



Founded in 1885

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

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December 19, 2014

Stephen Murray  
Interim Principal  
Andover High School  
80 Shawsheen Road  
Andover, MA 01810

Dear Mr. Murray:

The Committee on Public Secondary Schools, at its October 19-20, 2014 meeting, reviewed the Two-Year Progress Report of Andover High School and continued the school's accreditation.

While the report featured many positive aspects of the school, the Committee was particularly pleased to learn the following:

- the work to make the core values, beliefs, and learning expectations more a part of the culture of the school through professional development, conversations, meetings, and daily school activities
- the efforts to include multiple stakeholders in the discussion of the definition of the school's 21<sup>st</sup> century learning expectations
- the early stages of implementation by teachers of school-wide rubrics to align performance standards through common assessments and classroom specific assignments
- the identification of relevant professional development topics based upon current research, the district strategic plan, the school improvement plan, and faculty surveys
- the preliminary work in establishing the school's YES plan
- the incorporation of the student expectations into the District Determined Measures and the educator evaluation system
- the improvements to the physical appearance and space in the library
- the addition of eBrary which significantly increased the volumes available in the library
- the school's work to connect the 4Cs of the district and the school's 3Cs including the development of the logo and the inclusion of the 3Cs in beginning of the year meetings with students, parents, and teachers

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Andover Public Schools  
Andover, MA 01810

Stephen Murray  
December 19, 2014  
Page Three

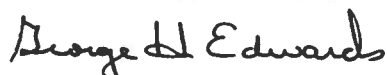
- develop and implement a plan to regularly communicate individual and collective student progress in achieving the school's 21<sup>st</sup> century learning expectations to students, their families, and the community
- ensure that all teachers regularly collect, disaggregate, and analyze data in order to identify and respond to inequities in student achievement
- develop and implement processes and protocols for the collaborative creation, administration, analysis, and revision of formative and summative assessments, including common assessments
- implement a process for review and revision of grading practices in order to ensure alignment with the school's core values and beliefs about learning

Directions for preparing the Five-Year Progress Report are available at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab. One of the required components of the Five-Year Progress Report is the submission of the school's current core values, beliefs, and learning expectations to reflect the 2011 Standard. Information related to the development/revision of the school's document is available at <http://cpss.neasc.org> under the "Getting Started" tab.

School officials are reminded that all valid recommendations in the evaluation report should have been completed or be in the final stages of implementation when the school submits its Five-Year Progress Report. Inadequate progress to complete valid recommendations could result in a request for additional Progress Reports or a downgrading of the school's accredited status. The Committee requests that it be kept apprised of any substantive changes in the school no later than sixty (60) days following their occurrence. For your convenience, we have enclosed a copy of the Substantive Change Policy. 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 electronically to [cpss-air@neasc.org](mailto:cpss-air@neasc.org).

The Committee will review the school's accreditation status when it 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](mailto:cpssreports@neasc.org).

Sincerely,



George H. Edwards

GHE/sb  
Enclosure

cc: Marinel D McGrath, Superintendent, Andover Public Schools  
Paula Colby-Clements, Chair, Andover School Committee  
Robert E. Littlefield, Chair, Committee on Public Secondary Schools



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MEMSC

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

(9/08)