

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

**Commission on Public Schools**



**Committee on Public Secondary Schools**

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

Scarborough, ME

November 05, 2017 - November 08, 2017

Gregory Myers, Chair  
David Walker, Assistant Chair  
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# STATEMENT ON LIMITATIONS

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

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

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

# **STANDARDS FOR ACCREDITATION**

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

## **Teaching and Learning Standards**

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

#### **Curriculum**

#### **Instruction**

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

## **Support Standards**

### **School Culture and Leadership**

### **School Resources for Learning**

### **Community Resources for Learning**

# CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

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## Teaching and Learning Standard

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

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

# CURRICULUM

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## Teaching and Learning Standard

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

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

# INSTRUCTION

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## Teaching and Learning Standard

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

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

# ASSESSMENT OF AND FOR STUDENT LEARNING

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## Teaching and Learning Standard

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

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

core values and beliefs about learning.

# SCHOOL CULTURE AND LEADERSHIP

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## Support Standard

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

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

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

# SCHOOL RESOURCES FOR LEARNING

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## Support Standard

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

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

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

# COMMUNITY RESOURCES FOR LEARNING

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## Support Standard

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

1. The community and the district's governing body provide dependable funding for:
  - a wide range of school programs and services
  - sufficient professional and support staff
  - ongoing professional development and curriculum revision
  - a full range of technology support
  - sufficient equipment
  - sufficient instructional materials and supplies.
2. The community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.
3. The school community develops, plans, and funds programs to:
  - ensure the maintenance and repair of the building and school plant
  - properly maintain, catalogue, and replace equipment
  - keep the school clean on a daily basis.
4. The community funds and the school implements a long-range plan that addresses:
  - programs and services
  - enrollment changes and staffing needs
  - facility needs
  - technology
  - capital improvements.
5. Faculty and building administrators are actively involved in the development and implementation of the budget.
6. The school site and plant support the delivery of high quality school programs and services.
7. The school maintains documentation that the physical plant and facilities meet all applicable federal, state, and local laws and are in compliance with local fire, health, and safety regulations.
8. The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.
9. Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

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

# School and Community Summary

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## School and Community Summary

Scarborough High School is located in the town of Scarborough, Maine, which is located in Cumberland County. The town of Scarborough is on the scenic coast of southern Maine, six miles southwest of Portland. Scarborough is home to four public beaches and the internationally known Scarborough Marsh.

Scarborough is a community of approximately 20,000 residents. The median household income is \$77,463. From the October 2016 data, 15.7% of the students in the district qualify for free and reduced lunch with the high school at 15.3%.

The health care and social assistance sector provides 2,776 jobs in Scarborough. Most of these jobs are linked to ambulatory health care services with 1,772 jobs. Others are classified under nursing and residential care. In Scarborough, retail trade is listed as the second largest sector with 2,533 jobs. Some of these jobs are found in sub-sectors such as general merchandise stores with 787 jobs; sporting goods, hobby, book, and music stores with 447; food and beverage stores with 436 jobs or building material and garden equipment and supplies dealers with 198 jobs. The third largest sector is manufacturing. In Scarborough nearly 75% of manufacturing jobs are concentrated around pharmaceutical and medicine manufacturing with 1,332 jobs. Other major sub-sectors that are listed in this category are fabricated metal product manufacturing with 193 jobs and wood product manufacturing with 97 jobs. In Cumberland County, the largest employers are Maine Medical Center, LLBean, and UNUM.

The Scarborough School District serves students in six different buildings. Scarborough High School has a population of 999 students. Scarborough Middle School includes 814 students. Wentworth Intermediate serves 673 students in grades 3-5. There are also three K-2 schools: Blue Point, Pleasant Hill, and Eight Corners with a total population of 594 students. Eleven high school students in the district are homeschooled. Scarborough students also attend out of district schools which include Waynflete School, North Yarmouth Academy, Cheverus, Maine Girls Academy, Baxter Academy, Guilford Christian Academy, Cornerstone Baptist Academy, and Maine Connections. Our high school students, starting sophomore year, have the option to attend Portland Arts and Technology High School (PATHS) and Westbrook Regional Vocational High School.

The district's per pupil expenditure is \$11,341 compared with a state average of \$10,991. When capital expenditures and debt service are added in, the per pupil expenditure increases to \$13,263 which is 124% of the Essential Programs and Services mandated by the state. The percent of local resources spent on public education is 58% and that includes adult education, school nutrition, and capital improvements. The percentage of local taxation spent on schools was 66% in FY 2017.

Scarborough High School includes students in grade 9-12 with the total enrollment of 999 students. The current racial composition of SHS students is 2.8% (28) Asian, 1.7% (17) African American, 0.8% (8) Hispanic, 0.1% (1) American Indian, and 1.7% (17) Pacific Islander as of December 15, 2016. Overall, 7.2% of the students are minority students. The average four-year graduation rate in 2016 was 97.31%, the average dropout rate for the SY 2016 was .39%, and the average dropout rate for the SY 2015 was .40%. The average daily student attendance rate for the past two years was 95%. After experiencing a period of rapid growth in which the enrollment of the school doubled over approximately 20 years, the projection is for high school enrollment to drop 10% over the next 8 years based on a report commissioned by the Scarborough School District and developed in 2016 by Planning Decisions, Inc. of Portland ME.

At the high school, there are 99 certified professional full-time faculty with 64 having masters degrees or higher, resulting in a student to-teacher ratio of 17:1. The average class size is 20 students. The average staff attendance rate was 96.65% for the 2015-2016 school year.

All high school students are currently required to take 4 credits of English, 3 credits of math, 3 credits of science, 3 credits of social studies, 1 credit of physical education, 1 credit of fine arts, .5 credits of health and technology,

and 5 credits of electives, totaling to 21 credits in order to graduate. Students have the option of taking the following levels of classes: 5 - Advanced Placement, 4 - honors, 3 - college preparatory, 2 - technical/career prep, 1 – basic skills. The high school also offers an Alternative Education program for students who apply. The school offers 18 Advanced Placement course options in the following subject areas: math, science, English language arts, social studies, and world languages. Scarborough High School offers a variety of extracurricular and co-curricular activities for its students: 68.7% of students participate in at least one extracurricular activity, and 41.6% of students participate in at least one co-curricular activity. Scarborough has one of the largest academic, athletic, and extracurricular/co-curricular programs in Maine.

In the Class of 2016, 69% of graduates enrolled in four-year colleges, 19% enrolled in two-year colleges, 1% enlisted in the military, 8% entered the workforce, and 3% took a gap or post-graduate year. Out of the 69% of graduates that attended four-year colleges, 64% of these graduates went to schools outside of Maine including state universities, Ivy League schools, art and technology institutions, and international universities.

Scarborough High School's local educational opportunities includes Adult Education which is located at the high school offering classes on site and online. Students have a range of opportunities including Scarborough Dance, Community Services summer programming, Fiddlehead Center for the Arts, Camp Ketcha, Scarborough Marsh Audubon Center, Boy Scouts, to name a few. In addition, students have participated in events and internships with local organizations such as the Maine Medical Center Research Institute and Jackson Labs.

The Scarborough School Business Partnership has existed since March 2014 and was initiated through the superintendent's office. Membership includes approximately 23 members from local and state businesses, higher education, nonprofits, and school representatives, including the high school principal. The school and business partnership provides opportunities for collaboration between SHS and its local business and industry partners to create internships and to foster positive relationships. The Scarborough Education Foundation is a grant-making organization working in partnership with the Scarborough School District toward a shared vision of academic excellence. Students have the opportunity to take college courses for credit at University of Southern Maine, Southern Maine Community College C, York County Community College, and online courses through the University of Maine. Additionally, 10 students earned USM credit for the calculus course they took at SHS through Project Aspire.

Scarborough High School has abundant opportunities to recognize students for all of their positive contributions to both the school and the larger community. These opportunities include, but are not limited to, Academic Awards and Scholarships, Fine & Performing Arts Awards and Scholarships, Athletic Awards and Scholarships which are all given out at the senior assembly. The high school publicizes an honor and high honor roll and provides a chapter of National Honor Society. An awards ceremony recognizes members of all grade levels for outstanding students in various subject areas and for most improved students in those subject areas. Students receive recognition for their extracurricular activities and co-curricular clubs and activities.

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

### **Mission Statement:**

Scarborough High School is committed to establishing *a student centered environment that is safe, supportive, and respectful for all members of its community*. We are dedicated to life-long learning, college and career readiness, high academic standards, and citizenship.

### **Core Values:**

#### **Academic:**

Problem Solving

Communication

Initiative

Collaboration

Reflection

**Civic/Community:**

Responsibility

Leadership

Citizenship

Empathy

**Social/Character:**

Respect

Integrity

Perseverance

Courage

**Beliefs About Learning:**

- Students learn and function best in a safe and supportive environment free from disruptions.
- Students have something uniquely individual to offer their school and community
- Students achieve at higher levels when high academic standards are expected
- All students can achieve when given appropriate academic experiences that meet their interests and needs
- Students should have opportunities to work independently and collaboratively
- Students should have access to high-quality facilities, tools, and technology
- Students should have the equitable opportunity to participate in extra-curricular activities
- Students should have opportunities to develop a sense of civic pride and duty
- Students should have opportunities to explore post-graduate options

**Learning Expectations:**

Academic:

1. Students will demonstrate the acquisition of core knowledge in subject areas.
2. Students will read for comprehension.
3. Students will analyze arguments and opinions from a variety of sources.
4. Students will communicate effectively through oral, written, visual, kinesthetic, artistic and/or technical modes of expression.

5. Students will solve problems using both conventional and innovative methods.
6. Students will demonstrate both independent and collaborative thinking.

Civic/Community:

7. Students will participate as ethical, responsible, and informed citizens.
8. Students will demonstrate community involvement.
9. Students will demonstrate responsible use of technology.

Social/Character:

10. Students will take responsibility for academic goals and decision making.
11. Students will demonstrate self-awareness.
12. Students will pursue personal wellness.
13. Students will engage in appropriate social and personal interactions.

# 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 Scarborough High School, a committee of five 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 Scarborough High School extended over a period of 14 school months from March, 2016 to June, 2017.

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, Scarborough 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 Scarborough High School. The visiting team members spent four days in Scarborough, ME, 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 Scarborough High School.

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

- review of the school's self-study materials
- 42 hours shadowing 16 students for a half day
- a total of 32 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 Scarborough High School.

# Standard 1 Indicator 1

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## Conclusions

While Scarborough High School (SHS) engaged in a dynamic and collaborative process informed by current researched-based practices to identify and commit to its core values and beliefs about learning, this process did not formally involve stakeholders from the larger school community. The process of identifying core values and beliefs began in fall 2015 when a committee of teachers met to answer the question, "What do you want Scarborough High School graduates to come away with?" This protocol was designed to help develop a list of words and ideas that represented important values and beliefs of the school, both current and aspirational. Guided by the District's Student-Centered Learning Document, its 21st Century Learning Expectations Document, and the school's mission statement, the committee developed an informal vision of a SHS graduate. Over the committee's next several meetings, members carefully reviewed and eventually distilled this information into a smaller set of words and phrases that best reflected the school's most strongly held values and beliefs. These core values - "Acceptance, Compassion, Honesty, Respect, and Responsibility" - were approved by the SHS faculty on September 22, 2016 and by the school board on November 17, 2016. Although the school had not articulated its core values and had not reviewed its mission statement articulation in several years, and stakeholders were not necessarily able to articulate the school's core values, the Endicott survey revealed that students, faculty, and the community recognize the core values that are inherent in the culture of the school. However, because these core values and beliefs were developed by a relatively small number of professional staff without the direct involvement of parents, students, and other community members, the school cannot be certain that they accurately reflect the lived core values and beliefs of the larger SHS community. When Scarborough High School involves a more representative group of SHS community stakeholders in the development of its core values and beliefs, there will be greater assurance that the school's articulated core values and beliefs match its lived core values and beliefs.

## Sources of Evidence

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

# Standard 1 Indicator 2

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## Conclusions

Scarborough High School has adopted challenging and measurable 21st century learning expectations which address academic, social, and civic competencies; however, these expectations have not yet been fully defined by specific and measurable criteria for success. The Scarborough School Department adopted the State of Maine Guiding Principles in November, 2016, to serve as the school's challenging and measurable 21st century learning expectations for all students. Over the course of their high school careers, each Scarborough student will be responsible for building a portfolio of evidence that demonstrates their attainment of these Guiding Principles. This critical work, which is being undertaken with a sense of urgency, will at first include students in the Class of 2021. Members of the freshman class are becoming much more familiar with these competencies and will engage in a process to demonstrate mastery of each as they progress through high school. The same portfolio assessment process will be implemented with each new freshman class as part of the school's proficiency-based diploma requirements. The school plans to use its advisory program to inform students about the principles, the portfolio development process, and to help students monitor their progress in practicing and achieving each of the principles. Because this work is just now evolving with the freshman class, there is not yet a strong and shared understanding of the assessment plan across all grade levels at the school, nor is there a consistent incorporation of the Guiding Principles in all curricula. This lack of understanding is also due to the relatively recent shift from the school's original 21st century learning expectations, which included nine academic expectations and four social/character expectations, to the Maine Guiding Principles. When SHS fully implements its plan to measure students' attainment of the Maine Guiding Principles through an ongoing portfolio assessment at every grade level, all students will have the opportunity to practice and achieve the school's learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- teacher interview
- school leadership

# Standard 1 Indicator 3

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## Conclusions

While the school's core values and beliefs, which were developed by a committee of high school faculty members, are genuinely and actively reflected in the culture of the school and drive the school's policies, procedures, decisions, and resource allocations, they are not yet the explicit and primary drivers of curriculum, instruction, and assessment. On the other hand, the school's learning expectations are steadily becoming a key driver of curriculum, instruction, and assessment and drive the school's policies, procedures, decisions, and resource allocations as the school implements the Maine Guiding Principles as part of a proficiency-based diploma process. Beginning with the Class of 2021, students will develop and curate a portfolio of work to demonstrate their mastery of the Guiding Principles. As a direct result, the school is currently reviewing and revising its ninth grade curricula to provide students with more explicit opportunities to practice and achieve these principles. Furthermore, the student-directed portfolio development process being implemented is a testament to the high value placed on student initiative. The recent selection of 76 students to be inducted into National Honor Society (NHS) reflects the high value placed on leadership and citizenship by students and teachers, as do the long list of organizations available to students to experience and demonstrate leadership and school citizenship. The school's 21st century learning expectations, which were adopted across the Scarborough School Department, appear to drive policies, procedures, decisions and resource allocations at Scarborough High School. Survey results indicate that there is a commonly held belief among staff, students, and parents that the core values and beliefs have been reflected in the school's classrooms, culture, and community for years. For example, the open and respectful communication between students and their peers and students and adults at SHS is notable; also many groups and organizations are available for students to be involved, to take responsibility, and to develop individual skills and interests. Scarborough High School's culture is clearly driven by strong values and expectations that include academic, civic, and social competencies. The community is united around fundamental beliefs about the provision of a safe learning environment, high academic standards, appropriate levels of instruction, the availability of high quality facilities, and access to technology. These beliefs are clearly evident in the school. Student-centered learning, a district-wide initiative based on a commitment that all students become college, career, and citizenship ready, places a premium on meeting the needs of individual students. The high level of achievement attained by SHS students and the college admissions success they experience are evidence of these community values as are the highly valued and very successful athletic programs. The initiation of an advisory program and Academic Enrichment and Support Time also genuinely support the school's student-centered values. When each grade level fully incorporates the Main Guiding Principles as the school's 21st century learning expectations, the school will be better able to use them to drive curriculum, instruction, and assessment in every classroom and more uniformly use them to drive the school's policies, procedures, decisions, and resource allocations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- students
- parents
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 1 Indicator 4

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## Conclusions

Scarborough High School does not yet have a formal process in place to regularly review and revise its core values, beliefs, and 21st century learning expectations based on current research, multiple data sources, and district and community priorities. However, the faculty expressed a strong desire to develop and directly participate in a process to do so. A committee of faculty members recently conducted a formal review of the school's mission statement, which had not been formally reviewed in nearly twelve years. As a result of this work, the mission statement now better reflects the school's lived values and priorities. However, the school relatively recently articulated its core values and beliefs about learning for the first time. Because they are relatively new and not widely familiar with all stakeholders, a review and revision process has not yet been implemented. When Scarborough High School develops and implements a formal process to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and district and community priorities, it will be able to better positioned to ensure that those same values, beliefs, and expectations genuinely reflect the needs and priorities of the school community.

## Sources of Evidence

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

# Standard 1 Commendations

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## Commendation

The adoption of the Maine Department of Education's Guiding Principles as the school's 21st century learning expectations

## Commendation

The implementation of a portfolio-based assessment, beginning with the Class of 2021, to measure students' achievement of the school's 21st century learning expectations

## Commendation

The use of the school's core values and beliefs to guide the school's policies, procedures, decisions, and resource allocations

## Commendation

The genuinely held values that are widely reflected across the school

## Commendation

The recent review of the school's mission statement by the faculty

# Standard 1 Recommendations

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## Recommendation

Develop and implement a process to regularly review and revise the school's core values, beliefs, and 21st century learning expectations

## Recommendation

Ensure greater involvement by all stakeholder groups, particularly parents and students, in the review and revision of the school's core values, beliefs, and 21st century learning expectations

## Recommendation

Develop and implement a process to ensure that the school's core values, beliefs, and learning expectations drive curriculum, instruction, and assessment in every classroom

## Recommendation

Define fully the specific and measurable criteria for success for each of the 21st century learning expectations

# Standard 2 Indicator 1

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## Conclusions

The Scarborough High School curriculum is not yet purposefully designed to ensure that all students are able practice and achieve each of the school's newly adopted 21st century learning expectations. Instead, the curriculum, to an extensive degree, reflects the school's previously held learning expectations. This is in large part due to the school's recent transition to standards-based education and its adoption of Maine's Guiding Principles as its 21st century expectations. As a result, the current curriculum is undergoing a comprehensive review and revision, focusing primarily on curriculum documents affecting the Class of 2021.

During this transition, students in the Classes of 2018, 2019, and 2020 still enjoy exposure to the standards and the school's previous 21st century learning expectations by taking four years of English, three years of mathematics, science, and social studies, two semesters of physical education, two semesters of fine arts, and one semester of health education, as is required for graduation for the Classes of 2018, 2019, and 2020. As evidenced by curriculum documents in English, math, social studies, and science, both the Common Core State Standards (CCSS) and, to a lesser degree, the school's 21st century learning expectations are embedded into curricula by way of essential questions, formative and summative assessments, and in some cases, explicit instructional strategies. Similarly, curriculum is currently being revised to include course-specific learning goals aligned to the school's Guiding Principles and subject standards. For example, curriculum documents for the Video Production class indicate that standards of "Creating: Conceiving and developing new artistic ideas and work" are met through the learning goals "Use identified, generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation" which is aligned with standard "MA: Cr1.1.1" and connect to student learning targets such as "I can create a story board." Informal connections to the Guiding Principles are present in curricular documents. For example, a World Studies common assessment that connects to the Guiding Principle of self-directed and lifelong learner descriptor, "applies new knowledge across practical and authentic experiences," by asking students to "apply lessons that can be learned from ancient societies to help improve ours today." On a science general lab report rubric, the expectations for mastery includes "reflects a deep understanding of the concepts and skills or processes, expands on concepts, makes connections," which shows implicit connection to the Guiding Principle of integrative and informed thinker. The Art Foundations course, required for all students, administers a common exam that includes questions that ask students to "reflect on learning" which is a descriptor under the Guiding Principle of self-directed and lifelong learner, such as "Write a paragraph (5-6 sentences) explaining how you think that you have grown artistically by taking Art Foundations."

However, curriculum guides, the SHS self-study, and conversations with teachers in various departments indicate that the school has not yet assigned explicit responsibility for implementing and assessing specific 21st century learning expectations to particular departments. Further, the school does not yet have a method for assessing students' achievement of the 21st century learning expectations. Starting with the Class of 2021, students will gather evidence of mastery in digital portfolios that will demonstrate their achievement of the school's learning expectations, including student self-assessments and reflections. When Scarborough High School completes its work in developing curricular documents, the curriculum will demonstrate a purposeful, school-wide design that will create and measure opportunities for all students to practice and achieve the school's Guiding Principles.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- central office personnel

- Standard sub-committee

# Standard 2 Indicator 2

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## Conclusions

To a very limited degree, the Scarborough High School 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; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics for all departments. However, curriculum documents for certain courses have all of these components in place.

Curriculum documents in some departments, such as mathematics, provide all components of a formal, written curriculum including assessment with embedded learning goals. For example, an Honors Algebra 1, Chapter 10 assessment links to standards such as "CC.9-12.S.ID.1: Represent data with plots on the real number line (dot plots, histograms, and box plots)," provides descriptors of student expectations like "3 = I am able to show a complete and appropriate strategy, but I make small computational mistakes, don't label correctly or don't give a solution," and topics being assessed like "I am able to classify a sampling method." The English department's curricular documents also include all components, as well as other information such as course level expectations, which explain criteria for success for each of the leveled classes offered in each grade, such as the Grade 9 Course Level Expectations which describe reading skills such as in College Prep English students "can understand implied meanings in a text with teacher guidance," and in Honors English students "can understand, discuss and evaluate implied meanings in a text." Other departments are in the process of creating more complete written curricular documents with a deliberate focus on the four core areas as required by the Maine Department of Education for graduation proficiency. For example, the civics curriculum includes standards that students meet like "S5: LG 2: Analyze the meaning of citizenship in different forms of government from local, state, national, and global perspectives and act as informed citizens who understand human rights, civic responsibilities, and political tensions," yet evidence for how standards will be assessed or taught was not provided for this class, showing the range in curricular development that has been completed.

The school plans to implement a common curriculum template that will be used by all staff next year. Completed curricular documents include a variety of assessment strategies, including tests, projects, writing assignments, skills practice, etc. For example, the English 9 assessment for quarterly reflective journals asks students to rate their effort for and explore their challenges with the class. Grade 9 Environmental Science class uses lab reports assessed by a common rubric that measures students' understanding of concepts, organization of information, and use of proper grammar and mechanics. To varying degrees, curriculum documents reflect common assessment practices that include the use of specific and measurable criteria for success, such as common rubrics. In some departments, teachers regularly implement department-wide rubrics to assess student work. The English curriculum, for example, references the use of both course-specific and department-wide rubrics. In other departments, these rubrics have been developed, but are not in widespread use. Some departments are just developing common assessments and rubrics as part of their curricula.

As of now, no school-wide rubrics are in place, although starting with ninth grade students, school-wide rubrics are being developed as part of the move toward proficiency-based education. For example, the school has adopted the Maine Department of Education Guiding Principles and has developed a rubric to assess student habits of work. Finally, a diverse range of instructional strategies is utilized as seen in classroom visits and described in curricular documents, including large group instruction, partner and group work, hands-on learning, and technology integration. More formal structures and processes for a common format are being implemented as part of the school's adoption of proficiency-based education, which is the impetus for the school's comprehensive curriculum review and redesign. This effort is being undertaken with a sense of urgency in the ninth grade as it is the first class to graduate with a proficiency-based diploma.

When Scarborough High School completes its efforts to review and revise its curriculum in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics for all departments, students will have

greater access to a guaranteed and viable curriculum.

## **Sources of Evidence**

- self-study
- teachers
- central office personnel
- school leadership
- Standard sub-committee

# Standard 2 Indicator 3

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## Conclusions

The curriculum emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, authentic learning opportunities both in and out of school, and informed and ethical use of technology, but with limited opportunities for cross-disciplinary learning.

According to the Endicott survey, the vast majority of students, parents, and staff at Scarborough High School perceive that the courses students take challenge them to think critically and to solve problems. Examples of problem solving and higher order thinking are evident in Algebra 2, where assessments are aligned to standards and include real-world problems that require algebraic functions, like logic questions about different ways to paint houses given certain restrictions. In economics classes, students explore essential questions that show higher order thinking like, "How does a scarcity of resources influence individuals and governments?" Another example of inquiry and higher order thinking comes from English 10 classes, where students were asked to evaluate and articulate in writing the causes for the Salem witch trials. Students perceive challenges within curricula as coming from leveled courses in which students can select the challenge appropriate for their academic ability and effort.

Scarborough High School places student-centered learning as a commitment that according to the student handbook will prepare "all students in becoming college, career, and civic ready." Their descriptors of student-centered learning include "engage in cooperative, inquiry-based, authentic, and relevant activities to advance their learning." One example of authentic learning in and out of school is a US History assessment that asks students to visit a local colonial house and create a presentation that compares and contrasts life in colonial times to today. Computer and technology courses provide numerous connections to real-world learning through class offerings like STEM projects and Sports and Entertainment Marketing. Another example is shown through the world languages department, which describes its focus in the Program of Studies as a "strong focus on communicating in the target language" and efforts "to increase students' intercultural competence." The self-study evidences classes offered at honors and Advanced Placement levels as courses that encourage inquiry, problem solving, and higher order thinking. A significant number of Scarborough High School students are enrolled in these classes. Also, 80 percent of the staff agree that the curriculum in their department and content area emphasizes depth of understanding and application of knowledge, and 82 percent of students agree that the content of their courses challenge them to think critically and to solve problems.

Informed and ethical use of technology is set by district and school policies that outline acceptable and unacceptable use of both school-issued and personal electronic devices, including phones, laptops, etc. As described in the self-study, "articulated guidelines are provided regarding the informed and ethical use of technology to which all staff and students adhere, evidenced by the school handbook, school board policy, regulations, and Internet use and acknowledgement form." The self-study also referenced an elective technology course that encompasses research and ethical use. An elective computer class called Technology for Today, according to the Program of Studies, in part addresses "practical use and relationship of technology to school, career and today's world." A full-time technology integration specialist at the high school assists teachers to more consistently integrate technology into the curriculum.

Formal, cross-disciplinary learning opportunities are limited to individual teachers who include other disciplines in their instruction and assessments. For example, a social studies elective focuses on the history of the 1960's through music. An Advanced Placement French assessment incorporates art and history by asking students to compare two paintings and examine their historical significance. The individualized nature of these opportunities are reflected in the Endicott survey results, as only 38.8 percent of staff agree that the curriculum emphasizes cross-curricular learning. However, 59 percent of students say that teachers include topics from other subjects in their classes, showing that informal efforts to offer experiences that integrate skills, knowledge, and content from various content areas happen through individual teachers.

Scarborough High School prides itself on student-centered learning and in the student handbook outlines its efforts to focus on authentic, inquiry-based, and higher order thinking teaching and assessment. Strong evidence

shows efforts for these learning opportunities through formal and informal means. Cross-disciplinary learning, real world applications, and the use of technology seem more varied and individualized depending on the teacher, rather than a more unified, school-wide implementation of these types of learning opportunities. Scarborough High School's rich curricular offerings provide students with both authentic and higher order learning experiences. When the school develops and refines its curriculum, increasing the opportunities for cross-disciplinary learning and the emphasis on real-world application of knowledge and use of technology in all courses and levels, all students will have expanded opportunities to achieve the school's 21st century learning expectations.

## **Sources of Evidence**

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

# Standard 2 Indicator 4

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## Conclusions

To a limited degree, processes exist to ensure alignment between the written and the taught curriculum. The majority of staff (67.3 percent) perceives that the written and taught curricula are aligned, as shown by the Endicott survey. The most notable examples are midterm and final exams, which are common course assessments that measure student achievement of the written curriculum across grade levels for many courses. Additional formative common assessments and corresponding rubrics, which are implemented less consistently across departments, provide another method by which to measure alignment between the written and taught curriculum. At the department level, teachers engage in both formal and informal collaboration and discussion of curriculum, which encourages fidelity to the written curriculum. Individual teachers have ten hours of teacher design time to work with curriculum during the school year and also have the option to work with other teachers during common planning time. District-wide time for curriculum development is provided during release days and summer work projects. While opportunities to collaborate in the review and revision of the curriculum promote alignment between what is written and what is taught, this effort is not necessarily focused on ensuring alignment. When Scarborough High School develops and implements a more formal processes to ensure alignment between the written and the taught curriculum, students will have greater access to a guaranteed and viable curriculum in every classroom.

## Sources of Evidence

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

# Standard 2 Indicator 5

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## Conclusions

Effective curricular coordination and vertical articulation exist between and among some academic areas within the school as well as with sending schools in the district. Curriculum documents show that English, math and social studies departments use common standards in grades 6 through 8 and in grades 9 through 12, like "Reading: Independently read, comprehend, and analyze literary and informational texts," "Social Studies Inquiry: Create compelling questions, gather information, and communicate conclusions within the social studies," and "Number and Quantity: Reason and model quantitatively, using units and number systems to solve problems." In the areas of ELA and science, there are K-12 curriculum charts that indicate grade levels at which standards are addressed. Other departments have separate documents that indicate K-12 standards in their disciplines. In addition, English, social studies, math, science, and technology teachers have met to identify standards and learning goals that all students are expected to meet in grades 6 through 12, further evidence of vertical articulation between Scarborough High School and sending schools. Evidence of articulation among academic areas at Scarborough High School also exists, but to a less consistent degree. The school's curriculum review cycle, which is ongoing and emphasizes student-centered learning, applies the district's Guiding Principles to standards and learning goals for each discipline. Each department is engaged in this work, and 63 percent of teachers indicate direct involvement in curriculum evaluation, review, and revision, but an overall structure to ensure coordination and articulation within and among departments is not yet fully in place. For example, some departments include common elements, such as essential questions and concepts, but not all course curriculum documents show alignment with standards and learning goals within the same department or among departments. Effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district will provide students with a more purposeful and cohesive learning experience.

## Sources of Evidence

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

# Standard 2 Indicator 6

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## Conclusions

Scarborough High School's staffing levels, instructional materials, technology, equipment, supplies, facilities and the resources of the library/media center are sufficient to fully implement the curriculum, including co-curricular and other learning opportunities.

Scarborough's per pupil expenditure, which is \$11,341, slightly exceeds the state average expenditure per pupil. For the most part, Scarborough High School students enjoy class sizes that average between 11.5 and 17.3 students per class across departments, an indication that staffing is adequate to fully implement the curriculum. Instructional materials are sufficient across all learning areas with 90.9 percent of students agreeing that the school "provides them with the instructional materials needed" as shown through the Endicott survey. While teacher interviews and other meetings with teachers reflected the belief that instructional materials and supplies are sufficient and department level needs are largely supported by the budget, only 55.1 percent of teachers agree that instructional materials are sufficient according to the Endicott survey.

Parents strongly believe that the technology available for students at Scarborough High School is adequate, citing the school's 1:1 initiative and efforts to further integrate technology into classroom lessons. The Brightbytes technology survey reports that SHS is "exemplary" in the category of access. Eighty-three percent of students report daily use of computers in the classroom and 94 percent report access to a laptop or tablet at home. This finding was supported by students in small group meetings when asked about the use of technology at SHS. Overall, technology equipment and infrastructure are seen as adequate by staff. Technology is generally seen as beneficial to curriculum implementation, although full fidelity to implementation of technology in the classroom is not entirely consistent. Classroom teachers and department chairs expressed the need for continued improvement in the provision of equipment and infrastructure support with emerging availability of hardware and software.

The high school, which was renovated in 2006, provides excellent facilities to fully support the curriculum, including well-equipped science labs, a spacious and well-resourced media center, large and well-equipped art and music rooms, and two full-size gymnasiums. Indeed, the Endicott survey shows that a large majority of staff agree that the school facility fully supports the implementation of the curriculum, including co-curricular programs and other learning opportunities. The school offers a wide variety of co-curricular offerings for students, including speech and debate, Model UN, drama, student council, and Key Club, just to name a few. In addition, the school offers a full range of athletic opportunities at both the varsity and the junior varsity levels.

Because Scarborough High School has sufficient staffing, instructional materials, technology, equipment and facilities to implement its curriculum, co-curricular activities and learning opportunities, students have strong opportunities to fully access the school's curriculum and practice and achieve the school's expectations for student learning.

## Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- students
- parents
- Endicott survey
- Standard sub-committee

# Standard 2 Indicator 7

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## Conclusions

The district provides the school's professional staff with sufficient personnel and financial resources, but insufficient time for ongoing and collaborative development, evaluation, and revision of the curriculum, given the number of new initiatives undertaken over the past three years. In addition, while the district includes current research in curriculum development, evaluation, and revision, it does not yet consistently and formally use data, such as student assessment results, to inform curricular decisions.

The hiring of new positions like an instructional coach, the addition of another late start Wednesday, and the use of the NEASC self-study process as professional development show recent district support of curriculum development, evaluation, and revision. The self-study indicates that department chairs, instructional and curriculum coaches, and the curriculum director meet weekly for curriculum review. The increasing budgetary allocations from \$16,500 in fiscal year 2014 to \$30,000 in fiscal year 2017 further demonstrate support through financial expenditures.

However, the number of recent and planned initiatives that the school is addressing, including but not limited to, a 1:1 computer initiative, proficiency-based education shifts for both content areas and Guiding Principles, developing and implementing school-wide rubrics aligned to the Guiding Principles, and effectively transitioning to a new block schedule, has and will continue to require a significant amount of the professional staff's attention. Finding sufficient time to engage in curriculum revision amid these other important initiatives has understandably been challenging. Indeed, according to the Endicott survey, only 17.3 percent teachers report that they have sufficient time to be engaged in the formal review and revision of the curriculum. This year, the school has attempted to address this issue through the adoption of "teacher designed time," which allows teachers to collaborate after school on projects and common assessments and curriculum work. According to the self-study, many of the professional staff have taken advantage of this opportunity to align curriculum to new standards. In addition, time has been provided to the professional staff to meet as professional learning teams twice each month, providing further opportunities to engage in curriculum development, among other things. While finding formal time for curriculum work can be challenging, 63.3 percent of teachers report that they are directly but more informally involved in curriculum evaluation, review, and revision within departments as time permits. When teachers do engage in curriculum work, the self-study describes teachers in all departments utilizing research and guiding standards to inform their work, including the use of the Common Core State Standards and the Next Generation Science Standards, as well as published sources such as Marzano's *The Art and Science of Teaching* and Krause's *How We Learn and Why We Don't*.

While teachers incorporate this research into their curriculum work, Scarborough High School does not yet have a formal system for reviewing assessment data as it relates to curricular decisions. Although local and state assessments are available, this information is not necessarily evaluated formally to inform a process of curriculum review and revision. While some members of the faculty do reference the review of standardized tests, such as the STAR test, and common assessments, this occurs on more of an informal basis to assess student progress. Without a clear and formal process to analyze student assessments and achievement data, teachers and administrators lack the opportunity to clearly identify student proficiency of content and standards and purposefully modify curriculum to address gaps in achievement.

When the school's professional staff is afforded sufficient time commensurate with the personnel and financial resources it is currently provided for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, the school will be enabled to evaluate and revise curriculum to ensure student achievement and learning.

## Sources of Evidence

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

# Standard 2 Commendations

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## Commendation

The strong effort from faculty to provide a rich and challenging curriculum for students

## Commendation

The implementation of teacher design time, which allows teachers to collaborate after school on curriculum work

## Commendation

The work on proficiency-based education, which demonstrates attempts to integrate Guiding Principles, curricular standards, and student achievement

## Commendation

The efforts to develop and revise curriculum given the number of recent and significant school initiatives

## Commendation

The sufficient personnel, financial, and other resources allocated to curriculum development and co-curricular programs

## Commendation

The additional time provided to teachers to meet as professional learning teams to work on curriculum development, review, and revision

# Standard 2 Recommendations

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## Recommendation

Develop and implement a plan to ensure alignment between the written and the taught curriculum

## Recommendation

Provide sufficient time for the collaborative development, review, and revision of the curriculum

## Recommendation

Create and implement formal processes and structures for data use to incorporate data-driven decisions about curriculum

## Recommendation

Ensure that the school's curriculum documents are written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic rubrics

## Recommendation

Develop and implement a process to ensure that the school's curriculum is purposefully designed to ensure that all students are able to practice and achieve the school's 21st century learning expectations

## Recommendation

Ensure the vertical and horizontal articulation of curriculum within and among departments

# Standard 3 Indicator 1

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## Conclusions

While Scarborough High School does not yet engage in a formal process to ensure that teaching practices are consistent with the school's core values, beliefs, and 21st century learning expectations, this work is still being done, but on a less formal and more limited basis. A formal process does not yet exist in the school largely because of its newly-revised mission statement and learning expectations connected to the State of Maine Guiding Principles that were relatively recently adopted, creating the need to design a new process. According to the Endicott survey taken just before adoption of the Guiding Principles and new mission statement, 58 percent of teachers agree that they continuously examine their instructional practices to ensure consistency with the school's core values and beliefs, but 12.2 percent disagree with this and 29.6 percent are undecided. When asked if they believe that perceptions have changed since the survey was administered, teachers reported some recent improvements in this work, including an increased focus on standards during both formal and informal opportunities, including shared prep times, department meetings, meetings in professional learning teams, mentor programs for new teachers, and through feedback from the school's teacher evaluation system, iObservation.

The strongest evidence of teachers aligning instructional practice to the new Guiding Principles and the mission statement that the district has adopted can be found in the freshman team. Ninth grade students are now being assessed using the concepts of proficiency-based grading. In their advisory, 9th grade students are beginning to create portfolios, which will be used to reflect learning proficiency progress throughout their high school career. While the details of this new initiative are still being fine-tuned, the school plans to use portfolios as virtual "exit tickets" to help students demonstrate progress in achieving the school's learning expectations to teachers, administrators, and other stakeholders. In addition, teachers of freshmen are using a hybrid grading system as the school moves to the proficiency-based education model.

Even though the revised mission statement and the Guiding Principles are relatively new to the school and a formal school-wide structure to measure their implementation does not yet exist, many of the school's staff have nonetheless begun incorporating them into instruction. For example, a mathematics teacher emphasizes cooperative, authentic, and relevant activities for students in Algebra 1B class by connecting math concepts to student interest and real-world applications. After surveying students, the teacher created a lesson that incorporated student interest in construction and construction equipment. The teacher challenged students to create a fictional construction company and use mathematical concepts to develop and articulate a proposal for paving his gravel driveway. Students became excited and more engaged when they were able to connect algebra to a real-world application, evidence that all students can achieve when given academic experiences that meet their interests and needs.

While school-wide rubrics are in the process of being developed, there is little evidence of a formal plan for how these school-wide rubrics will be utilized in instructional practice. On the other hand, some departments have created common rubrics in their content area, such as the digital portfolio rubric in the visual arts department, and are consistently implementing these assessments and using achievement data to drive discussions about student learning and instructional practices. When SHS adopts a formal, school-wide process that provides teachers with an opportunity for continuous examination of instructional practices for alignment with core values, beliefs, and 21st century learning expectations, students will have greater access to instruction that consistently integrates these important goals.

## Sources of Evidence

- self-study
- student work

- teacher interview
- teachers
- Endicott survey
- Standard sub-committee

# Standard 3 Indicator 2

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## Conclusions

To an extensive degree, teachers' instructional practices support the achievement of the school's 21st century learning expectations. Many teachers frequently engage students as active and self-directed learners; emphasize inquiry, problem solving, and higher order thinking; and integrate technology into instruction. To a somewhat lesser extent, teachers personalize instruction, engage students in cross-disciplinary learning, ask students to apply knowledge and skills to authentic tasks, and engage students in self-assessment and reflection.

Many teachers are able to make informal ties to how their current instructional practices connect to the Guiding Principles. For example, teachers describe how student presentations are a way that students practice being "clear and effective communicators." Indeed, there are numerous opportunities for students, both individually and collaboratively, to communicate their understanding of critical concepts and information. For example, English teachers referenced having students give oral presentations in class and giving them feedback not only on the content of their presentation, but also regarding the quality of their communication. World languages teachers referenced having students perform skits in class and giving them feedback about their ability to communicate in another language. History students conduct inquiry-based independent field studies, a research project that requires them to gather evidence through first hand experience with primary resources outside the classroom. Science teachers frequently require students to conduct labs and investigations where students are routinely engaged in inquiry. The alternative education department conducts a Goal Planning and Reflection Sheet Survey, which helps students develop an individualized plan to achieve their learning goals.

The school's technology resources, especially its 1:1 initiative, provide tremendous opportunities for teachers to integrate technology into their instruction, a practice that is fairly widespread in the school. For example, in Advanced Placement English, students used technology to collaboratively research various themes they encountered as they read *Wuthering Heights* and created presentations that they later shared with their peers. Because every Scarborough High School student enjoys 24/7 access to a school laptop, students are able to contribute to the group's presentation simultaneously on a shared document and continue collaborating from their own homes long after school had ended. Students in ceramics class upload pictures of their work to a digital portfolio and use a Google Doc to write a self-reflection. Nearly all teachers use Google Classroom, which helps teachers organize their instruction and serves as an effective communication and collaboration tool with and among students.

Some teachers make great efforts to personalize instruction. Several assignments in the English department provide a great deal of choice in terms of how students are assessed. For example, one assignment allowed students to select from a list of essay topics related to a piece of literature they had just read. As a result, individual students were not only able to pursue concepts in the novel that particularly interested them, but selected essay topics that would best allow them to demonstrate their understanding of those concepts. Students in Sports and Entertainment Marketing class were given a wide variety of options as they developed a marketing campaign and created a presentation that suited their interests and strengths. While there are a handful of excellent examples of teachers personalizing instruction, students and teachers revealed that this practice is not necessarily consistent or widespread. The new portfolio assessment initiative in the ninth grade, however, promises to provide more consistent opportunities for teachers to personalize instruction and allow students to curate a collection of work that best represents their achievement of the school's 21st century learning expectations.

With a few notable exceptions, students enjoy relatively limited opportunities to engage in cross-disciplinary learning. For example, students in an English class researched historical events and human psychology to better understand the motivations of characters in a piece of literature. Students in a public speaking class routinely develop presentations that require research on a wide variety of topics. However, the practice of engaging students in cross-disciplinary learning is not consistent throughout the school.

For the most part, Scarborough High School students enjoy relatively limited opportunities to self-assess and

reflect on their learning. While many teachers provide course and assignment-specific rubrics before a project or other assignment, there are relatively few examples of students using those rubrics to reflect on their learning and to self-assess. For example, students in ceramics class use project-specific rubrics to assess their work both during and after the assignment. Upon finishing a ceramics project, students take a picture of their work and upload it to a digital portfolio and use a Google Doc to write a self-reflection. In addition, some teachers assign journaling opportunities for students to reflect on their understanding of a topic, which was seen in English classes.

When teachers more consistently personalize instruction to meet the needs of individual students and students are provided greater opportunities to engage in cross-disciplinary learning, self-assessment, and reflection, SHS students will be better able to monitor and demonstrate their achievement of the school's 21st century learning expectations.

## **Sources of Evidence**

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

# Standard 3 Indicator 3

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## Conclusions

For the most part, teachers adjust their instructional practices to meet the needs of each student by using formative assessments, differentiated instruction, grouping strategies, and by providing additional support and alternative strategies within the regular classroom. The overwhelming majority of students interviewed and 84.6 percent of parents report that teachers create supportive and challenging learning environments in the regular classroom by providing additional supports when needed. When students are not experiencing success, Scarborough High School teachers employ a number of strategies in the classroom, including modified assessments, guided notes, re-teaching, and tiered learning opportunities. Moreover, Scarborough High School recently changed its schedule to an alternating-day block schedule that includes an intervention and enrichment block called "AEAST" during which teachers meet with students who need extra help or who want to explore content in deeper ways. However, there are relatively few examples of teachers differentiating and using purposeful grouping strategies, perhaps due to the degree of leveling of courses in most content areas. While a large number of teachers regularly use grouping arrangements to encourage collaboration, these groups are not necessarily designed purposefully; rather, students are often grouped randomly (i.e., by counting off or by dividing the room in parts) or to separate students likely to engage in off-task behaviors if they are in the same group. Teachers do employ, however, an extensive array of formative assessments in the classroom. Examples of formative assessments used regularly in class include teacher-student check-ins, practice quizzes, exit slips, thumbs up/thumbs down, and quick writes, among others. For example, in a Spanish 2 classroom, students completed and reviewed a practice quiz as a way to gauge readiness for an upcoming assessment. Examples of instructional strategies teachers implement to support students include the use applications and websites like Google Classroom and Kahoot, discussion strategies, graphic organizers, literature circles based on student interest and reading abilities, and project-based learning. SHS students will have greater opportunities to achieve the school's 21st century learning expectations when teachers more consistently differentiate instruction to supports their needs.

## Sources of Evidence

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

# Standard 3 Indicator 4

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## Conclusions

A large majority of teachers seek to improve their instructional practices by using formative and summative assessments, examining student work, using feedback from a variety of sources, including students and parents, and engaging in professional discourse focused on instructional practice; however, the number of opportunities that teachers have to collaboratively engage in this work has been somewhat limited recently due to the urgency of other initiatives.

On an individual basis, teachers regularly seek ways to improve their practice. For example, many teachers attend professional conferences for the purpose of improving content knowledge and instructional strategies. Biology teachers attend the Sam Rhine Genetics Conference; world languages teachers attend the Foreign Language Association of Maine conference; and English teachers attend the Maine Council for English Language Arts conference, to name a few. Some teachers also take courses at local universities and attend the Advanced Placement summer institute in order to improve their practice. Many teachers also report engaging in informal conversations with colleagues and administrators that often result in improved practice. For example, a teacher referenced researching and implementing a flipped classroom model based on a brief conversation with the principal and his colleagues. However, a number of recent initiatives, including creating a system that will help students earn a proficiency-based diploma as stipulated by the state of Maine, implementing a new advisory program, and adopting Maine's Guiding Principals as the school's 21st century learning expectations have understandably required a great deal of time, including department meetings, faculty meetings, and professional learning team meetings. This work has somewhat limited the degree to which teachers are able to use their time together to collaborate on improving instructional practices by using student achievement data, examining student work, using feedback, or examining current research.

While teachers report that this year they have been provided with increased formal time for collaboratively engaging in professional discourse, especially through common planning time and professional learning teams (PLTs), they express a strong desire for additional opportunities. For example, one PLT pursued their inquiry on the question: "How do we chunk content to allow students to better process new knowledge?" Working as a group, they determined to increase the number of lessons that could be chunked and reflected on learning results. Departments were able to use the formal time of department meetings to hold conversations on student work, common assessment, curriculum alignment to learning standards, and instructional practice. For example, honors-level 10th grade English teachers have used their time to collaboratively align curriculum, review common assessments, and ensure aligned pacing. A relatively small number of teachers report using feedback from students to improve their practice, and even fewer ask for feedback from parents. Documenting the use of feedback to regularly improve instruction is not yet a formal process at Scarborough High School.

When teachers more consistently use feedback from students and parents and are provided regularly scheduled formal time to review assessment data and to discuss instructional best practices in a collaborative setting, the school will more effectively build instructional capacity and improve instructional practice.

## Sources of Evidence

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

# Standard 3 Indicator 5

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## Conclusions

Scarborough teachers maintain expertise in their content area and in content-specific instruction through outside professional development, such as workshops and graduate courses, as well as professional development opportunities within the district. There are 99 certified teachers at SHS, 64 of whom have a master's degree or higher. According to the school's self-study, many teachers and staff from all departments attend workshops and conferences related to their content area. For example, English teachers attended the MCELA conference and one Scarborough English teacher presented a workshop on using classical syntax to improve student writing; math teachers attend weeklong Advanced Placement training for AP Calculus, AP Computer Science, and AP Statistics; special education teachers complete courses on teaching reading, writing, and math; science teachers complete workshops on bioethics, instructional strategies, and current research regarding the human genome; physical education teachers attend conferences, share lesson plans and instructional ideas, and research current teaching practices; visual arts teachers attend the Maine Department of Education Visual and Performing Arts' formative assessment webinars and conferences. Many teachers have completed graduate-level courses for recertification and have attained graduate degrees. Teachers have also established contacts with content-specific experts to further improve their expertise, such as representatives from Bank of America and the Maine Medical Center Research Institute. As one teacher proudly stated, "We have an amazing wealth of talent and expertise in our faculty." According to the Endicott survey results, 81.4 percent of staff, 84.3 percent of students and 76.8 percent of parents believe teachers maintain expertise in their content area related to instructional practices and are knowledgeable in their content area.

Administrators report providing formal structured opportunities for teachers to sharpen their expertise through professional learning teams (PLTs), department and faculty meetings, and meetings with instructional coaches. For example, one PLT pursued inquiry on the question: "How do we chunk content to allow students to better process new knowledge?" Working as a group they determined to increase the number of lessons that are "chunked" and reflected together on learning results. The district recently adopted iObservation, an online platform allowing evaluators to record classroom walk-throughs, observations, and teacher evaluations and allowing teachers to access online professional development. For example, as part of Scarborough High School's evaluation system, teachers select two SMART goals (Specific & Strategic, Measurable, Attainable, Results-Based, and Time-Bound). After teachers identify explicit goals, iObservation recommends short, on-demand professional development resources to help provide timely, targeted professional development tied to each teacher's SMART goal needs. Because Scarborough High School teachers are dedicated to maintaining expertise in their content areas and content-specific instruction, SHS students enjoy access to a highly skilled and knowledgeable faculty.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- parents
- central office personnel

# Standard 3 Commendations

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## Commendation

The adoption of the Maine Guiding Principles as its 21st century skills

## Commendation

The use of technology, such as 1:1 laptop program, Google Classroom, and myriad applications and websites, to support student learning in meaningful ways

## Commendation

The implementation of an advisory program and intervention and enrichment period called AEAST to support student achievement of the school's 21st century learning expectations

## Commendation

The willingness of teachers to employ new instructional strategies to better meet students' needs

## Commendation

The efforts of teachers to improve their content and pedagogical expertise through professional development and research

## Commendation

The emphasis on inquiry, problem solving, and higher order thinking across most departments

# Standard 3 Recommendations

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## Recommendation

Develop and implement a formal process to ensure that teaching practices are consistent with the school's core values, beliefs, and 21st century learning expectations

## Recommendation

Provide professional development and other supports to enable teachers to better differentiate instruction to meet the needs of all students

## Recommendation

Ensure that teachers have the opportunity to solicit and use feedback from a variety of sources, including students and parents, to inform instructional improvement

## Recommendation

Provide formal structure and time for teachers to collaboratively assess student work and to use assessment data to improve instruction

## Recommendation

Provide more formal opportunities for students to self-asses and reflect on their learning

# Standard 4 Indicator 1

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## Conclusions

The professional staff does not yet employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics. Scarborough High School, which relatively recently adopted its 21st century learning expectations based on the Maine Guiding Principles, is in the process of developing and implementing school-wide rubrics by which to measure student achievement of those expectations. When SHS's professional staff implements a formal process to assess whole-school and individual student progress in meeting its 21st century learning expectations, teachers, students, and the school community will have a better understanding of students' achievement of these learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- panel presentation
- facility tour
- student work
- teacher interview
- teachers
- students

# Standard 4 Indicator 2

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## Conclusions

The school's professional staff does not yet communicate individual student progress in meeting the school's 21st century learning expectations to students or their families, nor does it communicate whole-school progress to the school community. Initial steps have been taken to develop school-wide rubrics to assess the 21st century learning expectations, but a formal written framework for that plan is still being developed. When SHS develops and implements a process to report individual student and whole-school achievement of its 21st century learning expectations, teachers, students, and other members of the school community will have a better understanding of students' achievement of these learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student work
- teachers
- students
- department leaders

# Standard 4 Indicator 3

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## Conclusions

To a limited degree, professional staff at Scarborough High School collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. However, no formal process exists to gather and analyze data from existing common assessments in order to track student progress. Rather, this activity often takes place informally, at department meetings or other after-school meetings. Certain departments, including world languages, science, mathematics, English, and physical education have common assessments in place as a means of tracking and analyzing student achievement. Teachers indicate that results from these assessments are sometimes shared at the department level, and only informally help to guide curriculum decisions for those departments. According to the Endicott survey, only 33 percent of the professional staff is in agreement that professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. While the new schedule allows some teachers to use common planning time for this purpose, it is not a generally held expectation. For example, in the world languages department, teachers are able to regularly meet and, for teachers who share common courses, this time can be used to examine common assessments if teachers choose to do so. When professional staff consistently follows a formalized process to collect, disaggregate, and analyze data and responds consistently to inequities in student achievement, proper interventions can be implemented and students will have greater opportunities to achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- students

# Standard 4 Indicator 4

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## Conclusions

Prior to each unit of study, teachers consistently communicate related unit-specific learning goals to be assessed, but do not yet communicate the school's applicable 21st century learning expectations to students. This is largely due to the Maine Guiding Principles' having been recently adopted as the school's 21st century learning expectations. As a result, teachers have yet to formally employ them in this way, with the notable exceptions of some ELA teachers, who use unit-specific rubrics that reference speaking and listening expectations and teachers in the fine arts department, who use a department-wide rubric that addresses several areas of 21st century learning expectations, such as "communicates and expresses ideas and information with original and insightful perspectives..." as a representation of the 21st century learning expectation of a "Clear and Effective Communicator." Nevertheless, the practice of sharing unit-specific learning goals and objectives with students prior to each unit of study is widespread and consistent throughout the school. Learning objectives are clearly and effectively communicated to students prior to the beginning of a unit, e.g., biology teachers provide students with unit introduction documents that detail unit-specific learning goals in the form of "I can" statements. These goals are shared across the department and are consistently used in each biology section. Both the Bio3 and Bio4 molecule of life/cells learning objectives require the students to be able to distinguish between a monomer and Polymer. In Bio3 the students are asked to describe why carbon can form four bonds, and, in Bio4, the students have a more in-depth requirement for understanding of why life is based on carbon and why carbon atoms are so important in the chemistry of living things. The English department also provides students with unit-specific learning goals prior to the beginning of the unit. Honors-level freshman English students are provided with clear learning goals while working with the book *The Book Thief*. Ample evidence of providing students with unit-specific learning goals prior to the start of the unit also exists in the arts department. When teachers consistently and formally make connections between content and the school's applicable 21st century learning expectations, students will be better prepared to achieve those expectations.

## Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students
- Endicott survey

# Standard 4 Indicator 5

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## Conclusions

Prior to summative assessments, many teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted levels of achievement. While they vary in detail, length, and complexity, many teachers use content rubrics for most summative assessments. Over 70 percent of students report that teachers consistently provide them with content- and assignment-specific rubrics prior to summative assessments and clearly understand assessment criteria for those assignments. In some cases, these rubrics are comprehensive and clearly convey criteria for success. For example, the English department has common analytic rubrics for writing various types of essays, public speaking, presenting to an audience, and conducting research projects. These rubrics identify degrees of success in meeting the learning objective. Similar rubrics can be found in the fine arts department and the world languages department. However, some teachers more frequently provide students with scoring guides instead, which are specific to each assessment and sometimes lack detailed measurable criteria for success. When SHS normalizes the use of specific and measurable criteria for all students across all content areas and curricular levels, students will have more equitable and consistent opportunities to demonstrate progress in meeting targeted high levels of achievement.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students

# Standard 4 Indicator 6

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## Conclusions

In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments. According to the Endicott survey, 86.7 percent of staff report that they use a variety of assessments in their classrooms, including Socratic seminars, activator prompts, portfolio assessments, exit tickets, summarizers, teacher-student conferencing, class debates, focused close reading assignments, and discussion. Students in Spanish class are provided multiple opportunities to demonstrate understanding in a single lesson, providing a wealth of information regarding their progress in achieving the lesson's objective. Students in English class demonstrate formative understanding through journaling activities in which they respond to key concepts and themes in *The Crucible*. Students typically have multiple opportunities to revise written work in many disciplines through multiple drafts, but this practice varies from teacher to teacher. In addition, starting with this year's freshman class, students will curate a portfolio of work that will demonstrate both their formative and their summative understanding of the curriculum and the school's 21st century learning expectations. Because teachers employ a variety of formative and summative assessment strategies, they are able to better support students in achieving learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview

# Standard 4 Indicator 7

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## Conclusions

Scarborough High School teachers collaborate on the creation, analysis, and revision of formative and summative assessments. However, the frequency and formality of this collaboration varies greatly from department to department based on a number of factors. The school's new daily schedule allows teachers a 75-minute planning time daily. While the time allotted is used differently from teacher to teacher, some use it to meet with colleagues who are teaching the same courses to discuss pacing, assessments, and instructional strategies. In addition, the school's new bell schedule affords teachers with more common planning time opportunities, but not all teachers have access to formal time during the school day to collaborate within departments. Professional learning time is provided for teachers to collaborate on a range of tasks after school, but the number of important initiatives undertaken in the past four years has not necessarily allowed teachers to focus specifically on common assessments. Finally, while almost all departments have developed and implemented common assessments, a formal process of collaborative analysis and revision does not yet exist. Indeed, the Endicott survey indicates that only 51 percent of teachers feel that they collaborate in formal ways on the creation, analysis, and revision of common assessments. When time is consistently set aside for teachers to engage in a formal process to collaborate on the creation, analysis, and revision of formative and summative assessments, including common assessments, teachers will better understand their students' progress in achieving the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- teachers

# Standard 4 Indicator 8

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## Conclusions

Teachers provide specific, timely, and corrective feedback to students, but opportunities for students to revise and improve their work varies from teacher to teacher. Fifty-nine percent of students report that their teachers return their work in a reasonable amount of time, and more than 65.3 percent say their graded work typically includes feedback about their performance. In mathematics classes, for example, teachers do not simply correct students' work, but identify where the students' mistakes occurred and show how to solve the problem correctly. In most English classes, students benefit from extensive written feedback on their work and have multiple opportunities to revise and resubmit their work. However, students indicate that opportunities to use feedback to improve and resubmit work varies from teacher to teacher. Some students are able to incorporate detailed feedback from their teacher and turn in an improved version of an essay assignment for credit. Other students are allowed to make corrections to an assessment and recoup up to 20 percent of points lost. Other opportunities include allowing students to make complete revisions and earn up to a grade of 70. A more uniform grading process will ensure more students have equitable access to opportunities to practice, to receive feedback to improve their performance, and to achieve the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students

# Standard 4 Indicator 9

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## Conclusions

Many teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. The Endicott survey indicates that 87 percent of teachers report using formative assessments to inform their instruction. In class, teachers engage students in a variety of oral/written activities and give appropriate feedback, e.g., posing questions or assigning a task to students working in small groups or pairs. Entrance and exit tickets are common strategies to check student comprehension in content areas. Writing samples in English classes are collected and edited by the teacher in order to give written feedback to the students. Spanish teachers use student responses to identify gaps in grammatical understanding and reteach concepts as necessary. Students in biology classes report that multiple formative assessment opportunities are provided to practice content before a grade is earned. Teachers state that formative assessment opportunities help to identify areas of difficulty and to identify students in need of help. Students have the opportunity to clear up misconceptions and to revise their work before a major summative assessment. Because many SHS teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning, the school can ensure that instruction effectively meets the needs of students and personalizes their learning.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students

# Standard 4 Indicator 10

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## Conclusions

Teachers and administrators, individually and collaboratively, examine a limited range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work; common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments; data from sending schools and receiving schools; and survey data from current students, but do not, at this time, examine data from post-secondary institutions and alumni. Moreover, the examination of the aforementioned evidence is not yet universal, as indicated in the Endicott survey, where 43 percent of teachers report that evidence of student learning is used to revise and improve the curriculum. Teachers in the science department, for example, examine student work from time to time to identify instructional challenges. Specifically, biology lab reports were examined in order to determine how the writing process could be better supported. The English department meets on a regular basis to look at student work in common courses to ensure equity in grading and instructional practices.

Several departments have common assessments for midterms and finals, which are sometimes used to inform curriculum revision, while fewer have common assessments for individual standards. Because the school community has only recently approved the Maine Guiding Principles as its 21st century learning expectations, there has not yet been an opportunity to gather and analyze this data for the purpose of revising the curriculum and improving instructional strategies. Data from standardized tests is often reported out at faculty meetings, but there is not yet a formal process to evaluate that data to revise or improve curriculum.

Administrators from sending schools indicated that data is available to SHS and is used primarily to properly place students in their freshman classes. Some teachers administer post-learning surveys to their students and use the data to inform curriculum revision in some departments. Class assessment surveys are used by many teachers at the end of the year to gather student feedback about the course and its content. This feedback informs the instructors' decisions about how to improve course from year to year, including changes to the curriculum and instructional strategies. The student support department also uses student surveys in their yoga and mindfulness group in order to gauge how students feel they are progressing. The instructors then alter their instruction and/or pacing based on the feedback that they get from those surveys. At this time, neither alumni surveys nor reports from post-secondary institutions are used to revise curriculum and improve instruction. When SHS designs a formal and school-wide process to examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work; common course and common grade-level assessments; individual and school-wide progress in achieving the school's 21st century learning expectations; standardized assessments; data from sending schools, receiving schools, and post-secondary institutions; and survey data from current students and alumni, teachers will be able to revise the curriculum and adjust their instructional practices in an informed way to meet the needs of students.

## Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- Endicott survey

# Standard 4 Indicator 11

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## Conclusions

On a limited basis, the grading and reporting practices at SHS are reviewed and revised to ensure consistent grading practice, but not for the purpose of alignment with its core values and beliefs about learning. Only 28.6 percent of teachers report that grading and reporting practices are regularly reviewed and revised for this purpose, indicating that this practice is neither consistent nor widespread. While some departments meet to review common assessments to ensure consistent grading practices, these conversations are not yet used to ensure alignment with the school's core values and beliefs. For example, the world languages department reviews and revises common midterms and finals on an annual basis, and uses that information to help make curriculum and assessment decisions for the upcoming academic year. When SHS designs and implements a process to ensure that grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning, students will benefit from consistent grading across the school that is supportive of their educational needs.

## Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students

# Standard 4 Commendations

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## Commendation

The quality and consistent use of common writing rubrics in the English department

## Commendation

The use of formative assessments, conferencing, rubrics, and opportunities for revision to provide an authentic standards-based experience for students in the fine arts department

## Commendation

The use of common assessments in many departments

## Commendation

The wide range of formative assessments employed by teachers to assess student understanding and to adjust instruction

## Commendation

The consistent practice of communicating related unit-specific learning objectives to students prior to each unit of study

## Commendation

The consistent use of rubrics for most summative assessments

## Commendation

The specific, timely, and corrective feedback provided to students

# Standard 4 Recommendations

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## Recommendation

Ensure a formal process to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement

## Recommendation

Develop and implement school-wide rubrics to assess individual student and whole-school achievement of the 21st century learning expectations

## Recommendation

Provide ongoing opportunities for teachers to align and calibrate grading practices

## Recommendation

Ensure that teachers communicate applicable 21st century learning expectations to students prior to units of study

## Recommendation

Develop and implement a process to communicate individual student and whole-school achievement of the school's 21st century learning expectations

# Standard 5 Indicator 1

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## Conclusions

The Scarborough school community consciously and continuously provides a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

A strong school culture is evidenced in positive perceptions of a safe school and shared ownership as well as a strong collegial student-teacher relationships and inter-student relationships. Both staff and students alike report feeling safe and secure in the building. The Endicott survey indicates that 82.1 percent of students report they feel safe at school, and 72 percent feel that bullying is not a problem in school. According to the 2015 Maine Integrated Health Survey (MIYHS), 94 percent of SHS students report feeling safe. District policies relative to racial discrimination, sexual discrimination, technology acceptable use, hazing, plagiarism, and bullying are made available on the school's websites and in the student handbook, and students and staff annually certify their receipt and understanding of the policies and procedures cited therein. The school's attendance and disciplinary code are outlined in the student handbook and are given to every student at the start of every academic year.

Responsibility and shared ownership of the learning environment can be seen in the clean and well-maintained facility, where vandalism and graffiti are exceedingly rare and students consistently care for their surroundings by disposing of trash properly, keeping their work spaces neat, and using equipment responsibly. Parent responses on the Endicott survey overwhelmingly indicate that the school encourages students to take responsibility for their learning and feel the school's culture and teachers support independent student learning. Student clubs such as the civil rights team, Key Club, Environmental Club of Scarborough (ECOS), and the Buddy System provide safety and support for many students. In addition, students have the opportunity to effect larger policy issues related to building a positive and respectful culture, e.g., one student reported that he and others worked collaboratively to make a presentation to the leadership council on transgender students and bullying.

The school is in its second year of an academic enrichment and support time (AEAST), a daily period used for adults to check in with small groups of students to provide regular, personalized, and timely academic support. Students can be scheduled into a teacher's AEAST group for additional help or to make up work as needed. Likewise, students can schedule themselves into a teacher's AEAST group as necessary. This gives students the chance to demonstrate their personal responsibility for learning, while the offering of such support communicates to students that their success is important enough to the staff to make this a daily priority. Students strongly agree that AEAST is a valuable program that helps them succeed. The staff members available in the guidance and senior placement office also demonstrate aspects of the supportive culture. Students are known by their counselors and meetings are scheduled at each grade level twice per year. Some students are more comfortable speaking with a school social worker, and they are given that opportunity. Average class sizes range between 11.5 and 17.3 students. The relatively low class sizes also plays an important role in the supportive culture that students enjoy in their daily classroom experiences. Teachers report that they are able to interact with each of their students to offer individualized support, an opportunity not always available in larger classes.

Because of Scarborough's commitment to a school community that fosters a safe, positive, respectful, and supportive culture, the high school has achieved an environment that results in student responsibility for learning, shared ownership, pride, and high expectations for all.

## Sources of Evidence

- classroom observations
- student shadowing
- panel presentation

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

# Standard 5 Indicator 2

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## Conclusions

The school is largely equitable and inclusive, ensuring access to challenging academic experiences for most students, making certain that many 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.

For the most part, the school's courses are divided among five levels: Level 1 (Life Skills), Level 2 (support/executive functioning), Level 3 (college prep), Level 4 (honors) and Level 5, (Advanced Placement). Level 2 courses are designed for students who require assistance in gaining academic skills needed to pursue Level 3 (and beyond) course opportunities. The pace of study is based on practical application of skills and knowledge. Level 1 courses focus on basic skills-development in reading, writing, and/or mathematics. Certain courses, primarily electives and non-core academic classes, are unleveled and, as a result, it is in these non-leveled classes that students are most likely to encounter heterogeneously grouped learning experiences. Students must complete a minimum of ten semesters of electives in order to graduate.

Fifty-seven percent of the staff and 73.4 percent of students agree that the school is a place where classes are equitable and inclusive. If students feel in the fall semester that their course load needs to change for them to be successful, student services has an add-drop period between the first and third weeks of the fall semester so that students can rethink their placement and change their schedule accordingly. The presence of heterogeneously grouped classes is further confirmed by enrollment data of students with IEPs in a regular education class. As of the fall of 2016, only seven students within the high school spent their entire school day in a self-contained classroom. Of the remaining 985 students (98 percent of the student body), all are enrolled in at least one regular education class, whether they have an IEP, 504, or are non-identified. Alternative education incorporates one regular education class per semester as a group, e.g., ceramics, computers, science lab, music, and painting. Students also access vocational programs at Westbrook Regional Vocational Center (WRVC) or Portland Arts and Technology High School (PATHS) and in regular education classes if they so choose.

Teacher exhibit an attitude of inclusivity for classes among various levels of students. Staff in the alternative education and special education programs lauded the school social workers and the rest of the staff for being very supportive of students with needs in their classes. The locations of alternative education and social skills classes allow students to access space when it is appropriate for their learning goals; however, identified students are encouraged to matriculate into regular education classes when possible, and especially extracurricular activities. Generally speaking, the staff perception is that the student body as a whole is very supportive and inclusive of students with special needs or different learning goals. Students articulate their feelings that students in alternative education, WRVC, and PATHS are part of the school community, even though they are somewhat out of the loop, i.e., they do not sit with other students at lunch and they are not especially visible among the student body at any time. In keeping with this view, the staff noted that the WRVC and PATHS schedules limited these students' ability to attend heterogeneously grouped classes. Another challenge to equity and access is the fact that, as the schedule currently stands, there is no provision for WRVC or PATHS students to access the advisory/AEAST program, because they are out of the building when they attend those programs.

When Scarborough High School increases equity for all students, the school will ensure that all students will have ready access to all the resources that the school offers.

## Sources of Evidence

- classroom observations
- self-study

- student shadowing
- teacher interview
- students
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 5 Indicator 3

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## Conclusions

Scarborough High School has a purposefully designed formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

During the 2015-2016 school year, an advisory committee made up of a student representative and teachers from nearly every department researched several advisory models and developed a program, called advisory/AEAST (academic enrichment and support time), designed to focus on the academic, social, and emotional needs of SHS students. All staff members are assigned to an advisory/AEAST group consisting of 8 to 12 students, spending 35 minutes, four to five days a week, advising them on academic and social issues. Grouped heterogeneously, advisory/AEAST offers time for students to interact with peers who many not otherwise be in their academic classes or social circles. The advisory period, which meets every Friday, focuses more on group activities and discussions, while AEAST meets every Monday through Thursday and focuses on academic support.

The rollout of the advisory/AEAST program was accompanied by a packet of activities and resources for advisors to use with their students to help build a sense of community, which students said helped them feel more comfortable in their groups. Many advisors use this time to check in with students and to discuss after-school activities and plans for the week. In one AEAST group, a student shared a personal accomplishment and received congratulations from her peers and advisor. It was clear that her group was very familiar with her goals and had been supporting her over the past few weeks. Students confirmed that these conversations were typical of the AEAST group. While the school has a genuine and effective advisory/AEAST program, it is not explicitly connected to the school's 21st century learning expectations. The Endicott survey, which was compiled on September 30, 2016, indicated a low level of agreement by staff and students that the school had a program which allowed for each student to 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 (30.5 percent of students and 20.4 percent of staff), but it should be noted that advisory/AEAST was still in the planning stages during the 2015-2016 school year and had not yet been fully implemented.

Because Scarborough High School students have dedicated time during the school day to connect with an adult who knows them well and supports them around issues of academics, social interactions, and emotional well-being, they have greater opportunity to practice and successfully achieve the school's 21st century learning expectations.

## Sources of Evidence

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

# Standard 5 Indicator 4

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## Conclusions

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

Teachers have frequent, scheduled times for professional discourse and to reflect upon and analyze professional practices and their students' learning. This has been the case since 2015, when the meeting schedule was redesigned to provide additional professional meeting time. The new daily schedule now allows for increased collaborative planning time during the school day for teachers to engage in professional discourse, although it is not yet an opportunity available to all teachers. Whole-department common planning time does not yet exist, due to constraints in the schedule and time for course-alike teachers to collaborate is available to some, but not all teachers. The principal has encouraged the faculty to use department and staff meetings as opportunities for collaborative professional learning, and teachers generally take advantage of this. For example, faculty meetings have often been used for large and small group conversations about teaching and learning, including discussions about how best to support students during advisory/AEAST time. Department meetings provide a formal time for conversation focused on practices and strategies to use in the classroom, curriculum development, rubric development, and examination summative assessments. Additionally, professional learning teams (PLTs), which are small groups of educators engaged in self-directed professional development, have used action research methods to implement best practices derived from educators and researchers like Marzano, Pickering, and Pollock. Further, school administrators have provided professional development training and guidance to department heads and the faculty as a whole. In 2014-2015, the school administration led the entire staff in a six-session training designed by Marzano to create a common language for teaching.

The teacher evaluation system also provides opportunities for professional discourse. The district is in its second year using a platform called iObservation that is part of the Marzano model that was adopted by the district. The model is competency-based, focuses on standards and teacher growth, and has a wealth of online videos that teachers can access as needed for any component of instruction being targeted and can serve as a jumping off point for a dialogue on teaching.

Additionally, department heads and building administrators meet monthly as an instructional leadership team (ILT) to discuss current issues, and department heads bring these issues back to meetings with their departments. ILT meeting agendas display a clear focus and purpose for the meeting time, and the leadership ideals for this team are clearly aligned with the Marzano Core Responsibilities document. The professional staff also enjoys opportunities to attend a variety of professional conferences. The school budget has supported the individual growth of professionals, and professional development funding is typically allocated to departments based on requests as part of the budget development process. This year, for example, teachers and staff have attended conferences on writing, implementing technology in the classroom, world language instruction with the American Council on the Teaching of Foreign Languages (ACTFL), and physical education. Educators have used skills and techniques learned at these conferences and professional development sessions to enhance student learning. Teachers report that outside resources are used to maintain currency with best practices and that the district is committed to providing grant money for teachers who want to engage in professional development focused on instructional best practices.

Because the professional staff has adequate time and support to improve student learning by engaging in professional discourse, by maintaining currency with best practices, and by engaging in professional development, SHS students have improved opportunities to practice and achieve the school's 21st century learning expectations.

## Sources of Evidence

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

# Standard 5 Indicator 5

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## Conclusions

School leaders regularly use a consistent, research-based evaluation and supervision process that focuses on improved student learning. The district has adopted the Marzano Teacher Evaluation Model, which is a research-validated, competency-based model that encompasses four domains of teaching: (1) classroom strategies and behaviors, (2) planning and preparing, (3) reflecting on teaching, and (4) teacher collaboration. The model is used in conjunction with an online platform called iObservation, which provides teachers with a wealth of resources, including videos that help demonstrate ways to improve instruction. Administrators received extensive training in order to use the system effectively and reliably prior to having piloting the program at SHS two years ago. The district evaluation model involves a three-year cycle. The board of education regulation GCPA-R requires an evaluation once each of the first three years for every probationary teacher and once every three years for "continuing contract" teachers. All probationary teachers are observed by the principal and two assistant principals over the three-year period. The principal and two assistant principals are each involved in observing teachers and providing feedback on strengths and opportunities for growth in the classroom. Many teachers report that the instructional coaching is extremely helpful to their practice in terms of incorporating research-based instruction and are very clear about the fact that instruction should be largely student-driven and student-centered. Most teachers agree that administrators do a thorough job in evaluating them and are pleased to have two instructional coaches on staff who are available and willing to help inform their instructional practices. Peer observations are also offered by some department heads to provide content area feedback. The principal encourages peer observations as a means of professional learning and specific content feedback, but they are not required. New members of the professional staff receive targeted feedback on their growth toward accomplishment of goals and can work on these goals during their professional learning time (PLT). Teachers are encouraged to use PLT for development of research-based instructional strategies. Because the high school and the district has adopted a research-based evaluation and supervision process and is using it to focus on targeted areas for teacher growth, teachers have greater opportunities to improve practices that benefit student learning.

## Sources of Evidence

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

# Standard 5 Indicator 6

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## Conclusions

The organization of time at Scarborough High School supports research-based instruction and professional collaboration among teachers, which allows for discourse about the learning needs of students. The school's new alternating block schedule allows students to meet with their teachers an average of two to three times each week for a 75-minute period. The rationale for transitioning from the previous schedule to the current alternating block schedule was to make it possible for students to select from a greater number of courses. The provision of longer class periods makes it possible for teachers to incorporate a greater variety of instructional strategies and to regularly engage students in instructional tasks that may require additional time. The school's advisory/AEAST period takes place four-to-five times per week, allowing for consistent opportunities for teachers to connect with students around social, emotional, and academic issues. Some teachers enjoy common planning time during the school day in which to collaborate with colleagues in a variety of important practices. This opportunity is especially beneficial for teachers who share the same courses, allowing for greater calibration of grading practices, curriculum revision, and analysis of common assessments. Monthly "late start" Wednesdays allow teachers to collaborate in the morning before students arrive. While the organization of time strongly supports research-based instruction and professional collaboration among teachers, the provision of additional opportunities during the school day for all teachers to engage in professional collaboration will further enhance teachers' opportunities to analyze data, discuss best practices, and review/revise curriculum in order to support students as they strive to achieve the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing

# Standard 5 Indicator 7

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## Conclusions

Student load and class size supports teachers' ability to meet the learning needs of individual students. The average number of students within content areas ranges from a low of twelve students in technology classes to a high of nineteen students within science classes. The majority of classes average slightly fewer than sixteen students per teacher. Endicott survey results show that 87.7 percent of students agree that class sizes are reasonable, while a smaller majority (59.2 percent) of the staff agree that student load and class sizes enable them to meet the learning needs of individual students. No documentation exists that sets a maximum class size or maximum load for teachers. A resounding theme among teachers has been to get to know students as well as possible, because this allows them to make learning more authentic, a goal which is much easier to accomplish when class sizes are manageable. In examining surveyed parent responses, 68.4 percent report that they agree that the number of students in their sons'/daughters' classes allows the teachers to meet individual learning needs - a perception that was reinforced during meetings with parents, many of whom commented: "It feels as if my child is receiving a private school education, because of the small class sizes." Special education and English as a second language (ESL) classrooms have very manageable class sizes, which allow for more individualized instruction and differentiation. The advisory/AEAST program averages 10-12 students per teacher, and the advisor keeps the same advisory over the course of four years, allowing for a personal knowledge of the students, enabling advisors to address the learning needs of their advisees. As a result of reasonable class sizes and total student load, teachers are better able to meet students' individual learning needs at Scarborough High School.

## Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- teachers

# Standard 5 Indicator 8

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## Conclusions

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The school's commitment to instructional leadership emphasizes the core work of the school: teaching and learning. While the school's newly-adopted 21st century expectations for student learning are not yet universally known and implemented across the school, the core values and beliefs clearly are, in part because of the principal's leadership and the work of other building leaders. These core values, which include, "Acceptance, Compassion, Honesty, Respect, and Responsibility," help to drive the school's culture and form the basis of the principal's instructional leadership. The principal is currently supported by two assistant principals, a director of athletics and activities, a technology integration coach, a grades 6-12 humanities coach, a grades 6-12 science coach, and department heads. Together, this group of people make up the high school's instructional leadership team (ILT). The goal for the members of the ILT is to become distinguished leaders in each area of responsibility. The principal and his assistants meet daily to plan and prepare for upcoming initiatives and bring proposals to bi-monthly ILT meetings so that they may be discussed and feedback can be collected. Department heads share information from ILT meetings with their departments to improve awareness around a host of initiatives and to gather more feedback. The results of the Endicott survey shows that 51.1 percent of students are in total agreement that the principal is clear about what he wants the school to accomplish for all students. The same survey shows that 69.4 percent of the professional staff is in total agreement with this. The principal's expectations for students are spelled out in the student handbook in a number of places, most notably in the section describing student-centered learning, which focuses specifically on expectations not only for students, but also for all members of the school community. The student handbook also describes the academic, social, and civic expectations of Scarborough High School. In response to the Endicott survey results, the ILT has worked to more clearly communicate these expectations to students and the faculty. Because of the principal's adherence to the school's core values, beliefs, and learning expectations, he is able to consistently provide instructional leadership rooted in these values to the school's staff and students.

## Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- Endicott survey

# Standard 5 Indicator 9

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## Conclusions

To varying degrees, students, teachers, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership in the school. The principal and his assistants meet daily to plan and prepare for upcoming initiatives and bring proposals to monthly instructional leadership team (ILT) meetings so that they may be discussed and feedback can be collected. Department heads share information from ILT meetings with their departments to improve awareness around a host of initiatives and to gather more feedback. Finally, the entire faculty is able to ask questions and share ideas and concerns around important decisions in the school at faculty meetings. However, the Endicott survey results indicate that only slightly more than half (51 percent) of the professional staff believes that teachers are meaningfully involved in decision-making to promote an atmosphere of ownership and responsibility. Teachers were quick to explain that these results more accurately describe their level of involvement in district-wide decisions that directly impact the school, not necessarily building-based decisions. Indeed, teachers expressed a general perception that their feedback is solicited and respected at the building level, but has less impact on the decision-making process at the district level.

While each grade level has a parent advisory group that meets regularly with the building principal to ask questions and share ideas and concerns and there are multiple opportunities for parents to interact with staff, parent involvement in school-wide decision-making is not consistent. The Endicott survey indicates that 53.6 percent of parents feel that they have opportunities to be involved in important decisions made at the schools. Students have the opportunity to actively participate in school decisions by participating on hiring committees, serving as student representatives on the school board, and retaining active membership in the student council, student government, and various committees and clubs.

The high school's regular decision-making process, which involves leadership teams, department heads, and the general faculty, includes opportunities for student input to be considered at every stage. This is done in a variety of ways, including meetings with student council or other groups, ad hoc surveys, and through advisory/AEAST. However, some students questioned the authenticity of some of this involvement, feeling, for instance, that these opportunities focus primarily on dances, pep rallies, and fundraising for their class rather than substantial, school-wide decisions. With a few notable exceptions, students expressed a sense that they are not genuinely included in the process of making significant decisions in the school. This perception is supported by survey results, showing that only 39.4 percent of students feel they have input in important decisions made at the school. One notable exception is the process that was used to research, develop, and implement a new school schedule, which included input from all stakeholders, including students and parents. Also, representatives of the student body and some parents played an active role in examining applications and in the interview process for the new Scarborough High School principal during the 2012-2013 school year. When Scarborough High School further increases opportunities for more students to become involved in meaningful ways, the school community will enjoy a greater sense of shared responsibility and ownership.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- students
- parents
- community members

# Standard 5 Indicator 10

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## Conclusions

Teachers often exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Scarborough High School certainly values leadership in its faculty and each member is encouraged to pursue leadership roles in their respective departments during the course of their work. Teachers exercise initiative and leadership by designing new courses to meet students' interests, such as film studies, mystery fiction, forensic science, and sports writing. Other teacher-initiated activities include the very popular Key Club as well as trips abroad with teachers in the world languages department. Additionally, many teachers have demonstrated leadership by connecting students to the community. For example, the school's National Honor Society chapter participates in the community service outreach, the alternative education program allows students to serve in area soup kitchens, and the social life skills program presents quarterly awards for community service and student achievement. The teens cooking kitchen, a program run through academic life skills, trains students in a National Restaurant Association course called ServSafe. The environmental club of Scarborough (ECOS), with great support from its faculty sponsor, received statewide recognition for its award-winning recycling and composting of cafeteria waste into organic fertilizer. Additionally, teacher collaboration for discussions around curriculum and instruction has, by necessity, become possible because teachers are willing to do this in part on their own time, even during prep times. Because teachers are able and willing to exercise initiative and leadership at Scarborough High School, they are able to improve the school and increase student engagement in learning.

## Sources of Evidence

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

# Standard 5 Indicator 11

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## Conclusions

The school board, superintendent, and principal are sometimes collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The Scarborough High School principal, as a member of the leadership council, meets regularly with the superintendent and other district principals to address goals and issues facing the district. To assure that goals are aligned, the leadership council and school board also regularly conduct joint meetings throughout the year. In addition, the school board is continually vetting ideas and soliciting feedback. They are eager to support the district and communicate that support through regular newsletters, Facebook postings, and attendance at events and meetings. They, in partnership with district leaders, advocate for adequate and appropriate school funding to provide for the facilities, staffing, equipment, and materials necessary for students to fully access the curriculum. In addition, the principal, superintendent, and school board strive to maintain clear lines of communication and productive working relationships. The principal reports that his relationship with the superintendent has always been open and honest about a number of issues. The superintendent provides the principal with feedback, advice, and assistance in solving problems as they occur and is always asking: "What can I do to support what you are doing?" The superintendent supports the principal in this work and collaborates on implementation to ensure a K-12 district vision. The principal regularly attends school board meetings and also invites board members to visit the school so that they can better understand how the high school functions and how they can support it. In some cases, when appropriate, school board members have been invited to participate on building-level committees. These efforts have maintained a connection between the board and the school.

However, there is a general perception among the professional staff that this relationship is not as collaborative as it could be. The Endicott survey shows that 52 percent of teachers feel that the school board, superintendent, and principal collaborate in the process of achieving learning expectations, and only 38.8 percent agree that the principal has sufficient decision-making authority to lead the school. Teachers report that these results are likely based on perceptions that initiatives are too often "top down," and do not sufficiently involve or consider the input of the faculty or building leaders. For example, teachers cite a recent initiative to change Scarborough High School's start times. The school board, in light of research about the benefits of a later start time on adolescent development and well-being, proposed altering the school's schedule two years ago and, after a yearlong delay, intends to implement new start times for the 2018-2019 school year. The professional staff expressed frustration that this decision was made without sufficient input and regardless of the concerns of the SHS community. Indeed, this issue has become contentious and has negatively affected the collaborative relationship among the principal, the superintendent, and the school board and has incurred negative feelings by high school staff. When the school board, superintendent, and SHS principal strengthen their working relationships in order to become more collaborative, reflective, and constructive, SHS students will be better positioned to practice and achieve the school's 21st century learning expectations.

## Sources of Evidence

- teachers
- students
- parents
- central office personnel
- school leadership
- Standard sub-committee

# Standard 5 Indicator 12

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## Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the day-to-day operations of the school; however, there is a perceived lack of decision-making authority when it comes to more consequential initiatives. The district's leadership council, comprised of central office and school building leaders, collaboratively plans and implements initiatives at the district level. As part of this council, the SHS principal and assistant principals work to develop and share a collective vision for the district and to work collaboratively with the superintendent and school board to determine how the work will be done and by whom. However, while the school board and superintendent provide the principal with sufficient decision-making authority to lead the daily operation of the school, the professional staff perceives that the principal's latitude in making more consequential decisions is somewhat limited by the superintendent. The Endicott survey supports this perception, showing that only 38.8 percent agrees that the principal has sufficient decision-making authority to lead the school. These perceptions are based largely on the sense that initiatives are too often "top down," and do not sufficiently involve or consider the input of the faculty or building leaders. This perception seems strongest regarding district-wide initiatives, such as the process of adopting the Maine Guiding Principles as the district's 21st century learning expectations, the proposed change to school start times, and the alignment of after-school meetings across the district. Indeed, a tension exists between the school's strong desire for independence and the superintendent's and school board's desire for certain initiatives to be uniform across the district. The principal not only shares his views about certain initiatives, but also represents the views of his faculty to the superintendent and school board, but the professional staff believes that these views are largely discounted, feeding a perception that they are not heard and that the principal has limited authority. However, there are examples of significant building-based initiatives that were led by the principal that were supported by both the superintendent and the school board. For example, the decision to change the school's daily schedule from a rotating seven-period model to an alternating 4x4 block schedule was led by the principal with significant input from the school's stakeholders. This schedule included many features that the principal thought important for the school, including the addition of advisory/AEAST, increased time for teacher collaboration, and longer teaching periods. When the professional staff begins to perceive that the principal has a greater degree of authority not only to lead the school, but also regarding district-wide decisions that directly impact the school, there will be greater acceptance of and support for important initiatives that ultimately affect students' ability to practice and achieve the school's 21st century learning expectations.

## Sources of Evidence

- teachers
- school board
- school leadership

# Standard 5 Commendations

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## Commendation

The safe, positive, and respectful culture that supports high levels of student learning

## Commendation

The purposefully designed, formal, and ongoing program, called advisory/AEAST, which fosters a supportive, inclusive, and positive school culture

## Commendation

The multiple, easily accessible opportunities for students to access instructional assistance, including, but not limited to, small class sizes, the study center, and the AEAST program

## Commendation

The number of opportunities afforded to teachers to collaborate with their colleagues

## Commendation

The faculty's efforts to genuinely know their students, which makes the school feel small

## Commendation

The mutual respect between the staff and the principal, which supports teacher initiative and empowerment and ultimately better decisions for students

## Commendation

The frequently used strategy of professional learning as a teacher-driven, job-embedded, collegial activity

## Commendation

The culture in which students take responsibility for their own learning

## Commendation

The frequent opportunities for teachers to exercise initiative and leadership essential to the improvement of the school

## **Commendation**

The research-based system of evaluation and supervision

# Standard 5 Recommendations

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## Recommendation

Develop a deeper understanding between the principal and superintendent, regarding district-driven and school-driven decisions that enable an optimal and collegial working relationship

## Recommendation

Ensure clear communication to staff regarding district and school initiatives

## Recommendation

Provide WRVC and PATHS students with more equitable access to the school's advisory/AEST program

## Recommendation

Develop and document guidelines for use of advisory/AEAST time to ensure optimal use of this time to support learning and inclusivity

## Recommendation

Afford students and parents greater opportunities to be involved in the school's decision-making processes

## Recommendation

Provide greater opportunities for students to experience heterogeneously grouped core classes

# Standard 6 Indicator 1

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## Conclusions

Scarborough High School has timely, coordinated, and directive intervention strategies for all students, including those identified as at risk, that support each student's achievement of the school's 21st century learning expectations.

More than 60 percent of parents report that the school has timely and coordinated strategies to meet the needs of all students. Additionally, 80 percent of staff believes that the school has timely, coordinated, and directive intervention strategies for all students, including special education, 504, and at-risk students, that support each student's achievement of the school's learning expectations. Every student is assigned a counselor for academic and personal guidance and support. School social workers are available for consultation with students and parents to assist with personal, family, and other issues which may be negatively impacting students' success. School social workers are also able to help families access appropriate community resources. The student handbook includes a listing of agencies that can support students struggling with a variety of challenges, from eating disorders to substance abuse. Students also have access to a student assistance counselor if they are struggling with issues of chemical and tobacco product use.

Further, the school has established an ongoing formal program through which each student meets almost every day in a small group consisting of one staff person and other students from their grade level. This advisory/academic enrichment and study time (AEAST) program provides all students with the opportunity to connect with a staff member about academics and issues of social and emotional well-being. In addition, AEAST provides students with opportunities to request extra assistance and allows teachers to spend time with students in their classes who may need additional support. Unfortunately, due to the schedule, students who attend morning vocational programs do not have the same access to advisory/AEAST as their peers do. Instead, the vocational program coordinator serves as the advisory/AEAST advisor for vocational students. Guidance counselors and social workers review a list of failing and/or frequently absent students twice per month. They use this list to make direct connections with the students and parents in order to identify and address challenges.

The study center, which is staffed throughout the day by full-time certified teachers, offers academic assistance and study skills assistance in a quiet and focused space. In addition, teachers can meet with students in the study center during their prep periods. There are two school nurses who prioritize and address all medical needs and issues. According to students, there is a great deal of support and resources available to help them should they need it.

The student assistance team (SAT), consisting of school counselors and administrators, meets regularly to identify and monitor the progress of students at risk. The SAT ensures RTI interventions are being implemented for students needing additional supports. Teachers may formally refer struggling students to the SAT. Prior to referral to the SAT, teachers use a protocol that includes a process of documenting the extra help they already give to struggling students, discussing the issues with guidance, and meeting with parents. Based on need, students are connected with additional supports, which include counseling, extra help with faculty and support staff, or tutoring. The SAT monitors the progress of students receiving supports and may refer students for other interventions if they require additional supports to meet academic expectations. These interventions include increased academic and/or social-emotional supports and may also include an evaluation referral by the school psychologist to determine eligibility for special education services or accommodations through a 504 accommodation plan. If a student is not determined eligible for either IEP or 504 services, then a more focused support plan is created with input from the evaluation results. An alternative education program serves twenty-two students needing additional support. The process to review eligibility to participate in the alternative education program can be initiated through a teacher referral, a self-referral, or a parent referral. The process for entrance into the program includes a week-long placement in the program to see if it could potentially meet the student's needs. After the trial placement, a meeting between the student and his or her parent and the alternative education team is held. This team can also include the student's Individual Education Plan team members if the student is identified as having a disability. During the meeting, participants discuss qualifying

criteria for entering and exiting the program and identify expectations for the student. The process for exiting the program includes additional team meetings and a collaboratively-developed plan to successfully reintegrate the student into regular education classes.

Because Scarborough High School has timely, coordinated, and directive intervention strategies for all students, SHS students are better positioned to receive the support they need to achieve the school's 21st century learning expectations.

## **Sources of Evidence**

- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- central office personnel
- school support staff
- Endicott survey

# Standard 6 Indicator 2

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## Conclusions

Scarborough High School provides a great deal of information to families, especially to those most in need, about available student support services. The school communicates to all parents through the school's website, PowerSchool announcements, and quarterly newsletters. In the spring, guidance counselors host an eighth grade parent night to provide additional information and support to ensure a smooth transition to the high school. Additionally, only the freshman class attends the first day of school, where they have the benefit of a full orientation and navigating their schedule with greater support and fewer challenges. SHS hosts an open house at the beginning of each school year so that all students and parents have the opportunity to walk through their class schedules, locate lockers, and access school resources. Parents can regularly access resources and programs through the school counseling web page. The senior placement office uses its web page to provide parents with a great deal of information about the career and college exploration processes. Parents also have access to resources and related contact information through a web page managed by the school's social workers. Administrators and counselors reach out to parents via emails and phone calls, when students are struggling. Parent-teacher conferences, which include two days in the fall and two days in the spring, are scheduled through an online program and coordinated through the guidance department. Guidance personnel serve as 504 case managers and schedule regular meetings with parents to discuss 504 Plans. Special education staff contact parents regularly through annual meetings, progress reports, phone calls, and emails to increase understanding and support. Parents have access to information about special education services and programs through the school website and the special education parent handbook. However, there is limited evidence to show that SHS necessarily examines survey information and other data to ensure that communication services are meeting the needs of all students and families. Because of the many and varied communication strategies to inform families, particularly to those most in need, Scarborough High School's student support services enhance and improve student learning and well-being.

## Sources of Evidence

- self-study
- teachers
- central office personnel
- Endicott survey
- school website

# Standard 6 Indicator 3

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## Conclusions

Scarborough High School support services staff frequently use technology to deliver an effective range of coordinated services for each student. Use of the school's student information system, PowerSchool, as a portal to communicate grade information to students and parents is consistent and widespread. School nurses also use PowerSchool to communicate medical issues of students and health-related notices to staff. Nurses use the software program, Health Office Anywhere, to document and track the health maintenance of all students. Guidance counselors use a variety of web-based programs to assist students in future planning, investigate careers, post-secondary options, and to navigate the school application process. The Learning Styles Inventory (LASSI); ALEKS, a credit recovery program; and PowerSchool are used by the study center to support students. PowerSchool gives student services personnel and student assistance team current information about students' grades and attendance. A PowerSchool report is generated every two weeks to assist in coordinating services for all students. The senior placement office uses a variety of online resources, including College Board, Naviance, Google Calendar, and the school's website, to assist students and their parents in post-secondary planning. The school's website provides links to health services, student services, the program of studies, PowerSchool, and related district calendars. The special education staff uses an online program, Adori, to develop Individual Education Plans (IEPs) and to monitor/track student progress, and reports from this program are used to help inform parents of progress. Because support services staff use a variety of technology to deliver an effective array of coordinated services, students and their parents enjoy enhanced access to available supports and services.

## Sources of Evidence

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

# Standard 6 Indicator 4

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## Conclusions

Scarborough High School counseling services have an adequate number of certified/licensed personnel and support staff to support student needs; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings as needed; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; and use some assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. However, the SHS guidance department does not yet deliver a written, developmental program to support students.

There are currently four full-time guidance counselors, two full-time social workers, two part-time social workers, and one full-time administrative assistant. The guidance department also includes a full-time senior placement counselor and one full-time administrative assistant, who specifically focus on the post-secondary needs of students. There is an adequate number of certified/licensed personnel to meet the student needs: Three counselors currently service approximately 270 students each, while the director of student services advises approximately 170 students. Guidance counselors typically meet individually with students one-to-three times per year, and much more with students who are in need of additional support. In addition, counselors meet four times per year with freshmen in small groups.

Guidance counselors receive a list of failing and frequently absent students every two weeks, and follow-up meetings and interventions are implemented as needed. Guidance counselors meet with parents during formal scheduled time at each of the school's parent-teacher conferences. Each guidance counselor engages in individual, non-therapeutic counseling and collaborates with teachers and parents to address student needs. Referrals to therapists in private practice, community mental health agencies, sexual assault/dating violence services and substance abuse services are made when necessary. The senior placement counselor currently services the junior and senior class, which equal approximately 475 students. The vast majority of her time is spent on post-secondary planning, including college search and college application completion using Naviance for online submissions. The senior placement counselor meets individually with students, administers questionnaires, gathers information for post-secondary planning development, and arranges college and military visits for students, which total over 150 visits per year. She meets with parents about standardizing testing, college financial needs, and merit-based aid. She also provides support to teachers in writing recommendation letters, along with writing hundreds of recommendation letters herself. She coordinates eight evening meetings for parents, including an informational meeting for parents of juniors, a senior parent meeting, financial aid night, college admissions panel, gap year fair, Canadian college fair, selective College case studies event, college planning for students with special learning needs, and athletic recruitment in college admissions. Social workers are available to meet with all students and maintain an open door policy. The Endicott survey reveals that 70 percent of students and 80 percent of parents know whom to ask for help when needed.

Social workers support alternate education and special education classes by helping to teach social skills classes. They also conduct weekly yoga classes and mindfulness exercises for alternate education students. Referrals for social worker services can be made by anyone and are followed up for interventions as needed. The caseload for all four social workers is currently 93 students identified with special education services and 18 students identified with 504 Plans. The guidance counselors and social workers conduct student surveys to identify needs and areas of concern. As a result of a recent survey, counselors identified student stress as the top area of concern in the school and developed special presentations and discussions for the freshman class. While the counseling staff provides an array of supports to students, they do not yet use a written developmental program. In addition, while many services are in place, not all students are aware or have time to access student support services, and, according to the Endicott survey, only 38 percent of students agree that student needs are being met. Furthermore, only 17 percent of students report meeting regularly with their counselor and 56 percent feel comfortable going to their counselor.

When Scarborough High School counselors develop and implement a written developmental program, all

students will have more consistent and equitable access to the variety of supports available.

## **Sources of Evidence**

- self-study
- teachers
- department leaders
- school support staff
- Endicott survey
- school website
- Standard sub-committee

# Standard 6 Indicator 5

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## Conclusions

The school has an adequate number of certified/licensed personnel who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, and use ongoing relevant assessment data, including feedback from the school community, to improve services.

Two full-time nurses provide health services at the school. The nurse's office completes preventative care for vision screenings, illness and injuries, flu clinics and patient education and provides staff education about student medical conditions/concerns, EpiPen training, CPR and first aid training. Ongoing training is facilitated, and teachable moments are seized, for issues such as smoking cessation, STD prevention, pregnancy prevention, and nutrition. Nurses provide direct intervention services for medically fragile students and students who have chronic health care issues, such as diabetes, asthma, cancer, anaphylaxis, seizures, cardiac, mental health, and short term illness/injuries, such as mononucleosis, concussion, surgery, and broken bones. Nurses develop and manage individual health plans and case-manage 504 accommodation plans with health-related diagnoses. In addition, the school employs one full-time district athletic trainer and one full-time contracted athletic trainer to provide additional support to student athletes. The Endicott survey indicates that 72 percent of staff and 80 percent of parents agree that there are an adequate number of certified/licensed personnel. Eighty percent of students reported feeling comfortable going to the school nurse.

Nurses collaborate with social workers monthly to develop, implement, and review strategies for students in need of additional supports. When needed, nurses attend student assistance team (SAT) meetings to address health-related issues. Nurses work with the district-wide staff and the school board to develop and implement district health protocols and policy review. An example of a new policy enacted last year was the implementation of a transgender policy for which, in the fall, staff participated in student-led training on transgender awareness issues. The health suite is adequate for privacy and confidential meetings; however, insufficient bathroom facilities impact students' well-being, particularly transgender students. Health Office Anywhere, an electronic system to chart visits, document screenings and track medication administration, was implemented at the start of 2016 and has successfully facilitated consistent monitoring of health data for the school population.

Health services offer an appropriate referral process through parent, teacher, and self-referral. Once a need is identified, nurses develop and implement a plan to address the referral. Nurses use informal data to address health needs. Nurses work directly with the athletic trainers for injury prevention and injury care. Plans are developed cooperatively and implemented through the nurse's office. Nurses use PowerSchool to update staff of the medical plans and/or accommodations that a student may require due to the injury. Nurses make direct contact with parents, administration, outside providers, and staff to ensure the medical needs of each student are being met. Nurses conduct ongoing student health assessments to improve services, but do not yet solicit and analyze feedback from the community for this purpose. Nurses work with other district-wide personnel to update administration and school board of any changes in policies or health alerts that may occur.

Because Scarborough High School provides adequate and appropriate health services to support the varied needs of its students, students are better able to make healthy choices and maintain a healthy lifestyle, and once feedback from the school community is used to improve services, it will ensure that each student achieves the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- teachers

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

# Standard 6 Indicator 6

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## Conclusions

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

One full-time library/media specialist and two full-time educational technicians staff the school's library/media center, which is referred to as the school's learning commons. In addition to print resources in both fiction and non-fiction, the learning commons provides students with access to Chromebooks, digital cameras, various databases, and online encyclopedias. The learning commons also includes a makerspace area, where students are afforded the opportunity to work on creative activities and access assistance as needed. According to the Endicott survey, 53.3 percent of students noted that the learning commons has the resources they required and 72 percent agrees that there is a wide range of materials, technology, and information services. Seventy-eight percent of parents agree that the learning commons provides a wide range of materials, technologies, and other information services to support their children's learning needs. The learning commons staff ensure that the facility is available and staffed for students and teachers before, during, and after school. The learning commons is open before school begins on Monday through Friday at 7:35 a.m. and remains open a full hour after dismissal to provide students more opportunity to use library/media technology and research tools and engage in group work and independent study. Students are able to use the learning commons freely during the day with a pass from their individual classroom teachers. However, while 77.8 percent of students agree that the learning commons is open before, during, and after school hours, only 16.3 percent of students agree that they actually use the learning commons often during classes. Similarly, only 39.8 percent of staff agree that students use the learning commons on a regular basis for assignments/research for classes.

While the learning commons is adequately staffed, equipped, and funded, the learning commons staff is not yet actively engaged in the development and implementation of the school's curriculum. Indeed, only 55.1 percent of staff report that the library/media specialist is engaged in curriculum work, including development and implementation. To a degree, the learning commons staff conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The library/media professional learning team, which includes K-12 district library/media center staff members and the SHS library/media specialist and educational technicians, used data and feedback from the school community to implement changes that fostered a more collaborative learning environment for students. These changes included creation of a student code of conduct, implementation of an electronic sign in/sign out system, physical environment changes, and increased enrichment opportunities within the makerspace area. Library/media services are also beginning to implement an ongoing method of gathering feedback through surveys in order to improve services and ensure each student achieves the school's 21st century learning expectations. Seventy-seven percent of students surveyed indicate that the learning commons staff are responsive to their interests and needs in order to support independent learning.

Because the learning commons have an adequate number of certified/licensed personnel and support staff who are occasionally engaged in the implementation of the school's curriculum, provide access to a range of materials materials, technologies, and other information services to students and teachers, are beginning to actively engage and respond to students' interests and needs, and maintain an accessible and helpful environment, Scarborough High School students have additional support in attaining the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- school support staff
- Endicott survey
- school website

# Standard 6 Indicator 7

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## Conclusions

Scarborough 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 and ensure each student achieves the school's 21st century learning expectations.

The special education department has an abundant number of certified/licensed personnel with five full-time resource room teachers, one full-time academic life skills teacher, two full-time social life skills teachers, one full-time functional life skills teacher, one full-time consulting teacher, one full-time ESL teacher, along with district specialists, including one full-time speech language pathologist, one part-time speech language pathologist, two full-time behavior consultants, one part-time occupational therapist, one part-time physical therapist, one district-wide teacher of the deaf, two full-time teachers in the study center, one gifted and talented coordinator, two full-time and two part-time school psychological examiners, one administrative assistant for testing, one special education director, one assistant special education director, and one special education administration assistant. There are 23 full-time educational technicians who directly work with students identified with disabilities. Teacher case loads range from 7 to 26 students with Individual Education Plans (IEPs). There are 15 case managers for students with 504 Plans. Each of these support services staff members are responsible for carrying out specific duties to meet the individual needs of each student identified. Currently, all meetings to discuss struggling students, either for programming or interventions, are held after school. Teachers expressed concern that some students are not able to attend their meetings due to the time these meetings are scheduled.

Teachers report that communication and collaboration occur on a frequent, regular basis to ensure that the identified students are receiving the assistance needed to help them achieve the school's learning expectations and to meet their IEP goals. Communication and collaboration takes place through monthly district-wide department meetings and other in-person meetings, emails, and phone calls. Student accommodations are shared and discussed with staff members during the first few days of school or from transferred date. Once per month, the five resource teachers meet with regular education departments to participate in discussions and planning sessions to enrich the educational experiences for all students and to ensure that students receiving special education services are experiencing the same curriculum as students without disabilities. The consulting teacher attends bi-weekly Response to Intervention (RTI) meetings for at-risk students. The functional life skills teacher collaborates with staff and other students through a mentoring and buddy system through which students can volunteer to act as role models within the classroom or extracurricular activities. Sixty-eight percent of staff agree that the support services personnel collaborate with teachers, counselors, and other support staff.

The school offers five different academic levels for core academic classes to ensure each student can participate within the general classroom to the greatest extent possible: Level 5 is Advanced Placement, Level 4 is honors, Level 3 is college preparation, Level 2 is regular education/non-college preparation, and Level 1 is resource room. Resource rooms provide special education services to those students who attend class less than 21 percent of the school day in a special education setting. Resource room curriculum often parallels the regular education curriculum to enable students to easily transition back into a less restrictive environment. Educational technicians assist students within the resource room or in regular education classes as needed. Students in the academic life skills program participate in a regular education allied arts classes and technology class with support from educational technicians. Some of these students attend a regional vocational program at a nearby high school with the support of educational technicians. They also have opportunities to participate inclusively within the community to learn vocational and life skills. The social life skills program offers support and instruction to those students who have social and/or emotional needs. Many students in this program are working at grade level academically and are mainstreamed for at least part of the school day. The functional life skills program is a self-contained program designed to meet the needs of the students with significant developmental disabilities. Students in this program participate in weekly supported work experiences in the community. They attend

activities as appropriate for their individual needs within the regular education setting. The study center is staffed by regular education teachers on a rotating basis as well as two full-time study center teachers. It provides individual and small group tutoring and teacher support to any student in need of assistance, including regular education students, as well as those who have IEP and 504 Plans. The ESL program uses a variety of methods to serve English language learners (ELL). These include push-in, pull-out, and sheltered English models. Students participate in regular education classes and activities to the greatest extent possible across the school.

Special education and related staff provide a variety of assessments to obtain updated information regarding each student's strengths and needs. The STAR Reading and Math assessment is administered three times per year, in September, February, and May for all 9th and 10th grade students. Students enrolled in special services programs receive all required testing based on state and federal guidelines. Students are placed into their academic classes based on teacher, Individual Education Plan (IEP), and 504 team recommendations, student performance data, student choice, and guidance counselor follow-up and support. IEP goals are scored based on teacher data collection, observation, and performance measures. IEP goals, 504 services, and related accommodations and modifications are updated annually and are based on a variety of formal and informal measures. Special education teachers use various summative and formative assessments, including Qualitative Reading Inventory-5, AimsWeb Reading, and AimsWeb Math to monitor student progress. Teachers use gathered data and feedback to make individual programming changes to improve the learning of identified students.

Because there are multiple support services available at Scarborough High School, identified students have access to the curriculum across the school and are able to practice and achieve the school's 21st century learning expectations in the least restrictive environment.

## **Sources of Evidence**

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

# Standard 6 Commendations

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## Commendation

The extensive opportunities for students to receive academic, social, emotional, and behavioral support from a variety of school personnel

## Commendation

The advisory/academic enrichment and study time (AEAST) program, which is designed to connect students with a caring adult who can support students' social and emotional well-being

## Commendation

The implementation of Health Office Anywhere, which allows the nurses to monitor and track students

## Commendation

The variety of programming to support all students

## Commendation

The availability of the school's study center to support students

## Commendation

The school's alternative education program, which offers personalized support to students

## Commendation

The use of technology by support services staff to deliver an effective range of coordinated services for each student

## Commendation

The opportunities for parents to access their children's academic progress through an online portal

## Commendation

The spacious and well-equipped learning commons, where students can access technology, print materials, and

online resources before, during, and after school

# Standard 6 Recommendations

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## Recommendation

Ensure that students play a more active role in the development and implementation of their IEP and 504 Plans

## Recommendation

Develop and implement a written developmental guidance program

## Recommendation

Provide sufficient and equitable access to necessary bathroom facilities in the school's health suite

## Recommendation

Engage the library/media specialist more directly in the ongoing development and implementation of the curriculum

## Recommendation

Ensure equitable access to the advisory/academic enrichment and study time (AEAST) program for all students, including students participating in vocational programs

# Standard 7 Indicator 1

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## Conclusions

While the community and district's governing body provides adequate and dependable funding for sufficient professional and support staff, ongoing professional development and curriculum revision, and a full range of technology support and equipment, the funding for a wide range of programs and services including extracurricular activities and curriculum review and revision is more limited.

Of note is the increase of funding for professional development over the past three years from \$13,991 in 2015 to the current balance of \$30,000 in 2017. The recently implemented 1:1 laptop initiative is evidence of the commitment that the community and the district's governing body have made in this area. Over the course of four years, the district provided a device to every student in grades K-12, including approximately 1,000 laptops and Chromebooks for SHS students, 100 laptops for SHS faculty, and 150 additional Chromebooks available for high school students to borrow as needed. In addition, a wide range of other technology equipment is available in several locations throughout the building. Several new networked printers and access points have been installed throughout the entire school complex. The position of director of information and technology services is shared between the school department and the town of Scarborough. There are technology integrators in each building as well as technology support staff. Close communications among and between these personnel allows for ongoing coordination and collaboration on issues as they arise. At SHS, staff is beginning to shift to using online textbooks and e-books in some courses.

Athletic programs are partially funded through the school budget, with a combination of funding from athletic boosters and pay-to-play fees covering the remaining costs. According to the Endicott survey, 69.4 percent of the staff feel that there is not dependable funding for services, and programming is insufficient. Scarborough High School's Program of Studies offers a comprehensive college/career ready curriculum, including 18 Advanced Placement courses, but the delivery of these options is still recovering from significant staff layoffs in FY 2011 and FY 2012. As a result of those cuts, course offerings were either eliminated or section numbers were cut back. Seventy-two percent of students agree the school has a wide range of programs and services. In contrast, only 15 percent of staff and 29 percent of parents agree funding is adequate.

Since the results of the Endicott survey were made public, steps have been taken to increase programming such as the one semester internship program for juniors and seniors beginning in January 2018. The advisory/AEAST program has been added to address the social and academic needs of students. According to staff, instructional materials and supplies were insufficient at the time of the report, however steps have been taken to address this issue. In 2015, the instructional supplies budget was \$54,865; the 2017 budget has grown to \$70,000. The general supplies budget has seen a modest increase from \$15,715 in 2015 to the current 2017 budget of \$20,000.

Because the community and the district's governing body provides dependable funding for professional and support staff, ongoing professional development and curriculum revision, a full range of technology support, sufficient equipment and sufficient instructional materials and supplies, all of these contribute to the education of the students; however, funding for a wide range of school programs and services will meet the needs of all students only through a continued commitment by the community and the district's governing body.

## Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers

- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 2

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## Conclusions

The school systematically develops, plans, and funds programs to ensure that the school is cleaned on a daily basis; that the building and school plant are appropriately maintained and repaired as needed; and that equipment is properly maintained, cataloged, and replaced.

The original school building was completed in 1954 and last underwent an extensive renovation and expansion in 2004. SHS employs 8.5 FTE custodians whose responsibilities are to clean and maintain the facility and to provide support when needed for special events hosted by the school. The custodial staff takes great pride in the condition of the building, which has been kept in excellent condition since the renovation and expansion project thirteen years ago. Custodial staff members clean the cafeteria after each of the school's three lunch shifts, ensuring that nearly 1,000 students and their teachers enjoy a spacious, well-lit, and clean area in which to eat on a daily basis. Scarborough High School is used by the community for a variety of purposes, serving as the town's polling place, the location of town meetings, and a place for other civic organizations to hold events. The school's custodians and maintenance personnel prepare the building for these events and clean up quickly afterwards, so that students and teachers are minimally impacted, if at all, the next day. Students report that their school is always clean and well maintained, including their classrooms, bathrooms, and locker rooms, and that they are proud of their learning environment. According to the Endicott survey, over 70 percent of the school's students, staff, and parents agree or strongly agree that the physical plant is a clean, safe environment and is in good working condition. SHS utilizes an online management program called "School Dude," which allows school employees to create an electronic work order, when maintenance or repair is needed. SHS receives approximately 60 work orders each month, while school is in session. School Dude work orders are automatically sent to the maintenance supervisor, the facilities director, and an administrative assistant, ensuring that the issues are documented, appropriately assigned to a member of the custodial or maintenance staff, and quickly resolved. After a maintenance or repair request is addressed, School Dude sends a confirmation notice to the person who created the work order, thereby maintaining clear communication and accountability. The documentation maintained through School Dude is tracked and used to inform budgeting and planning for facility needs. There are several plans in place, including the long-range facilities plan, to ensure that SHS is prepared to address upcoming maintenance and repair needs. The school department also employs a district-wide facilities director and a maintenance staff to address the needs of each school. Maintenance of school grounds, such as landscaping and snow plowing, are privately contracted services, allowing the school's custodial staff to focus exclusively on the interior of the building. The maintenance staff is encouraged to attend training sessions outside of the school department to maintain the department's equipment. The food services director, in accordance with the five-year maintenance plan, has replaced or repaired several of the pieces of kitchen equipment that were outdated or not working, helping to ensure that the students have a quality food service program for its students and community.

Because school personnel develop, plan, and fund programs to ensure the reliable maintenance and repair of the building and school plant, and they properly maintain, catalogue, and replace equipment, SHS students enjoy a clean, attractive, and well-maintained learning environment.

## Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- students
- school board

- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 3

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## Conclusions

To a great extent, the Scarborough community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. The district's long term goals and 24 month improvement targets, which are available on the school district's webpage, help inform the construction of the school's budget and guide decisions about staffing needs, instructional materials and supplies, and maintenance of the physical plant. The budget also reflects capital needs defined by the district's long-range facilities plan, which ensures a formal and systematic review of each of the district's buildings on a regular basis. However, the district currently maintains a capital improvement plan of \$850,000, which is significantly lower than the industry standard, which recommends an allowance of two percent of the value of all facilities. The Scarborough High School campus and facility, which was renovated and expanded in 2004, is spacious and very well equipped and maintained. The school is large enough to meet the needs of the student body's current and projected enrollment. In addition, to prepare for a change to a block schedule, five additional teaching positions were added to the SHS faculty during the 2015-2016 school year. The school's library/media specialist, who previously traveled between the high school and the middle school, now supports the school's learning commons full time this year. While three additional full-time teachers were requested as part of the fiscal year 2018 budget, they were not funded due to budget constraints. The school enjoys ample technology, including a 1:1 laptop program, school-wide wireless Internet access, Chromebooks for students to borrow, interactive whiteboards, and a networked printing system that is available to teachers and students. The technology assistance team analyzes the technology needs of the building and develops an ongoing plan to address those needs. According to the Endicott survey, over 90 percent of students agree that technology is sufficient and available for their use. Because the community funds and the school implements long-range plans for programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, the students enjoy the resources they need to practice and achieve the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teachers
- central office personnel
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 4

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## Conclusions

While the building administrators are actively involved in the development and implementation of the budget, faculty members perceive that they are involved to a much lesser degree. The self-study indicates the existence of a general process in which the principal is actively involved: faculty members submit requests to their department supervisors relatively early in the school year; these requests are prioritized in order of necessity within each department; this list is submitted to the principal, who reviews each request and prepares a budget representing the needs of the entire school; the principal submits this budget to the superintendent of schools, who prepares a district budget based on funding, the district's long-term goals and 24-month improvement targets, and input from the school board, town council, and the community. Once approved, a final school budget is voted on by the Scarborough community. While administrators feel that this process is collaborative and inclusive of the needs of classroom teachers and other stakeholders, the Endicott survey shows that only 31 percent of the faculty believe that they have input in the school's budgetary process. The self-study reports that most staff members lack a clear understanding of the decision-making process and feel that their voices are not heard. Specific areas of concern cited by staff include a general lack of transparency in the budgeting process, especially regarding the rationale behind adding certain new positions, and a lack of communication as to how the budget supports the school's goals. The professional staff also cites that their strong desire for more professional development, including conferences and workshops, is not adequately represented in the budget. This concern seems to have been recently addressed, in part, by the increase in professional development funds from \$13,991 in fiscal year 2015 to \$30,000 in fiscal year 2017. While the principal is directly engaged in the development and implementation of the budget, a greater degree of active involvement on the part of the faculty will more efficiently address instructional needs and positively impact the delivery of high quality school programs and services to students.

## Sources of Evidence

- self-study
- teacher interview
- teachers
- school board
- school leadership
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 5

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## Conclusions

The Scarborough High School site and plant strongly supports the delivery of high quality school programs and services. SHS is situated on a multi-school, 54 acre campus. The 300,097 square foot high school occupies approximately 40 percent of this campus. The school consists of the physical plant, numerous athletic fields, and several parking lots. In all, there are 693 parking spaces, including handicap spaces. Closed circuit cameras provide security in these areas. There are two other schools on the campus, the Wentworth Intermediary School (grades 3-5), built in 2014, and the Scarborough Middle School (grades 6-8), built in 1996. The district also maintains three elementary schools (K-2), which are not located on the same campus: Pleasant Hill, built in 1957; Eight Corners, built in 1959; and Blue Point, built in 1965. All three elementary schools were renovated in 1993.

Scarborough High School, built in 1954, was renovated in 2004 at a cost of 28 million dollars and was entirely funded by the town of Scarborough. This renovation and addition resulted in attractive and spacious teaching spaces, workrooms, offices, athletic spaces, and other facilities, which expanded the school's capacity to not only meet its enrollment needs, but to also provide for the delivery of high quality academics and extracurricular activities. The school's main entrance and foyer are welcoming, very attractive, and spacious with many windows to allow for a great deal of natural light. The school includes separate band and chorus spaces with practice and recording rooms. The library/media center, known as the learning commons, is well-equipped to support the school's 21st century curriculum and offers opportunities for student collaboration, research initiatives, and ample access to technology. There are spaces for quiet study, class projects, and study sessions. Additionally, the learning commons includes one 24-station computer lab, which is available to students and staff. The school's 740-seat auditorium includes high quality lighting and sound systems. The attractive and well-lit cafeteria includes sufficient seating for students and sufficient food preparation space and equipment. Facilities for physical education include two gymnasiums, a fitness center, and well-maintained locker rooms.

Scarborough High School offers a wide variety of co-curricular programs, including many sports, clubs, and other activities. Student-athletes enjoy sufficient and well-maintained spaces to practice and compete in an array of sports. The school's health suite is well-equipped, but lacks adequate bathroom space and space for confidential meetings. With the exception of an environmental science lab which needs renovation, science teachers report that their facilities are up-to-date and adequate. Chemical storage is properly organized and maintained. Due to recent staff increases, some teachers in the English, math, social studies, and world languages departments share classrooms. There are two teacher workrooms within the school for teachers to work collaboratively outside of their classroom. Because the school site and plant support the delivery of high quality school programs and services, SHS students benefit from ample opportunities to practice and achieve the school's 21st century learning expectations.

## Sources of Evidence

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

# Standard 7 Indicator 6

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## Conclusions

The school maintains necessary documentation to support that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Specifically, the school has confirmed compliance with a number of regulations, including boiler inspections, fire department certification, safety equipment inspections, evacuation drills, and food service inspections. The facility director maintains all applicable compliance records and oversees the scheduling of all required inspections from local, state, and federal agencies. The facilities director also regularly checks the school's ventilation, temperature control, and air quality, making adjustments as needed. Records for maintenance and repair of all mechanical systems are kept on file in the administrative office. Safety Data Sheets are located in the administrative offices, the 11 custodial closets, and online for all chemicals and cleaning supplies. Chemical inventory and disposal is coordinated through the maintenance department and reported to the state. In addition, each school has a chemical hygiene officer. Because Scarborough High School is in full compliance with local fire, health, and safety regulations, as well as with all applicable federal and state laws, students and staff are able to enjoy a safe and well-maintained building that allows them to focus on the the school's 21st century learning expectations.

## Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- central office personnel
- school leadership
- school support staff
- Endicott survey
- Standard sub-committee

# Standard 7 Indicator 7

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## Conclusions

Scarborough High School's professional staff actively engage parents and families as partners in the education of students, including those families who have been less connected with the school. The Endicott survey indicates that nearly 60 percent of parents feel that SHS strongly engages them in this way. Outreach efforts at SHS are widespread. The SHS website offers convenient access to such information as the district calendar, specific school schedules, the program of studies, activities, and current events. Notifications of school events and other information are routinely shared with parents through newsletters, postal mailings and emails. An orientation in which incoming grade 9 students are afforded the opportunity to preview and ask questions about their high school experience is offered every August. Scarborough High School also hosts a Parent Information Night for parents of 8th grade students in March in order for families to plan for the transition to high school. Parent-teacher conferences are held twice each year, and student grades are recorded in and communicated to students and parents via PowerSchool. The professional staff reaches out to parents regularly via email and telephone calls, and many teachers maintain a classroom website and/or Google Classroom to communicate with parents and students. Parents also have access to individual teachers' emails through the school's website. The school's study center, which affords students the opportunity to receive extra support by licensed teachers, maintains ongoing communication with parents as needed to effectively monitor student progress. The student assistance team meets twice monthly to evaluate students referred by teachers, counselors, and administrators. The team works cohesively with the students to monitor their progress. Parents are contacted by email or phone and are invited to school to participate in developing plans for students' individual success. Parents are included in 504 meetings, Individualized Education Plan (IEP) meetings and Individual Health Plan meetings for discussion of their children's progress and needs. Parents indicate that their input is welcome and appreciated by the school administration. Because the school makes an effort to actively engage parents and families as partners, the Scarborough school community is better able to support its students as they practice and achieve the school's 21st century learning expectations.

## Sources of Evidence

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

# Standard 7 Indicator 8

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## Conclusions

To a significant degree, Scarborough High School consciously develops productive parent, community, business, and higher education partnerships that support student learning. According to the Endicott survey, 64.5 percent of parents and 62.2 of staff believe the school maintains strong partnerships with parents, community organizations, local businesses, and higher education to support student learning. Indeed, the Scarborough community offers a supporting role in the education of many students, including partnerships with community businesses that allow for a variety of real-world learning experiences. Most notably, the School Business Partnership, whose purpose is to develop and maintain relationships and other resources that benefit local businesses and to provide for student learning opportunities, engages in ongoing efforts to increase student internships and supports new initiatives. Recent initiatives include a career exploration day for freshmen, sophomores, and seniors; a financial literacy day in the fall and spring for seniors; and an analysis of the current STEM program. The School Business Partnership includes approximately twenty-three members from local and state businesses, higher education, nonprofits, and school representatives, including the high school principal. Students in the academic life skills programs learn about the workplace by visiting several local businesses, including Mr. Bagel, Egg and I, Clambake, Smiling Hill Farm, Dairy Corner, and Scarborough Terrace, to name a few. Beginning in January 2018, SHS juniors and seniors will participate in a formal, credit-bearing internship program that combines on-site work experience with a classroom-based seminar component. The school's gifted and talented education program (GATES) provides workshops facilitated by the local business community to address career exploration, resume building, and interview skills. In addition, GATES students visit area businesses through school-sponsored field trips, and participate in job shadowing and internships at local businesses including Ameriprise, Maine Medical Center Research Institute (MMCRI), and Studio Portland. The Scarborough police department provides the school with a full-time school resource officer (SRO). This allows students to interact with a police officer in a positive and personal manner. The SRO also serves as a resource to the school community, while providing an important safety element. In addition, the Scarborough police department has an Explorer's Program that educates youth about law enforcement.

The guidance department involves students and their parents in a post-high school planning process, including financial aid and college application processes. Open House, 8th grade visits, and 9th grade orientation provide parents with an overview of courses and an introduction to the high school environment. An internship program is planned for the spring of 2018. This semester-long opportunity will allow students to visit an internship site for up to nine hours each week, where they will engage in projects under the supervision of a site-based mentor. The school's internship program coordinator will oversee the program and identify internship opportunities based on students' areas of interest. Scarborough partners extensively with a number of community groups (e.g., Kiwanis International, Rotary, Day One, Opportunity Alliance, Center for Grieving Children, and Family Crisis Services) that support and supplement regular school programs. Key Club, consisting of over 100 student members, organizes and participates in several activities throughout the school year. Interact Club, sponsored by the Rotary Club, gives students an opportunity to participate in service projects. Natural Helpers, a group of eighteen students, partners with Day One and functions as a primary peer support system throughout the school. The Community Health Awareness Team (CHAT) uses the Maine Integrated Health Youth Survey data and collaborates with Opportunity Alliance to educate students, parents, and staff about the serious health issues facing our youth. A variety of higher education partnerships, ranging from earning college or high school course credit to participating in higher education sponsored programs, are offered both formally and informally. Students have the opportunity to participate in the Early Study-Aspirations Program at the University of Southern Maine, the Early College for Maine Program at Southern Maine and York County Community Colleges and the Early College Access Program at Husson University. These programs allow SHS juniors and seniors to enroll in up to two college courses each semester and earn credit. Because of its many productive and positive partnerships, the school is able to deliver a wide range of enriching opportunities that support student learning.

## Sources of Evidence

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

# Standard 7 Commendations

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## Commendation

The exceptionally clean, safe, and attractive physical plant that strongly supports the full delivery of a 21st century curriculum

## Commendation

The wide array of partnerships with community organizations that benefit students success

## Commendation

The wide array of athletics and extracurricular opportunities for students

## Commendation

The sufficient staff to support students' academic, career, and personal/social needs

## Commendation

The recent increases in professional development funding

## Commendation

The ample technology available to students and staff, including the 1:1 laptop initiative

## Commendation

The innovative food service program

## Commendation

The long-term maintenance and facility planning

## Commendation

The impressive, modern 740-seat performing arts facility

# Standard 7 Recommendations

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## Recommendation

Ensure greater transparency and teacher involvement in the building of the school budget

## Recommendation

Develop and implement a plan to ensure that students in environmental science have access to adequate lab space

# **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: Gregory Myers** - Millbury Memorial Junior-Senior High School

**Assistant Chair: David Walker** - Regional School Unit #34

## Team Members

**Ted Becker** - Windham High School

**Mary Colombo** - New England Association of Schools and Colleges, Inc.

**John Cowie** - Central High School

**Kellie Gabriel** - Nashua High School South

**Mr. Brian Jandreau** - Gorham High School

**Dina Lattanzi** - Greely High School

**Aileen Maconi** - Newburyport High School

**Todd Moore** - Hampden Academy

**Margaret Nulle** - Brunswick High School

**Jeffrey Small** - Dexter Regional High School

**Susan Thibedeau** - Bangor High School

**Jill Watson** - Maranacook Community High School

**Andrew Whelan** - Gray-New Gloucester High School