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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SECONDARY SCHOOLS

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March 8, 2010

Ronna Cadarette
Principal
Winnisquam Regional High School
435 West Main Street
Tilton, NH 03276

Dear Dr. Cadarette:

The Commission on Public Secondary Schools, at its January 24-25, 2010 meeting, voted to accept the Two-Year Progress Report of Winnisquam Regional High School and to continue the school's accreditation. While the Commission acknowledges that progress has been made as noted below, until all cited concerns have been satisfactorily resolved, the school remains on warning status for the Standards for Accreditation on Curriculum and Assessment of Student Learning.

The Commission wishes to commend the following:

- the submission of curriculum documents illustrating the alignment of the curriculum with the school's academic expectations
- the adoption of the *Understanding by Design* model as a guide for developing curriculum documents
- the dedication of workshop days both during the summer and the school year for work on curriculum guided by the *Understanding by Design* model
- the submission of examples from across the curriculum illustrating an increase in curricular integration
- the use of core curriculum and district-wide teams to enhance vertical curriculum articulation
- the development of a five-year plan for technology acquisition to support the implementation of the curriculum
- the scheduling of monthly meetings between middle school and high school teachers in core academic subjects to develop open-ended questions, to create rubrics for assessing student work, and to review student work and assessments including NWEA results
- the steady decline in the school's drop-out rate
- the increases in the NECAP scores in reading, mathematics, and writing

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- the provision of professional development, including opportunities to collaborate, focused on the development of a range of assessment strategies

The Commission was also pleased to acknowledge:

- the development and submission of rubrics to guide the assessment of the level of achievement of the school's civic and social expectations
- the submission of examples from across the academic areas illustrating instructional practices that personalize instruction, make connections across disciplines, engage students as active learners, engage students as self-directed learners, involve students in higher order thinking to promote depth of understanding, and provide opportunities for students to apply knowledge and skills, and provide opportunities for self-assessment and self-reflection
- the change in the process for weighting grades in the calculation of GPAs to provide a more equitable system that serves the needs of all students and that has produced a more heterogeneous mix in all classes
- the movement toward heterogeneity in some grade levels by the social studies and science departments
- the development of a decision-making model, including a flow chart, for guiding the decision making in various domains that outlines parameters of authority and identifies the parties who will be participants in those various decision-making domains
- the use of regular surveys and the anticipated analysis of a range of data to assess the efficacy of the school mentor program
- the adoption of a number of strategies to more fully acknowledge and celebrate student successes
- the completion of an update to the school's emergency plan
- the addition of materials to the library to support the science curriculum
- the increase in library hours to improve access to the library for teachers and students
- the adoption of a number of strategies and the development of programs to engage parents and the community in school programs
- the installation of a wheel chair lift to provide handicapped access to the second floor in the agriculture center

The Commission requests that school officials submit a Special Progress Report, due February 1, 2011, describing action taken to complete the highlighted recommendations which are listed below:

- provide the details of a plan for the review of the school's mission and expectations for student learning, identifying the data sources to be analyzed and the nature of the participation by all stakeholders, in order to ensure that it reflects student needs, community expectations, the district mission, and state and national standards
- update the Commission on progress in the execution/completion of the school's three-year curriculum review cycle
- develop a process to ensure that, beyond their citation in curriculum documents, the teachers are practicing instructional strategies that are consistent with the school's values and beliefs about learning as outlined in the mission statement
- create and implement a technology integration plan to aid teachers in the use of technology as an extension of best practice methodology
- describe the plan to ensure that all teachers base classroom assessment on school-wide and course-specific rubrics

Ronna Cadarette
March 8, 2010
Page Three

- update the Commission on the development/use of common assessments and their utilization in informing curriculum development and instructional practices
- report on any further changes in grouping practices that reflect the diversity of the student body, foster heterogeneity, reflect research and best practices, and support the achievement of the school's mission and expectations
- update the Commission on any further consideration of a block scheduling model
- report on any further modifications to the mentor program based on the periodic surveys of teachers and students and the collection of data related to attendance, behavior, honor roll, failure rates, etc.

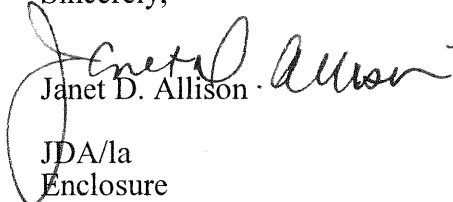
All accredited schools are asked to submit a required Five-Year Progress Report, which in the case of Winnisquam Regional High School is due on March 1, 2012. The report should address the highlighted recommendations listed below:

- update progress on the maintenance of funding for the five-year technology plan related to the purchase of technology to support curriculum processes
- report strategies for assisting teachers in developing skills to create a technology-rich learning environment
- submit the benchmarks established through the analysis of data from the use of the school's rubrics and provide the most recent assessment by the school of the achievement of the civic and social expectations
- update progress on the development of a plan for communicating individual student progress, in terms of the achievement of the academic expectations, to students and their families and to communicate the school's progress in achieving all of the school-wide expectations to the community

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or probationary status for the school. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy.

The school's warning status will be reviewed when the Commission considers the Special Progress Report. Consistent with the Commission's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the Follow-Up Committee and be sent electronically to the Commission office at the following address: cpsreports@neasc.org.

Sincerely,


Janet D. Allison
JDA/la
Enclosure

cc: Tammy Davis, Superintendent, Winnisquam Regional School District
Mike Gagne, Chair, Winnisquam Regional School Board
Edward Murdough, School Approval Office, New Hampshire Department of Education
Victor D. Mercurio, Chair, Commission on Public Secondary Schools



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SUBSTANTIVE CHANGE POLICY

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

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

(9/08)