

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

**Commission on Public Schools**



**Committee on Public Secondary Schools**

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

Goffstown, NH

May 06, 2018 - May 09, 2018

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# STATEMENT ON LIMITATIONS

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

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

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

# **STANDARDS FOR ACCREDITATION**

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

## **Teaching and Learning Standards**

### **Core Values and Beliefs About Learning**

#### **Curriculum**

#### **Instruction**

#### **Assessment of and for Student Learning**

## **Support Standards**

### **School Culture and Leadership**

### **School Resources for Learning**

### **Community Resources for Learning**

# CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

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## Teaching and Learning Standard

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

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

# CURRICULUM

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## Teaching and Learning Standard

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

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

# INSTRUCTION

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## Teaching and Learning Standard

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

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

# ASSESSMENT OF AND FOR STUDENT LEARNING

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## Teaching and Learning Standard

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

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

core values and beliefs about learning.

# SCHOOL CULTURE AND LEADERSHIP

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## Support Standard

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

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

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

# SCHOOL RESOURCES FOR LEARNING

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## Support Standard

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

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

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

# COMMUNITY RESOURCES FOR LEARNING

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## Support Standard

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

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

# School and Community Summary

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## School and Community Summary

Goffstown High School is located in Hillsborough County, in the southern third of the state of New Hampshire and serves the communities of Goffstown and New Boston. The towns of New Boston, Weare, Dunbarton, Hooksett, Bedford, and Manchester border Goffstown. New Hampshire's White Mountains, the seacoast, and Boston, Mass. are all within a 75-minute drive from Goffstown. Its proximity to major north-south and east-west routes, to the state's largest airport, and to southern New Hampshire's major municipalities and business centers makes Goffstown an attractive small business as well as residential location.

The 2014 census estimate for Goffstown was 17,765 and for New Boston 5,390. The combined district population is approximately 23,155, with a student population of 3,518 as of October 31, 2016. The communities in the school district are racially, culturally, ethnically, and economically similar. SAU 19 is overwhelmingly a white community at 92.1%. There has been an increase in the number of minority students over the last 10 years, but they still remain a minority. The white student population has decreased by 8.6% with .5% American Indian (15), 1.5% Asian (42), 3.2% Hispanic (89), 1.2 Black (34), and 1.4% Multi-Race (40) during the 2015-2016 school year.

The median household income for 2014 was \$69,123, which increased from \$61,718 in 2000. The per-capita income for 2014 was \$32,661. The percentage of the population below the poverty level in 2014 was 5.1% for the town of Goffstown and 1.7% for New Boston.

A large majority of the population is employed outside of the community. The unemployment rate for Goffstown is 2.4% in September 2016. This is 0.20% lower than the state average and 2.6% lower than the national average, with 13.2% of the school population living below the low-income level (according to November 2016 free/reduced lunch program numbers). Major employers within Goffstown are St. Anselm College, Benchmark International Inc., Northeast Sheet Metal, New Hampshire Steel Fabricators, SAU #19 and Hannaford's Supermarket. Goffstown is also the home to Hillsborough County Nursing Home, County Offices and the State of NH Women's Prison.

In addition to Goffstown High School with a population of 1,109, Mountain View Middle School includes 877 students, and two elementary schools with 625 students: Maple Avenue Elementary School (grades 1-4) in the center of Goffstown and Bartlett Elementary School (grades 1-4) near Manchester in an area called Pinardville; plus Glen Lake Kindergarten (pre-K and kindergarten) with 190 students for a total of 2801 in the Goffstown School District. SAU 19 also includes New Boston Central School (pre-K – grade 6) with 566 students. Goffstown School District educates 75% of the town's school-aged students, with the other 25% attending private schools. Goffstown High School educates 90% of high school-aged students with 10% attending private schools. (2015 American Community Survey)

Goffstown School District is among the ten schools in the state with the lowest per pupil expenditures. The District expended \$12,377 per pupil compared to a state average expenditure of \$14,375 per pupil in 2015. In 2016, state, federal and other resources accounted for approximately 25% of all funds received in the district. Sending district tuition accounted for an additional 15%, leaving 60% of funding to be obtained through local resources. 53% of local property taxes are allocated to the public schools (\$14.99/1000, October 2015). In addition to the 332 students from New Boston who are enrolled under an AREA agreement, thirty-two students paid nonresident tuition fees of \$13,254 each to attend Goffstown High School in 2016. Despite a modest budget, Goffstown High School students consistently score within the top ten New Hampshire high schools (or better) on state accountability measures in all areas.

Goffstown High School includes students in grades 9 -12 with the total enrollment of 1,109 students. Males account for 50.2% and females, 49.8% of the school population. The school population has remained stable over the past ten years. The average dropout rate for the past two years has been 1.51%, the average daily student attendance 92.9%. The average attendance rate among teachers is 95% (2016). (This number represents all

teacher and counselor absences, including professional leave, District meetings, and field trips, and is further elevated by one long-term medical leave and one maternity leave.)

There are 182 faculty and staff members at Goffstown High School, 95 of whom are teachers or guidance counselors. The average student-to-teacher ratio is 12.7:1. Teachers' class loads vary by type of course (special education, ESOL, Alternative School, Team 1, and some technical courses are smaller) but as a whole, individual teachers carry an average load of 80 students with an average class size of 16 students. In those classes required for graduation, the average class size is 18 students. Students attend school for 180 days and for a minimum of 1,080 hours, 135 hours more than minimum New Hampshire standards.

Students in grades nine to twelve may select from three levels of courses: college preparatory; honors; or Advanced Placement. Currently, Goffstown High School offers fifteen AP course options in twenty-three sections; 19% of students are enrolled in at least one AP course. This percentage increases significantly for juniors and seniors who have access to all AP course offerings; 28% of juniors and 39% of seniors are enrolled in at least one AP course. Also, 76% of students are enrolled in at least one honors-designated course; 42% are enrolled in three or more honors-designated courses. With the exception of courses labeled as Life Skills, Applied, or Alternative, all courses are college preparatory. A total of 110 students (9.9%) are enrolled in at least one of these non-college preparatory courses. Eighteen students (1.6%) are enrolled in Life Skills courses. These are the only students who are not enrolled in at least one college preparatory course. Sixteen students (1.4%) are enrolled in the Alternative Program and seventy-six students (6.8%) are enrolled in at least one Applied course. Alternative and Applied courses are offered in core subject areas: English, reading, mathematics, and social studies (Alternative Program only) and students complete their schedules (from three to five required or elective courses) in college preparatory classes. Excluding the 18 Life Skills students, 57 are enrolled in one non-college preparatory class, 16 in two, 18 in three, and 1 in four. Special education students currently account for 13.85% of the population and students receiving 504 services account for 5.67% of the population. All students are required to take four years of English, three years of social studies, mathematics, and science, one and a half years of health and physical education, one semester fine/performing art course and technology, with the remainder of students' programs filled from a variety of elective courses, including three world languages. Goffstown High School offers a variety of co-curricular activities for its students in which over 58% of students every year participate in at least one co-curricular activity; 55% of students participate in at least one sport, and 80.4% participate in either an extracurricular activity or a sport or both. Of those students who did not participate in co-curricular activities or sports (125 students or 19.6%), nearly half participate in community-related activities outside of school, and 89% of students participate in either school or community-based activities (2014 survey data).

In the Class of 2016, 57% of graduates attended four-year colleges, with 21% enrolling in two-year colleges and business and technical schools, and 22% entering the workforce. Graduates take advantage of the considerable educational opportunities available as they choose from such colleges and universities as University of NH, Clark University, Hofstra University, Tufts University, Emerson College, NH Institute of Art, Virginia Tech, Culinary Institute of America, and the US Coast Guard Academy.

Goffstown High School is a high performing school academically, athletically, and in the arts. Students and faculty set high expectations and strive to achieve these standards. Despite a low budget and low per pupil expenditure, Goffstown High School has been recognized for high state assessment scores and student preparation for college, earning *US News and World Report* Silver Medals for the past four years.

Goffstown students are provided a wide variety of choices and opportunities abound. Students are regularly encouraged to challenge themselves academically. Honors and AP courses are open to all who choose, resulting in high enrollment and success in challenging classes. The numerous elective options span a wide variety of creative, technical, and academic interests. Co-curricular opportunities are limited only by students' interests. With 89% of students participating in academic, co-, and extracurricular activities or sport, we have an extremely active and supportive community.

The school's positive and encouraging culture is frequently noted by those who come to Goffstown High School. From clean hallways and classrooms to respectful and responsive students, GHS is a place where people want to be. This is supported by the number of alumni who return here to teach. Personalizing decisions, choices and

options to meet individual students' needs and circumstances demonstrates the faculty's investment in students. Flexibility and individualization rather than limits and restrictions guide interactions among students, parents, and faculty.

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

### **"Advancing Student Learning"**

Goffstown High School's mission is to be a caring community of impassioned learners who can thrive in the 21st Century.

We believe that caring relationships are the necessary foundation to support all students. Care personalizes the school culture and envisions each student's needs as individual and unique. We believe that impassioned learners contribute to the school community through their active participation both within and beyond the classroom. We believe that the contribution that the arts, athletics, and co-curricular activities provide is valuable, and believe that students' participation in these areas better prepares them for the future. We believe that to thrive in an ever-changing world, all students must be skilled thinkers, communicators, and problem-solvers who work collegially and collaboratively.

### **21st Century Learning Expectations:**

- Read critically
- Write and speak effectively
- Solve problems analytically and creatively
- Gather, interpret, evaluate, organize, and communicate information from a variety of sources and technologies
- Work independently and collaboratively to solve problems and accomplish goals
- Demonstrate personal responsibility, character, and ethical behavior.

# Introduction

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## Introduction

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

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

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

### Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

### Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

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

### Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Goffstown High School, a committee of 12 members, including 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 Goffstown High School extended over a period of 18 school months from May 2016 to March 2018. The visiting team was pleased to note that 15 parents and 5 citizens joined the professional staff in the self-study deliberations.

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

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

### **The Process Used by the Visiting Team**

A visiting team of 16 members was assigned by the Committee on Public Secondary Schools to evaluate Goffstown High School. The visiting team members spent four days in Goffstown, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Goffstown High School.

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

- review of the school's self-study materials
- 48 hours shadowing 16 students for a half day
- a total of 25 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 32 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting team's judgment will be helpful to the school as it works to improve teaching and learning and to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Goffstown High School.

# Standard 1 Indicator 1

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## Conclusions

The school community engaged in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning. Goffstown High School's current core values and beliefs about learning were originally developed by a mission committee and adopted by the faculty in 2006 prior to the New England Association of Schools and Colleges (NEASC) accreditation visit in 2007. Shortly after the conclusion of the 2007 accreditation visit, members of the art and music departments approached the mission committee with concerns that creativity was not addressed in the mission statement. In January 2009 the faculty adopted and the school board approved a revised statement that included creativity. In January 2012, the revised NEASC Standards pertaining to the mission and the NEASC 21st Century Skills Crosswalk were distributed to the faculty. Discussion and review of the mission statement took place during department meetings, faculty meetings, and during a teacher workshop day. Faculty and parent input was solicited through email feedback. It was decided that only minimal revisions were needed, since the 2006 mission statement was aligned to the 21st century learning standards. Core values and beliefs were included in the document at this time. During the 2016-2017 school year, the mission statement was reviewed again by faculty during three faculty meetings, by parents at four monthly meetings, and by students during three homeroom periods.

Goffstown High School has a clear set of written core values and beliefs about learning set forth in a document that is evident throughout the school, on posters in the classrooms, and on the school's website. Endicott survey results indicate that 81.8 percent of students and 89 percent of parents are familiar with the school's core values and beliefs about learning. As a result of the dynamic, collaborative, and inclusive process guided by current research to identify and commit to a set of core values and beliefs about learning, the entire school community has a sense of ownership and commitment to the school's core values and beliefs that permeate the culture at Goffstown High School.

## Sources of Evidence

- self-study
- teacher interview
- students
- parents
- school board
- community members
- Endicott survey
- school website
- Standard sub-committee

# Standard 1 Indicator 2

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## Conclusions

Goffstown High School has six challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. These are defined by school-wide analytic rubrics that identify targeted high levels of achievement with a focus on reading critically; writing and speaking effectively; creative and analytical problem solving; synthesizing information from a variety of sources; working independently and collaboratively; and demonstrating personal responsibility, character, and ethical behavior. The 21st century learning expectations are clearly visible throughout the building, in most classrooms and offices, as part of a mission statement laminated poster. These expectations are aligned with the core values and beliefs about learning and are easily identifiable as either academic or civic and social. The first five expectations are academic while the final expectation reflects civic and social responsibilities. The learning expectations are intended to prepare students for success beyond high school. School-wide analytic rubrics with specific, measurable criteria and targeted levels of performance labeled as advanced, proficient, partial and inadequate clearly indicate what a student must do to demonstrate successful attainment of each of the learning expectations. Each school-wide analytic rubric utilizes consistent terminology to ensure that students and parents understand the expected levels of achievement. However, many teachers do not yet share a commitment to using the school-wide analytic rubrics or a thorough understanding of their purpose. In addition, the majority of students and parents did not acknowledge familiarity with the school-wide learning expectations or their corresponding rubrics. Because Goffstown High School has developed challenging learning expectations designed to prepare each of its students for the 21st century and has developed analytic rubrics to measure achievement of these expectations, the foundation is in place for the school to measure student progress on the learning expectations and to ensure that students achieve the targeted levels of performance.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- parents
- school leadership
- school website
- Standard sub-committee

# Standard 1 Indicator 3

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## Conclusions

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, frequently drive curriculum, instruction, and assessment in classrooms, and guide many of the school's policies, procedures, decisions, and resource allocations.

Caring relationships and a personalized school culture are pervasive throughout the Goffstown High School community. Parents, students, teachers and other members of the school community praise the thoughtful, inclusive and responsive administrative and school counseling teams. Caring relationships are modeled by the administration and faculty. As a result, a positive, respectful school climate is evident in classrooms and in the entire school community where students assist and care for one another. The student council and other school organizations coordinate school and community events that reinforce school climate and provide assistance to those in need. There are various resources in place to support students who are struggling academically, socially and emotionally. These include the student resource center, the homework den, National Honor Society tutors, student ambassadors, and the school counseling staff who are always available to assist students. A vast majority of students are involved in co-curricular activities. The importance of student participation in the arts, athletics, and other extracurricular activities is emphasized throughout the school community. Many faculty members advise student organizations without receiving a stipend. The Endicott survey data shows that 89 percent of students are involved in co-curricular activities.

Academic learning is valued as shown by the pervasive emphasis on reading and writing across disciplines. Teacher-driven collaboration within and across disciplines occurs on a regular basis both during and after school hours. Common planning time is built into the school day for some teachers and the administrative team is exploring ways to provide an equitable opportunity for all teachers. Students are encouraged to work to their full potential by enrolling in honors level courses. Advanced Placement (AP) classes are offered to all students who wish to undertake this challenge. In order to support the 21st century learning expectations, funding is provided for all students in grades 9, 10, and 11 to take the Preliminary Scholastic Aptitude Test (PSAT) or the Scholastic Aptitude Test (SAT) during the regular school day. In order to encourage high levels of achievement for all students, all teachers are encouraged to participate in fully funded AP training, even if they do not teach an AP class.

Goffstown High School examines College Board data gathered from the PSAT and the SAT on an annual basis and discusses possible curricular changes based on the results. In addition, AP exam results are examined each year to determine modifications to curriculum, instruction and assessment. Some content classes have implemented common lessons and common summative assessments to provide further data to support the core values, beliefs about learning, and the 21st century learning expectations. However, the 21st century learning expectations are not yet an integral part of most classrooms and the analytic rubrics that define each of the six learning expectations are not yet being used consistently to measure student achievement of the learning expectations. As a result, individual and school-wide results of student achievement on each of the six learning expectations are not yet available for analysis and thus, do not drive curriculum, instruction, and assessment.

When the school's core values, beliefs, and 21st century learning expectations are reflected extensively in the culture of the school, consistently drive the curriculum, instruction and assessment in every classroom, and purposefully guide the school's policies, procedures, decisions, and resources allocations then all students will continue to practice and achieve their core values, beliefs and 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study

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

# Standard 1 Indicator 4

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## Conclusions

The school periodically reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as on district and school community priorities. The document currently in place was initially developed in 2006 and reviewed and revised three times in the past 12 years. Shortly after the 2007 accreditation visit, members of the art and music departments expressed concerns that creativity was not addressed in the mission statement. A revised statement that included creativity was adopted by the faculty in January 2009. The core values, beliefs, and 21st century learning expectations were reviewed again in January 2012 to discuss the revised NEASC Standards pertaining to the mission and the NEASC 21st Century Skills Crosswalk. Another review took place in the 2016-2017 school year prior to the completion of the self-study for accreditation.

Faculty are provided with research-based books and readings on 21st century education including the Marshall Memo, *Instructional Practices that Maximize Student Achievement* by Ribas, *Focus* by Mike Schmoker, *Do I Really Have to Teach Reading* by Tovoni, to name just a few. Discussions take place during department meetings, full faculty meetings, and teacher workshop days. Informal discussions among faculty occur during and after the school day. Partnerships with local businesses allow for conversations regarding the skills that are needed for student success at a variety of jobs. The faculty examines data about student achievement on a variety of standardized tests, including the PSAT, SAT, AP exams and common course summative exams. The faculty has yet to fully integrate the analytic rubrics developed to assess student achievement of the 21st century learning expectations in all classrooms or to reach a consensus on school-wide assessment and reporting of student achievement on the student learning expectations. Therefore, the school is not yet able to include this data in the revision process.

Since the core values, beliefs, and 21st century learning expectations are reviewed and revised to ensure that they remain consistent with student needs, community expectations, the district mission, and state standards, then students are supported in the achievement of the school's learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- community members
- school leadership
- Standard sub-committee

# Standard 1 Commendations

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## Commendation

The clear set of core values and beliefs about learning

## Commendation

The visibility of the core values, beliefs about learning, and student learning expectations throughout the building

## Commendation

The clear and challenging 21st century learning expectations

## Commendation

The development of rubrics with targeted levels of successful achievement to measure success in achieving the school's academic expectations

## Commendation

The consistency of school-wide rubric terminology across learning expectations

## Commendation

The strong sense of community and respect among students and between staff and students

## Commendation

The extensive extracurricular programs, which have a direct and active connection to the core values and beliefs

## Commendation

The positive collaborative environment fostered by frequent conversations among teachers

## Commendation

The distribution of research-based books and readings that encourage teachers to discuss and remain current with 21st century educational expectations

# Standard 1 Recommendations

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## Recommendation

Ensure that teachers use specific and measurable criteria to assess student performance on the school-wide learning expectations

## Recommendation

Use student achievement data on the school-wide learning expectations, as well as standardized testing, to inform the review and revision of curriculum, instruction, and assessment

# Standard 2 Indicator 1

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## Conclusions

The curriculum allows students to frequently practice and achieve some of the school's 21st century learning expectations. The curriculum at Goffstown High School is designed to ensure that students are exposed to a variety of opportunities to meet the 21st century learning expectations. Responsibility for articulating and implementing each of the school's six 21st century learning expectations is shared among all departments. Individual departments have not identified primary and secondary responsibilities for the five academic learning expectations. Personalized Reflective Educational Planning Periods (PREP) teachers enter comments on progress reports and report cards for the one civic and social expectation, if the student has a PREP period. Throughout the school, posters remind students of the core values and expectations in their classes. As students progress from one curriculum area to another, and as they advance from grade to grade, they have multiple opportunities to achieve the school's learning expectations. Students are assessed on reading and writing in their classes across a variety of content areas. They have opportunities to solve problems analytically and creatively; gather, interpret, evaluate, organize and communicate information from a variety of sources and technologies; and work independently and collaboratively. However, there is a greater emphasis on some of the learning expectations, such as reading and writing and less emphasis on others such as working independently and collaboratively. There is an effort to use common assessments by many departments. Department or course-specific rubrics are often used in assessment and not the school-wide rubrics. There is inconsistent understanding of how to measure achievement using the school-wide rubrics. As a result, individual student and school-wide progress on the school-wide learning expectations is not yet collected and reported to all stakeholders. Decisions to add or delete courses or units from the curriculum are not yet based upon data regarding the school's learning expectations. Goffstown High School extensively reviews standardized testing results such as the PSAT and SAT and uses these results to review and revise curriculum. Many of these results connect to the 21st century learning expectations. However, these connections are not necessarily evident and clear. In many instances curriculum is linked to the Common Core English Language Arts Competencies and to disciplinary core competencies. Connections to the school-wide learning expectations are clearly outlined in some curricular documents, but not in others. When the formal, school-wide rubrics are purposefully integrated into the curriculum, students will have a guideline to gauge their progress on the 21st century learning expectations.

## Sources of Evidence

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

# Standard 2 Indicator 2

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## Conclusions

The majority of the curriculum is written in a common format that includes units of study with essential questions, learning goals, competencies, concepts, skills, and assessment; but the school's 21st century learning expectations, instructional strategies and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics are inconsistently included. Curriculum guides for AP and Running Start (college) classes do not use the common template. Of the 76 curriculum guides that were examined, 51 included a listing of 21st century learning expectations at the beginning of the document and 25 did not. In some instances, these learning expectations showed alignment with the school's 21st century learning expectations and in others they were only aligned with the Common Core ELA Competencies and did not show a direct connection to the school's learning expectations. Disciplinary core competencies were also often included. Most curricular documents include a list of possible assessments but few show connections between these assessments and the school-wide or course-specific rubrics. Instructional strategies are inconsistently included. In the column labeled competencies, concepts, skills, and assessment, many list only assessments and do not include the other categories. Teachers do not consistently measure student achievement of 21st century learning expectations using the school-wide rubrics or use results to inform curriculum development, and existing curriculum does not purposefully engage students in learning that is focused on the school's 21st century learning expectations. Curriculum revision has largely focused on alignment to state and national standards and only loosely relates to the school's learning expectations. When all of the curriculum is consistently written in a common format that clearly describes units of study, 21st century learner expectations, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success, students will have common learning experiences that ensure the achievement of course-specific and school-wide learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teachers
- department leaders
- Standard sub-committee

# Standard 2 Indicator 3

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## Conclusions

The curriculum, to varying degrees, emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities, and the informed and ethical use of technology by the majority of students.

Inquiry, problem-solving, and authentic application of learning are often emphasized in honors, Running Start, and Advanced Placement courses and are found to varying degrees in other courses. According to the Endicott survey, 79 percent of students think that the content of the courses they take challenges them to think critically and solve problems. Forty-nine percent of students think that teachers explain how to apply what they are learning in classes to learning experiences in other courses and in life outside of school. Students are encouraged to select courses that challenge them to their full potential. Nineteen percent of students are enrolled in AP classes, and 76 percent of students are enrolled in at least one honors-designated course. In preparation for the Scholastic Aptitude Test, students are trained in writing synthesis essays in multiple content areas, which frequently requires higher order thinking skills as students use multiple sources to form an argument. With the science department's adoption of the Next Generation Science Standards, teachers have reported an increased focus on students using evidence. In classrooms, students have varying opportunities to engage in inquiry and problem-solving, or to emphasize higher order thinking. In some cases, students posed questions to expand their understanding of concepts taught in class, researched to find supporting evidence for arguments from a variety of sources, and made connections to concepts learned from multiple classes. In other cases, students answered primarily lower order thinking-based questions, learned discrete concepts without making larger connections, or were given limited opportunities to successfully articulate the purpose of lessons. In addition, many of the samples of student work provided did not show evidence of inquiry, problem-solving or higher order thinking.

Cross-disciplinary learning is facilitated sporadically. Teachers of English, social studies, and science in grades 9 and 10 have common planning time that they can use to coordinate lesson plans and align curriculum for cross-disciplinary lessons. Teachers of 11th and 12th grade students do not have time built into the school day for collaboration, but they often find informal opportunities to coordinate lessons and take advantage of overlap in the curriculum. In some cases, teachers work with other departments to ensure that instruction is consistent across content areas. For example, science teachers may confer with English teachers to ensure writing standards are uniformly assessed. Integration of curriculum would be enhanced and further evident in the school culture with additional formal opportunities for teachers to meet.

Students have opportunities to practice and achieve the school's learning expectations outside of the normal course offerings and beyond the school campus. While many of these opportunities are extensions of learning within the classroom such as the math team and the New Hampshire Science and Engineering Expo and the Envirothon, others address the social and civic domains more closely such as student council, National Honor Society and the student ambassador program. Eighty-nine percent of students participate in either school or community-based activities.

Teachers have access to professional materials such as books and newsletters, as well as professional development opportunities that provide guidance for emphasizing depth of understanding through inquiry, problem-solving, and higher order thinking skills.

All students at Goffstown High School are required to read and sign an acceptable use of technology waiver. A majority of students are taken to the information center and meet with the information specialist to review acceptable technology use, including appropriate use of Internet searches, plagiarism, and digital footprints. Availability of media carts in the library media center allow for frequent instruction in classrooms using technology.

With an increased emphasis on the depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking skills, and cross disciplinary learning, students will be better able to achieve the school's 21st century learning expectations.

## Sources of Evidence

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

# Standard 2 Indicator 4

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## Conclusions

Many courses demonstrate alignment between the written and taught curriculum. Ninety-two percent of staff feel that the written curriculum is aligned with the taught curriculum. In some courses, common exams help to strengthen this alignment. By virtue of the design of Advanced Placement and Running Start courses with specified curricula from outside agencies, there is a high degree of alignment between the written and taught curricula. Although teachers frequently collaborate informally to discuss the implementation of curriculum, many indicated the need for common planning time to plan instruction based on the results of these discussions. Currently, grades 9 and 10 teachers of English, social studies, and science have common planning during the school day. However, grades 11 and 12 teachers need to meet informally or during monthly department meetings. The administration monitors the alignment of the written and taught curriculum through the observation process as part of the teachers' evaluation plan. While administrators conduct walk-throughs to observe the implementation of the curriculum, there is no formal process, such as the submission of lesson plans or assessment results, in place to formally measure the connection between the written and the taught curriculum. Increased opportunities to review the curriculum and a formal process to measure the alignment between the written and taught curriculum will result in a more consistent learning experience for students across courses.

## Sources of Evidence

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

# Standard 2 Indicator 5

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## Conclusions

Goffstown High School sustains effective curricular coordination and vertical articulation between and among all academic areas within the school, as well as with sending schools in the district. There are representative district curriculum guides for grades 9-12 and a process in place to articulate and coordinate curriculum with all district schools. Presently, administrators from all district schools meet regularly to have formal discussions focused on curriculum. All schools in the district routinely share resources to support the implementation of curriculum at all levels. Students often take advantage of learning opportunities in other district schools and beyond. Teachers of English, social studies and science in grades 9 and 10 have frequent opportunities to collaborate and coordinate curriculum between and among academic areas. Lead and key teachers for all content areas have regular meetings to coordinate units of study and common assessments. The process of having teachers teach courses in different rooms where others are assigned a desk exposes them to the curricular practices of others. District level professional development is purposefully designed to reflect the collective needs of the professional staff. The district has a formal six-year cycle focused on the development, review, and evaluation of curriculum materials that is supported by funding. Purposefully sustaining formal processes for curricular coordination and vertical articulation within and between all school academic areas that includes all sending schools and professional staff supports the consistent delivery of curriculum and assures 21st century skills are systematically reinforced, thus enhancing student understanding.

## Sources of Evidence

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

# Standard 2 Indicator 6

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## Conclusions

Goffstown High School provides staffing levels, instructional materials, technology, equipment, supplies, facilities, and library/media center resources that are sufficient in most cases to fully implement the curriculum, including co-curricular programs and other learning opportunities in most areas. Class sizes in many subjects range from 15 to 20 students. The school reports the student-to-teacher ratio is 12:1. The relationship between observed and reported class sizes indicates that staffing levels are adequate for the delivery of curriculum. Expenditures for instructional materials, supplies, and library/media resources are adequate; however, funding for technology and equipment in some area needs to be improved. Some teachers reported that the availability of media carts in the library media center was not sufficiently reliable and that this technology was sometimes not available to adequately deliver planned classroom instruction. Increased availability of technology will provide opportunities for teachers to introduce and implement multi-part, long-term projects. According to the Endicott survey, 86.2 percent of students, 82.1 percent of staff, and 85.5 percent of parents feel that the school provides sufficient instructional materials. The Goffstown High School facilities generally support the delivery of curriculum in terms of labs, gymnasiums, fine/performing art spaces, and classrooms; however, additional storage space in the performing arts area is needed. The school budget supports many co-curricular programs such as athletics, clubs, and student organizations. New activities are often added based on student interest. However, some co-curricular programs remain unfunded with advisors serving on a volunteer basis. Some programs require student fees for supplies and expenses, and students often engage in fundraising events to support participation in these programs. Forty-eight percent of staff feel that co-curricular programs are adequately funded. Consistently providing for staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center that are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities, will enable Goffstown High School to support the full implementation of the curriculum, as well as the school's learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- teacher interview
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 2 Indicator 7

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## Conclusions

Goffstown High School provides professional staff with sufficient personnel and financial resources, but insufficient time for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. By design, the curriculum director is responsible for school-level curriculum and its alignment to district curriculum in conjunction with school and district administration. Teachers of English, social studies, and science in grades 9 and 10 frequently have common planning time during the school day to devote to curriculum coordination and articulation; however those who teach grades 11 and 12 do not. Members of the professional staff are often involved in a six-year process for the evaluation of curricular materials such as textbooks; however, there are limited formal meetings within departments dedicated to the ongoing evaluation, development, and review of curriculum. Over the past three years, Goffstown High School has devoted significant funds toward the purchase of curriculum materials and in support of stipends for department summer work and lead teachers. When purchasing new materials, departments frequently meet with representatives from textbook companies to gain awareness of the print and digital tools available with each program. The school purposefully promotes Advanced Placement training as relevant professional development for all teachers, whether they teach an AP course or not. Goffstown High School consistently reviews research-based frameworks and data collected from standardized assessments such as the Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test, and Advanced Placement exams to inform the selection of curricular materials. Professional staff has utilized the work of William Ribas: *Instructional Practices that Maximize Student Achievement* and the companion publication *Teacher Evaluation that Works* to guide their curriculum review. Purposefully providing the Goffstown High School professional staff with sufficient personnel, time, and financial resources for the ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research promotes ongoing targeted enhancements to the curriculum ensuring it is responsive to the changing needs of students.

## Sources of Evidence

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

# Standard 2 Commendations

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## Commendation

The common curriculum template that is used for the majority of courses

## Commendation

The willingness of staff to formally and informally collaborate on curriculum

## Commendation

The numerous opportunities to extend learning beyond the normal course offerings and the school campus

## Commendation

The high enrollment in honors, Running Start, and Advanced Placement courses

## Commendation

The formal process used at the administrative level to articulate and coordinate the curriculum among all School Administrative Unit schools resulting in clear learning paths for students

## Commendation

The consistent support by school administration for the development of new extracurricular opportunities and courses to provide students with a variety of learning opportunities

## Commendation

The dedication to class sizes that support effective teaching and learning

## Commendation

The personnel and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum

# Standard 2 Recommendations

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## Recommendation

Complete curricular documents for all courses to include essential questions, concepts, content and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics

## Recommendation

Purposefully design curriculum across all grade levels and content areas to ensure that the school's 21st century learning expectations are included and that all students have opportunities to practice and achieve each of the school's 21st century learning expectations

## Recommendation

Provide additional opportunities for whole departments to collaboratively develop, evaluate, and revise curriculum based on assessment results that include individual and school-wide achievement of the school's learning expectations

## Recommendation

Ensure the curriculum across all content areas consistently emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, and cross-disciplinary learning

## Recommendation

Analyze funding and delivery of technology to provide increased student access to classroom technology

# Standard 3 Indicator 1

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## Conclusions

Teachers' instructional practices are sometimes examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. While most teachers have the school's core values, beliefs, and 21st century learning expectations displayed in their rooms and are able to identify them, some are not able to reference the school's beliefs about learning when discussing instructional strategies. Some classes demonstrate teacher practices that consistently and overtly support the school's core values and beliefs about learning by having students work independently and collaboratively while solving higher-level problems analytically and creatively using a variety of sources with or without technology. The reading and writing rubrics, based upon the SAT rubrics, are used fairly consistently by teachers, but school-wide rubrics to assess the attainment of the 21st century learning expectations for collaboration, research, responsibility, problem-solving, and speaking and communicating are used with less frequency. The majority of students were not familiar with these rubrics and did not recall their use. Faculty members engage in self-reflection as a component of an annual review that includes a self-evaluation of professional development goals. Ninth and tenth grade educators of English, social studies, and science meet at regularly scheduled times for collaboration, but eleventh and twelfth grade teachers are not provided the same opportunity. Professional learning communities often focus on teaching strategies that will improve standardized testing results, but do not necessarily focus on student achievement of the 21st century learning expectations and the school's core beliefs about learning. When all teachers examine instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, students will be better able to achieve those expectations.

## Sources of Evidence

- self-study
- student shadowing
- teacher interview
- students
- Standard sub-committee

# Standard 3 Indicator 2

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## Conclusions

Teachers' instructional practices sometimes support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem-solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology.

Personalized instructional strategies include the use of some differentiation strategies, student choice, and individual conferencing. Differentiation takes place primarily as a special education accommodation. Student choice is limited to interest-based topics or the way in which information is presented. Individual conferencing provides the opportunity for teachers to address learning needs, but this is mostly limited to writing-based tasks. Personalized support is available through PREP, Saturday school, the student resource center, the homework den, and NHS tutors. Although 94.3 percent of teachers believe that they personalize instruction, only 31.8 percent of students agree.

Some teachers engage students in cross-disciplinary learning. There is limited evidence of teachers including curriculum-based essential questions into their instruction as a way of connecting learning. Ninth and tenth grade teachers use their common planning time to develop complementary units across courses. Most teachers include topics from other content areas, with a focus on reading and writing skills.

Some teachers are engaging students as active and self-directed learners. There is limited evidence that students are active in the development of the instruction they receive. Most instruction is teacher-centered with students receiving information and completing assigned tasks. Some courses provide an opportunity for students to engage in authentic, independent research in cooperative groups. In other classrooms, students are engaged in passive activities, such as listening to lectures, working on review sheets, or copying notes.

Some teachers emphasize inquiry, problem-solving, and higher order thinking by focusing instruction on key themes and essential questions. However, these practices were not consistently observed across the school during classroom observations or in student work. Teachers occasionally provide enough time for students to pursue and understand the concepts in depth. Teachers inconsistently emphasize skills that extend beyond acquisition of knowledge and skills. Many teachers often use questions that require basic recall of information as formative checks for understanding, while many classwork tasks with higher level questions are used as larger summative assessments. There is some evidence of teacher-led inquiry, and most teachers utilize some form of compare and contrast tasks as a higher order thinking skill. Some teachers and departments regularly ask students to synthesize concepts and/or evaluate claims, often as an end-of-unit summative assessment.

According to the Endicott survey, 53.7 percent of students believe that they have an opportunity to apply what they have learned outside the classroom. Some English classes are writing persuasive letters that are sent out to an authentic audience, and they are getting responses. One letter changed a local bank's policy. The performance-based content areas conduct performances throughout the year that involve audiences beyond the school. Internships and job-shadowing opportunities also occur at Goffstown High School. There is currently a program in place for students to job shadow for two blocks a day at the middle school. Field trips provide students with other opportunities to actively apply what they have learned in the classroom, such as a biology class trip to study marine life, a physics class visit to an amusement park to apply physics concepts, and science students who compete in the state science fair. However, the student response to the Endicott survey indicates that additional authentic opportunities to apply what has been learned in the classroom would enhance student learning.

Select departments request students self-edit assignments before turning them in, and performance-based classes are using self-assessment regularly throughout their courses. Some courses have students employ self-assessment after the assignment is finished to reflect on how the task could have been improved. Self-

assessment and reflection is not an integral part of instructional routines in many classes. According to the Endicott survey, 67.5 percent of students feel that teachers provide them with opportunities to assess their work.

Teachers use appropriate technology to enhance instruction but find that it is not consistently available. Evidence of technology throughout the building includes the use of websites like Moodle, Google Docs and Kahoot; as well as programs and applications like PowerPoint, Garageband and Soundboard. Real world exposure is further enhanced as Goffstown TV is housed within the school building, giving the students exposure to an authentic application of technology.

When teachers' instructional practices consistently include the use of personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem-solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology, students will be better supported in achieving 21st century learning expectations.

## **Sources of Evidence**

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

# Standard 3 Indicator 3

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## Conclusions

While all teachers adjust their instructional practices to meet the needs of students by providing some form of additional support, strategic student grouping, and alternative strategies within the regular classroom; the purposeful use of formative assessments during instructional time is inconsistent.

There are varying degrees of understanding among faculty and staff about the definition, purpose, and use of formative assessments. Although most teachers use some types of formative assessment, the purpose of formative assessments at Goffstown High School ranges from graded checks for understanding to ungraded feedback to students and teachers about a student's progress toward an established course goal. There is limited evidence that teachers articulate to students that the purpose of these assessments is improvement, rather than a formal grade. Many teachers employ verbal checks for understanding during lessons, but there is limited evidence that the data drives instruction. In most cases the formative feedback is not specific or immediate to help students improve.

Many teachers regularly analyze information about individual students from various sources and devise and employ instructional strategies to specifically help individuals learn the concepts and skills. All special education teachers and specialists collaborate with classroom teachers to identify and address the needs of individual students utilizing a variety of instructional strategies. All teachers use some form of group work that encourages collaboration; however, not all students are engaged in deep levels of learning. All teachers provide extra-help sessions through the student resource center, the homework den, and additional focused reading and writing courses.

When all teachers adjust their instructional practices by purposefully using formative assessment during instructional time to drive instruction, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom, then the individual needs of each student will be met.

## Sources of Evidence

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

# Standard 3 Indicator 4

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## Conclusions

Teachers inconsistently improve their instructional practices, individually and collaboratively, using student achievement data from a variety of formative and summative assessments, examining student work, using feedback from a variety of sources, examining current research, and engaging in professional discourse focused on instructional practice.

In some departments, teachers of common courses meet to review assessment data and results, although the time is not purposefully designed. The administration often uses faculty meetings to share standardized test results that include New England Common Assessment Program scores, Preliminary Scholastic Aptitude Test and Scholastic Aptitude Test scores, and Advanced Placement results. Teachers and administrators openly discuss the significance of this data and how instructional practices might be adjusted to improve future student outcomes. With the exception of reading and writing, data is not yet reported on individual and school-wide achievement of the school's 21st century learning expectations. It is a common practice across the school for teachers to edit and adapt the school-wide rubrics to fit the particular needs of their classroom. This practice hampers the school's ability to use the results to aggregate data across groups of student in order to understand successes and needed changes in instruction and curriculum. According to the Endicott survey, 71.7 percent of teachers agree that they are provided formal opportunities to examine student work to improve their instructional strategies. Only 25.6 percent of parents indicate that teachers ask for their feedback about instructional practices and only 42.1 percent of students agree that teachers improve how they teach based on student input and feedback. Teachers in some departments consider student feedback through end-of-unit reflections prior to a summative assessment, while others ask students to self-reflect at the end of a course.

The administration provides all teachers with current research and texts to support professional growth and the improvement of instructional strategies. Recently, the administration arranged for all faculty to receive the weekly Marshall Memo. Current research and best practices are reviewed through professional development led by professionals in the field or in the building. Ninth and tenth grade instructors of English, social studies, and science have common planning time in order to discuss current research and best practices as they apply to common assignments and instruction, but eleventh and twelfth grade teachers are not afforded this opportunity.

When teachers, individually and collaboratively, work together to examine student work, assessments, and current research; to use feedback from various sources; and to engage in professional discourse; instructional practices will improve.

## Sources of Evidence

- self-study
- panel presentation
- teachers
- department leaders
- Endicott survey
- Standard sub-committee

# Standard 3 Indicator 5

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## Conclusions

The majority of teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices through individual, collaborative, and school-wide opportunities.

Many teachers have taken advantage of the school's partnership with Southern New Hampshire University to earn a master's degree in education, as well as participating in various out-of-district professional development opportunities. Department and faculty meetings occasionally have time set aside for school-wide book discussions and/or time for discussion and reflection on student achievement and instruction. However, formal discussions rarely go beyond that particular meeting.

Some teachers have formal time in the school day for collaborative reflection with colleagues. For example, ninth and tenth grade English, science, and social studies teachers have common planning time with their team to reflect on professional practice and student feedback. Other teachers independently and informally meet to reflect. All teachers develop professional development goals and plans by reflecting on previous administrative feedback, gathering evidence in a portfolio, reflecting on goal success, and receiving new feedback throughout the professional development cycle.

When all teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices through purposefully designed individual, collaborative, and school-wide opportunities to reflect and engage in meaningful discourse, student learning is enhanced by access to best practices and up-to-date content.

## Sources of Evidence

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

# Standard 3 Commendations

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## Commendation

The varied opportunities for students to apply their knowledge and skills beyond the classroom setting

## Commendation

The complimentary units developed by teachers with common planning time

## Commendation

The creative integration of available technology to enhance instruction

## Commendation

The collaboration among content teachers, special education teachers, and specialists to address individual student needs

## Commendation

The multiple opportunities for students to access extra support within and beyond the school day

## Commendation

The subscription to the Marshall Memo for all faculty and staff

## Commendation

The common planning time for ninth and tenth grade science, English, and social studies teachers

## Commendation

The partnership with Southern New Hampshire University that allows teachers to further their education

## Commendation

The self-evaluation of teachers' professional development goals on an annual basis

# Standard 3 Recommendations

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## Recommendation

Develop and implement a formal process to ensure instructional practices are continuously examined by all teachers to align with the school's core values and 21st century learning expectations

## Recommendation

Provide more opportunities for students to practice inquiry, problem-solving, and higher order thinking

## Recommendation

Formalize the use of self-assessment and reflection as a routine practice in all disciplines

## Recommendation

Ensure that teachers and students understand the purpose of formative assessment and expand the use of formative assessment to drive instructional practice and help students improve

## Recommendation

Develop and implement a formal process to solicit and review feedback from students and parents throughout the academic year in order to improve instructional practices

# Standard 4 Indicator 1

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## Conclusions

The professional staff, in some areas, employs a formal process to assess individual student progress and to some extent, school-wide progress in achieving the school's 21st century learning expectations based upon specific and measurable criteria for success, such as school-wide analytic rubrics and standardized testing results.

This practice is not consistent across content areas, and there is no formal process for collecting, reporting, and reviewing collected data for all six 21st century learning expectations. There is an emphasis on standardized testing results such as the Scholastic Aptitude Test (SAT), the Preliminary Scholastic Aptitude Test (PSAT), the New England Common Assessment Program (NECAP) science tests and Advanced Placement exams to provide data on student achievement. Goffstown High School has adopted and uses the Scholastic Aptitude Test writing and reading rubric to assess student and school-wide progress in writing and reading. There is some evidence that the collaboration, research, and the problem-solving rubrics are being used by some teachers and some departments. No evidence indicates that the personal responsibility rubric is being utilized in individual departments or school-wide. Teachers do not yet share a commitment to using the school-wide analytic rubrics or a thorough understanding of their purpose. Department or course-specific rubrics are often used in assessment and not the school-wide rubrics. There is inconsistent understanding of how to measure achievement using the school-wide rubrics. According to the Endicott survey, 59.4 percent of teachers indicate that they use the school-wide criteria for success, such as analytic rubrics, when assessing student work. In addition, the majority of students and parents did not acknowledge familiarity with the school-wide learning expectations or their corresponding rubrics.

The implementation of a formal process for regular and consistent use of the school-wide rubrics to measure student progress in achieving the school's six 21st century learning expectations will ensure that every student is better able to achieve each of the expectations and that data will be available to determine the whole school's progress in achieving the expectations.

## Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- students
- parents
- school website

# Standard 4 Indicator 2

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## Conclusions

The professional staff has not yet identified benchmark dates and times throughout the school year nor a formal process by which individual student progress in meeting each of the 21st century learning expectations is communicated to students and families. Currently, rubrics are inconsistently used to assess students and in many cases, teachers edit the school-wide rubrics to suit specific assignments. Individual student academic progress is available to students and parents through PowerSchool and quarterly progress and report cards. Additionally, standardized testing results, such as SAT, PSAT, NECAP, and AP exams are provided annually to parents and reported to the school community. According to the Endicott survey, 66.3 percent of parents feel that the school provides them with a formal report, in addition to course grades, which explains their son's/daughter's progress in achieving school-wide 21st century learning expectations. Staff indicate there have been conversations regarding how to best communicate this information to students and families, but there has been no progress toward implementing a school-wide system for consistent reporting of progress for 21st century learning expectations. When the school regularly communicates individual students' progress and school-wide progress in achieving the school's 21st century learning expectations to students, families, and the community, stakeholders will become more informed about progress and expectations.

## Sources of Evidence

- teachers
- students
- parents
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 4 Indicator 3

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## Conclusions

The professional staff collects, disaggregates and analyzes data in some areas to identify and respond to inequities in student achievement. Standardized assessment results for the PSAT, SAT, and AP are analyzed to monitor student progress, target areas of weakness, and adjust instructional strategies. Student writing is consistently examined by use of the SAT scoring rubric for writing across several grade levels and content areas such as English, science, and social studies. Student reading level is examined using a reading inventory system. This data is used to place students in need of assistance in remediation classes (Team One) to improve reading comprehension. Data suggests student improvement of up to three grade levels in one year. This data is also used to recommend students to the student resource center during the school day where they can receive support from faculty or student tutors, homework den where students can receive after school help, or Saturday school which operates from 8:00 a.m. to noon on most Saturdays. Students can also be referred to the pupil assistance team for additional supports. Common assessments have been created for some courses and these provide further data for discussions on student achievement. Teachers of English, social studies, and science in grades 9 and 10 have common planning time that they can use to work with student data. Teachers of 11th and 12th grade students do not have time built into the school day for this effort, but they often find informal opportunities, as well as time during monthly department meetings and during teacher workshop days. Individual student and school-wide progress on all of the school-wide learning expectations is not yet collected and is not available for analysis. Guidance has been studying demographic data from PowerSchool for the past several years to understand gender disparities in GPA, college acceptance, and standardized test results. According to the Endicott survey, 58.5 percent of professional staff feel that they collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. When staff collects, disaggregates, and analyzes data in all areas, they will be better able to respond to inequities in student achievement.

## Sources of Evidence

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

# Standard 4 Indicator 4

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## Conclusions

Prior to each unit of study, teachers consistently communicate to students the unit-specific goals, and in some areas connect these to the school's applicable 21st century learning expectations. For example, in English 10 assessments are guided by the school-wide rubrics, in particular the reading and writing rubric. Other teachers and departments have begun to do the same with their 21st century learning expectations for problem-solving, collaboration, and research. However, this is not consistently practiced by all teachers and departments. In many classes, only unit-specific rubrics are provided with student assessments. Consistently communicating unit-specific and school-wide 21st century learning expectations prior to each unit of study will provide clear guidance to students and consistency across the curriculum.

## Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- school website

# Standard 4 Indicator 5

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## Conclusions

Prior to summative assessments, teachers consistently provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targets for high levels of achievement. According to the Endicott survey, 77.9 percent of students agree that teachers use clear criteria, such as rubrics, to assess their work and 73.1 percent state that they understand the criteria or rubrics that their teachers use. Fifty-seven percent of parents report that they are familiar with and understand the school-wide criteria for success, such as analytic rubrics, teachers use to assess their son's/daughter's learning. This is further demonstrated across the school in summative assessments provided to students via teacher Moodle sites. Parents stated that they have seen teachers' rubrics for specific assignments in hard copy and on teachers' websites. Providing students with clear and specific criteria when summative assessments are assigned ensures student success.

## Sources of Evidence

- self-study
- student work
- teachers
- students
- parents
- Endicott survey
- school website

# Standard 4 Indicator 6

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## Conclusions

In each unit of study, teachers consistently employ a range of summative assessment strategies and some teachers effectively use formative assessments in their classes. According to the Endicott survey, 92.5 percent of teachers believe that they use a variety and range of assessment strategies including formative and summative assessments. Summative assessments include research projects, labs, essays, tests, quizzes, presentations, and video projects. This is evidenced through summative assignments on teacher Moodle sites, as well as the student work provided. There is limited evidence of teachers effectively using formative assessments in their classrooms. Some teachers assess daily learning formatively through observation, checking in with students, homework, practice tests (particularly in AP classes), "Do-Nows," short writing prompts, and quizzes to check for understanding. However, many times these formative assessments are graded (i.e., treated as low-weight summative assessments). The self-study references the use of standardized testing as the basis for appropriately designing instruction. Employing a range of assessment strategies including formative and summative assessments, ensures that lesson design and delivery is best fitted to student needs.

## Sources of Evidence

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

# Standard 4 Indicator 7

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## Conclusions

Some teachers are able to collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. However, formal common planning time has not been made available to all teachers in all departments. According to the Endicott survey, 76.4 percent of teachers believe that they meet formally to discuss and improve both formative and summative assessment strategies. Currently, teachers of English, science and social studies in grades 9 and 10 have common planning time available during the school day and all teachers are able to collaborate during monthly department meetings or staff development days. Teachers reported they would like common planning time built into the schedule for all teachers. The majority of interactions occur informally and outside of the contractual school day. Many teachers review common assessment data in informal settings such as in hallways, during prep periods, before and after school or during lunch. Shared classrooms also provide an opportunity for some teachers to collaborate. When teachers are consistently given formal ways to collaborate on the creation, analysis and revision of formative and summative assessments, students will benefit from consistent curriculum delivery and assessment of their achievement of the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- Endicott survey
- Standard sub-committee

# Standard 4 Indicator 8

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## Conclusions

Most teachers regularly provide specific and timely feedback, however corrective feedback does not always allow students the opportunity to revise and improve their work. According to the Endicott survey, 63.3 percent of students believe that teachers assess/correct their school work in a reasonable amount of time; 65.5 percent believe that teachers offer suggestions to help improve their school work; and 64.9 percent think that teachers' grading is fair and consistent. Seventy-seven percent of parents believe that teachers provide timely and corrective feedback to assist students in revising and improving assignments. According to school leadership and teachers, it is the expectation of the administrative team that teachers enter grades in PowerSchool within one to two weeks of the submission of the assignment. Teachers cite that PowerSchool also allows them to provide feedback visible to students and families regarding graded assignments. Some parents reported that not all teachers update PowerSchool regularly, sometimes waiting until just before progress reports and report cards are issued, when it is too late for students to revise or redo work. Some teachers provide students with the opportunity to revise and improve their work, others do not. There is no school-wide policy on revision and re-submission of student work. When all teachers regularly provide specific, timely and corrective feedback and ensure that students revise and optimize their work, then all students will better meet the school's 21st century learning expectations.

## Sources of Evidence

- student shadowing
- teacher interview
- teachers
- students
- parents
- Endicott survey

# Standard 4 Indicator 9

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## Conclusions

Teachers sometimes use formative assessments to inform and adapt their instruction for the purpose of improving student learning. Some teachers use “checks for understanding” such as journal entries, quizzes and short essays as formative assessments to inform teaching and curriculum. Some teachers use technology exercises like Kahoot or trivia games to check for student understanding. Math teachers report the use of exit tickets to determine understanding. Technology teachers indicated that if the students' program does not work, they know they have to go back and look at the code. Many other teachers use these types of assessments in their teaching, but then grade them and treat them as low-weight summative assessments. Some appropriately use the data to determine areas of deficiency in student skills and to provide reinforcement and reteaching opportunities during ensuing lessons and units. The professional staff as a whole does not have a consistent understanding of the role of formative assessment design and use to guide daily instruction. When teachers have a common understanding of the purpose of formative assessments and regularly use them to inform their instruction, students will benefit from instruction adapted to their needs, resulting in improved student learning.

## Sources of Evidence

- classroom observations
- student work
- teacher interview
- teachers
- students
- Standard sub-committee

# Standard 4 Indicator 10

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## Conclusions

Teachers and administrators, individually and collaboratively, regularly examine student work, standardized assessments, and data from surveys of current students for the purpose of revising curriculum and improving instructional practice. However, common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, data from sending schools, receiving schools, and post-secondary institutions, and survey data from alumni are inconsistently examined for the purpose of revising curriculum and improving instructional practice.

A lack of common planning time limits the ability of professional staff to collaborate on examining student work. With the exception of grades 9 and 10 English, social studies, and science teachers, most teachers collaborate during monthly department meetings and staff development days or informally during lunch and before and after school to gather evidence pertinent to revising curriculum and improving instructional practices. Nevertheless, teachers and administrators make every effort to regularly examine student work. In the English department, teachers of common courses examine and grade student work from their colleagues, giving students feedback from several instructors on one assignment. Common course and grade-level assessments are available for some departments and courses, primarily in grades 9 and 10 in English, social studies and science.

At this time, the school does not report on individual or school-wide progress on achievement of the 21st century learning expectations. The lack of this data and the inconsistent use of the school-wide rubrics makes it difficult to measure achievement of 21st century learning. There is little evidence that teachers and administrators regularly examine student progress in 21st century learning expectations, with the exception of writing and reading.

Teachers frequently examine results of standardized assessments. The PSAT and the SAT results are examined for grades 9, 10 and 11. Funding for the exams is included in the budget each year and all students in these grades take the exam at no cost. Advanced Placement exam results are examined across several grades and content areas.

Monthly middle school and high school curriculum meetings provide opportunities to examine evidence of student learning from sending schools. However, this data is not always available to teachers.

There is no formal process for collecting information from colleges, but guidance counselors now sit in on all college visits, and provide feedback to departments based on these visits. Alumni feedback is gathered informally through an alumni panel which meets every December. This feedback is sometimes used to make changes to curriculum, such as changes to science tracks, and an increased emphasis on debate in social studies classes.

When teachers and administrators, regularly, on an individual and collaborative basis, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, then Goffstown High School will be able to ensure that all students are meeting the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- school board

- department leaders
- school website
- Standard sub-committee

# Standard 4 Indicator 11

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## Conclusions

Grading and reporting practices are reviewed and revised in some areas to ensure alignment with the school's core values and beliefs about learning. For example, three years ago the school's rubric for writing, and the associated reporting process, was revised to align with the SAT writing assessment. Results are reported regularly to students, parents and the school board. However, individual and school-wide achievement of all six of the school's learning expectations is not yet being consistently assessed or reported to stakeholders. Teachers do not yet share a commitment to using the school-wide analytic rubrics or have a thorough understanding of their purpose. There is inconsistent understanding of how to measure achievement using the school-wide rubrics. As a result, grading and reporting practices are not yet aligned with the school's core values and beliefs about learning. The faculty does not yet have a procedure in place to regularly review and discuss the effectiveness of the school's grading practices with regard to the core values and beliefs. According to the Endicott survey, only 55.7 percent of staff believe that school-wide grading and reporting practices are regularly reviewed and revised.

In addition, grading practices are not consistent across all subject areas and by all teachers. Weights assigned to various assessments, class participation, homework, and projects vary by teacher and department. Some teachers accept late work and some do not. Some teachers allow students to revise work and some do not. Make-up policies are also inconsistent.

When all teachers regularly review and revise grading and reporting practices to align with the school's core values and beliefs about learning, students will understand the connection between the grades they earn and the 21st century learning expectations.

## Sources of Evidence

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

# Standard 4 Commendations

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## Commendation

The adoption and use of the SAT writing rubric to assess student and school-wide progress in writing

## Commendation

The initiation of data analysis by the guidance department to address gender inequalities

## Commendation

The available remedial opportunities to improve student learning

## Commendation

The communication of unit-specific learning goals to be assessed prior to each unit of study

## Commendation

The provision of clear and consistent expectations on summative assessments

## Commendation

The use of a variety of summative assessments for students to demonstrate understanding

## Commendation

The use of PowerSchool to provide students and parents with timely and corrective feedback

## Commendation

The extensive analysis of standardized testing and the ability of all students in grades 9, 10, and 11 to take the PSAT or SAT tests at no cost

# Standard 4 Recommendations

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## Recommendation

Develop and implement a formal process to regularly assess and report whole-school and individual student progress in achieving each of the school's 21st century learning expectations

## Recommendation

Communicate connections to the school-wide 21st century learning expectations to students prior to each unit of study

## Recommendation

Increase formal opportunities for all teachers to collaborate regularly on the creation, analysis, and revision of formative and summative assessments, including common assessments

## Recommendation

Ensure consistent opportunities for revision and re-submission of student work across the school in order to improve student learning

## Recommendation

Develop practices for the consistent use of formative assessments to shape current and future instruction

## Recommendation

Review grading and reporting practices to ensure alignment with the school's core values and beliefs about learning

# Standard 5 Indicator 1

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## Conclusions

The school community consciously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations. The faculty and student handbooks reflect high expectations for learning and communicate clear expectations for discipline and attendance. Parents report that Goffstown High School is a kind and caring community, as stated in its mission statement. When a variety of students were asked what they would like to change about the school, they had difficulty coming up with any suggestions. Teachers report that the adults in the building know the students and respond to them as individuals. Students, teachers, and administrators display a high degree of mutual respect. Students are allowed to eat lunch wherever they wish. Teachers open their classrooms to students and allow them to eat lunch with them. During an interview, a mother described a discipline issue with her daughter where she said the administration was very responsive and "more than fair." She felt there was active collaboration between the guidance department and the school resource officer. Faculty and students report that the principal addresses them when a major issue arises. The school provides a variety of programs and activities that are focused on improving school culture. These include empower!, gender/sexuality alliance, peer outreach, student ambassadors, and the National Honor Society. The student council is actively involved throughout the year in building a positive school climate of inclusion and acceptance with events like Homecoming, Veterans' Day Recognition Assembly, and the community canned food drive. Eight-nine percent of students are involved in co-curricular or community organizations. PowerSchool reinforces the positive school climate by serving as a tool to deliver assignments, give progress updates, and report grades to students and families. By consciously and explicitly reinforcing its mission statement values of building caring relationships and impassioned learners who are skilled thinkers, communicators, and problem-solvers, Goffstown High School creates a safe, positive, respectful and supportive culture.

## Sources of Evidence

- classroom observations
- panel presentation
- facility tour
- teacher interview
- teachers
- students
- parents
- school leadership
- Endicott survey

# Standard 5 Indicator 2

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## Conclusions

The school is inclusive, ensuring access to challenging academic experiences for most students, making certain that some courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity in some areas, and working to support achievement of the school's 21st century learning expectations.

On the Endicott survey, 80.1 percent of students indicated that they have the opportunity to take courses with peers of varying ability levels. In addition, 93.4 percent of staff agree that the school is equitable and inclusive, ensuring access to challenging academic experiences for all students, creating heterogeneous grouping that is reflective of the student body and supporting the achievement of 21st learning expectations for all students; 95.8 percent of parents agree that their son/daughter has the opportunity to enroll in courses with students of varying ability levels. The program of studies indicates that there are three levels of courses available to students: Advanced Placement, honors, and open. Students have the flexibility to challenge themselves by taking courses of any level, including equal opportunity for all Advanced Placement courses. If at any point during the school year, a student feels that they have misjudged their abilities, guidance counselors and teachers will work with the student to provide options, such as moving to another level that is better suited to his/her needs.

Prior to the 2007-2008 school year, GHS students were grouped heterogeneously in all classes, with the exception of Running Start and Advanced Placement classes. Grouping practices changed in 2007 with the implementation of the honors level. Now, the majority of core courses are leveled with variations in instructional methods and assessments to meet the learning styles and needs of the students in the class. Student shadowing and classroom observations illustrated that academic experiences in some classes were not as challenging as they could be because of lower order thinking-based questions that did not emphasize depth of understanding and application of knowledge through inquiry and problem-solving. As a result, not all students are having challenging learning experiences in every course.

When the school is equitable and inclusive in all areas, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, and fostering heterogeneity, it will ensure that all students are appropriately challenged and able to reach high levels of achievement.

## Sources of Evidence

- classroom observations
- student shadowing
- student work
- teachers
- students
- school leadership
- Endicott survey

# Standard 5 Indicator 3

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## Conclusions

There is a limited, formal, ongoing process through which students have 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. While there is an allotted time of ten minutes once per week for students to connect with an adult, besides their school counselor, the limited duration of the program has hindered the homeroom teacher's ability to form strong supportive relationships to assist students in achieving the 21st century learning expectations. The Endicott survey indicates that 46.8 percent of students and 54 percent of parents disagree with or are undecided as to whether the school offers a program that fosters student and staff relationships. In interviews, students, teachers, and parents expressed that the time designated as homeroom is primarily used to distribute information. However, teachers shared that students informally develop relationships with adults in the Goffstown High School community through clubs, sports, or the course of their studies. The Personalized Reflective Educational Planning Period (PREP) is another opportunity for students to connect with an adult; however, this teacher does not remain with the student for all four high school years, and the size of the group limits the interactions that can occur. An expanded formalized program that provides students and staff sufficient time to form strong relationships will assist all students in achieving 21st century learning expectations.

## Sources of Evidence

- teachers
- students
- parents
- school leadership
- Endicott survey

# Standard 5 Indicator 4

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## Conclusions

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 time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

A collaborative spirit of reflection and inquiry exists between faculty and administration. Faculty meet formally during district-wide professional development days, faculty meetings, and monthly department meetings, as well as informally before, during, and after school. Grades 9 and 10 teachers of English, social studies, and science have common planning time built into their schedule for department collaboration and for cross-disciplinary learning meetings. Teachers of grades 11 and 12 do not have common planning time available during the school day.

Teachers are encouraged to attend conferences and workshops to maintain currency with best practices and to share the information gained with their colleagues. All teachers have an opportunity to attend Advanced Placement training, even if they are not teaching Advanced Placement courses. Partnerships with various local colleges such as Southern New Hampshire University, St. Anslem's College, and Plymouth State University provide faculty with a myriad of professional development opportunities. A master's degree cohort with Southern New Hampshire University allows faculty to earn this degree with significantly reduced tuition and the convenience of having all classes take place at Goffstown High School. The teachers involved in this program consistently demonstrate a process of personal reflection, meaningful assessment, and differentiation of instructional practices.

Faculty are provided with research-based books and readings on 21st century educational practices, including the Marshall Memo, *Instructional Practices that Maximize Student Achievement* by Ribas, *Focus* by Mike Schmoker, *Do I Really Have to Teach Reading* by Tovoni, to name just a few. Discussions take place during department meetings, full faculty meetings, and teacher workshop days. New teachers in the district participate in training based on the books by Ribas mentioned above.

Individual professional development plans (PDP) are based on each teacher's three-year evaluation cycle. Teachers work with administrators to identify goals, plan steps to achieve the goals, and explain how the activities that they will participate in will influence student performance and how they will be implemented in their classrooms. In order to advance student learning, faculty are provided opportunities to visit classrooms of other colleagues, as well as classrooms on the college level. At the conclusion of the evaluation cycle, each teacher provides evidence, as well as a reflection on each goal.

By continuing to engage staff in professional discourse through conversations about best teaching practices; using resources outside of the school to maintain currency with best practices; dedicating time to implement professional development; and applying the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment, GHS will continue to provide quality learning opportunities.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders

- central office personnel
- school leadership
- Standard sub-committee

# Standard 5 Indicator 5

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## Conclusions

School leaders use research-based evaluation and supervision processes that focus on improved student learning. Nine years ago, the Goffstown School District committed to evaluation and supervision based upon goal setting and the book, *Instructional Practices that Maximize Student Achievement* by Bill Ribas. All administrators attended a training provided by Ribas and then they ran workshops during professional development days to train all faculty. Each year, new teachers are provided with training to acquaint them with the tenets of this process. During the first three years of employment, new teachers are formally evaluated several times during the school year, including once by the assistant superintendent. The evaluation cycle for experienced teachers is three years in length. At the start of each cycle, teachers set goals and develop individual professional development plans (PDPs) in consultation with an administrator. These plans are also approved by the assistant superintendent. In lieu of formal observations by administrators, experienced teachers may choose to observe other teachers and submit a reflection on what strategies were effective. Administrators conduct frequent walk-through observations for all teachers. At the conclusion of each school year, teachers submit an annual reflection to the administration that includes a self-evaluation of their professional development goals and how they impacted student performance. The administrator provides feedback to each teacher. Because school leaders effectively and regularly use research-based evaluation and supervision processes, their efforts lead to improved student learning.

## Sources of Evidence

- panel presentation
- teacher interview
- teachers
- central office personnel
- school leadership

# Standard 5 Indicator 6

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## Conclusions

By design, the organization of time and space supports research-based instruction, some professional collaboration among content teachers, and the learning needs of most students. The school schedule consists of four 90-minute classes each day. Classes alternate with odd numbered classes meeting on one day and even-numbered classes on the following day. On Fridays, there is a ten-minute advisory or homeroom period. The long block schedule supports project-based learning that requires an extended time frame. However, only grades 9 and 10 teachers of English, social studies, and science have a common planning period. Other teachers collaborate informally before, during, and after school hours or during monthly department meetings and professional development days. An organization of time throughout the school community that supports delivery of curriculum and also provides opportunities for professional collaboration will more fully support the learning needs of all students by giving teachers opportunities to reflect on their practice.

## Sources of Evidence

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

# Standard 5 Indicator 7

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## Conclusions

Student load and class size at Goffstown High School enable teachers to meet the learning needs of individual students. According to the Endicott survey, 86.1 percent of students, 77.4 percent of teachers, and 84 percent of parents agree that class sizes are reasonable and support student learning needs. During student shadowing, as well as during the facility tour, observed class sizes were conducive to student learning. Student needs are considered when class size is determined; classes for students needing additional supports are kept intentionally smaller. Most classes have a cap of 25 students per class. English classes are capped at 20 students per class and AP English classes are capped at 15 students per class. Some class sizes are determined by the capacity of the classroom. For example, lab sciences are capped at 24 students, technology education classes at 16 students, and art classes at 18 students. Depending upon student needs and class requests, some classes run with 10 to 15 students. The average student-to-teacher ratio is 12.7:1. Individual teachers typically carry an average load of 80 students with an average class size of 16 students. Because GHS maintains appropriate and desirable student load and class sizes, teachers are able to meet the learning needs of individual students.

## Sources of Evidence

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

# Standard 5 Indicator 8

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## Conclusions

The principal, working with other building leaders, purposefully provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The principal and other administrators consistently visit classes and are highly visible during the school day. The leadership team composed of the principal, assistant principal, curriculum coordinator, special education facilitator, dean of students, athletic director, activities director, guidance coordinator, and lead teachers for English, science, social studies and mathematics meets weekly to discuss topics such as school and community events, professional development, curriculum, instruction, and assessment. This information is shared with staff at monthly faculty and department meetings. The first faculty meeting of each month is dedicated to the communication of information, while the second meeting is focused on collaboration and curriculum development within and across disciplines. Over the past decade, administrators have provided faculty with professional books to read and then discuss together, with particular emphasis on the relevance to Goffstown. Some of these texts have been *Focus and Learning with Focus* by Schmoker, *Teach like a Champion* by Lemov, *Keys to Literacy* by Sedita, and *Building Academic Vocabulary* by Marzano. Teachers appreciate the supportive nature of the principal's leadership. According to the Endicott survey, 88.7 percent of teachers feel that the principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations. The principal is accessible to the school community and goes above and beyond to support students of the school. When an incident occurred on a bus at dismissal, the principal and assistant principal drove one of the students home to avoid further issues. The principal's years at GHS as a teacher, assistant principal, and for the last 13 years as principal, provide him with a background in the challenges and opportunities of the school. The principal's efforts to work collaboratively with faculty provides instructional leadership that ensures decisions are rooted in the core values and beliefs of the school.

## Sources of Evidence

- panel presentation
- teachers
- students
- parents
- school board
- department leaders
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 9

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## Conclusions

Teachers, students and parents sometimes are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. According to the Endicott survey, 84.9 percent of staff, 63.8 percent of parents, and 46.7 percent of students feel that they have opportunities to be involved in decision making. Teachers often have defined roles in the decision-making process. The administration often looks to “building experts” in the planning and development of new or redefined initiatives. For example, when a need to improve close reading techniques was noted, Advanced Placement English teachers were called upon to develop a plan to accomplish this goal. Parents are involved in the hiring process of teachers and coaches and they run all of the booster programs for athletic teams. However, parents expressed the need for stronger communication between the school and home with regards to new initiatives and information on opportunities to become more involved.

Students felt that they have a limited opportunity to participate in the decision-making process. Students involved in student council are active in promoting student responsibility with many student activities such as Homecoming, the Veterans' Day Recognition Assembly, the Winter Carnival School Spirit Week, and the community canned food drive. The National Honor Society assists their peers with student tutoring before, during, and after school. Other clubs are also very involved in promoting responsibility and ownership such as empower!, gender/sexuality alliance, peer outreach, ripple effect, student ambassadors and Special Olympics. In addition, various clubs have been formed based upon student interest and as a result of student initiative. However, there appears to be a need for a concerted effort to provide a greater student voice in decision making. When teachers, students, and parents are consistently involved in meaningful and defined roles in the decision-making process, it generates broader support from the community and fosters greater responsibility and ownership across all stakeholders.

## Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- parents
- Endicott survey

# Standard 5 Indicator 10

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## Conclusions

Teachers exercise initiative and leadership essential to the improvement of the school and to increase student engagement in learning. Teachers, working in their departments, review and revise curriculum, assessment strategies, and instructional practices. This has led to the development of initiatives such as the homework den, Saturday school, and the summer reading program. Many teachers organize field trips to expand learning beyond the classroom and to generate student excitement and interest in the subject matter. In addition, many organizations in the school were initiated as a result of teacher interest and talent, such as the environmental club, culinary club, equestrian club, and mountain bike club. Some clubs have evolved into classes that have become part of the program of studies, such as dance. Teachers make efforts to maintain currency through professional development. Professional development plans (PDPs) required for teacher evaluation are flexible and allow teachers to grow in their areas of need. A cohort of Goffstown teachers is pursuing a master's degree through a partnership with Southern New Hampshire University. The skills gained through this program has strengthened classroom instruction and assessment. Since teachers exercise initiative and leadership at the school, improved student learning and school improvement continues.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- central office personnel
- school leadership
- Standard sub-committee

# Standard 5 Indicator 11

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## Conclusions

The school board, superintendent, and principal are purposefully collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The superintendent and building administrators meet regularly to discuss a variety of topics including budget, policies, teacher evaluation, initiatives, and issues that arise at the school. In addition, district administrative meetings take place monthly with the superintendent and leaders from each of the schools in the district in attendance, as well as the assistant superintendent and special education facilitators.

The school board, the superintendent, and the principal have a respectful, collegial, and supportive relationship that is centered on student needs. The superintendent and principal present pertinent information to the school board on a frequent basis. The school board expressed complete confidence in the expertise of the superintendent and the principal. Because the school board supports the expertise and collaborative, reflective, and constructive work of the superintendent and principal, the process enables the school to achieve its 21st century learning expectations.

## Sources of Evidence

- self-study
- teachers
- school board
- central office personnel
- school leadership

# Standard 5 Indicator 12

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## Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead Goffstown High School. The principal's job description states that he serves as the primary administrator of the school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. Teachers concurred that the principal is the educational leader of the school. He is the primary decision maker regarding student activities, meeting schedules, and the operation of the school building. The principal supports, teaching and learning needs and provides focus on the school's learning expectations. He is responsible for overseeing teacher evaluations and the hiring of new staff. The appropriate level of autonomy provided to the principal allows him to make effective and timely decisions in support of the school's safe and effective operation.

## Sources of Evidence

- self-study
- teachers
- school board
- central office personnel
- school leadership

# Standard 5 Commendations

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## Commendation

The safe and positive school climate that instills a sense of pride and ownership in the school community

## Commendation

The ability of students to challenge themselves by taking courses of any level, including equal opportunity to access Advanced Placement courses

## Commendation

The active participation in professional development by teachers to maintain currency with best practices

## Commendation

The collegial relationship between administrators and teachers

## Commendation

The effective student load and reasonable class sizes that support student learning

## Commendation

The instructional leadership of the principal and other building-based administrators

## Commendation

The initiative of students and faculty to suggest and implement new programs and co-curricular activities

## Commendation

The variety of flexible professional development opportunities supported by the school district

## Commendation

The high level of collaboration among principal, superintendent, and school board

## **Commendation**

The level of autonomy provided the principal by the superintendent and the school board

# Standard 5 Recommendations

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## Recommendation

Ensure that all students are consistently provided with challenging learning experiences which enable them to achieve the school-wide learning expectations

## Recommendation

Explore the effectiveness of the current homeroom program and consider expansion of the program or alternatives to increase formal opportunities for staff and students to form supportive relationships that assist all students in achieving the school's 21st century learning expectations

## Recommendation

Explore opportunities to increase collaboration time for all teachers

## Recommendation

Consider alternative forms of disseminating information to the faculty in order to maximize faculty meeting time for professional discourse and collaboration

## Recommendation

Increase decision-making opportunities for students and parents

# Standard 6 Indicator 1

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## Conclusions

The school provides 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.

In discussions with staff and students, it is clear that Goffstown High School has several intervention strategies successfully in place. According to the Endicott survey, 94.3 percent of staff indicate that the school has timely and coordinated strategies to meet the needs of all students; 76 percent of parents and 47.1 percent of students agree. Each student is assigned a guidance counselor who monitors student progress for the duration of his or her high school career. A Student Assistance Program (SAP) counselor will be added to the guidance staff for the 2018-2019 school year to further assist students with substance abuse and mental health issues. Naviance, a web-based software program is used by the guidance department to assist with post-secondary planning including career interest inventories, college exploration, and college application. Homeroom meets weekly for ten minutes and the teacher retains the same students in homeroom for all four years. Many students have a Personalized Reflective Educational Planning (PREP) period every other day that allows teachers to discuss academic progress with students, as well as issues that are affecting their learning environment. Additionally, the pupil assistance team comprised of administrators, counselors, teachers, nurses, and the social worker meets weekly to discuss struggling and at-risk students in order to facilitate meeting needs of these students in a timely manner. Homework den, the student resource center, math lab, applied classes, Saturday School, and the alternative education program are interventions that are available and used by the vast majority of students. These interventions can be used by students voluntarily or be assigned by staff. Credit recovery is possible through the Goffstown Adult Program, Virtual Learning Academy Charter School (VLACS), and Keystone Credit Recovery. Students may be encouraged to join co-curricular activities such as peer outreach, empower!, or gender/sexuality alliance. A school resource officer is available to address issues related to student behavior, mental and physical health issues, parent communication and attendance. He also serves as a liaison between the school and local law enforcement. Discussions with staff and students highlighted the fact that the staff has strong connections with students which allow for early detection of student struggles. Since Goffstown High School has targeted timely, coordinated, and directive intervention strategies, students are supported in the achievement of the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teachers
- students
- parents
- school board
- school support staff
- Endicott survey

# Standard 6 Indicator 2

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## Conclusions

The school regularly provides information to families, especially those most in need, about available student supports. According to the Endicott survey, 92.5 percent of staff and 84.9 percent of parents feel that the school provides information about available student support services to all families. Sixty-nine percent of students report that they know who to ask for help at school if they have a personal problem. Information is communicated in a variety of ways including parent meetings, email, the school's website, Twitter, the school newsletter, mailings, and telephone calls. Information regarding student progress is communicated to parents and guardians through report cards and progress reports four times a year. Parents have the ability to access PowerSchool for additional information on student academic progress and attendance. Daily automated phone calls notify parents if a student is reported as absent. The school uses School Messenger, a district-wide phone-calling system, to highlight important upcoming events and information. The special education department schedules annual IEP meetings and contacts families a minimum of once per month, and in many cases, weekly to provide updates. School counselors, adjustment counselors and special education personnel hold regular meetings that involve the student, parents, and applicable staff members to formulate an intervention strategy and/or assess the efficacy of previous interventions. Personal contact via phone calls and email take place between teachers and families regarding issues and services. Information can be accessed via Goffstown TV which operates from within the school building and broadcasts school board meetings. Events such as Step Up Day, Freshmen Information Night, Open House and teacher conferences are opportunities for families to receive information directly. Because the school regularly provides information to families, students utilize services to achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- parents
- Endicott survey

# Standard 6 Indicator 3

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## Conclusions

Support services staff frequently use technology to deliver an effective range of coordinated services for each student. Through the use of numerous programs and mobile technology, staff can formally monitor and track student achievement, attendance, test scores, and information on student discipline. Support services personnel are able to use this easily accessible data to create and evaluate actions plans for individual students. Office 360 Suite and Google Docs are used as tools for sharing information and collaboration. Guidance uses Naviance, a web-based software program to assist with post-secondary planning including career interest inventories, personality inventories, college exploration, and college application. In addition, they utilize CollegeBoard K-12 reporting services to identify target questions for student improvement on the PSAT and SAT tests. The special education department uses the New Hampshire Special Education Information System (NHSEIS) to monitor IEP requirements and timelines. Special education teachers use a variety of technology resources such as SMARTBoards, dictation software, and augmentative communication devices. Mobile technology carts including printers are available for classroom use through the information center; however, teachers expressed concerns about the unavailability of these carts when needed. There are also 40 computers available in the library for student use and seven computer labs. Special education has two mobile carts for use specifically in their classrooms. Teachers also use Moodle, a course management system to extend their classroom onto the Internet by creating a virtual classroom. Teachers have regular access to optional training opportunities to maximize benefits of the available technology resources. All school personnel routinely use email to communicate in a timely manner with one another, parents, and students. The frequent use of technology to deliver an effective range of coordinated services, facilitates student achievement of the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- teachers
- school support staff

# Standard 6 Indicator 4

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## Conclusions

Goffstown High School counseling services consistently have an adequate number of certified/licensed personnel and support staff who deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use some ongoing, relevant assessment data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations.

There are five full-time guidance counselors for approximately 1,100 students in grades 9-12. A guidance administrative assistant assists in the management of the office. Guidance counselors employ an online, developmental curriculum using Naviance to manage individual plans for all students throughout and beyond high school. Each year, they meet with each student who completes a different aspect of the progression, such as 9th graders complete the "Do What You Are" survey to reveal possible interests. In 10th grade, they complete a long-term Passion Project to connect their interests with possible career pathways. In 11th grade, guidance counselors help students research requirements and potential programs for career readiness or post-secondary study. Twelfth graders compile all relevant documents and apply to post-secondary programs. Guidance counselors advise several co-curricular clubs to raise awareness about gender, sexuality, and women's needs and roles. Additionally, they work with advisories and conduct assemblies on suicide prevention and drug and alcohol abuse.

Goffstown High School guidance counselors also conduct parent outreach surrounding the post-secondary search and financing education. Guidance counselors participate in the pupil assistance team, IEP team, and 504 meetings. Goffstown High School guidance personnel collaborate with English or history classes to meet with students as groups. According to the Endicott survey, 65.6 percent of students report feeling comfortable going to their guidance counselor. Anecdotally, many students report easy access to and rapport with their own guidance counselor and easy substitution with any guidance counselor for emergent issues. Notably, Goffstown High School plans to hire a full-time substance abuse counselor for individual and group services involving substance use.

When appropriate, the school counseling staff makes referrals to community and area mental health agencies and social service providers. Counselors use data from the annual Youth Risk Behavior Survey and SAT scores to reflect on services and effectiveness. At the present time, it does not appear that there is a system or a plan in place for obtaining data and feedback from students, staff, graduates, parents and community members to evaluate the impact of guidance programs on student success and to inform programs and practice moving forward.

Because Goffstown High School has an adequate number of certified/licensed personnel and support staff who deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use some informal assessment data to improve services, the school will continue to ensure that each student achieves the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing

- facility tour
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

# Standard 6 Indicator 5

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## Conclusions

Goffstown health services consistently have an adequate number of certified/licensed personnel and support staff who reliably provide preventative health services and direct intervention services; routinely use an appropriate referral process; conduct ongoing student health assessments; and use ongoing, relevant assessment data including some feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations.

According to the Endicott survey, 95.3 percent of staff and 84.6 percent of parents agree that two registered nurses provide daily preventative health services and direct intervention services. In addition to routine vision and hearing screening, wound or illness care, Goffstown nurses provide staff and students with information on current topics of interest, such as vaping, concussions, and substance abuse. Additionally, Goffstown nurses consult with Goffstown High School's weekly interdisciplinary pupil assistance team to share medical insight on any student of concern. Goffstown High School nurses respond to emergencies in their office and throughout the building that may include the use of the Automatic External Defibrillator or EpiPen administration. Students described responsive and effective care when faced with their own sudden health issues. According to the Endicott survey, 59.5 percent of students feel comfortable accessing nursing services. Anecdotally, students described discreet and helpful information for their personal needs.

Two registered nurses at Goffstown High School use appropriate referral processes when student needs exceed the school nurses' reach. Goffstown nurses follow various protocols to respond to presenting symptoms, such as referrals for vision care, dental care, and existing or suspected mental health concerns. The Goffstown High School health suite was recently updated to include multiple recovery tables with privacy curtains and low lighting. There is also a furnished office area for private consultations. The nurse's office is adjacent to the main office which allows for private expedited arrival or dismissal procedures involving medical issues. There does not appear to be a process in place by which the school obtains feedback from parents or the community regarding services provided.

Because the health services at Goffstown High School have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services; use an appropriate referral process; conduct ongoing student health assessments; and use informal assessment data, including some feedback from the school community, to improve services, student medical needs are consistently met which allows each student to achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- panel presentation
- facility tour
- students
- Endicott survey

# Standard 6 Indicator 6

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## Conclusions

Library/media services are frequently integrated into the curriculum and instructional practices; have an adequate number of certified/licensed personnel and support staff; provide a wide range of digital materials, technologies and other information services in support of the school's curriculum; ensure that the facility is available and staffed for students and teachers before, during, and after school; are responsive to students' interests and needs in order to support independent learning; and conduct some ongoing assessment using relevant data to improve services and ensure each student achieves the school's 21st century learning expectations.

The space is open, airy and inviting, with work tables, reading areas and computers. The library media/information center is open weekdays during the school year from 7:15 a.m. to 4:15 p.m. and is staffed by one full-time library media specialist and two assistants. The library media specialist supports students and staff with direct learning assistance. One assistant handles opening procedures, clerical duties and displays, while the second assistant handles room behavior and closing procedures. As a result of the adequate staffing, the library media specialist is available during the school day for students and teachers.

The library media specialist is often engaged in the implementation of school curriculum. This is evident by collaboration with teachers at most grade levels in a research project that instructs students on the research process, including finding sources and avoiding plagiarism. Currently these research projects are a Shakespeare project with ninth grade English classes and a marine biology project with tenth grade biology classes. Next year, plans are being developed to implement a project with eleventh grade social studies classes. The library media specialist has created research rubrics and a district matrix for these projects to be used in conjunction with school-wide rubrics. Additionally, the library media specialist teaches lessons on an introduction to information services, library mini-lessons for freshmen, and has designed Moodle pages to support all of the above. Anecdotally, it was stated by some teachers that there should be more outreach by the library media specialist to increase collaboration with teachers in departments other than the ones with research projects.

The library/media information center consistently provides a wide range of materials, technologies, and other information services in support of the school's curriculum. The Goffstown High School information center circulates mobile technology carts with printers to classes daily, as well as offering 52 computers in the facility for use by students and staff. Some teachers reported concerns with the availability of media carts for classroom instruction. The library has over 17,000 printed and recorded items, approximately 675 circulating ebooks through the library catalog, and approximately 56 e-audio in their collection. It maintains a website that houses the library catalog and databases for student and teacher use. In addition, the library media specialist maintains a page on the school's website.

Finally, the information center supports the "culture of reading" created by the school-wide summer reading program initiated through the English department. The library/media information center is often responsive to students' interests and needs in order to support independent learning. Additional resources are added to the library/media center as dictated by teacher and student request and is dependent upon available funding. Staff reported that changes were made in the facility to create a quiet learning space that enhances the learning environment for students. This space is frequented by life skills students who appreciate the quiet area to focus. By design, flexible seating has been added to support student learning needs. In addition, there are displays and exhibits that highlight available resources.

In some areas ongoing assessments are conducted using relevant data, to improve services and ensure each student achieves the school's 21st century learning expectations. The self-study reports the vast majority of students are assessed on 21st century learning skills using TRAILS Nine offered by Kent State University Libraries. Analysis of the results of this assessment led to modifications to the unit on library/research skills taught by the library media specialist. Feedback from the school community seems to be of an informal nature.

Because Goffstown High School has an adequately staffed library/media information center that provides a wide

range of materials and services, is actively engaged in the implementation of the school's curriculum, and is responsive to students' interests and needs, students are able to access resources that support the school's 21st century learning expectations.

## **Sources of Evidence**

- self-study
- facility tour
- teacher interview
- teachers
- students
- Endicott survey

# Standard 6 Indicator 7

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## Conclusions

Goffstown High School support services for identified students, including special education, Section 504 of the American Disabilities Act (ADA), and English language learners (ELL) consistently have an adequate number of certified/licensed personnel and support staff who frequently collaborate with all teachers, counselors, targeted services, and other support staff; frequently provide inclusive learning opportunities for all students; and, consistently perform ongoing assessment using relevant data, including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations.

The support staff includes eleven special education teachers, a special education coordinator, a school psychologist, a behavioral specialist, a speech and language pathologist, a vocational career specialist and 28 paraprofessionals. A school psychologist conducts special education evaluations and is available to provide services and supports to all students. Guidance counselors serve as case managers to the students identified with a Section 504 Plan and conduct annual reviews. The guidance director serves as the district Section 504 coordinator.

Special education staff members monitor student progress and facilitate communication between and among regular education teachers, students, and parents. Collaboration exists between regular and special education teachers to modify materials and assessments as needed for the 174 identified students in order to assist them with achieving the school's 21st century learning expectations. According to the Endicott survey, 80.2 percent of staff believe they collaborate. All students are scheduled into classes that provide the most inclusive, least restrictive setting. Special education teachers are able to creatively individualize students' supports and opportunities. Differentiation is utilized to meet individual student learning needs and provides access to the regular curriculum. Paraprofessionals provide small group and 1:1 support for students in classrooms.

Special education teachers teach targeted classes for specific populations, such as the Life Skills program for students with intensive special needs. Life Skills teachers collaborate with faculty across disciplines to include work related to their monthly units of study. For instance, in art class, students created a sculpture related to the science-based theme used in their reading, math, and writing lessons. Results of the diagnostic and prescriptive theme-based curriculum are collected and used daily and weekly to improve individualized instruction.

GHS's inclusive philosophy encourages students with special needs to pursue individual interests and to make connections with their peers by fully participating in their school community. Students with disabilities extensively access electives such as dance, technology, or culinary classes. All identified students are fully integrated in co-curricular and extracurricular activities with support staff, if needed. They participate in school-wide activities such as the annual Earth Day celebrations, plant sales, and host holiday meals. English language learner students shared authentic dishes from their respective cultures with the culinary classes.

Assessment data for feedback and service improvement is gathered from a range of sources including academic achievement tests, speech/language evaluations, psycho-educational evaluations, behavioral plans and data, attendance records, and collaborative meetings with service providers, families, students, and staff. The pupil assistance team meets weekly to discuss the needs of select students and any interventions needed. All federal and state regulations are adhered to, including the triennial assessment. A bi-annual parent survey is conducted in each school district by the New Hampshire Department of Education to quantify feedback on special education services. ELL students follow formative and summative assessment guidelines recommended by World Class Instructional Design and Assessment (WIDA) Consortium run by the state department of education, under requirements for 2015 Every Student Succeeds Act (ESSA), to prepare students for the general high school curriculum and for an annual standardized English proficiency test called Assessing Comprehension and Communication in English State-to-State for English language learners (ACCESS).

Because Goffstown High School support services for identified students, including special education, Section 504 of the ADA, and English language learners have an adequate number of certified/licensed personnel and support

staff who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations; provide inclusive learning opportunities for all students; and, perform ongoing assessment using relevant data, including feedback from the school community to improve services, all students and parents can be confident that students are monitored and supported as they achieve the school's 21st century learning expectations.

## **Sources of Evidence**

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- students
- parents
- school support staff
- Endicott survey

# Standard 6 Commendations

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## Commendation

The timely and coordinated strategies available to meet the needs of all students including an effective alternative education option

## Commendation

The addition of a Student Assistance Program (SAP) counselor to the guidance staff

## Commendation

The weekly meetings and efforts of the pupil assistance team designed to support the struggling and at-risk population

## Commendation

The variety of ways in which information is communicated to parents about available support services

## Commendation

The technology resources that facilitate student learning

## Commendation

The efforts of the health services department to coordinate with student support services, school administration and faculty, as well as community service providers to provide a wide range of services

## Commendation

The appropriate level of staffing in the library/media information center that allows the library media specialist to access classrooms to integrate 21st century learning skills

## Commendation

The library facility that supports the curriculum, independent learning, and research

## Commendation

The Life Skills program that affords authentic, real-world skills and experiences to students

## Commendation

The inclusive environment throughout the building for special needs students

# Standard 6 Recommendations

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## Recommendation

Develop and implement a system for obtaining data and feedback from students, staff, graduates, parents and community members to evaluate the impact of guidance programs on student success and to inform programs and practices moving forward

## Recommendation

Develop and implement a system for obtaining data and feedback from students, staff, and parents in order to evaluate health services and make any necessary improvements

## Recommendation

Develop and implement a system to obtain feedback from students, parents, and teachers in order to evaluate library/media services and make any necessary improvements

## Recommendation

Explore ways to expand collaboration between classroom teachers and the library media specialist to support improved student learning

# Standard 7 Indicator 1

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## Conclusions

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

Over the last several years, a fiscally conservative school budget has been approved summarily by voters. This past year there was a 2.76 percent increase. The per pupil expenditure is approximately two thousand dollars below the New Hampshire state average for school expenditures, but despite the modest budget, Goffstown High School students consistently score within the top ten New Hampshire high schools on state accountability measures. According to the Endicott survey, 63.2 percent of staff and 51.3 percent of parents feel that the community provides dependable funding for a wide range of programs and services. Seventy-seven percent of students feel that the school has a wide range of programs and services. The program of studies allows students to select a wide variety of electives along with required core courses. The average student-to-teacher ratio is 12.7:1 with an average class size of 16 students. Funding for professional development appears to be adequate with \$60,000 for coursework district-wide and allows for teachers to personalize professional development. Funds are also available for curriculum review work during the summer months. Textbooks and instructional materials are regularly updated and replaced. Algebra 1, Algebra 2, and Geometry books were replaced in 2015-2016; physical science and biology books in 2016-2017; social studies books in 2017-2018. In addition, the school funds the cost of PSAT and SAT exams for all students in grades 9, 10, and 11.

For the most part, technology is adequate and the technology staff uses a creative approach to provide quality and affordable technology for students and staff. Wireless access is available throughout the building and bandwidth has been increased. There are myriad software applications for teachers and projection systems in many classrooms. A new paradigm interactive board technology was introduced this year in the form of Active Panels that will replace projection systems in some classrooms. Teachers have all been issued laptops and six mobile carts are available for classroom use, as well as several computer labs and 52 computers in the library. Nevertheless, some teachers have raised concerns about the lack of availability of the mobile carts for planned classroom lessons.

There are approximately 60 extra-curricular activities available for students, including 35 clubs and 23 sports for a total of 50 teams. Stipends are paid to most coaches and some club advisors. However, many others volunteer their time in order to provide students with opportunities to pursue interests and extend learning beyond the classroom. Staff and parents raised concerns about the equity of funding for extracurricular activities and how the funding decisions are made. Some felt that additional recognition for those who volunteer their time was needed.

Because Goffstown High School has dependable funding, students are ensured access to a wide range of educational programs and services.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- teachers
- students
- parents

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

# Standard 7 Indicator 2

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## Conclusions

The school consciously develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis. Upon entering Goffstown High School, it is immediately evident that the daily maintenance of the building is a priority. According to the Endicott survey, 79.8 percent of students, 95 percent of parents, and 100 percent of the staff feel that the school building is clean and well maintained. The custodial staff clearly takes outstanding pride and care of the building in fulfillment of the “caring community” component of the school's core values. The maintenance director meets frequently with the principal and creates custodial staff schedules for the six custodians and two maintenance staff who work full time. The schedule is staggered so that there is staff available for all school-sponsored events and each custodian is assigned a wing of the school to facilitate the daily cleaning of the building. Requests for needed repairs are submitted electronically by staff and promptly taken care of by the maintenance department or acknowledged with an estimated repair or replacement date. An inventory of supplies facilitates repairs with a list of available parts and a system to order needed parts, however, additional equipment and upgrades to equipment would allow the custodial staff to be more effective in their maintenance of the building. For example, custodians reported that a walk-on floor cleaner would allow them to be more effective. Because the school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant to keep the school cleaned and well maintained, the educational experience for students and staff is supported.

## Sources of Evidence

- self-study
- facility tour
- school support staff
- Endicott survey

# Standard 7 Indicator 3

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## Conclusions

Over the last few years, the community has funded and the school implemented a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. In prior years during an economic recession, inadequate funding impeded the implementation of these plans. Enrollment projections, staffing needs, and school programs and services are examined each fall at the start of the budget cycle. Enrollment has remained stable for the last several years and projections indicate that this will not change in the foreseeable future. There have been no cuts to programs or staff in recent years as a result of budgetary constraints. New teacher and paraprofessional contracts have been recently approved. There is a six-year curriculum revision cycle to stagger replacement of textbooks and these replacements have been funded. Concerns about equitable funding of stipends for extracurricular positions have been raised. The facility appears to meet the needs of the programs and services in place with the exception of a lack of storage for the performing arts department and the need for an update to lighting, sound, and seating in the theater auditorium.

Technology and its infrastructure are regularly updated and replaced; however there is some concern about the availability of mobile carts for classroom use to meet the demand. A six-year capital improvement plan project list exists for the school district, including Goffstown High School. It includes the construction of a steel storage building for theater storage, as well as a work space and storage facility for the maintenance department; cafeteria table replacement; door replacement in the gymnasium and cafeteria; emergency generator installation; a drainage project to address flooding during heavy rains; and a replacement of the single pane windows in the tech wing.

Ensuring that the long-range plan is implemented and funded will support Goffstown High School in its ability to provide quality education in the future.

## Sources of Evidence

- self-study
- panel presentation
- facility tour
- teachers
- parents
- school board
- community members
- school leadership
- Endicott survey

# Standard 7 Indicator 4

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## Conclusions

Faculty and building administrators are actively involved in the development and implementation of the budget process. Teachers are asked to submit budget requests that include resources, materials, or classroom needs such as new desks to lead teachers or supervisors. Administrators begin to review these requests in August of the preceding school year, taking into account projected enrollment data. The principal meets with department supervisors to discuss the department's needs and to set priorities. These requests are then included in the budget, modified, or rejected based upon the total budget picture. In mid-September, the principal meets with the superintendent and business manager for further discussion on budgetary needs. By late October, the School Administrative Unit (SAU) submits a budget draft to the school board. The school board reviews the draft and submits a final budget to the town budget committee for further discussion and possible revision. It is then presented to the community for a ballot vote in the spring. Once a budget is passed, administrators are responsible for managing how the budget is spent. Teachers may submit requests for supplies by generating a purchase order that must be approved by the lead teacher or supervisor before funds are allocated. In some cases, teachers feel that there needs to be more communication as to the status of their requests in the final budget. As a result of the active participation of faculty and building administrators in the development and implementation of the budget, most stakeholders feel that they have meaningful input into the process.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- central office personnel
- school leadership
- Endicott survey

# Standard 7 Indicator 5

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## Conclusions

The school site and plant support the delivery of high quality school programs and services in most instances. According to the Endicott survey, 76.6 percent of students, 89.7 percent of staff, and 89.1 percent of parents feel that the school's physical plant and site support the delivery of high quality programs and services. The last renovation of the building occurred in 2004, and currently the facility provides adequate and appropriate space to fully implement the educational program. Science labs are sufficient in number and adequately equipped to support the delivery of the science curriculum. The library/media information center provides a range of sources that support the curriculum and it is equipped with multiple computers, high tables and conference tables, as well as a quiet zone for students and teachers who wish to work in a more peaceful environment. Flexible seating in many learning areas provide options that meet the learning styles and needs of students. The student resource center, located in the library/media information center, offers students and teachers the opportunity to conduct computer-based research. The two cafeterias and the food preparation area are sufficient in size and adequately equipped. The school provides ample space for the core academic program, as well as visual and performing arts, physical education, technology education and special education. However, storage is lacking in the performing arts area and the auditorium/theater needs updates to lighting, sound, and seating. Storage for maintenance equipment is also inadequate. There is adequate suitable work space for teachers in a workroom and in the library/media information center. In addition, there are adequate and suitable spaces for administrative offices, private conference rooms, guidance offices, special education offices, a health suite with suitable space for confidentiality and student privacy. The close proximity of the guidance and special education offices and the administrative offices and the health suite offer desirable opportunities for collaboration. The outdoor space at Goffstown High School is adequate and suitable and includes safe secure parking for teachers, students, and visitors. Because the school site and plant support the delivery of high quality of school programs and services in most instances, students have access to an education that supports 21st century learning.

## Sources of Evidence

- self-study
- student shadowing
- panel presentation
- facility tour
- teachers
- students
- school leadership
- school support staff

# Standard 7 Indicator 6

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## Conclusions

The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Required inspections to meet federal, state, and local safety regulations are documented and available. Safety meetings, fire drills, and active shooter drills are conducted regularly. All areas of the school have adequate ventilation, temperature control, and air quality. Students and teachers report a relatively comfortable physical climate throughout the school year, with no parts of the building reported to have excessively low or high temperatures not conducive to teaching and learning. All parts of the building are handicap accessible; however, the main entrances at the front and rear of Goffstown High School lack an ADA compliant door mechanism to open the door automatically. As a result, persons entering the building currently require outside assistance to access these entry doors to the building. The interior of the building is fully handicap accessible with ramps in the hallways that enable one to navigate all areas freely.

Goffstown High School addresses emergency and regular repairs and maintenance in a timely manner through the district's computerized workflow system. This includes input on health and safety from staff, students, and community members. Maintenance materials are organized, with a computerized inventory system leading to a more efficient workflow. As a result of the systems in place, Goffstown High School maintains a safe environment, compliant with all state and federal regulations that effectively supports instructional programming.

## Sources of Evidence

- self-study
- panel presentation
- facility tour
- teachers
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

# Standard 7 Indicator 7

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## Conclusions

Professional staff makes every effort to actively engage parents and families as partners in each student's education and reaches out specifically to those families who have been less connected with the school. The professional staff at Goffstown High School connects with parents through a variety of means including email, telephone, traditional mail, conferences, and team meetings. Electronic connections include the school's information system/portal, Moodle pages, Twitter, Facebook, the school's website, the monthly "Grizz" newsletter, and the student newspaper "The Paw Print." Mass text communications are sent through School Messenger. Although the use of technology is prevalent, Goffstown makes every effort to also provide information in print form. Notification of school events is published in the local newspaper and the sign in front of the school is frequently updated. Grades are accessible on PowerSchool, the school's portal, and hard copies of quarterly progress reports and reports cards are distributed.

The counseling department offers multiple informational evenings about course selection, the college enrollment process and transitioning. The pupil assistance team hosts a weekly meeting to discuss students who are at risk or struggling. Parents are invited to participate in developing a plan to help individual students achieve greater success at GHS. The athletic department also schedules informational meetings for parents and students and conducts end-of-season surveys. Many parents are involved with athletic booster clubs to support the athletic teams. Parents are encouraged to attend athletic and performing arts event.

Discussions in various meetings with parents and teachers suggested that the school's website could benefit from an update and revision in order to create a more streamlined experience that allows users to more easily search and retrieve information. The continued efforts of the professional staff to reach parents results in increased student involvement and achievement and creates strong connections to the Goffstown and New Boston communities.

## Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- parents
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 8

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## Conclusions

The school develops productive parent, community, business, and higher education partnerships that support student learning. According to the Endicott survey, 90.5 percent of staff and 77.3 percent of parents feel that the school has effective partnerships with parents, community organizations, businesses, and higher education to support student learning. Three hundred students participate in Running Start courses sponsored by Manchester Community College. Additional partnerships with institutions of higher education include New Hampshire Technical Institute, St. Anselm's College, Granite State College, Southern New Hampshire University, Plymouth State College, and the University of New Hampshire. Students regularly participate in classes, conferences, performances, and events on these campuses. All interested juniors and seniors attend a college fair at Southern New Hampshire University. Community partnerships include Crispin House, the Goffstown town library, St. Lawrence Church, the Community Closet at St. Matthew's Church, Odd Fellows Hall, the Lion's Club, Toys for Teens, the Poetry Out Loud poetry slam, and Challenge Day. Approximately 20 students participate in formalized internships with local businesses. Athletic and performing arts booster clubs provide both financial assistance, as well as logistical support for those organizations. In addition, student organizations partner with community groups. The student council sponsors such events as the Veteran's Day Recognition, the food bank drive, and visits to the local nursing home. Other student groups participate in community events such as Old Home Day, Spring Fling, car washes, fundraisers for local cancer patients, and more. The library/media information center has hosted the Human Library, a modern version of Career Day with over 50 local businessmen and women meeting with students. As a result of the productive parent, community, business, and higher education partnerships, students are able to practice and achieve the 21st century learning expectations.

## Sources of Evidence

- self-study
- student shadowing
- teacher interview
- teachers
- students
- parents
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 7 Commendations

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## Commendation

The financial support of the school community in enabling a wide variety of school programs, materials, supplies, and equipment

## Commendation

The safe, clean environment which is a result of the outstanding pride and care of the custodial and maintenance staff

## Commendation

The development and implementation of a long-term capital improvement plan to meet current and future facility needs

## Commendation

The clearly articulated budget-building process which involves teachers and administrators

## Commendation

The availability of flexible seating in learning spaces to support the needs and learning styles of students

## Commendation

The school site and plant that support the delivery of a quality 21st century education

## Commendation

The school's compliance with all local, state, and federal codes and regulations

## Commendation

The variety of ways in which the school attempts to communicate and reach out to parents and families

## Commendation

The established partnerships with educational, civic and cultural institutions to promote educational opportunities

during and beyond the school day

# Standard 7 Recommendations

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## Recommendation

Evaluate funding for extracurricular activities to ensure equity for all programs and explore the possibility of increasing the number of stipend positions

## Recommendation

Develop and implement a schedule for replacement and upgrade of maintenance equipment

## Recommendation

Increase communication to staff on the status of budgetary requests in the final budget

## Recommendation

Provide additional storage space for the performing arts department and maintenance equipment

## Recommendation

Provide updates to the auditorium to include lighting, sound, and seating

## Recommendation

Install handicap accessible door mechanism to open doors automatically at the front entrance and at the entrance located in the loading dock area

## Recommendation

Update the school's website to create a more streamlined experience that allows users to more easily search and retrieve information

# **FOLLOW-UP RESPONSIBILITIES**

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

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

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

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

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

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

# SUBSTANTIVE CHANGE POLICY

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

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

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

# Roster of Team Members

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## Chair(s)

**Chair: Mrs. Mary Pierangeli** - Dudley-Charlton Regional School District

**Assistant Chair: Mr. Christopher Motika** - SAU #53

## Team Members

**Karen Abraham** - Laconia High School

**Lynda Baita** - Spaulding High School

**Jeremy Brown** - Littleton High School

**Patrick Dailey** - Reading Memorial High School

**Melissa Dietz** - Milford High School

**Tim Herbert** - Pembroke Academy

**Lauren Marsden** - Alvirne High School

**Steve Miller** - Natick High School

**Mia Parviainen** - Wilmington High School

**John Ranta** - Souhegan High School

**Stephanie Rondeau** - Murdock High School

**Karen Ruecker** - North Andover High School

**Kate Sherwood** - Londonderry High School

**Robin Tymula** - Stevens High School