



Founded in 1885

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

Director

JANET D. ALLISON
direct line (781) 425-7718
jallison@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
direct line (781) 425-7719
dspencerwilson@neasc.org

June 7, 2013

Christopher Lord
Principal
Andover High School
80 Shawsheen Road
Andover, MA 01810

Dear Dr. Lord:

The Committee on Public Secondary Schools, at its April 7-8, 2013 meeting, reviewed the decennial evaluation report from the recent visit to Andover High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee was impressed with many of the programs and services and wishes to commend the following:

- the principal's consistent modeling of the school's core values and beliefs
- the development of the 3 C's logo by art department students as a means of showing the relationship between the 3 C's and the school's 21st century learning expectations
- the improving school culture in alignment with the core values and beliefs
- the development of a standardized curriculum template
- the extension of the responsibility of some program advisor positions to grades 6-12 or K-12 in order to improve vertical articulation of the curriculum
- the emphasis on higher order thinking across the curriculum
- the varied instructional strategies used to sustain student engagement throughout the 81-minute class block
- the emphasis on depth of understanding and application of knowledge across curriculum areas and out of school learning experiences
- the teachers' instructional practices that support the achievement of the school's learning expectations by personalizing instruction and engaging students as active, self-directed learners
- the use of authentic learning experiences across the curriculum
- the use of cooperative learning strategies for self-directed learning
- the variety of authentic assessments that are used throughout the school

Deputy Director

GEORGE H. EDWARDS
direct line (781) 425-7735
gedwards@neasc.org

Associate Director

EDWARD J. GALLAGHER, III
direct line (781) 425-7722
egallagher@neasc.org

Associate Director

ALYSON M. GEARY
direct line (781) 425-7736
ageary@neasc.org

The Committee was equally pleased to commend the following:

- the teacher led initiatives and programs, including the sustainable garden, recycling and composting project, the Andover High Five program, and the Japanese lesson study model, that foster student engagement in learning
- the equitable and inclusive environment that fosters heterogeneity for the majority of students
- the level of funding for professional development, including monies for teachers to seek National Board Certification and the dedication of the time to conduct continuous professional development throughout the school year
- the opportunities faculty, students, and parents have to be engaged in the decision-making process
- the collaborative working relationship between the superintendent, school committee, and the principal
- the development of a strategic plan under the leadership of the superintendent and the school committee in collaboration with the town to guide improvements in the district's schools
- the integration of library/media services into the curriculum and the support of the media staff for student learning
- the extensive services provided by social workers, psychologists, school counselors, and special educators to support students in the achievement of the 21st century learning expectations
- the detailed and effective orientation process for new and incoming students
- the strong relationships with parents and community members
- the number of effective partnerships with local business and institutions of higher education that extend student learning

The Committee requests that school officials submit a Special Progress Report by February 1, 2014 providing detailed information on action taken to address the following:

- clearly define the term "21st century learning expectations" with input from all stakeholders and ensure that the school's core values, beliefs, and learning expectations are aligned with the school community's definition
- establish a targeted level of performance on the school-wide rubrics
- ensure the consistent use of school-wide rubrics to assess student learning and achievement in alignment with the 21st century learning expectations
- develop a plan by which the school will implement 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
- develop and communicate, a comprehensive professional development plan that outlines the opportunities for collaboration and sharing of best practices both within the school day and during designated professional development and early release days
- ensure the library is available for students before, during, and after school

All accredited schools must submit a required Two-Year Progress Report, which in the case of Andover High School is due on October 1, 2014. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and is included in *Directions for the Preparation of the Two-Year Progress Report* which can be found at <http://cpss.neasc.org>. In that report school officials are required to respond to two types of recommendations: (1) highlighted recommendations from notification letter(s) and (2) general report recommendations from the school's decennial evaluation report.

With regard to the reporting of action taken on evaluation report recommendations, school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

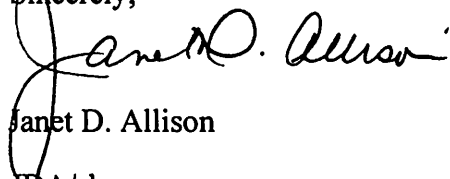
- implement a plan to regularly review and revise the core values, beliefs, and expectations for learning with input from faculty, staff, students, parents, the community, and school committee members
- ensure that the core values and beliefs drive curriculum, instruction, and assessment in every classroom, guide the school's policies, procedures, decisions, and resource allocations, and are evident in the culture of the school
- ensure that the curriculum at all levels in all classes engages students in inquiry, problem-solving, higher order thinking, and the opportunity for the authentic application of knowledge and skills
- incorporate the identified 21st century learning expectations into daily learning objectives that are shared with students
- develop and implement a plan to regularly communicate individual and collective student progress in achieving the school's 21st century learning expectations to students, their families, and the community
- develop and implement a plan to increase students' respect for the facility underscoring their role and responsibility for its cleanliness
- provide professional development and strategies for differentiated instruction within general education classes to meet the needs of all students, particularly for those classes that were previously co-taught with special education teachers
- upgrade the print materials and electronic resources in the library media center
- develop and implement a plan to address the physical appearance and space issues in the library

Christopher Lord
June 7, 2013
Page Four

The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Committee considers the Special Progress Report. Consistent with the Committee's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: cpssreports@neasc.org. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



Janet D. Allison

JDA/sb

cc: Marinel D McGrath, Superintendent, Andover Public Schools
Paula Colby-Clements, Chair, Andover School Committee
Linda Van Wagenen, Chair of the Visiting Committee
Robert E. Littlefield, Chair, Committee on Public Secondary Schools