

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

REPORT OF THE VISITING COMMITTEE

Cranston High School East

Cranston, Rhode Island

March 12-15, 2017

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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE AND SCOPE OF THE VISITING COMMITTEE REPORT

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

The prime concern of the visiting committee has been to assess the quality of the educational program at Cranston High School East in terms of the Committee'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 four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the 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 Committee. Those Standards are:

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting 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 Committee in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Cranston High School East, a committee of eleven members, including ten teachers plus 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 Cranston High School East extended over a period of fourteen school months from October 2015 to January 2017.

Public schools evaluated by the Committee 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 Committee, Cranston High School East 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 sixteen evaluators was assigned by the Committee on Public Secondary Schools to evaluate Cranston High School East. The Committee members spent four days in Cranston, Rhode Island, 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 Committee's Standards for Accreditation. Since the evaluators represented public school teachers, school administrators, and the public, points of view were brought to bear on the evaluation of Cranston High School East School.

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

- review of the school's self-study materials
- twenty-two hours shadowing eleven students for two periods
- a total of twenty-four 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 thirty-two 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 in 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 Committee Standards.

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

Cranston High School East School and Community Summary

Cranston High School East is located on the eastern side of Cranston, Rhode Island. The City of Cranston was incorporated on March 10, 1910. It is centrally located in Providence County on the west side of Narragansett Bay, and it is the third most populous city in Rhode Island.

According to the recent U.S. Census, the population of Cranston, 80,566 residents, contains a very diverse group of ethnic backgrounds. Of the 19,699 families reported living within the city, 80.4% are White, 9.6% are Hispanic or are of Latino origin, 4.4% are Asian, 3.7% are Black, and 3.3% are listed as belonging to a race not previously mentioned. English is the primary language spoken by 79.1% of the households within the city, and 20.9% of the families within Cranston speak a language other than English at home.

The residents of Cranston are employed in a wide variety of industries: 27% of the population works in education services or healthcare and social assistance, 13% of the population works in retail, 11% in manufacturing, 10% in professional, scientific, administrative, or management positions, and 9% are employed in arts, entertainment, recreation, accommodations, and the food service industries. In April 2016, the unemployment rate was 5.6%, in April 2015, it was 5.6%, and according to the most recent U.S. census report, the median family income was \$58,684. The census report also states that 14.8% of families within the district live at or below the poverty level. The percentage of local taxes spent on Cranston Public Schools, according to the City of Cranston's fiscal year 2016 budget, is 79.49% or \$145,607,897 of the total \$184,313,794, and the percentage of local resources spent on public education within the District is 54.14% or \$144,681,329 of the total \$267,257,858.

Cranston Public Schools has twenty-four schools within its district. There are three public high schools: Cranston High School East, Cranston High School West, which contains a regional career and technical program, and the New England Laborers/Cranston Public Schools Charter School. Additionally, there is an alternative education program which services students from all of the high schools. There are also four, public middle schools; two of these, Hugh B. Bain Middle School (grades 6 through 8) and Park View Middle School (grades 6 through 8) are feeder schools to Cranston High School East. During the 2016-2017 school year, Cranston Public Schools repurposed an existing elementary school, Hope Highlands, into an additional middle school in the western side of the school district. This school presently services grades 6 and 7. Finally, there are sixteen elementary schools within the Cranston Public School District. Other non-public schools attended by Cranston residents include private schools. According to the Rhode Island Family Guide, some of these include: Bishop Hendricken, LaSalle Academy, Lincoln School, Moses Brown, School One High School, and Wheeler School.

In terms of per pupil expenditures, according to the latest Rhode Island Information Services “Infoworks” report, Cranston High School East, the focus of this report, is currently ranked in the lower 30 percent of school districts within the state. The state average per pupil student expenditure was \$15,808 in 2014, \$15,425 in 2013, and \$15,215 in 2012. Comparatively, Cranston High School East’s average per pupil expenditure in 2014 was \$14,498, which was 91.7% of the state expenditure, \$14,036 in 2013, which was 90.99% of the state expenditure, and \$13,854 in 2012, which was 91.5% of the state expenditure.

Cranston High School East is currently served by five administrators: a principal and four assistant principals who oversee and are involved in various responsibilities, including: disciplinary activity, guidance counseling and students’ academic affairs, special education services, and teacher evaluations. Currently, there are 144 full-time and part-time faculty members at Cranston High School East including 132 classroom teachers, 12 non-classroom faculty members (i.e., 6 guidance counselors, 2 social workers, 1 school nurse, 1 speech/language therapist, and 1 full- and 1 part-time school psychologist), and 2 Junior Reserve Officers’ Training Corps (JROTC) officers. Based on the current enrollment of Cranston High School East, the total teacher to student ratio for instruction is 1:12, the same ratio as the 2015-2016 school year, and according to the Rhode Island Department of Education’s Information Services report, during the 2013-2014 school year, the teacher to student ratio for instruction was 1:15. During the 2016-2017 school year, teachers in the core content areas carry an average load of 86.58 students with an average class size of 22.35 students. During the 2015-2016 school year, teachers in the core content areas carried an average load of 106 students with an average class size of 19.1 students. In core classes, which are required for graduation, the average class size is 21.5 students. The human resource department reported that the average attendance rates for teachers, excluding professional days and including those on long term leaves during 2013-2015 was 91.4%, and the average attendance rate for teachers during 2013-2015, excluding long term leaves was 94.5%.

Cranston High School East currently serves 1,602 students in grades 9-12. The school statistics based on race as of November 4, 2016 indicated that students within the school are: 68% Caucasian, (38% of whom are considered to be Hispanic), 11% Asian, 11% African American, 3% Native American, 2% Pacific Islander, and 6% of students who are reported as being of two races or more. Currently, 654 Cranston High School East students are eligible for free lunch and an additional 40% are eligible for reduced lunch. According to the ASPEN data field entitled “lunch flags,” 49.84% of the students are officially classified as economically disadvantaged as of November 14, 2016.

The enrollment stability of Cranston High School East during the 2015-2016 school year was 89%. The attendance rate for students at Cranston High School East was 88% in the 2015-2016 school year, 91.9% during 2014, 91.2% during 2013, and 91.6% during 2012. During the 2015-2016 school year, the graduation rate was 85%, which was the same rate as the average rate of graduation for the state; during the 2013-2014 school year, the graduation rate was 82.3%, which was higher than the state average of 80.7%, and the graduation rate during the 2012-2013 school year was 78.5%, which was slightly

below the state average of 80.1%. According to the Infoworks report, the dropout rate for 2016 was 6.3%. In 2015, it was 3.3%, which was a marked decrease from 8.5% in 2014, 10.5% in 2013, and 12.6% in 2012.

Cranston High School East students attend school for 180 days and for a minimum of 975 hours. All students are required to successfully complete four years of courses in English, mathematics, physical education, and health, three years of courses in science and social studies, one year of courses in fine or performing arts, and, beginning with the class of 2018, one year of a financial literacy course. The remainder of students' programs are filled with a variety of elective courses, including two years of courses in world languages.

Various levels of instruction include: comprehensive inclusion, comprehensive, college preparatory, honors, early enrollment program (EEP), Advanced Placement (AP), and independent study, where it is deemed appropriate. Students, teachers, parents, guidance counselors, and resource teachers all assist in helping students to choose the classes which best suit their individual needs and pace of instruction. Currently 6.6% of students are enrolled in at least one AP class, and 12.8% of students are enrolled in at least one Early Enrollment class, in which they receive college credit; 43% of students are enrolled in at least one honors class, and 86% of students are enrolled in at least one college preparatory course. Approximately 2.7% of students have an active 504 plan currently in place, and 15.2% of students receive special education services. Additionally, there are 8.4% of students who participate in the English as a Second Language program, and 7.9% of the students at Cranston High School East are active participants in the JROTC program.

In addition to the above course offerings, there are two programs offered through Cranston High School East which are available to special education students eighteen years of age and older; they are designed to transition these students successfully into the community. Five students are currently enrolled in the Cranston Transition program, which is housed at the Norwood Avenue building, and twelve students are participating in the Blue Cross/Blue Shield collaboration program. These students act as interns and are trained in a number of practical skills which are intended to help them become employed in this type of industry.

Students are also offered the chance to participate in co-curricular activities, including the school's various music programs, student council programs, a multitude of sports teams, various clubs, and after school academic assistance sessions.

Upon graduation from Cranston High School East, the percentage of students who intended to attend a four-year college was 130 or 47% of the class of 2016, 32% for the class of 2015, 34% for the class of 2014, and 33% for the class of 2013. The percentage of students who intended to attend a two-year college was 33% for the class of 2016, 38% for the class of 2015, 28% for the class of 2014, and 36% for the class of 2013. In 2016, 7% of the graduates intended to enter directly into the workforce, and 5% intended to

enter the military. In 2015, 3% of the graduates intended to entered directly into the workforce, and 4% intended to enter the military.

Cranston High School East has also established partnerships with local businesses, colleges, and universities. This includes the Rhode Island Blood Center, which runs blood drives at the school throughout the school year and the Leukemia & Lymphoma Society, which raises funds for the research and treatment of blood cancers. Cranston High School East also has a number of school and college partnerships with local colleges and universities. For example, the school offers students the chance to take college courses for early enrollment credits at both Rhode Island College and the University of Rhode Island. Students also have the chance to work with the Advancing Rhode Island Science Education (ARISE) program through Brown University. In this program, students have the opportunity to participate in the Brown Science Preparation program as well as the Brown Brain Bee. In addition, student teachers from local colleges are provided with the opportunity to fulfill their practicum and student teaching assignments at Cranston High School East, and one local university has donated its older technology to the school for use by students and faculty members.

Cranston High School East students are rewarded through a variety of different activities and programs. For example, they are given recognition for good attendance through the efforts of the school's Attendance Counts committee. In this activity, teachers give students in good academic and attendance standing, a "bolt buck," which is entered into a drawing for gift cards and prizes. Bolt bucks are also used as an incentive to reward students for any positive action that is recognized by a faculty member. The students are also recognized for making a good effort in the creation and attainment of their individual learning plan (IEP) goals. One student from each of the school's sixty-two advisories is selected for his or her achievement in goal selection and attainment, and that student is given a certificate, a gift card, and has his or her picture taken in a group photograph for the school's yearbook. The development of student IEP goals is a graduation requirement from the Rhode Island Department of Education (RIDE). Students are also recognized for academic, attendance, and athletic achievement during the school's academic convocation ceremony, where students receive "book" and "excellence" awards, as well as scholarships, and at a separate ceremony for their acceptance into the National Honor Society.

Core Values and Beliefs about Learning

Cranston Public Schools Learners for Life

The Mission of Cranston Public Schools

In partnership with families and community, Cranston Public Schools will empower all students to achieve academic and personal excellence, exhibit persistent effort, and live as resourceful, inquiring, and contributing global citizens.

District Core Values and Beliefs about Learning

All students can learn in a school community that observes the Cranston traditions, respects all, embraces diversity, and strives for educational excellence.

In the Cranston Public Schools we believe and value:

- Success for all
- Family and community engagement
- Rigorous and relevant curriculum
- School and community pride
- Respect and character
- Collaborative leadership
- Safe and healthy environment
- College and career readiness

Cranston High School East Core Values and Beliefs about Learning

BOLTS



PRIDE

Balance Order Leadership Tradition Spirit

Perseverance Respect Integrity Diversity Excellence

- All students are active learners.
- All students take responsibility for their education and growth.
- Involved families help students' academic and social well-being.
- All staff deliver high-quality programs and curricula.
- A safe and orderly learning environment supports and encourages productive learning experiences.
- Versatile learning occurs in our classrooms, on our playing fields, in our arts programs, and in our community engagements.
- Our diversity is our strength and enriches the Cranston High School East learning experience.

The Cranston High School East Advisory Program

The goal of the Cranston High School East Advisory Program is to provide a nurturing environment where students have the opportunity to develop positive, meaningful relationships with their peers and teacher-advocates. By engaging in activities that enhance academic success, build group spirit, appreciate individual differences, and support one another through active advocacy, the school community should achieve a sense of personalization.

Cranston High School East 21st Century Learning Expectations

ACADEMIC EXPECTATIONS

The Cranston High Secondary School graduate exhibits, across all content areas, proficiency in:

Communication Skills

All students will evidence a comprehension of complex literary and informational texts, appropriate academic vocabulary, and accurate grammar, through the techniques of:

1. Argument Writing
2. Narrative Writing
3. Informational Writing
4. Speaking and Listening
5. Performance/Visual Arts

Problem Solving and Critical Thinking Skills

All students will evidence the guiding principles of focus and coherence of these skills through the techniques of:

1. Functions and Algebra
2. Geometry
3. Scientific Inquiry
4. Technology/Engineering Design

Each of the above referenced expectations is accompanied by a corresponding rubric. These rubrics will be used across content areas by all CPS secondary school teachers and students to measure progress toward achieving proficiency in these Academic Expectations. Students must display twenty artifacts (twelve communication skills/ eight problem solving and critical thinking skills – one from each area) that demonstrate proficiency for graduation.

SOCIAL EXPECTATION

The Cranston high school graduate is a respectful, ethical, responsible, and a courteous individual, who can work both independently and cooperatively by following the rules outlined in the Cranston Public Schools Student Handbook.

CIVIC EXPECTATION

The Cranston high school graduate is a contributing member of his/her community, and as such, functions as an informed, involved citizen who advocates for positive changes in the surrounding environment.

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.

COMMISSION ON PUBLIC SECONDARY SCHOOLS

STANDARDS FOR ACCREDITATION

**For High Schools, Middle/High Schools, and K-12 Schools
Effective for Schools Hosting Visiting Committees beginning in the Year 2005**

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

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. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Conclusions

The Cranston High School East community has begun a dialogue to engage 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. Much of the initial work regarding the core values, beliefs, and expectations for learning was conducted at the district level. During the 2011-2012 school year, the district's strategic planning committee, guided by the district's proficiency-based graduation requirements (PBGR) coordinator, held a series of meetings open to community stakeholders, teachers, and administrators. Although there were some representatives from the secondary schools during those deliberations, the Cranston High School East faculty and staff members had limited opportunities to have input and understanding of how to utilize the guidelines within the Cranston High School East community. In January 2016 members of the Cranston Public Schools central office administrators, staff members, and the PBGR committee decided to rename the existing district guiding principles the "core values," and the existing district commitments became "beliefs about learning." These expectations are focused upon the skills that the Cranston graduate will need in order to be successful in a competitive, global environment. In the area of academic expectations, the district identified a total of nine expectations from an original list of twenty-five expectations. The academic expectations were broken down into five communication skills expectations and four problem solving and critical thinking skills expectations, plus one social expectation and one civic expectation. Shortly thereafter, a school-wide conversation regarding how to use the core values and beliefs about learning to guide the daily academic, social, and civic activities within the Cranston High School East community began. In June 2016, the Cranston High School East community formally adopted new core values and beliefs about learning. At that point, Cranston High School East administrators developed a committee including the teachers, administration, and small sample of students and adopted new core values and beliefs about learning. The revisions to the core values and beliefs about learning in Cranston High School East community were linked by the acronym, BOLTS PRIDE (Balance, Order, Leadership, Tradition, Spirit, Perseverance, Respect, Integrity, Diversity, Excellence) and based the vocabulary terms upon an inherent set of guiding principles such as tradition, diversity, respect, and spirit of the school. The core values and beliefs about learning were displayed sparingly in some classrooms and key locations, but were for the most part not displayed throughout the school. Nonetheless, the collaborative group started additional work on the creation of user friendly rubrics to assess the social, civic, and effort expectations. The incorporation of the new social, civic, and effort rubrics were created and implemented at the end of October 2016. As for the 21st century expectations, they were created and implemented throughout the district and are posted in the handbook as well as on the Cranston High School East website. While teachers do not constantly refer to the core values, beliefs, or 21st century learning expectations within their daily instruction, the values and learning expectations are viewed as an integral part of what they believe to be important. The use of the school-wide rubrics that have been created are in the process of being implemented within the various disciplines within the school, although the academic expectations have been fully integrated into the graduation

portfolio program. Hence, the calibration of tasks for content areas, tied to the curriculum, are not consistent in all departments throughout the school. Hence, while there is a great deal of “pride” and “spirit” throughout the Cranston High School East community, an understanding of the core values, beliefs, and learning expectations as the guiding focus of the school’s academic programs, culture, and decision-making process is not evident among the faculty and staff members, students, or parents. Therefore, when 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, then students, teachers, and parents will be able to reference the core values and learning expectations, and better comprehend the connections between the daily school activities and the achievement of the school’s 21st century expectations. (classroom observation, self-study, student shadowing, panel discussion, student work, teachers, students, parents, department chairpersons, school leadership, Endicott survey, school website, standard subcommittee)

The school has made a viable effort to create challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies; however, the expectations are not being fully implemented in all disciplines with regard to the specific and measurable criteria for success because of the uneven application of the school-wide analytic rubrics, which were designed to identify high levels of achievement in the various disciplines. School-wide academic rubrics for 21st century skills have not yet been consistently or comprehensively applied across all departments, nor among all classrooms within each department. Some teachers are implementing all of the rubrics while others are just beginning to attempt to utilize them. In addition, teachers vary in their explanation and modeling of the rubrics and also in the application of the rubrics to the expectations. In some departments, teachers use academic rubrics along with a scoring guide to give both a numeric grade and a graduation portfolio grade. The teachers who used the rubrics and a scoring guide do so because they feel that students do not take the common tasks seriously without a numeric grade. Hence, the use of the rubrics within classrooms can vary significantly. The school-wide academic, civic, and social rubrics are posted on the school website for students and parents to review and comprehend. School-wide social and civic rubrics have been used for several years; however, the social and civic rubrics have been redefined along with the new aligned behavioral expectations. These rubrics recently have been accepted by the faculty. Teachers rate each student on his or her quarterly interim and report card through ratings for “citizenship” as defined in the social school-wide rubric. This rating does not impact a student’s transcript or their grade point average scores, but does impact a students’ eligibility for social and co-curricular activities offered at the school. However, the JROTC students must closely adhere to the social and civic expectations of not only Cranston High School East, but of the JROTC program as well. Students are evaluated on their civic expectation primarily through the graduation requirement regarding twenty-hours of community service from grade 9-12. Consequently, when the school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and when each expectation is defined by specific and measurable criteria for success, such as

school-wide analytic rubrics, which define targeted high levels of achievement, students will be able to attain the targeted high levels of achievement. (classroom observation, self-study, student shadowing, panel discussion, teacher interview, teachers, students, parents, department chairpersons, Endicott survey, standard subcommittee)

The school's core values and beliefs are reflected in the culture of the school, but the 21st century learning expectations do not drive curriculum, instruction, and assessment in every classroom, and only informally guide the school's policies, procedures, decisions, and resource allocations. The core values, beliefs, and culture of the school are highlighted in a new acronym, BOLTS PRIDE, at Cranston High School East, but the phrase was based on longstanding traditions and attitudes already engendered in the Cranston High School East community. A clearly defined behavioral, civic, and effort rubric is known and used by all faculty members across disciplines. Students are directly impacted by these rubrics as students who do not meet the expectations will not enjoy the co-curricular and social activities offered by the school. These expectations are well defined, implemented consistently, and are accessible to all members of the Cranston High School East community on the school website. The assessments for these expectations are used quarterly and reviewed by school administrators and faculty and staff members. The core values and beliefs are reflected in the school culture and can also be evidenced in their resources for remediation social and civic expectations coupled with the more detailed behavioral expectations and consequences, various volunteer activities that take place in response to community needs, a productive and resourceful library-media center (LMC), the JROTC program, Feast for East, the freshmen hotdog roast, and many co-curricular activities and events that are well attended by students and faculty. Academic achievement and 21st century learning expectations are also valued by the Cranston High School East community as evidenced by the creation of the school-wide rubrics and the redefining of the Cranston High School East core values. Teachers have created and implemented common tasks and have applied at least one school-wide rubric to the task and are used quarterly. However, some teachers believe that there are inconsistencies in how the rubrics are applied at a school-wide level. Some teachers have begun using a scoring guide along with the rubric because students were not taking a non-numerically graded assignment seriously. Additionally, many teachers do not believe that the school-wide rubrics are well suited to some specific content areas. In addition, parents are generally not aware of how the rubrics were utilized in the school. While students know of the common tasks and the rubrics, the expectations are not generally referenced during classroom observations. It is clear that while the community at Cranston High School East inherently promotes the core values, but the full integration of the 21st century learning expectations and the use of the school-wide rubrics appears to be a means of fulfilling a district requirement rather than as a vehicle to drive the curriculum, instruction, and assessment; or formally guide the school's policies, procedures, or decisions. Once the administration and faculty continue to use the school's core values, beliefs, and 21st century learning expectations to drive the school's curriculum, instruction and assessment, and use them to guide policies, procedures, decisions and resource allocations, then they will be truly reflected in the culture of the school. (self-study,

teachers, department chairpersons, central office personnel, school leadership, school support staff, school website, standard subcommittee)

The school has not regularly reviewed its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities. For the past decade or so, work on the core values and beliefs about learning and the 21st century learning expectations (previously known as mission statement and expectations) was conducted at the district level under the direction of the superintendent of schools, and eventually through the PBGR committee. During the 2015-2016 school year, the PBGR committee created a new mission statement and a set of core values and beliefs, and directed the district's secondary schools to create core values and beliefs that reflect the individual cultures of each school. Hence, opportunities for the Cranston High School East community to discuss and change the language of the core values, beliefs, and 21st century learning expectations was extremely limited. Nonetheless, after receiving this directive from the district and reviewing the documents from the self-study, Cranston High School East began work on the initiative. All staff and members of the school community were invited to participate in the process. Ultimately, a team consisting of the school's principal, volunteer teachers, and several volunteer students researched, discussed, and created a document to present to the entire staff for its approval. While the Cranston High School East learning expectations align with the district's learning goals, there is no formal process in place to review and modify the core values, beliefs, and 21st century learning expectations based upon multiple sources of data and research within the school. Therefore, when the administration and faculty review and modify the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities, they will then be able to drive curriculum, instruction, and assessment in every classroom and guide the school's policies, procedures, decisions and resource allocations through the data that will come from this future review. (self-study, teachers, department chairpersons, school leadership, school support staff, standard subcommittee)

Commendations

1. The core values, beliefs, and expectations for learning that are being infused into all aspects of the school
2. The development of the core value, beliefs, and learning expectations that are based on tradition, diversity, respect, and spirit within the school
3. The 21st century learning academic expectations that have been developed and embedded into the graduation portfolio program
4. The JROTC program that reflects the core value of respect that is clearly shown by student body
5. The pride for the school that is exhibited by the overwhelming majority of the members of the Cranston High School East community

Recommendations

1. Ensure that all members of the Cranston High School East community fully comprehend the 21st century learning academic expectations for all students
2. Ensure that the core values, beliefs, and expectations for learning are embedded into the written documents, common tasks, and daily activities
3. Infuse the 21st century learning academic, social, effort, and civic expectations consistently throughout all curricular areas and courses
4. Ensure that the core values, beliefs, and 21st century learning expectations drive decisions relating to curriculum revision and development, and instructional and assessment strategies
5. Develop and implement a formal process to regularly reviewed the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities



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 specific and measurable criteria for success, such as school-wide analytic or course specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - Inquiry
 - 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

The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. During the last few years, district staff members, including the program supervisors and teachers of Cranston Public Schools have worked extensively to review, to revise, and to expand the K-12 curriculum for each of its academic content areas. Each discipline uses a common curriculum format. The curriculum has been designed in accordance with multiple national, state, and district standards such as the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), 21st century learning skills, RIDE's PBGR, and the district's 21st century learning expectations. The district's staff has worked to create curriculum embedded quarterly assessments for each content area. These assessments offer students opportunities to practice the learning expectations, as well as, give educators opportunities to measure the students' achievement of each of the standards. Furthermore, the quarterly assessments are graded by district content rubrics that are based on the standards. The use of these content rubrics should ensure that students practice and achieve a number of the school's 21st century learning expectations. In addition, parents agreed that the curriculum was designed to allow students the opportunity to practice and achieve 21st century learning expectations; they specifically liked the finance class and how the classes were teaching their children the skills of reading, writing, communicating, and thinking, all of which are skills necessary for the 21st century. Furthermore, portfolios also give Cranston High School East students opportunities to achieve 21st century learning expectations. Also, teachers agreed that 21st century learning expectations were incorporated into their lessons and assessments. Hence, because the curriculum has been purposefully designed to ensure that all student practice and achieve each of the school's 21st century learning expectations, all students are able to develop the knowledge, skills, and dispositions that the school has established for all students. (classroom observation, self-study, teachers, parents, school committee, department chairpersons, school leadership, standard subcommittee)

The curriculum is mostly written in a common format that includes units of study with essential questions, concepts, content, and skills; which includes the school's 21st century learning expectations; many instructional strategies; and at least quarterly embedded assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course specific rubrics. The vast majority of the curriculum documents at Cranston High School East are written in a common district-wide format, also known as "curriculum maps," that include the units of study with essential questions, concepts, content and skills, instructional strategies, and assessment practices that include the use of district-wide analytic and course-specific rubrics. The common format includes standards, assessments, and the 21st century learning expectations, although the infusion of the recently revised 21st century learning expectations is a work in progress. Curriculum information, which includes units of study with essential questions, concepts, content, and skills are also housed in the ASPEN information system, which teachers are using, and reflects the common curriculum format and the integration of 21st century learning expectations. In addition to ASPEN, several other locations, such as the school website, curriculum binders, and the program of

studies house the common curriculum maps. Any changes to the curriculum and the supporting documents are driven by student need, current research, and best practices. Also, as the school more fully incorporates the 21st century learning expectations, the documents will be revised to reflect their integration. However, it should be noted that all changes must be approved by central administration. Nonetheless, the curriculum documents are being modified as needed by each department across the district (e.g., the science department is one of the disciplines that is being updated). Teachers and students practice 21st century skills on a daily basis through instructional strategies, formative and curriculum embedded assessments in which proficiency is measured with district-wide analytic and course-specific rubrics. Teachers submit weekly lesson plans to their respective department chairs that include the CCSS and the 21st century learning skills that are being utilized within instruction and curriculum-embedded common assessments. Furthermore, senior students discuss the achievement of these standards when they present their portfolio artifacts during their senior presentations. Teachers are required to conduct a quarterly assessment with school-wide rubrics addressing the common curriculum and 21st century learning expectations. Therefore, when curriculum for all disciplines is written in a common format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course specific rubrics, students, and parents will understand what is expected in all curricular areas. (self-study, teacher interview, teachers, department chairpersons, central office personnel, school leadership, school support staff, school website, standard subcommittee)

The curriculum in some cases emphasizes depth of understanding and application of knowledge through inquiry, at times emphasizes problem-solving, occasionally emphasizes higher order thinking, infrequently emphasizes cross-disciplinary learning, and formally emphasizes authentic learning opportunities in and out of school. Students only have to demonstrate a passive comprehension of the informed and ethical use of technology. Many courses provide students with rigorous and challenging learning experiences which require them to apply, analyze, synthesize, compare and contrast, and evaluate. Curriculum embedded assessments serve as evidence that there is a depth of understanding and application of knowledge taking place in some classes at Cranston High School East. Common quarterly assessments in most courses exhibit 21st century learning expectations that include inquiry, problem solving, and communications, as well as in 21st century learning skills, specifically in inquiry, problem solving, and communications. Each of these common assessments has also been designed with the expectation that all students, regardless of their academic abilities, can achieve a level of proficiency, and each assessment attempts to include skills that reach a "depth of knowledge" level of 3 or higher. Furthermore, each classroom teacher has the opportunity to modify his or her instruction to create the formative assessments needed to support the students' achievement of the skills showcased in the district assessment. This includes teachers of students within the special education and English language learner populations. To this end, special education and regular education teacher have a common planning period once every seven-day cycle. Hence, a vast majority of students feel that

the content of the courses they take challenge them to think critically and solve problems. The senior portfolio project demonstrates intellectual challenges and higher order thinking skills. Students generally feel that as they progress from freshman to senior they are increasingly challenged. However, other than inclusion and other courses co-taught by a regular and special education teacher, specific examples of cross-disciplinary learning occur on an ad-hoc basis between teachers and is not formally documented in the written curriculum. Teachers feel that challenges with scheduling is an obstacle to further implementation of cross-disciplinary learning. Nonetheless, Cranston High School East provides many opportunities for all students to extend learning beyond the normal course offerings and the school campus. Students participate in authentic learning opportunities such as the Brown Brain Bee and the Calculus Bowl. These opportunities not only occur in different content areas but in different venues like Panda's Pantry and the opening in 2015 of the Thunderbolt Copy Center. Furthermore, students participate in musical performances, literary publications, college essays as curriculum embedded assessments in the senior English curriculum, the partners program, the unified sports program, community service, student government, Café East, and the JROTC program, which are examples of authentic learning opportunities, both in and outside of school. In terms of technology, students are required to demonstrate a fundamental understanding of the ethical and legal issues surrounding the access and use of media and information at the start of each school year when students and parents are required to read and sign the district's "acceptable use of technology" and "bring your own device" policies. By signing these documents, they are tacitly agreeing to abide by the policies and guidelines as outlined in the student handbook. However, technology is not formally infused in all curricular areas and courses. Hence, when the curriculum emphasizes depth of understanding and application of knowledge through inquiry, problem-solving, higher order thinking, cross-disciplinary learning, and authentic learning opportunities both in and out of school with informed and ethical use of technology, the students will be successful in achieving the expectations for student learning and will more readily see the connections between what is being learned in school and what they experience outside of school. (classroom observation, self-study, student shadowing, teachers, parents, department chairpersons, school leadership, school support staff, standard subcommittee)

There is clear alignment between the written and taught curriculum. Across content areas in the school, lesson plan books are reviewed weekly by department chairpersons. District directors also participate in the review of lesson plans. The pacing guides and the curriculum-embedded and quarterly assessments are administered in order to ensure that written curriculum is aligned with taught curriculum. The vast majority of faculty and staff members believe that written and taught curricula are aligned. Requiring curriculum-embedded and quarterly assessments ensures that there is a clear alignment between written and taught curriculum. The use of the ASPEN information system for grading provides another avenue for department chairpersons and administrators to verify that written and taught curriculum are consistent. ASPEN showcases the ratings and grades that each of the students achieve through teacher assessments, which indicates how an individual teacher's instruction aligns with the curriculum as well as the ability to identify any gaps in the curriculum. When gaps are identified, they are addressed during

individual conferences between department chairpersons and teachers, during regularly scheduled common planning sessions as well as during departmental meetings. Administrators also have opportunities to observe how the written and taught curriculum are aligned during the teacher evaluation documents where teachers make note of the skills they are teaching to create their lessons and assessments. Additionally, the presentation of senior portfolio projects, which are aligned to the standards also demonstrates the alignment of the written and taught curriculum. Consequently, because the school emphasizes clear alignment between the written and taught curriculum, parents and students are ensured that the result will be a cohesive curriculum. (self-study, teacher interview, teachers, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Effective curricular coordination and vertical articulation exists between and among academic areas where there are program supervisors within the school as well as with sending schools in the district. Cranston Public Schools has a written curriculum review cycle which includes time devoted to the development, review, and evaluation of the curriculum. This calendar extends over a six-year period which includes the following steps: plan and produce in the first year, pilot revisions in the second year, review and present to the curriculum advisory board, the superintendent, and the school committee in third year, implement in the fourth year, and present syllabi and curriculum to the curriculum advisory board, superintendent, and school committee in the fifth year, and evaluate and revise in the sixth year depending upon each department's cycle status. However, not all departments are currently involved in the curriculum planning and revisions taking place based upon the recently revised 21st century learning expectations and the associated school-wide rubrics, but those that are involved have some vertical articulation. Faculty members spend time collaborating within content areas during department meetings and curriculum team meetings, as well as paid common planning time, which takes place after school. During this time, faculty members work on creating curriculum-embedded common assessments, calibrating rubrics, and evaluating student work. Content area teachers who co-teach with special educators meet once every seven-day cycle for the purpose of lesson planning and modifying worksheets, tests, quizzes, and the delivery of instruction in order to meet the needs of all students. Furthermore, high school department chairpersons, middle school department leaders, and program supervisors meet occasionally to foster curriculum articulation. During the last several years, some disciplines, such as science and history have had district-wide content meetings which included both middle and high school faculty members. These meetings gave teachers an additional opportunity to vertically coordinate their curriculum. However, the curriculum in science does not seem to have alignment with the mathematics curriculum because students in first year physics are struggling with the mathematics content of the science curriculum. District curriculum guides exist within the "page directory" of ASPEN for some content areas and are in the process of being added for the remaining content areas. ASPEN includes the following: "assessments, graphics and posters, instruction K-5, required book lists for grades 7-12, rubrics and checklists, scope and sequence, teacher resources, websites, and year-at-a-glance." The curriculum is aligned within disciplines and vertically articulated among grades K-12;

however, it is not formally aligned across disciplines. Scheduling and content curricular demands complicate cross-curricular planning. In addition, there is difficulty obtaining substitute teachers to free up teachers during the work day and allow the teachers to further develop their curricular coordination and vertical articulation. There are some disciplines with district directors that help achieve vertical alignment, but not all areas have district directors. The business department has a director, but does not have vertical articulation because there are no business classes at the middle school level. In addition to the curriculum work conducted by program supervisors and teachers, the district support staff play an indirect yet a supportive role in discussing the curriculum as it pertains to each student's achievement of his/her course requirements. This occurs when guidance counselors review students' academic performance. Additionally, the library/media specialist plays a supporting role in providing resources that teachers and students utilize to proceed with their academic projects such as access to databases, assistance in finding material, and communicating with other libraries in order to borrow materials that Cranston High School East does not possess in the library/media center. The librarian also provides students with digital access to instructional guides and resources which teachers have created for the students. Therefore, there is effective curricular coordination and vertical articulation between and among some academic areas within the school as well as with sending schools in the district, students experience curricular consistency in terms of scope and sequence district wide. (self-study, teachers, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Although staffing levels are adequate, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are not sufficient to fully implement the curriculum, the co-curricular programs, and other learning opportunities. Staffing is sufficient and teaching loads are within contractual limits and sufficient to implement the curriculum in most cases. Teachers in core academic areas carry an average load of 106 students. There are 144 full-time and part-time faculty members at Cranston High School East including 132 classroom teachers, 12 non-classroom faculty members (i.e., seven guidance counselors, two social workers, one school nurse, one speech/language therapist, and one full- and one part-time school psychologist), and 2 Junior Reserve Officers' Training Corps (JROTC) officers to serve approximately 1,600 students. In the fine and performing arts, class sizes are appropriate, although in some of the elective classes within the music department, high demand has created large classes. Expenditures on instructional materials, technology, equipment, supplies, and library-media resources have been inadequate for a number of years. Although each department orders new materials every year, most departments are in need of budget allocations to replace old textbooks and equipment, supply technology such as projectors and interactive boards, copy machines, and so forth. Specifically, the science department needs a larger budget allocation for consumable materials, such as chemicals and glassware needed for laboratory experiences, the business department needs a larger budget allocation to provide adequate technology to fully implement the curriculum, and the foreign language department needs a larger budget allocation to provide up-to-date textbooks. The per pupil expenditure at Cranston High School East ranks in the lower

30% of school districts within the State of Rhode Island. Although budget limitations have presented challenges, it has not prevented teachers from obtaining grants, donations, and creatively implementing the curriculum. The music teachers have been functioning with an inadequate budget that has limited the full implementation of the curriculum due to the lack of instruction resources, instrument repair, and updated sound system equipment. There are three aging computer laboratories, which are fully supported by donations from the private sector that have no maintenance budget. The computer laboratories are frequently occupied for delivery of the curriculum, but are inaccessible during testing periods. The district has added carts, but the added carts do not meet the demands for technology and are insufficient to fully implement the curriculum. There are issues with WiFi connectivity and a lack of printers. The Briggs building is lacking a computer laboratory, but does have access to one laptop cart which is available only for the ELL students in that building. Not all areas of the facility support the delivery of the curriculum adequately. There are classrooms in almost every department that are too small or are not outfitted sufficiently with the basic supplies and equipment. The library/media center provides teachers and students with some resources with which to implement and apply the curriculum, albeit mostly through donations from the private sector. Students and teachers have access to various online databases such as the Gale database, the student resource center, and the online book blog created by the librarian with contributions made by students and faculty. There is also a section in the library designated for professional literature for teacher use, and in addition, the librarian has also created online teacher pages for students to access while completing research-based projects. Overall funding is mostly sufficient to support co-curricular programs such as those in music, drama, athletics including unified sports, JROTC, the Cranstonian yearbook, the Reflections Literary Magazine, and the student and class councils. However, over the last few years the principal's activities budget has been cut by approximately 50%. The school's website lists 58 clubs and activities, many of which have teacher supervisors who volunteer their time without receiving a stipend. Furthermore, a number of co-curricular activities like music and auto shop rely heavily on donations or fees or both. When the 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, students and the larger community will reap the benefits. (classroom observation, self-study, student shadowing, facility tour, teachers, students, department chairpersons, central office personnel, school leadership, school support staff, school website, standard subcommittee)

The district provides the school's professional staff with sufficient personnel. However, the professional staff has limited time and limited financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. The Cranston High School East current fiscal budget is \$13,424,979.00. Within the school operating budget, zero "0" funds are allocated for curriculum development. Curriculum development and revision is funded through a Title 2/federal grant with approximately \$30,000 allocated annually, and \$90,000 over a period of three years. The district curriculum work is directed primarily

by central office staff members with some input from teachers. The district curriculum work is directed by the executive director of programs and services, a district-level position, who supervises the work of program supervisors and administrators who are assigned to each content area and who are responsible for the development, revision, and implementation of the curriculum. The schedule of each of the program supervisors is tailored to provide sufficient time for them to work on the curriculum and meet their respective classroom obligations. Program supervisors are in contact with department chairpersons and members of each content area's curriculum teams. This contact varies depending upon the status of each content area's curriculum and the assessment of data. Student performance data is used for guiding curriculum decisions, as evidenced by the quarterly common assessments and the standardized testing and Standardized Testing and Reporting (STAR) assessments. Recently the data from the STAR assessments has been used to adjust instructional strategies. The 21st century learning expectations and rubric scores are recorded within the ASPEN system. Teachers have limited time and access to develop, revise, and evaluate the curriculum. Updated information is brought to teachers during their regularly scheduled department and common planning meetings. Common planning meetings, where teachers have the opportunity to examine student work, are built into the teacher's contractual schedule after the completion of the school day and requires a stipend. It is during these common planning meetings where collaborative development and evaluation of curriculum occurs. Program supervisors base their curricular development upon the CCSS, the 21st century learning skills, the NGSS, other current educational research and data, and available assessment data regarding student performance. Program supervisors, department chairpersons, and teachers review and discuss the aforementioned standards and data in order to determine how to move forward with curriculum updates and revisions. Furthermore, teachers, by contractual requirements, are mandated to complete eight hours of professional development, with two hours directed to the content area and two hours directed toward district technological initiatives. The variety of topics offered for professional development decreases as the school year progresses. Within these workshops and seminars, teachers are also given the opportunity to access educational research and discuss educational topics regarding their professional practice and various strategies for implementing the curriculum. Only a slight majority of faculty members feel they are directly and actively involved in the work of curriculum evaluation, review, and revision. Similarly, nearly half of faculty feel they have the time to participate in curriculum development, which largely occurs on an after-hours basis. Hence, when sufficient professional development exists, the school's professional staff has sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, parents, students, and the community-at-large will be assured that students are engaged in learning that will prepare them for their future endeavors. (self-study, teachers, school committee, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

Commendations

1. The recently revised 21st century learning expectations that serve as the academic standards at Cranston High School East
2. The quarterly assessments that are recorded in ASPEN and serve as a means of assessing the alignment between the written curriculum and the taught curriculum
3. The graduation requirement for the presentation of senior portfolio projects based upon the adopted 21st century learning expectations
4. The staffing of the core courses that is sufficient to implement the curriculum
5. The resourcefulness of the faculty and staff in obtaining grants and donations to support the implementation of the curriculum
6. The faculty and staff members who volunteer to supervise many co-curricular activities

Recommendations

1. Ensure that all curriculum guides and curriculum maps are written in a common format and are up-to-date
2. Ensure that technology is formally infused in all curricular areas and courses
3. Provide the school's professional staff with sufficient time and financial resources for ongoing and collaborative evaluation, development, and revision of the curriculum
4. Ensure that the facilities are appropriate to fully implement the curriculum
5. Develop and implement a plan to ensure that students are provided with a variety of cross-disciplinary learning experiences across curricular areas

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

Teachers' instructional practices are not consistently examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Although the acronym BOLTS PRIDE and the "beliefs about learning" have been recently adopted by the school, the values and beliefs expressed in these documents are evident in instructional practice and reflection. Teachers in all content areas create their lesson plans based upon their individual content-specific curriculum which may or may not include the 21st century learning expectations. Teachers are also dedicated to creating positive relationships that are based on the school's core values and beliefs with all students. Teacher plan books are submitted to their individual department chairperson on a regular basis for review. These plan books are required to include alignment to not only the 21st century learning expectations, but also to standards such as the CCSS, Common Core State Standards for Mathematics (CCSSM), and the NGSS. These plan books are checked for compliance, but there is no formal requirement to explain the instructional delivery for these standards in the classroom. The teacher evaluation system and common planning time also provide opportunities for teachers to discuss and improve their teaching practices and to show how their instruction aligns to the 21st century learning expectations. However, many teachers feel that the observations from the evaluation system do little to influence instructional practice. Teachers design summative assessments which lead to a curriculum-embedded common assessment and a quarterly assessment, both of which demonstrate each student's proficiency in the achievement on 21st century learning expectations. Common assessments are also rated on school wide rubrics to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. These assessments are reviewed during department meetings to ensure they are accessible to all students and reflect the recently adopted core values, beliefs and 21st century skills. Although these assessments are reviewed in department meetings to check for alignments these reviews do not formally include a focus on instructional practices. Additionally, assignment grades are recorded in the ASPEN gradebook which allows for easy access to what is being taught, by students, parents, and administrators. When teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, the student's ability to meet learning expectations is enhanced. (self-study, teacher interview, teachers, school committee, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Teachers' instructional practices often support the achievement of the school's 21st century learning expectations by personalizing instruction; support engaging students as active and self-directed learners; support emphasizing inquiry, problem-solving, and higher order thinking; at times applying knowledge and skills to authentic tasks; support engaging students in self-assessment and reflection; sporadically support engaging students in cross-disciplinary learning; and support integrating technology. While the overall curriculum at Cranston High School East was developed and approved by district-wide curriculum committees and central office administrative staff members, teachers can determine how they create their lesson plans, in order to instruct their students. Teachers have resources to personalize instruction through their department curriculum guide

which offers a choice of essential questions, trade books and assessments. Teachers also take into account the cultural background of their diverse student population and current interests to choose appropriate assignments for their classes. Some examples of personalized instruction were seen in technology classes where students designed web pages where they focus on addressing a problem in the local Cranston community, psychology classes where students analyzed their own abilities based on the theory of multiple intelligences and in English classes where students connected themes in the assigned text to their personal lives. The personalization of lessons also occurs in great depth for students who have an IEP or a 504 plan. These legal documents serve to guide teachers in their adaptations of lessons and the development of the classroom environment. These accommodations are seen in a variety of classes with small group instruction within the classroom, modified texts, breaking up of assignments into smaller pieces, visual accommodations when appropriate and purposeful grouping within the classroom. Teachers have access to individual IEP accommodations through the ASPEN informational system and students with 504 accommodations are flagged on ASPEN as a prompt for teachers to go see the student's 504 plan. While there are few opportunities for teachers to create cross-disciplinary lessons, several teachers attempt to create them informally on an individual basis. Although many courses share embedded concepts such as mathematics and writing, few opportunities exist for teachers across content areas to formally plan lessons and learning experiences to integrate the content from other courses. Teachers at Cranston High School East frequently engage students as active and self-directed learners. In many classes that require an in-depth research project students are allowed to select the topic for this task. Some students also have the opportunity to select advanced self-study courses where they work with the classroom teacher to select topics to research. Students at Cranston High School East also have an advisory program once per week where students create goals in the form of an individual learning plan (ILP). Although this ILP does require students to create and review goals, there are questions among teachers, students and parents about the effectiveness of this document. Students are also required to independently complete a graduation portfolio of their proficient work as a graduation requirement. As part of this presentation, students must present a selection of proficient work and discuss how they have met Cranston High School East's 21st century learning expectations in communication and problem solving, as well as the civic expectation requirement. The teachers at Cranston High School East often emphasize inquiry, problem-solving, and higher order thinking in their classrooms. The school-wide analytic rubrics which teachers are required to use for quarterly common assessments have been designed to assess Cranston High School East's 21st century learning expectations of communication, problem solving and critical thinking. The mathematics department incorporates the OnCore textbook series, which aligns to the district curriculum and promote inquiry based learning. The science department offers many opportunities for hands on learning experiences by allowing students to design their own science laboratories such as measuring air resistance on falling objects in physics and analyzing ink using paper chromatography in chemistry. The English and social studies departments utilize Socratic seminars and have multiple opportunities for students to read and analyze text and sources aligned to the curriculum. In these classes students are also asked to cite textual evidence to support their answers and make personal

connections to the topics. The student graduation portfolio contains assignments from a range of their classes that demonstrate proficiency in achieving the 21st century learning expectations as well as common core standards. Students at Cranston High School East frequently apply knowledge and skills to authentic tasks in a variety of subjects. In physics classes, students design a functional roller coaster that incorporates the principles they learned in class. In algebra classes students create and measure data points in a “pass the book” activity in order to practice functions of algebra problem solving skills. In an anatomy class students scan their own brain waves and test how their brain reacts to a variety of stimulus, such as music, that effects their studies. In music classes students practice vocal and instrumental techniques to create their own ensemble performances. In technology classes students actively create websites for a variety of purposes such as tourism and community awareness. World languages classes created a “green week” which developed bilingual public service announcements for the environment and run fundraisers for Save the Bay. The special education department runs Cafe East which gives these students an opportunity to have real-world business and job practice. Students in business classes can complete a business study connected to their part-time job and also develop a set of etiquette rules for a start-up company. Students enrolled in auto shop practice and develop their skills and knowledge by repairing automobiles brought in by students and faculty members. The JROTC program allows interested students to apply early military training to civic and social expectations during the school day. Students at Cranston High School East have multiple opportunities to engage in self-assessment and reflection. This is reflected in regular classroom instruction with journal writing in English, science, and world languages. Physical education and health students write about and reflect on their personal physical and mental health. Student designed science laboratory reports include a conclusion that reflects on the results of their experiment. Students in social studies are encouraged to revise writing pieces based on the results of school-wide communication rubrics. Student in art classes design and maintain bulletin boards displaying artwork throughout the building. ILP plans created in advisory allow students to set goals to meet by the end of each school year and reflect on the progress of these goals at the mid-year and end-of-the-school-year deadline; however, there is little evidence of how the ILP is used to influence classroom instruction. The PBGR requires all students to utilize reflection practices. Student artifacts must have reflections that explain how their work achieved proficiency on the district’s academic expectations. Due to insufficient supplies, technology is infrequently integrated into classroom instruction. The district provides students and faculty with Google Accounts which allows them access to Gmail, Google Drive and other Google Apps for Education. Teachers also have access to a district Chromebook, and training for a variety of technological applications are provided in professional development offerings. However, the lack of adequate and reliable access to technology for the students during the school day dramatically limits the integration of technology in daily classroom instruction. Cranston High School East has five computer carts in the main building which are mainly used for the STAR assessments that happen three times a year for each student. There is an additional computer cart in the Briggs building; however, this cart is exclusively used for ELL students. This causes teachers who have a class in the Briggs Building to walk to the main building to one of the computer laboratories located in the library/media center

if they want to incorporate technology into their lesson. There are two computer laboratories in the library/media center and one technology laboratory used only for technology classes. There is also a set of 24 laptops in the science department that were acquired through the ARISE program with Brown University. Cranston High School East has a bring your own device policy to help with the lack of resources, but teachers cannot rely on a full class having sufficient devices or reliable access outside of school. Even with these limitations, several teachers attempt to incorporate technology in their classrooms. Projectors are used for various presentations and individual teachers have started using Google Classroom and other Google Apps for Education as well as a variety of other smartphone applications for their students. Teachers also utilize the ASPEN information system to track student performance and academic achievement. Hence, when 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; and integrating technology, students will be better positioned to meet each of their academic, civic, and social expectations. (classroom observation, self-study, student shadowing, panel discussion, student work, teacher interview, teachers, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Teachers, occasionally 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, and providing additional support and alternative strategies within the regular classroom. Some teachers across content areas use formative assessment during instructional time, although there is some confusion among teachers regarding formative assessments. Various types of formative assessment include class discussions, one-on-one conferencing, classroom entrance and exit slips, observation of student group work, completion of graphic organizers (e.g., T-Charts), and review of homework completion. Although there have been discussions at the school and department levels about formative assessments, implementation of formative assessment to aid student learning and provide data to teachers for reflection of best practices meeting learning styles of all students requires further development, practice, and guidance to ensure instructional practices are consistent with the school's core values, beliefs and 21st century learning expectations. Few teachers strategically differentiate the instruction to meet the needs of all learners. Where strategic differentiation occurs, teachers adjust their instruction by considering various factors that affect each student's learning experience. Several factors teachers consider include: the student's support system at home, background knowledge, learning pace, skills, and level of proficiency in not only the English language, but in literacy as well. Teachers use strategies of grouping (although most groups are established by student-choice), modified assignments for ELL students, modified physical spaces for those in need, and graphic organizers or graphic novels when appropriate to meet the learning needs of their students. Many teachers at Cranston High School East employ grouping techniques to allow for a collaborative learning environment. A few teachers

utilize homogenous groupings (e.g., homogenous grouping in classes with ELL to enable students to use their native languages to facilitate the acquisition of English skills) in conjunction with heterogeneous groupings to offer different learning experiences in collaborative environments. Other examples of purposeful organization of grouping activities include literature circles in some English classes, peer editing in some social studies and English classes, cooperative grouping where specific roles are assigned to each student according to strengths and interests, and creating mixed ability groups to fully accommodate all student needs. Additionally, some English and mathematics teachers use the results of the STAR assessments to help with grouping activities. Teachers occasionally use additional supports and alternative strategies within the regular classroom. These strategies include Edgenuity Program, GeoGebra, and Desmos for online support, multiple exercise levels for those struggling in a physical education class, Google Translate for ELL students, concept maps and graphic organizers, and guided notes for struggling students. Some teachers employ assessments that allow for student choice and some teachers use Google Classroom or Remind to help keep students organized and on task. Consequently, once all 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, and providing additional support and alternative strategies within the regular classroom, parents and students are ensured that each student will be provided the support they need to achieve the 21st century learning expectations. (classroom observation, self-study, student shadowing, teachers, department chairpersons, school leadership, school support staff, Endicott survey, standard subcommittee)

Teachers, sporadically as individuals and often 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; and engaging in professional discourse focused on instructional practice. Teachers often use a variety of summative assessments and common summative assessments. Teachers regularly meet to examine school-wide data from common assessments such as the STAR mathematics and English assessment data, the New England Common Assessment Program (NECAP) data, the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment data, ASPEN data, and student work data to modify curricula, common assessments, and pacing. Additionally, teachers in the social studies, science, and special education departments, the use of pretests and exit slips are beneficial to gather students' benchmarks to improve on teacher instruction. Teachers review the results of curriculum-embedded common assessments and quarterly exams during department and common planning time meetings. Individually, few teachers utilize formative and summative data to drive instruction within the classroom. Teachers use feedback from a variety of sources as reflective tools for improving instruction. The evaluation process provides feedback from formal and informal observations from administrators and department heads, although many teachers feel this process has little impact on their instructional strategies. However, when new units or topics are introduced, many science, social studies, and mathematics teachers

give a pre-quiz to assess students' level of knowledge in that area. These teachers then adjust their teaching and activities accordingly. As each topic progresses, some teachers adjust their instruction based on the results of the formative assessments (e.g., exit slips and tickets, journal entries, question and answer sessions, quick quizzes, etc.). During department meetings, common planning time, and peer observations teachers are provided feedback and an avenue for professional discourse between colleagues regarding best practices in instruction. Professional discourse also occurs during mandated professional development sessions. Eight hours of professional development are required for each teacher during each year where two of those hours must be dedicated to curriculum and instruction. However, the various departments seldom meet to share successful instructional strategies between the departments. Some teachers use student and parent feedback to help improve instruction, although most teachers do not use this form of feedback. Departments meet on a regular basis to evaluate and modify curricula. These practices have provided themselves to be research driven. Some teachers are subscribers of content specific publications or organizations to remain current within their specialties (e.g., some teachers are members of organizations such as The National Council of Teachers of English [NCTE], National Council of Teachers of Mathematics [NCTM], etc.), volunteer to present during professional development sessions, enroll in graduate classes, and participate in professional learning communities. Hence, when all teachers work to improve their instructional practices, individually and collaboratively, 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, the teachers will be able to employ best practice for each student. (classroom observation, self-study, student shadowing, panel discussion, teacher interview, teachers, students, department chairpersons, school leadership, school support staff, Endicott survey, standard subcommittee)

Teachers, as adult learners and reflective practitioners, frequently maintain expertise in their content area and in content-specific instructional practices. All teachers are required to complete eight hours of professional development per year. The required professional development requirements are as follows: two hours must be in the area of curriculum and instruction, two hours must be in the area of technology, and the remaining four hours afford teachers their personal choice of available professional development opportunities. The professional development offerings are created in a collaborative effort between district-level administrators and Cranston Teachers' Alliance personnel with a survey distributed to teachers asking for their needs and preferences. Some of the professional development offerings are specific to the various content areas for curriculum and instruction to help keep teachers current in their content and are provided within the district. The professional development offerings from 2014 through 2016 were specific to the following areas: CCSS, safety and crisis interventions, instructional design, college board, interdisciplinary art projects, co-teaching strategies, technology, intervention strategies, societal issues, curriculum design, and the teacher evaluation plan. Most professional development offerings mainly occur from August to

December, and few offerings occur outside of these months. However, teachers are unable to access research based professional development opportunities from curriculum and instructional experts from outside the district if those offerings happen concurrent to the normal work day. Nonetheless, some teachers utilize their own time and money to engage in professional development that occurs during non-school hours. Teachers also have common planning time and department meetings that allow for professional discourse regarding best practices in the area of instruction. Some teachers enroll in graduate courses or become members of content specific organizations to stay current in research-based, content-specific instructional practices. Since teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices, parents and students can be ensured that the curriculum will be up-to-date with the needs of the times. (self-study, panel discussion, facility tour, teacher interview, teachers, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

Commendations

1. The graduation portfolio system that ensures that each student is actively engaged as a self-directed learner
2. The graduation portfolio system that allows the students to document their progress toward meeting the school's 21st century learning expectations, as well as common core state standards
3. The professional development system with a wide variety of offerings established within the Cranston School Department
4. The teachers who personalize instruction based on the diverse learner backgrounds
5. The creation of common quarterly assessments which are consistently reflected upon and modified based on school-side data and 21st century skills
6. The teachers who actively create real-world tasks and assessments
7. The teachers dedicated to creating positive relationships that are based on the school's core values and beliefs with all students
8. The student designed and upkeep of bulletin boards displaying artwork throughout the building

Recommendations

1. Develop and implement a plan to ensure equitable and reliable access to technology for all students and faculty

2. Ensure that the Briggs building has access to technology such as a computer laboratory or an additional mobile computer cart without moving to another building
3. Develop and implement a plan for all departments to examine a variety of data to ensure that instructional practices are consistent with the school's core values, beliefs, and 21st century learning expectations
4. Provide adequate time for all teachers to work collaboratively across disciplines to create and implement cross curricular learning experiences for students
5. Ensure that all teachers adjust their instructional practices to meet the needs of each student by using formative assessment (especially during instructional time), strategically differentiating instructional strategies, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom

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 to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics.
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.

11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

Conclusions

The professional staff does not regularly employ a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics. A formalized process for reporting student progress in achieving the 21st century learning expectations, effort, and citizenship is new for 2016-2017. Teachers recognize that this process is in the early stages of implementation. Some teachers feel this process has been rushed this year. The mathematics department consistently uses common learner expectations rubrics on common quarterly assessments, aligned to the functions and algebra and the geometry skills under the problem solving and critical thinking skills expectations. Teachers consistently emphasized that the "old" common tasks have transitioned to the new quarterly assessments, with modifications to the assessments in many departments. Some teachers believe that students are assessed too frequently with a corresponding loss of instructional time. Administrators noted that the recently revised 21st century learning expectations document includes five academic expectations relating to communication skills (i.e., argument writing, narrative writing, informational writing, speaking and listening, and performance/visual arts), four academic expectations relating to problem solving and critical thinking skills (i.e., functions and algebra, geometry, scientific inquiry, and technology/engineering design), one social expectation, and one civic expectation. Each of the academic expectations is aligned to a corresponding district-wide analytic rubric. The academic rubrics are utilized by the faculty when assessing proficiency in quarterly assessments. Some teachers are concerned with the inconsistent alignment of 21st century learning expectation rubrics to what is actually being assessed on the common assessments. Teachers are required to give curriculum-embedded common assessments in each major course, called "quarterly assessments," at least once per quarter, to ensure that students have several opportunities to demonstrate and to hopefully achieve success for each academic expectation. Elective courses may or may not have "common assessments," but teachers are required to provide students with two tasks (i.e. teacher-designed tasks) in order to give students more opportunities in order to demonstrate their proficiency towards achieving 21st century learning expectations. A score of a 3 or higher on the learner expectation rubric allows a student to use the work in their graduation portfolio. The assistant principal for academic affairs is able to track student progress in attaining the 21st century learning expectations. These scores are first submitted into the ASPEN information system by teachers, and then the assistant principal is able to generate reports and sort them by class, grade, teacher, or subject from the ratings students receive on these academic assessments. Once a report is generated, scores are then discussed by administrators and department chairpersons at a leadership meeting. Department chairpersons bring these results back to their respective department meetings to discuss overall performance within the department. There are social, civic, and effort expectation rubrics. Scores from the citizenship rubric and effort rubric are submitted by classroom teachers every quarter; scores are given as a 1 (excellent), 2 (satisfactory), or 3 (unsatisfactory). Teachers, parents, and students seem to understand these scores. In order to remain academic and social eligibility, students must be passing 60% of their academic classes. Students who are not passing 60% of their

academic classes or who have received three or more ratings of “3” in the area of “citizenship” are ineligible. Students can also be placed on social probation if they are tardy to school nine or more days in any given term. Academic eligibility and social probation is reviewed quarterly. Citizenship ratings are reviewed mid-quarter. Service learning hours for the civic rubric are self-reported by students and documented by the secretarial staff using ASPEN. Students are required to complete twenty-hour of service as a graduation requirement during their time in grade 9-12. However, many teachers and administrators feel that the service hours are not yet consistently documented by students or entered into ASPEN. Hence, in some instances completed service hours that have not been entered into ASPEN do not appear on student report cards. Academic analytic rubrics are evident and teachers use them regularly on quarterly assessments and some in-class assignments. The students are generally familiar with the rubrics, understand their purpose, and at times, refer to them to complete their assignments. In addition to rating student progress on a corresponding, analytic rubric, most departments also have accompanying scoring guides, which measure more specific content knowledge. When the professional staff regularly employs a formal process to assess whole-school and individual student progress in achieving the school’s 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics, they will be able to base their curricular, instructional, and assessment decisions upon objective data. (classroom observation, self-study, student shadowing, panel presentation, teacher interview, teachers, students, department chairpersons, school leadership, school support staff, standard subcommittee)

The school’s professional staff communicates individual student progress in achieving the school’s 21st century learning expectations to students and their families in some areas. However, the school’s professional staff does not communicate the school’s progress in achieving the school’s 21st century learning expectations to the school community. Academic expectations are available to students and families through ASPEN, and effort, citizenship, and civic achievement reporting is so new that not all students and families are familiar with this reporting system. Professional staff members are poised to share school-wide results with the school community as reports on student performance on learning expectations rubrics can now be produced within ASPEN. From the beginning of their tenure at Cranston High School East, all students are immersed in the school-wide portfolio process which is based upon the recently revised school’s 21st century learning expectations. Cranston High School East incorporates various forms of communication with students and their families relating to individual student progress through the ASPEN information system. Such communications include mid-quarter progress reports and quarterly report cards, both detailing an individual student’s progress toward meeting graduation requirements. In the fall 2016, the school began to use a paperless grading system, whereby all progress and quarterly reports are uploaded to a student’s ASPEN data portal account. Parents currently have “real time” access to their child’s grades, and because they have this transparency and independent access to ASPEN, they will no longer have a dependency on their child to show the report card to them. The Cranston School Committee believes the family portal in ASPEN provides transparency for families with regard to individual student’s progress in school. In

addition, families are afforded the opportunity to identify concerns and intervene in a timely manner. The school committee also believes that ASPEN has created accountability for the school. The school has yet to report the aggregate student body achievement on 21st century learning expectations to the community at large. Students belonging to federally identified subgroups, including those with special needs and ELL, are tracked using even more specific learning plans (i.e., teachers' utilization of comment codes on student's common task status which was started four years ago). This year, student's status on quarterly assessments and learner expectations has been formalized and is housed in ASPEN. Most students have a thorough understanding of scores on effort and citizenship reported in ASPEN, but little understanding of the 21st century learning expectations. Although the school's professional staff regularly communicates individual student progress in achieving the school's 21st century learning expectations to students and their families in most areas, when there is a process in place for reporting whole-school progress in achieving the school's 21st century learning expectations, Cranston East High School will be able to identify learning needs of students and to adjust curriculum and instruction accordingly. (self-study, student shadowing, teacher interview, teachers, students, school committee, school leadership, standard subcommittee)

Professional staff rarely collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. At times, data are analyzed in order to address the learning needs of each student with regard to the achievement of the 21st century learning expectations. Examples of how data are analyzed to respond to inequities in student achievement is in the areas of mathematics and reading. Professional staff members are able to identify students who require mathematics and reading interventions by using classroom performance indicators, staff input, and STAR assessment scores (which is administered three times per year). These data points help to determine which tier of intervention the students need in order to be placed in appropriate educational settings. The STAR assessments are universally designed, but allow for multiple access points to services. For example, struggling students are flagged and referred to guidance counselors who are able to provide additional scaffolding and services, including resources that are sent home (e.g., textbooks, etc.), weekly emails of progress to parents and guardians, instructions to parents and guardians, intensive targeting with STAR programming in mathematics and reading, social and emotional interventions, and medical intervention where necessary. While these informal Response to Interventions (RTI) exist, the formalization of the process is not complete (i.e., paper work exists, but is not consistently used) or consistently implemented. In addition, the school does not disaggregate student achievement data by student groups, such as gender or race. The school committee recognizes that students come to school with many more concerns and issues than in the past, including social, emotional, and basic needs. Administrators are not accessing or addressing potential inequities in student achievement using this information. However, the mathematics department has analyzed the results of the old common tasks to determine successful completion of the algebra 1 course by individual and aggregate student achievement. Due to the low rate of success, an adjustment was made to split the algebra course into two sections (i.e., algebra I – part I

and algebra I – part II). Consequently, when the professional staff regularly collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement, each parent and student can ensure that the professional staff will be in a better position to make decisions that will impact the learning of each student. (self-study, teacher interview, teachers, school committee, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Prior to each unit of study, teachers do not always communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. The curriculum and quarterly assessments, aligned to CCSS and all content-related national standards, are designed to ensure uniformity in schools across the district. The recently revised 21st century learning expectations are also aligned with the skills that were previously the focus teaching and learning within the Cranston School Department, although the infusion of these 21st century learning expectations into the curriculum is still a work in progress. Hence, while some teachers regularly communicate learning objectives and applicable 21st century learning expectations to their students prior to the initiation of a new unit of study, this is the case for only a slight majority of faculty members. Therefore, when teachers communicate to students, prior to each unit of study, the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed, students will have a better understanding of what is expected and what each goal will entail. (classroom observation, self-study, student work, teacher interview, teachers, students, department chairpersons, school leadership, school support staff, standard subcommittee)

Prior to summative assessments, teachers generally provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement in some areas. The teachers generally provide students with a framework for what will be assessed, by using one of the corresponding analytic rubrics that is aligned to a specific academic expectation. The creation of curriculum-embedded common assessments and quarterly assessments has increased the transparency and uniformity in identifying targeted levels of achievement throughout the school. Teachers are also able to design or modify analytic academic rubrics that outline the specific indicators and skills to be learned. In most cases, students are provided with both a rating (from the analytic rubric) and a numerical score (from the accompanying content specific scoring guide). For example, teachers in the science department distribute the 21st century learning expectation rubrics to all students prior to a laboratory report due date. Some Cranston High School East science teachers have scoring guides accompanying the curriculum-embedded common assessment in order to assign a numerical grade as well. Mathematics teachers rarely review learning goals prior to summative assessments to authentic applications, although they do provide students with the district-wide, analytic rubrics for problem solving and critical thinking skills and for functions of algebra and geometry that address the school's 21st century learning academic expectations. Some social studies teachers review common rubrics to start the year. Parents feel that students are given clear, specific, and measurable criteria to meet in their English classes in advance when completing a lengthy, multi-step writing assignment. The parents appreciate this structure because they feel it has allowed their child to meet the objectives

in their honors and AP classes. Additionally, parents noted that art teachers provide learning expectations and goals at the start of a new assignment so that students know what they are learning and why. Students feel that teachers generally provide rubrics for different assignments especially for the quarterly content tests and quarterly curriculum-embedded common assessments, but some teachers do so more than others. Once all teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement, more consistently, prior to summative assessments, students will understand what is expected in terms of what they have learned. (classroom observation, self-study, student work, teacher interview, teachers, students, department chairpersons, school leadership, school support staff, standard subcommittee)

In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments. Teachers in various departments utilize a variety of formative assessments (i.e., entrance and exit tickets, group examination of work with peer critiques, Google Forms, think-pair-share activities, daily performance rubrics, etc.) and summative assessments (i.e., quarterly assessment and curriculum-embedded common assessments, tests, quizzes, projects, oral projects, laboratory reports, etc.). Although there are still questions among faculty and staff members related to the use of formative assessments, they are frequently used at Cranston High School East. The mathematics department began utilizing IXL Learning as a platform for assessing homework practice, but the use has been limited and sporadic. In English written assignments, rough drafts are frequently used to advance learning and improve the final product. Additionally, oral responses to teacher questioning can be observed in most disciplines. Summative assessments are used less frequent and typically represent a larger unit of study. Quarterly content exams are given at the end of each quarter to assess student learning for specific skills. The quarterly exams are calculated as part of the district-wide grading standard under “quarterly assessment” and constitute 15% of a student’s grade. Quarterly assessments are aligned to the school’s nine academic expectations and each expectation is accompanied by a corresponding, analytic rubric. Students feel that they are assessed on their knowledge during quizzes and exams, but generally do not feel that they are informally assessed during classes on a regular basis. Parents believe that teachers use a wide variety of assessment strategies (i.e., oral formative assessments in class, group projects, and more formal exams and formalized writing assignments such as analytical essays and laboratory reports). Hence, since teachers employ a broader range of assessment strategies, including formative and summative assessments in each unit of study, parents and students can be assured that the assessment strategies will be more reliable in terms of assessing student learning. (classroom observation, self-study, student work, teacher interview, teachers, department chairpersons, school leadership, school support staff, standard subcommittee)

Teachers occasionally collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments. Teachers believe they need more professional opportunities to develop their knowledge and skills to develop a variety of appropriate and valid assessments of student learning. Presently, there are five scheduled department meetings which are used to develop

different assessments and drive the curriculum development and revision for a school year. District-wide common planning times occur at least twice per month for at least one hour per session. There are seventeen different common planning periods scheduled throughout the academic year. During these periods, teachers and other professionals work together in their respective department or discipline to review, revise, and create summative assessments and curriculum-embedded common quarterly assessments. All teachers participate in this process, although getting everyone to reach consensus is a challenge. Teachers and staff members occasionally collaborate to create formative and summative assessments. This collaboration begins during the scheduled meetings on the school calendar, but the breadth of a task often requires additional time to complete a particular task. Hence, teachers and staff members occasionally complete their work on a voluntary basis. Faculty members in the science, history, English, mathematics, business, and world language departments have met, independently and informally, to develop and revise curriculum and various assessments. For example, the science department is implementing the new NGSS for the 2016-2017 academic year, because teachers voluntarily met to develop instructional and assessment materials for the new content. Members of the business department from both local high schools have met to develop common assessments. As part of the district-wide professional development during the 2014, 2015, and 2016 summers, the history department revised their curriculum timeline after analyzing student data on common tasks. Teachers believe that the analysis of quarterly assessments serve as the basis for the revision of assessments, but not necessarily the basis for revising instructional strategies. Additionally, other documents indicate that while 21st century learning expectations are referenced on student work cover sheets, the students are not necessarily assessed on these learning expectations on the summative assessments presented to the student. Additionally, members of the ELL department have collaborated with the English department teachers to analyze and revise the curriculum-embedded common assessments. Together they worked to scaffold these tasks to ensure that all students within the ELL program are able to reach proficiency. While not always a formal process, the teachers meet consistently to ensure that the administered assessments accurately reflect student ability and understanding. Teachers also analyze student work to develop and drive the revisions of curriculum-embedded common assessments. During department or common planning time sessions, teachers may discuss student work samples, compare notes on skills that need further development, share best practices to target certain skills, or collaborate on the calibration of different exercises. Consequently, when teachers have time and resources to collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, teachers are better able to assess student learning for each student. (self-study, teacher interview, teachers, department chairpersons, school leadership, school support staff, standard subcommittee)

Most teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers frequently provide verbal and written feedback when students complete various assignments. Teachers inconsistently use both teacher-designed and district-wide analytic rubrics to provide feedback on progress toward meeting various standards. Feedback is written directly on assignments or submitted as

digital comments through Google Docs and in ASPEN. Many teachers encourage students to make corrections to problems or to submit an updated version of a written assignment or project. Some teachers and administrators are concerned with regard to the informal revision policy on quarterly assessments and how this has led to inequities. While it is district policy that all teachers allow students the opportunity to revise common assessments, students have two weeks to complete this revision for a higher rating towards proficiency. However, although this is true for common tasks, this is not the case for teacher-designed tasks. Revisions for these tasks are dependent upon individual teachers. However, while a student can improve his or her rubric score to demonstrate proficiency in achieving one of the designated academic expectations for the purpose of using the work for their graduation portfolio, teachers inconsistently and infrequently raise the student's numerical grade. Hence, some teachers do not allow revisions of submitted work while other teachers allow multiple submissions by students to improve their grades. The assistant principal for academic affairs is able to disaggregate the ASPEN data to analyze how many students take advantage of this opportunity. The data is usually shared with the department chairpersons who discuss general trends with their respective departments. In addition to feedback left on various assessments, teachers at Cranston High School East give verbal feedback to students during class with one-on-one conferencing, whole-class discussions, individual activities, and group work. Teachers are generally expected to post grades in ASPEN a minimum of three times per term. Hence, when all teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work, both teachers and students can better address existing needs. (classroom observation, self-study, student work, teacher interview, teachers, students, department chairpersons, school leadership, school support staff, standard subcommittee)

Teachers rarely use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Although teachers use a variety of formative assessments such as Google Forms, Kahoot!, Quizlet, and oral assessment to monitor student understanding, these forms of assessment do not necessarily inform their instructional strategies. However, teachers may re-teach the content of the class or offer extra help to students before and after school based upon formative assessments. Many teachers informally get a "feel" for student achievement by asking questions in class. In an effort to emphasize attention to detail and supporting conclusions with evidence, teachers in the science department have adapted their one-on-one instruction with students and laboratory handouts to include guiding questions to improve student processing and learning. Recently, there have been professional development modules relating to formative and summative assessments, but there has been limited follow-up to reinforce and support the implementation of these assessment strategies. Hence, once teachers formally use formative assessment to inform and adapt their instruction for the purpose of improving student learning, they are in better positions to assist students in achieving the 21st century learning expectations. (classroom observation, self-study, student shadowing, teacher interview, teachers, department chairpersons, school leadership, school support staff, standard subcommittee)

Teachers and administrators, individually and collaboratively, examine a limited range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work and a range of common course and common grade-level assessment results; however, they rarely examine a range of individual and school-wide progress in achieving the school's 21st century learning expectations; examine a range of standardized assessments individually or collaboratively; examine a range of data from sending schools, receiving schools, and post-secondary institutions individually or collaboratively; and rarely, if ever, examine a range of survey data from current students and alumni individually or collaboratively. The assistant principal for instruction analyzes common assessment data results and shares data reports using ASPEN during leadership meetings. Department chairpersons are then expected to disseminate this information to their respective departments during the designated common planning time. However, the primary focus has been on the results of the quarterly content tests and quarterly curriculum-embedded common assessments, rather than on other forms of assessments. For example, in 2015 students found to be struggling with the pacing and concepts presented in algebra I were provided with the opportunity to enroll in algebra I over a two-year span. The content was split into algebra I (part I) and algebra I (part II). The change afforded teachers the time to adjust the pacing, allowing students to have more time to practice and to understand the concepts. Special educators meet once in the seven-day rotating schedule with their content teacher for common planning to discuss student progress and achievement and suggest modifications to lesson plans and instruction. STAR mathematics and English results are utilized to help determine placements and interventions, including a writing laboratory elective for freshmen struggling with writing. Therefore, when 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, then they will be in a sound position to make changes to all aspects of the learning process to ensure that all students can achieve the academic, civic, and social expectations for learning. (self-study, panel discussion, teachers, department chairpersons, school leadership, school support staff, standard subcommittee)

Grading and reporting practices are rarely reviewed and revised to ensure alignment with the school's core values and beliefs about learning. Evidence of the school committee adopting and approving a district-wide grading policy exists within the 2015 document titled "Comprehensive Assessment System." Prior to that document, most references to formal grading and reporting practices were anecdotal. Hence, there is no formal process for the regular review and revision of grading policies and practices. The current grading policy at Cranston High School East is new for the 2016-2017 school year. It was disseminated from the central office administrators. The intent was to increase grading consistency across the district. Core courses must base grades based upon the following percentages: 70% summative assessments, 15% quarterly common

assessments, and 15% classroom activities. Elective courses must base grades based upon the following percentages: 80% summative assessments and 20% classroom activities. Physical education must base grades based upon the following percentages: 80% participation and 20% assessments. Inequities exist with the manner in which different teachers input and manage grades in the “assessment” category. Hence, some teachers feel there is so much latitude within the assessment category it leads to inequities. Furthermore, many teachers and students feel there is a disconnect between assessment results and achievement of the school’s 21st century academic learning expectations. Citizenship and effort results are reported in ASPEN quarterly. Again, there are a number of questions regarding the consistency of the rubric scoring used by teachers and some teachers believe that reporting a low citizenship and effort score is discouraged. Teachers feel challenged to accurately assess student progress with the new policy since some students do all their homework and classwork, but are not successful on summative assessments and hence their grade is low. Conversely, other students do little or no homework and do not actively participate in class, but are successful on summative assessments resulting in higher grades. Consequently, when grading and reporting practices are regularly reviewed and revised to ensure alignment with the school’s core values and beliefs about learning, parents, students, and the community-at-large can be assured that they are receiving valid and reliable information regarding student achievement aligned with the school’s core values and beliefs about learning. (self-study, teacher interview, teachers, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Commendations

1. The alignment of the school-wide 21st century learning expectations (i.e., academic, civic, and social) with the corresponding school-wide analytic rubrics
2. The teachers who allow students to revise their work to demonstrate proficiency on the school’s 21st century learning expectations
3. The quarterly assessments using the district-wide rubrics that are reported in the management information system (ASPEN)
4. The teacher teams that work together to revise curriculum based on student data from the quarterly assessments
5. The teachers who provide opportunities for students to review and revise their work using specific and corrective teacher feedback

Recommendations

1. Formalize the process to communicate individual student progress and the school’s progress in achieving the school’s 21st century learning expectations to the school community

2. Identify parents and families without technology access and provide alternative means of notification of student progress in achieving the 21st century learning expectations
3. Develop and implement a formal process for the school faculty to collect, disaggregate, and analyze a wide range of achievement data to identify and address inequities by subgroups (e.g., race, gender, etc.)
4. Review and revise the school-wide rubrics at regularly scheduled intervals
5. Develop and implement a formal process to use formative and summative assessment data to develop and revise curriculum and improve instructional and assessment strategies
6. Communicate 21st century learning expectations to all students prior to beginning a new unit of study
7. Design and require professional development opportunities for the creation and use of formative assessments to help adapt instruction to the learning needs of students
8. Develop and implement a process to regularly review and revise grading and report practices which are aligned with the school's core values, and beliefs about learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for 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 ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.

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

Conclusions

The school community 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. The school has implemented many protocols and security measures to build a safe community. Although Cranston High School East has an “open” campus, a name badge system has been recently established to increase school safety. The main and Briggs buildings only allow for “open” access between the school’s passing time, although five minutes is not adequate for passing from Briggs to the main building. Visitors must sign into a visitor’s log, located in the main office. They must then wear a “visitor’s pass” so the school community knows of their presence. However, opportunities do exist for unregistered guests to enter the building unnoticed during passing time, particularly when students are passing from the Briggs building to the main building. Additionally, Cranston High School East has one full-time school resource officer who delivers Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) training. During this training, students are educated by the local school resource officer and members of the Cranston Police on the ALICE protocols in the case of an active aggressor entering the campus. The school district also has a disciplinary policy handbook, written in English and Spanish, which is located on the Cranston High School East webpage. These discipline policies inform students of various expectations to build a safe, positive, respectful, and supportive culture that fosters student responsibility. Discipline issues in the classroom are recorded and forwarded electronically to the Office of Student Services (OSS) through the ASPEN information system. Discipline data results are analyzed and used in order to develop new school policies as needed. In addition, there are several programs in place to promote a positive climate and to give students a chance to demonstrate their ownership and pride in the school. An attendance task force recently implemented a program called “attendance counts” which was designed to increase student attendance rates and reinforce and reward positive student behavior. This task force is comprised of students, one faculty member, and one administrator. Another program designed to promote positive change is the Bolt Bucks program. This program rewards students for their positive behavior. Students receive Bolt Bucks for exemplifying BOLTS PRIDE. The Bolt Bucks accumulated by students are then placed into a drawing where students earn gift certificates to use at local establishments. The Bolt Bucks is funded through the generosity of the Cranston Teachers’ Alliance, the alumni foundation, teacher “dress-down” donations, and directly through partnerships with local businesses. Another program in place to promote a positive climate is the “inquiring minds” breakfast. Students are nominated by their peers to meet with administrators for a question and answer session regarding various state, district, and school policies and to offer suggestions for positive school change. The school, in response to student interest and suggestions, also secured a fan bus for much anticipated football games. Finally, school-wide events such as the annual Thanksgiving pep-rally, “The Burpee Challenge,” unified sports, tournaments, and access to a wide-variety of activities and interscholastic league sports, all encourage students to live their BOLTS PRIDE. Hence, because the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility

for learning, the results are shared ownership, pride, and high expectations for all that provides an environment where everyone achieves success. (classroom observation, self-study, student shadowing, panel discussion, facility tour, teachers, students, parents, school committee, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

The school is somewhat equitable, inclusive, and ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations. A core course is defined as one that is required for graduation (i.e., English language arts, social studies, mathematics, science, financial literacy, technology education, fine arts, and physical education and health). Hence, a number of core courses foster heterogeneity grouping, although the formerly defined core courses in English language arts, social studies, mathematics, and science remain leveled. As a result, each student has the opportunity to be in a heterogeneously grouped class based upon academic achievement or by grade level. In addition, the comprehensive inclusive model allows for most special needs and ELL students to be enrolled in core subject courses. Hence, a majority of students and teachers agree they have a number of opportunities to take classes in which students of varying levels of ability are enrolled. Nonetheless, most students take courses where the student population is homogeneous and divided into five different levels, although each student is enrolled in a minimum of one heterogeneously-grouped core course. The levels include AP, EEP, honors, college prep, comprehensive college prep (CCP), and comprehensive inclusion. Although teachers and guidance recommend course levels, students and parents have the right to select course levels they feel would be best for a student. Consequently, when the school is equitable, inclusive, and ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's learning expectations, all students will have access to a curriculum designed to help students achieve the school's 21st century learning expectations. (self-study, panel discussion, teacher interview, teachers, students, department chairpersons, school leadership, school support staff, Endicott survey, standard subcommittee)

There is a formal, on-going 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. The Cranston High School East Personalization and Advisory Learning Environment Program was designed to help students with self-assessment in the academic, personal, social, and career domains; to help students set personal goals and monitor their progress toward those goals in each of the domains; and to give students a chance to develop a meaningful relationship with a caring adult. All Cranston High School East faculty and students are presently actively involved in this personalization and advisory program. Each grade level has a personalization curriculum for advisors to follow. Each grade level curriculum was designed by a team of teachers and revised several times in recent years. Faculty members interact with students for 30 minutes on a weekly basis. Students

complete their ILPs during advisory sessions that focus upon each student's academic, college and career, and personal and social goals each year, although the ILPs generally do not change from year-to-year. However, most of the faculty members believe that the personalization and advisory program is not adequate to accomplish the goals and truly offer individualized attention to students. Essentially there is not an effective process for students to revise or create new and appropriate goals each year as they mature and grow academically and intellectually. ILPs are presently housed with each advisor but will soon be transitioned to an electronic platform within the Naviance program. Advisory groupings have been reconfigured to accommodate the student population and available space for meetings and thereby impacting the goal of providing that each student has an adult in the school who knows the student well and assists the student in achieving the school's 21st century learning expectations. Of the 35 Advisory sessions held in a year, approximately eleven sessions focus on ILP work. Advisory sessions are also used for class assemblies and an advisor's choice of activities. Nonetheless, a vast majority of students feel that there is at least one adult in the building that they connect with on a personal level, though not necessarily through the advisory program. Hence, since there is a modified formal, on-going program or programs, or process or processes 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, each student in the school has an individual who regularly serves as an advisor to each student. (self-study, panel discussion, teachers, students, parents, department chairpersons, school leadership, school support staff, Endicott survey, standard subcommittee)

In order to improve student learning through professional development, the principal and professional staff dedicate formal time to implement professional development; engage in professional discourse for reflection, inquiry, and analysis of teaching and learning to a limited degree; apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment to a limited degree; but rarely use resources outside of the school to maintain currency with best practices. Professional development opportunities are generally presented by school leaders aligned to school district and school initiatives. Teachers engage in a variety of professional development opportunities through the teacher evaluation process as well as the various faculty, department, and common planning time meetings where teachers engage in professional discourse for reflection, inquiry, and analysis of teaching and learning. A cooperative partnership agreement between the Cranston Public Schools and Cranston Teachers' Alliance, the Professional Academy for Cranston Educators (PACE) was created to provide an extensive professional development program for teachers that mandates an eight-hour commitment for each teacher each school year and ensures that the school district is dedicating formal time to implement professional development for teachers. The PACE program affords teachers the opportunity to facilitate professional learning opportunities. Guidelines for professional development require that two hours directed to the teacher's content area, two hours directed toward school district technological initiatives, with the remaining four hours devoted to areas selected by individual teachers. Recently teachers engaged in Google Apps for Educational (GAPE) training to foster

technology practices in classroom instruction, although while some teachers are utilizing these applications others do not utilize these practices in their respective classroom. However, the informal school district policy for teachers desiring to attend professional development opportunities and conferences specifically oriented to their content area outside the school district during the normal work day has become very restrictive. This makes it difficult for teachers to use resources out of the school or the school district to maintain currency with best practices. Furthermore, teachers who choose to engage in professional development opportunities outside of the school district and the normal work day are required to pay all their own expenses. However, the principal and other school leaders, such as program supervisors, are able to use resources outside of the school to maintain currency with best practices. Teachers are able to use the skills, practices, and ideas gained from professional development to improve curriculum, instruction, and assessment. Many teachers are involved in developing and revising curriculum. New courses have been developed to meet the changing student needs and interests such as advanced animation and game design. Additionally, several teachers are involved with ARTS TALK through the Rhode Island State Council on the Arts (RISCA). Those teachers attend several workshops on Saturdays, and participate in activities at Trinity Repertory Theater, the Rhode Island Philharmonic Music School, and the Rhode Island School of Design. They also have written grants for funding that increased arts education at Cranston High School East, not only for students in their classes, but for the entire school population. These grants have brought performing and graphic artists and musicians into the school, and allowed some students to attend theater performances free of charge. Also, many teachers are able to use the knowledge, skills, practices, and ideas gained from professional development sessions to improve the curriculum and instructional and assessment strategies in their respective disciplines. Once the principal and professional staff are able to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning using resources outside of the school district and those within the district to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment to improve student learning, the school is better able to develop and implement targeted professional development. (self-study, teachers, school committee, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

School leaders use research-based evaluation and supervision processes that are designed focus on improved student learning. Cranston High School East teacher effectiveness is rated through a variety of domains that focus on teacher growth and student achievement. These standards are categorized into the following five sections: planning and preparation, the classroom environment, instruction, professional growth and responsibilities, and student growth measures. The final teacher effectiveness rating is based on professional practice and student growth measures and is aligned with RIDE standards and expectations for educators. The Cranston High School East administrators and school district program supervisors have been trained in the teacher evaluation model. Program supervisors assist administrators in conducting teacher evaluations. Program supervisors observe teachers, script a lesson, and complete the narrative portions

of an evaluation form. The information is then sent to a building administrator for final “scoring.” Program supervisors do not assign performance scores to any teachers. Cranston High School East administrators and educators received training in the evaluation process. Evaluators received specific training that covered the following topics: an introduction to evaluation research, the process of rubric development, activities to increase understanding of the rubric, the development of student learning objectives (SLOs) and professional growth goals (PGGs), research on effective and timely feedback, opportunities to practice scripting from a videotaped lesson, alignment of evidence, determining bias and opinion versus factual evidence, and experiences with rating evidence. Upon completion of the training, evaluators are certified based on achieving a successful score. Although the evaluation process provides feedback from formal and informal observations from administrators and department heads, many teachers feel this process has little impact on modifying or changing their instructional strategies. Therefore, when school leaders regularly use research-based evaluation and supervision processes that focus on improved student learning, the result is improved instruction for all learners. (self-study, teachers, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

The organization of time generally supports research-based instruction, professional collaboration among teachers, and the learning needs of all students. The schedule for Cranston High School East was revised for the 2016-2017 school year. It consists of six 54 minute periods per day, rotated on a seven-day cycle. Announcements are made during the second period of the day to support communication with students. During passing time teachers are visible and interacting with the student body. An adjustment to the school schedule is made on Wednesdays to accommodate a 30-minute personalization and advisory period. This requires all other periods on Wednesdays to be shortened by several minutes. Time in the personalization and advisory period is used for students to work on their ILPs. Other uses of this time include fostering relationships between students and teachers and reviewing school expectations. However, meeting once per week has made developing relationships between students and one adult in the building difficult. Students are developing relationships with other members of the high school staff. School district administrators, in collaboration with school principals, develop a district calendar that reflects collaboration opportunities for teachers. Throughout the school year ten faculty meetings, five department meetings, and seventeen common planning time meetings for teachers (with their respective departments) are scheduled. Teachers are compensated for their participation in common planning time that are utilized for collaboration on lessons, curriculum-embedded common assessments, and for other department, school and district identified needs. Additionally, co-teachers of inclusion classes are given common planning time once per schedule cycle. Although daily schedule is new this year, Cranston High School East administrators and teachers have begun the process of exploring the possibility of implementing a different schedule in the future. Since the organization of time generally supports research-based instruction, professional collaboration among teachers, and the learning needs of all students, both teachers and students will be better able to ensure that all students will achieve the adopted learning expectations. (self-study, panel discussion,

teachers, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Student load and class size generally enable teachers to meet the learning needs of individual students. Cranston High School East teachers have five teaching periods per day as indicated in the teacher's union contract. For regular education classes, teachers have a class size limit of 30 students per class. Per RIDE regulations, there no longer exists a cap for the ratio of students to teacher per class for special educators. While individual class sizes are regulated contractually, the existing daily schedule at Cranston High School East creates some inequities in caseloads for some teachers. Hence, efforts have been made to alleviate some of the concerns with class size, and classes have been reduced in some areas from the maximum of 30 to approximately 20-26 students, with an average class size of slightly below twenty students per class. Generally, the number of students assigned to lower level classes are less than the average number of students in a college preparatory or honors class. Similarly, the class size in inclusion and team taught classes has proven to be beneficial to meet the needs of individual students. However, in some courses involving daily hands-on instruction (i.e., automotive technology, fine arts classes, and science laboratory classes, etc.) the number of students assigned exceed the number of work stations. Hence, there are some concerns regarding how effective instruction can be in such classes when students are not provided with the resources to achieve the goals and objectives of the course. Consequently, when student load and class size enable teachers to meet the learning needs of individual students, the focus can be on students achieving the 21st century learning outcomes. (classroom observation, self-study, student shadowing, teachers, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations although the implementation of core values, beliefs, and learning expectations is at its infancy. The principal of Cranston High School East works with other building leaders, content department chairpersons, teacher leaders, union representatives, other faculty leaders, and parents on a variety of tasks. He has an "open-door" policy for members of the school community who have a problem, concern, or new idea for the school to consider. He also encourages professional staff members to take an active role in participating in school-wide initiatives, and provides autonomous opportunity for faculty and students to create new programs and other initiatives, such as fundraisers, that will positively affect the school culture. While there is limited funding for many clubs and activities, faculty members continue to serve as advisors in a voluntary capacity to develop opportunities for students to demonstrate the school's core values. For example, teachers and students work together for the "Feast of East" night, the "Inquiring Minds" breakfast, and movie nights, clothing drives, recycling programs, spirit week, and so forth. Additionally, students act as library support by reshelving books after school while supporting the librarian with day-to-day dusting and cleaning of the library/media center. Students believe that the principal is clear about what he wants the school to accomplish for all the students. Hence, since the principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and

learning expectations, the result is a constructive school culture that helps all students reach their individual potential. (self-study, teachers, students, parents, school committee, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership to varying degrees. There are several examples that demonstrate a collaborative decision-making that include the input of faculty and staff members, students, and parents. One very important example is the process of hiring new faculty members. The committee that assesses potential teachers includes the principal, an assistant principal, a department chairperson, a parent, and a teacher. Other examples include the planning of various events, such as dances, pep rallies, and club events, that occur annually. The principal, assistant principals, activity advisors, and students plan the logistics of such events. Last year a committee inclusive of an administrator, teachers, and students designed the Cranston High School East “Core Values and Beliefs about Learning” document. Two students presented the proposal to the entire faculty in June 2016, and the faculty voted unanimously to adopt this document. In general, Cranston High School East does not have a formal school improvement team consisting of one group of stakeholders who are responsible for school improvement. Rather, when an issue or concern is identified, small ad-hoc groups of teachers, students, and administrators are established to address school improvement issues and concerns. Teachers have numerous opportunities to provide input and voice concerns to department chairs and administration. The principal has an “open door” policy, and strongly encourages the faculty to discuss any ideas, problems, or classroom issues with him. Department chairpersons function as open and responsive leaders of their respective departments. The chain of command, from teachers to department chairpersons to administration officials, is designed to allow teachers to always have a place to go to voice their opinions and suggestions. The principal meets with the department chairpersons once per cycle for the purposes of dealing with curricular, instructional, and assessment matters. While there is a “chain of command,” there have been occasions where some faculty and staff members feel that a lack of transparency or formal communication of information has caused some confusion and frustration when decisions impacting Cranston High School East are made at the school district level. However, progress is being made to include faculty members in decisions made at the district level and to record meeting minutes to improve transparency. When central office personnel began researching other scheduling models (e.g., block schedule), Cranston High School East teachers were invited to serve on the scheduling committee. For parents, the principal meets monthly with the parent advisory group (PAG) to discuss current happenings and issues facing the school. The meetings are open to all Cranston High School East parents and guardians, and the meeting minutes are posted on the school website and available to the public. Additionally, parents are given the final decision in terms of what courses their children enroll in each year. While teachers recommend courses and levels for students, students and parents have the opportunity to request different courses or levels for their children. Students have several opportunities to voice their opinions, concerns, and ideas. Students can discuss such concerns with their

guidance counselors. In addition to their regular meetings, students can initiate appointments with their counselors through the ASPEN information system. In addition, the Cranston High School East principal participates in specific meetings where students have a major voice at the table. The “Inquiring Minds” breakfast occurs several times per year. Students are nominated by their peers in their personalization and advisory sessions to participate in a school-related conversation with members of the Cranston High School East and central office administrative staff. During these sessions, students are able to ask questions about current policy and propose new ideas. Recently, students expressed a need for a Gay Straight Alliance (GSA) at Cranston High School East for students. A small group of students approached a faculty member with their need to ensure that all individuals are accepted and included in the school culture. The faculty member received administrative approval and support that lead to the GSA being established. Since teachers, students, and parents are involved in meaningful and defined roles in decision making that promote responsibility and ownership, all shareholders feel a sense of responsibility and ownership in the school. (self-study, teachers, students, parents, school committee, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, school website, standard subcommittee)

Teachers exercise initiative and leadership essential to the improvement of the school and to increase students’ engagement in learning to a limited degree. Cranston High School East possesses a faculty that is both flexible, adaptable, and open to innovation in an effort to build meaningful relationships with students, as well as to increase their engagement in learning. Teachers are encouraged and supported by both colleagues and administrators when instituting new techniques and delivery methods in the classroom. Generally, new initiatives in the classroom require approval from a department chairperson unless the proposed changes are substantial in which case the approval of the principal is required. While many teachers have embraced the use technology in their classrooms and use online tools such as Google Classroom to engage students, others teachers have not embraced the use of technology. In general, the Cranston High School East community supports student use of technology by repurposing used equipment when available; however, access to technology in both the school setting and the community is not guaranteed for all students. Furthermore, school leaders are not completely sure which families currently have access to ASPEN, the school’s information system and primary tool for communicating with families. Teachers sponsor several tutoring groups to aid students in the areas of mathematics and reading. Teachers also monitor the credit recovery program for students in need of additional time or help or both to meet graduation requirements. Additionally, teachers at Cranston High School East are expected to be active in leading initiatives that foster greater student involvement at the school. To this end, many teachers exercise their initiative and leadership through coaching sports and leading co-curricular activities offered to students. Any co-curricular activity can be created based on student interest so long as it has a teacher available to supervise it and the principal’s approval. While there is limited funding for clubs and after school activities, several teachers donate their time to provide opportunities for students to increase engagement. Some examples of these opportunities are Latin dance, international club, the Green Club, and the Harry Potter book club, which was created in

response to student interest. While a majority of students believe their teachers are concerned about their learning and explain how to apply what they are learning to other courses and outside of school, less than a majority of students feel that their teachers try to make learning exciting and interesting for them or that the school provides opportunities for learning off-campus. Therefore, when teachers further exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning, students are afforded many valuable learning opportunities inside and outside of school. (self-study, teachers, students, department chairpersons, school leadership, school support staff, Endicott survey, standard subcommittee)

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. One example of this collaboration can be seen through the revision of the "Cranston High School East Student Handbook." The handbook has been updated to reflect changes to the school department and state education policies, the curriculum, and any other changes which may have been established within a school year. These updates are completed collaboratively between school district administrators and school administrators. The current handbook outlines the school's current core values, beliefs, and the 21st century learning expectations. Communication between the Cranston School Committee and the central office personnel, as well as between the school-level administrators and central office personnel, is fluid and transparent. The school committee is supportive of the superintendent who, in turn, is supportive of the principal. Central office personnel meet formally on a monthly basis with the principal and teachers' union representatives to ensure open and continued communication, although the principal and the superintendent speak almost daily. The principal also invites school committee members to all school activities and events. This allows school committee members to see the impact of their decisions on student growth and development as well as how Cranston High School East is preparing students for college or careers or both in the 21st century. Since the school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations, a shared vision for improvement of student learning is being implemented. (self-study, teachers, school committee, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

The school committee and superintendent provide the principal with sufficient decision-making authority to lead the day-to-day operation of the school. The principal and central office administrators are in constant communication regarding Cranston High School East needs. While the principal assesses the needs of the school in the areas of staffing, programs, facility, and capital improvements, the budgeting process impacts what needs are addressed. The principal submits budget requests reflecting identified needs to the superintendent of schools. The central office personnel then review the proposed Cranston High School East operating budget, make adjustments, and forward the proposed budget to the school committee members for their review, amendments when needed, and eventual approval. Once the budget is adopted, the principal has a good deal of decision-making authority to implement the budget, within normal fiscal

guidelines, and to lead the school. However, there are occasions where central office personnel do overrule decisions made by the principal. For example, requests to attend out-of-district professional development opportunities on a normal work day may be approved by the principal but are regularly denied by central administration personnel. Additionally, since the curriculum is basically controlled at the district level, the principal has limited input in curriculum development and revision. Nonetheless, the principal generally has the authority, autonomy, and support of the school committee and superintendent to lead the day-to-day activities of the school. The principal guides school leaders, including department chairpersons, teachers, and support staff to improve school programming. When the school committee and superintendent provide the principal with sufficient decision-making authority to lead the school, the principal is able to establish a shared vision of the school and to guide the implementation of the core values, beliefs and learning expectations. (self-study, school committee, department chairpersons, central office personnel, school leadership, school support staff, standard subcommittee)

Commendations

1. The school community that 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 implementation of a name badges to enter the building
3. The teachers who exercise initiative and leadership essential to the improvement of the school
4. The formal time dedicated to implement professional development through common planning time and PACE focusing on the development and application of skills and ideas to improve school curriculum, instruction, and assessment practices
5. The use of teachers to facilitate professional learning opportunities
6. The collaborative atmosphere among school administrators and teachers and staff members
7. The use of ASPEN to track and monitor student progress toward graduation requirements and 21st century learning expectations
8. The teachers who develop new courses in response to the changing needs of students
9. The opportunity for teachers in co-taught courses to collaboratively plan during a common time during the normal work day
10. The teachers who volunteer to support and advise student co-curricular activities

11. The open monthly meetings between the principal and parents
12. The shared responsibility among teachers, students, and parents in the course selection process
13. The “Inquiring Minds” breakfasts
14. The ongoing communication between the superintendent and the principal

Recommendations

1. Ensure that all school personnel actively engage in professional discourse for reflection, inquiry, and analysis of teaching and learning using resources outside of the school district and those within the district to maintain currency with best practices and apply the skills, practices, and ideas gained to improve curriculum, instruction, and assessment to improve student learning
2. Review and revise the advisory program to ensure its effectiveness in ensuring that each student has an adult in the school who knows the student well and assists the student in the development of ILPs to achieve the school’s 21st century learning expectations
3. Provide adequate safeguards during passing time between the Briggs building and the main school building
4. Ensure the transparency of communication between and among all key stakeholders
5. Ensure that the student load and class size allows teachers to meet the learning needs of individual students and the 21st century learning expectations for all students and promote professional collaboration
6. Track the use of ASPEN by families to ensure that parents and guardians receive school communication and are able monitor student performance

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 adequate, 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 learning expectations.
5. The school's health services have adequate, 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 adequate, 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, 504, English language learners, have adequate, 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.

Conclusions

The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students that frequently support each student's achievement of the school's 21st century learning expectations. Student support services are adequately staffed to offer timely guidance and interventions to all students. Staff members such as guidance counselors, social workers, special educators, and regular education teachers work collaboratively to plan and support student achievement. The school year begins with parental outreach when school administrators provide parents with a quick reference of procedures for communication in case a concern arises. This procedural guide includes a list of school services telephone numbers with suggestions of when to use them. This guide also informs parents that in the case of an immediate crisis, the school crisis response plan (CRP) may be used. The mission of the CRP is to effectively coordinate the resources and activities of the Cranston Public Schools and the greater community in responding to critical situations that may affect the safety, health, and welfare of all students. The CRP includes a hierarchy of individuals such as the superintendent, principal, social worker, school psychologist, guidance counselors, school nurse, school resource officer, and teachers needed to intervene. When necessary, the school principal is notified, and information is disseminated to those who need to be involved. Transition through the hierarchy of adults is dependent upon the needs of the student. When a teacher or staff member is approached by or feels that a student may be struggling, he or she is instructed to set into place a course of action that may involve alerting guidance counselors, a case manager, the school nurse, a social worker, a psychologist, or an assistant principal. Principals and program supervisors have an explicit list of responsibilities, which explains the steps needed to take in case of a crisis. These steps include evaluating the situation, making recommendations, and refining actions as needed. School social workers recognize that more students are coming to school with anxiety and social emotional challenges resulting in increased caseloads for the existing staff members. Students receive personalization through their advisory periods formulating their ILPs which are monitored by their advisory teacher and guidance counselors. These ILP goals are communicated to parents and are used as a blueprint for planning and learning activities that support academic, personal, civic, and social goals. However, the effectiveness of the advisory program for all students is questionable. Students who receive special education services or who are identified as students with a 504 plan also receive coordinated services provided by teams of teachers and support staff. Special needs students are closely monitored by case managers and are reviewed, at least annually, by an IEP team as required by federal law. Students with 504 plans are also monitored by the OSS. Special needs students who need to continue their education to the age of 21 participate in a transition program. The program emphasizes age appropriate activities related to functional life academics, daily living skills, community experiences, pre-vocational, and work-site experiences. The goal is to prepare students with the life skills needed to succeed in the workplace as well as to provide the opportunities for community participation. Services are also provided to those students who struggle with social and emotional issues; these students have access to a planning center. The program is specifically designed to meet the needs of special

needs students, but it may also be used for a student who has been removed from a classroom due to emotional concerns, or for a student who is transitioning back to school after an extended absence or hospitalization. Students identified as at risk have the opportunity for credit recovery through the Edgenuity Program. This program offers a standards-aligned, video-based curriculum that is customized for each student. Cranston School Department also offers an alternate education program as a public alternative school. The New England Laborers/Cranston Public Schools Charter School is an alternate high school that provides a secondary pathway for students to earn their high school diplomas. It serves students with and without IEPs who for a variety of reasons cannot function in a traditional high school. General education students are referred by their guidance counselors and students with IEPs through the IEP team process. Tutoring is available for students who, due to medical reasons, have missed school for an extended amount of time. Cranston High School East offers in-school and out-of-school opportunities for students in need. These tutoring services range from peer tutoring to one-on-one teacher tutoring. In the case of extended absences not due to illness, a truancy referral may be needed. Attendance reports are run on a regular basis, and updates are provided to counselors. Students and families are contacted to provide support. Follow up with doctors and health care providers, and in some cases, counsel with concern to the law, may be suggested. In many cases, such interventions are sufficient to help the student's attendance improve. For students facing crisis situations, the faculty and staff are prepared to take immediate action. All staff and students have been trained in various safety procedures such as fire drill, lockdown, and ALICE procedures. Annually, Cranston Police Department personnel present the entire faculty and student body with an ALICE refresher. In accordance with state law, all schools in Rhode Island are required to perform 15 emergency drills that include fire, lockdown, and evacuation drills. To further ensure students are aware of what to do in case of an emergency, an updated fire drill evacuation route document is posted in every room and reviewed regularly with students. In addition, Cranston High School East has a full-time school resource officer (SRO) on staff is present in the building on a daily basis. An overwhelming majority of parents and faculty and staff members believe that the school provides timely, coordinated, and direct intervention strategies for all students, including those identified as at risk students, that support each student's achievement of the school's 21st century learning expectations. Since the school assesses and documents individual needs in a timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students there will be support for each student's achievement of the school's 21st century learning expectations is supported. (self-study, teachers, parents, school committee, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

The school consistently provides information to families, especially to those most in need, about available student support services. Support services personnel take full advantage of the communication opportunities provided by the ASPEN information system and other available digital communication means to keep families advised of daily events, special programs, and available resources. In addition, parents receive information through direct email and the "parents' connection" link in ASPEN. The

school's website provides a multitude of information, including the course of studies, daily staff and student bulletins regarding services, upcoming events, and school and community resources. However, the information located on the school website is not always current and may not convey updated policies, procedures, or documents. Furthermore, while much home-school communication is digital, Cranston High School East personnel also recognizes that some of its families do not have easy or regular access to digital communication tools. To mitigate this deficiency, home-school outreach efforts also include direct mailings, telephone contact, and organized programs. Administrators initiate communication with families during open house and maintain ongoing discourse through a parent advisory group. In addition, administrators take advantage of assembly periods to educate and update students on school policies and procedures, and upcoming events. Information relating to specific school resources is also available through specific departments. For example, the nurse's office provides ongoing access to health services information. The guidance department has information about community and school-based resources readily available for families and students. Additionally, guidance counselors host a variety of events for parents and students to learn more about services that apply across all grade levels from the "freshman hot dog roast" to "reverse college day" and "post-secondary planning." Library/media personnel engage in communication outreach by hosting a "library open house" and "summer reading event for families" to introduce school families to the wealth of resources available for academic and personal interest exploration. Another notable program, the "Feast of East," emerged out of the efforts of several teachers who recognized a need to provide additional supports for the school's ELL population. This event provides a variety of school information for students in the ELL program, and its activities are provided through the collaborative efforts of volunteers in the ELL, world language, technology education, guidance departments, as well as students who provide information about graduation requirements, report cards, financial aid, college applications, and how to navigate the ASPEN system, guidance information, and other services. The information is provided by the school in languages such as Spanish, French, Portuguese, Arabic, Cambodian, and Chinese. This event is held two weeks after the Cranston High School East open house. The school also provides childcare for the event and dinner, which is provided by local restaurant donations and parents. The overwhelming majority of parents believe the school provides information to families, about available student support services especially to those in need. In addition, parents feel that telephone inquiries regarding services are met with helpful responses and information that is immediately useful. Because the school regularly provides information to families, especially to those most in need, about available student support services, parents and students may know about and take more advantage of the many services and programs at the school. (self-study, teachers, students, parents, school committee, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, school website, standard subcommittee)

Support services staff use technology extensively to deliver an effective range of coordinated services for each student. The availability of Chromebooks, student g-mail accounts, and the ASPEN information system allow support services staff to coordinate

services and disseminate information and data. In addition, staff takes advantage of the collaborative nature of Google productivity tools to develop and update relevant documentation. School personnel also use e-mail to communicate with parents in a timely manner. The ASPEN information system provides support services staff with a plethora of data, including attendance, behavior, PBGR tracking, and academic progress information, that supports the development and maintenance of individualized student action plans. Because ASPEN allows faculty to view student IEPs and 504 plans, as well as medical alerts and ELL information, classroom teachers have access to current integral information regarding student needs and accommodations. This helps to ensure implementation of support plans in the classroom. Co-teaching teams maintain daily notes in ASPEN that inform common planning time. Guidance personnel, faculty and administrators access up-to-date information regarding guided academic support rosters and special education rosters. The OSS personnel monitor student progress and 504 compliance through these technology tools. In support of service coordination and communication, the assistant principal for special education maintains a Google appointment calendar that allows personnel to schedule meeting time with any case manager in the special education department. Additionally, there are two aging computer laboratories located in the library/media center that are consistently used to support student learning. Since support services staff regularly use technology to deliver an effective range of coordinated services for each student, they are able to deliver an effective range of coordinated services for each student and to support 21st century learning expectations. (self-study, panel discussion, teachers, parents, school leadership, school support staff, standard subcommittee)

School counseling services have adequate, certified/licensed personnel and support staff who deliver a written, developmental program, meet regularly with students to provide personal, academic, career, and college counseling, who deliberately engage in individual and group meetings with all students. As the need arises, the staff delivers collaborative outreach and referrals to community and area mental health agencies and social service providers. Counselors use anecdotal notes from the school community as well as school-based truancy reports, credit acquisition, portfolio progress, assessment data and teacher communications to frequently monitor student progress to improve services and ensure each student achieves the school's 21st learning expectations. Six counselors serve approximately 225-250 students per counselor in grades 9-12. Guidance counselors spend the majority of their time in individual student counseling for both college and career planning as well as personal and social issues. Their activities are overseen by an assistant principal for academic affairs. The comprehensive developmental guidance curriculum outlines the specific times that guidance meets with each student, either individually or in a classroom setting. Minimally, counselors meet with all students during the course registration process each year. It is at this meeting that counselors review the progress students are making with regards to their ILP goals or a variety of other issues (e.g., student course requests, letter of recommendation requests, mediation, scholarship information, etc.). Most students meet with their counselor more than once, especially seniors and students who are at risk. When a student's issue seems beyond the scope of a counselor's expertise, the counselor typically seeks out the support

and assistance from a school social worker, school psychologist, school nurse, or a school administrator. Guidance counselors also meet with groups of students in classroom settings during personalization and advisory sessions and in English and writing laboratory classes. During these sessions, guidance counselors discuss graduation requirements, course decision information, review transcripts, and provide information regarding visits with college representatives to assist in the college application process in addition to providing a financial aid seminar. School counselors often look at a variety of data to assess and improve services as needed. All counselors keep a log of daily activities, which is then forwarded via a monthly report to the program supervisor. The forwarded information is then returned to them in a district-wide report for their review. Counselors also utilize information provided by the literacy department regarding student assessments and the special education department regarding student aptitude versus achievement to help in the development of IEPs and to place students in the most effective educational settings. School counselors assist students who need accommodations on standardized tests, such as the SAT and the ACT. School counselors also attend IEP meetings, collaborating with other members of the IEP team to meet student's needs. Counselors consistently use technology to meet the needs of families and students. A vast majority of students feel comfortable meeting with their guidance counselors. Similarly, parents believe that the school counseling personnel meet regularly with their sons and daughters to discuss personal, academic, and career and college planning. Therefore, because school counseling services have adequate, certified/licensed personnel and support staff who deliver a written comprehensive developmental program, meet regularly with students to provide personal, academic, career, and college counseling, engage in individual and group meetings with all students, deliver collaborative outreach and referral to community and area mental health agencies and social service providers, and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st learning expectations, students will learn and be supported as they achieve the school's 21st century learning expectations. (self-study, teachers, students, parents, school leadership, school support staff, Endicott survey, school website, standard subcommittee)

The school's health services are provided by one certified/licensed nurse, without any clerical support, who provides preventative health services and direct intervention services; consistently uses an appropriate referral process; conducts ongoing student health assessments; and consistently uses 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. The health services provided by the school nurse include preventative care, such as vision screenings, illness and injury prevention, and vaccinations. Ongoing services include health care planning and educating faculty and staff members regarding the medical conditions of students and their treatment. Direct care includes emergency response, injury assessments, pain management, and evaluation of student illnesses. Students who receive services for medical or injury complaints are counseled and instructed on the cause of their symptoms, treatment approaches, and preventative measures for the future. The time dedicated to

this additional step increases student self-reliance and autonomy. On average, the nurse assesses approximately 6,000 students each year. The school nurse provides teachers with a comprehensive, confidential medical list of student health concerns at the beginning of each school year. The nurse leverages the ASPEN information system to document screenings, track immunizations, log health center visits, and flag life-threatening health conditions. ASPEN's communication functions allow the nurse to effectively keep staff updated on pertinent student medical conditions and illness. Outreach to the larger Cranston High School East community regarding health information and current issues is ongoing and achieved through ConnectEd, email, direct phone communication, the ASPEN portal, and mailings. Topics addressed include Rhode Island Health Department programs, flu clinics, and notifications for families relating to required medical information for students. The school nurse is also a member of the Cranston High School East Crisis Response Team, which is designed to address individual, schoolwide, and community crises. While the nurse frequently refers students to school support staff, including social workers, the school psychologist, and guidance counselors, the nurse also interacts with community services through referrals. By taking advantage of community agencies, the school nurse facilitates an overall program that provides quality care to Cranston High School East students. After analysis and reflection, the nurse may refer a student to one or more outside providers, such as the Cranston Community Action Program (CCAP), health affiliates, and local primary care physicians. Health reports generated through extensive data collection, including but not limited to medical record review and immunization compliance, allow the school nurse to track and prepare for emerging health trends in the school community. While this data collection reaps significant and useful knowledge, the absence of support staff requires the school nurse to divert time that could be spent providing services to clerical tasks. In addition, the health services office is unsupervised whenever the nurse's services are required at another location. When 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; and use ongoing, relevant assessment data, including feedback from the school community, it will ensure each student achieves the school's 21st century learning expectations. (self-study, facility tour, teachers, students, parents, school leadership, school support staff, standard subcommittee)

Library/media services are extensively integrated into curriculum and instructional practices and has one certified/licensed library/media specialist, without any clerical support, who actively engages in the implementation of the school's curriculum; and who consistently provides a wide range of materials, technologies, and other information services in support of the school's curriculum. The library/media specialist (LMS) is responsive to students' interests and needs in order to support independent learning and occasionally conducts assessment to collect relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. However, the lack of support staff in the library/media center (LMC) results in library/media services is not available and staffed for students and teachers before, during, and after school when the library media

specialist (LMS) is absent, at lunch, or called away. The certified LMS applies best practices and guiding principles of the American Association of School Librarians to curate a print and digital resource collection that is current, and reflects curricular objectives, as well as student and staff co-curricular interests. Materials are provided at all reading levels necessary to meet student needs, guaranteeing that all students are supported by the library program. Ongoing collaboration with teachers allows the LMS to maintain a high level of awareness of current classroom activity and ensure the availability of pertinent instructional materials in a timely fashion. Direct application of LMC resources in the classroom is evidenced in LibGuide pages that are linked to the LMC website. These webpages leverage technology tools to provide students with information relevant to specific research topics, links to online sources, and to related items in teachers' Google Classrooms or Google Drive. Additionally, the LMC activity schedule reflects an active space that is visited by over 1,000 students and 70 teacher-led classes each month, to make use of technology tools and the multi-format collection, as well as direct-instruction by the LMS in effective research strategies and proper citation methods. Databases and e-books provide anytime and anywhere access to a rich collection of materials that are not only tightly-aligned to curriculum, but that reflect personal interests identified in student and staff surveys and through ongoing discourse. The LMS also takes advantage of inter-library loan (ILL) services provided by RILINK and the Ocean State Libraries consortium. During the 2014-2015 school year, the LMS managed the acquisition and distribution of over 900 books received through ILL. These were used by individual students and staff members to supplement academic department resources. For example, the English department benefits from ILL by providing sets of specific reading titles in their curriculum for entire classes, thereby reducing the need for additional budgetary support. However, budget reductions during the 2016-2017 school year have led to reduced periodical subscriptions and book purchases. The LMS maintains collection currency and relevance through the use of the Follett Titlewise collection analysis tool, analysis of circulation statistics, teacher-surveys to discern evolving curricular needs, and student-surveys to check for understanding. This information informs all aspects of collection development and maintenance. Library instruction is assessed daily through observation and dialog with students and staff members, entrance and exit surveys, and online feedback forms. The LMS keeps the facility open beyond normal school hours and the contractual time required for teachers to provide special programs to students, such as special-interest book clubs and the Arts After School program. Outreach to the greater community is evidenced by the annual summer reading night where Cranston High School East students interact with local elementary school students through reading and arts and crafts activities. Beginning in 2011, budget reductions resulted in the elimination of the library secretarial and support staff and shortened the library's open hours from 7:00 a.m. to 3:00 p.m. to the current hours of 7:15 a.m. to 2:15 p.m. The absence of support staff for the LMC has resulted in the LMC being unsupervised or closed when the LMS takes her lunch break or whenever she is not on campus. Additionally, when the LMS is closed, teachers do not have access to the copy machines located in the LMS. Nonetheless, the overwhelming majority of faculty and staff members, parents, and students believe that the library provides a wide range of materials, technologies and other information services in support of the school

curriculum. Consequently, when library media services are integrated into curriculum and instructional practices and have adequate, 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; and conduct ongoing assessment using relevant data, including feedback from the school community, the library/media services will improve and help to ensure each student achieves the school's 21st century learning expectations. (self-study, facility tour, teachers, students, parents, school committee, community members, department chairpersons, school leadership, school support staff, Endicott survey, school website, standard subcommittee)

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. Cranston High School East consistently provides inclusive learning opportunities for all students; and continuously performs 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. Cranston Public Schools follows a "special education staffing policy" that highlights various principles, including the need for flexibility in special education staffing to address changes that may occur in a student's educational and functional needs throughout the school year as well as making sure that special education staffing remains in compliance with regard to all federal and state law, regulation, and policies governing special education. Special educators collaborate with highly-qualified, content area, regular educators in inclusion and intensive classes, both within and outside of the regular education setting. Collaborating teachers meet and plan with their content co-teachers for one period within a seven-day school day cycle. However, there are limited opportunities for special educators and ELL teachers to meet with specialized itinerant teachers to discuss student needs. Students with the most severe needs receive intensive academic instruction dependent upon functional academic and life-skills levels. These students participate in various programs that enable them to access and achieve 21st century learning expectations. Dependent upon the level of academic achievement, students are held to the same academic, technology, physical education and health, and fine and performing arts requirements as all students, and they are able to interact with teachers and peers in those inclusion class settings. A peer mentoring and volunteer program has also been initiated within the life skills class. This program consists of regular education students volunteering their time to work with students in the life skills classes. Blue Cross/Blue Shield and Cranston High School East have formed a partnership program in conjunction with office of rehabilitation services to offer opportunities to students in the 5th year transition program (Program Search) to learn on the job skills. Students are placed in different departments such as food services and security and maintenance to learn practical job skills. These students work with a special educator and a job coach at

the beginning of their internships and are gradually released to be more independent. Most students are successful in this program and have secured paid employment. Special education students within the inclusion setting are graded on the same school-wide academic standards and held to the same graduation requirements. On-going assessments, such as STAR for reading and mathematics are used to monitor student progress. All special education students are on a diploma path for graduation. Special educators also use Ten Sigma Rubrics, a collection rubrics, that is used by case managers to collect data on the progress students with IEPs are making toward their annual IEP goals. Case managers use this information to report progress to parents and write annual IEPs. Case managers also use vocational surveys to gather students' interest data which may be shared with community partners to set up a vocational assessment to assist with transitions from high school. As mandated by federal law, tri-annually, students who are receiving special education services are reevaluated using standardized measures which can include an education, psychological, and language evaluations and other measures such as classroom observations, social history reports, or vocational evaluations depending upon the nature and severity of the individual's needs and services. There are inclusive learning opportunities provided for ELL students. In core-subject area classes where ELL students are taught by their ELL English teacher or their content area teacher of mathematics, science, and history. ELL students join regular-education students in physical education, art, music, computer technology, and technology classes. Class placement is determined largely, but not exclusively, upon the results and review of the World Class Instruction Design and Assessment (WIDA) that ELL students complete. There is differentiated instruction for all active ELL students who are scheduled into one of the four levels of English and reading instruction. The levels are entering, beginning, developing, and expanding. After students finish the fourth level (expanding), they are ready to join their English-speaking peers in regular education classes. There is a substantial amount of assessment facing the ELL students at Cranston High School East. In addition to all the tests, quizzes, and homework assignments given by the teachers, there is the time-consuming WIDA test given in January and February. After WIDA testing is completed, the PARCC testing begins. The vast majority of ELL students must take the mathematics portion of the PARCC, and approximately half of the ELL students must complete the English language arts portion of the PARCC. The STAR test, given three times per year, is another test that ELL students must complete. In the spring, there is the science component of the NECAP which is completed by a small number of ELL students. Students with 504 plans are monitored by an assistant principal. The assistant principal is responsible for collaborating with parents, teachers, counselors, targeted services, and other support staff to assist each student to achieve the school's 21st century learning expectations. The assistant principal is required to fit 504 duties into his or her schedule on his or her own time, because it is not a requirement to have a 504 coordinator at the building level. There is no cap on the number of 504 students being monitored by the assistant principal. Since support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations provide inclusive learning opportunities for

all students; and perform ongoing assessment using relevant data, including feedback from the school community, support services personnel will continue to improve services and ensure each student achieves the school's 21st century learning expectations. (student shadowing, student work, teacher interview, teachers, parents, school committee, community members, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, school website, standard subcommittee)

Commendations

1. The timely and coordinated intervention of faculty and staff members to meet state and federal mandates
2. The wide range of digital tools to communicate and coordinate services with students, parents, teachers and staff
3. The efficient referral process used by student services personnel that enables students to access in-school and out-of-school support services in a timely manner
4. The library media specialist, who is responsive to student needs, committed to alignment of resources with the curriculum, and frequently gives personal time to make herself available to students and teachers before and after school
5. The extensive use of the library-media center by students, faculty, and staff members throughout the school day
6. The consistent provision of a wide range of services by the nurse and library media specialist in the absence of dedicated support staff
7. The availability and collaboration between guidance, health services, social services, and teachers to address students in need
8. The student-school counselor ratio that enables counselors to provide adequate personal, academic, career, and college counseling
9. The development and implementation of a written, comprehensive, developmental guidance program
10. The collaborative efforts between administrators, faculty and staff members, and the guidance personnel to support students and their families
11. The efficient referral process developed student services personnel that enables students to access in-school and out-of-school support services in a timely manner
12. The effective uses of technology to provide parents with information about available support services

13. The management information system (ASPEN) to maintain student information and coordinate student services
14. The efforts of the health office personnel to meet the health care needs of the students, families, and staff in the neighboring community
15. The coordination and effective communication among faculty and staff members to meet the needs of special needs and ELL students
16. The collaborative work of student services and special education personnel
17. The exemplary professional standards and dedication of staff
18. The community involvement program, Project Search preparing special education students for job placements

Recommendations

1. Identify parents and families without technology access and provide alternative means of notification (e.g., paper copies in the mail, paper copy sent home with student)
2. Ensure that the library/media center is open before and after school for an adequate period of time to meet student needs and is safe and secure at all times during the normal school day
3. Ensure that teachers have access to the copiers located in the library-media center throughout the normal work day
4. Ensure that parent-student documents on the website are up-to-date and are available in various languages to meet the needs of a diverse population
5. Develop and implement a means to communicate all available school resources and services provided for student learning to faculty and staff members, parents, and the community at-large

7

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.

Conclusions

The community and the Cranston School Committee provides dependable funding for a wide range of school programs and services, provides sufficient professional and support staff, provides ongoing professional development within the district and curriculum revision, but provides only a limited range of technology support, a limited supply of equipment, and a limited supply of instructional materials and supplies. The budgetary process for Cranston High School East is primarily a function of the central office administrators and the Cranston School Committee. The budget process begins in late November and the proposed school department budget must be submitted to the City of Cranston by March 1 for the following year. The budgetary assumptions are primarily based upon the present year revenue or expenditures and project enrollment figures. Student enrollment is determined one year prior to the start of a new academic school year based upon a report from the New England Staff Development Council, which includes projected student enrollment figures for the entire city of Cranston through 2025. Once the budget is adopted, the principal reviews the funding available from the district determines the needs for Cranston High School East. He then distributes funds to each of the departments, based upon a combination of individual department needs, curriculum requirements, and student enrollment. The 2016-2017 budget reflects some of the fiscal and programmatic needs of Cranston High School East, but not others. Cranston High School East is currently ranked in the lower 30% of school districts within the State of Rhode Island in terms of per pupil expenditures. Nonetheless, the operating budget meets the contractual obligations for personnel and is sufficient to support most student programming and basic school supplies (i.e., paper, dry erase markers, etc.). In addition, the Cranston School Department provides adequate funding for curriculum revision. Much of the funding for curriculum work is derived from federally-funded initiatives such as CCSS, PARCC, and NGSS. In terms of curriculum development and revision, program supervisors submit their respective department proposals including specific plans, standards, timelines, and assessments. The proposals are then submitted to the director of educational programs for approval, and committees can begin working on department proposals using Title II funds. In addition to these individual curriculum committees, the district also provides adequate funding for individual programs through the curriculum advisory board (CAB). Specific departments are scheduled for curricular review based upon on a 3-7 year “rolling calendar.” When a particular department is scheduled, the program supervisors submit department requests (i.e., instructional supplies and materials, equipment, etc.) for grades K-12. The “rolling calendar” does provide a degree of equity among departments and an additional opportunity to secure targeted funding. The Cranston School Department also provides adequate funding for ongoing professional development. The adopted operating budget ensures that teachers receive appropriate compensation for the required contractual (8) hours of professional development required per year, common planning time (CPT), and faculty and department meetings. During the last few years, the Cranston Public Schools has increased the number of professional development offerings. Furthermore, the coordinator of teacher evaluation, professional development, and mentoring is now a position that is fully funded by the district budget, demonstrating the district’s continued commitment to provide high-quality, appropriate professional development for the faculty

and staff. However, the professional development offerings are not evenly distributed during the course of the year and do not meet the needs of all participants. For example, a social worker was required to attend mandatory online gradebook training despite not even having access to that online gradebook. Also, requests for professional development opportunities outside of the district are denied if they occur during the normal work day. Although Cranston Public Schools adequately supports curriculum revision, professional development, and basic school supplies (e.g., paper, dry erase markers, post-its, index cards, etc.), the district only provides limited technology support and equipment. Cranston High School East has several aging computer laboratories which cannot utilize many software programs, a Wi-Fi signal that loses connectivity, a lack of up-to-date technology equipment (i.e., Elmos, Smartboards, etc.), and working printers to prepare students for the realities of the 21st century and which inhibits the infusion of technology into the curriculum. In addition, standard items such as desks and chairs in many classrooms need to be replaced, copy machines that have not been serviced for months, textbooks need to be updated and replaced, and there are insufficient graphing calculators in mathematics classes, and so forth. Furthermore, in recent years, the activity fund has been drastically reduced and programs such as child development, culinary arts, and competitive dance have been eliminated. Hence, when the community and the school committee 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, and sufficient instructional materials and supplies, students will be able to strengthen their social, academic, and civic skills to prepare them for success in the 21st century. (classroom observation, self-study, panel discussion, teachers, parents, school committee, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

The school adequately develops, plans, and funds programs annually, and the school committee funds school buildings on a per-pupil basis; however, the effectiveness of the programs is limited with regard to properly maintaining, cataloging, and replacing equipment and the maintenance, repair, and cleanliness of the school buildings and campus. Programs for community resources and building maintenance are coordinated and supervised by the director of plant operations, who meets with the principal on a biweekly basis. In addition, the principal informally communicates and collaborates with the director in an as needed basis. The principal also meets daily with the chief custodian for Cranston High School East, who was recently hired, to check on maintenance and cleanliness issues. The resources and building maintenance schedule are governed by a budget and communicated through the web-based SchoolDude work order system. Any teacher needing a classroom repair completes the online form with details pertaining to the problem and location, and the teacher will receive a response by email. All repairs are tracked through central administration on a maintenance log. This log includes the work order identification, description of issue, request date, priority level, custodial assignment, any need specialty area (e.g., carpentry, plumbing, etc.), and location. Items that need repair or need to be replaced during the school year are often replaced in an “ad hoc” basis, with the least expensive options available. There is a specific plan for cleaning the

aging building, with each custodian expected to clean 30,000 square feet that includes buffing floors. However, when a custodian is absent, substitute custodians are not available resulting in the other custodians being required to assume the duties and responsibilities of the absent custodian. As a result, the routine cleanliness is frequently inadequate. The restrooms are not regularly cleaned, sterilized, and maintained and there have been occasions when a lavatory stall has been “out-of-order” for weeks or even months. Despite the issues that have been outlined, the school is free of graffiti and vandalism with a display of student artwork that accentuates the great history and tradition of Cranston High School East. The upkeep of doors from the original building also helps preserve the character of the building. Consequently, when 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; and to keep the school clean on a daily basis, students and staff work in a clean, safe environment. (classroom observation, self-study, student shadowing, panel discussion, facility tour, teachers, students, parents, department chairpersons, school leadership, school support staff, Endicott survey, standard subcommittee)

The community adequately funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, but facility needs, technology needs, and capital improvements are not generally addressed. The superintendent and the school committee create a long-range, strategic plan, capital funding plan, and a coordinating budget, which determines and allocates funding for each school. The district is currently in the third year of its five-year strategic plan (2014-2019). Once the plan is approved, the building principal creates his own school improvement plan to address programmatic and service needs. Cranston High School East school improvement efforts are aligned with the school improvement plan and is completed through the work of several ad-hoc committees. The various committees meet and work, as needed, to address specific areas of focus. Their plans and strategies are then communicated to the school community at faculty meetings or by the school’s administrative team or both. However, many facility needs, technology needs, and capital improvements have not been addressed. For example, the auditorium curtains are ripped and in great disrepair, the lighting on the stage is inadequate, and there is a bar hanging above the stage. There is “duct-tape” holding and sealing windows so water does not leak into the facility. A number of classroom ceilings are in disrepair with plaster falling onto the floor. Clocks in many rooms are inoperable. While many of the windows in the school are tinted, there is still a great need for shades in each classroom because the sunlight causes excessive heat and glare. The Briggs building is in serious need of updates, including painting. A number of chairs in Briggs cafeteria are old and broken. There are also serious temperature differentials in both the Briggs building and the main school building dependent upon location. There are lockers in need of repair, and some lockers are completely missing. An asset tag system for cataloging equipment inventory is not in place. While there is an approved capital expenditure plan, issues and problems relating to health and safety in other schools in the district have taken priority over the issues at Cranston High School East. In terms of technology, there is a dire need for up-to-date computers in the existing computer laboratories, a reliable Wi-Fi signal, and

classroom technology equipment (i.e., Elmos, Smartboards, etc.), and working printers to fully implement the schools 21st century learning expectations. In addition, standard items such as unreliable copy machines and desks and chairs in many classrooms need to be replaced. The district's five-year capital improvement plan outlines a number of improvements and the dates they are scheduled to be made to Cranston High School East, but were postponed to address the needs at other district schools. For example, the HVAC system was scheduled to be replaced during 2016-2017 school year, but it was postponed until 2019-2020 school year. Therefore, once the community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, the facility will be modernized and be better able to support programs and services. (self-study, panel discussion, facility tour, student work, teachers, school committee, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

Faculty and building administrators have limited involvement in the development of the budget; however, building administrators have extensive involvement in the implementation of the budget, while faculty has limited involvement. The budgetary process for Cranston High School East is primarily a function of the central office administrators and the Cranston School Committee with little or no input from the Cranston High School East administrators or faculty and staff members. The budget process begins in late November and the proposed school department budget must be submitted to the City of Cranston by March 1 for the following year. The budgetary assumptions are primarily based upon the present year revenue or expenditures and project enrollment figures. Once a budget is adopted for the Cranston School Department, the funding for the various schools is determined by a funding formula based upon student enrollment and is allocated to the school accordingly. The principal distributes funds to department chairpersons and representatives to address their needs. Department chairpersons gather requests from department teachers using an "annual order" form. Departments that do not have a department chairperson will have a designated individual within the department who is responsible for supply requests for their department and communicating department needs to the principal. All budgets can be found on the Cranston Public Schools website. If a particular need arises during the school year that was not part of the budget development planning process, it is communicated to the principal for his consideration. If the request is approved by the principal, it will be funded through the principal's general fund. When the faculty and building administrators are actively involved in the development and implementation of the budget, administrators and faculty have input on the use of the limited funds available which will ensure proper implementation of program and building needs. (self-study, teachers, school committee, community members, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

The school site and plant does not fully support the delivery of high quality school programs and services, despite the existence of several positive attributes. School safety has been at the forefront of upgrades over the past few years. First, the facility does have

a number of positive attributes. A scan-card system is used to control access to the building. However, normal travel between the main building and the Briggs building during the changes of classes is not monitored. The library/media center is relatively new and in good condition. It is clear that students and teachers use the facility frequently. The gymnasium is also in good condition and is regularly maintained, although the floor should be refurbished to ensure its longevity. The physical education facility also includes three fitness rooms that are well designed and are regularly utilized. The auditorium went through a full renovation in 2007-2008, with new chairs installed and others refurbished, but there are a number of issues that have been previously noted. Nonetheless, Cranston High School East does face certain physical plant limitations. Parking is one area that is substandard. There are not enough parking spaces for administrators, staff, and students. Also lacking is proper space for outdoor athletic and physical education activities. Physical Education classes and several sport teams have to be transported off-campus to participate in outdoor activities. Many classrooms are undersized and in need of repair, which prohibits the delivery of the school's 21st century learning expectations. The furniture in many classrooms, including desks, tables, and chairs is antiquated, uncomfortable, and in some cases, in disrepair. The furniture limitations do not foster a collaborative learning environment. In addition to classrooms, the health clinic is too small to provide proper services for the number of students at Cranston High School East. There are fourteen chairs in a waiting room measuring sixty square feet. There are three beds with fewer than five feet between them. There is also no covered walkway between the main and Briggs buildings. This is a concern, especially during inclement weather. In addition, the lack of a strong Wi-Fi signal prevents teachers from taking full advantage of online resources and causes frustration when trying to complete time-sensitive administrative tasks (e.g., daily attendance). There are some areas of the school that have spotty Wi-Fi signal, and outdated operating systems cause classroom computers to "freeze." Signal strength is often weak, making lessons using online resources difficult to plan and implement. The science laboratories are in need of updating. For example, at least one fume hood is in need of repair. The intercom system and some phones do not work properly, particularly between the main school building and the Briggs building. An overwhelming majority of the faculty members believe that the existing facilities do not support high quality programs and services and a large majority of students feel that the furniture and equipment in classrooms is in poor shape. Hence, when the school site and plant support the delivery of high quality school programs and services, teachers can focus on teaching and students can focus on achieving the adopted academic, civic, and social expectations for learning. (classroom observation, self-study, student shadowing, facility tour, teachers, department chairpersons, school leadership, school support staff, Endicott survey, standard subcommittee)

The school adequately 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. Protocols governing the building maintenance were developed with the state municipal association and the director of plant operations. The person who maintains the documentation for local fire regulations is the director of plant

operations. All fire systems are checked quarterly by licensed contractors, buildings are inspected yearly by kitchen inspectors, a local building inspector, and the local fire department. All emergency drill and evacuation logs are collected and reported to RIDE. The person who maintains documentation for health regulations is the school nurse. The nurse collects assessment data for every student who visits the health office for any nursing intervention. Assessment criteria may include vital signs, neurological assessment, objective and subjective symptomatology collection, etc. All data is recorded for individual students. At the end of the month, data is compiled to reflect the total number of students who were seen for medical complaints or symptoms, the number of students assessed for injuries, and the number of medications administered. In addition, data is collected for medical record review, immunization compliance, contacts with physicians and/or community resources, the number of health care plans written or revised, the number and nature of meetings attended, and so forth. Student medical concerns are also documented by the nurse through the ASPEN information system. The person who maintains documentation for safety regulations is the director of plant operations. The entire facility, in compliance with federal and state laws, is handicapped accessible. In the main school building, there are two working and maintained elevators located on each side of the building. The Briggs building contains one working and maintained elevator. All elevators display a current and valid inspection certificate. Both the main building and Briggs building contain wheelchair accessible ramps allowing access to all areas of the school. All lavatories in the main building contain a wheelchair accessible stall. There are visual aids on the stairs and doorways to assist the visually impaired students and visitors. However, the bathroom in the Briggs building does not have a wheelchair accessible stall. There are visual aids on the stairs and doorways to assist the visually impaired students and visitors. Braille room numbers are available in the newer wings of the main building. Asbestos is present in some ceiling and wall tiles. The science facilities are in full compliance with federal and state laws. All chemicals housed in the building are documented. A chemical audit is done toward the end of each school year to determine which chemicals need to be reordered. A designated teacher within the science department is responsible for the yearly audit. Cranston High School East has recently installed a new badge swipe access system to increase security by ensuring that the doors can remain locked. Surveillance cameras also provide increased security. Since 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, administrators, teachers, students, and parents can be assured that the primary focus will be on teaching and learning. (self-study, panel discussion, facility tour, teachers, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

All professional staff members are committed to engaging 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. One means by which the professional staff members actively engage parents and families is through the use of the ASPEN web-based information system, which is available twenty-four hours per day, seven days per week. The ASPEN information system contains the personal information of each student,

providing administrators, faculty and staff members with access to all contact information provided by the parents to the school, including phone numbers and email addresses. This system also provides the staff with the name of a student's guidance counselor and any specific academic, attendance, or health-related challenges that a student may be facing. The administrators use the ASPEN information system to email all parents important announcements, important dates, upcoming events, and opportunities to be involved with the school community. Using this system and information, teachers contact parents in a variety of ways to keep them informed of issues with their students. They call and email parents to discuss students' progress, to arrange for in-school meetings, and to provide additional information about support services. Teachers also use the ASPEN system extensively to post grades, assignments, and messages to their students to help the students and their families better understand the status of their academic achievement. Student progress reports and report cards are posted online for review at the midpoint and end of each quarter. If parents need a report card printed out, they can request this document from the guidance department. In December of each year, parents are asked to sign a copy of each student's ILP goal sheet. The guidance counselors also engage parents in their role as facilitators of parent-teacher meetings. School forms are made available in English and Spanish. The school also provides Spanish and Cambodian translators. ASPEN is also a Google-friendly system, so parents can use Google Translate to assist them in reading and understanding the information. This assists parents in accessing information about their child's education. The Cranston High School East faculty and staff members also engage parents and families in a variety of personalized activities. In August of each school year, Cranston High School East holds a "hot dog roast" for incoming freshmen and their parents. At this event, new students and parents have the opportunity to meet teachers and administrators and to familiarize themselves with the Cranston High School East building and community. At the start of the school year, the principal informs the Cranston High School East families that he hosts a monthly meeting with parents. Minutes from these meetings are posted under the "community" tab on the Cranston High School East webpage. In September, the school hosts an open house to allow parents an additional opportunity to meet with their child's teachers, administrators, and support staff. Approximately two weeks after this open house, teacher volunteers from various departments (i.e., ELL, world language, guidance, student support services, technology education) come together with parents for "The Feast of East." During this event, important documents (e.g., grading policies, graduation requirements, school contacts, etc.) are translated into the following languages: Arabic, French, Spanish, Portuguese, Chinese, and Cambodian. If a need for another language translation arise, central office personnel are contacted to arrange for a suitable translator. Teacher and student volunteers provide free child care in the library during this event. Local businesses help to support this program by donating food. Cranston High School East has a truancy court in partnership with Rhode Island Family Court. This partnership addresses the needs of at-risk students. The court, which convenes on a bi-weekly basis, provides an opportunity for parents to be made aware of the academic, social, and civic progress of their children. As a result of these efforts and programs, the majority of parents feel that the professional staff actively engage families as a partner in the education of their child. Similarly, a majority of the faculty and staff

members believe that they are active partners with families in their children's education. Consequently, because all professional staff members 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, all students will be able to achieve the 21st century learning expectations. (self-study, panel discussion, teachers, parents, department chairpersons, school leadership, school support staff, Endicott survey, school website, standard subcommittee)

The school develops productive parent, community, business, and higher education partnerships that support student learning to varying degrees. Cranston High School East has developed extensive partnerships with parents. These partnerships typically begin after parents have attended events such as the freshmen hot-dog roast and the annual open house. One opportunity for parents is a weekly parent meeting hosted by the principal. The purpose of these meetings is to give parents an opportunity to discuss a variety of educational topics (i.e., graduation requirements, standardized testing, upcoming school events, and topics of parents' concerns, etc.). Cranston High School East parents also have the opportunity to participate in the Cranston Educational Advisory Board. This district-wide board functions in an advisory role and serves as a liaison between the Cranston Public School administrators, teachers, and parents. The goal is to have a representative from each Cranston school attend each monthly meeting in order to report back to his or her school's parent-teacher organization. In addition, the Cranston Public Schools has a Cranston Special Education Advisory Committee (CSEA) which provides an opportunity for parents to participate by providing input regarding the development and the implementation of the state-approved local plan for special education. Cranston High School East also has an approved parent chaperone list for the purposes of both in-house activities and field trips. The parents that are on this list have had BCI background checks and are approved by the principal. All of these various activities help to support student learning and help to build a greater communication between and among members of the Cranston High School East community. In addition to building productive parent relationships, Cranston High School East has established partnerships with some community organizations. For example, the United States Army participates in the JROTC. This program has both a leadership and civics component and an active co-curricular program. JROTC works to develop leadership potential and enhance character development of more than 100 Cranston High School East students each year. There are 130 students involved in the program during the 2016-2017 school year. Students participating in this program obtain the opportunity to work with a member of the United States military, who serves as a mentor to each student cadet. These students have the opportunity to develop a sense of pride through such activities as the wearing of their military uniforms throughout the year and at school and community events. They have the opportunity to develop leadership skills as they further their rank through various activities within the program. They also have the chance to experience community service and the personal reward that comes with helping others. These students embody Cranston High School East's core values, and the fact that the number of students who enter and remain in the program has been consistent is evidence of the fact that the program is effective. Another community partnership available to Cranston

High School East students is conducted with the Cranston Police Department (CPD). Cranston High School East has a school resource officer who helps to establish a positive relationship between students and the local police. The primary focus is to educate students and to prevent criminal activity. Cranston High School East's resource officer has spoken to both faculty and staff members and students about the district-sponsored ALICE training and overall school safety. He visits health classes and elective courses to participate in "hands-on" activities such as "beer-goggles and concentration games" that allow students to discuss the effects of drinking and driving. He facilitates Cranston High School East's partnership with the Cranston Substance Abuse Task Force, which consults and trains students in the areas of tobacco control and prevention, coalition development, HIV prevention, comprehensive school-based health, substance use and abuse prevention, and violence prevention. He also organizes assemblies with the Rhode Island Department of Transportation, in a campaign to educate students on the dangers of distracted driving, by way of sponsoring game shows and securing guest speakers. This resource officer helps to personify the school's core values, especially those of "respect" and "integrity." Several departments within the Cranston High School East also engage with community partnerships, which benefit the school as a whole. The Cranston High School East library collaborates with the Cranston Public Library by holding library card drives and enrichment programs such as the summer reading night. These events enhance the students' desire to read and provide them without another opportunity to spend time in the school community. The art department has a working relationship with Artists' Exchange with regard to exhibitions and community service and public library exhibitions. The music department has a Cranston High School East Alumni Band Association, and its mission statement is to assist in the lifelong relationship of Cranston High School East with band alumni, their families, and their community. The music department has a partnership with the Cranston High School East Music Alumni Association, the Victoria Alviti Foundation, and the United States Army and Marines. The Alumni Music Association supports the music department financially. The Association also helps to build pride and alumni support. The Alviti Foundation supports Cranston High School East with equipment (e.g., guitars and African drums). Both the United States Army and Marines ask the Cranston High School East scholarship committee to identify seniors who qualify as excellent students and musicians. These students are then presented scholarships at the annual Cranston High School East Convocation Night. The Cranston High School East learning community also has the ability to utilize the programs offered by the Comprehensive Community Action Program (CCAP) such as the employment, training and education programs that assist Rhode Island youth between the ages of 14-24 with training programs, work readiness, and job placement assistance. CCAP provides a full range of services to youth enrolled in school and out of school. All enrollees are connected with a case manager to assist them in their education or employment goals throughout the program. Many types of scholarships are awarded at the school's annual Convocation Night. At this program, book awards and scholarships are also awarded from local colleges and institutions of higher learning. Cranston High School East's involvement with institutions of higher education includes partnerships with Rhode Island College (RIC), Brown University, the University of Rhode Island, Providence College, the Community College of Rhode Island (CCRI), and

Johnson and Wales (JWU). Cranston High School East students have many options that allow them to take courses at these schools. Cranston High School East is a partner in RIC's Early Enrollment Program (EEP). The EEP is a concurrent enrollment program that offers college credit from Rhode Island College to highly motivated high school seniors and select juniors. Cranston High School East students also have the opportunity to enroll in URI's Dual Enrollment Program. Similar to the RIC EEP program, this URI program offers Cranston High School East students the chance to study college level courses on the URI campus and receive college credit for their efforts. Currently, Cranston High School East has students participating in URI's "Writing to Inform" class. Approximately 13% of the Cranston High School East overall student body participate in EEP. Cranston High School East students also have two other opportunities to work on college credits while still enrolled in high school. These programs are the JWU's EEP as well as the CCRI's Running Start Program. Both of these programs are available for high school juniors and seniors. In addition, Cranston High School East has many current partnerships with teacher education programs that engage practicum students, student teachers, and interns as added instructional support. Cranston High School East has established partnerships with teacher education programs for practicum and student teacher placements with Brown University, JWU, RIC, PC, and URI. Cranston High School East also maintains an involvement with several education programs. Cranston High School East is a member of Project ARISE (Advancing Rhode Island Science Education) sponsored by Brown University. Brown University also sponsors the annual Brown Brain Fair in which Cranston High School East students present projects, the annual Brain Bee which Cranston High School East students have participated in and won awards, the annual "Meet the Cadaver Day" and the Brown Science Prep Program that affords students to attend on Saturdays. The Brown Science Prep (BSP) brings together Rhode Island high school students and Brown students to explore science through interactive lessons, demonstrations, and experiments with real-world applications. The Cranston High School East science department has also been an active participant in the University of Texas's (Charles A. Dana Center) and RIDE's writing science curriculum programs. Cranston High School East has also benefited from local college partnerships that have established support for professional development programs for faculty members through training opportunities, granting of credit for in-service experiences, and coursework for the attainment of advanced degrees. Furthermore, while there are some individual partnerships formed in the school community, job shadowing and internship opportunities for students within the Cranston business community is an opportunity that does not appear to be available to Cranston High School East students. When strong partnerships with parent, community, business, and higher education exist, students are afforded a wide range of educational opportunities that otherwise would not be available to them. (self-study, panel discussion, teacher interview, teachers, students, parents, school committee, community members, department chairpersons, central office personnel, school leadership, school support staff, Endicott survey, standard subcommittee)

Commendations

1. The dependable funding for adequate faculty and staff members, school programs, professional development, and support services to implement the 21st century learning expectations
2. The funding and time provided for curriculum development and revision
3. The enhanced security system with identification badge access, surveillance cameras, ALICE training, and the school resource officer
4. The partnership developed between the school and institutions of higher education
5. The extensive use of the ASPEN student information system
6. The respect demonstrated by the students towards the school facilities and property
7. The leadership and character development of the JROTC program
8. The electronic method by which maintenance requests are submitted, processed, and recorded
9. The maintenance of all required documentation for compliance with federal, state, and local safety laws
10. The faculty and staff members who actively engage families as partners in each student's education through a variety of means
11. The development of productive parent, community, and higher education partnerships that support student learning

Recommendations

1. Ensure that the school is in full compliance with all ADA regulations
2. Provide sufficient up-to-date instructional and interactive technology to fully implement the 21st century learning expectations in all classes
3. Conduct asbestos abatement for removal of all affected floor, ceiling, and wall tiles
4. Employ communication strategies to engage parents and families who have been less connected with the school other than just relying on ASPEN and other electronic means
5. Develop and implement additional community business partnerships

6. Replace antiquated furniture in classrooms to ensure a proper environment for 21st century learning
7. Ensure that the school is clean on a daily basis
8. Provide adequate funding to implement identified and approved capital improvements to the Cranston High School East facilities outline in the district's five-year capital improvement plan
9. Replace the VHAC system for the Cranston High School East facilities approved in the district's five-year capital improvement plan
10. Ensure that the school site and plant fully supports the delivery of high quality school programs and services

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 Cranston High School East. 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 Committee requires that the evaluation report be made public in accordance with the Committee's Policy on Distribution, Use and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Committee 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 Committee requires that the principal of Cranston High School East 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 Committee 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 Committee 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 Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Committee'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 Committee's Substantive Change Policy is included in the Appendix on page 92. 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 Committee office has current statistical data on the school.

The Committee 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 Committee'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 Committee staff following the on-site visit.

The visiting committee would like to extend its appreciation to the members of the Cranston School Committee, the district and school-level administrators, the chair of the Cranston High School East steering committee, parents, faculty and staff members, the school secretaries, and especially the students of Cranston High School East for the hospitality they extended to each member of the visiting committee prior to and during the on-site visit.

Appendixes

APPENDIX A

Cranston High School East

NEASC Accreditation Visit

March 12-15, 2017

Visiting Committee

Donald D. Gainey, EdD – Chair

N.E. Association of Schools and Colleges
North Scituate, RI 02857

Joseph D. Hurley – Assistant Chair

Barrington High School
Barrington, RI 01803

Nicola R. Able

Killingly High School
Dayville, CT 06241

Geraldine Dineen

RHAM High School
Hebron, CT 06248

Holly M. Adriano

Griswold High School
Griswold, CT 06351

Todd W. Grimes

Westerly High School
Westerly, RI 02891

Karen Ballway

Auburn High School
Auburn, MA 01501

Victoria C. Guthlein

Mt. Hope High School
Bristol, RI 02809

Dan Blanchard

New Britain High School
New Britain, CT 06051

Timothy J. Hayes

Toll Gate High School
Warwick, RI 02886

Jacques A. Branchaud

Coventry High School
Coventry, RI 02816

Kristen E. Janko

East Boston High School
Somerville, MA 02143

Kelly Brooks Coventry, RI 02816

Montville High School
Oakdale, CT 06370

Peter G. Shanazu

Fairfield Warde High School
Fairfield, CT 06825

Adolfo L. Costa

Cumberland High School
Cumberland, RI 02864

Anne-Marie VanNieuwenhuize

Lincoln High School
Lincoln, RI 02865

APPENDIX B

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Committee 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 Committee'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 or modifications that cannot be accommodated (e.g., the number of special needs students or vocational students or students with limited English proficiency)

APPENDIX C

List of Commendations and Recommendations Core Values, Beliefs, and Learning Expectations

Commendations

1. The core values, beliefs, and expectations for learning that are being infused into all aspects of the school
2. The development of the core value, beliefs, and learning expectations that are based on tradition, diversity, respect, and spirit within the school
3. The 21st century learning academic expectations that have been developed and embedded into the graduation portfolio program
4. The JROTC program that reflects the core value of respect that is clearly shown by student body
5. The pride for the school that is exhibited by the overwhelming majority of the members of the Cranston High School East community

Recommendations

1. Ensure that all members of the Cranston High School East community fully comprehend the 21st century learning academic expectations for all students
2. Ensure that the core values, beliefs, and expectations for learning are embedded into the written documents, common tasks, and daily activities
3. Infuse the 21st century learning academic, social, effort, and civic expectations consistently throughout all curricular areas and courses
4. Ensure that the core values, beliefs, and 21st century learning expectations drive decisions relating to curriculum revision and development, and instructional and assessment strategies
5. Develop and implement a formal process to regularly reviewed the core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities

Curriculum

Commendations

1. The recently revised 21st century learning expectations that serve as the academic standards at Cranston High School East
2. The quarterly assessments that are recorded in ASPEN and serve as a means of assessing the alignment between the written curriculum and the taught curriculum
3. The graduation requirement for the presentation of senior portfolio projects based upon the adopted 21st century learning expectations
4. The staffing of the core courses that is sufficient to implement the curriculum
5. The resourcefulness of the faculty and staff in obtaining grants and donations to support the implementation of the curriculum
6. The faculty and staff members who volunteer to supervise many co-curricular activities

Recommendations

1. Ensure that all curriculum guides and curriculum maps are written in a common format and are up-to-date
2. Ensure that technology is formally infused in all curricular areas and courses
3. Provide the school's professional staff with sufficient time and financial resources for ongoing and collaborative evaluation, development, and revision of the curriculum
4. Ensure that the facilities are appropriate to fully implement the curriculum
5. Develop and implement a plan to ensure that students are provided with a variety of cross-disciplinary learning experiences across curricular areas

Instruction

Commendations

1. The graduation portfolio system that ensures that each student is actively engaged as a self-directed learner
2. The graduation portfolio system that allows the students to document their progress toward meeting the school's 21st century learning expectations, as well as common core state standards

3. The professional development system with a wide variety of offerings established within the Cranston School Department
4. The teachers who personalize instruction based on the diverse learner backgrounds
5. The creation of common quarterly assessments which are consistently reflected upon and modified based on school-side data and 21st century skills
6. The teachers who actively create real-world tasks and assessments
7. The teachers dedicated to creating positive relationships that are based on the school's core values and beliefs with all students
8. The student designed and upkeep of bulletin boards displaying artwork throughout the building

Recommendations

1. Develop and implement a plan to ensure equitable and reliable access to technology for all students and faculty
2. Ensure that the Briggs building has access to technology such as a computer laboratory or an additional mobile computer cart without moving to another building
3. Develop and implement a plan for all departments to examine a variety of data to ensure that instructional practices are consistent with the school's core values, beliefs, and 21st century learning expectations
4. Provide adequate time for all teachers to work collaboratively across disciplines to create and implement cross curricular learning experiences for students
5. Ensure that all teachers adjust their instructional practices to meet the needs of each student by using formative assessment (especially during instructional time), strategically differentiating instructional strategies, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom

Assessment of and for Student Learning

Commendations

1. The alignment of the school-wide 21st century learning expectations (i.e., academic, civic, and social) with the corresponding school-wide analytic rubrics
2. The teachers who allow students to revise their work to demonstrate proficiency on the school's 21st century learning expectations

3. The quarterly assessments using the district-wide rubrics that are reported in the management information system (ASPEN)
4. The teacher teams that work together to revise curriculum based on student data from the quarterly assessments
5. The teachers who provide opportunities for students to review and revise their work using specific and corrective teacher feedback

Recommendations

1. Formalize the process to communicate individual student progress and the school's progress in achieving the school's 21st century learning expectations to the school community
2. Identify parents and families without technology access and provide alternative means of notification of student progress in achieving the 21st century learning expectations
3. Develop and implement a formal process for the school faculty to collect, disaggregate, and analyze a wide range of achievement data to identify and address inequities by subgroups (e.g., race, gender, etc.)
4. Review and revise the school-wide rubrics at regularly scheduled intervals
5. Develop and implement a formal process to use formative and summative assessment data to develop and revise curriculum and improve instructional and assessment strategies
6. Communicate 21st century learning expectations to all students prior to beginning a new unit of study
7. Design and implement professional development opportunities for the creation and use of formative assessments to help adapt instruction to the learning needs of students
8. Develop and implement a process to regularly review and revise grading and report practices which are aligned with the school's core values, and beliefs about learning

School Culture and Leadership

Commendations

1. The school community that 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 implementation of a name badges to enter the building
3. The teachers who exercise initiative and leadership essential to the improvement of the school
4. The formal time dedicated to implement professional development through common planning time and PACE focusing on the development and application of skills and ideas to improve school curriculum, instruction, and assessment practices
5. The use of teachers to facilitate professional learning opportunities
6. The collaborative atmosphere among school administrators and teachers and staff members
7. The use of ASPEN to track and monitor student progress toward graduation requirements and 21st century learning expectations
8. The teachers who develop new courses in response to the changing needs of students
9. The opportunity for teachers in co-taught courses to collaboratively plan during a common time during the normal work day
10. The teachers who volunteer to support and advise student co-curricular activities
11. The open monthly meetings between the principal and parents
12. The shared responsibility among teachers, students, and parents in the course selection process
13. The “Inquiring Minds” breakfasts
14. The ongoing communication between the superintendent and the principal

Recommendations

1. Ensure that all school personnel actively engage in professional discourse for reflection, inquiry, and analysis of teaching and learning using resources outside of the school district and those within the district to maintain currency with best practices and apply the skills, practices, and ideas gained to improve curriculum, instruction, and assessment to improve student learning
2. Review and revise the advisory program to ensure its effectiveness in ensuring that each student has an adult in the school who knows the student well and assists the student in the development of ILPs to achieve the school’s 21st century learning expectations

3. Provide adequate safeguards during passing time between the Briggs building and the main school building
4. Ensure the transparency of communication between and among all key stakeholders
5. Ensure that the student load and class size allows teachers to meet the learning needs of individual students and the 21st century learning expectations for all students and promote professional collaboration
6. Track the use of ASPEN by families to ensure that parents and guardians receive school communication and are able monitor student performance

School Resources for Learning

1. The timely and coordinated intervention of faculty and staff members to meet state and federal mandates
2. The wide range of digital tools to communicate and coordinate services with students, parents, teachers and staff
3. The efficient referral process used by student services personnel that enables students to access in-school and out-of-school support services in a timely manner
4. The library media specialist, who is responsive to student needs, committed to alignment of resources with the curriculum, and frequently gives personal time to make herself available to students and teachers before and after school
5. The extensive use of the library-media center by students, faculty, and staff members throughout the school day
6. The consistent provision of a wide range of services by the nurse and library media specialist in the absence of dedicated support staff
7. The availability and collaboration between guidance, health services, social services, and teachers to address students in need
8. The student-school counselor ratio that enables counselors to provide adequate personal, academic, career, and college counseling
9. The development and implementation of a written, comprehensive, developmental guidance program
10. The collaborative efforts between administrators, faculty and staff members, and the guidance personnel to support students and their families
11. The efficient referral process developed student services personnel that enables students to access in-school and out-of-school support services in a timely manner

12. The effective uses of technology to provide parents with information about available support services
13. The management information system (ASPEN) to maintain student information and coordinate student services
14. The efforts of the health office personnel to meet the health care needs of the students, families, and staff in the neighboring community
15. The coordination and effective communication among faculty and staff members to meet the needs of special needs and ELL students
16. The collaborative work of student services and special education personnel
17. The exemplary professional standards and dedication of staff
18. The community involvement program, Project Search preparing special education students for job placements

Recommendations

1. Identify parents and families without technology access and provide alternative means of notification (e.g., paper copies in the mail, paper copy sent home with student)
2. Ensure that the library/media center is open before and after school for an adequate period of time to meet student needs and is safe and secure at all times during the normal school day
3. Ensure that teachers have access to the copiers located in the library-media center throughout the normal work day
4. Ensure that parent-student documents on the website are up-to-date and are available in various languages to meet the needs of a diverse population
5. Develop and implement a means to communicate all available school resources and services provided for student learning to faculty and staff members, parents, and the community at-large

Community Resources for Learning

Commendations

1. The dependable funding for adequate faculty and staff members, school programs, professional development, and support services to implement the 21st century learning expectations
2. The funding and time provided for curriculum development and revision

3. The enhanced security system with identification badge access, surveillance cameras, ALICE training, and the school resource officer
4. The partnership developed between the school and institutions of higher education
5. The extensive use of the ASPEN student information system
6. The respect demonstrated by the students towards the school facilities and property
7. The leadership and character development of the JROTC program
8. The electronic method by which maintenance requests are submitted, processed, and recorded
9. The maintenance of all required documentation for compliance with federal, state, and local safety laws
10. The faculty and staff members who actively engage families as partners in each student's education through a variety of means
11. The development of productive parent, community, and higher education partnerships that support student learning

Recommendations

1. Ensure that the school is in full compliance with all ADA regulations
2. Provide sufficient up-to-date instructional and interactive technology to fully implement the 21st century learning expectations in all classes
3. Conduct asbestos abatement for removal of all affected floor, ceiling, and wall tiles
4. Employ communication strategies to engage parents and families who have been less connected with the school other than just relying on ASPEN and other electronic means
5. Develop and implement additional community business partnerships
6. Replace antiquated furniture in classrooms to ensure a proper environment for 21st century learning
7. Ensure that the school is clean on a daily basis
8. Provide adequate funding to implement identified and approved capital improvements to the Cranston High School East facilities outline in the district's five-year capital improvement plan

9. Replace the VHAC system for the Cranston High School East facilities approved in the district's five-year capital improvement plan
10. Ensure that the school site and plant fully supports the delivery of high quality school programs and services