

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2014 Statement of Interest

Thank you for submitting your FY 2014 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to print and mail a hard copy of the SOI to the MSBA along with the required supporting documentation, which is described below.

Each SOI has two Certification pages that must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer*. Please make sure that **both** certifications contained in the SOI have been signed and dated by each of the specified parties and that the hardcopy SOI is submitted to the MSBA with **original signatures**.

SIGNATURES: Each SOI has two (2) Certification pages that must be signed by the District.

In some Districts, two of the required signatures may be that of the same person. If this is the case, please have that person sign in both locations. Please do not leave any of the signature lines blank or submit photocopied signatures, as your SOI will be incomplete.

**Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated as the chief executive office under the provisions of a local charter.*

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- 1 **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - 1 For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- 1 **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - 1 Regional School Districts do not need to submit a vote of the municipal body.
 - 1 For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

CLOSED SCHOOLS: Districts must download the report from the "Closed School" tab, which can be found on the District Main page. Please print this report, which then must be signed by the Superintendent, the School Committee Chair, and the Chief Executive Officer. A signed report, with original signatures must be included with the District's hard copy SOI submittal. **If a District submits multiple SOIs, only one copy of the Closed School information is required.**

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- | If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- | If a District selects Priority #3, Prevention of a loss of accreditation, the MSBA requires the full accreditation report(s) and any supporting correspondence between the District and the accrediting entity.

ADDITIONAL INFORMATION: In addition to the information required with the SOI hard copy submittal, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact Brian McLaughlin at 617-720-4466 or Brian.McLaughlin@massschoolbuildings.org.

Massachusetts School Building Authority

School District Fall River

District Contact Thomas Coogan TEL: (774) 319-1524

Name of School B M C Durfee High

Submission Date 3/31/2014

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ⓑ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ⓑ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ⓑ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ⓑ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ⓑ After the district completes and submits this SOI electronically, the district must sign the required certifications and submit one signed original hard copy of the SOI to the MSBA, with all of the required documentation described under the "Vote" tab, on or before the deadline.
- ⓑ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ⓑ Prior to the submission of the hard copy of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ⓑ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ⓑ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ⓑ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation and certification signatures in a format acceptable to the MSBA.

| Chief Executive Officer * | School Committee Chair | Superintendent of Schools |
|----------------------------------|-------------------------------|----------------------------------|
| William Flanagan | William Flanagan | Meg Mayo Brown |
| Mayor | | |
| (signature) | (signature) | (signature) |
| Date | Date | Date |

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

Massachusetts School Building Authority

School District Fall River

District Contact Thomas Coogan TEL: (774) 319-1524

Name of School B M C Durfee High

Submission Date 3/31/2014

Note

The following Priorities have been included in the Statement of Interest:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollments.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

Potential Project Scope: Potential New School

Is this SOI the District Priority SOI? YES

School name of the District Priority SOI: B M C Durfee High

Is this part of a larger facilities plan? NO

If "YES", please provide the following:

Facilities Plan Date:

Planning Firm:

Please provide an overview of the plan including as much detail as necessary to describe the plan, its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 22 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 25 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? NO

Does the District have related report(s)/document(s) that detail its facilities, student configurations at each facility, and District operational budget information, both current and proposed? NO

If "NO", please note that:

If, based on the SOI review process, a facility rises to the level of need and urgency and is invited into the Eligibility Period, the District will need to provide to the MSBA a detailed Educational Plan for not only that facility, but all facilities in the District in order to move forward in the MSBA's school building construction process.

Is there overcrowding at the school facility? NO

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? NO

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? NO

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does not apply

Please provide a detailed description of your most recent budget approval process including a description of any budget reductions and the impact of those reductions on the district's school facilities, class sizes, and educational program.

Does not apply

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

Constructed in period of 1976-1978. The building is a sprawling multi leveled facility over 500,000 square feet. The original design called for the "open classroom" design, and the building has been retrofitted over the years to attempt to provide individual classroom spaces. Those spaces are less than conducive to student learning with issues consisting of ventilation, leaking roofs that caused mold to accrue in the rugs prompting removal and concrete floors being painted, acoustical issues that make learning difficult, walls that are in some cases 1/4 inch thick, door frames that are not plumb causing security issues with rooms that cannot be locked. (See photos) The design has foyers and stairways that re not energy efficient. The "wing" design creates situations with passing times and building traffic management that make the building unmanageable and unsafe to its students.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

525000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

The original building needs repair and renovation for several area: roof issues, envelope issues (concrete, exterior walls, windows, doors), and energy efficiency improvements such as HVAC system. The design and infrastructure of the building has aged over the 35 years and prevents and restricts us from being able to deliver programs and offerings in the current environment. The main expansion joint needed to be secured prior to the NEASC visit due to falling concrete within the school building. (See photo) Most of the windows seals have been compromised and caulking and seals have aged to the point of failure. (See photos) Three windows have popped out over the past two years, one falling in the area of the schools day care centers play area.(See photos)

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

360 Elsbree Street, Fall River, MA. The campus covers buildings, athletic fieldhouse (gymnasium and field complex), and auditorium. The campus encompasses two parking lot facilities, the building complex, stadium and practice fields, and access roads.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

Concrete and Composite panels and glass exterior. The building has a double pane window system, with fixed panels that do not open. As indicated earlier, the window systems have failed and are rapidly deteriorating. The building has settled causing some issues with the foundation as indicated by an area with an incident with falling concrete within the school building. The exterior panels are a composite materials, combined with exposed concrete. The building has a flat roof with a membrane that is approximately 15 + years old. The roof has multiple leaks that compromise the learning environment when experiencing precipitation and throughout the winter months when snow builds on the roof. Most of the exterior door frames have deteriorated due to rot and rust rendering some doors not operational. Multiple attempts to secure and fix broken doors have left the metal frames riddled with holes and those frames are honeycombed with rust and holes from the previous repair attempts. (See photos)

Has there been a Major Repair or Replacement of the EXTERIOR WALLS ? NO

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

never

Has there been a Major Repair or Replacement of the ROOF? YES

Year of Last Major Repair or Replacement: 1998

Type Of ROOF: EPDM

Description of Last Major Repair or Replacement:

The roof was refinished approximately 16 years ago. (for age and membrane issues.)

Has there been a Major Repair or Replacement of the WINDOWS? NO

Year of Last Major Repair or Replacement: 0

Type Of WINDOWS: double pane insulated glass.

Description of Last Major Repair or Replacement:

Windows are original from 1978- many have defective seals, leaks, discoloration.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

The electrical systems have received numerous repairs and modifications, but never a major renovation, with the exception of expanding the number of some plugs to accommodate technology sites. The lighting system (fixtures and controls) in the auditorium (house lights) was upgraded and replaced in 2012.

Has there been a Major Repair or Replacement of the BOILERS? YES

Year of Last Major Repair or Replacement: 2013

Description of Last Major Repair or Replacement:

One boiler of the two major boilers was replaced approximately 12 years ago. That unit had a burner replacement in 2012/2013. The other boiler was replaced in 2013 after being taken out of service by the local inspector.

Has there been a Major Repair or Replacement of the HVAC SYSTEM ? NO

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

Some areas of the facility had the air conditioning retro-fitted the exact date of that is unknown (approximately 15-20 years old). Some of the open classroom areas have modified HVAC duct work- which is very noisy - impacts instructional areas.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement: 0

Description of Last Major Repair or Replacement:

HEATING FUEL: Which of the heating fuel types below does your building primarily rely on for heating?

Natural Gas

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The interior flooring was originally 100% carpet. Due to the compromised roofing systems, rugs in many areas have been replaced with some VTC systems. during the first half of the schools life. The remaining rugs are over 30 years old and are frayed, discolored, and stained. (See photos) In recent years, rugs in individual classrooms have been pulled up and the floors have been painted. The main interior construction is mainly concrete and sheetrock surfaces. Some walls in the retrofitted areas of the building consist of half walls with thin plywood. Retrofitted HVAC systems in those classrooms, along with the concrete floors, render them poor educational spaces, which comprise the main academic areas of the building. (See photos) The facility has had lighting projects (bulb and ballast replacements) for energy efficiency initiatives.

The building has mostly hard surfaces on walls, floors and ceilings, making for a noisy, cold interior. Due to leaks in the roofing systems, many ceilings are exposed causing issues with acoustics and many drop systems have been removed due to falling ceiling tiles. (See photos) Many interior doors within the building cannot lock due to various issues including sagging door frames and the inability to find replacement parts. (See photos)

PROGRAMS and OPERATIONS: Please provide a detailed description of the current programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Durfee is a Comprehensive High School that offers Vocational and Chapter 74 programming. Some vocational programs suffer from facility issues (power restrictions in Voc. areas, kitchen in Culinary Voc. cooking area, lack of technology and power infrastructure in Science areas.) All areas are not ADA accessible as they were built in the 70's. The school is unable to add programs due to the inability to fix existing areas. The DESE will not certify needed programs due to these deficiencies.

Science labs are very limited, and were cited in the recent NEASC report. Although general technology infrastructure has had some upgrades, the lack of proper wiring, internet capabilities, and technology (needed to provide coursework in the STEM and engineering emerging areas) leaves potential programming for students at a minimum. The security camera systems was outdated with refurbishment done in 2013-2014. The doors and hardware have had numerous repairs- some are compromised and need to be permanently locked to be secured. The security and safety of the school community is severely compromised by the lack of proper functioning doors both within the building as well as exterior doors. (See photos)

CORE EDUCATIONAL SPACES: Please provide a detailed description of the Core Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, and a description of the media center/library (maximum of 5000 characters).

Classroom spaces are broken out by department (ELA, Math, Science, Social Studies, etc.) classroom spaces average 800-1100 sq. feet. The original design contained "open classroom" spaces in a wing configuration, which have since been sub divided to single classrooms. These rooms are not conducive to student learning. (See photos) The science labs have never had a renovation since 1978. Some retrofitting of classrooms for increased technology has occurred. As indicated earlier, the NEASC report cited the school for the lack of proper lab spaces. (See photos) The building has wireless network coverage, some classrooms have smart boards/projectors. The media center contains traditional open study and library spaces, as well as a series of classroom/computer lab spaces that were added over the past four years. These spaces struggle with acoustical issues as well as security due to the wall systems that were installed that needed to accommodate the HVAC systems. (Those walls leave a gap between the top of the wall and ceiling.) The TV program is located within the media center and we are unable to upgrade systems due to ADA and space limitations.

CAPACITY and UTILIZATION: Please provide a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

The school has approximately 2300 students plus staff. The administration makes good use of available space for classrooms, student services, and some support office space. The district Special Needs offices are located within the facility. The facility is not currently overcrowded, but has had no major significant renovation/upgrades to educational spaces since 1978. There are envelope and HVAC issues, as well as some technology and security upgrades that are needed. As indicated earlier, the open classrooms have been converted into individual classroom spaces with many issues. The media center has also been renovated to provide computer lab space as well as classroom space.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the

subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The district currently uses a combination of district staff and contracted services to maintain this facility. Contractors assist with service and maintenance of HVAC, plumbing, and electrical systems. The roof was serviced approximately 16+ years ago. The windows and doors have significant issues and hardware is no longer available for many repairs. The doors pose safety and security issues. The auditorium has received a limited upgrade to house lighting, curtain and seat re-upholstery, and sound repairs. The athletic fields were the focus of a partial renovation in 2007, with the addition of two artificial turf fields and stadium seating/stands, including lighting and parking refurbishing. Tennis courts and some perimeter fencing was also replaced. The remainder of athletic fields are unusable for the early spring due to chronic drainage and soil related issues.

Priority 3

Question 1: Please provide a detailed description of the "facility-related" issues that are threatening accreditation. Please include in this description details related to the program or facility resources (i.e. Media Center/Library, Science Rooms/Labs, general classroom space, etc.) whose condition or state directly threatens the facility's accreditation status.

Facility issues related to building envelope, HVAC and general air quality and interior spaces impact classrooms and common areas. Science labs have rec'd no major renovation since 1978 construction. windows, doors, roofs, and HVAC impacts all areas. Media center resources and infrastructure items were cited in accreditation report.

Media Center issues are cited in NEASC report- resources, there are multiple infrastructure and general facility issues impacting the learning environment (noise/windows/HVAC/etc.) The Science labs were cited in NEASC report- safety items/resources, as well as general facility issues such as windows/roof/HVAC. The general classroom spaces are impacted by the following: Windows and roof leaks, noise issues with painted concrete floors and loud HVAC issues as well as cold and hot spots. (Many areas have outdated "open classroom" areas that were partitioned into smaller rooms. See Photos)

SPED AREAS: see general classroom spaces.

Support spaces: offices have cold and hot spots (uneven HVAC service), many have door and window issues (Leading to noise and confidentiality concerns in counseling situations). Various parts of the building have roof issues.

Priority 3***Question 2: Please describe the measures the district has taken to mitigate the problem(s) described above.***

Contracted and district services face a constant struggle to service and keep up with roof, electrical and HVAC related issues. One boiler was replaced approximately 12-13 years ago, and the burner and controls were replaced last year. The other boiler was original from 1978, and that unit was completely replaced in summer 2013.

We have caulked and resealed windows where practical-but that repair is only to try to prevent water and air leaks. That does not address the seal failure that clouds visibility of the windows and diminishes R value, and impacts both functionality and appearance. (see photos)

Most of carpeted surfaces have had the carpet removed, the concrete floor was then sealed and painted. (Which makes the appearance better, and the floor more resistant to issues if it should become wet.) However- this leaves those rooms and corridors much louder and this gives a noisy echo effect to classrooms and student traffic passing in common areas. The membrane for the roof has been replaced (16+ years old) and the roof has been serviced, sealed and repaired as needed, but issues are becoming more frequent now, compromising ceiling systems rendering many unsafe (falling tiles) and causing the need to remove them in portions of many classrooms. (See photos) There are some areas that exhibit signs of settling, with cracks in concrete or deflection and misalignment in surface areas that should line up. The building inspector demanded that the expansion joint in the second floor foyer needed to be secured due to falling concrete. (See photo)

The district has repaired doors countless times, hardware is scarce and outdated, so we re-use and interchange parts where possible. Many of the door and window frames are rotted causing safety concerns and rendering them inefficient in relation to heating and air conditioning. (See photos) We have undertaken extensive network cabling projects to make the school more web accessible and to improve connectivity infrastructure, however much needed electrical and ADA work have left the school unable to secure much needed programming upgrades in Chapter 74 programs and STEM programs.

Priority 3

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem(s) identified.

Classrooms have been relocated and moved around to avoid hot/cold areas. There have been classrooms and computer labs created in the media center to allow for a more conducive environment (Noise, temperature, carpeted floors, fewer windows (and fewer leaks).

Vocational CVTE programs are limited due to poor electrical systems. The performing and fine arts departments have had leaks and damage to instruments and classroom areas from roof issues. (See photos) Summer programs including SPED are relocated and displaced due to poor air conditioning. Use of the field house facility for events becomes an issue as temperatures can soar in gymnasium with larger crowds (like large events or graduations).

Roof leaks are a recurring problem throughout the structures (which has a flat roof), we repair and locate leaks and their causes, until the next round of leaks. The roof is particularly an issue in the winter, due to any standing snow retaining water and causing ponding. Any significant wind and rain event will cause issues followed by a flurry of classroom re-locations. The district does perform periodic environmental testing for air quality. Over the past two years, heating systems in two parts of the building have failed necessitating relocation to 10 classrooms into the media center, and in the winter of 2013-2014, an additional 13 classroom had to be relocated into other areas of the building compromising the education of the students. Concerns are high due to the recent failures and the fact that all 28 units were installed at the same time. A recent power outage (March 2014) in the area caused the failure of 5 different roof top units and controls had to be replaced before they would operate again. Retrofitted "open classroom" spaces are not conducive to learning leaving classrooms unable to be secured, noisy HVAC issues, electrical issues, leaking and falling ceilings, and thin sagging walls that have compromised the door frames. (See photos)

Please also provide the following:

Name of accrediting entity (maximum of 100 characters)::

NEASC -New England Association of Schools and Colleges

Current Accreditation Status: Please provide appropriate number as 1=Passed, 2=Probation, 3=Warning, 4=Lost:

1

If "WARNING", indicate the date accreditation may be switched to Probation or lost::

If "PROBATION", indicate the date accreditation may be lost::

Please provide the date of the first accreditation visit that resulted in your current accreditation status.:

10/28/2012

Please provide the date of the follow-up accreditation visit:: 1/8/2013

Are facility-related issues related to Media Center/Library? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to Science Rooms/Labs? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to general classroom spaces? If yes, please describe in detail in Question 1 below.: YES

Are facility-related issues related to SPED? If yes, please describe in detail in Question 1 below: YES

Are facility-related issues related to support spaces? If yes, please describe in detail in Question 1 below.:

YES

Are facility-related issues related to "Other"? If yes, please identify the other area below and describe in detail in Question 1 below.: YES

Please describe (maximum of 100 characters).:

Concrete . Insulation, Door & window issues, design of classroom areas
Elevators need overhaul

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

Building Exterior

Roof Systems: The existing membrane roofing system is about 16+ years old and was installed over an older roofing system and is leaking at various locations. The existing roofing membrane should be removed and a new white PVC membrane roofing system should be installed with higher R value underlayment board and rigid insulation over the existing structural concrete deck. Existing Chiller water piping will have to be temporarily supported in order to install the new roofing system.

Exterior Wall System: The existing exterior wall system consists of prefab concrete panels flush with the foundation below and panel fins, all secure to structure with metal clips. A continuous metal roof fascia runs along the top of the panels. These panels are asbestos cement panels 2" thick. A survey of these panels must be conducted. Many of these mentioned panels are broken and/or missing pieces. Counter flashing is not evident at the foundation.

Windows and Storefront Systems: The existing system has an aluminum storefront window with metal panel insert assembly. The Aluminum have deteriorated, discolored and in some places leak. Some of the metal panel inserts have rusted and also leak.

Exterior Entry Door System: The existing entry doors and frames are hollow metal. They have rusted and are in poor condition. At some locations the rust is all the way through the door and/or the frame. In addition, some door hardware is missing or old and non-operational. Some areas have doors that have been "cannabilized" to supply the now obsolete parts to repair other doors.

Exposed Concrete Structure: The existing exposed concrete structure was used as a design element for the facade of the building. There are a few cracks in the concrete structure, however the overall condition of this part of the building is in good condition. At locations where large cracks are present a structural engineer will have to review and provide direction. Sealant and flashing must be installed. There are existing expansion joints that need to be re-flashed.

HVAC Systems: Heating, ventilation and cooling for the building is provided through the use of 27 rooftop units which are equipped with gas fired furnaces and chilled water coils. They are 13+ years old and are currently in working order. Balancing, cleaning are required to ensure proper airflow and efficiency. The remaining part of the HVAC system is original and (with exception of the chillers) has reached their serviceable life. Boilers, perimeter fin tube radiation, cabinet unit heaters and convectors are now beyond their service-able life. The control system is fair at best with the need for modernization, both for functional capabilities and efficiency.

Electrical Systems: All Systems and areas will require code as well as equipment upgrades, with the exception of the auditorium which has seen lighting and sound system upgrades and the addition of CCTV security system which has had some modernization in 2013-2014. The Fire panels have been brought up to code (2011) but again may need upgrades. All electrical equipment is for the most part original equipment. The clock and paging system is not operational as a unit and will need replacing.

Fire Protection System: This building does not contain an automatic fire suppression system. There is an existing standpipe system installed to provide hose valve connections in the four story section of this building.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The roof top HVAC units were replaced approximately 14 years ago along with the chiller units. Window and door issues are repaired as need, providing they are in repairable condition. (an example would be the replacement of a major component of a roof top HVAC unit this winter. The cost was approximately \$15,000.00 between parts, crane service and installation. The repair resulted in about 7 weeks of a "no heat" condition, and relocating the classes outside the area for the duration of the diagnosis, ordering parts that had to be fabricated, and finally shipping, repair and installation.- This incident was to repair just a single one of the 27 units.) The roof repairs are handled as quickly as possible, patching and replacing small areas of distress. Repair work is constant and ongoing, with examples such as replacing the burner for the boiler for the Gym area along with the pool area in 2012, and the replacement of the entire boiler for the academic areas in 2013.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Moving students from damaged areas of the building due to roof leaks is common, coupled with temperature variations wing to wing , room to room can be extremely frustrating for students and faculty. The general appearance of this building is old and rundown which in itself can be uninviting, adding to the problem is the Schools' mechanical issues which are mounting.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

Students would be able to take advantage of remodeled systems to learn in a better environment. More pleasant classrooms and hallways, with electrical systems devoted to supporting technology and efficient lighting, climate control throughout the building, rather than attempting to operate an outdated and inefficient HVAC design. A clean, well-lit, dry building will translate into a comfortable productive learning environment.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:
YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters)::

Mount Vernon Group, Architects

The date of the inspection:: 10/30/2012

A summary of the findings (maximum of 5000 characters)::

I have included a copy of the Preliminary Facility Evaluation with the hard copy of this report.

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If a regional school district, a vote in the following form is required from the Regional School Committee only. **FORM OF VOTE** Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

_____ *[City Council/Board of Aldermen,*

Board of Selectmen/Equivalent Governing Body/School Committee] of _____ *[City/Town], in*

accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ *[Name of School]* located at

_____ *[Address]* which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ ; *[Insert a description of the priority(s) checked off*

on the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further

specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

| Chief Executive Officer * | School Committee Chair | Superintendent of Schools |
|----------------------------------|-------------------------------|----------------------------------|
| William Flanagan Mayor | William Flanagan | Meg Mayo Brown |
| (signature) | (signature) | (signature) |
| Date | Date | Date |

* Local Chief Executive Officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice. Please do not leave any signature lines blank.

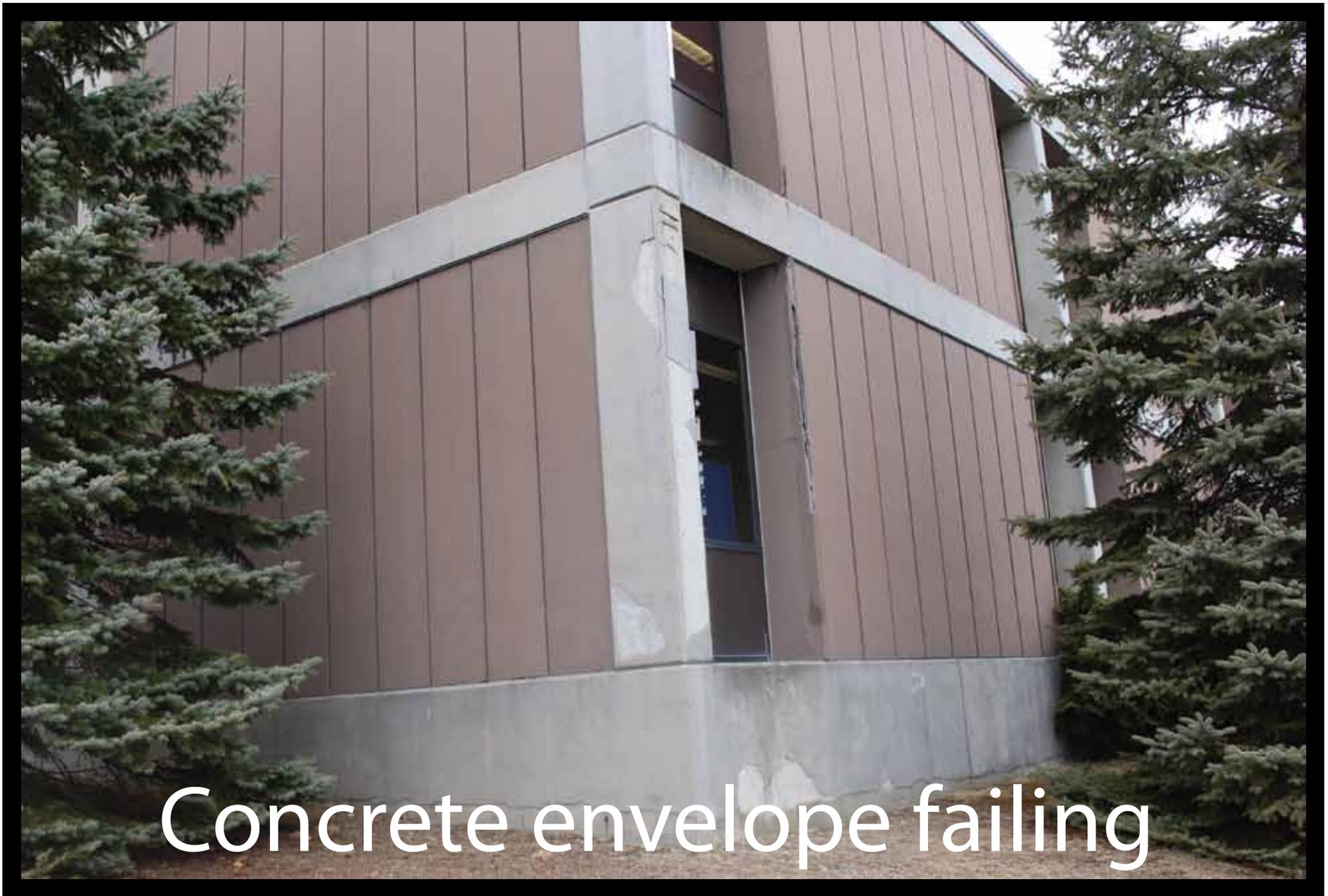
BMC DURFEE HIGH SCHOOL

BUILDING ENVELOPE





Concrete envelope failing



Concrete envelope failing



Steel rebar showing on outside

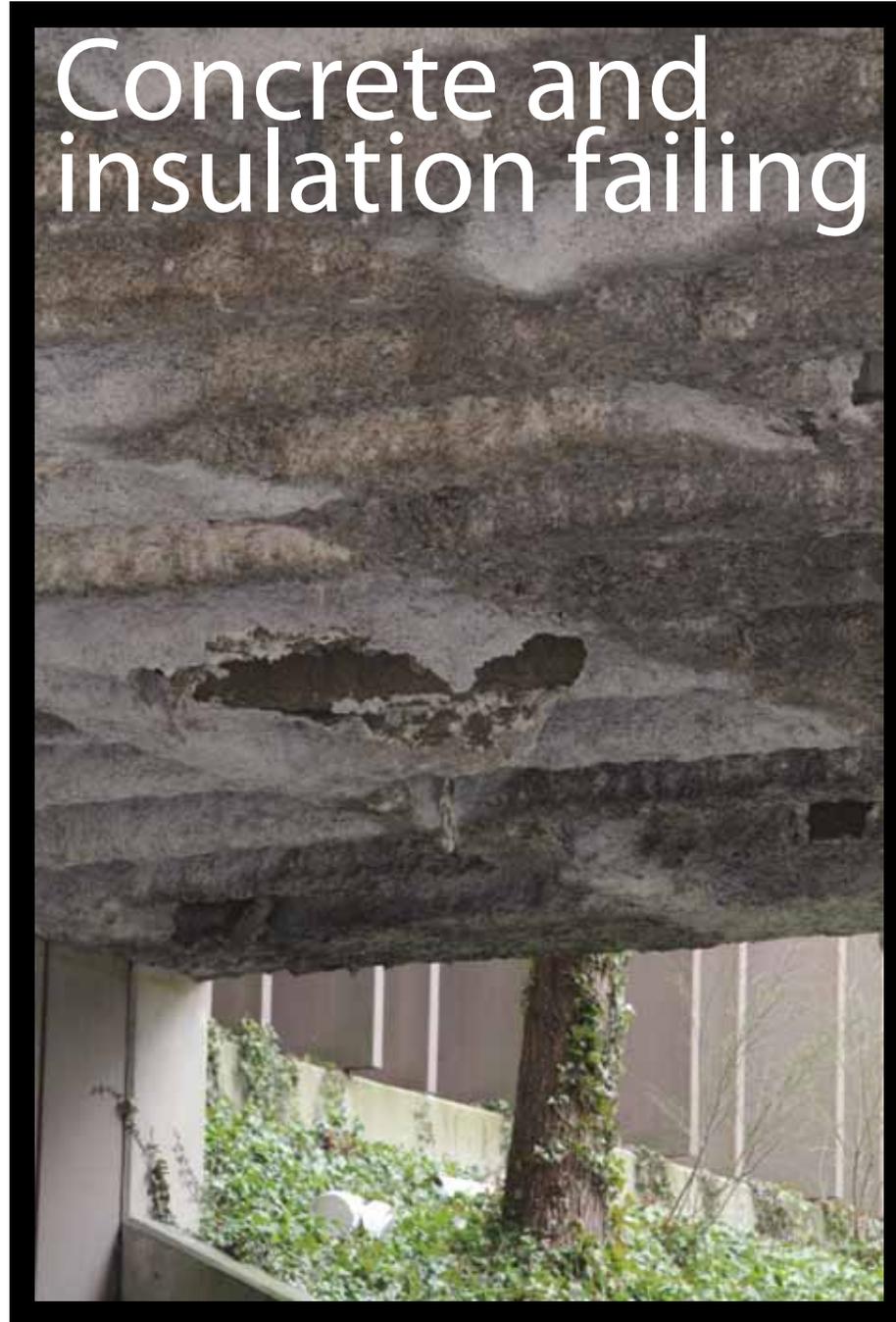


Concrete step crumbling



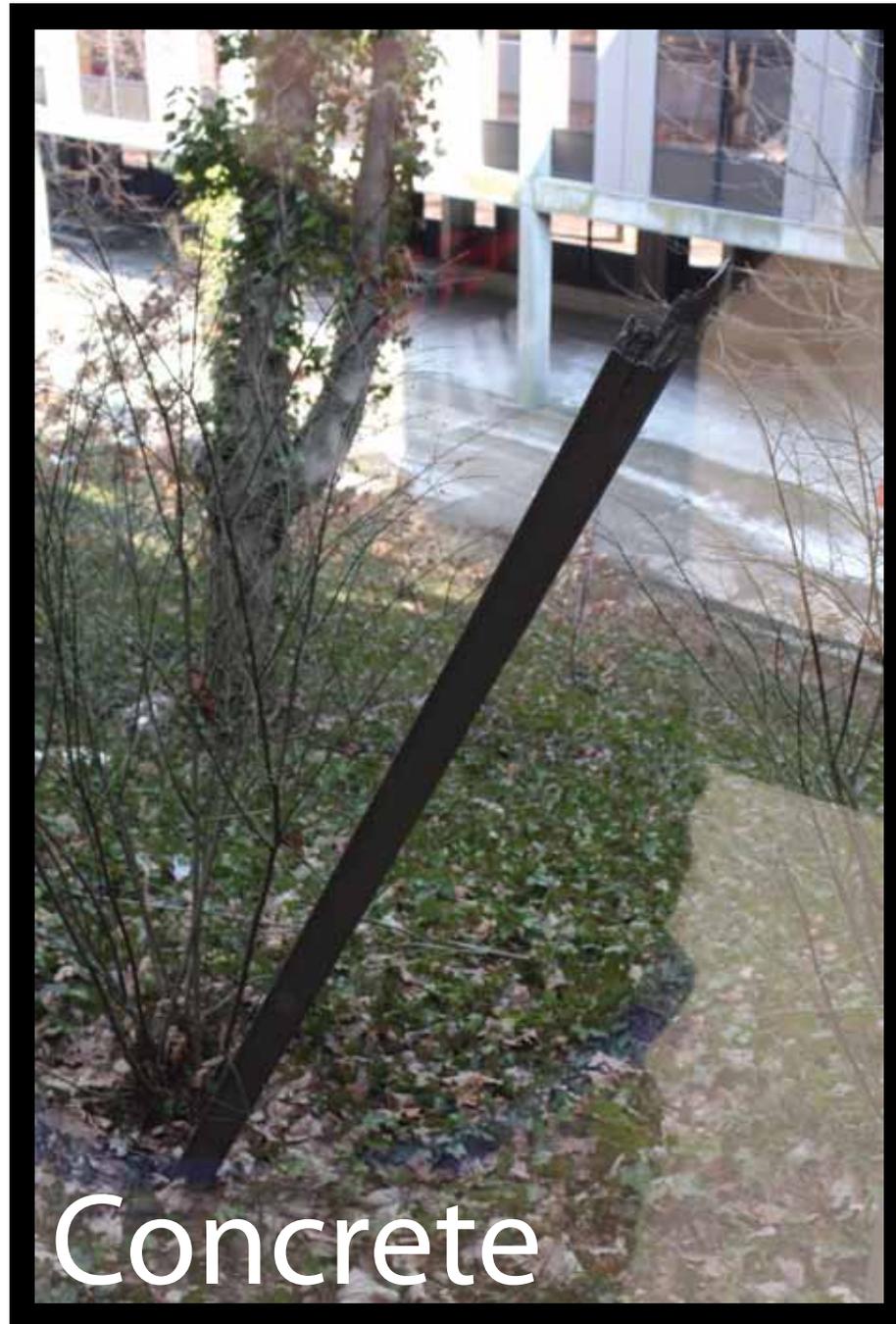
Concrete envelope failing

Concrete and insulation failing



Concrete and insulation failing





Concrete

BMC DURFEE HIGH SCHOOL

BUILDING INTERIOR





Water stains



Water stains from ceiling leaking



Water damage



Removal of rug due to water
Exposed concrete floors



Rust damage due to water



Concrete floors



Ceiling tiles missing/falling
Water damage



Retro-Fitted Classroom



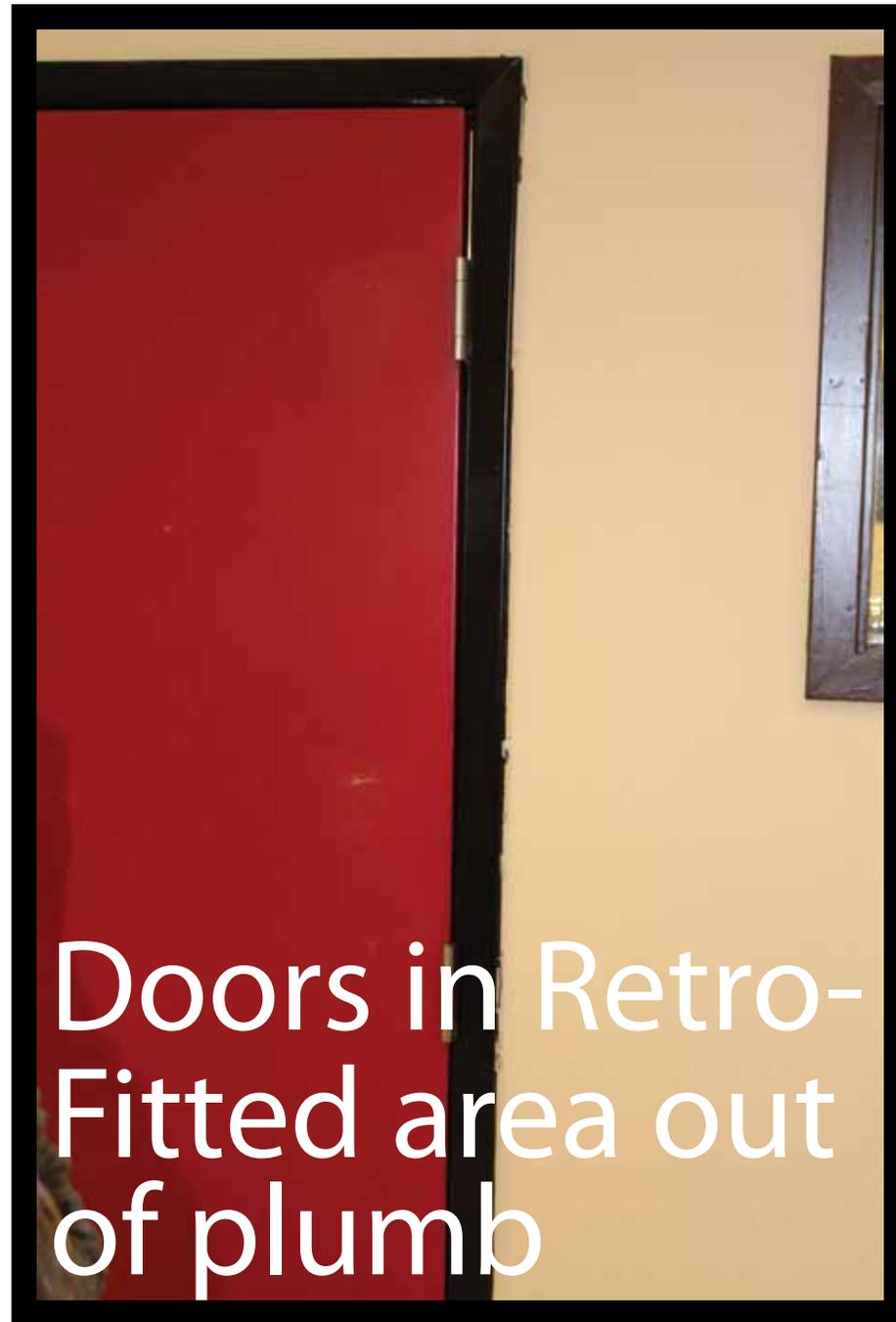
Make shift water-catcher

Water damage to ceilings





Door hardware missing



Doors in Retro-
Fitted area out
of plumb



Doors in Retro-
Fitted area out
of plumb

Water damage to ceilings





Missing ceiling
tiles and water
leakage



Door not plumb



Missing 6 doors in Cafe entrance

Missing tiles



Rusting building supports





Rusting building supports

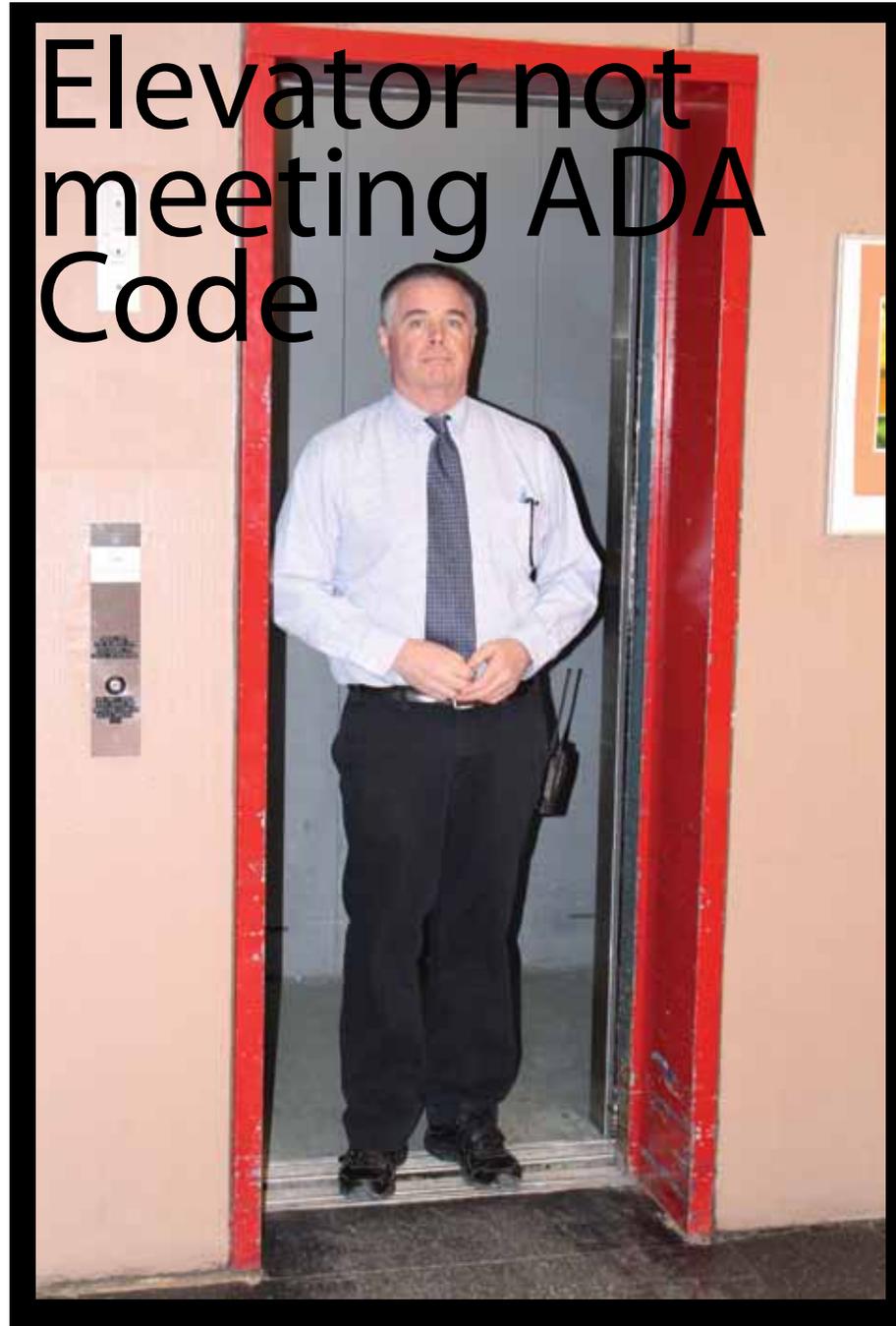


Damaged stairs



Door and frame rust damage

Elevator not
meeting ADA
Code



Window seals and gaskets failing





Rust damage around frames

Rust damage around frames



BMC DURFEE HIGH SCHOOL

CORE EDUCATIONAL SPACES





Retro-Fitted Classroom

Retro-Fitted Classroom



Retro-Fitted Classroom





Retro-Fitted Classroom



Retro-Fitted Lab



Retro-Fitted Lab

Outdated Lab Space





Outdated Lab Space

Retro-Fitted Lab



Retro-Fitted Classroom

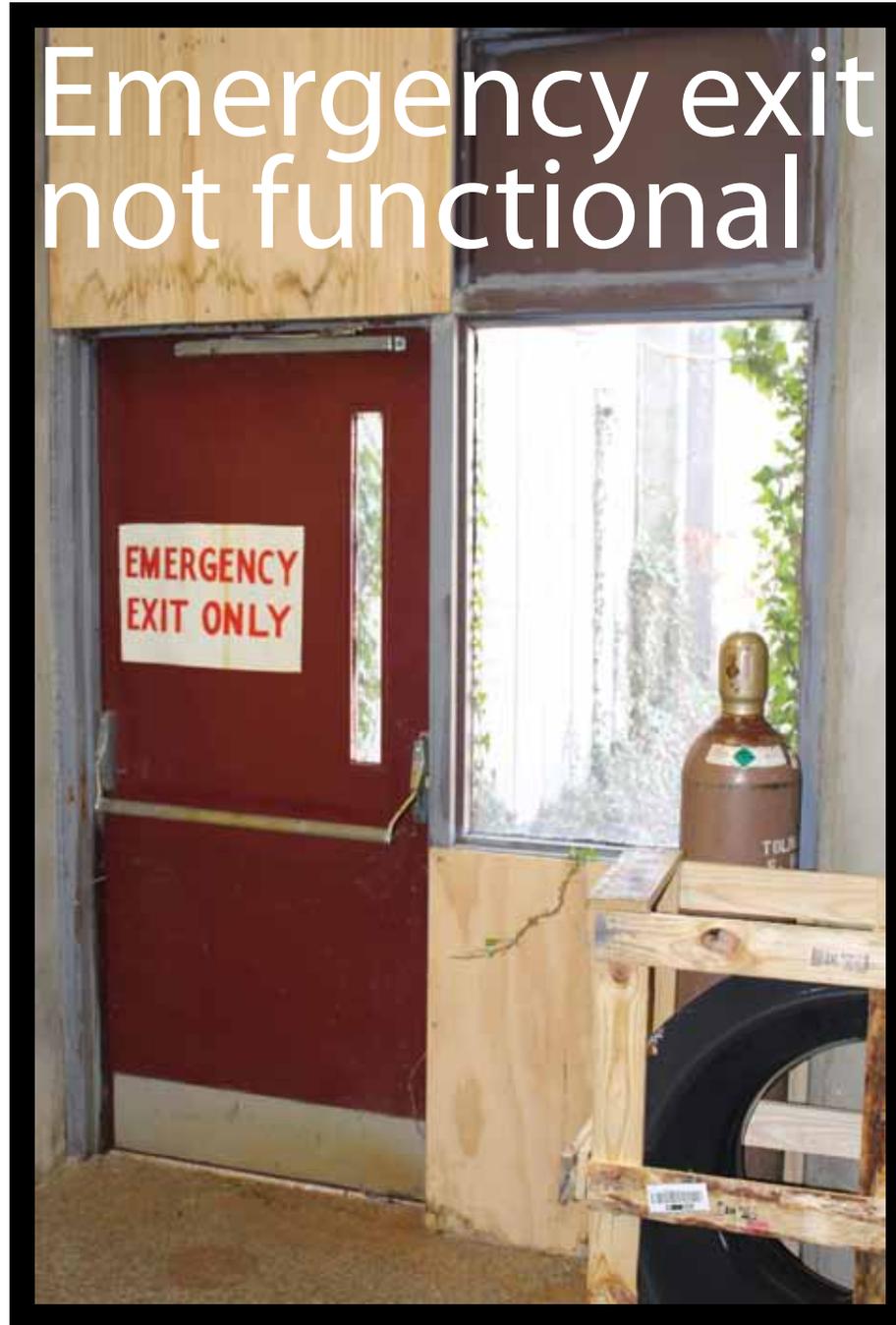


BMC DURFEE HIGH SCHOOL

PROGRAMS & OPERATIONS



Emergency exit
not functional



Damaged door frame



Damaged door frame



Separated door frames



Door out of plumb





Non-Compliant ADA TV Studio

NEASC Report notations on the Durfee High School facility.

These excerpts are from pages 68 and 69 of the NEASC report issues after the review of the school and its facility and operations. The review was done in the 2012-2013 school year.

The Durfee High School site and plant provides adequate and appropriate space and support for the delivery of some high quality school programs and services. The library/media center has sufficient space and is adequately equipped to support the school's 21st century curriculum and to support independent research and inquiry. The library features four new computer labs. The school provides adequate space for

The notes continue on the next page.

administrative offices, as well as for guidance reception area, department offices, and conference rooms. The health suite provides adequate space, featuring areas that can be closed off to provide both privacy and confidentiality. The cafeteria is of a sufficient size to accommodate the students at breakfast and lunch. Also, new management of food services provides efficient traffic flow, and a variety of food including healthy dining choices. The number of classrooms is sufficient providing regular and special education with adequate space as well as suitable work areas for teachers. Students, teachers, and visitors have access to adequate and secure parking. The school features an impressive athletic complex consisting of two artificial turf fields, a track, two baseball fields, two softball fields, tennis courts, a field house, and swimming pool. Renovations have recently been made to the auditorium/performing arts area. These renovations include new theatre seats, curtains, a new lighting board, and sound system. These well-equipped areas serve as assets to the school, but they contrast with inequities and inadequacies in other areas. Specifically, while the school's science labs are sufficient in number and size, they are seriously lacking in equipment and supplies and lack essential safety components. Providing adequate and appropriate space as well as necessary materials is essential to support student achievement. (self-study, facility tour, panel presentation, school leadership, students, teachers, department leaders, school support staff)

The school has current documentation that the physical plant and facilities meet all applicable federal and state laws, and are in compliance with local fire, health, and safety regulations, but some of the documents are temporary and short-term. Although the school does have a plan to report and develop work orders to address unsafe conditions or equipment, due to budgetary restraints repair work can at times be deferred. The school has recently upgraded its electrical infrastructure to category 6 to be able to support additional technology and two original fire doors were replaced because of faulty operation. Science labs, in particular, are without basic safety equipment and materials including: a working fume hood, operable sinks and faucets, and eye wash stations. Handicapped access is compromised because of the narrow doors on the two elevators that do not accommodate a wheelchair and the existence of only one school entrance with a ramp. Outdoor facility handicapped access is limited to the field only. The school recognizes the necessity of improvement in providing handicapped access, but no specific plans are in place to remedy these identified shortcomings. The school does not have sufficient ventilation, temperature, and air quality controls, so conditions can vary throughout the facility. Until the school plant and facilities are in compliance with all fire, health, and safety regulations, the facility cannot consistently and equitably support high quality programs and services or all students. (facility tour, department leaders, central office personnel, school leadership, school support staff, teacher interviews, self-study)

**New England Association of
Schools and Colleges**



Commission on Public Secondary Schools

**Report of the Visiting Committee for High School
B. M. C. Durfee High School**

Fall River, Massachusetts

May 6-9, 2012

**Paul Marshall, PRINCIPAL
Charles McCarthy, CHAIR
John McCarthy, ASSISTANT CHAIR
Les Murray, ASSISTANT CHAIR**

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FAX 781-271-0950**

www.neasc.org

STATEMENT ON LIMITATIONS

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

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of B. M. C. Durfee High School to be a privileged document submitted by the Commission 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 B. M. C. Durfee High 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.

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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 six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. 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 Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission 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 Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At B. M. C. Durfee High School, a committee of 22 members, including the principal, supervised all aspects of the self-study. The steering committee assigned all 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 B. M. C. Durfee High School extended over a period of sixteen school months from September, 2010 to February of 2012. The visiting committee was pleased to note students from all grades including representatives from identified student groups, parents from the Parent Advisory Council and from parent booster groups, central office administrators, the Fall River School Committee, and administrators from sending schools joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, B. M. C. Durfee 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 Committee

A visiting committee of twenty-two evaluators was assigned by the Commission on Public Secondary Schools to evaluate the B. M. C. Durfee High School. The committee members spent four days in Fall River, Massachusetts, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, department heads, principals, and vocational institutions, diverse points of view were brought to bear on the evaluation of B. M. C. Durfee High School.

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

- review of the school's self-study materials
- 66 hours shadowing 22 students for a half day
- a total of 20 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 44 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

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

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of B .M. C. Durfee High School.

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

B. M. C. Durfee High School has embraced the New England Association of Schools and Colleges/Committee on Public Schools (NEASC/CPS) evaluation process and by so doing has embraced the recently approved and even more recently activated Committee on Public Secondary Schools (CPSS) 2011 Standards for Accreditation. Although these 2011 Standards are true to the core values of the preceding versions of the Standards from 2000 that were in place at the time of the last decennial visit to Durfee High School and of the revised Standards from 2005, the 2011 Standards identified new areas for emphasis or increased the identified importance of some of the Standards and indicators that already held positions of importance in the accreditation process. For instance, the new Standards speak not simply of expectations for learning but of "21st century learning expectations." Durfee High School spoke to that change by identifying and adopting a set of beliefs and expectations that include academic expectations as embodied in the school's PRIDE acronym, which established, for instance, the goal that "students will demonstrate informational literacy using various forms of communication," and that students will demonstrate "personal accountability to the school community." In perhaps the most difficult adjustment, the school has committed to the development and general use of effective school-wide rubrics to measure the achievement of the core values and beliefs detailed in the PRIDE acronym. Durfee High School is to be commended for recognizing that need. This commitment to adhering to the Standards will most likely require further changes. Continuing the school's ongoing positive movement will require the embrace of additional new practices and strategies, particularly regarding the expansion of the use of "best practices" in instruction, and the lessening of the reliance on some older procedures and attitudes. Despite the challenges embedded in those changes Durfee High School is demonstrating a commitment to that task and to all that it entails.

The key issue and goal is to continue to make changes that move the school in a continuing upward direction, to periodically box the school's compass, and to the advance further along that positive path. One of the most significant findings on the part of the visiting committee is that in those areas where the school has indicated that it is having difficulty in adhering to a given Standard for Accreditation, it acknowledges that difficulty and most importantly has reported already to be researching remedies to the identified shortcomings.

B. M. C. Durfee High School is a school on the rise. It is a school, however, that faces challenges. The school serves a varied, multi-ethnic community. It serves a city that has experienced serious economic decline, and it does so in a facility that, although is currently broadly meeting the demands of the curriculum and the needs of the students, is tired and is seeing some of its core features, notably HVAC, roofs, and technology reaching the end of their predicted life cycle. The need and time for capital investment in the facility are at hand. The school must be able to meet the continually changing and ever increasing educational challenges. A true comprehensive high school in the traditional meaning of that term, the facility houses academic and vocational technical programs under the same roof. The benefit of functioning on one campus is that the vocational technical students are fully integrated into the life of the school. Perhaps the ultimate benefit of this comprehensive high school model is that the entire high school student body shares academic classes together which supplies a sterling opportunity to create an all-encompassing sense of community. To use the nomenclature heard by the visiting committee in numerous meetings throughout the four-day visit, the circumstances are beginning to align in a harmonic convergence that will strongly advance the ability Durfee High School to “plug in” all of the Durfee “Hilltoppers.”

This report contains a number of commendations and recommendations. No doubt some of the recommendations will ask Durfee personnel to move further out of their comfort zones, to go an additional step down the path of further improvement. The visiting committee was extremely impressed by how far the school community has already come down that road and is confident that the school is prepared for that challenge. The school has established a track record over the past several years of meeting challenges and avoiding settling for the status quo.

The work of the visiting committee was aided considerably by the school's self-study document. That document provided an honest and frank appraisal by the school of the extent to which the school was adhering to the Standards for Accreditation. The thoroughness of the self-study allowed the visiting committee to spend the vast majority of its time on inquiry and analysis instead of having to search for essential data. Another benefit of the quality of the self-study was that it is unlikely that the readers of this report will find many surprises regarding the visiting committee's conclusions and the commendations and recommendations flowing from them.

Teaching and Learning at B. M. C. Durfee High School

In the Standard for Accreditation on Core Values, Beliefs, and Learning Expectations, the visiting committee was impressed with the positive incorporation of the values of Durfee PRIDE in the atmosphere and in the academics across the school community. To ensure

the continued vibrancy and currency of the values contained in Durfee Pride, the school needs to develop and implement a plan to review and revise the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Regarding the school's adherence to the Standard on Curriculum, a fundamental strength is the virtually universal provision of common planning time which creates numerous opportunities for curriculum review and promotes close alignment between the written and the taught curriculum. The first order of priority in meeting the Standard on Curriculum is the development and adoption of a common curriculum template that mandates the inclusion of units of study with essential questions, concepts, content and skills; the school's 21st century learning expectations; instructional strategies; and assessment strategies that include the use of school-wide analytic and course-specific rubrics.

In the Standard on Instruction, the visiting committee was pleased to see the use of activators at the beginning of class by some teachers to assist in engaging students as active and self-directed learners. There is a need, however, to conduct an audit of instructional practices at Durfee High School to identify and expand the use of those instructional practices that are closely aligned with the school's 21st century learning expectations.

In the Standard on Assessment of and for Student Learning, the school benefits by being able to rely on the analysis of the substantial data compiled and made available by the assessment center. What the school needs to do is to ensure that the school-wide rubrics are used by all teachers with ample frequency to ensure that the compiled data is of sufficient mass to be validly used to assess both individual student and overall school progress in achieving the school's 21st century learning expectations.

Support of Teaching and Learning at B. M. C. Durfee High School

For the Standard on School Culture and Leadership, the district and school are to be highly commended for the provision of common planning time that affords opportunities for collaboration and reflection on curriculum, instruction, and assessment practices. The value of the resource of common planning time cannot be overestimated. It provides ample and regular opportunity for staff members to engage in a myriad of activities within the regular school day that advance curriculum, instruction, and assessment across the entire school to the benefit of every student. The pressing need regarding this Standard is for the school to implement a formal, ongoing program whereby each student has an adult in the school in addition to the school counselor who knows the student well and assists the school in achieving the school's 21st century expectations for learning.

In the School Resources for Learning Standard, the range and variety of resources, such as the Bridge Program, the 21st Century Learning Center programming, Credit Recovery, and homebound tutoring that support the academic and social needs of students is commendable. A priority in this area is the completion and implementation of developmental guidance program.

In the Standard on Community Resources for Learning, the Fall River School District and the City of Fall River are to be commended for the funding of extensive renovations to the athletic complex and the performing arts center. What is needed is a comprehensive documentation of long term needs that must be met, including a timeline and identified funding sources to ensure that the school site and physical plant is able to continue to support the delivery of high quality school programs and services

SCHOOL AND COMMUNITY SUMMARY

COMMUNITY

Fall River is located on the South Coast of the state of Massachusetts, and part of Bristol County, covering 33.13 square miles. It is ideally located 52 miles south of Boston, 38 miles West of Cape Cod, and roughly 15 miles from Providence and Newport, Rhode Island. Fall River is recognized as a city that is economically, racially, culturally, and ethnically varied. The 2010 U.S. Census Bureau reports a comprised population of 88,857; categorically, 83.4.0% White/non-Hispanic, 3.9% Black, 0.3 American Indian, 2.6% Asian, and 7.4% of Hispanic or Latino origin.

The effects of the global economy, especially in relation to manufacturing, have resulted in jobs moving elsewhere, drastically changing the economic backdrop of the city. Fall River has one of the highest unemployment rates in the state of Massachusetts, registering at 12.2% as compared to a state average 6.5% for December 2011. Additionally, the median household income is reported as \$34, 236 and the per capita income is \$20,337. Fall River currently ranks 346th out of 351 Massachusetts communities in terms of per capita income.

SCHOOL WITHIN THE COMMUNITY

The Fall River community offers several schooling options for students and families. In addition to the Fall River Public Schools, there is one private all-girls school, seven parochial schools, and a public charter school serving students in grades K-8. The Fall River Public Schools, as a district, has 9 elementary schools serving students in grades K-5 (5,127 students), 4 middle schools for students in grades 6-8 (2,233 students), 1 therapeutic day school for middle school students with severe special needs (24 students), and a behavioral elementary setting (19 students). Additionally, Fall River has two high schools, the comprehensive B. M. C. Durfee High School and the Resiliency Preparatory School (203 students), the district's alternative high school.

B. M. C. Durfee High School is located in the north end of Fall River, Massachusetts, just off Route 24. The school serves students in grades 9-12 with an enrollment of 2,177 and comprises 1,091 males and 1,086 females. The student body is diverse at B. M. C. Durfee High School with 8.3% African American, 4.6% Asian, 16.1% Hispanic, 0.4% Native American, 1.0% multi-race non-Hispanic, and 69.5% White. As a District, the Fall River Public Schools reports its population to be 6.8% African American, 4.5% Asian, 19.0% Hispanic, 0.3% Native American, 4.0% multi-race, non-Hispanic, and 65.3% White.

The student population includes 585 students (26.8%) whose first language is not English, including 104 students (4.7 %) who have Limited English Proficiency (LEP). During SY2012, 72.4% of the student body is considered to be low-income, including 62.9% of students qualifying for free lunch and 9.4% qualifying for reduced lunch rates. The stability rate of the population is 86.6%.

Graduates of B. M. C. Durfee High School commit to a wide range of post-secondary experiences. From the class of 2011, 31.91% attended 4-year colleges and universities, 45.39% attended 2-year colleges, 5.20% enrolled in technical training schools/programs, 3.31% entered the military, and 14.18% entered the workforce. The graduation rate was reported in SY2010 as 72% and in SY 2011 as 79.5%.

The District reports its per pupil expenditure to be \$13,284, compared to that of the state-wide average reporting of \$13,055. In SY2012, state aid accounted for 71% of the District's funding, leaving 29% to be paid by local resources.

The attendance rate of teachers at B. M. C. Durfee High School in SY2011 was 92.5%, not including personal and school business days. The attendance rate of students was 89.5% in SY2010 and 88.3% in SY2011. B. M. C. Durfee High School has been addressing the dropout rate and made significant gains, especially in the last three years. At 3.5% in SY2009, the rate dropped to 2.4% in SY2010, and at 2.9% in SY2011.

Academically, freshman students have the opportunity to enroll in Pre-Advanced Placement, honors, or college preparatory courses for their academic coursework. In grades 10-12, the options expand to also include Advanced Placement courses. Students are encouraged to enroll in challenging courses based on their strengths and interests in each subject area, and are not tracked or required to subscribe to the same level of classes for all subject areas.

Students have a wide range of academic opportunities that extend the school day and school year. The B. M. C. Durfee High School summer program offers students both traditional remediation and enrichment experiences. Beginning as early as freshman year, students are awarded the opportunity to take advantage of the Dual Enrollment, the free college course program at Bristol Community College. Additionally, the Gateway to College program allows high school dropouts and at-risk students to enroll on the B.C.C. campus, taking college courses that count dually to finish their high school graduation requirements and towards their associate degree. The local University of Massachusetts Dartmouth also offers this opportunity for students; however, transportation issues limit the number of students who are able to take advantage of the opportunity.

B. M. C. Durfee High School is also fortunate to partner with the TRIO programs at Bristol Community College. The Upward Bound program serves eligible students in grades 9-12. Additionally, the Talent Search program supports low-income, first generation college bound students with college search, MCAS prep, SAT registration, college fee waivers, etc.

A partnership of businesses that support students at B. M. C. Durfee High School is growing. The Workforce Investment Board and the Youth Connections annually sponsor Career Day for sophomores and Job & Opportunity Fair for seniors. In addition, the Credit for Life Fair for juniors involves over 75-100 local banks, businesses, faith based organizations, non-profit organizations, youth groups, Boys & Girls Club, Community Development, private, and public businesses.

There is great pride taken each term at B. M. C. Durfee High School when all departments and each grade office are asked to identify a “student of the term.” This student recognition program is a growing incentive for all students to strive towards being a nominee. The “Hero of the Week” is also a growing trend, providing all students an incentive to get “caught” doing something positive around the B. M. C. Durfee High School community. With no specific selection criteria, the award allows for recognition of a wide range of positive acts and achievements.



The B. M. C. Durfee High School Community
is dedicated to providing a safe, rigorous learning
environment that is equitable, inclusive and collaborative,
empowering students to explore diverse paths and succeed
in the
21st Century.



All Durfee Students Have Durfee Pride:
Purpose
Responsibility
Innovation
Diligence
Empowerment
Teaching and Learning Standard

1

Core Values, Beliefs, and Learning Expectations

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

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

Core Values, Beliefs, and Learning Expectations

Conclusions

B. M. C. Durfee High School engaged in a collaborative and dynamic process to create the core values and beliefs and PRIDE learning expectations by forming committees of faculty, students, and parents to identify core values and beliefs about learning. To guide and provide a starting point to the discussion and identification of the core values and beliefs of B. M. C. Durfee High School, the core values and beliefs committee began by researching ideas on the website of The Partnership for 21st Century Skills (www.p21.org) and by using observations and visits to other school systems focused on various strategies employed in the development of 21st century learning expectations. After each meeting of the core values and beliefs committee, the committee informed representatives of the parent council, student body, and the faculty of the progress being made. Next, committee members solicited suggestions and modifications until a final draft was agreed upon and approved by the faculty and subsequently by the Fall River School Committee. A second committee comprising administrators met to draft an outline of the learning expectations and rubrics best suited for B. M. C. Durfee High School based on the previously identified and approved core values and beliefs. Department heads met with other administrators and then brought information about these learning expectations and rubrics back to their departments for discussion. This second committee made modifications to the rubrics in response to suggestions and needs as determined by feedback from the various departments. Once the Fall River School Committee approved these documents, the faculty received a final copy of the learning expectations and rubrics prior to the 2011-2012 school year. The school has posted the statement of core values, beliefs, and learning expectations throughout the school building and in each classroom. The school has summarized the learning expectations in the acronym PRIDE (Purpose, Responsibility, Innovation, Diligence, and Empowerment). The acceptance of PRIDE as an acronym of learning expectations and as an attitude of overall Durfee Pride by the school community is very evident. The PRIDE acronym is incorporated into the morning school announcements, found in the student handbook, on the school website, and throughout the school community. Although the PRIDE acronym's use as a shorthand version for identifying the school's learning expectations is recent, because of B. M. C. Durfee High School's strong and existing connection to the word "pride," students, faculty, and parents have easily made a strong connection to it. The enthusiastic assumption of ownership of the values contained in the PRIDE acronym by all stakeholders will ensure the adoption and advancement of the core values and beliefs about learning and the school's 21st century learning expectations all departments. (self-study, teacher interviews, parents, students, teachers, Core Values and Beliefs Standard sub-committee)

B. M. C. Durfee High School has developed measurable 21st century learning expectations deriving from the school's core values and beliefs, identified these learning expectations as academic, civic, and social, and has defined the expectations in the development of the school-wide analytic rubrics that include high levels of achievement. The faculty's understanding of the role of the learning expectations in ensuring the mastery of the identified competencies varies. The PRIDE acronym stands for Purpose, Responsibility, Innovation, Diligence, and Empowerment. Each department is assessing learning expectations at least twice a year through the use of the applicable school-wide rubric(s), having identified and taken ownership of one or more of the learning expectations represented in the PRIDE acronym. For instance, the English language arts (ELA) department will assess P-Purpose and R-Responsibility with all their students; world languages, social studies, and health will also assess these learning expectations. Science, mathematics, consumer and vocational technical education (CVTE), fine arts, and physical education assess the I-Innovation learning expectation. CVTE, English language learners (ELL), and special education will assess the D-Diligence learning expectation. At present, no formal plan is in place to assess the E-Empowerment learning expectation. Future plans call for the inclusion of the assessment of the achievement of the 21st century expectations through the use of the school-wide rubrics in a capstone project. The school's learning expectations embody 21st century skills. For instance, they call on students to learn to use various forms of technology for both research and presentation, to be versatile in identifying and employing the use of relevant educational sources, and to develop innovative and creative solutions to real world problems. The school-wide analytic rubrics all use the same terminology to assess learning expectations as "Exceeds expectation," "Meets expectation," "Progressing toward expectation," and "Does not meet expectation" to ensure their consistent application and understanding across all disciplines. Given the fairly recent adoption of the school's 21st century expectations for learning and the accompanying school-wide rubrics, the school would be well served by assessing their efficacy after a reasonable period of use. The identification of school-wide analytic rubrics that identify high levels of achievement will ensure clarity about the expected levels of student achievement. (self-study, teacher interviews, students, parents, classroom observations, Core Values and Beliefs Standard sub-committee, student shadowing, teachers)

B. M. C. Durfee High School's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school and have the potential to drive curriculum, instruction, and assessment in most classrooms and further guide the school's policies, procedures, decisions, and resource allocations. The acronym P.R.I.D.E. underpins the school-wide rubrics and permeates the culture of the school as an attitude which envelops the entire school culture. Since the school has only embraced the core values, beliefs, and learning expectations at the beginning of the 2011-2012

school year, adequate time has not passed to see full fruition of its potential effectiveness. The P.R.I.D.E learning expectations have been formed into rubrics to assess the student learning expectations of Purpose, Responsibility, Innovation, Diligence and Empowerment. Departments have begun incorporating P.R.I.D.E core values and learning expectations into aspects of curriculum and by mandating their use twice a year to measure student's learning expectations. B. M. C. Durfee High School's PRIDE learning expectations and rubrics serve also the foundation for the development of specific departmental rubrics (e.g. math, English, history, world language, career and technical education, fine and performing arts, and ELL) that are used on a more frequent basis. During common planning time, each department is in the process of developing quarterly benchmarks, projects, portfolios, and assignments that align with the school's core values, beliefs, and learning expectations. All departments have developed and implemented department-specific rubrics which reflect the school's PRIDE strands. During the 2011-2012 year, all B. M. C. Durfee High School students were being assessed on each letter of the PRIDE learning expectations except E. Each department has been designated to evaluate each student's progress on one of the five strands of the school learning expectations. In keeping with this initiative, during the school year 2012 student report cards began to reflect the achievement of the PRIDE learning expectations. Preparation to integrate the "E" strand of Empowerment is ongoing. Guidance and grade administrators will develop a four-year plan for students which will include a PRIDE portfolio and capstone project to meet the benchmarks of the Empowerment strand. The PRIDE learning expectations have contributed to the impact of PRIDE posters displayed around the school and in classrooms, can be heard in daily morning announcements, and seen in student and staff handbooks. Various initiatives reflect the school's core values and commitment to the 21st century expectation such as the creation of student, staff, and parent school email addresses to expand communication between all parties, the planning of parent access to academic, conduct, and attendance records through the X2 Aspen program, and the enhancements to technology in the building including ENO boards, computer labs, and on-line learning opportunities. Other procedures driven by the core values, beliefs, learning expectations and rubrics include a review of the school's resources and current practices used at B. M. C. Durfee High School such as drop-out prevention programs like the Greater Fall River Evening School program, and the Young Parent's Learning Center, as well as the Curriculum Assistant Teams (CAT) which engages guidance counselors and teachers in monitoring students throughout the year. The school has also reviewed current procedures such as trainings in safety practices and bullying interventions for teachers in light of newly adopted core values, beliefs and learning expectations. These are merely the beginning steps to see progress of P.R.I.D.E in students. Further, frequent, and more consistent use of the school's core values, beliefs, and 21st century learning expectations in school decision-making will ensure an active focus on the culture of the school, drive curriculum, instruction, and assessment in

every classroom, and guide the school's policies, procedures, decisions, and resource allocations. (self-study, Core Values and Beliefs Standard sub-Committee, teacher interviews, students, classroom observations, student shadowing)

Since the document has only recently been adopted, the school does not have a plan to regularly review and revise its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities. Overall B. M. C. Durfee High School has very little documentation of previous revisions of their core values, beliefs, learning expectations and rubrics. While documentation of these changes is limited at best, new committees plan to meet yearly over the next three to five years and biannually after, to consistently revise both their core values, beliefs, and learning expectations, so that they remain current with trends and changes at B. M. C. Durfee High School. The committees will need to clarify how to assess the effectiveness of the core values, beliefs and 21st century learning expectations. A regular, detailed, data-driven, and definitive review of the core values, beliefs and 21st century learning expectations will ensure they will serve as a true driving force of B. M. C. Durfee High School. (self-study, teacher interviews, Core Values and Beliefs Standard subcommittee, teachers)

Commendations:

1. The maintenance of open communication with the varied stakeholders, the parent council, student body, and faculty, and the provision of opportunities for those stakeholders to propose modifications during the development of the school's statement of Core Values, Beliefs, and 21st Century Learning Expectations
2. The prominent display of the core values, beliefs and learning expectations in each classroom, around the school, in the student handbook, and on the school website
3. The positive incorporation of the concept of Durfee PRIDE in the atmosphere and in the curriculum of the school
4. The position of prominence granted to the school's 21st century learning expectations and the accompanying school-wide rubrics in the school's emerging initiatives such as the development of a new process for reporting student progress and in the development of a capstone project

Recommendations:

1. Increase faculty understanding of the appropriate and desirable manifestations in curriculum, instruction, and assessment of practices that

lead to mastery of the school's 21st century learning expectation competencies

2. Ensure that all of the school 21st century learning expectations are regularly assessed by a sufficiently broad range of departments so as to be able to provide viable data upon which to assess the level of school and individual student progress
3. Implement a formal, detailed plan to periodically review and revise the school's core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities

2

Curriculum

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

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

Conclusions

While the Durfee High School curriculum is not purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations, the curriculum for the most part does offer opportunities for students to achieve the school's 21st century learning expectations. The school has identified its school-wide expectations as academic, social, civic, or a combination of both within the PRIDE acronym (Purpose, Responsibility, Innovation, Diligence, Empowerment) and have assigned responsibility within content and elective areas for their teaching and assessment. Neither the 21st century learning expectations nor the connections between course content and learning expectations, however, are clearly and explicitly delineated in the curriculum documents. In practice, multiple courses in multiple curricular areas have the potential to offer learning experiences and assessments related to each of the school's learning expectations, but the relevant courses for delivering each of the 21st century expectations have yet to be clearly designated. The school has not yet collected data based on the achievement of the school's learning expectations to drive decisions regarding the revision of, addition to, or deletion from current course offerings. Teachers generally understand the school's learning expectations for which they are responsible in their assessment of student work. The school community has identified its curriculum as its school's formal plan to fulfill its core values and beliefs. The core values and beliefs that have been identified in the acronym PRIDE are authentic and have meaningful applications within coursework and are beginning to be included in some project and performance-based assessments. For example, English language arts, world language, social studies, and health are responsible for using "Purpose" to assess student work, while "Innovation" is the focus for science, mathematics, CVTE, fine arts, and physical education, and "Responsibility" is used by all disciplines for development and assessment purposes. At the present time, the school has not decided on the process for measuring and achieving the "Empowerment" expectation. With the development of a purposefully designed curriculum, teachers will be able to effectively make connections between content in every course and the school's 21st century learning expectation to the degree necessary to ensure that all students can achieve each those 21st century expectations. (self-study, teacher interviews, panel presentation, Curriculum Standard sub-committee, student work, teachers)

There is no common curriculum format employed across the disciplines that consistently includes essential questions, concepts, content, and skills, that specifically identifies the 21st century expectations targeted in the specific curricula, nor that includes the suggested use of the school-wide rubrics. Departments have written curricula, but there is no single

common template used school-wide, leaving open the possibility of elements essential to a complete and comprehensive overall curriculum being missing. The Endicott Survey indicates that only 40% of faculty members believe there is a formal curriculum format. Teachers in some courses (e.g., biology and bioengineering) are moving toward the use of formats that outline descriptions of courses, identify the standards addressed, detail student performance expectations, assessment practices, and instructional strategies along with a timeline for addressing those standards. In addition, some departments are now incorporating essential questions into curriculum documents. Specifically, the lack of a common curriculum format across the disciplines results in the inconsistent use of essential questions to guide student learning and inform classroom instruction. Also, the written curriculum in virtually all content areas fails to suggest any assessment process that includes the use of school-wide rubrics although this may be due to the fact that the rubrics are new. Faculty members acknowledge the need for school-wide curriculum unification. The absence of common curriculum documents that include specific instructional strategies in relation to school-wide academic expectations impedes teachers at Durfee High School in delivering effective, aligned curriculum consistent with the schools' academic expectations. Highly structured curriculum documents using research-based templates that are aligned with learning expectations currently do exist for some departments. Specifically, the English language arts department is using the *Understanding by Design (UbD)* model, a research-based curriculum, in the development of a common departmental curriculum template. Not all of the department curriculum documents, however, address the school's 21st century learning expectations. The development of a common curriculum template will ensure that all teachers are delivering a curriculum that fully addresses essential questions, concepts, content, and skills, student performance expectations, instructional strategies, assessment practices and that is driven by the school's 21st century learning expectations. (classroom observations, curriculum documents, self-study, teachers, student shadowing, student work, teacher interviews, students)

While the curriculum does not always emphasize depth of understanding and application of knowledge, neither does the curriculum adequately ensure significant cross-disciplinary learning and informed/ethical uses of technology. In certain departments, research-based common templates are in place to ensure that the curriculum emphasizes depth of understanding through inquiry, problem-solving, and higher order thinking in all courses and levels. Many areas of the curriculum, such as English language arts and math, demonstrate an emphasis on inquiry and problem solving skills through the use of essential questions, and some departments, such as history, science, and particularly career/vocational technical education (CVTE) incorporate authentic learning opportunities and assessments. Although 69.2% of teachers report emphasizing inquiry, problem-solving, and higher order thinking in instruction and while some of the written

curriculum documents support this assessment, curriculum documents overall do not reflect sufficient emphasis on, for instance, the use of workshop model instruction and higher order thinking in daily instruction across all grade disciplines and levels. Credit for Life and courses offered in the career/vocational education departments effectively provide students an opportunity to participate in instruction which encourages both cross-disciplinary learning and opportunities for authentic learning, but the rarity of these select opportunities demonstrates the lack of cross-disciplinary emphasis across the curriculum. Furthermore, the curriculum does not specifically mandate the inclusion of consistent opportunities across all disciplines for students to demonstrate informed and ethical uses of technology to achieve curricula goals. Based on Endicott Survey data, only 8.3% of students reports that their teachers include topics from other subject areas in their classes; only 16.2% students reports being able to use what they learn in one class in other classes; and only 25.8% of students reports being knowledgeable about the ethical use of technology. These numbers coincide with 5.1% of the faculty believing that cross discipline learning is emphasized; 13.8% of the faculty believing that the current curriculum emphasizes the informed and ethical use of technology; and 11.3% of faculty reporting that the curriculum emphasizes authentic applications of knowledge. This is not to say that such practices are totally absent, but it does indicate a need for such activities to become part of the mandates in the school's curriculum. The proposed capstone project, scheduled for next year, will help support higher level thinking, cross-disciplinary learning, and authentic learning opportunities. The development, adoption, and daily and universal use of a common curriculum format will ensure that students across all levels engage in inquiry, problem solving, higher order thinking, cross-disciplinary learning, and authentic application of learned knowledge. (classroom observations, self-study, student shadowing, panel presentation, student work, teacher interviews, students, department leaders, Endicott Survey, teachers)

There is growing alignment between the written curriculum and the taught curriculum. Department chairs across disciplines monitor lesson plans weekly to ensure compliance with the written curriculum. Along with learning walks, department review of weekly lesson plans, and common planning time, this monitoring process focuses on ensuring parallel content across similar classes and Googledocs reports out common teaching practices. As such, 86.2% of the teachers report meeting formally to discuss and improve both formative and summative assessments strategies. The adoption of common quarterly assessments supports the alignment between the written and taught curriculum. Only 10.8% of the faculty believes that prior to the implementation of common planning time that taught and written curricula were aligned. Most instructional practices reflect written curriculum; however, interdisciplinary planning to promote connections between academic and vocational disciplines is not common. The continued use of a range of strategies such as learning walks, department review of weekly lesson plans, and

common planning time help to further facilitate the alignment between written and taught curriculum. (classroom observations, self-study, student shadowing, panel presentation, teacher interviews, students, department leaders, school leadership, Endicott Survey, teachers)

Sufficient effective coordination and vertical articulation of the curriculum does not regularly occur between and among all academic areas within the school as well as with sending schools in the district. The district does not have a clearly identified curriculum review cycle. The faculty, however, does spend time in collaborative activities related to curriculum during common planning time by content and grade level. Faculty members collaborate to a limited extent within some departments with sending school staff members. The school lacks a formal structure that provides for interaction between teachers from the sending schools and Durfee High School teachers. Similarly, the school lacks a structure for planned collaboration across content areas, similar to the common planning time structure that provides for collaboration within grade level content teams. District K-12 curriculum guides do not exist. While vertical content committees existed in the past for all content areas, only English language arts is working on a common format for articulation with teachers in other grades. This common format includes quarter mapping and the development of units of study. The lack of a regular curriculum review cycle prevents staff from developing new curriculum, reviewing existing curriculum, and evaluating the effectiveness of curriculum in a whole, unified manner. Within content areas, some departments have independently developed common curriculum documents. A formal, system-wide process for vertical and horizontal curriculum articulation will lead to a more focused, comprehensive curriculum and will increase equity in educational opportunity. (self-study, panel presentation, teacher interviews, department leaders, Endicott Survey, teachers)

Staffing levels are sufficient to support the delivery of the curriculum; however instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are not generally sufficient to fully implement the curriculum including co-curricular and other learning opportunities. While observable class sizes are not excessive, there are inconsistencies in class sizes within the same course offerings. Administrators meet with department heads to allocate resources to purchase curricular materials where they are most needed. Certain classes are lacking resources for instruction; for example science teachers report they do not have sufficient supplies to conduct common lab experiments. In the Endicott Survey, however, seventy-eight percent of teachers report inadequate instructional materials and supplies. The school has made significant improvements recently to support growing technology needs. Many classrooms have instructional technology to fully implement the curriculum including interactive white-boards, but other classrooms do not. The lack of availability on a

consistent basis across all areas creates the possibility of inequity of opportunity. The library/media center, dealing with a reduction of two staff members and with sporadic funding for audio-visual and print materials, struggles to fully implement the curriculum. The delivery of the curriculum will continue to be inhibited unless there are adequate supplies and materials for teachers to use with students. (self-study, classroom observations, facility tour, student shadowing, teacher interviews, teachers, department leaders, Endicott survey)

The district provides the school's professional staff with sufficient personnel and time for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research within each department. Despite the lack of a formal curriculum development model and established curriculum review cycle, all departments have common planning time three times each week to discuss student work including homework assignments, projects, and assessments in order to adjust curriculum to meet the needs of all students. "Data dives" allow teachers to assess student learning based on standardized and quarterly assessments and to then make necessary changes in order to ensure student success. The district assessment center is a significant and effective resource to teachers, providing them with the access to data to be analyzed for the purpose of curriculum changes, but this service is underutilized. Additionally, the district provides teachers elective workshops at various times to increase their expertise through professional development in instructional technology, keys to literacy, understanding disabilities, and working with at-risk-youth. The use of X2 software programming allows teachers to monitor student achievement, class attendance, IEP status, learning disabilities, and medical accommodations. Supported with these resources, teachers have the ability to adjust, modify, and/or revise their curriculum for individual students. The school is using the "Race to the Top" grant funding to help move toward comprehensive guidance instruction with an emphasis on career pathways. The health curriculum has benefited from several curriculum initiatives. The health department introduced the Career Choices program into health education classes in the Fall of 2011 and plans to include it as an integral component of Health. In support of this initiative, health teachers attended a two-day training seminar in order to implement the new curricular component. In an effort to vertically align curriculum, the middle school is looking into holding a career job fair much like the one that is offered at the high school. The school is also using "Race to the Top" funding to integrate literacy awareness and focus throughout curriculum development on a district-wide basis. The continued provision of sufficient resources for the collaborative development, evaluation, and revision of curriculum will ensure that the curriculum becomes a living document that drives teaching and learning at Durfee High School. (self-study, panel presentation, teacher interviews, department leaders, central office personnel, school leadership, teachers)

Commendations:

1. The designation by the various departments of the specific 21st century expectations for which they are responsible
2. The development of curriculum documents in several departments, such as ELA, mathematics, and science that abide by a common format that aligns with the school's 21st century learning expectations
3. The close attention paid to inquiry, problem solving, and higher order thinking in the ELA and mathematics curriculum and the provision in the history, science, and CVTE curricula of opportunities for student to authentically apply learned knowledge
4. The utilization of learning walks, the departmental review of lesson plans, and the review of curriculum during common planning time to ensure close alignment between the written and taught curriculum
5. The broad and consistent provision of time to the professional staff to engage in the collaborative development, evaluation, and revision of the curriculum using assessment results

Recommendations:

1. Complete the identification by the various departments of the responsibility for all, including "Empowerment," of the school's 21st century expectations for learning
2. Develop and adopt a research-based, school-wide common curriculum template that unerringly includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment strategies that include the use of school-wide analytic and course specific rubrics
3. Conduct an audit of current curriculum documents, identifying elements that emphasize depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross disciplinary learning, authentic learning opportunities, and informed and ethical use of technology, and ensure that those features are overriding priorities and key driving forces to ensure their broad inclusion in revised curriculum documents
4. Develop a formal process to ensure sufficient and effective vertical articulation between and among all academic areas within the school and with sending schools in the district

5. Conduct an audit of needs regarding instructional materials and supplies, the equitable availability of technology, and library resources in supporting the delivery of the curriculum, and act accordingly on the results of the audit through the development of plan that includes a timeline and the identification of funding sources
6. Develop a formal process that allows for the professional staff to engage in cyclical curriculum review for both the high school and sending schools to ensure the development, review, and revision of curriculum

3

Instruction

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

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

Conclusions

Durfee High School's statement of core values, beliefs, and 21st century learning expectations are examined to a varying degree to ensure that teachers' instructional practices are consistent with the core values and beliefs about learning. The statement of PRIDE, while pervasive in the school's culture, is not currently tied to clear expectations and consistent connections in the classroom. This is likely due to the fairly recent identification and endorsement of the school's statement of core values, beliefs, and 21st century expectations. Despite some isolated cases where the core values, beliefs, and 21st century expectations purposefully align with teachers' instructional practices, more work must be done in order to ensure that they figure prominently in the planning and execution of daily lessons throughout the school. Strategies could include a department-wide and perhaps school-wide process for reviewing instructional practices to ensure that any connections to PRIDE are clearly communicated to all students and are adopted across the entire faculty. Consciously connecting instructional strategies to the school's statement of core values and beliefs about learning will help students fulfill the academic, civic, and social expectations embodied in the school's 21st century learning expectations. (classroom observations, self-study, student shadowing, student work, teachers, panel presentation, students)

Some teachers' instructional practices at times consciously and directly 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; and engaging students in self-assessment and reflection; and integrating technology. Personalized instruction is present through a number of modes, including but not limited to, the use of modified assignments, learning style inventories, and academic support classes, and the provision of choice in the manner of completing projects, but the goal of personalizing instruction on a school-wide basis remains a work in progress. An emphasis on the whole class lecture approach is evident and even prevalent in classrooms throughout the school. Survey results indicate a discrepancy between the degree to which teachers (77.4%) and students (42.8%) believe that instruction is personalized.

Cross disciplinary learning is evident in isolated cases, but the school currently has no formalized process to increase the frequency of such practices. The school acknowledges the need for such a process and has included it as part of the school's five-year strategic

plan. This is an issue that can most productively be addressed as an integrated element of curriculum review and revision. Such a multi-functional approach would remove the frequency of such instructional practices from the happenstance to the expected and universal.

While whole-class lectures and other teacher-centered strategies remain prevalent, teachers are occasionally employing a number of instructional strategies that promote active, self-directed learning as well. These strategies include the use of activators at the beginning of class, student-led lessons, problem solving, and hands-on and group activities. In the Endicott Survey staff members and students both reported the frequent use of group work; however, teachers do not always clearly communicate to students specific expectations and outcomes from group work, leading to the potential for an unstructured or unfocused environment.

The frequency of the use of questioning to facilitate problem-solving and higher order thinking varies. In some classrooms, teachers use essential questions to drive units of instruction, but these questions are not always used consistently within and across departments. Problem-solving skills are incorporated through the use of common quarterly assessments. As previously noted, the inclusion of suggested instructional practices focused on inquiry and problem solving will ensure the more consistent application of such strategies across the school. At present the frequency of use is driven by individual teacher initiative.

Some teachers present students with opportunities to apply their skills in authentic tasks outside of the classroom. These include daily broadcasts on FRED-TV, a theatre program, practical experiences in a hospital setting for CNA students, opportunities for culinary arts students to work in the *Tradewinds* restaurant, and greenhouse experience for botany classes. Students report an increase in opportunities for such activities as they move up through the grades. Initiatives like these, however, that allow students to showcase their work in a real-world setting are typically provided based on individual teacher preferences, based on the individual repertoire that teachers already have developed. They are infrequently embedded in curricula as suggested instructional strategies across the various disciplines, nor are teachers consistently expected to employ them as part of their daily routine. Certain disciplines, fine and performing arts and consumer/vocational/technical education, more readily provide opportunities for such instructional practices and learning opportunities.

As part of a student-centered classroom, teachers provide opportunities for students to take part in self-assessment and peer assessment. In the Endicott Survey, 72% of students acknowledge having had this opportunity. Students engaged in self-assessment

in the process of revising writing assignments in English language arts (ELA) classes, and by engaging in self-reflection following major projects. With the exception of the use of department-wide rubrics in math and science, these reflections are typically structured in different ways depending on the individual teacher. A more consistent approach of integrating such activities in daily practice would encourage students to independently engage in such activities on a more regular basis.

Teachers are beginning to integrate the use of technology as an instructional strategy, but more highly focused professional development would encourage and ensure broader appropriate use of technology to a number of productive ends including higher levels of engagement by students in inquiry, problem solving, higher order thinking, and application of learned skills. Interactive ENO boards are used frequently in math and science classes. Google Apps, Glogster (a digital presentation tool), Discovery Ed, and You Tube are among the web-based resources that are used regularly. Despite the school's increasing inventory of technological resources, however, only 58% of students reports that teachers ask them to use this technology on a regular basis.

The identification, modeling, and implementation of best instructional practices aligned with the school's core values, beliefs, and 21st century learning expectations on a more consistent basis will allow students to successfully apply their skills in a self-directed and engaging way, across many disciplines and to effectively incorporate technology in support of the achievement of the school's 21st century learning expectations. (classroom observations, self-study, student shadowing, panel presentation, student work, teacher interviews, department leaders, Endicott Survey)

At B. M. C. Durfee High School teachers adjust their instructional practices to meet the needs of each of the students at different levels of consistency. Teachers use formative assessments during class time that range from some teachers using little to no formative assessments while others use more than one form of formative assessment per class. Among the formative assessments that teachers use are warm-up activities that activated prior knowledge or assessed student understanding of a previous lesson, non-purposefully organized group work, worksheets, and questions and answer sessions where mostly recall questions are asked. Strategic differentiation to enhance instructional effectiveness in order to impact student achievement was evident in just 20% of the classrooms observed. Some AP classes, advanced classes, special education classes, and classes where special education liaisons are utilized, have strategic differentiation for both formative and summative assessments. Teachers employ group learning activities in about a quarter of classes. The group work, however, is usually not purposefully organized in order to meet the instructional needs of each student. When students are asked to work in groups, proper group-working norms designed to maximize learning are

inconsistently modeled and roles are inconsistently given to group members. Teachers inconsistently use additional support and/or alternative strategies within the general education classroom as a means of adjusting their instruction to meet each student's needs. Durfee High School's move to a consultation model for inclusion classrooms has resulted in general education teachers struggling to maintain IEP modifications and accommodations. Teachers have not had access to adequate professional development on the best instructional practices to meet every child's education needs. As well, the school does not have systems in place to monitor and assess the implementation of those strategies, in order to ensure more regular use of effective formative assessments, strategic differentiation, purposeful group learning activities, and supporting alternative strategies. Broader use of formative assessments, strategic differentiation, purposeful group work, and supporting alternative strategies in the general education classroom will result in greater student achievement of the 21st century learning expectations. (classroom observations, self-study, artifacts, student shadowing, student work, teacher interviews, students, Endicott survey, teachers)

Teachers at B. M. C. Durfee High School, individually and collaboratively, improve their instructional practices to varying degrees 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; and engaging in professional discourse focused on instructional practice. Various formal structures are in place that support the continuous review of instructional practices, but they do not figure prominently in the planning and execution of daily lessons throughout the school. While all teachers have regular, formal common planning time (CPT) scheduled three times a week within their content areas, this time is not currently available for use across content areas. When teachers meet with their content colleagues, time is occasionally allotted to review qualitative and quantitative data from department common quarterly exams and common semester assessments with an eye toward modifying and aligning teaching practices and guiding future instruction. Some teachers also use this time to examine student work, develop and modify course rubrics, and review common and formative assessments, and teachers on a school-wide basis are refining the structure of those activities to more closely focus on improving teaching and learning practices.

Teachers use feedback from a variety of sources, including students, other teachers, supervisors, and parents to improve their instructional practices to varying degrees. Teachers and administrators participate in learning walks to observe the instruction and learning of students in other classrooms. Participants in these walks provide feedback regarding these informal observations during common planning time, in face to face meetings, and by email. The school is implementing a new formal evaluation tool and

protocol in which administrators and department heads will serve as facilitators to help teachers improve the quality of the instruction. Only 25.5% of B. M.C. Durfee High School parents reported that they are asked for feedback about teachers' instructional practices. Few students report the use of a formal end-of-course survey nor do they report teachers asking them for opinions and suggestions as to how to improve their instruction.

Teachers examine current research to improve their instructional practices at varying levels, but there is a lack of a formal protocol for collaboration which could ensure they are translating research into practice, a key component for improving instruction. Many teachers across disciplines attend professional development opportunities such as the Keys to Literacy Training, English Language Learning Training in the Four Categories of English Language Development, the Teaching American History Grant, and take advanced courses and collaborate with local universities. Some teachers use their common planning time to review, model, and share these professional development opportunities within their content areas in order to improve instruction, but the practice is inconsistent and there is little evidence to confirm broad and systematic adoption of any identified promising improved instructional strategies. Effectively translating research into practice, purposefully interpreting student work and data, increasing involvement in professional development opportunities, and soliciting teacher, parent, and student feedback are the key components to the improvement of instruction. (Endicott Survey, self-study, student work, teacher interviews, student shadowing, department leaders, teachers, students, panel presentation)

Teachers for the most part maintain expertise in their content area and content specific instructional practices through common planning time and other professional development opportunities. One of the best examples of the continued professional development for teachers is the work that has been done to further the skills of teachers who work with English language learners (ELL) in English as a second language (ESL) classes, in sheltered English immersion (SEI) classes, and in general education classes. Over the preceding year more than 100 teachers completed at least one of the four tiers of category trainings that help teachers understand how to teach English language learners. Durfee High School works in conjunction with Brown University to offer Categories I and IV to their teachers. Plans are for the district to offer teachers Categories II and III to Durfee teachers in the late spring of 2012 and early fall of 2012. All ESL teachers will attend the Massachusetts Association of Teachers of Speakers of Other Languages conference in May of 2012. Other departments have done similar work in extending opportunities for teachers to develop their expertise. The district has offered technology professional development to many teachers as smart boards, iPads, and other technology has become more widespread throughout the school. The history department had 9 out of

19 teachers as members of the Teaching American History 2010-2011 Cohort, which helped them not only identify best practices in history classes but also deepen their content knowledge. Teachers have used common planning time meetings in their content areas three days a week that are led by and planned exclusively by the department chairs to maintain and improve their content area knowledge and content-specific instructional skills. The school's continued focus on maintaining expertise through professional development will help in ensuring that quality instruction is offered to meet every student's needs. (self-study, teachers, panel presentation, Endicott Survey, teacher interviews, department leaders)

Commendations:

1. The use of activators by some teachers at the beginning of class to engage students as active and self-directed learners
2. The provision of opportunities by a number of teachers for students to participate in self-assessment and reflective exercises
3. The provision by the school of opportunities for the participation in professional development programs, such as the Keys to Literacy Program, as a means of expanding instructional practice
4. The involvement of nine history teachers in the Teaching American History Grant Cohort to expand content knowledge and course-specific instructional skills
5. The job embedded professional development available during common planning time three times per week to identify best practices, co-lesson plan, and develop common assessments
6. The school's commitment, as evidenced by the provision of significant professional development, to the improvement of instructional skills of teachers of students in English language learner classes such as English as a second language (ESL), sheltered English immersion (SEI), and in general education classes

Recommendations:

1. Audit teachers' instructional practices to identify those that are most closely aligned with the school's core values, beliefs about learning, and learning expectations and then expand the use both of new practices and the breadth of those practices that are already in use
2. Ensure that all teachers understand how the concepts involved in the school's core values and especially its beliefs about learning translate into effective classroom practice

3. Develop a process and corresponding timeline with identified target levels for increasing the use by all teachers of instructional practices that personalize instruction; engage students in cross-disciplinary learning; engage students as active and self-directed learners; emphasize inquiry, problem-solving, and higher order thinking; apply knowledge and skills to authentic tasks; engage students in self-assessment and reflection; and integrate technology
4. Develop a process and timeline to ensure that all teachers engage in the broader use of formative assessment, strategic differentiation instruction, purposeful organization of group learning activities and the provision of additional support and alternative strategies within the regular classroom
5. Develop and implement a formal school wide process whereby teachers solicit and increase use of feedback particularly from students and parents as a means of improving instruction
6. Develop and implement a consistent school wide process to dedicate allotted time for teachers to collaboratively examine student work and other data for the purpose of improving instruction
7. Provide a more significant teacher voice in working with the department chairs to identify what professional development related to instructional practice should be offered

4

Assessment of and for Student Learning

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

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with the corresponding rubrics.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments

- individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Assessment of and for Student Learning

Conclusions

The professional staff at B. M. C. Durfee High School is implementing a formal process based on the use of school-wide rubrics to assess whole school and individual student progress in achieving the school's 21st century learning expectations although teachers are just taking the beginning steps in the process used to assess the learning expectations. Simultaneously the school is also developing a procedure to embed and connect those 21st century learning expectations to the school's curriculum to ensure that each student has regular opportunities to be assessed, both formatively and summatively, on the level of achievement of each of those learning expectations. When the school-wide process is fully implemented, B. M. C. Durfee High School will be able to assess the achievement by all students individually and on a school-wide basis of the 21st century learning expectations. Each department is responsible for assessing common products within its discipline with the school-wide rubric and eventually will be responsible for reporting out the achievement of the 21st century learning expectations on quarterly report cards. While some teachers are currently using the school-wide rubrics, teachers are not using them with fidelity in all classes of each department across the school. The school-wide use of the rubrics supporting the school's core values and beliefs will allow the school to more effectively assess both individual and school wide progress in the achievement of the school's learning expectations. (self-study, artifacts, teacher interviews, department leaders, Endicott Survey)

The professional staff at B. M. C. Durfee High School is beginning to communicate individual student progress in achieving the school's 21st century learning expectations to students and families and is in the process of developing a reporting system for communicating the school's 21st century learning expectations to the community at large. At the present time, staff members use school-wide rubrics based on the acronym PRIDE. Student progress in achieving the school-wide expectations is communicated through the school report card system on a quarterly basis. While 69.3% of parents report that they receive quarterly reports on student progress, they were not receiving reports reflecting the school's 21st century learning expectations. The school is in the planning stages of developing a reporting system to communicate with parents through the X2 computer software in order to provide parents immediate access to grades and student progress. Once completed, this same system would allow data to be aggregated and disaggregated as needed not only to report progress both individually, as the school currently does, but also to report the achievement of the school's 21st century learning expectations on a school-wide basis. Developing an instrument for reporting school-wide and individual

student progress based on the achievement of the 21st century learning expectations will ensure that communication between staff, students, families, and stakeholders is highly focused on those 21st century learning expectations. (self-study, Endicott Survey, support staff, teachers, artifacts)

The professional staff at B. M. C. Durfee High School collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. Durfee High School has a data assessment center with two testing coordinators who disseminate, collect, and disaggregate the four quarterly assessments, district wide benchmarks, and standardized testing (MCAS, MEPA, MELA-O) using Test Wiz. The assessment center within the high school closely collaborates with the district assessment center to look at longitudinal data for incoming freshman and to look at trends analyzing data across years and content areas. The in-house assessment center runs the data through Test Wiz, feeds the data back to department chairs and departmental staff members to drive instruction and to identify strengths and weaknesses within sub-groups as a means to improve teaching and learning. Teachers meet during common planning time to discuss best practices that drive teaching and learning. For example, teachers use multiple assessments to determine learning styles and discuss the validity of test questions. Biology teachers use the common planning time to calibrate departmental rubrics and “data diving” is used by the English department to address areas where it needs improvement, specifically for vocabulary and writing improvements. The content is driven by the disaggregated data. Teachers use item analysis to make decisions about grouping and regrouping students. The English department also uses PSATs and other assessments as part of the “data diving” to identify gaps and weaknesses in instruction. The math department has used Test Wiz to collect data for special education students and English language learners (ELL) to adjust curriculum in algebra and geometry. Mathematics, English, and science departments use disaggregated data from MCAS to drive instruction for students who still need to pass the MCAS tests. Teachers also use disaggregated data to plan educational proficiency plans (EPP) and for outliers in terms of individual success. Using assessment data effectively allows each department to make adjustments to curriculum and instruction, to improve MCAS scores, and to enhance overall student achievement. (self-study, Fall River School Committee, district administrators, teacher interviews, department leaders, school leadership)

Teachers have begun to adopt the practice of, prior to a unit of study, explicitly communicating the 21st century learning expectations and related unit-specific learning goals to be assessed. Teachers are not consistently and explicitly articulating to students what they are expected to know and be able to do prior to the unit of study. Although teachers are involved in a formal process across departments to fully implement and embed the school's 21st century expectations into the curriculum, not all teachers are

adequately communicating the unit-specific learning goals to be assessed in each of their classes. The identification by all teachers of the learning goals and expectations which support the 21st century learning expectations would allow students to more effectively achieve and the school to more effectively assess the true level of both individual and school-wide progress in the achievement of the 21st century learning expectations. (self-study, student work, student shadowing, teachers, students, panel discussion, Endicott Survey, teacher interviews)

Prior to summative assessments, including quarterly assessments, teachers generally provide students with corresponding rubrics. Teachers use common planning time to develop these assessments. According to the Endicott survey, 76.2% of all students states that teachers use the rubrics to assess their work and 73.9% agrees that they understand the rubrics that teachers use. Nearly all academic departments also provide students with rubrics prior to the assignment of projects and labs that are graded as summative assessments. Providing rubrics before assessments allows students to know with some level of certainty what they need to accomplish in order to be successful. (self-study, classroom observations, student work, teacher interviews, department leaders, students, Endicott Survey)

In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments. Teachers employ a variety of different assessment strategies such as warm-ups, thumbs up/thumbs down, ticket to leave, and 2+2 as well as other formative and summative assessments during classroom activities and instruction. In the Endicott Survey, 89.7% of the teachers reported that assessments are used in an assortment of ways within classrooms across the curriculum. Both teachers and students report that there are opportunities for students to make self-assessments before, during, and after instruction. Self-assessments are routinely used as an indicator of student knowledge, understanding, and desired learning outcomes. Teachers routinely employ multiple opportunities for students to demonstrate mastery across content areas using tests, quizzes, competency based projects, portfolios, PowerPoints, posters, and essays. Teachers consistently encourage the rewriting or reworking of assignments. Teachers across content areas employ a range of assessment strategies to inform and drive instruction such as with members of the English department routinely using “anchor papers” and exemplars to demonstrate how MCAS long compositions should be constructed and developed. Summative assessments are used appropriately as end-of-unit or chapter tests and end-of-term or semester exams, and scores are used for accountability purposes such as to drive and maintain AYP. The use of a variety of assessment techniques and strategies enhances student engagement, provides a focus on monitoring progress, and leads to increases in student achievement.

(self-study, classroom observations, artifacts, student work, teacher interviews, department leaders, students, Endicott Survey)

Teachers do collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. According to the Endicott Survey, 86% of all staff members report that they collaborate in a formal manner to create, analyze, and revise formative and summative assessments. The principal has ensured that common planning time is a part of teachers' weekly schedule with the exception of teachers of electives such as technical education and public speaking. The school maintains attendance logs and minutes from the departmental common planning time on google.docs to provide access to members of the school community. Department chairs are charged with monitoring the logs. A major school focus is increasing attention to common assessments within common courses. For example, all grade 10 English teachers review samples of student essays, quarterly exams, and common projects to determine if the current grading rubrics are appropriate. Teachers meet during common planning time to review summative and formative assessments, MCAS scores and use data provided by the data assessment center to revise curriculum, group and regroup students, evaluate student work and "anchor papers," as well as to discuss teaching and learning focused on ensuring higher level of student progress and achievement. Formal collaboration facilitates the creation, analysis, and revision of formative and summative assessments to enhance student learning. (self-study, teacher interviews, department leaders, school leadership, Fall River School Committee, teachers, Endicott Survey)

Some teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers use rubrics, emails, questions, handwritten comments and suggestions, and provide students with multiple opportunities for students to revise and improve their work as common practices; however, according to the Endicott Survey both parents and students responded that there was room for improvement in providing timely, corrective feedback. Students indicated that many teachers across the disciplines encourage the practices of revising work and rewriting essays. Students report that teachers identify "forbidden" words, for example, in advance of writing essays to eliminate the need for corrective action by the teachers. Some students reported that in some disciplines teachers provide weekly progress reports to assist students in improving their work. Providing support to students through constructive feedback methods is essential to increasing student motivation, progress, and achievement. (self-study, teacher interviews, teachers, student interviews, student shadowing, Endicott Survey, teachers)

Teachers infrequently use formative assessments to inform and adapt their instruction for the purpose of improving student learning. A good example, however, of utilizing formative assessments to drive instruction and to improve student achievement was found in the mathematics department. Common planning time provides an opportunity for the math department to analyze data from the item analysis of MCAS results and develop warm-ups to be used for MCAS preparation. Item analysis through Test Wiz provided the standards on which students had not met proficiency and the team incorporated those standards into the daily instructional block for a period of weeks. The warm-ups provided students with an opportunity to make multiple attempts at solving problems with immediate feedback and corrective actions by the teachers. Teachers also use pre and post reading assessments for placement of students in reading groups to address learning gaps and provide intensive instruction to students in English language learner and special education programs as well as to other students who have been identified as most at risk. These examples serve as exemplars of behavior from which students and the school would benefit by an expansion of their use in a wider range of classrooms. Using formative assessments to track progress, identify areas of development to inform and adapt instruction would provide optimal number of opportunities for student growth and achievement on a daily basis. (self-study, teacher interviews, classroom observations, student shadowing, artifacts, teachers, Endicott Survey)

Some 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, and survey data from current students and alumni. Teachers and administrators at B.M.C Durfee High School, for example, individually and collaboratively examined a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices as part of the process of identifying the school's core values and beliefs and in developing the school's 21st century learning expectations. Since the development of the PRIDE rubrics, an outgrowth of that process, departments school-wide have only begun to examine student work and see how that work relates to the rubric. For example, the science department has reviewed the "R" and "I" rubric to see how well the rubrics serve to assess the mastery of the curriculum. In addition, within some departments, teachers are using common planning time to examine student work and assess the level of student performance according to the rubric(s) adopted by their departments. Department members keep logs on google.docs that shows ample evidence of teachers and administrators examining student work for the purpose of curriculum revision. Assessment of individual and school-wide progress using the school-wide rubrics likely

cannot be refined until further revision of the rubrics has taken place. The science, math, and English departments use the assessment center as a means to gather and use data and longitudinal information from the MCAS, and quarterly assessments. The English department has also looked at student essays, open responses, and common content area assessments for evidence or the lack of evidence with specific skill sets to adapt the curriculum in vocabulary and writing strategies. Approximately 75% of students agrees that teachers use a variety of methods to assess learning. Some formalized data from sending and receiving schools is available but access to it is limited to guidance counselors. Post-secondary institutions provide survey data from current students but data from alumni has had a limited impact on the curriculum. Examining a range of evidence of student learning for the purpose of revising curriculum is essential in the process of revising curriculum and instructional practice for the furtherance of student success. (self-study, teacher interviews, students, parents, school leadership, department leaders, teachers, Endicott Survey)

Grading and reporting practices are regularly reviewed but have not been revised to ensure alignment with the school's newly identified core values and beliefs about learning. According to the Endicott Survey 66.2% of the staff members agree that the school-wide grading and reporting practices are regularly reviewed and revised. Additionally, 71.4% of parents agreed grading practices are aligned with the school beliefs about learning. The school-wide grading system has not been revised since the new core values and beliefs were developed. Although not yet fully embedded in use, the 21st century learning expectations rubrics implemented in the 2011-2012 school year appear to be consistent with the beliefs. Some departments use item analyses of common quarterly exams to ensure alignment with the school core value and beliefs. Departments met recently to review the quarterly exam format and weightings to more effectively align the assessments to the school's core values and beliefs. Common planning time is scheduled three times a week, part of which time is designed to be used to ensure that grading practices are consistent across all subject areas and by all teachers. The school wide grading system is weighted 60% on assessments and projects, 25% on homework, and 15% on quarterly assessments. Embedding the 21st century learning expectation in grading processes across the school will ensure alignment with the school's core values and beliefs about learning. (self-study, artifacts, Endicott Survey, Assessment of and For Student Learning Standard self-study committee, student shadowing)

Commendations:

1. The development of a plan to assess student progress in the achievement of the school's 21st century learning expectations

2. The breadth of data provided by the assessment center and the testing coordinators to support analyses by teachers to drive improvements in teaching and learning, including revision to the curriculum
3. The focused use of data by several departments during common planning time, including calibration of departmental rubrics by biology teachers, "data dives" by English teachers to focus on improvements in vocabulary and writing, and the adjustment by the mathematics teachers of the mathematics curriculum for English language learners and students with special needs and to drive instruction for students who have to pass the MCAS exam
4. The generally consistent provision by teachers prior to summative assessments of the applicable rubric to help students know what they are expected to learn
5. The use by teachers across the various content areas of a range of assessment strategies to inform and drive instruction
6. The generous provision of time for common planning and the consistent and formal use of that time by departments to create, analyze, and revise formative and summative assessments
7. The Fall River School Committee's strong support of the assessment process
8. The growing school-wide culture of individually and collaboratively examining a range of evidence of student learning for the purposes of revising curriculum and improving instructional practices

Recommendations:

1. Ensure that all teachers employ a process based on the use of school-wide rubrics to assess whole school and individual student progress in achieving the school's 21st century learning expectations
2. Ensure that the school software is able to include data derived from the use of the school-wide rubrics to assess the level of achievement of the school's 21st century learning expectations
3. Develop and complete the implementation of a process for communicating individual student and whole school progress in achieving the school's 21st century expectations to students, families, and the community at large
4. Ensure that prior to a unit of study, all teachers explicitly communicate the 21st century learning expectations and related unit-specific learning goals to be assessed
5. Ensure that prior to summative assessments all teachers provide students with corresponding rubrics

6. Implement a formal, on-going process to ensure that every teacher regularly uses the designated school-wide rubric(s) their discipline has agreed to teach and assess
7. Ensure that all teachers provide specific, timely and corrective feedback to students focused on the revision and improvement of work
8. Expand the practice of using formative assessments to inform and adapt instruction for the purpose of improving student learning
9. Following a sufficient trial period of use of the school-wide rubrics, review grading practices to ensure that they are aligned with the school's core values and beliefs about learning

5**School Culture and Leadership**

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).
3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

School Culture and Leadership

Conclusions

Over the past several years the school community has made strides in consciously and continuously building 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 palpable sense of school pride is evident in the hallways and classrooms of Durfee High School, from the “Proud to be a Hilltopper” pictures to the amount of Durfee gear that students wear. A majority, 65.2%, of students report feeling proud of their school. The school culture has changed for the better over the past half-dozen years, leading to greater numbers of students choosing to attend Durfee than in the past. Some parents who previously had been reluctant to have their children come to the school have changed their opinions. Much of this positive reputation is based on an increased emphasis on high-level classes such as Advanced Placement (AP) and the related pre-AP program that reaches down to grade 6, along with outreach through athletics and the appeal of the discovery program through which 9th graders explore the school's elective offerings. The honors and AP classes in particular are seen as challenging and motivating by students and most parents. According to the Endicott survey, 92.7% of parents views Durfee as a school that encourages students to take responsibility for their learning. Conversely, only 47.2% of staff members believes that the school supports independent student learning. The school prominently displays "students of the month" and "students of the term" which include students from diverse programs, including the English language learner (ELL) program and the Bridge Program. A majority, 65.5%, of students reports feeling safe in school, and parents agreed. School community members, however, noted an exception: the number of doors that do not lock during shelter-in-place drills. The school frankly acknowledges that there are threats to this sense of safety. The hallways have the potential to reflect the streets of Fall River, but in general hallways are clear during passing time and the cafeteria is orderly. The building administrators meet daily to discuss discipline and attendance and to consider steps to make improvements, such as changing the schedule. The Peaceful Coalition, a program for students who are at risk for gang-affiliation, sponsors events during National Youth Violence Prevention Week. Building a safe, positive, respectful, and supportive culture at the school leads to an environment where all students can thrive. (self-study, facility tour, parents, middle school principals, panel presentation, student shadowing, Endicott Survey)

B. M. C. Durfee High School is working towards an equitable and inclusive academic environment, where every student, over the course of four years of high school, is

enrolled in at least one heterogeneous class, but the school has not yet achieved that goal. Despite the lack of a formal framework to ensure that level of access to heterogeneous classes, ninety-six percent of the class of 2011 graduates was enrolled in at least one heterogeneously grouped class over their four year career. Although specific prerequisites exist for some advanced placement (AP) and honors level core courses, teacher recommendations are the driving force behind student access to higher-level courses. The federal Race to the Top grant, the Massachusetts Math & Science Initiative (MMSI), and the identification of students with AP potential based on PSAT scores has led to increased student participation in pre-AP coursework. As a result, AP enrollment has nearly doubled; qualifying scores have nearly tripled; the number of AP course offerings has increased; and minority students enrollment in AP courses are clearly evident. Projected increases in AP enrollment alone show a 70% increase from 211 students in the 2011-2012 school year to an anticipated 359 students for the 2012-2013 school year. To increase inclusiveness and support higher expectations, thirteen “integrated” sections of a college prep track with smaller class size for struggling learners have been eliminated in English language arts (ELA) and are being phased out in mathematics. Special education students enrolled in college prep classes are provided additional support through enrollment in an academic support class. As their participation in college level classes increases, some teachers have voiced concerns that teachers need professional development focused on differentiated instruction and classroom management. Diversity of enrollment is evident in homogenous courses. Based on ethnic and racial background, minority enrollment in college prep courses averages about 33% as compared to a 30% minority population at the school. On average, minority representation in honors level courses is about 26% and the percentage of total minority students enrolled in AP classes is approximately 24%.

Opportunities that would ensure that students enroll in a minimum of one heterogeneously grouped required core course do not exist. Seventy-five percent of students self-report that there are opportunities to be enrolled in heterogeneously grouped classes in the elective areas; however, most core classes are homogeneously grouped. At this time, no formal plan is in place to pilot heterogeneously grouped core classes. An informal plan has been outlined to address this specific issue in both ELA and social studies for the fall of 2012. Continued efforts to create a school culture which is equitable, inclusive, and offers all students an opportunity to enroll in at least one heterogeneously grouped core course will result in improved student learning and career and college readiness for all Durfee High School students. (program of studies, Endicott Survey, artifacts, panel presentation, self-study, student shadowing, teacher interviews, School Culture and Leadership Standard self-study subcommittee, teachers, Fall River School Committee)

The B. M. C. Durfee High School does not have a formal, on-going program that provides each student with an adult in the school in addition to the school counselor who knows the student well and who assists in the student in achieving the school's 21st century learning expectations. Durfee High school has begun a planning process to implement a program that will connect groups of 12–15 students with a staff member who will follow them during their four years of study. The school's proposed advisory program would meet monthly throughout the year. Students will be grouped by grade level, and the curriculum will be grade-specific and will be responsive to the academic and social needs of a particular student or student group. The plan is that a coordinator will be hired in fiscal year 2013 to work closely with teachers and guidance staff members to oversee student wellness concerns at the school and to help develop the curriculum for the advisory program. Still to be developed is a formalized plan for how this program will address and/or support every aspect of each student's educational experience such as calling parents to inform them of the school's learning expectations or acting as the prime facilitators of personal learning plans for their advisees. Creating a formal ongoing advisory program where each student has an adult in the school who knows him/her well and assists him/her in achieving the school's 21st century learning expectations will help students establish a stronger connection to the school through personalized learning. (self-study, panel presentation, students, teachers, Endicott Survey, district administrators)

In order to improve student learning through professional development, the principal and professional staff are engaging in more collaborative reflection around instructional practices, but formal professional development has not yet resulted in widespread application of new skills and practices. Staff members engage in professional discourse around teaching and learning. All teachers have time in their schedule to participate in common planning time (CPT) three times a week, where they can share ideas, examine student work, and discuss assessment design and data. Some department chairs use department meeting time for mini-professional development (PD) lessons. Teachers participate in "learning walks" through their departments, which admirably has led to increased reflection and discussion about teaching and learning. Some teachers participate in rich discussions as part of district committees that look at topics such as literacy in the content areas, pre-AP courses, and vertical teaming. Informally, teachers are happy to share and take ideas and suggestions from teachers inside and outside of their departments. For example, a culinary arts teacher reported that a suggestion from an ELL teacher led to her use Google translator for her directions.

Many formal opportunities for professional development by both in-district and outside providers are available, such as the three teacher days each year dedicated to professional development and the additional offerings on specific topics that are publicized throughout the year. To determine PD needs, the district-wide director of professional development

and director of instruction meet with the principal and associate principal and they survey teachers. District administrators evaluate proposals to see whether they map to the district improvement plan (DIP) and are scalable across the district. The associate principal and department chairs play a major role in organizing and following up on professional development with staff. Teacher professional development is tracked in the X2 system. Administrators who observe a gap in teacher skills or knowledge can check to see if the teacher has completed relevant PD and then determine how to address any identified needs. Recent offerings for all teachers have included category trainings (to improve the teaching of ELLs) provided by the Education Alliance and workshops about creating teacher websites. During “Tech Tuesdays,” teachers learn about programs such as X2, Google apps, web pages, etc. More tailored offerings have included valuable training for special education teachers around completing individual education plans (IEPs) and opportunities with MMSI for teachers to build skills in the areas of math and science. Most district-based PD is compensated. Teacher attendance at outside conferences is funded if the focus of the activities aligns with the DIP. Tuition reimbursement for teachers that take graduate courses is not available. While there has been an increased interest in technology-related workshops, there is also a sense that some PD is “wasted” as teachers move on to other districts. Teachers, however, have implemented changes directly related to PD. For example, a technology teacher includes more visuals in his directions for English language learners, and due to ELL category training and Keys to Literacy Training, classroom practices across the disciplines are beginning to reflect widespread incorporation of updated instructional strategies. What is missing is a codified mechanism to ensure adoption of the various instructional/assessment processes newly learned through professional development and to track the level of that adoption. According to the Endicott survey only 36.9% of staff members say professional development programs have enabled them to acquire and use skills to improve instruction. Providing professional development that aligns with school-specific needs and ensuring the broad adoption of a wide variety of instructional/assessment strategies will lead to improved instruction and student learning. (School Culture and Leadership Standard self-study subcommittee, teachers, district administration, teacher interviews, artifacts, school administration, self-study, student shadowing)

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. Supervisory responsibilities for the various departments are divided amongst the building administrators, specifically the principal, associate principal, four vice principals, and department heads. Department heads assume most of the responsibility for evaluating teachers within their own departments; however, building administrators supplement the evaluation process as necessary. Responsibility for assessing department heads is divided among the building administrators. While many administrators have received training in district-wide professional development workshops

related to evaluation and supervision, all administrators have furthered their own knowledge and skills by attending a variety of conferences, workshops, seminars, and training sessions related to evaluation and supervision including but not limited to Instructional Rounds, Performance Appraisal and Supervision, and Research for Better Teaching. The school has implemented building-based learning walks in each of the content areas, but the number of learning walks per department as well as the amount of teacher participation within each department varies. This variance makes it difficult to assess the overall success of the learning walks. Building administrators and department heads participate in mini-observations as well. Data gathered from both learning walks and mini-observations provides the administrative team with specific information related to student behavior and classroom management. Administrators utilize the data to examine curriculum issues and make informed decisions regarding areas in need of focused professional development. The faithful collation and analysis of the data from those ongoing practices will serve as one of the mechanisms to ensure the identification and adoption of instructional practices that are aligned with the school's learning expectations.

A varied group of stakeholders, including teachers, administrators, parents, and community members developed a new teacher evaluation and supervision instrument that was adopted for use in the 2011-2012 school year. It includes multiple pathways for evaluating teachers with and without professional teaching status as well as those teachers deemed at-risk or struggling. The new document aligns closely to the Massachusetts Educator Evaluation System and is more directive and prescriptive than the previously cumbersome teacher evaluation and supervision plan. In addition, it allows building administrators an opportunity to address personnel concerns in a more timely fashion. Regular use of research-based evaluation and supervision processes that focus on student learning provides school leaders with opportunities to support teachers' efforts to improve teaching and student learning. (artifacts, teachers, building administrators, self-study, principal)

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. A seven period, dual rotating schedule with 50 minute classes addresses both teacher and student learning needs. Within the seven period school schedule, the first four periods rotate to ensure that all teachers have access to students at various times while still providing flexibility for students to attend assemblies. Rotation of the first four periods spreads attendance issues such as chronic student tardiness across multiple courses for the same student and enables students involved in the career and technical education program to participate in cooperative work experiences. Rotation of the lunch block distributes across multiple classes the interruption to instruction for those classes assigned to the second of three

lunch waves. The last three blocks of the school day also rotate to maximize students' level of attentiveness as well as to accommodate students who are released early to attend job shadowing opportunities, participate in school-to-career internships, or participate in dual enrollment courses at Bristol Community College or UMass-Dartmouth. Significant drawbacks, to the schedule are, however, that it does not make provision for an advisory program, and it requires eight transitions during the day, time that could in fact be used more productively through the use of a different scheduling model.

Teachers are scheduled to teach five of seven periods per day. Of the 10 periods that remain within a given week, teachers are assigned three periods of common planning time and seven periods for preparation. On average, teachers have between 400 to 500 minutes per week to collaborate with other teachers or to individually plan to meet the learning needs of their students. Three times per week, core teachers are scheduled for common planning time with departmental colleagues who teach the same course, e.g. Algebra I. Teachers who teach in smaller departments such as fine arts and music meet as a collective group. Common planning time is used to discuss issues related to curriculum, to develop, revise, and analyze common assessments, discuss content specific knowledge and skills, and share instructional practices to meet the learning needs of all students.

Scheduled department meetings and faculty meetings occur on a monthly basis. In addition to three professional days for staff built into the district-wide school calendar, many teachers choose to participate and receive a stipend to attend professional development opportunities outside of school time, including after school, on Saturdays, and during the summer months.

Department chairs teach one class, which creates additional time for them to meet with the principal and/or associate principal on a regular basis, observe and evaluate departmental staff, ensure progress towards achieving programming goals, and participate in learning walks. Organizing time to support research-based instruction, professional collaboration among teachers, and the learning needs of all students, increases the opportunities for adults and students to learn. (artifacts, self-study, student shadowing, administrators, teacher interviews, School Culture and Leadership Standard self-study subcommittee)

Generally, student load and class sizes enable teachers to meet the learning needs of individual students. Approximately 43% of teachers and 63% of students agree that class sizes are reasonable. Fifty-two percent of parents believe that class size allows teachers to meet the learning needs of individual students within their classroom. Average class size in college prep courses for Algebra I (16), biology (18), English I (23), and US history (23) are reasonable. In the same courses at the honors level, class sizes decrease

in two of the four areas (Honors Algebra 1 – 14 and English I – 22). In most junior and senior level classes, average class size increases from the college prep level to the honors level. Due to a broad range of AP courses being offered, enrollment in most AP sections falls under 20 students.

Wide disparities in class size exist in a number of core classes. For example, enrollment in college biology classes ranges from 13 to 28 students; Algebra I classes range from 12 to 26 students; and honors chemistry ranges from 9 to 29 students. Within departments, disparities also exist with respect to the overall student load of individual teachers. The school has established the goal of minimizing the number of preparations for teachers so most teachers' schedules reflect multiple sections of a single core course. Maintaining reasonable class sizes and student loads provides increased opportunities for teachers to meet the learning needs of all students. (master schedule, teachers, Endicott Survey, artifacts, self-study, administrators)

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The principal and other building leaders have worked hard to make sure that the school's expectations for learning are widely publicized and understood by the teaching staff. The associate principal has taken on the major responsibility for leading the development of school-wide rubrics and is active in identifying and supporting content and pedagogical professional development for the high school. Fifty-nine percent of teachers thinks that the principal and other administrators provide instructional leadership. The principal is generally respected and viewed as having played an important role in bringing about positive change. He has built open lines of communication with staff members, and he shows instructional leadership particularly by encouraging and supporting activities and programs that improve instruction and support the school's core values and beliefs. For example, in order to assure that teachers have dedicated time to collaborate on refining curriculum, assessments, and instructional strategies, the principal built common planning time into virtually every teacher's schedule. He introduced a formal program of instructional rounds and then asked departments to institute regular learning walks in order to open up more conversations about instruction. The principal has been supportive of suggestions about trying different approaches with English language learner (ELL) classes and advocated the hiring of a guidance counselor to work with ELLs and the addition of staffing for the special education department. The principal has been an enthusiastic supporter of the adoption of technology such as document cameras and interactive white-boards. The principal has been eager to take advantage of opportunities that have presented themselves, such as MMSI. Once the school joined this program, the principal visited math classes to talk to students about the importance of the program and to encourage student participation. While the principal has been instrumental in

maintaining the school's general focus on improvement, the nuts and bolts of working on instructional strategies has been the responsibility of the department chairs. This has led to unevenness in the level of implementation of the school's instructional vision. The principal's continued focus on providing an instructional vision that is rooted in the school's core values and beliefs will improve teaching and learning across the school. (self-study, teachers, students, Endicott Survey, school leadership)

Teachers, students, and parents have avenues for involvement in meaningful and defined roles in decision-making that promote responsibility and ownership, but teachers in particular do not view their avenues as sufficient. According to the Endicott survey, 54.7% of parents and 53.2% of students believe that they have input in school decisions. However, only 20% of teachers believes they have meaningful input into decision-making. Feedback from the teachers, students, and parents is sought and valued by the administration. The school established a faculty senate in early spring of 2011, comprising two teachers from each department and an assistant principal, that meets two times per month for 45 minutes. The faculty senate has the potential to remedy faculty concerns about input to the decision making process. Faculty senate members or their colleagues generate the topics to be discussed at the faculty senate meeting. The building principal attends these meetings when requested, but infrequently. As a result of the work of the faculty senate committee, the school formed an attendance revision committee to work on developing a new attendance policy for the 2011-2012 school year. The administrators are available at faculty and department meetings, by way of lunchtime chats with students, learning walks, and personal meetings. Additional opportunities for decision-making roles include common planning time for teachers, the student government and school council, the school improvement team, and for parents, students, and teachers through participation on team interviewing committees. Parents, students, and teachers serve monthly on an advisory committee to address issues regarding facilities and safety, teaching and learning, and policies and procedures. Continuing to develop and publicize open forums and opportunities for students, parents, and teachers to communicate and have decision making input will strengthen the sense of ownership for the school community. (school improvement plan, self-study, panel presentation, school leadership, students, teachers, Endicott Survey, school leadership)

Many teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. As noted, the school has a newly created faculty senate comprising teachers and one assistant principal with the goal of developing ideas and remedies to identified needs based on input from staff members. The faculty senate makes suggestions to the administration. In some cases, the principal then creates an *ad hoc* committee to investigate issues raised. For example, in 2010-11 the senate shared a concern about attendance, which led to the creation of an attendance

policy revision committee. This group in turn proposed a new attendance policy that the Fall River School Committee adopted and is currently in use. Another committee of teachers (the academic committee) recommended a new system of grading quarterly exams that was also adopted as policy. The *ad hoc* committees provide opportunities for teachers to participate in making decisions for the school. School leaders ask for volunteers and also work to recruit individuals to balance departmental representation. With that sort of participation the school is currently planning to develop an intern program to build the leadership capacity of teachers. In some departments, teachers are very active in reviewing and revising curriculum and assessments. Groups of teachers also review quarterly assessments and collaborate on designing common assessments focused on the school-wide expectations. Additionally, teachers can take on the rotating role of “team leader” in order to facilitate this work, or such work is led by department chairs. Individual teachers seek out and write grants to fund initiatives that will engage students and increase academic performance and they also take on leadership roles to run other grant-funded programs. Teachers serve as club advisors, coaches, and extra-help teachers. In these roles for instance, teachers initiate activities such as the “Proud To Be A Hilltopper” campaign created by the student government advisor. Continuing to involve teachers in meaningful leadership roles within the school improves the ability of the school to adapt to emerging school and student needs. (self-study, teacher interviews, department leaders, School Culture and Leadership self-study subcommittee, teachers, artifacts, facility tour, SIP)

The school committee, superintendent, central administrative staff, and the principal, are reasonably collaborative, reflective, and constructive in achieving the school’s 21st century learning expectations. The Fall River School Committee does the bulk of its work in subcommittee format and comes together as a full committee to take final votes. The principal meets with the relevant sub-committees when appropriate. He meets more frequently with other central administrators and the superintendent who serves as an intermediary with the school committee. The Durfee High School leadership team meets weekly with the principal and a central office administrator from the office of instruction to discuss school needs and the direction of the school. Collaboration and reflection among each of these groups supports the school in achieving its 21st century learning expectations. (school improvement plan, self-study, panel discussion, Fall River School Committee, school leadership, students, teachers, principal)

The school committee and superintendent provide the principal with sufficient decision-making authority to lead the school. The principal is responsible for coordinating the total resources of the school, upholding and implementing school policies, and supervising day-to-day school and student activities. Additionally, the principal is responsible for overseeing the safety and welfare of the school community as well as

safeguarding all funding that is received or disbursed. While the principal provides reports to the school committee regarding school issues, school committee members believe that their role is to provide support for the principal and to challenge the principal's decisions when they deem it necessary. The granting of sufficient autonomy to the principal and the Durfee High School leadership team creates sufficient latitude for continuous school improvement. (school improvement plan, self-study, artifacts, teachers, Endicott Survey, panel presentation, Fall River School Committee, School Culture and Leadership Standard self-study subcommittee.)

Commendations:

1. The widespread evidence of school pride within the school community
2. The significant gains and achievement associated with Advanced Placement courses, including almost a doubling of AP enrollment overall, an increase in minority enrollment, nearly a tripling in the number of qualifying scores, and an increase in the number of AP course offerings
3. The move toward a more inclusive and equitable school culture through the elimination or phasing out of "integrated" sections in math and ELA
4. The generally proportional representation of ethnic and racial minority students in homogeneously grouped classes
5. The fairly universal provision of common planning time to faculty members that creates valuable opportunities for collaboration and reflection
6. The broad use of data to inform decision-making with respect to determining professional development needs
7. The adoption of a flexible school schedule which addresses the needs of students to be enrolled in a range of curricular offerings and provides time for faculty to deliver instruction, collaborate around curriculum, instruction, and assessment, and for administrative personnel to provide requisite support
8. The highly focused instructional leadership provided by the principal and his leadership team
9. The enthusiastic engagement by staff members in school activities that increase opportunities for students to learn
10. The cooperative and supportive working relationship between the principal, the central administration, and the Fall River School Committee

Recommendations:

1. Identify reasons why one-third of students do not feel safe at school and develop a plan to respond appropriately
2. Provide professional development opportunities geared to increasing differentiated instruction and refining classroom management strategies to accommodate the needs in heterogeneously grouped core classes
3. Decrease the remaining gap in minority enrollment in honors and AP courses
4. Establish and implement a formalized plan for offering at least one heterogeneously grouped core class to all students by 2014
5. Implement by 2014 a plan, including any needed modifications to the school schedule, for a formal, on-going program where 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
6. Utilize more fully the result of teacher surveys to design professional development programs geared toward teachers' needs
7. Provide additional professional development opportunities for all teachers in the areas of cross-disciplinary learning, strategies that actively engage students in learning, and formative assessments
8. Develop a process that requires and monitors the level of the adoption and broad use of instructional strategies that are supported by professional development activities
9. Eliminate significant disparities in class size within the same course and teacher load within and across departments
10. Further assess the degree of faculty member satisfaction with their role in decision making and respond accordingly

6

School Resources for Learning

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

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

- are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
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.

School Resources for Learning

Conclusions

The school has timely, coordinated, and directive intervention strategies for some students, including identified and at-risk students, but not all stakeholders feel well served by those available services. The school has some strategies to support each student's achievement of the 21st century learning expectations. Students are assigned a guidance counselor who can refer them to an appropriate support system when needs so dictate. The Bridge program serves a small number of special education students. The curriculum assistance team (CAT) includes teachers, parents, counselors, and curriculum specialists who come together at each level to diagnose and identify appropriate services for referred students who are experiencing academic difficulty or behavioral issues. The academic development center is available to help all students meet their academic requirements, but it services a limited number of students. The 21st Century Community Learning Center after school program focuses on students with varying needs and abilities. School adjustment counselors work with at-risk students and make appropriate referrals to outside agencies as needed. Additionally, at-risk students are referred to the Resiliency Prep School. Teen parents receive support through the Young Parents Learning Center. Additionally, students are able to participate in other support programs such as Peaceful Coalition, Seniors Helping Freshmen, and SMILES. Despite all the support services offered only 39.4% of students and 52% of parents report that students' needs are met on a consistent basis. Staff members also report that despite their current best efforts not all at-risk students are being helped. Identifying and supporting students who are at risk allows the school to better support the achievement of 21st century learning expectations. (self-study, student shadowing, panel presentation, facility tour, teachers, parents, department leaders, school support staff, Endicott Survey)

The school provides information to families about available student support services, but not always fully to those most in need, because of challenging language barriers. The school makes information available to parents through Blackboard Connect, a communication service that uses phone, email, and text messaging services for parent and community outreach, regarding disciplinary issues, testing schedules, report card distribution, and assorted school events. The school makes phone calls to homes in three languages in order to inform parents, guardians, and students concerning any relevant information. The school also uses FRED-TV, an in house, English only television production studio, on a daily basis to provide students and parents with school news and information. This service is additionally available for streaming online through the local access cable television station. In addition, Durfee High School has its own webpage that

is linked to the district website providing students and parents with information about related student services and support. Parents and families do not currently have access to X2, the internal electronic communication tool. Durfee High School sends home paper documentation regarding parent teacher conferences and report card notices regularly in English and in the student's native language, and makes native language phone calls for particularly important events like Open House. The school requests that all parents come into the school to pick up report cards thereby creating an opportunity for direct contact with families. The student handbook and program of studies provide information regarding services and programs but these documents are available in English and in translation only on request. Increasing the number of languages in which information is conveyed in all modes as well as in the methods of communication will result in a school community better informed about available student support services. (self-study, student shadowing, panel presentation, facility tour, teachers, parents, department leaders, school support staff, Endicott Survey, central office personnel)

Support services staff members frequently use technology to deliver coordinated services for each student. Staff members use the X2 Aspen software program to record student attendance, grades, conduct, and other student data. All departments have access to student data through the X2 software. Teachers provide guidance counselors with course recommendations for scheduling. Counselors are able to quickly retrieve essential data such as attendance records, academic credit status, and other information necessary for effective collaboration with other staff members. Counselors post 504 plans on X2 and the librarian and school nurse have access to relevant student data; individualized educational plans (IEPs) can also be accessed through X2. Discipline referrals and grading are processed through X2. Faculty members also use Google Apps as another communication tool. The guidance department has one computer providing some access to computer-based educational, career, and college program data, and free standing computers equipped with software to access similar data bases are available in the instructional materials center before, during, and after school. Guidance lessons are usually delivered in one of the six computer labs through collaboration with other departments. Students regularly register on yourplanforcollege.org, a college and career planning website. Fax machines are housed in the guidance offices. The special education department also has a lab with 15 computers dedicated for student use. Expanding the use of technology will result in improved, coordinated services for every student. (self-study, panel presentations, teacher interviews, school support staff, facility tour).

School counseling services have an adequate number of certified/licensed personnel and support staff. The guidance department has not completed the writing of a developmental guidance program although this work is progressing. Counselors meet formally one-on-

one with students at least once per year on topics that include personal, academic, career, and college counseling. Over 60% of students report feeling comfortable with going to their counselor. Two guidance counselors serve each grade, servicing approximately 250 students each. One guidance counselor works with ELL students and one works with special education students. The staff also includes a para-professional and a clerk. Counselors meet with students both individually and in group settings at various times of the year. Both the guidance and the adjustment counselors deliver outreach and referral to community and mental health agencies as well as to social service providers. Counselors also use relevant assessment data such as MCAS results to personalize services to ensure each student achieves the 21st century learning expectations at the highest possible level. Counselors collaborate with classroom teachers regarding appropriate course placement, and the counseling department identifies future program needs through surveys of past graduates. The school does not have a comprehensive system that measures the effectiveness of counseling services personnel. Continuing efforts to identify supports and services for students will improve student learning and well-being. (self-study, students, school support staff, guidance, artifacts, adjustment counselors, teachers)

The school's health services have an adequate number of certified/licensed personnel and support staff. Three full-time certified nurses provide preventive health services and direct intervention services to Durfee High School's population of 2000+ students. The nurses are consistently in contact with students and parents regarding routine health issues as well as during emergencies that are urgent in nature. Students report to the nurse with a pass or through a referral. The nursing staff also refers students to adjustment counselors, mental health professionals, and local community agencies as appropriate through the guidelines set forth by the Federal Education Rights and Privacy Acts (FERPA) and the Health Insurances Portability and Accountability Act (HIPAA). The nurses maintain communication with local hospitals and health care organizations that facilitate health interventions. The staff also conducts routine health assessments, including but not limited to BMI, vision and hearing testing, height, and weight on a regular basis. The nurses glean data from the Massachusetts Youth Risk behavior survey to maintain currency of current and emerging adolescent health issues. The health office evaluates services with the Essential School Health Services program from the Massachusetts Department of Health on a monthly and annual basis. Maintaining the present health program will support the well-being of students upon which learning is dependent. (school support staff, self-study, students)

Library/media services are minimally integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff. Students consistently report they do not access the library media services. Fewer than

60% of students surveyed report that the library has the materials they require or that the staff is willing to assist them in finding information. Fewer than 13% of students report they visit the library during classes. As well, the library media specialist is not regularly asked to participate in curriculum creation or revision. Fewer than 25% of staff members report that the librarian is actively engaged in the curriculum. Department leaders report that library based lessons are not embedded in current curricula. This is due to the lack of communication between library media faculty and the department chairs. The library has had no materials budget since the 2007-2008 school year and has been unable to purchase any significant amount of new materials since then. Popular periodicals have recently been added through outside funding. The library has three computer labs. Students and teachers use the labs mainly for school-related research using an online catalog, databases, and the Internet. The library has an LCD projector to facilitate presentations from colleges and visiting professionals as well as four TV/VCR combos and two TV/DVD combos dedicated to instructional use. The library also offers the use of one LCD projector for teachers to use, for use in classrooms not equipped with digital white-boards. The library is open before, during, and after school until 4PM. Library media service does not have a regular formal system of ongoing assessment but instead relies on anecdotal evidence and statistical reports from the regional library service. The greater integration of library and information retrieval skills in the curriculum and the embedding of those skills in instructional practice along with a fully supported system of library resources, would better enable the library personnel and program to support each student in the achievement of the school's 21st century learning expectations, particularly the expectation that "students will demonstrate informational literacy." (self-study, student shadowing, panel presentation, facility tour, School Resources for Learning Standard self-study committee, curriculum documents, Endicott Survey)

Support services for identified students including special education, section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL) have an adequate number of certified/licensed personnel and support staff. The school support staffing includes a special education department chair and team facilitators as well as teachers who are assigned a caseload of 15 students for whom they develop individual education plans. Special education teachers also serve as liaisons and work with regular education teachers to ensure that the students are provided with all of the accommodations reflected on their special education plan. Special education teachers participate in common planning time and consult with teachers who have students on individualized educational plans (IEPs). More than half of special education students are enrolled in inclusion classes. All elective classes are open to special education students. Some special education students are enrolled in self-contained classes as well as in substantially separate classes. A limited number of paraprofessionals service students needing one-on-

one support. One guidance counselor works with special education students and one counselor oversees the implementation of 504 plans. IEPs and 504 plans are posted on the X2 system and are accessible to all teachers. Personnel conduct home visits as needed to facilitate the completion of IEP paperwork. An ELL guidance counselor coordinates services and oversees course placement. One hundred, fifteen students are classified as English language learners currently and are served by two ELL teachers and 11 content teachers who provide sheltered English instruction classes. ELL teachers have common planning time and also attend meetings with sheltered English instruction teachers. The school uses state assessments such as MCAS and MEPA to determine proficiency levels and to place students in classes accordingly. The district has not designated specific tools, however, for performing ongoing assessment using relevant data, including feedback from the school community. Two translators assist in communication between students, parents, and staff members. The continued use of appropriate, focused support services for identified students enables each student to achieve 21st century learning expectations to the maximum degree possible. (self-study, school support staff, guidance, School Resources for Learning Standard self-study committee)

Commendations:

1. The effective collaboration amongst all support staff to make available and to provide focus on support services to all students
2. The variety of resources and programs, such as the Bridge program, that supports the academic and the social needs of students
3. The development by support services staff members of numerous connections and relationships with community resources and outside referral agencies
4. The variety of communication mechanisms in place that provide information to families about available support services
5. The broad use of technology to provide ongoing communication between support services personnel and administrators and teachers
6. The accessibility provided to academic and career planning by the guidance department
7. The provision of broad access to the library media center for students and faculty before, during, and after the school day

Recommendations:

1. Conduct a detailed, in depth survey of parents and students to assess the specific nature of their dissatisfaction with available intervention services and take steps to address the concerns

2. Use the Bridge program as a model to expand programming to offer a wider array and continuum of services to accommodate a broader variety of at-risk populations
3. Provide additional and broader translation services for distributed materials and personal outreach
4. Develop an organized series of strategies to reach out to the diverse populations served by the school
5. Expand the capability of the X2 system to provide password-protected access to parents and students
6. Establish a timetable for the completion and the adoption of a written developmental program for the guidance department
7. Increase the number of individual meetings guidance counselors have with students to ensure a higher level of student satisfaction
8. Develop a process to gather relevant assessment data, including feedback from the school community, regarding:
 - guidance services in order to improve services and ensure each student achieves the school's 21st century learning expectations
 - library/media services in order to improve services and ensure each student achieves the school's 21st century learning expectations
 - support services for identified students, including special education, Section 504 of the ADA, and English Language Learners in order to improve services and ensure each student achieves the school's 21st century learning expectations
9. Provide consistent, dependable, annual funding to the library to ensure the capacity to obtain updated and current print, audio-visual, and online materials
10. Ensure the full integration of library/media services in the curriculum and instructional practices by including the librarian in curriculum development, department meetings, and the school leadership team on a regular, consistent basis with the goal of embedding activities in the curriculum and instructional practice that "advance the development of students' information retrieval skills"



Community Resources for Learning

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

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

Community Resources for Learning

Conclusions

The community and the district's governing body do not consistently provide dependable funding for a wide range of school programs and services. Although consistent funds are reserved for both staffing and professional development initiatives, insufficient funds have contributed to a lack of full-range technology support and sufficient school-wide equipment. The school has not eliminated any programs due to budgetary shortfalls; however, the absence of a dependable budget has forced the school to pursue alternative funding through competitive grants and donations in order to maintain a sufficient range of quality school programs. Such grants include: the Massachusetts Science Initiative, the 21st Century Community Learning Center, Phillips' Lightolier, Mass Grad, Race to the Top, and MCAS grants. While both the district's defined budget and grant funding have created and supported positions in some areas of need, the dependability of both sources of funding is perpetually in question. Lay-offs and pink slips remain as constants at each year's end, contributing to the flight of highly qualified teachers and resulting in high rates of annual turnover. The school district adequately funds professional development and curriculum revision but not always through consistently dependable funding sources. More positively, however, the professional development program has supported the creation of common planning time and programs to guide the use of that time, the vertical teaming alignment, and increased technology training, all very important strategies for improving teaching and learning. Despite a recent increase in technology support, technology equipment is not equitably distributed throughout the school. A clear emphasis has been placed on providing English, math, and science classrooms with interactive white boards, but many classrooms remain lacking in basic technology support. Funding for building equipment is not always sufficient to meet the demands of the B. M. C. Durfee High School's learning environment contributing to inequities in the support of school-wide services. Durfee High School's renovated athletic facility remains a source of pride in the Fall River community; however, funding deficiencies have resulted in an obsolete planetarium/observatory and marine lab. Not all classrooms provide a welcoming environment and some teachers lack the materials needed for teaching and learning. Science labs, in particular, are without basic safety equipment/materials, including working fume hoods where needed, eye wash stations, and operable sinks and faucets. Despite the community and district's governing body inability to provide a timely and dependable budget, Durfee High School has excelled in its ability to successfully secure competitive grants to maintain staff and improve professional development. Technology support, however, remains the primary need for improving school-wide instruction, in that many classrooms still lack computers,

interactive white boards, and basic instructional materials. Adequate and consistent funding would enhance Durfee High School's ability to provide the programs and services needed for students to more effectively achieve its 21st Century learning expectations. (self-study, Community Resources for Learning Standard Subcommittee, facility tours, teacher interviews, Fall River District Improvement Plan [DIP], Durfee High School Improvement Plan [SIP], classroom observations, student shadowing, department leaders)

The school is challenged in its ability to develop, plan, and fund programs. Long-term maintenance of the school building and plant is inadequate. A leaking roof, inoperable and leaky windows, and an inefficient ventilation system present the school with major issues that have gone unaddressed and that on a daily basis affect student learning. Although budgetary issues and insufficient funds curtail plant maintenance, effective systems are in place to properly catalogue and replace equipment. The district's chief operating officer for building and grounds and the director of administrative services consistently maintain communication and collaboration with the principal to coordinate and supervise these services. The high school's senior custodian submits all work orders electronically with input from the principal, a process which has streamlined the timelines of all maintenance work orders and repairs. Additionally, based on a formal repair/replacement plan developed by the director of engineering services, the district maintains and replaces all the facility's major equipment. The school maintains and inspects core equipment such as the elevator, the boilers, large food service machinery, and the air exchange/ventilation equipment on an annual basis or as required by local or state agencies. The district, using an on-line software program, inventories and catalogues school equipment at the close of the school year. Custodial staffing covers the school in two shifts to ensure the school is kept clean on a daily basis and includes personnel for maintaining the athletic fields and tennis courts. The maintenance budget has been consistent but marginal in its ability to maintain the school facility. Major capital/maintenance concerns have evolved, however, due to overall inconsistencies with the school budget and community support. Extended deferral of needed repairs to core facilities will further impede the ability of the school plant to support student learning. (self-study, Community Resources for Learning Standard Subcommittee, facility tour, student shadowing, teacher interviews, classroom observations, department leaders, school leadership)

Although the school has developed long-range plans designed to address programs and services, enrollment changes and staffing, facility needs, technology, and capital improvements, inconsistent funding and budgetary constraints prevent full implementation of the various plans. The school utilizes the Durfee High School Improvement Plan (SIP) and the data generated through the use of the X2 Aspen Student Information Management

System to plan for changes in programs and services and to evaluate enrollment and staffing needs. A recent initiative has focused on improving technology support throughout Durfee High School. Specifically, allocated funds have contributed to the installation of departmental computer labs, and the equipping of most science, math, and English classrooms with interactive white boards. Additionally, the school improvement plan (SIP) identifies curricular and professional goals to support the integration of technology. On a broader scale, however, the absence of a dependable budget and financial support from the community has prevented Durfee High School from implementing a long-range plan to address needed capital improvements and facility needs. Although the school has completed recent renovations to the theater, library, and athletic fields, the aging roof, windows, ventilation system, the poor lighting, and deteriorating stairwells serve as clear examples of the capital improvements needed at Durfee High School. School leadership personnel indicate that the district has not filed a statement of interest, the first formal step in seeking funds from the Massachusetts School Building Authority for school renovations and construction, nor has it submitted a plan to address these needs through some other funding source. Sufficient funding for capital improvements would enable the school to develop and launch a long-range plan to ensure the school infrastructure can fully support student learning. (self-study, Community Resources for Learning Standard Subcommittee, school leadership, facility tour, classroom observations, SIP, DIP)

The faculty and building administrators are actively involved in the development of the budget; however, due to the inability of the governing body to provide a sufficient and predictable budget, the school is unable to execute a budget in a meaningful manner. Faculty and building administrators collaborate in a formal process to develop the school's operating budget. The principal routinely seeks input from the faculty regarding instructional and curricular needs. The instability of the budget and the inequitable distribution of equipment and materials, however, has created a disconnect between the faculty and building administrators. Although the school administration actively seeks input from teachers regarding instructional materials, equipment, and services, the lack of a dependable budget undermines the ability of the budget to be fully responsive to emerging needs and trends. (self-study, Community Resources for Learning Standard Subcommittee, teacher interviews, the Fall River School Committee, department leaders, teachers, school leadership)

The Durfee High School site and plant provides adequate and appropriate space and support for the delivery of some high quality school programs and services. The library/media center has sufficient space and is adequately equipped to support the school's 21st century curriculum and to support independent research and inquiry. The library features four new computer labs. The school provides adequate space for

administrative offices, as well as for guidance reception area, department offices, and conference rooms. The health suite provides adequate space, featuring areas that can be closed off to provide both privacy and confidentiality. The cafeteria is of a sufficient size to accommodate the students at breakfast and lunch. Also, new management of food services provides efficient traffic flow, and a variety of food including healthy dining choices. The number of classrooms is sufficient providing regular and special education with adequate space as well as suitable work areas for teachers. Students, teachers, and visitors have access to adequate and secure parking. The school features an impressive athletic complex consisting of two artificial turf fields, a track, two baseball fields, two softball fields, tennis courts, a field house, and swimming pool. Renovations have recently been made to the auditorium/performing arts area. These renovations include new theatre seats, curtains, a new lighting board, and sound system. These well-equipped areas serve as assets to the school, but they contrast with inequities and inadequacies in other areas. Specifically, while the school's science labs are sufficient in number and size, they are seriously lacking in equipment and supplies and lack essential safety components. Providing adequate and appropriate space as well as necessary materials is essential to support student achievement. (self-study, facility tour, panel presentation, school leadership, students, teachers, department leaders, school support staff)

The school has current documentation that the physical plant and facilities meet all applicable federal and state laws, and are in compliance with local fire, health, and safety regulations, but some of the documents are temporary and short-term. Although the school does have a plan to report and develop work orders to address unsafe conditions or equipment, due to budgetary restraints repair work can at times be deferred. The school has recently upgraded its electrical infrastructure to category 6 to be able to support additional technology and two original fire doors were replaced because of faulty operation. Science labs, in particular, are without basic safety equipment and materials including: a working fume hood, operable sinks and faucets, and eye wash stations. Handicapped access is compromised because of the narrow doors on the two elevators that do not accommodate a wheelchair and the existence of only one school entrance with a ramp. Outdoor facility handicapped access is limited to the field only. The school recognizes the necessity of improvement in providing handicapped access, but no specific plans are in place to remedy these identified shortcomings. The school does not have sufficient ventilation, temperature, and air quality controls, so conditions can vary throughout the facility. Until the school plant and facilities are in compliance with all fire, health, and safety regulations, the facility cannot consistently and equitably support high quality programs and services or all students. (facility tour, department leaders, central office personnel, school leadership, school support staff, teacher interviews, self-study)

Professional staff actively strive to engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school, but efforts to reach out to underrepresented families have not been fully successful. The school has many programs in place designed to increase parents' involvement in their students' education. Parents can view the school calendar on the school website; the school publishes notices in the local and school newspaper; and the school uses the Blackboard Connect phone notification system to provide information to homes in three languages (**English, Spanish, Portuguese**). The school makes daily announcements on FRED TV which is broadcast through local cable access from the high school cable TV studio. Parent/teacher conferences are held three times each year. Teachers also have phone mailboxes where parents can leave messages that will be answered within twenty-four hours and many teachers have created individual websites where they post homework and other class-related information. Some teachers invite the parents to attend afternoon tutoring sessions with their child. Durfee High School is aware of the need to reach out to those families less connected to the school, and is making a concerted effort to involve them in their students' education. School policy requires parents to pick up student report cards. (This practice begins in the middle school.) In addition, there are programs and practices aimed specifically at these families. The Non-Incident Related Conflict (NIRC) program allows vice-principals, counselors, and teachers to make home visits in order to make connections with students and families. The school strives to hire staff members who are able to communicate with parents who speak a foreign language. Engaging all parents and families as partners in their students' education will increase the likelihood of higher levels of student achievement. (facility tour, self-study, panel presentation, teacher interviews, central office personnel, school leadership, school support staff)

The school develops productive parent, community, business, and higher education partnerships that support student learning. In conjunction with local businesses and job sites, Durfee High School offers job shadowing opportunities to students and also operates a school-to-careers program, both designed to accommodate student needs and aspirations. Businesses have also contributed financial support toward Durfee High School's programs and equipment. Local businesses, organizations, community groups and parents support the Credit For Life program which is designed to develop student financial management skills. The school also maintains a summer employment program, funded by MCAS-based grants, where students receive both classroom instruction and related work experience paying eight dollars an hour. Parent groups and organizations are also active partners in programs with a specific focus, such as the Durfee Sports Boosters in support of athletics, the Band Aides for the Arts, and the Homecoming Committee. The Durfee High School Parent Advisory Council provides a forum for parent involvement in the educational process. In addition, Durfee High School has

developed formal partnerships and informal programs Bristol Community College and University of Massachusetts/Dartmouth to support learning beyond the high school campus. Developing productive parent, community, business, and higher education partnerships ensures that students have a broader range of options that support student learning. (panel discussion, parents, central office, student shadowing, self-study, teacher interviews, community members)

Commendations:

1. The successful pursuit of significant funding for school services and programs through competitive grants and donations
2. The allocation of funds sufficient to preserve professional and support staffing levels and to provide for ongoing professional development and curriculum revision
3. The installation of a computer-based management system (X2) that effectively monitors school programs, services, enrollment, and staffing needs
4. The extensive renovations made to the athletic complex and performing arts center to support curricular and co-curricular learning activities
5. The adoption of several strategies by administrators, faculty, and staff designed to involve parents in students' education
6. The broad outreach of the school into the community to identify a variety of student employment and intern opportunities as well as supplemental educational opportunities

Recommendations:

1. Ensure adequate and timely funding to provide equitable and sufficient instructional materials and equipment for all classrooms
2. Develop a long term plan with a time-line and identifiable sources of funding to address capital improvements including: replacement of the roof, ventilation system, leaking windows, and stairwell treads
3. Ensure timely and dependable funding to allow teachers and building administrators to implement an operating budget
4. Confirm that the physical plant and facilities meet all applicable federal and state laws, and are in compliance with the local, fire, health, and safety regulations particularly in regard to mandated safety equipment in the science labs
5. Conduct an audit to assess the level of ADA compliance, report the findings, and respond to all identified short-comings

6. Develop a plan, including a timeline with targeted goals for improvement, that identifies a range of strategies for increasing the level of involvement of parents in the school life of their students

FOLLOW-UP RESPONSIBILITIES

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

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

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the 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 of B. M. C. Durfee High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the 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 committee 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 on 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 in the

Appendix B on page 77. 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.

On behalf of the visiting committee, please accept the chairperson's and the committee's thanks for the hospitality extended throughout the visit. The arrangements made to feed (by the Tradewinds Café), house, and transport the visiting team were effectively handled. From the moment of the committee's arrival, through the panel presentation, to the concurrent meetings, to the teacher interviews, and the reception on Sunday afternoon (music provided by the school's string orchestra), the visiting committee's needs were met. The visiting committee team thanks the entire school community for producing a focused self-study that frankly assessed the level of the school's adherence to the New England Association of Schools and Colleges/Committee on Public Schools Standards for Accreditation. The scheduled meetings whether with the Fall River School Committee, parents, teachers, students, central office personnel, curriculum personnel, or Durfee High School administrators provided the sort of frank input that allowed the visiting committee to develop focused judgments about the school's adherence to the Standards for Accreditation. That made the work of the committee easier. It was indicative of the thoroughness of the self-study that only rarely did the visiting committee members have to engage in the pursuit of essential data.

The visiting committee commends the school community for its patience as the visiting committee made requests, and sometimes made additional requests flowing from the school's initial response to that first request. Needless to say, all of the visiting committee's requests were made under demanding time constraints given the tightly compacted four-day schedule of the accreditation visit.

The visiting committee thanks the school community as well for its members' willing participation in those various group meetings, for the teachers for participating in the forty-four interviews on Sunday afternoon, and for the willingness of teachers and students during the day on Monday and Tuesday to welcome visiting committee members

into their classrooms as they shadowed twenty-two B. M. C. Durfee High School students for a half-day each.

Along the same lines, the visiting committee formally requests Principal Paul Marshall to convey its thanks not only to those students but also to the parents, the school board members, and central office personnel who took time from their personal and professional schedules to meet with the committee on Sunday.

Another word regarding the Durfee High School students: without exception the visiting committee encountered courteous, helpful, friendly, and respectful students. The visiting committee members request that Principal Marshall convey the committee's thanks and compliments to the Durfee High School student body for making the committee feel welcome. If a school is to be judged on the quality of its student body, Durfee would receive very high marks.

Last but not least, considerable thanks to the co-chairs of the Steering Committee, Tracy Curley and Matt Desmarais, the remaining members of the Steering Committee, the chairs of the seven self-study Standard subcommittees and to Principal Paul Marshall and his supportive administrative staff members.

APPENDIX A

**B. M. C. Durfee High School
NEASC Accreditation Visit
May 6-9, 2012**

Visiting Committee

| | |
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| <p>Charles McCarthy, Chair Retired NEASC Bedford, MA</p> | <p>Ann Holmes Manchester High School West Manchester, NH</p> |
| <p>John McCarthy, Assistant Chair Freetown/Lakeville Public Schools Freetown, MA</p> | <p>Michael Iavarone Cumberland High School Cumberland, RI</p> |
| <p>Les Murray, Assistant Chair Retired Amesbury High School Amesbury, MA</p> | <p>Stacie Kaye Bethel High School Bethel, CT</p> |
| <p>Steven Bernardo North Quincy High School, North Quincy, MA</p> | <p>Christine Kirch West Warwick High School, West Warwick, RI</p> |
| <p>Donald Burke Bridgewater-Raynham Regional High School Bridgewater, MA</p> | <p>Kevin Lalime Springfield Central High School Springfield, MA</p> |
| <p>Matt Cadorette Waterford High School Waterford, CT</p> | <p>Cristal Murphy Westfield High School Westfield, MA</p> |
| <p>Sharon Callahan-King High School of Commerce Springfield, MA</p> | <p>Janet Pergola Franklin High School Franklin, MA</p> |
| <p>Deidre Collins Chelsea High School Chelsea, MA</p> | <p>Juan Rodriguez Lawrence High School Lawrence, MA</p> |
| <p>Beverly Curtis Pittsfield High School Pittsfield, MA</p> | <p>Courteney Sarro North Kingstown High School North Kingstown, RI</p> |
| <p>Sandra DeFaria Brockton High School Brockton, MA</p> | <p>Efrain Toledano The English High School Jamaica Plain, MA</p> |
| <p>Dominique Fox Tolland High School Tolland, CT</p> | <p>Robert Tynes Cambridge Rindge and Latin High School Cambridge, MA</p> |

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

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