non-Hispanic 4.6%.

The enrollment stability over the last five years has remained consistent, with only a one percent difference (+/-) from year to year. In 2011, there were 1,616 students enrolled at CRLS, whereas in 2007 there were 1,637. Forty-two percent of the school district is comprised of low-income families, 21% percent receive special education, and 7% percent are English language learners.

Cambridge ranks in the highest percentage in terms of expenditure per pupil in the Commonwealth. In FY2010, Cambridge spent $25,737 per pupil, 26% of which went toward teachers and specialists. The state average for the same year was $13,052 per pupil. A large percentage of local resources are spent on public education in Cambridge. Thirty percent of the city's 2012 budget was allocated to Cambridge Public Schools ($140.7 million out of a total of $472 million), 19% of which went to CRLS. Real estate property taxes comprise 82% of revenues and state and federal funds make up 16%. Eighty percent of the CPS budget is allotted for salaries and benefits and 20% is allotted for other expenditures. There was a 2.3% increase of the budget in comparison to 2011.

The graduation rates at CRLS have continued with a positive trend, with the exception of a small dip in 2008-09. As in previous years, CRLS had higher graduation rates for all subgroups in comparison with the state for 2011. The four-year cohort graduation rate at CRLS for 2011, including the High School Extension Program and special education, was 91.4%, compared to the state rate of 83.4%.

The four-year graduation rate among subgroups in 2011 ranged from 80.6% (special education) to 95.8% (Asian). The four-year average dropout rate was 3.8%, while the four-year adjusted cohort dropout rate was 3.1%.

As a participant in the Race to the Top (RTTT) initiative, CPS has set specific improvement targets in the area of college readiness and graduation rates for identified subgroups of students. The district's application includes a plan for addressing these graduation gaps and incremental benchmarks for measuring progress (CPS Student Data Report 09-10).

At 89.5%, the attendance rate of students at CRLS is about 4%-5% lower than that of the district-wide attendance rate (93.4%) and the state-wide attendance rate (94.7%) for the 2010 school year. In the same year, there were a total of 1,261 employee absences, discounting professional development leave. 70% of absences were due to sick leave and 15% to personal leave.

In the graduating class of 2011, 64% of graduates attended four-year colleges and 27% attended two-year colleges. Of the remaining 9% of the graduates, 4% found immediate employment, 1% enrolled in the military and 4% were unknown. Those attending four-year universities target colleges in the greater Boston area as well as New England and all points in North America. CRLS has prominent relationships with three schools and programs. Harvard University gives special consideration to CRLS students by having the director of admissions personally oversee applicants. CRLS has a history of several Posse Foundation Scholars each year, and Colby-Sawyer College identifies CRLS as a school considered for the Progressive Scholarship. Those attending two-year colleges usually attend Bunker Hill Community College.

CRLS has many connections in the Cambridge community and offers opportunities both within and outside the school walls. A number of community organizations are housed on campus to offer services and support students. These organizations include the *Workforce Program* which offers academic support and job placement through the Cambridge Housing Authority; Breakthrough Cambridge, a tuition-free, year-round academic support program; and the *Youth Employment Center,* run by the city's Department of Human Services Office of Workforce Development. *Cambridge School Volunteers (CSV)* develops programs which match caring and competent adults with CPS students of all needs and levels. RSTA, the technical arts program of CRLS, offers co-op placements for qualifying seniors in a range of disciplines and concentrations including health assisting, information technology, and media technology. CRLS offers a senior internship program placing students in local businesses and community-based organizations.

CRLS has a vibrant extracurricular program. More than 40 student clubs are sponsored and the school offers 34 athletic programs with a total of 66 teams. CRLS also has a Diversity Coordinator who coordinates and initiates programming for the school's diverse population.

Cambridge is home to a myriad of local/national support programs for students. Students who have exceeded the curriculum at CRLS are eligible for full tuition scholarships at the Harvard Extension School. University of Massachusetts Boston and Bunker Hill Community College offer Dual-Enrollment programs for CRLS students. Harvard University offers a four-year support program for first generation/low income families. Upward Bound has an office at Massachusetts Institute of Technology. Massachusetts Institute of Technology offers the MITES and SEED programs for students over the summer.

Cambridge has many ways of celebrating students' achievements. At CRLS, Unsung Heroes are recognized every term, and each year CRLS has a prize day where students are recognized for academic, artistic and athletic achievements. Annually, the city and school give upwards of $140,000 to graduating seniors. Awards are given at City Hall, attended by many of the school committee and town council. The mayor works directly with students on the Mayor's Youth Council.

Cambridge Rindge and Latin School

Mission Statement

The mission of the Cambridge Rindge and Latin School is to provide a quality education to every student through rigorous, comprehensive, and personalized teaching and learning. Working in partnership with families and the wider community, we maintain a nurturing, respectful, and safe environment where educators and students hold themselves to high standards. We value academic excellence, creativity, diversity, perseverance, collaboration, and responsible decision-making. Within and across our learning communities, we prepare lifelong learners who participate thoughtfully, responsibly, and productively in a global, democratic society.

Academic Expectations

The Cambridge Rindge and Latin School student proficiently:

1. Reads for information and understanding;
2. Communicates as a writer and speaker;
3. Represents ideas through an expressive medium;
4. Uses deliberate thinking processes to solve problems and develop ideas;
5. Applies a variety of technologies to build and convey understanding.

Social Expectations

The Cambridge Rindge and Latin School student:

1. Demonstrates interpersonal skills that enable him/her to build positive, respectful, and productive relationships;
2. Recognizes and respects the physical, social, linguistic, and cultural differences of others;
3. Pursues a lifestyle that fosters physical, emotional, and psychological health.

Civic Expectations

The Cambridge Rindge and Latin School student:

1. Understands and exercises his/her rights and responsibilities as a citizen in a democratic and multicultural society;
2. Takes responsibility for his/her own actions and behavior in every setting.
3. Fulfills community service requirements associated with involvement in clubs and other extra curricular activities.

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

STANDARDS FOR ACCREDITATION

TEACHING AND LEARNING STANDARDS

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

CURRICULUM

INSTRUCTION

ASSESSMENT OF AND FOR STUDENT LEARNING

1 Core Values, Beliefs, and Learning Expectations

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 best 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, and are defined by school-wide analytic rubrics that identify 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.

Conclusions

The Cambridge Rindge and Latin School community has informally identified its core values and beliefs about learning, utilizing a process that is dynamic, collaborative, and inclusive on a limited basis. Research-based best practices were not well documented in this process. Efforts are made, to varying degrees, to commit to the school's common values and beliefs about learning. Although specific stakeholders were not identified, students, parents, and administrators were represented. The CRLS timetable for Standard 1 provides dates and roles of participants in the process. All stakeholders were involved to some extent. In an August 2006 faculty meeting, in succeeding discussion groups of non-faculty staff members, and then in homeroom student-led discussions, the various constituents investigated the question, "What does the school really believe and stand for?" Additionally, the former principal asked Family Site Council members the same question. Unfortunately, documentation of responses was unavailable. Evidence of research-based best practices in the process of identifying core values and beliefs about learning was likewise unavailable.

The school's core values are expressed in its motto, "Opportunity, Diversity, Respect," which students developed and the entire school community adopted. The school's mission statement, revised by interdisciplinary faculty groups in 2002-2003, identifies several beliefs about learning, including the benefits of personalized instruction and the positive impact small learning communities have on student achievement and growth. These beliefs, however, are not explicit in the mission statement. Students, faculty, and parents describe the school's core values by referring to the motto, "Opportunity, Diversity, Respect," and these groups are able to embrace the significance and impact of these driving values in their daily lives. Beliefs about learning are discussed in very general terms without referring specifically to the mission statement. The

CRLS Mission Statement and the school motto are both published on the school website; and the mission statement was widely posted throughout classrooms and in the student handbook when it was revised in 2003-2004. This widespread public posting on the school's walls is no longer the practice of the school; however, the school motto is widely viewable on school posters, student work, CRLS attire, and in classroom décor. The inclusive process used by the school has resulted in a motto, distinct from the mission statement, which is widely visible and celebrated by the entire school community; however, the lack of research-based best practices and the limited collaborative and dynamic aspects of the process make connections between these core values and the beliefs about learning referenced in the CRLS Mission Statement difficult to identify. Once the school community participates in a dynamic, collaborative, and inclusive process that utilizes research-based best practices to develop core values and beliefs about learning grounded in its motto "Opportunity, Diversity, Respect," the school will have a document that reflects the combined vision of its stakeholders which will guide the school into the future. (panel presentation, self-study, teacher interviews, standard committee meeting)

Cambridge Rindge and Latin School has learning expectations that address academic, civic, and social competencies. The learning expectations are, by design, challenging but not clearly measured. Twenty-first century skills are informally incorporated into these learning expectations. Analytic rubrics have been developed in a limited fashion, with some learning expectations completely lacking these assessment tools. The existing rubrics formally identify high levels of achievement and standards for meeting proficiency of certain learning expectations. In June 2004, CRLS developed a list of ten learning expectations, of which five are academic, three social, and two civic. A third civic expectation was added in 2005-2006, but this addition is not included in the learning expectations' document. The academic learning expectations include definitions that are

thorough and mostly challenging. Similar definitions for civic and social expectations are not present. The learning expectations make no explicit reference to preparing students for the remainder of the 21st century. Some of the necessary skills are woven into the expectations, including the application of myriad technologies, participation in a democratic and multicultural society, and the demonstration of interpersonal skills. Four of the five academic expectations are tied to an analytic rubric, and the fifth is connected to two separate rubrics for writing and speaking. These rubrics were developed concurrently with the learning expectations. Rubrics for the social and civic learning expectations have not been developed. The existing rubrics include specific criteria under various levels of achievement. There is general clarity about what students must do to successfully achieve the learning expectation. In the existing rubrics, students are ranked on "Level of Achievement" as 4, 3, 2, or 1. The language of the rubrics makes it clear that 4 is the highest level attainable. Achievement Level 3 is highlighted on each rubric suggesting that it is the required level of proficiency expected by the school, however, no explicit language within the rubrics confirms this. The learning expectations demonstrate some connection to the school's core values of "Opportunity, Diversity, Respect." Each CRLS student is expected to "exercise his/her rights and responsibilities as a citizen," "recognize...the physical, social, linguistic, and cultural differences of others," and "take responsibility for his/her own actions and behavior in every setting." These civic and social learning expectations reflect the three qualities in the school's motto. The academic learning expectations connect to some extent with the beliefs about learning referenced in the CRLS Mission Statement. Every student is expected to "represent ideas through an expressive medium," reflecting the emphasis on personalized teaching in the mission statement. Some common language exists among the rubrics, although formatting is inconsistent. Two of the rubrics have bolded quantifying words within the different levels of achievement, while others do not. The current learning expectations and existing

rubrics establish a framework for the academic culture within the CRLS community. However, without direct mention of 21st century skills in the learning expectations, teachers and students have no clear picture or understanding of how these skills manifest themselves in the curriculum. The lack of definitions and rubrics for civic and social competencies has left teachers and students unclear about what proficiency looks like in these areas. Increased consistency in the language and format of the rubrics will result in improved school-wide assessment of these learning expectations. (panel presentation, self-study, students, teachers)

The core values and beliefs about learning held by CRLS are visible in many aspects of the school's daily activities, but they are not yet deliberately used to drive educational decision making within the school. The culture of the school as well as the curriculum, instruction, and assessment generally represent the school's motto of "Opportunity, Diversity, Respect." Examples that the culture of the school reflects the school's core values, beliefs, and 21st century learning expectations include a student-led effort that resulted in the school committee's agreement to cancel classes in honor of a Muslim holiday, in addition to the Christian and Jewish holidays that already existed on the school calendar. Additionally, the open-campus policy demonstrates the core value of respect because students are given the liberty to leave campus with the understanding that they will return. In exchange, students demonstrate respect for their building and campus, as evidenced by the cleanliness of the physical plant. To ensure additional opportunities for student success, CRLS has established relationships with nearby universities, including Harvard, Tufts, and MIT. Within the school, the Teaching Assistance Team, AVID, RSTA, Student Support Team, MSAN, and other support services aim to close the achievement gap. In the past two years, CRLS has designed a common curriculum to help drive instruction in the school, with a departmentally common format and

pacing guides. This commonality affords all students greater opportunities to meet the school's learning expectations. Examples of these common curricula include the Physics First curriculum developed from 2009 through 2012 and the curriculum maps developed by biology teachers. New course offerings in the past three years have been generated at specific student requests, e.g., zoology and a marine biology internship. Teachers readily admit that instruction is not directly driven by the learning expectations and school-wide analytic rubrics, although many of these common values are demonstrated through instructional practice. The embedded Honors option that is available to students allows the opportunity to earn Honors credit in a more inclusive and personalized environment. One of the contributing factors to this program was to encourage under-represented minority students to enroll in higher-level classes by demonstrating to these students that they are more than capable of completing Honors-level work. Students are assessed in a variety of means that reflect the school's commitment to its core values, but connections between these assignments and the learning expectations are rarely explicit. Students are given the opportunity to personalize their experience through a project-based assessment process across many departments. These projects generally include an assignment-specific rubric that is presented to students prior to completion of the work, but these rubrics are only occasionally tied to the school-wide analytic rubrics and thus to the school-wide expectations. At the end of each course, however, teachers in core subject areas are required to rate each student's proficiency on one of the five academic learning expectations, but they have not been given clear direction of how to do so and there is little follow-up with the results of this assessment. Although many of the policies and procedures at CRLS reflect many of the core values and beliefs about learning within the school, there is little evidence and documentation that these values purposefully or by design drive policies, procedures, decisions, or resource allocations. Many of the school's core values and beliefs about learning have been addressed by

policies and procedures, fostering a school culture that embraces and embodies its motto. Documentation of the intentionality of this effort will help students see the connections between the school's learning expectations and assessment tools used for day-to-day instruction. (self-study, student work, school committee meeting)

The school occasionally reviews its core values, beliefs, and learning expectations, with minimal revisions. This process cites data, research, and district and community priorities on a limited basis. School leadership has an informal process for review and revision of its core values, beliefs, and learning expectations. The self-study identifies The Partnership for 21st Century Skills as a resource, but does not indicate the extent to which it was used to develop learning expectations. Faculty does not cite research when questioned about 21st century skills. Students are generally unfamiliar with the phrase "21st century skills," although they are able to express what these skills are to some extent. Parents equate 21st century skills with the ability to apply for college and jobs. There is little evidence of efforts to share information about these skills. Also, no documentation was presented of any relationship with local businesses that include feedback that informs these skills. Assigned Professional Collaborations (APCs) regularly bring teachers of similar subject areas together to discuss student achievement but not in the context of student learning expectations. Programs such as AVID and MSAN have been implemented to help combat the achievement gap that exists at CRLS. Faculty members have occasionally been asked to discuss learning expectations, but these endeavors are not identified as data-driven. Although faculty members often meet to discuss expectations of students, there is no documentation that research drives or informs this collaboration. In 2008-2009, faculty members were asked to rewrite the learning expectations in the context of 21st century skills, and concluded that the mission statement was too broad to serve as a guide and required rewriting.

Documentation of any revision at this time is unavailable. Similarly, discussion of district and community priorities and alignment with the district's learning goals are not documented, although the superintendent has cited that the school's motto, "Opportunity, Diversity, Respect," shares many of the same ideals held by the district as a whole, specifically in terms of social justice. The regular review and revision of core values and beliefs about learning, and learning expectations will ensure that the school community is guided by a document that is grounded in research, best practices, and by the priorities of the community it serves. (self-study, central office staff meeting, panel presentation, teachers, parent meeting)

Commendations

1. The motto that identifies the school's core values that is clearly embraced by the school community

2. The connections between civic and social learning expectations and the school's core values as expressed in the motto, "Opportunity, Diversity, Respect"

3. The adoption of certain school policies that reflect the ideals of "Opportunity, Diversity, Respect"

4. The formal recognition of a need to update the CRLS Mission Statement in terms of 21st century skills

Recommendations

1. Document the process of identifying and making a commitment to core values and beliefs about learning

2. Implement a regular process that is dynamic, collaborative, and inclusive when reviewing and revising the core values, beliefs about learning and 21st century learning expectations

3. Utilize student achievement data and research-based best practices based on 21st century skills to develop the school's core values, beliefs about learning, and academic, social, and civic expectations

4. Draw explicit connections between core values and beliefs about learning

5. Ensure that the school-wide analytic rubrics for the adademic, social, and civic expectations are consistent in content and format and clearly identify expected levels of performance

6. Ensure that policies, procedures, decisions, and resource allocations are driven by the school's core values, beliefs, and 21st century learning expectations

7. Incorporate community and district priorities in the school's core values, beliefs, and learning expectations

2 Curriculum

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 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.

Conclusions

The curriculum ensures that all students practice and achieve each of the school's learning expectations, but the design is not necessarily purposeful or clearly stated. The program of studies and other documents outline the school's learning expectations, but each department's primary responsibility is not clearly understood by all staff members. Due to the low level of usage of the school-wide analytic rubrics, seen in both the self-study and the Endicott survey, there is a lack of data on the revision of curriculum based on student performance on the school's student learning expectations. Nevertheless, the curriculum requirements and offerings such as the RSTA classes, honors options, internships, and Enhanced Senior Year (ESY), provide students with ample exposure to 21st century skills. Although curriculum documents do not consistently align course work explicitly to these skills or to the school's learning expectations, it is clear in the evaluation of student work and classroom observations that these elements are naturally embedded in multiple classes within every department. Student work exhibits a particular emphasis on reading and writing. While interviews and conversations with teachers reveal that CRLS staff does not formally take ownership over a particular learning expectation, discussing and viewing their practices demonstrate connections between their curriculum and 21st century skills. Once the school has an explicit and codified documentation of the curriculum's connections to more clearly defined 21st century learning expectations, teachers and students will be better able to understand the real-world transferability of what they are teaching and learning. (self-study, Endicott survey, student work, parents, teachers, students, classroom observations, teacher interviews, department leaders)

CRLS's curriculum is written in a departmentally common format that consistently includes units of study with essential questions, concepts, content,

skills, and assessment practices; yet instructional strategies and connections to learning expectations are only sporadically conveyed. Department curriculum guides, while not exactly uniform across disciplines, contain similar key elements. These guides also reflect the essential questions and backwards design approach discussed by department leadership and reflected in the self-study. Teachers estimate that 75 percent of their colleagues are using these new templates. The administration's request, in the 2012-2013 school year, for teachers to use a common course syllabus template has yet to be fully executed. As with the school's curriculum overall, the documents do not always explicitly communicate the related learning expectations, but these are implicit in the related teacher lessons and student work. Ongoing work to align the curriculum to the Common Core State Standards (CCSS), already underway in the English and math departments, will likely lend itself to the adoption of a common curriculum format across disciplines. A more uniform curriculum template with consistent inclusion of units of study, essential questions, concepts, skills, learning expectations, instructional strategies, and assessment practices will help students see the connections between their classes and assist teachers in communicating their curricular goals. (self-study, curriculum documents, student work, teachers, students, classroom observations, department leaders)

The curriculum emphasizes depth of understanding, application of knowledge through inquiry and problem-solving, higher order thinking, authentic learning opportunities both in and out of school, and informed and ethical use of technology, but a more formalized process for cross-disciplinary learning is needed. Observed classes and collected evidence illustrate many opportunities for in-depth study, including research, historical primary source analysis, and art portfolios. Science projects, student teaching topics, and independent studies for seniors foster inquiry-based learning. These observations confirm the self-study's reporting: 80 percent of students, 79

percent of staff, and 88 percent of parents believe that the curriculum challenges students to think critically and to solve problems. The 4x4 block schedule allows more time for student-centered, project-based learning. In addition, evidence reveals units and lessons centered on authentic learning, such as globally themed literature, real-world math problems and science labs and social studies themes with present-day connections. The RSTA curriculum provides students with immediate career-ready skills and, oftentimes, certifications. The STARS program offers a student-initiated curriculum on issues relevant to the participants. The Office of Special Education provides all students with authentic experiential learning. Furthermore, CRLS students have numerous opportunities to learn authentically outside the school walls, including Enhanced Senior Year, and internships with Cambridge's myriad of businesses and institutions. Finally, the curriculum involves the informed and ethical use of technology through the use of research databases, Moodle, and Google Docs, all of which rely on the school's acceptable use policy. However, cross-disciplinary learning is not as formally pervasive throughout the curriculum, depending instead on the individual motivation of many of CRLS's talented and committed faculty and staff. Some examples include the arts collaborating with English and a proposed U.S. History and English course for CP sophomores. Through the curriculum's focus on inquiry, higher order thinking, authenticity and technology, CRLS students are challenged to achieve 21st century expectations for student learning, but will benefit from the transferability of a more explicit interdisciplinary approach. (self-study, students, curriculum documents, Endicott survey, parents, teachers, department leaders, teacher interviews)

Due to internal processes and practices within departments, there is alignment between the written curriculum and the taught curriculum. Accountability primarily comes from conversations among teachers during APCs; anecdotal evidence from students gleaned by curriculum deans; walk-

throughs of classrooms; and analysis of common assessments. The existence of K through 12 coordinators, working in tandem with deans of curriculum, also helps to ensure that the written curriculum is being delivered. Yet, the Endicott survey states only half of the staff agrees that the written and taught curricula are aligned.

During APC meetings, teachers reportedly share ideas, check on each other's progress in moving through the curriculum, and develop new lessons. Some APC groups, such as Algebra 1, Pre-calculus, and English 9, have worked closely together for years (even on the weekends in some cases) and are engaged in constant communication. Important curriculum documents such as daily pacing guides and curriculum maps may be consulted during these meetings to ensure alignment.

According to one dean of curriculum, the deans and the district curriculum coordinators may also rely on informal feedback from and conversations with students about their courses, as well as walk-through observations, to discern the correlation between the written and taught curricula. This informal method of dip sticking may gather less direct information than a formal process such as a review of lesson plans, which is not consistently practiced, but it is cited as an effective method of checking alignment.

As stated in the self-study, multiple departments have developed common assessments as a way of aligning curriculum in courses with multiple sections. Several years ago in the math department, for example, teachers worked "backwards" from the most advanced math offering to define learning objectives for each course; the next step, executed recently, was implementing common midterm and final exams. This data is then shared with teachers and analyzed by curriculum deans.

The self-study also cites that "teachers have some flexibility to be responsive to student needs and as such, adjust the pacing guide appropriately." From this, it may be inferred that while the curriculum is often followed, the pacing and sequence allows checking for student understanding and doubling back on more challenging concepts. The needs of the students, then, are stated as a priority of the curriculum rather than teachers' unforgiving adherence to it.

While some formal accountability systems or conditions are in place to ensure the written curriculum is taught, internal processes and informal gathering of feedback results in a close connection between the written and taught curriculum. (teacher interviews, teachers, Endicott survey, district administration, standard committee meeting, deans of curriculum, self-study, student work)

While multiple opportunities exist for teachers to coordinate curriculum within their departments at the high school, vertical articulation within departments, as well as between levels within the district, is still evolving. Department curricula at the high school are organized and articulated in documents such as curriculum maps and pacing guides. Teachers of the same courses meet weekly in APC groups to coordinate curriculum, consult curriculum documents, and share best practices. For example, teachers in the Algebra 1 APC meet for 40 minutes once a week to share materials and to compare notes on student progress. Co-teachers from the Office of Special Education join this meeting when they are able, and their presence is cited by teachers as helpful in accounting for both horizontal and vertical curriculum alignment. In addition to APC meetings, teachers attend department meetings, although these have been infrequent this year and have not focused on curriculum review.

Ongoing coordination of the high school curriculum within departments is cited by some teachers as insufficient. Teachers of English 9, for example, have observed English 10 classes to assess the skills required in this next course in the English sequence; while meaningful and helpful, this practice is not consistent or formal. One teacher in fact stated that their department had "virtually no vertical articulation." While all departments have developed curriculum maps and overviews, the degree to which these documents are regularly refined and consulted is inconsistent.

Since the restructuring of the district schools (the "Innovation Agenda" into four upper schools for grades 6 through 8), there has been ongoing conversations between 8th and 9th grade teachers and curriculum leaders, in order to align the curriculum and expectations between levels. Two years ago, transition teams were formed to articulate and strengthen the curriculum alignment between 8th and 9th grade; now that the transition has occurred, some high school teachers have voiced their desire or have planned for opportunities to rejuvenate those discussions. The math department, for example, has scheduled six hours of meetings for high school and upper-school teachers in the coming months to continue solidifying this alignment. The CRLS social studies department developed a grade 6 through 12 "Overview" of courses, units, and common assessments, and they are in the process of articulating the writing goals for grades 6 through 8; while the world languages department moved into new grade 6 through 12 teams. With the larger structural change and leadership transition still so new, however, vertical articulation has yet to be fully or universally realized. While many students report that they feel prepared for the curriculum as 9th graders, and that the curriculum seems to "pick up where it left off" in the 8th grade, this sentiment is not universal.

Cross-curricular content coordination is minimal. Teachers consistently report a very strong partnership between their departments and the library when creating and coordinating curriculum. For example, members of the English department report that the librarians support their efforts to provide readings, research skills, and data base support, as well as in some cases to develop grading rubrics and learning expectations for particular units. Likewise, teachers cite the fine arts department as collaborating partners vis-à-vis their respective curricula. Beyond these examples, however, cross-departmental collaboration is described as "accidental," i.e., when two teachers of different departments happen to chat about upcoming units and discover places of overlap. Learning community meetings are a viable option wherein these discussions might take place, although they have not yet been used in this way.

Ample leadership initiatives support and personnel exist for curricular coordination and vertical articulation. The self-study states that, "K through 12 coordinators are expected to meet monthly with high school curriculum deans to discuss vertical curricular alignment." While communication happens regularly between curriculum deans and K through 12 coordinators, meetings are not consistently formal or as regular as the self-study states. Still, establishing this truly district-wide vertical articulation and alignment remains a priority among curriculum coordinators and district leaders. For example, the superintendent met recently with the principal of CRLS, the deans of curriculum, K through 12 coordinators, and principals of the upper schools in order to discuss curriculum alignment. Also, a two-year, district-wide curriculum review of the math department, requested by the school committee, for example, occurred as part of the Innovation Agenda; this effort solicited many constituencies. The K through 12 coordinators play an active role in observing teaching practices, gathering input from teachers and instructional coaches for professional development planning, and overseeing curriculum. Also playing a role in curriculum

coordination at CRLS are deans of curriculum and instructional coaches. In this way, a system of hierarchy and accountability exists for alignment, coordination and articulation of departmental curriculum.

Respective department curricula at CRLS are highly articulated, but its vertical alignment of grades 9 through 12 and K through 12 is inconsistent. When vertical articulation accompanies the strong articulation within departments at CRLS, students can be assured that their educational experiences and acquired skills are the result of a coordinated, years-long curriculum that ensures the acquisition of 21st century learning expectations. (teacher interviews, teachers, district administration, standard subcommittee meeting, deans of curriculum, self-study, student work)

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. The Endicott survey reports 77 percent of staff members agree that staffing levels are adequate to enable the school to maintain reasonable classroom teaching loads and deliver all curricula. Many classes, including those with co-teachers, student teachers, and student teaching assistants, allow for individual attention for students who need it. The Endicott survey indicates that a significant majority of the school community believes that they have adequate instructional materials, technology, equipment, and supplies, a finding verified in observations by the visiting committee. The Teacher Resource Center (TRC) serves as a clearinghouse for curriculum materials and a hub for teacher collaboration and the sharing of best practices. Technology abounds at CRLS, though some teachers express a lack of adequate training, a view confirmed in the visiting committee's conversations with students. Science labs are fortunate to contain five student computers, beyond the three found in

typical classrooms at CRLS. The staff and resources of the Pearl K. Wise Library strongly support CRLS's curricula, especially that of the English/language arts and social studies departments. Research databases, homework support, and annotated bibliographies for teachers assist students in meeting the school's learning expectations, and staff members laud the collaborative nature of the library staff. In addition to the library and TRC, the twenty-two computer labs, extensive arts spaces, RSTA workshops, and the recently renovated facilities support CLRS' 21st century curriculum. Co-curricular programs are also well subscribed and supported. All club advisors receive a stipend, and there are offices for many clubs located in the buildings. As a result of the adequate staffing levels, sufficient instructional materials, technology, equipment, supplies, resources of the library/media center, facilities, and co-curricular programs, the teachers have the ability to deliver a 21st century curriculum to their students. (self-study, teachers, students, teacher interviews, observed classes, department leaders)

While the district provides the faculty with sufficient personnel and financial resources for ongoing development, evaluation, and revision of the curriculum, time is cited as a limitation in the quality and scope of their work and their ability to use data and current research. The Endicott survey reports that 68 percent of staff feel they are directly involved in curriculum evaluation, review, and revision work, yet only 36 percent of staff reports that they feel as though they are given enough time to engage in this work. However, this survey was conducted before CRLS had fully adopted the APC meeting times.

A rich variety of professional development opportunities are available for teachers. The district, which devotes $800,000 this fiscal year to professional development and over $2 million to instructional materials, supports a plethora of innovative and content-enriching workshops, courses, and conferences for

teachers. For example, two physics teachers attended a National Science Teacher Association conference in San Francisco last year; this year, a history teacher will attend a three-day course on the Supreme Court.

The district supports "home-grown" professional development by encouraging teachers to develop their own course offerings for their colleagues for salary credits. Teachers are reimbursed for coursework and are encouraged to use "vouchers" at local colleges (Lesley University, Harvard Extension School, and Simmons College) and are informed of enrichment opportunities at local colleges by a professional development coordinator on staff. The Teacher Resource Center is a physical hub on campus where teachers may share lesson plans, gather information about upcoming professional development, and exhibit findings from their own action research. In addition, entire departments have used "days away" to review curriculum. For example, the Algebra 1 and Geometry teams will each use a school day this spring to align their curriculum to the Common Core.

There is sufficient personnel for the articulation, oversight, and revision of curriculum, including K through 12 coordinators for each department; deans of curriculum at the high school; instructional coaches in each core department; and teacher leaders of each APC. These individuals have distinct roles in their support of teaching, learning, and curriculum, and regularly talk and report to each other.

While the district shows a commitment to curriculum development and revision through its personnel and financial resources, there has not recently been sufficient time for teachers to engage in consistent and collaborative curriculum work. Vertical alignment of curriculum and whole-scale curriculum review has been slowed because allotted meeting times have been spent in APCs

or devoted to the self-study. While a K through 12 math curriculum review has recently begun, there is little clarity on the schedule or regularity of such curriculum reviews.

The Teacher Resource Center and current research articles provided by some departments in the self-study allow teachers to revise curriculum, but such guideposts are not consistently cited by faculty. Aside from common assessments, the school does not appear to use data or results collected from assessment of the school's learning expectations in order to shape curriculum.

While the district provides the faculty with sufficient personnel and resources for collaborative curriculum development and review, additional time and the consistent use of data and research will result in a more robust and sustained review and revision of curriculum. (standard subcommittee, Budget at a Glance, self-study, deans of curriculum, school committee, Endicott survey)

Commendations

1. The robust curriculum that offers students myriad real-world and career-based opportunities
2. The curriculum's focus on inquiry, higher order thinking, authenticity, and technology
3. The opportunities for authentic learning through programs such as RSTA, The Enhanced Senior Year Program, and Upward Bound
4. The extensive resources available and the collaborative nature of the staff in the Pearl K. Wise Library
5. The newly renovated facilities with state-of-the-art technology
6. The extensive opportunities for students to learn beyond the campus
7. The personnel and resources available for curriculum oversight, development, and review

8. The regular and productive use of APC time to align department curriculum and share best practices

Recommendations

1. Include the curriculum's connection to 21st century learning expectations on consistently uniform curriculum documents
2. Increase interdisciplinary connections in the curriculum
3. Increase technology training for teachers
4. Ensure that vertical alignment exists in grades 9 through 12 and K through 12 for each department
5. Provide teachers with ample time for curriculum development and review
6. Increase the use of data and research during the development, evaluation, and revision of curriculum

3 Instruction

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.

Conclusions

The school consistently examines existing instructional practices, although not in the context of its core values, beliefs, and 21st century learning expectations. CRLS has begun the work to universally employ instructional practices that support the achievement of the school's learning expectations in order to meet the academic expectations for all students. Although the core values of "Opportunity, Diversity and Respect" resonate throughout the school, it is the belief of the staff that steps must be taken to formalize school-wide instructional best practices. There are instructional strategies that are widely employed by teachers throughout the school, such as: the use of "Do Now" activities, the co-teaching model, peer editing and review strategies, use of Socratic Seminars, and Advancement via Individual Development (AVID) strategies. It is a stated expectation that all CRLS teachers will post and refer to daily agendas and learning goals/objectives. CRLS instructional practices embrace and reflect the core values and beliefs of "Opportunity, Diversity, and Respect"; aligning them to the school's core values, beliefs, and 21st century learning expectations will ensure greater consistency. (self-study, classroom observations, teacher interviews, students)

Teachers' instructional practices generally support the achievement of the school's learning expectations, but vary in the degree to which this support is seen from teacher to teacher. Although the desirable instructional practices are generally present, personalizing instruction and engaging students as active and self-directed learners are more widely seen than are the strategies that emphasize engaging students in cross-disciplinary learning. Teachers are aware of emphasizing instructional practices that focus on inquiry, problem- solving and higher order thinking. There is a conscious effort on the part of teachers to utilize instructional strategies that apply knowledge and skills to authentic tasks. This is especially evident in the RSTA classes. Teachers exhibit strategies and

practices that assist students in self-assessment and reflection. Technology is integrated into instructional practices through a variety of methods. Geometer's Sketchpad and graphing calculators are frequently used in math classes, there are "flipped" AP and social studies classes, Moodle supports "blended" instruction in some classes, and interactive whiteboards and document cameras can be seen used across the school.

Many teachers demonstrate student-centered practices that are personalized in some way; however there is not consistent school-wide personalization of instruction at CRLS. Almost forty-four percent of students report that their teachers personalize their instruction while 70.5 percent of teachers report personalizing instruction to support the learning expectations. The use of *Developmental Designs* and *Making Learning Visible* learning techniques offers teachers knowledge to cultivate student voice as a means of creating student-responsive classrooms. Personalized instruction is exhibited in classrooms at CRLS by integrating student interests into lessons, gradually providing greater academic responsibility to students, implementation of students' individual educational plans (IEPs), and the use of various organizational strategies by students. Much emphasis has been placed on teachers creating more meaningful and substantial relationships with individual students in the hopes of creating a safe, caring, and encouraging environment for learning. Students report that, because of the personal connection they feel with their teachers, they feel encouraged to tackle new academic challenges.

There is some evidence of students engaging in cross-disciplinary learning. Some examples are: various student projects, senior projects, and the student newspaper. Cross-disciplinary learning opportunities are limited for students due to the lack of time teachers have to work collectively and

collaboratively across content areas. Although some evidence of cross-disciplinary strategies is apparent, the practice is not universal. CRLS has not yet found a way to make its schedule work in creating appropriate times for teachers to meet to properly plan across curricular content areas.

Teachers engage their students as active and self-directed learners. Strategies such as flipped classrooms, think/pair/share activities, individual and collaborative student projects, student mentoring, and the use of Moodle are currently used to bolster student engagement and interest in curricular content areas.

Individual teachers encourage students' ability to inquire and problem-solve in order to achieve higher order thinking, to promote depth of understanding, and to provide opportunities for students to apply knowledge of skills. School documents, such as Understanding Goals: Looking Together at Authentic Assessment, have been introduced to teachers to get a uniform understanding of expectations focused on increasing students' higher order thinking skills. Strategies and methods demonstrating inquiry, problem-solving, and higher order thinking skills are integral to the RSTA program of study, senior projects, Socratic Seminars, and see/think/wonder activities.

While many teachers utilize strategies to promote student self-assessment and reflection these practices are used inconsistently and are not widespread. Individual teachers use a variety of methods to promote student self-assessment and self-reflection. Several instructors and school documents indicate the use of student journals reflecting on daily assignments. Other teachers indicate the use of individual rubrics to assist in student self-assessment. Peer editing and critiquing and the use of "exit slips" are also strategies used by CRLS teachers in engaging students in self-assessment and self-reflection.

CRLS teachers utilize and integrate technology into their instruction. It is evident that interactive whiteboards are used to assist in the delivery of content and are used as a learning tool. Graphing calculators and Geometer's Sketchpad are used commonly in CRLS math classrooms. CRLS has also "flipped" AP math and social studies classes to provide presentation/instruction beyond the classroom. Teachers indicate that students communicate to them via email and use Moodle to attain more information regarding content matter, to gather assignments, and to receive feedback. The Pearl K. Wise Library makes forty-five databases available for use by students and faculty. It also has research links and thirty-seven computers available. Seventy-Four percent of students report that their teachers ask them to use technology in their assignments.

Individual CRLS teachers provide opportunities for students to reflect upon their learning with the use of student journal writing, quarterly reflections, weekly rubrics, exit slips, and student surveys. The AVID Program has provided its students with opportunities for reflection through its prescribed protocols. Individual teachers offer "office hours" for students to further discuss their learning, which provides an additional opportunity for reflection. CRLS teachers' instructional practices reflect CRLS learning expectations that support positive student academic outcomes for all students, although not school-wide. Future student learning and teacher growth progress will depend on CRLS's ability to increase cross-disciplinary opportunities focusing on common language and practices. (self-study, classroom observations, teacher interviews, student, administration interviews)

CRLS teachers consistently utilize formative and summative assessments to inform instructional strategies and practice. Some content-specific teachers have opportunities to discuss assessment data to strategically adjust instructional

strategies and practices to meet the learning needs of students. CRLS teachers generally produce lesson plans that reflect the use of data to inform instruction. Teachers utilize differentiated instructional strategies within their classrooms. Teachers utilize skills of pacing, re-teaching, peer teaching, think/pair/share, and independent study. Teachers in all content areas intentionally organize collaborative student learning groups that actively engage student learners who possess different levels and ranges of achievement. CRLS teachers offer additional support to all students by providing additional time to complete assessments and assignments, and by providing individual instructional time within the regular classroom by means of collaborative grouping, co-teaching, and tutoring. Additionally, teachers make themselves available before, during, and after school. Programs, such as AVID, are utilized as additional strategies to support students. The instructional strategies and practices use by CRLS teachers, which include formative assessment, strategic differentiation, purposefully organizing group learning activities, and additional support and alternative strategies within the regular classroom have a positive impact on student learning. (teacher observations, self-study, teacher interviews, students)

CRLS teachers use formative and summative assessments to measure student understanding and achievement of the learning expectations. These school-wide assessments range from content-related tests and quizzes to "Do Now" activities and exit slips. Student work is an essential piece in determining students' understanding of content and generally involves relevant topics within content areas. However, feedback to students is inconsistent. Teachers generally use one or more sources of feedback to improve their instructional practices, such as journal writing, teacher conferences, school and department meetings, teacher evaluations, and verbal critiques. Assigned Professional Collaboration (APC) time provides CRLS teachers with collegial resources to assist, inform, and shape instructional practices. Evaluation tools are used to validate best practices,

and are used to improve instructional practices. Student surveys and exit slips are methods used to inform and shape future teacher lessons. CRLS teachers are passionate about teaching in their specific areas of content and utilize local college resources for information and professional development. Collaborations with Harvard University, Massachusetts Institute of Technology, Lesley College, and Cambridge College provide enormous opportunities for teacher learning and growth. There is an intentional effort on behalf of CRLS administrators to implement instructional rounds and learning walk protocols to improve and enhance instructional practices. Currently, learning walk protocols are in the early stages of implementation and occur on an inconsistent basis. There have been strides with CRLS teachers in assisting staff to engage in professional discourse around instructional practices. Currently, four established settings provide teachers with opportunities to engage in this discourse: APC, Child Study Team (CST), Teacher Assistance Team (TAT), and regularly scheduled department meetings. CRLS will see even higher levels of student performance when consistent systems and protocols are developed for instructional practices, feedback delivery, data analysis, and collaborative meeting times. (self-study, Endicott survey, teacher interviews, administrator interviews, teacher observation)

CRLS teachers have made advances in engaging in professional development with respect to instructional strategies. APC opportunities have been beneficial for core content teachers; they report that collaborative meetings have resulted in the development of shared understanding of higher order thinking and inquiry-based instructional strategies and practices that have improved and enhanced the quality of their teaching performance. Teachers have developed the practice of sharing documents to enhance practice (via email, Google Docs, APC minutes, and notes). Content and program-specific professional development opportunities are made available within the district, as

well as outside the district, at local colleges and universities. Teachers indicate that opportunities to attend conferences are available and information gathered is shared with colleagues. CRLS teachers indicate that they follow current trends in education research to assist in their practice. Current research models explored include inquiry-based learning for science classes, Richard Elmore's Instructional Rounds, and metacognition. The amount of time available has been an issue which has inhibited stronger collaborative efforts among teachers. Scheduling limits cross-content collaboration. Also, there is not a system in place to chronicle and record teacher professional development activities that occur outside of the district. Future alignment of professional development activities to learning outcomes and additional collaborative meeting time will enhance instructional strategies that have an impact on all students. (self-study, teacher interviews, panel discussion, leadership meetings, Endicott survey)

Commendations

1. The highly-qualified and devoted professional staff who provide high quality instruction to students
2. The instructional practices at CRLS which support student achievement
3. The use of multiple instructional strategies
4. The Teacher Resource Center which serves to support instruction
5. The CRLS students who are actively engaged during classroom lessons
6. The co-teaching model
7. The instructional technology available at CRLS
8. The integration of technology for instruction

Recommendations

1. Evaluate and review the current 4 x 4 schedule and its effect on instruction in all subject areas

2. Develop a school-wide approach emphasizing differentiated instruction

3. Implement successful 21st century instructional practices consistently across all content areas

4. Develop systems that promote and track teachers' professional growth

5. Clearly post daily agendas and learning objectives in all classrooms

6. Create more opportunities for cross-disciplinary collaborations

7. Develop school-wide instructional guidelines that emphasize common language, protocols, and practices

4 Assessment of and for Student Learning

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, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

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 the corresponding rubrics.

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.

Conclusions

Currently, CRLS does not have up-to-date school-wide rubrics to assess individual student progress in achieving learning expectations nor does it assess whole-school progress. However, CRLS's faculty demands high standards for their students and for themselves. Individual teachers, groups of teachers teaching the same courses, and members of departments, formally meet to discuss, plan, and generate course and project-specific rubrics and to analyze course specific data during APC time. School-wide rubrics that measure learning expectations are not up-to-date, and although there is some time available it has not been used to assess student learning and data. Most of the teachers use course or project-specific rubrics. The Endicott survey reports that only 23 percent of teachers use school-wide rubrics when assessing student work. In order to assess whole-school and individual student progress in achieving the school's 21st century learning expectations, CRLS needs to complete the development and implementation of a formal process based on the use of school-wide analytic rubrics. (self-study, student work, teachers, Endicott survey, teacher interviews, panel presentation)

While CRLS regularly communicates how the school and its students are progressing in meeting school-wide learning expectations to key players and constituents, references to and explanations of 21st century learning expectations are not explicit. According to the Endicott survey, 83 percent of parents feel that CRLS provides them with formal reports of their child's progress in achieving 21st century learning expectations. Some parents, however, are unclear about what the 21st century learning expectations are and how their child is meeting them; therefore, communication about a child's meeting 21st century learning expectations is insufficient. Communication of expectations and progress, in general, is not uniform. Some teachers use Jupiter Grades, GradeKeeper, or

Grade Quick to distribute progress reports, which apprise students of their progress in their courses. Because this practice is not universal or required of all teachers, students and families have an incomplete vision across all subjects. When communication of students' progress is consistent, and a formal process is in place to assess and communicate student progress in achieving the 21st century expectations, students and their families will have a clearer understanding of their progress towards meeting the school's expectations. (self-study, student work, teachers, Endicott survey, teacher interviews, panel presentation)

While the CRLS community has a general awareness of inequalities in student achievement, there is limited evidence to show there is any formal school-wide process of teachers' collecting, disaggregating, and analyzing student data with the intent of responding to these gaps. The Endicott survey results state that 34 percent of professional staff collects, disaggregates, and analyzes data to identify and respond to inequalities in student achievement. The schedules of some, not all, teachers of core content courses allow them to meet in APC groups to review data. The absence of formal school-wide data analysis, and the inconsistent use of data to identify and respond to inequalities in student achievement, limits the ability of teachers to modify instruction to meet the learning needs of all students. When CRLS develops a formal plan to analyze school-wide data and when it uses this data to identify and respond to inequities in student achievement, teachers will be more effectively able to modify instruction which will address the learning needs of all students. (self-study, student work, teachers, Endicott survey, teacher interviews, panel presentation)

There is a discrepancy among teachers, students, and parents regarding teachers' communicating to students the school's applicable 21st century learning

expectations and related unit-specific learning goals to be assessed prior to the unit of study. The Endicott survey states that 76 percent of students feel that their teachers explain what the learning expectations are before the unit of study, and 67 percent of parents feel their child's teachers communicate the learning expectations prior to each unit of study. However, only 48 percent of staff feels that teachers communicate to students the school's learning expectations and use corresponding rubrics prior to each unit of study. Although teachers inform students of the content-related learning goals at the beginning of, during, and at the end of lessons and units, few teachers communicate the school's learning expectations. When CRLS clearly and consistently communicates the 21st century learning expectations, students will be afforded opportunities to use these expectations to inform their learning. (self-study, student work, teachers, Endicott survey, teacher interviews, panel presentation)

Teachers generally provide students with corresponding rubrics prior to summative assessments. The Endicott survey results state that 64 percent of parents feel they are familiar with and understand the school-wide analytical rubrics teachers use to assess their child's learning; 78 percent of students state they understand in advance what work they have to accomplish to meet their teachers' expectations; 78 percent of students states that teachers use rubrics to assess their work; and 80 percent of students states they understand the rubrics their teachers use. The majority of teachers use course-specific or project-specific rubrics to assess student work. Many teachers, who utilize rubrics for summative assessments, incorporate pieces of the school-wide rubric or add course-specific components to the school-wide rubrics. The majority of students believe they are given specific course or project-related rubrics from their teachers, but are unaware of any school-wide rubrics and do not see any similarities in the rubrics across the courses. Providing CRLS students with rubrics prior to summative assessments, that communicate clear expectations

across all levels and departments, will support them in achieving the CRLS 21st century learning expectations. (self-study, student work, teachers, Endicott survey, teacher interviews, panel presentation)

Teachers employ a range of formative and summative assessment strategies in their courses. Both formative assessments (e.g. exit slips, do now slips, observations, class discussions, verbal check-ins, and self-assessments) and summative assessments (e.g. state assessments, portfolios, lab reports, PowerPoint presentations, quarterly exams, mid-year exams, and end-of-year exams) ask students to demonstrate higher order thinking skills including creativity, problem solving, and authentic application of skills. Some teachers provide students opportunities to make-up and improve work. Teachers regularly meet individually with students outside of class to clarify assignments. In the Endicott survey, 83 percent of staff state that teachers use a variety and range of assessments, including formative and summative assessments. Because teachers employ a wide range of assessment strategies, students are given many opportunities to demonstrate what they have learned. (self-study, student work, teachers, Endicott survey, teacher interviews, panel presentation)

CRLS provides designated formal time for a majority of teachers of the same discipline to develop common assessments and analyze data. Teachers with the same courses or who teach in the same departments are afforded forty minutes of Assigned Professional Collaboration time per week. For example, several World History teachers, who have a common preparation period, meet regularly and address assessment issues. However, some of their colleagues who do not share that prep period only receive minutes of their meetings; consequently, they miss the opportunities to discuss assessment concerns and to suggest modifications. Some math instructors, teaching more than one course (e.g. Geometry and Algebra I), are assigned to only one APC group; therefore,

the benefits of belonging to an APC group are not comprehensive. Other opportunities exist during department and faculty meeting time, though this is limited and often used to address other school issues. Through their willingness to volunteer their own time after school and on weekends, a majority of the staff is able to develop and review common assessments. Whether institutional and systemic, or informal and after-hours, teachers investigate and analyze the results and quality of both formative and summative assessments, and regularly modify assessments to address their students' needs. This process rarely occurs across curricula and is limited to small pockets of common content teachers. When staff members are universally provided formal, well-structured time for the creation, analysis, and revision of formative and summative assessments; assessments will be consistent and lead to higher levels of achievement for all students. (self-study, teachers, Endicott survey, teacher interviews, panel presentation)

Both parents and students agree that CRLS teachers provide specific, timely, and corrective feedback to students. Students report that the specificity and timeliness of feedback varies by teacher. The Endicott survey states that 65 percent of students believe their teacher assess/correct their work in a reasonable amount of time; 53 percent believes that their teachers offer suggestions to help them improve their school-work; and 66 percent believes that their teachers' grading is fair and consistent. In direct discussions with students, most state that their teachers allow for revisions, especially in ELA and social studies. A review of student work demonstrates that teachers are providing corrective feedback; however, it does not show that teachers consistently give students the opportunity to review and revise their work. Teachers use a variety of formative assessments to assess, modify instruction, and give short-term feedback and progress reports to students; these include but are not limited to "do it now" activators, class discussions, written comments on work and assessments,

subject-specific rubrics, exit tickets, and quizzes and tests. Some teachers in the math department are using Moodle to allow students to take quizzes that provide immediate feedback and to make instantaneous corrective action. Also, in the music department, some teachers are beginning to use a software program called SmartMusic, which provides students an opportunity to measure individual progress while practicing assigned music. Teachers are able to assess the progress of individual musicians, who usually perform in a group or ensemble. Many student samples show specific corrective and instructive feedback, but fewer examples of student work suggest opportunities for re-evaluation. Corrective, specific, and timely feedback is helping CRLS students to assess their progress in their classes and when all students are provided with the opportunity to improve their work, their ability to achieve the learning expectations will increase. (self-study, Endicott survey, students, teachers, parents, teacher interviews, classroom observation, standard subcommittee)

Teachers across the school thoughtfully use formative assessments to inform and adapt their instruction to improve student learning. Many teachers use daily formative assessments, such as exit tickets, to assess student understanding and the need to modify instruction. Physics and math classes use standardized tests to monitor student needs, and many courses use common assessments to modify instruction. Teachers evaluate the validity and quality of individual questions on common assessments to check for understanding, to adjust the curriculum, and to modify teaching methods. For example, in chemistry, when an APC group discovers that one teacher's students excel on a certain section of an exam, this teacher is encouraged to share materials and strategies with the other chemistry teachers in order to improve the success rate across classes. Teachers frequently and successfully use formative assessments to inform, improve, and adapt their instruction for the purpose of improving

student learning. (self-study, teachers, students, teacher interviews, standard subcommittee)

Teachers and administrators examine a range of evidence of student learning for the purpose of revising curriculum and improving instruction in individual departments. During APC time, teachers have the opportunity to evaluate student work and common course grade-level assessments. Teachers then use the data derived from these meetings to improve course-specific instruction and to revise curriculum. When possible, teachers use standardized test results to improve instruction and student achievement. Administrators and support staff evaluate data from sending schools and other institutions to gauge CRLS's ability to meet students' needs. While both teachers and students subscribe to the importance and validity of CRLS preparing students for the 21st century, there appears to be a lack of school-wide coordination that makes explicit the school's efforts. In discussions with students at CRLS, many had neither heard of 21st century skills nor had they heard teachers refer to or connect this concept to their class work. There is a dearth of evidence showing assessment of or connection to 21st century skills in CRLS classrooms. Through observations, evaluation of student work, and discussion with students and teachers, it is evident that these skills are being taught in classes. However, some teachers are not making connections, or using rubrics, to integrate these skills into the classes and culture of CRLS. Teachers and administrators are evaluating a variety of evidence for the purpose of revising curriculum and improving instruction; however, the staff has not developed or implemented school-wide rubrics that assess 21st century learning expectations, which prevents the process from being a standardized practice. (self-study, teachers, teacher interviews, students, standard subcommittee, administration, department heads, panel presentations, Endicott survey)

Grading and reporting practices at CRLS are not regularly reviewed or revised to ensure alignment with the school's core values and beliefs about learning. According to the Endicott survey, 34 percent of CRLS staff believes that school-wide grading and reporting practices are regularly reviewed and revised. Therefore, 66 percent of the staff is not sure about process, or does not attempt to align their assessments with the school's core values and beliefs about learning. However, the self-study indicates that CRLS regularly reviews and revises grading and reporting practices in most departments and that many individual teachers also frequently revise their course grading policies. The self-study attributes this to the fact that many teachers are using individual rubrics that are class and/or assignment-specific to grade student work. In discussions, students concur, saying that teachers are using rubrics to assess their work. However, according to the same survey, 71 percent of parents believe that teachers' grading practices are aligned with the school's beliefs about learning. CRLS teachers have not yet collectively decided on the rubrics for their core values and beliefs. Once school-wide rubrics are updated and implemented, and are accurate reflections of the school's core values and beliefs, CRLS's grading practices will be more consistent and universal (self-study, Endicott survey, students)

Commendations

1. The formal APC meetings to discuss student data and to plan and generate course and project-specific rubrics

2. The regular examination of common assessments and student work within departments

3. The specific, timely, and corrective feedback given to students

4. The variety of formative and summative assessments used to assess, modify instruction, and give short-term feedback and progress reports to students for the purpose of improving student learning

5. The examination of a range of evidence of student learning for the purpose of revising curriculum and improving instruction in individual department

Recommendations

1. Develop and implement a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations
2. Develop and implement a process to communicate individual and school-wide progress in achieving the 21st century learning expectations to students, their families and the school community
3. Provide all teachers with equal access to APC time with their colleagues for the purpose of collaboration, analysis and creation of formative and summative assessments, examination of student work to improve instruction, and revision of grading and reporting practices
4. Provide students with specific, timely and corrective feedback to ensure students revise and improve their work
5. Ensure teachers clarify to students the relevant school-wide academic expectations, 21st century skills, and core values that will be assessed
6. Examine grading practices within the school to ensure consistency and alignment among courses and with the school's 21st century learning expectations

SUPPORT STANDARDS

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

Support Standard

5 School Culture and Leadership

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, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

3. There is a formal, ongoing program 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.

Conclusions

Cambridge Rindge and Latin School excels at creating a continuously and consciously safe, positive, respectful, and supportive culture that fosters student responsibility for learning, resulting in shared ownership, pride, and high expectations for all. Students, parents, and staff easily identify programs, such as STARS (Students Teaching and Advocating Respect), which allow diverse learners to address the needs and concerns identified by the school and wider community, resulting in collaborative solutions. Peer-to-peer assistance and collaboration in the classroom are evident, viewed positively, and welcomed among students. In the Endicott survey, 90 percent of parents, 84 percent of students, and 85 percent of staff agree that CRLS illustrates a safe, positive, and supportive school culture. Additionally, 80 percent of students report feeling pride in their school and that teachers care and support them. A wide array of programs is available to individualize support for each student, such as a plethora of clubs and extracurricular activities, specialized one-on-one tutoring, and counseling with teachers and guidance counselors. Community meetings in learning communities take place regularly to discuss current relevant issues, to foster a sense of community, and to provide personalized support to students. Although, some teachers expressed divergent views regarding a shared vision in teaching, learning, and expectations there is a strong sense of a safe, positive, respectful, and supportive culture in the school community of CRLS which has resulted in shared ownership, pride, and high expectations for all. (self-study, classroom observations, student shadowing, students, Endicott survey).

Cambridge Rindge and Latin School is equitable, inclusive, and fosters heterogeneity by ensuring that all students over the course of their high school experience are enrolled in several heterogeneously classes including one heterogeneously grouped core course (English/language arts, social studies, math, science, or world language). All freshmen students take a CP physics

course. All students are enrolled in heterogeneously grouped community meetings where 12 to 15 students meet in an advisory period 15 minutes every day. In grades 10 through 12, students are grouped without levels in world language classes. Additional course offerings in a variety of electives are heterogeneously grouped. While higher-level courses are available to all students, the self-study indicates that enrollment in honors and Advanced Placement classes for students of color and students on free and reduced lunch are significantly lower than other students. It was also noted that 62 percent of minority students are enrolled in CP classes as compared to 35 percent of other students. Enrollment in Advanced Placement courses is unevenly distributed by race and socioeconomic status. Fifty-six percent of Advanced Placement students is white, 13 percent is black or African American, and 8 percent is Hispanic. Fifty percent of CRLS students receive free or reduced lunch while only 20 percent of Advanced Placement students receive free or reduced lunch. Therefore, enrollment in higher-level courses is not equitable. All students have access to at least one heterogeneous core course, however not all students take advantage of the opportunity to pursue high-level academic work. (Endicott survey, teacher interviews, leadership meetings, student shadowing)

Cambridge Rindge and Latin School has established a formal, ongoing program through which every student has an adult in the school, other than a school counselor, who knows the student well and assists the student in achieving the school's learning expectations. In the Endicott survey, 50 percent of students and 46 percent of parents feel there is such a program. Teachers and administrators state that community meetings provide students with two teacher mentors and a heterogeneously mixed student group to discuss social issues and school-related news. Agendas and weekly goals are provided for use in community meetings; however, the program is implemented inconsistently. Students report that the effectiveness of the community meetings depends

largely on the teachers that students are assigned and how well they embrace the agenda plans. While community meetings at CRLS are newly established and represent a formal, ongoing program with the goal of assisting all students, when all staff is committed to the purpose and implementation of community meetings, the school will achieve its goal of assisting all students in meeting the school-wide learning expectations. (teachers, students, student shadowing, parents, Endicott survey, standard subcommittee)

Because formal meeting times for some teachers have been established to foster increased collaboration, the groundwork has been laid to involve all staff in meaningful professional development opportunities designed to improve student learning. Through the formal practice of Assigned Professional Collaboration, some departments are able to meet on a regular basis during the school day to share best practices. Core-content teachers report that collaborative meeting time results in a shared understanding of higher order and inquiry-based instructional strategies and strategies to improve curriculum, instruction, and assessment practices. While content meetings are embedded into the school day for many teachers, in some departments not all teachers are able to attend because they are scheduled to teach or to provide services to students. Examples of outcomes during the APC time include 9th grade science teachers co-constructing lesson plans on a regular basis, and regular education and inclusion teachers collaborating during their preparation time. History teachers meet during the school year to develop shared strategies and common rubrics for teaching and assessing specific skills and competencies as outcomes for their students. Access to embedded professional development time for all teachers is inconsistent. Teachers indicate that for the past year their after-school contractual time dedicated to professional development is consumed with their involvement on the various NEASC accreditation sub-committees and that the school's teacher-driven professional development committee is on hiatus. The gap in

school-offered professional learning is augmented by professional learning opportunities outside of the school. There is a robust offering of content-driven professional learning opportunities through partnerships established with local colleges, universities, and the district central office. Teachers are notified of these offerings via emails, the professional development calendar, and school newsletters. Opportunities exist for teachers to attend conferences and bring back relevant information to share with their colleagues. While CRLS administrators and teachers support the scheduling and implementation of school-based professional learning, the ability to develop a clear focus, connected to standards and the school's core values, mission, and vision is inconsistent. Therefore, opportunities for all teachers to engage in structured school-wide professional development are inconsistent and hindered by scheduling conflicts and a lack of clear expectations and guidelines. There is variability in how collaborative meeting time is prioritized, organized, and accessible to foster improvement and alignment in instructional practices for all staff members. Once all teachers are afforded time to collaborate with their peers to develop and share best 21st century instructional practices that are aligned with the school's core values, mission, and vision, there will be greater consistency in student learning. (teacher interviews, self-study, Endicott survey, leadership meetings.)

School leaders at Cambridge Rindge and Latin School regularly use research-based evaluation and supervision processes that focus on improved student learning. Both school leaders and teachers speak positively of the online evaluation tool, TeachPoint, which is used to track evaluation data. Teachers report that evaluations and feedback are uploaded and reported in a timely manner and provide useful feedback, but teachers have concerns about the lack of uniformity on when evaluations occur among their staff. Some staff report having their observations and formal evaluations completed while other staff members state they have not yet had a formal evaluation for the 2012-2013

academic year. Teachers acknowledge that informal evaluation from CRLS deans provide them with truthful and constructive feedback that has improved their teaching and student learning, and has fostered positive relationships between deans and teachers. School leaders are efficient and effective at regularly using research-based evaluation and supervision processes that focus on improved student learning and excel at giving positive and constructive feedback to staff; however, timely conducted evaluation of all faculty members will be beneficial to the improvement of instruction. (teacher interviews, teachers, standard subcommittee)

The organization of time supports opportunities for teachers to engage in research-based instruction, professional collaboration among teachers, and the learning needs of all students. Time for teachers to collaborate during professional development includes three full days at the beginning of the school year and monthly after-school professional development. The 4x4 block schedule provides for four 80-minute periods every day and was developed to reduce the student course load as well as to increase the depth of understanding among students. Teachers indicate that the benefits of the block schedule include a reduction of the amount of preparation time. Teachers believe the reduction in the overall student load enables them to provide greater attention to assessment of and for student learning. Students spend less time preparing for multiple classes and spend less time transitioning from one class to another. Students and teachers indicate that the reduced travel time between classes help foster a safe and orderly environment. According to students and teachers, the school has developed several on and off campus partnerships resulting in internship opportunities for students. Teachers express that these internships, in addition to science and elective classes, allow students to fully engage in the full range of these offerings by the longer class periods. Students and teachers recognize several challenges that are presented as a result of the longer class time. Teachers

express concerns related to students' limited attention spans, especially of those exhibiting academic and behavioral issues. Some students and teachers indicate that one semester is not sufficient to teach students essential material. Teachers also indicate that there is no formal way to measure the effectiveness of the block schedule and express a desire to further explore its effectiveness. The learning needs of students will be best met when the school develops opportunities for teachers to discuss, analyze, and make decisions about the effectiveness of the block schedule and how it will best meet the needs of all students. (teachers, students, school schedule, self-study)

The student load and class sizes at Cambridge Rindge and Latin School fully enable teachers to meet the learning needs of individual students. Faculty and administration report an 11:1 student-to-faculty ratio. Most classes observed ranged from 12 to 20 students. Teachers identify a twenty-student cap in science classes as observed in classrooms. A co-teaching model is strongly established and practiced in inclusion classes, with teachers speaking positively of the collaboration between special education and mainstream teachers. Sixty-eight percent of teachers feel their student and class sizes meet the needs of their students, and parents echo this sentiment with 83 percent agreeing that the number of students in their child's class allows the teachers to meet their individual needs. Many students speak to small class sizes as one of the benefits of attending CRLS and enjoy the smaller learning community within their individual classes. Due to CRLS's strong commitment in providing small class sizes and manageable loads for teachers, individual students learning needs are met and fully accommodated within Cambridge Rindge and Latin School. (teacher interviews, students, parents, Endicott survey, classroom observations, student shadowing)

The principal, in coordination with other building leaders, provides instructional leadership that is rooted in the school's core values and beliefs, specifically the motto of "Opportunity, Diversity, Respect." The same type of instructional leadership is needed to advance the school's learning expectations. CRLS is divided into four learning communities under the direction of the principal. A dean of students and a dean of curriculum lead each learning community. The principal and other building leaders live by the school motto of "Opportunity, Diversity, Respect" and it is illustrated in their actions and decision making. The school principal fosters a sense of pride and ownership of this motto by ensuring that "Opportunity, Diversity, Respect" posters are prominently displayed in hallways and classrooms. Students cite the diversity of CRLS community members and respect given to them by the principal and school leaders as an essential positive aspect of the CRLS culture. The principal provides leadership to the staff through implementation of some learning expectations. For example, the principal sends out a regular "Principal's Update" that details important upcoming dates and events, new decisions and happenings in Cambridge Rindge and Latin School, and positive commendations to the faculty and staff. The principal, with other school leaders, has successfully led the school in embracing the school motto of "Opportunity, Diversity, Respect"; therefore, the school is prepared to embark on completing the development of the academic, social, and civic expectations and rubrics as well as on integrating them into teaching and learning at CRLS. (self-study, school leadership, teachers, school board)

Teachers, students, and parents within the Cambridge Rindge and Latin School are working toward, but have not yet fully established, meaningful and defined roles in decision making that promotes responsibility and ownership. In the Endicott survey, only 57 percent of students feel that they have input in important decisions made at the school. Students identify the guidance office as

being the first contact when they have issues and ideas that they want to address. These students are reluctant to believe that the ideas and concepts they present are passed on to a higher authority. However, students do believe that teachers and administrators are very willing to listen to their needs for extracurricular and club activities; as many students state that finding and creating a club is a positive, equitable process. Only 40 percent of staff believes that teachers, staff, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership. While some teachers express they feel they have a role in decision making within the school, others addressed a need for better collaboration between staff and administrators on school-wide goals. In the Endicott survey, only 56 percent of parents feel they have opportunities to be involved in important decisions at the school. Parents identified PTO meetings as collaborative and helpful; however, it is identified that a large section of the parent population is uninvolved in the school community and decision making, particularly those of "at risk" students. Teachers and administrators acknowledge this and have been actively working toward increasing parent involvement in the school community by advertising school events and parent nights and developing a parent portal for the 2013-2014 academic year. While there is inconsistency and inequity in the involvement of teachers, students, and parents in meaningful and defined roles in decision making that promotes responsibility and ownership, CRLS has acknowledged and identified these gaps in their school community and are working on solutions to address these concerns. (teachers, parents, students, Endicott study, student shadowing)

The teachers at CRLS take an active role in leadership positions. Teachers feel that the principal and administrators provide significant trust and latitude in developing authentic, real-world, and creative opportunities during the formal school day and via extracurricular activities before and after school. The process

of establishing a club is unencumbered. Teachers take leadership roles on a variety of student support and professional development programs. Interventions for students who exhibit issues that interfere with academic success are addressed through Teacher Action Teams (T.A.T) which is a collaborative intervention effort among teachers, counselors, social workers, parents, and administrators who support students in meeting the school's learning expectations. There are numerous faculty advisors for a multitude of diverse student-driven clubs and organizations. Students indicate that they have the opportunity to establish new after-school clubs with the support of a member of the faculty. The new teacher induction program and school mentoring program provides support for new teachers through mentoring and coaching by high performing teachers. The deans of students, in concert with teachers and support staff, contribute to the formation of a strong school culture that is driven by the school's motto and are evident in all areas of the school facility. Because teachers exercise initiative and a desire to serve in leadership roles; the school experiences strong student engagement in student learning and a focus on developing the school-wide mission and vision. (teachers, students, self-study, school leadership)

The school committee, superintendent, and principal excel at collaboration, reflection, and working constructively to achieve the school's learning expectations. School committee members meet the first and third Tuesdays of each month. These meetings often include the principal depending on the topics being discussed. The principal also meets with the superintendent once a month in addition to frequent informal discussions regarding the CRLS school community. The principal was invited to and attended a round table discussion with the school committee and superintendent on school discipline policies. The school committee speaks highly of the principal and states that they are confident in his concerns, decisions, and solutions regarding Cambridge

Rindge and Latin School and its community, an endorsement corroborated by teachers, parents, and students. The school committee is invested in the education of Cambridge students and is willing to put forth the funding in order to implement rigorous learning and create high expectations within the Cambridge Public Schools. Some teachers expressed a lack of clarity on exactly how the school committee, superintendent, and principal collaborate and work together on achieving 21st century learning expectations. Due to the successful collaboration and reflection by the school committee, superintendent, and principal the school is successful in the realization of its learning expectations. (school committee, school leadership, teachers, parents, students)

The school committee and superintendent provide the principal with sufficient decision-making authority to lead the school. The school committee and the superintendent made clear that they support the principal in his role as the school's primary instructional leader. The school committee plays an important role in ensuring that the school is adequately funded to meet the school's academic and operational expenses and to ensure that all students achieve the school's learning expectations. The superintendent expressed his confidence in the principal and the leadership he has brought to the school. The school committee and superintendent should continue to work in concert with the school principal to ensure the programs, policies, and resources are informed by student needs as communicated by the school principal. (school committee, leadership meeting, superintendent, principal)

Commendations

1. The positive, safe, respectful, and supportive school culture and atmosphere established at CRLS

2. The teachers who take advantage of professional learning opportunities outside of school to remain current in best practices

3. The collaboration of students and staff to perform numerous community service events, activities, and initiatives

4. The collaboration, reflection, and constructive relationship among the school committee, superintendent, and principal in fostering positive relationships and high expectations within the CRLS school community

5. The practice of holding community meetings, which are intended to individualize the educational experience for all students, and have been established in the school schedule

6. The proactive response to increase the level of parental involvement among low achieving students and students of color

7. The small class sizes and co-teaching model that foster personalization of individual student learning

8. The principal and school leaders and how they effectively embrace and promote the school motto of "Opportunity, Diversity, Respect"

Recommendations

1. Ensure consistency and continuity in the practice of community meetings among faculty members

2. Establish clearly defined roles and guidelines to include all students, teachers, and parents in the decision-making process

3. Increase the amount of parents of diverse backgrounds and at-risk students in the decision-making process

4. Increase the number and diversity of students enrolled in Honors and Advanced Placement courses to ensure greater equity in challenging courses

5. Develop school-wide opportunities for teachers to discuss, analyze, and make decisions about the effectiveness of the block schedule to ensure it meets the needs of all students

6. Provide consistent collaborative meeting time that occurs during the regular school day for all teachers

7. Plan and implement relevant and meaningful professional development opportunities that promote best practices and are aligned with the school's 21st century school expectations

Support Standard

6 School Resources for Learning

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.

Conclusions

The Cambridge Rindge and Latin 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. Classroom teachers partner with counselors and special education teachers to identify areas of concern for identified and at-risk students. The school also collaborates extensively with school and community partners. Through the review of progress reports and report cards, counselors and special educators connect with students and determine appropriate interventions. Students in need of intervention can be referred to the Child Study Team (CST), the Teacher Assistant Team (TAT), or Student Support Team (SST), comprised of counselors, social workers, and administrators. Programs such as Achievement via Individual Determination (AVID), and an array of special education programs and classes work to meet the needs of identified students. A robust tutoring program exists for students before and after school in the library, MCAS Center, and in the Tutoring Center. The College and Career Resource Center (CCRC) provides extensive information for life planning. The community meeting time provides daily interaction between students and an identified, supporting member of faculty. Students regularly benefit from the timely, coordinated, and directive intervention strategies which support achievement of learning expectations for all students. (self-study, teachers, support services staff)

The Cambridge Rindge and Latin School regularly provides information to families, especially to those most in need, about available student support services. The school website collects diverse and regularly updated information for the school community and does so in a variety of languages. *Did You Know* (DYK), a daily newsletter published in print and electronic forms by the guidance department, provides students and parents with a wide range of

relevant information from the cafeteria menu to the news of the day. The Office of Special Education (OSE) working with the Parent Advisory Council (PAC), sponsors workshops and meetings that provide families with information on a wide range of topics. Utilizing a full-time family liaison, the school is able to facilitate school-to-home and home-to-school communication, especially through the monthly family newsletter. With the adoption of communication mechanisms, the Cambridge Rindge and Latin School provides information to families, including those most in need, about available support services, thereby increasing the accessibility of that information. (self-study, support services staff, teachers, school website)

Support services staff generally use technology across the school to deliver an effective range of coordinated services for each student. A student information system (SIS Express) equips the CRLS community with the ability to record grades and attendance, as well as to produce digital transcripts. Teachers also implement a variety of grading software, some of which provide a student portal. A website is used by the guidance department where the CRLS community can access information on academic support, service opportunities, testing, the course catalog, and summer enrichment. The guidance department utilizes programs such as Naviance, and the Office of Special Education uses Easy 504/IEP to manage student information. Other technologies such as Moodle, projection cameras, classroom amplification systems and tablet computers help meet the needs of non-traditional learners. With this diverse array of hardware and software, some faculty members seek a single streamlined portal to student information. The Pearl K. Wise Library maintains an impressive website that links the CRLS community to forty-five subscription databases, reference e-books, the online library catalog, and links to wider library borrowing networks (*i.e.*, Cambridge Public Library and the Minuteman Library Network). Instructional efforts undertaken by librarians utilize networked 21st

century tools such as interactive whiteboards, LCD projectors, desktop computers, and mobile devices to deliver services to CRLS students. Because of the successful adoption of technology by CRLS support services staff, services are generally coordinated and information resources are provided for each student, enabling case management and access to relevant student information. (self-study, support services staff, facility tour, teachers)

School counseling services have an adequate number of certified/licensed personnel and support staff. There are two guidance counselors, a social worker, a school psychologist, and two clerical support staff members in each learning community. However, the counselors report that the clerical staff split their time with the deans of students and deans of curriculum in each of the learning communities. In addition, a school-wide registrar, guidance coordinator, and secretary are housed in the College and Career Center. Students are assigned equally amongst the four learning communities to represent the diverse population creating a counselor to student ratio of 1 to 200. There is evidence of a written developmental guidance plan by grade level. Targeted lessons are delivered during community meetings by some counselors, but this practice is not consistently used. Community meetings are held in fifteen-minute intervals and it is the belief of the counseling staff that this time isn't sufficient to support a developmental guidance model. The College and Career Center is used to host college visits, explore careers, and research colleges. The coordinator of guidance works out of this center and she has a caseload of 40 students. A college fair is planned in the fall and it is the hoped that in the future students who have limited opportunities to visit colleges, will be offered field trips to various colleges. Students, teachers, and guidance counselors report that a college planning presentation was held recently with juniors in the library. At this presentation, Naviance was introduced as a vehicle to manage career and college exploration activities. There is some evidence of group meetings by guidance

counselors involving the implementation of the Naviance program. There is discussion of a plan for implementation with the lower grades. Each grade level has been assigned a specific task within the Naviance program. In addition, school social workers plan targeted group lessons in coordination with the Teen Health Center and in concert with community agencies. The Endicott survey reports that over 66 percent of students and over half of parents believe that students see their guidance counselors on a regular basis. Teachers, guidance counselors, and social workers report many opportunities for collaboration with outside agencies and community social service networks within the school and outside in the community. Mental health agencies exist within the school through the Teen Health Center and the coordination of services managed by the individual learning community social workers. The Extension School is an alternative high school in Cambridge. There is an application process and waiting list for students. However, there is a lack of understanding of the referral process. There is no evidence of the use of ongoing assessment data to improve student support services. Guidance counselors report that they are unable to access data from the current student information system to track student assessment data and cannot do their jobs effectively because of the lack of access to such reports. However, the Registrar provides access by placing predetermined reports on a dashboard for easier access. In addition, counselors have access codes to the College Board assessments, i.e. PSAT, SAT, AP, and AP Potential reports and test data. Educational Proficiency Plans are developed and monitored by the counselors but frustration lies in requests by the MCAS Coordinator to counselors to obtain scores from sending schools. School social workers use data collected in Teen Health Center surveys so they may address these needs through a variety of mediums involving student support teams. The consistent provision of guidance and counseling services to all students will be enhanced by the implementation of the developmental guidance plan for all

students in all learning communities. (self-study, teacher, school counselors, students)

CRLS and the Teen Health Center are staffed by a sufficient number of certified/licensed personnel and support staff to deliver an adequate range of programs and services. School health services provides two registered nurses and one medical assistant; the Teen Health Center provides an additional medical doctor, one nurse practitioner, two medical assistants, two mental health therapists, and a sexual health educator. All grade nine students participate in a Health course that fosters values about healthy living. Support staff uses an appropriate referral process, with internal referrals made by teachers and guidance staff to the school nurse. Externally, parents can make referrals. School nurses conduct ongoing student health screenings for vision, hearing, posture, height, weight, immunizations, and baseline impact testing for concussion. Also, through tools such as the bi-annual Teen Health Survey, health services personnel regularly use ongoing, relevant assessment data, to improve services and develop new programs to maintain student health through prevention and treatment. With the successful implementation of preventative and direct intervention services, referrals, and health assessments by CRLS support staff, health services are effectively and regularly synchronized for each student, ensuring that student health is maintained from prevention through treatment as a foundation for student learning. (self-study, support services staff, facility tour)

Library/media services are integrated into curriculum and instructional practices across the school. By means of independent study and other research projects, students acquire 21st century research skills through instruction from the school librarians and classroom teachers in both the social studies and English language arts departments. CRLS librarians are also actively engaged in the implementation of the school's curriculum through collection development

and reference services. The Pearl K. Wise Library provides an extensive range of materials, technology, and other information services in support of the school's curriculum in print and digital formats. The library is staffed adequately by two certified/licensed professionals and one support staff member. The library is open before and after school to the appreciation of students and faculty. As active stakeholders, students, parents, and teachers value the library, and their dynamic and ongoing informal relationship with school librarians allows for ongoing assessment of the collection and its needs. The Pearl K. Wise Library meets the learning needs of its students with assets such as appropriate and dedicated professional staff, exemplary research materials, and resources for independent learning in the 21st century. (classroom observations, self-study, teachers, students, support services staff)

Teachers, counselors, and other support staff collaborate through multiple intervention models. The Child Study Team (CST) consists of special education teachers, guidance counselors, a social worker, and deans of the various learning communities to address issues in and outside of the classroom. Teacher Assistant Teams (TAT) provides the venue to continue discussion for all students who are at risk. Evidence of a process for referral and evidence of intervention strategies is well documented and supported through teachers and student interviews. Special education teachers are assigned caseload liaison duties for 10 to 12 students. The teachers meet regularly with students, assess their progress, provide tutorial support and keep parents informed.

The deans of curriculum are the general education providers of the 120 or so students currently on 504 plans. Parents of students on 504s express concern about the implementation of required accommodations. Guidance counselors do not have involvement in the communication or writing of the 504 plans; however, guidance counselors attend IEP/review meetings to discuss student

progress. Inclusive learning opportunities are provided by the Office of Special Education and the English language learner (ELL) department through access to the general curriculum including world languages and electives. Graduation requirements and opportunities to meet them are afforded equally for all students. Documentation of multiple meetings confirms the self-study's finding of consistent monitoring of student progress. Evidence of tracking tools for monitoring student achievement is included in the self-study and there is documentation of multiple meetings in their collection of evidence. Assessment data is used effectively within the Office of Special Education and English language learner department. Identified students receive appropriate access to the general curriculum by consistent monitoring of progress through effective collaboration teams allowing all students to meet the school's learning expectations. (student work, teachers, testing schedules, tracking forms, self-study)

Commendations

1. The quality and effective implementation of directive intervention strategies for all students

2. The health services team that works to keep students, faculty, and staff healthy through preventative measures and treatment interventions

3. The opportunities provided to students by the College and Career Center

4. The technological tools available for career and college exploration

5. The library staff that actively engages in designing, implementing, and assessing research assignments that are aligned with the school's curriculum

6. The library's program, resources, and hours of operation that enable students to be independent 21st century learners

7. Exemplary student support programs and opportunities for professional collaboration

Recommendations

1. Utilize results from ongoing assessments to evaluate and improve school support services

2. Consolidate student information into a single portal accessible to all teachers and staff

3. Implement a consistent and equitable developmental guidance program by grade and learning community

4. Implement and document the use of individual planning tools

5. Develop an assessment process to evaluate the guidance program and the acquisition of the school's 21st century learning expectations

6. Monitor the effectiveness of the counseling services to ensure program consistency and delivery for all students within the four learning communities

7. Ensure the consistent writing and implementation of 504 plans

8. Implement strategies to increase effective communication especially with families in need

7 Community Resources for Learning

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

1. The community and the district's governing body provide dependable funding for:
   - a wide range of school programs and services
   - sufficient professional and support staff
   - ongoing professional development and curriculum revision
   - a full range of technology support
   - sufficient equipment
   - sufficient instructional materials and supplies.

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

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

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

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

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

7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Conclusions

The school budget contains adequate and dependable funding for school programs and services, professional and support staff, professional development and curriculum revision, technology support, equipment and instructional materials and supplies for the past three years. In 2010 the city spent $25, 737 per pupil. This compares to a state average of $13, 052. The Endicott survey indicates that 75 percent of the staff and 70 percent of parents feel that the school budget is adequate in terms of funding for professional and support staff. The school maintains a wide range of programs and services for students. There are over forty clubs and extracurricular activities, each with a compensated advisor. The school maintains 34 athletic programs with 66 teams. The school maintains a 11:1 student-to-faculty ratio. Most classes observed ranged from 12 to 20 students. Sixty-eight percent of teachers feel their student and class sizes meet the needs of their students and parents echo this sentiment, with 83 percent agreeing that the number of students in their child's class allowed the teachers to meet their individual needs. Funds are available for professional development workshops as is tuition reimbursement for courses taken at local universities and colleges. There is sufficient equipment in every classroom including interactive whiteboards, LCD projectors, and document cameras that are maintained by the Information, Communications, and Technology Services (ICTS). A reimbursement plan is available for instructional materials and supplies. The Endicott survey indicates that a significant majority of the school community believes that they have adequate instructional materials, technology, equipment, and supplies, a finding verified in observations by the visiting team. As a result of the community's financial support of the high school facility, programs, personnel, technology and supplies students have the ability to achieve 21st learning expectations. (Endicott survey, self-study, central office personnel, support services staff)

CRLS effectively develops, plans, and funds programs to ensure the maintenance and repair of the building, and properly maintains, catalogues, and repairs equipment. The cleanliness of the facility is a high priority. The custodial staff provides an exceptional level of school cleanliness on a daily basis. A staff of eighteen custodians ensures that the school site and plant are safe, healthy, clean and well maintained. According to the Cambridge Public School Fiscal Budget published on March 13, 2012, there is a five-year fiscal forecast for maintenance and repair expenditures. An ICTS team located at the high school maintains and replaces all technology equipment. Staffing is sufficient in number to perform regular checks and to maintain proper documentation regarding local, fire, health, and safety regulations. A fire log kept in the main office is checked monthly. Work orders are generated through SchoolDude for anything found to be unsafe or broken, and identified equipment is removed and repaired. The five-year plan for maintenance and repair expenditures ensures that the CRLS staff and students will work and study in a facility that is well maintained, safe, and clean. (CPS Fiscal Budget, facility tour, central office personnel, Endicott survey)

The city of Cambridge funds and CRLS implements a long-range plan that addresses programs and services, changes in enrollment and staffing needs, facility needs, technology, and capital improvements as indicated in the five-year financial forecast for the fiscal years 2014-2018. A small increase in expenditures for these areas is projected over the next five years. The adjustments made for staffing needs are determined by anticipated enrollment changes and increases in special education services. The supplemental technology resources include interactive whiteboards, LCD projectors, document cameras, and computers within every classroom. CRLS's students benefit from the community's long range planning and continual budgetary support. (CPS fiscal budget, central office personnel, teachers, Endicott survey, self-study)

There is a system in place for the development and implementation of the budgetary process. The principal meets with staff and the school council to solicit input and align the School Improvement Plan objectives and system-wide goals with budget priorities and guidelines. Faculty members are asked in department meetings to indicate any budgetary needs that they have. The CRLS principal submits a budget proposal to the superintendent of schools in January. After the principal's proposal is reviewed by the superintendent's office, it is presented to the school committee for discussion and review. Public hearings are then held for input and the principal, department heads, and other building administrators are able to clarify specific budget items. The school committee votes on the final budget. Once the budget is in place, faculty members are not always aware of the details and the allocation of funds. Faculty and administrators are involved in the development of the school budget but will benefit from additional information about its implementation. (CPS Fiscal Budget, central office personnel, teachers, Endicott survey, self-study)

The school site and plant of CRLS, consisting of the Rindge Building, the Arts Center, the Fieldhouse, and the War Memorial, support the delivery of 21st century programs and services. The recent renovation of more than one hundred and twenty million dollars has produced a facility that has adequate classroom space, offices, conference rooms, lavatories, computer labs, auditorium, student cafeteria, and music rooms. The majority of the classrooms are equipped with current technology, which includes interactive whiteboards, document cameras, LCD projectors, computers and wi-fi throughout the campus. In addition, there are computers and printers located in the Teacher Resource Center (TRC), library, world language labs, and a computer lab designated to each learning community. There is access to this computer technology before school starts at 7:15 a.m. and after school until 4 p.m. The Rindge School of Technical Arts

(RSTA) has classroom space and labs specifically designed and equipped for career and technical programs. These include Biotechnology, Graphic Design, Culinary, Carpentry, Engineering, Automotive Technology, Media Technology, Health Assisting, Creative Design, and Information Technology. These facilities were not included in the renovation and in some cases are in need of updating. The learning community offices allow for all the deans, clerks, guidance personnel, social worker and the school psychologist to work together in one central location. The food service area and cafeteria provide for an improved preparation and delivery of meals to both students and faculty. A state of the art theater which includes a set design area provides an excellent space for the performing arts. The athletic facilities, including pools, a weight room, an indoor track, a dance studio, and multiple basketball courts benefit not only the student of CRLS but are also available to the community at-large. The extensively renovated CRLS campus supports the delivery of high quality school programs and services for students. (facility tour, self-study, parents, support staff, students)

The school maintains up-to-date documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with fire, health, and safety regulations. This documentation, including the Materials Safety Data Sheet (MSDS), is stored in yellow metal cabinets that were observed during the facility tour. There is a separate "fire room" that houses the alarm system and the documented fire regulations. The evacuation plan procedure and other pertinent information are on file in the Cambridge Public Schools (CPS) Facilities Department Office. Each classroom at CRLS also has a copy of the evacuation plan. CPS utilizes Building Management Software (BMS) to monitor air quality, temperature, and other environmental conditions. As a result of the school maintaining current documentation that the physical plant

and facilities meet all applicable federal and state laws, the school is in compliance with regulations. (facility tour, support staff, documents)

The professional staff actively engages parents and families as partners in each student's education and makes a special effort to reach out to those families who have been less connected with the school. The Principal's Desk Newsletter and a CRLS Parent Newsletter are two examples of the school's efforts. The Family Liaison Office informs parents of upcoming workshops, high school events, and other important dates. During the school year, two Open Houses are held, one at the beginning of each semester. Parent-Teacher Conferences are held following the first grade report for each semester. The Keys to Success Night is designed to engage parents of current 9th graders. During this event, parents receive individual guidance and the opportunity to select courses for their 9th grade students for the following school year. Communicating information about events to parents is done through mailings, ConnectEd automated phone calls, and personal phone calls from teachers, counselors, and other staff members. It is felt that more parent trainings on how to access online resources such as Edline would be helpful. For families that are less connected to the school, the Family Resource Center, located at the high school, provides multiple services that include connections to community-based resources and interpretation services. The professional staff at CRLS is proactive in making efforts to communicate with parents about relevant school information and events through both standard and electronic means and by hosting open house and special afternoon/evening sessions. (self-study, parents, students, teachers)

CRLS maintains productive parent, community, business, and higher education partnerships that support student learning. The Friends of Cambridge Rindge and Latin School (FOCRLS) is a volunteer parent-community partnership whose primary goal is to enhance both academic and social development

opportunities at CRLS. Examples of the financial aid and award programs the FOCRLS support include the Faculty Innovation Grants, Student Travel Fellowships, First Scholars Award, and the Faculty Distinction Awards. The athletic program at CRLS benefits from the efforts of the Friends of Cambridge Athletics (FOCA) that raises money to fund the purchase of additional sports apparel for the CRLS sports teams. Community businesses also provide a reliable level of collaboration with CRLS. Some of these partnerships include the Cambridge School Volunteers (CSV) that operates the Tutoring Center, the Co-op, the Workforce, and the Mayor's Summer Youth Employment Program. Area businesses like Biogen and Draper Labs host field trips for science classes and offer research internships throughout the school year and during the summer. The location of CRLS near many higher education institutions allows students to have access to both academic support programs and partnerships. Students have the opportunity to take courses offered at the University of Massachusetts Boston, Harvard College, and Harvard Extension School. The Rindge School of Technical Arts (RSTA) has articulation agreements from post-secondary institutions which allow students who have completed the program to continue their vocational studies. CRLS will continue to benefit from its extensive collaboration with community organizations, local businesses, and area academic institutions that provide invaluable support services, partnerships, internships, and educational opportunities. (self-study, parents, standard subcommittee, community members, students)

Commendations

1. The overwhelming community support which provides dependable funding for a wide-range of programs and services for students
2. The continued support of funding for professional development

3. The exceptional level of school cleanliness maintained by the school custodians

4. The district's commitment to ongoing maintenance of the school building

5. The planning for future programs and services, changes in enrollment and staffing needs, facility needs, technology, and capital improvements as addressed in the five-year financial forecast

6. The extensively renovated site and facilities that provide first-class space for students and staff members

7. The variety of methods used by the school to reach out to parents especially those in the most need

8. The collaboration of CRLS with community organizations, local businesses, and educational institutions

Recommendations

1. Provide a more detailed breakdown of the school budget so faculty and staff understand how money is being allocated

2. Include a feedback mechanism for facility work order

3. Develop and implement a plan to update/renovate the RSTA facilities as needed

FOLLOW-UP RESPONSIBILITIES

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

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

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Committee 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 Committee requires that the principal of the Cambridge Rindge and Latin School 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 Committee in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the

Five-Year Progress Report is submitted. The Committee 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 Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Committee'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 Committee's Substantive Change Policy is included in the Appendix on page 94. 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 Committee office has current statistical data on the school.

The Committee 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 Committee'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 Committee staff following the on-site visit.

Cambridge Rindge and Latin School
NEASC Accreditation Visit
March 10-13, 2013

Visiting Committee

George Edwards/Chair
NEASC
Burlington, MA 01803

Kathleen Dawson/Assistant Chair
John D. O'Bryant School of Math and Science
Roxbury, MA

Jeff Aubuchon
Oakmont Regional High School
Ashburnham, MA

Brian Calnan
Southbridge Midde/High School
Southbridge, MA

Michael Fiato
Lawrence High School
Lawrence, MA

Paul Hayes
Woburn High School
Woburn, MA

Tess Hickey
Wachusett Regional High School
Holden, MA

Andrew Hoey
Hingham High School
Hingham, MA

Ed Jennings
Methuen High School
Methuen, MA

Marissa Lapointe
Springfield Central High School
Springfield, MA

Cathie Leger
Brockton High School
Brockton, MA

Stacy Mannheim
Masconomet Regional High School
Topsfield, MA

Kevin McCaskill
Hartford Public Schools
Hartford, CT

Allyson Mizoguchi
Wayland High School
Wayland, MA

Richard Penna
Taconic High School
Pittsfield, MA

David Reed
Haverhill High School
Haverhill, MA

Heather Root
Fitchburg High School
Fitchburg, MA

APPENDIX B

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Committee 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 Committee'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

Cambridge Rindge and Latin School

Commendations

Core Values, Beliefs, and Learning Expectations

1. The motto that identifies the school's core values that is clearly embraced by the school community

2. The connections between civic and social learning expectations and the school's core values as expressed in the motto, "Opportunity, Diversity, Respect"

3. The adoption of certain school policies that reflect the ideals of "Opportunity, Diversity, Respect"

4. The formal recognition of a need to update the CRLS Mission Statement in terms of 21st century skills

Curriculum

1. The robust curriculum that offers students myriad real-world and career-based opportunities

2. The curriculum's focus on inquiry, higher order thinking, authenticity, and technology

3. The opportunities for authentic learning through programs such as RSTA, The Enhanced Senior Year Program, and Upward Bound

4. The extensive resources available and the collaborative nature of the staff in the Pearl K. Wise Library

5. The newly renovated facilities with state-of-the-art technology

6. The extensive opportunities for students to learn beyond the campus

7. The personnel and resources available for curriculum oversight, development, and review

8. The regular and productive use of APC time to align department curriculum and share best practices

Instruction

1. The highly-qualified and devoted professional staff who provide high quality instruction to students
2. The instructional practices at CRLS which support student achievement
3. The use of multiple instructional strategies
4. The Teacher Resource Center which serves to support instruction
5. The CRLS students who are actively engaged during classroom lessons
6. The co-teaching model
7. The instructional technology available at CRLS
8. The integration of technology for instruction

Assessment of and for Student Learning

1. The formal APC meetings to discuss student data and to plan and generate course and project-specific rubrics
2. The regular examination of common assessments and student work within departments
3. The specific, timely, and corrective feedback given to students
4. The variety of formative and summative assessments used to assess, modify instruction, and give short-term feedback and progress reports to students for the purpose of improving student learning
5. The examination of a range of evidence of student learning for the purpose of revising curriculum and improving instruction in individual department

School Culture and Leadership

1. The positive, safe, respectful, and supportive school culture and atmosphere established at CRLS

2. The teachers who take advantage of professional learning opportunities outside of school to remain current in best practices

3. The collaboration of students and staff to perform numerous community service events, activities, and initiatives

4. The collaboration, reflection, and constructive relationship among the school committee, superintendent, and principal in fostering positive relationships and high expectations within the CRLS school community

5. The practice of holding community meetings, which are intended to individualize the educational experience for all students, and have been established in the school schedule

6. The proactive response to increase the level of parental involvement among low achieving students and students of color

7. The small class sizes and co-teaching model that foster personalization of individual student learning

8. The principal and school leaders and how they effectively embrace and promote the school motto of "Opportunity, Diversity, Respect"

School Resources for Learning

1. The quality and effective implementation of directive intervention strategies for all students

2. The health services team that works to keep students, faculty, and staff healthy through preventative measures and treatment interventions

3. The opportunities provided to students by the College and Career Center

4. The technological tools available for career and college exploration

5. The library staff that actively engages in designing, implementing, and assessing research assignments that are aligned with the school's curriculum

6. The library's program, resources, and hours of operation that enable students to be independent 21st century learners

7. Exemplary student support programs and opportunities for professional collaboration

Community Resources for Learning

1. The overwhelming community support which provides dependable funding for a wide-range of programs and services for students

2. The continued support of funding for professional development

3. The exceptional level of school cleanliness maintained by the school custodians

4. The district's commitment to ongoing maintenance of the school building

5. The planning for future programs and services, changes in enrollment and staffing needs, facility needs, technology, and capital improvements as addressed in the five-year financial forecast

6. The extensively renovated site and facilities that provide first-class space for students and staff members

7. The variety of methods used by the school to reach out to parents especially those in the most need

8. The collaboration of CRLS with community organizations, local businesses, and educational institutions

Recommendations

Core Values, Beliefs, and Learning Expectations

1. Document the process of identifying and making a commitment to core values and beliefs about learning

2. Implement a regular process that is dynamic, collaborative, and inclusive when reviewing and revising the core values, beliefs about learning and 21st century learning expectations

3. Utilize student achievement data and research-based best practices based on 21st century skills to develop the school's core values, beliefs about learning, and academic, social, and civic expectations

4. Draw explicit connections between core values and beliefs about learning

5. Ensure that the school-wide analytic rubrics for the adademic, social, and civic expectations are consistent in content and format and clearly identify expected levels of performance

6. Ensure that policies, procedures, decisions, and resource allocations are driven by the school's core values, beliefs, and 21st century learning expectations

7. Incorporate community and district priorities in the school's core values, beliefs, and learning expectations

Curriculum

1. Include the curriculum's connection to 21st century learning expectations on consistently uniform curriculum documents

2. Increase interdisciplinary connections in the curriculum

3. Increase technology training for teachers

4. Ensure that vertical alignment exists in grades 9 through 12 and K through 12 for each department
5. Provide teachers with ample time for curriculum development and review
6. Increase the use of data and research during the development, evaluation, and revision of curriculum

Instruction

1. Evaluate and review the current 4 x 4 schedule and its effect on instruction in all subject areas
2. Develop a school-wide approach emphasizing differentiated instruction
3. Implement successful 21st century instructional practices consistently across all content areas
4. Develop systems that promote and track teachers' professional growth
5. Clearly post daily agendas and learning objectives in all classrooms
6. Create more opportunities for cross-disciplinary collaborations
7. Develop school-wide instructional guidelines that emphasize common language, protocols, and practices

Assessment of and for Student Learning

1. Develop and implement a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations
2. Develop and implement a process to communicate individual and school-wide progress in achieving the 21st century learning expectations to students, their families and the school community
3. Provide all teachers with equal access to APC time with their colleagues for the purpose of collaboration, analysis and creation of formative and summative assessments, examination of student work to improve instruction, and revision of grading and reporting practices
4. Provide students with specific, timely and corrective feedback to ensure students revise and improve their work

5. Ensure teachers clarify to students the relevant school-wide academic expectations, 21st century skills, and core values that will be assessed
6. Examine grading practices within the school to ensure consistency and alignment among courses and with the school's 21st century learning expectations

School Culture and Leadership

1. Ensure consistency and continuity in the practice of community meetings among faculty members

2. Establish clearly defined roles and guidelines to include all students, teachers, and parents in the decision-making process

3. Increase the amount of parents of diverse backgrounds and at-risk students in the decision-making process

4. Increase the number and diversity of students enrolled in Honors and Advanced Placement courses to ensure greater equity in challenging courses

5. Develop school-wide opportunities for teachers to discuss, analyze, and make decisions about the effectiveness of the block schedule to ensure it meets the needs of all students

6. Provide consistent collaborative meeting time that occurs during the regular school day for all teachers

7. Plan and implement relevant and meaningful professional development opportunities that promote best practices and are aligned with the school's 21st century school expectations

School Resources for Learning

1. Utilize results from ongoing assessments to evaluate and improve school support services

2. Consolidate student information into a single portal accessible to all teachers and staff

3. Implement a consistent and equitable developmental guidance program by grade and learning community

4. Implement and document the use of individual planning tools

5. Develop an assessment process to evaluate the guidance program and the acquisition of the school's 21st century learning expectations

6. Monitor the effectiveness of the counseling services to ensure program consistency and delivery for all students within the four learning communities

7. Ensure the consistent writing and implementation of 504 plans

8. Implement strategies to increase effective communication especially with families in need

Community Resources for Learning

1. Provide a more detailed breakdown of the school budget so faculty and staff understand how money is being allocated

2. Include a feedback mechanism for facility work order

3. Develop and implement a plan to update/renovate the RSTA facilities as needed