Commission on Public Secondary Schools

Report of the Visiting Committee for

The Bromfield School
Harvard, Massachusetts

April 29 – May 2, 2012

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STATEMENT ON LIMITATIONS

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

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

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

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

Teaching and Learning Standards
- Core Values, Beliefs, and Learning Expectations
- Curriculum
- Instruction
- Assessment of and for Student Learning

Support of Teaching and Learning Standards
- School Culture and Leadership
- School Resources for Learning
- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting
committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be re-evaluated at least once every ten years and that it show continued progress addressing identified needs.

**Preparation for the Evaluation Visit - The School Self-Study**

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At The Bromfield School, a committee of 11 members, including the principal, supervised all aspects of the self-study. The steering committee assigned all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included the principal and one school committee member.

The self-study of The Bromfield School extended over a period of 11 school months from fall, 2010 to fall, 2011. The visiting committee was pleased to note that one school committee member, one parent, and one student joined the professional staff on committees and in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, The Bromfield School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.
It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of 16 evaluators was assigned by the Commission on Public Secondary Schools to evaluate The Bromfield School. The Committee members spent four days in Harvard Massachusetts, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public school teachers and administrators at both middle and high school levels, diverse points of view were brought to bear on the evaluation of The Bromfield School.

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

- review of the school's self-study materials
- 48 hours shadowing 16 students for a half day
- a total of 14 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 32 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

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

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of The Bromfield School.

Overview of Findings

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

Teaching and Learning at The Bromfield School

The Core Values and Beliefs and 21st Century Learning Expectations of The Bromfield School represent the school community's beliefs about teaching and learning, but many members of the school community cannot cite specifics of the document, discuss with any detail its origin, or describe the process in which input was collected. There is consensus among all, however, that the document most assuredly represents what educators, students, parents, and the community members feel about the high academic expectations demanded of
a Bromfield School education. The school has adapted its core values and beliefs from existing sources including *The Harvard Education Plan* into which many groups within the school community say they had input and were able to provide feedback. The Harvard School Committee approved the resulting document, but affirmed in doing so, that the process for gathering input was limited and the provision of participatory feedback opportunities would be expected in the future.

The 21st century learning expectations articulated by the school include measurable academic, civic, and social expectations, but no analytic rubrics yet exist to measure them, nor have targeted levels of successful achievement been identified. Without these rubrics and targeted levels of achievement, no school-wide structures exist to measure and report individual student or school-wide progress in meeting the learning expectations. The degree to which the school cites its use of its core values and beliefs and 21st century learning expectations document to specifically drive decision-making is currently minimal. The school cites the recent adoption of the document as a limiting factor, the timing of which has restricted the development of analytic rubrics, a plan for review, and plan to ensure that it drives decision-making. It is stated in the self-study and confirmed by administrators that it is in their plan to do these things. While timing is certainly understandable in a transitional situation from previous standards to the 2011 standards, no evidence was readily available of the use of the school’s previous mission and expectations for student learning to measure and report student progress either. No previous rubrics were found nor embedded in the school’s culture of assessment.

The curriculum of The Bromfield School provides a variety of offerings for students. The documents articulating the curriculum vary by department as to the format and comprehensive nature of the information available to guide instruction and assessment. The
school has taken great effort to ensure that standardized assessment results drive curricular change with annual review and modification undertaken. Students are provided with many opportunities for higher-level thinking, in-depth projects, and extensions beyond the classroom.

The administration, faculty members, and support staff members of The Bromfield School are qualified and dedicated to their students, providing instruction that has resulted in notable, collective student achievement success. Teachers implement a variety of instructional strategies giving students opportunities to experience learning in different ways. The implementation of instructional technology as a tool in the classroom is largely left up to individual teacher choice, creating varied educational experiences across the student body. Technology in the classroom is limited but there are many expectations for such student use outside of class. While high standards and expectations for student learning are readily recognized at the school, significant emphasis is placed upon individual student responsibility for seeking extended help beyond class time when students are found to be struggling. Differentiated strategies to account for and serve individual learning differences of students within particular classes are only minimally implemented, and the degree to which instructional adjustments are made within classes based upon formative assessment data is minimal as well.

The Bromfield School has enjoyed notable success with student achievement on various standardized instruments and measures including MCAS, AP, SAT, and college acceptance rates. This success is no doubt the result of the culturally high expectations for students at the school, vigorous data analysis, and adjustments to programming targeting improvement. While there are processes in place for regular review of standardized results, there is no formal data gathering and analysis of classroom assessment results to influence instruction. Many
teachers utilize rubrics or scoring guides to articulate the expectations or evaluation criteria for specific assignments, but the use of school-wide analytic rubrics is not yet part of the culture. Beyond the tool developed and utilized for measuring writing, no other rubrics are regularly used across the school.

Support of Teaching and Learning at The Bromfield School

The leadership of The Bromfield School encourages student success, supports successful programming, and provides opportunities for input from staff and students. The school’s schedule provides structure for the equitable use of time and includes built-in opportunities for many research-based initiatives, like common planning time for middle school grade level teams and advisories for middle school students. These programs do not currently exist for the high school grades.

Faculty members have many opportunities to provide input into various processes including budget development, initiative development, proposing programs, or simply dropping by to meet with school administrators. Some teachers in some departments feel less included, however, and several feel that the present departmental supervision structure leaves them “out of the loop” with regard to advocacy and communication.

Staffing at The Bromfield School is sufficient to implement programs with only two areas of concern identified by faculty members as needing additional support. Guidance counselors feel very strongly that there is a need for a school adjustment counselor to facilitate their work with student issues, and several professionals feel that additional support is necessary in the library-media center to support instructional programming and provide additional access to these services.
There are several systems/protocols that have been developed to support struggling students at the school. The student support professionals are very much involved and personally dedicated to meeting their students' needs. Few support programs outside of special education receive any type of regular program review, however, and such reviews should be developed to determine program effectiveness.

The Bromfield School is a source of pride to the Harvard, Massachusetts community, and its programming is supported through a combination of annual school district financing, fundraising from community organizations, and volunteer efforts. Both short-term and long-range planning activities have identified several areas of the building and grounds, which need to be addressed. While some of these have been prioritized and are in the process of being addressed, others are not yet on the prioritized list. While the facility generally supports the learning program at the school, several areas have been identified as safety concerns. Issues related to insufficient parking, pedestrian access traffic flow during busy times, storage of chemicals, storage of general supplies in areas not intended for that purpose revealing a general lack of storage throughout the building, impeded hallways from piled student backpacks and athletic equipment, and ventilation problems, all negatively impact the safety and productivity of the school community.
School and Community Summary

Harvard, a town of roughly 6,200 residents, lies west of Boston in the northeast corner of Worcester County. Its more than 26 miles are classically New England: a tree shaded common with white-steepled churches, winding roads lined with stone walls, and rolling hills dotted with orchards. Harvard has a town meeting form of government with a five member Board of Selectman.

For more than 200 years after its incorporation in 1732, Harvard remained an agricultural community with a stable population. The rural character of the town began to shift in the 1950s and 1960s with the completion of Routes 2 and 495. These highways made it feasible for residents to commute to Boston, to Route 128, or to Worcester. Today, Harvard is essentially a residential community with a commitment to preserving its rural “look” and quality.

Harvard relies on residential property taxes for 95.5% of its yearly tax revenue. Property values are on average 13.5% higher than in neighboring Boxborough and close to double that of Ayer which also abuts the town. The general lack of commercial and industrial development, while considered a plus by many, means that the cost of running the town is born by residential taxes. In 2008, the median household income in Harvard totaled $150,779 as compared to the state median of $86,580, and the median value of a home or condo came to $733,574 as compared to the state median of $353,600. Forty-five percent of households in Harvard have children under the age of 18 versus the state average of 31% and the national average of 34% which suggests that the schools serve as a magnet for families with school-aged children and that these families care about the quality of education. In addition, the
median age of a Harvard resident in 2008 was 40.6 years whereas the average Massachusetts resident was 36.5 years old.

As a district, Harvard is home to two public schools, The Hildreth Elementary School and The Bromfield School, and an independent, parochial school, Immaculate Heart of Mary. The Bromfield School houses 772 students as of August, 2010 and operates in a grade 6 thru 12 configuration with a separate wing designated as the Middle School. The majority (91.5%) of students are white with the other notable racial percentages as follows: Asian (5.2%), African American (1.5%), and Hispanic (1.1%). Only one family in the district lives below the poverty level. The enrollment at Bromfield is very stable, a .2%, two-year dropout rate as evidence, but in addition to the low dropout rate, students who decide to attend private schools or students who move out of town with their families are often replaced with School Choice candidates. With regards to the fiscal picture, 70% of local taxes are spent on the schools, and the figure, $12,967, represents Bromfield’s per pupil expenditure for 2009 as compared to a state average of $13,006. Eighty percent of school expenditures are funded by town revenue which includes state aid, property taxes, other taxes, and fees. However, the Harvard School Committee and Superintendent have been aggressive in pursuing other sources of revenue, most notably the Devens contracts and School Choice tuitions. Devens was formally Fort Devens, a national military base, which became a residential/business community when the fort closed in 1996. Harvard collects approximately $5,400 for each School Choice student and $12,000 for each Devens student. The Devens contracts are forecast to bring in an incremental $335,000 or more to the school system in FY10. The original plan for these extra funds was for curricular enrichment and technology, but due to budget constraints, it is serving to bolster the school’s core budget. While the town’s net Omnibus Budget is down by 1.6%, the School’s overall gross budget is up 1.7%. 
Daily attendance rates for both teachers and students are high, both slightly above 96%, and Bromfield’s graduation rate rests at 93.5%. In 2008, 70% of those graduates went on to attend a 4-year private college while 26% continued their education at a 4-year public college. One percent of Bromfield graduates directly entered the work force, and 1% entered the military.

At Bromfield, a work/study program does not exist, so school/business partnerships are limited. In terms of school/college partnerships, a dual enrollment program with both Middlesex and Wachusett Community College is in place but wouldn’t qualify as an official partnership. A very small percentage of students take part in this enrollment as Bromfield’s daily, rotating schedule does not lend itself well to attending courses outside of the school. However, local educational opportunities are available to students. Adult Education classes, which include hundreds of on-line offerings, and Crosslinks Enrichment classes that focus on sports, math, drama, music, and art, to name a few, are completely accessible to students. Currently, three students from the district attend Montachusett Regional Vocational Technical School which is located in Fitchburg, and opportunities to visit the school are offered to students during their middle school years.

Finally, Bromfield takes great pleasure in acknowledging the achievements of its students through a number of recognition programs. In sixth grade, the Cracker Jack program ensures that every student at that grade level is recognized at least once during the course of the year for making a positive contribution to the Bromfield culture. The Science Fair is an event that offers students at both the middle school and high school levels to earn certain honors for projects involving science. For high achieving students, they can apply and be admitted to organizations such as the National Honors Society, the National Art Society, the National Music Society, the National Spanish Society, and the National French Society. Most,
if not all of these societies have annual induction/celebratory ceremonies. And towards the end of the school year, the Athletic Department hosts an Athletic Awards banquet, and the academic departments/administration put together an Academic Awards night that recognizes students for outstanding achievement in the core curriculum as well as the arts.
Core Values, Beliefs, and Learning Expectations for The Bromfield School

The Bromfield School is dedicated to creating an educational environment where every student is provided with the opportunity and means to acquire essential and applicable knowledge in the content areas, and command of the critical reasoning and higher order thinking skills requisite for problem-solving, research, and continuous learning. The Bromfield School will provide students with these opportunities in an environment where all students and staff are respected for their differences, uniqueness and abilities, and are treated with dignity. Complementary to its focus on students and staff as active life long learners, the school is committed to helping students develop the interpersonal skills necessary for working effectively and cooperatively with others and to become responsible school, community, and world citizens.

Beliefs

The Bromfield School is committed to the following beliefs about learning:
• students learn best when actively engaged in the learning process;
• students learn best when they are encouraged to explore and take risks with new techniques and skills;
• students learn best when presented with a variety of instructional methods, assessments, and learning opportunities;
• students learn best when connections across the curriculum are emphasized.

Learning Expectations

Academic Competencies:

Students at The Bromfield School will:
• use 21st Century Critical Thinking Skills across the curriculum.
• communicate clearly and coherently using the most appropriate media.
• meet common core standards for learning and acquire essential knowledge in the following areas: literacy and numeracy; scientific methods of inquiry; world languages; fine arts; social sciences such as economics, history, and world cultures; natural sciences such as chemistry, biology, and physics; literature
• demonstrate information management skills to effectively analyze and evaluate information.
• understand, appreciate, and evaluate the fine and performing arts.
• use their knowledge and creativity to solve problems.

Social/Civic Competencies:

Students at The Bromfield School will:
• understand and respect others whose ideas, abilities, or culture are different.
• acquire knowledge and skills to become an involved, responsible citizen of the community and world.
make decisions about and take responsibility for their own behaviors, both academic and interpersonal.
• learn to resolve conflicts peacefully.
• demonstrate skills for a healthy, prudent, and responsible life based on sound, accurate information.

The Bromfield School 21st Century Critical Thinking Skills

The faculty of The Bromfield School has worked collaboratively to identify this set of universal and required Critical Thinking/21st Century Skills. This list, although still a draft, will be submitted as the final and formal list of critical thinking skills needed for success in the 21st Century referenced in the Harvard School District Strategic Plan. This combination of effective strategies, macro-abilities, and micro-skills was developed in part using the NCREL list of critical thinking skills (Paul, Binker, Jenson, and Krekla, 1990)

• Thinking Independently and Interdependently
• Developing Intellectual Integrity and Courage
• Refining Generalizations and Avoiding Oversimplifications
• Evaluating the Credibility of Sources of Information
• Comparing and Contrasting
• Making Interdisciplinary/Intra-disciplinary Connections
• Expressing Oneself in a Compelling and Accurate Way
• Analyzing and Integrating Information
• Demonstrating Understanding Through Performance Based Tasks
• Developing One’s Perspective and Understanding of Others
• Using Technology Effectively
Teaching and Learning Standards
Teaching and Learning Standard

Core Values, Beliefs, and Learning Expectations

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

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.

2. The school has challenging and measurable 21st-century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

3. The school's core values, beliefs, and 21st-century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

4. The school regularly reviews and revises its core values, beliefs, and 21st-century learning expectations based on research, multiple data sources, as well as district and school community priorities.
Conclusions

The Bromfield School’s core values and beliefs and 21st century learning expectations document was developed and adopted in the spring of 2011, involving representatives only of some members of the school community. It clearly indicates the school’s core values and beliefs and learning expectations, but the school community did not engage in a dynamic, collaborative, and inclusive process to identify how the expectations reflect specific groups’ values or their connection to research-based best practices. The process used to create the document was undertaken in a manner that was not clearly understood by and open to all members of the school community. The school’s core values and beliefs sub-committee members report that its narrative component was written based upon the list of values and beliefs given to them by The Bromfield School Council that was comprised of three students, four parents, a sixth grade science teacher, a high school biology teacher, the principal, the assistant principal, and three community members, who worked together to develop the core values document in spring of 2011. This school council used information from The Bromfield School District’s Harvard Educational Plan and the list of 21st Century Critical Thinking Skills outlined by North Central Regional Educational Laboratory (NCREL). The list of 21st century critical thinking skills was adopted from a document that was developed by The Bromfield School faculty in 2009. The school board was informed of the process through the liaison between the school board and school council, but students report that they did not engage in this process of developing the core values and beliefs. An administrative survey administered in October of 2010 indicates that 80.9% of students, 81.7% of faculty members, and 82.3% of responding parents agreed that they could state, in general terms, the school’s core values, so the majority of members of the school community was reportedly aware of the school’s core values before these were formally adopted in the spring of 2011 even though there was no
faculty-wide or community-wide discussion of the document. Both students and faculty members report that the values stated in the document do reflect the school community and culture. Unless the core values and beliefs are established with input from the entire school community and informed by current research based best practices, the document will not fully function as explicit foundational commitments to students and the community. (students, self-study, teachers, school board members)

The school has created challenging 21st century learning expectations for all students, which address academic, social, and civic competencies; however, identification of a targeted level of achievement has yet to be determined, and there are no school-wide analytical rubrics to measure student progress in achieving the 21st century learning expectations. The Endicott Survey, administered in October 2011, indicates that many students (71.3%), faculty members (75.0%), and parents (86.6%) believe that the school’s existing learning expectations are indeed challenging. A review of student work and classroom observation indicates that teachers foster the development of independent thinking, analysis, and integration of information. Students reference The Bromfield High School Honor Code and make connections between this and the school’s social and civic competencies. Additionally, parents and teachers identify school programs such as A World of Difference that have been implemented to target social and civic competencies. Currently, there are no school-wide analytic rubrics to measure any of the school’s 21st century learning expectations, nor are the desired levels of achievement clearly marked. While the school has established a culture to challenge all students to meet its 21st century learning expectations and achieve high levels of academic, social, and civic competencies, the lack of identified, targeted levels of student achievement to be assessed using specific, analytic school-wide rubrics to measure student progress prevents the
collection of school-wide data to effectively gauge deeper analysis of student progress toward meeting the school's stated goals. (self-study, student work, students, teachers)

The school's core values, beliefs, and 21st century learning expectations are actively reflected upon and are believed by the staff to be inherently imbedded in the overall culture of The Bromfield School. The 21st century learning expectations have the potential to drive curriculum, instruction, and assessment in many classrooms, but the school-wide institutional processes and expectations for using the 21st century expectations as a guiding force do not yet exist. The Bromfield High School core values and beliefs drive curriculum, instruction, and assessment only informally, and generally, the core beliefs document does not actively guide the school's policies, procedures, decisions, and resource allocations. Teachers, parents, and administrators consistently indicate that high expectations for student learning are "the norm" at the school. Culturally, there is a clear sense that students are actively engaged in the learning process with a significant emphasis on the students' independent drive for success. Teachers report that students are regularly encouraged to ask questions that constructively challenge their instruction, and both teachers and students report a strong sense of respect for one another. The students care about each other, their teachers, and their school, and it is clear that faculty and staff members care about their students and want to ensure their success. There are many connections between adults and students at the school. (students, teachers, self-study)

There is no formal process to articulate how curriculum, instruction, and assessment are reviewed and modified through the lens of the school's core values and beliefs. According to the self-study, changes to The Bromfield School curriculum have been made in response to the school's core values, beliefs, and 21st century learning expectations, but the manner in which the core values and beliefs were used is not documented and is not clear. The results of these
changes include the addition of a wider variety of courses including 19th Century History, Forensic Science, and Advanced Technical Theatre. Also, within the last five years, there has been an increase in the number of Advanced Placement courses from four to more than ten course offerings. To better meet the needs of struggling learners, sections of Senior English have been taught by members of the English and special education departments, working together, to better align with the core values and beliefs and learning expectations as they relate to instruction. In addition, a writing guide has been developed by The Bromfield School faculty in an effort to help students communicate ideas more effectively in written language. There has also been an effort to adopt a variety of techniques to enhance classroom student understanding that has resulted in some use of classroom "clickers", content area specific software, and online homework sites. The school’s embedded culture may reflect its core values and beliefs, but only when the document becomes a clear source of principles for all curriculum, instruction, and assessment and clearly influences policy, resource allocation, and decision-making, will it ensure that all students are able to learn to the level of the school’s expectations. (self-study, classroom observations, students, teachers)

With only recent formal adoption of The Bromfield High School core values, beliefs, and 21st century learning expectations, The Bromfield School does not yet possess a formal review process to examine and potentially revise the document based on research, multiple data sources, and district and school community priorities. Interviews and meetings with students, parents, faculty members, administrators, and school board members indicate a strong potential for the school’s ability to do so based upon its collective focus upon the use of student learning data and involvement in the community in various data gathering. The school reports that the adoption of the core values, beliefs, and learning expectations in late spring of 2011, is recent enough that it does not need to review the document, but the
development of a process or a plan would indicate necessary direction and commitment to evaluating its values and beliefs in the future. Without a process or formal plan to review the core values, beliefs, and learning expectations; based on research, multiple data sources as well as school and district priorities, the school cannot ensure that its attention to all students to achieve the learning expectations will be successful. (parents, teachers, self-study, school board members)

Commendations

1. The school-wide culture that promotes the achievement of social and civic competencies
2. The school-wide culture promoting high academic expectations for all students
3. The creation of documentation about its core values and beliefs that are acknowledged by many stakeholders

Recommendations

1. Develop and implement analytic school-wide rubrics that measure the school’s 21st century learning expectations for all students and identify targeted high levels of achievement.

2. Develop and implement a process to ensure that the core values and beliefs and 21st century learning expectations drive curriculum, instruction and assessment in every classroom, and guide the school’s policies, procedures, decisions and resource allocations.

3. Develop and implement a formal, ongoing plan, with a timeline for review and implementation, that re-examines the school’s core values, beliefs, and learning expectations with all stakeholders and based on research, multiple data sources, and district and 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 school-wide analytic and course-specific rubrics.

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

4. There is clear alignment between the written and taught curriculum.

5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.

6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

7. The district provides the school’s professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.
Conclusions

The Bromfield School has a purposefully designed curriculum that is only informally and partially aligned with its 21st century learning expectations, and it has yet to develop a process to formally align these. The school has two distinct documents identifying 21st century learning expectations: its Bromfield 21st Century Learning Expectations document (which includes academic competencies and social/civic competencies) and, as part of the academic competencies, the school’s separate document of 21st century critical thinking skills developed by the faculty and currently labeled as a draft. Observations, interviews with teachers and students, student work, and sample assignments clearly show that students regularly practice both the learning expectations and the 21st century thinking skills. The school has made some alignment of existing curriculum to include these 21st century skills, but this is inconsistent across the school. The school has produced a document indicating where these skills are taught and/or reinforced and has included references to these skills in some existing curriculum guides. More frequently, the curriculum is aligned with the appropriate state or national standards. As a result, it is not clear in the written curriculum where and how often students explicitly practice the 21st century learning expectations. The Bromfield School Improvement Plan identifies as a goal a process to monitor student performance with regard to achievement of the school’s adopted list of 21st century critical thinking skills. The January, 2012 Bromfield High School Progress Report indicates that this part of the plan has been tabled until after the NEASC accreditation team has visited. When the school’s curriculum is purposely designed to include and fully align with its 21st century learning expectations across all subject areas, students will have a more consistent opportunity to regularly practice and achieve what The Bromfield School states are its expectations for its students. (self-study,
classroom observations, teachers, students, student work, curriculum sub-committee, curriculum guides)

The school maintains a written curriculum that does not have a common format or school-wide analytic rubrics and has only scattered use of course-specific rubrics. Most departments have written curriculum guides (math, science, English, history, and foreign languages) with units mapped by course. There are no written curriculum documents for art, the performing arts, or technology. Although the self-study describes a common format for curriculum offerings in the program of studies, the curriculum guides are not consistent. There is no school-wide template or common format for the curriculum guides. Some departments use a common format for overall curriculum mapping and unit plans, but others do not. Many units do not include essential questions (an area of need identified in the self-study). The school's 21st century critical thinking skills are not consistently referenced in the curriculum guides nor in individual unit plans. The self-study indicates that teachers maintain instructional and assessment strategies in their individual "curricular library", but, in fact, few teachers document their instructional strategies although most teachers do document their assessment strategies in varying formats and, at times, informally. The curriculum guides do not suggest the use of school-wide analytic rubrics for assessment while some course guides do include course-related rubrics (mostly in AP classes), and scoring guides for individual activities. Teachers consistently use scoring guides for activities and assignments, but they do not use analytic rubrics. A uniform, complete curriculum format that includes units of study with essential questions, concepts, content, and skills; the school's 21st century learning expectations; and suggested assessment practices that include the use of school-wide analytic and course-specific rubrics, will provide teachers of all academic disciplines with the means to identify and rectify gaps in the curriculum and to impact student learning and will give
students the opportunity to regularly practice and achieve the 21st century learning expectations. (curriculum guides, self-study, classroom observations, teacher interviews, unit plans, curriculum sub-committee)

The school’s curriculum clearly emphasizes depth of understanding and application of knowledge through inquiry, problem-solving, and higher order thinking and, to a lesser extent, through cross-disciplinary learning, authentic learning opportunities in and out of school, and informed and ethical use of technology. The majority of the observed classes employ higher order thinking and critical thinking skills through various instructional strategies including analytical and evaluative questioning. Student and parent responses to the Endicott Survey corroborate these observations: a compelling majority (86.1% and 80.5% respectively) believes that students are challenged to think critically and are developing and applying high order thinking skills. Students are afforded many opportunities to engage in out-of-school, cross-curricular learning, including but not limited to, the Model United Nations, Bromfield Cares, World of Difference, Senior Community Service Project, and the peer mentoring programs. The middle school students are afforded a greater number of cross-curricular learning opportunities than the high school students at The Bromfield School, but these are inconsistent among middle grade level teams. No formal processes are in place to ensure that teachers are implementing the cross-disciplinary learning. Although the written curriculum does not consistently reference inquiry and problem-solving, classroom observations and examination of student work clearly show that teachers encourage inquiry and problem-solving skills through higher order questioning. Teachers regularly promote the ethical use of school technology in various assignments, including research-based and other projects that require technology. Teachers support the use of technology mostly through informal, individualized project-based instruction, but student school-provided access to
technology across all grade levels is minimal. Outside of specific lab-based courses, The Bromfield School students are provided with only limited classroom-based technology use opportunities with mostly teacher-directed presentations and assignments to be completed outside of class. The degree to which students are formally exposed to technology use in class is largely limited by department and/or teacher choice and creates concern that all students are not able to access the school’s 21st century learning expectations in this area. The school has an acceptable use policy for technology, and classroom observations and teacher interviews support the fact that students use technology appropriately at the school. A curriculum that clearly emphasizes depth of understanding and application of knowledge through critical components provides students with the opportunity to practice and achieve the school’s 21st century academic expectations. However, inconsistent use and availability of classroom-based technology limits instructional connections and opportunities for students to practice technology skills. (teacher interviews, classroom observations, student interviews, Endicott Survey, student work, school leadership)

The school informally ensures clear alignment between the written and taught curriculum. Teachers are given significant autonomy over their implemented curriculum and are expected to work collaboratively in their departments to ensure that the written curriculum is taught. The school identifies the close and collegial environment, student and parent expectations, and teacher evaluation as the primary ways in which this alignment is ensured. Teachers without professional status (as defined by the evaluation document) are evaluated either by the principal or assistant principal, and those teachers who have achieved professional status, are evaluated primarily by their department leaders. However, the evaluation instrument does not reference curriculum guides, nor does it include specific references to a common curriculum. Teachers relate alignment mostly either to curriculum
guides or to individually maintained unit plans. Clear alignment between the written and taught curriculum ensures that all students regularly practice and achieve the 21st century learning expectations. Without formal alignment of written and taught curriculum, there is no assured accountability for curricular consistency between and among teachers. (self-study, teacher interviews, school leadership, classroom observations, curriculum guides, teacher evaluation instrument)

There is partial curricular coordination and vertical articulation between and among most academic areas and with the sending elementary school in some subject areas; however, the school does not have a formal curriculum review process or cycle. The school engages in curricular coordination and vertical articulation in several ways. The district instructional leadership team plays a role in curricular coordination and vertical integration, but members of the curriculum sub-committee report that this team has not met in the current academic year. Content area teachers in grades 6-8 (the middle school) have common planning time across grade levels in which to review curriculum together, but high school teachers are not provided this common time, and this is an identified need in the self-study. The district has recently hired a K-8 literacy specialist although teachers report that her focus has primarily been on the elementary grades to date. The school maintains the Bromfield Writing Guide, which is used primarily by the English and social studies departments to ensure consistency in the area of student writing. Teachers say that the guide is used frequently although it is in need of updating to reflect changes in standards for source citation. There are plans to locate this guide online in order to update it more easily, to make it accessible to students and teachers, and to integrate it as part of the curriculum. Neither the district nor the school has a defined curriculum review cycle, with review and revision of curriculum as provided through professional development or left to departments to do informally and as part of department
meetings. The self-study indicates there are supposed to be at least seven department meetings per year. These department meetings include middle school and high school teachers and afford opportunities to integrate the middle and high school curricula. The math department has the most fully integrated, defined process for curriculum review. The self-study notes that department review of curriculum is based largely on specific triggers, including student interest, faculty expertise, the Massachusetts Curriculum Frameworks, MCAS data, the school budget, enrollment, and changes noted in society and culture. The school has identified as part of its self-study the need for more time and professional development in curriculum review and revision. Effective curriculum coordination and vertical articulation based on a formal, systematic process ensures that all students regularly practice and achieve the 21st century learning expectations as they progress through the school.

(self-study, curriculum guides, curriculum sub-committee, school leadership, teacher interviews)

At The Bromfield School, staffing levels, instructional materials, equipment, supplies, and facilities are largely sufficient to fully implement the curriculum, including the many co-curricular programs and other learning opportunities. There is, however, a notable lack of instructional technology available to students within classrooms, and the resources of the library/media center are significantly out of date. The school currently enrolls 764 middle and high school students and has approximately 57 instructional staff members, a student to staff ratio of 13:1. Average class size is 18 for the middle school and 22 for the high school. Teachers at The Bromfield School work effectively with classes of these sizes. Most teachers indicate that they have adequate instructional materials, equipment, and supplies to implement the curriculum, including the many co-curricular programs and other learning opportunities such as Virtual High School, Model UN, and Bromfield Cares. The school has
adequate technology resources for teacher use, and those who choose to implement them appear to use them effectively. The use of technology at the school is largely driven by teacher choice and not the school’s collective attention to what all students need in order to achieve its stated learning expectations, particularly the 21st century expectations. The technologies observed include SMARTBoards, REDCAT voice projection, In Focus and overhead projectors, and TI-83 calculators. However, some teacher technology is out of date, and student classroom access to technology in the classroom is inadequate, potentially reducing student access and opportunity to achieve the 21st century learning expectations. All but two teachers at the school have their own classrooms, and the two teachers who “travel” report that inconsistent access to technology affects their delivery of certain types of curriculum. Science teachers report insufficient lab space available, raising safety concerns for students and teachers and negatively impacting the delivery of authentic learning opportunities. Also, poor air ventilation in some spaces is reported to negatively impact the use of the science labs and other classrooms throughout the building including the “clay room”. The library/media center’s collection is significantly out of date with an average publication age of 1989, significantly limiting all students’ access to recent instructional resources. In order to ensure that all students have access to a fully implemented, supported curriculum to meet its 21st century learning expectations for its students, the school must provide sufficient, safe, up to date instructional resources, including classroom technologies. (teachers, classroom observations, school leadership, student shadowing)

The Bromfield School teachers are provided with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of curriculum using assessment results and current research. However, the school does not have a formal curriculum review and evaluation process or review systems in place to ensure this
process is undertaken consistently. The faculty, as a whole, places great emphasis on its Massachusetts Comprehensive Assessment System (MCAS) results and uses meeting times to consistently review student performance data generated by the MCAS test, advanced placement examinations, and PSAT and SAT results, and it modifies the curriculum in response to those results. MCAS is systematically used as an indicator for success and, thus, for curriculum revision; however, there is no formal Bromfield process for reviewing the effectiveness of the curriculum classroom assessment results using school-wide rubrics and current research. Collaborative curricular discussion, development, and revision opportunities take place formally, primarily during department meetings, and informally, by some individual teachers. The school has allocated $1,000 per teacher per year for professional development to be used at the discretion of the teacher. However, members of the professional staff report not being actively involved in the process of ongoing curriculum development, as this is largely the responsibility of department heads. The superintendent and principal meet with faculty members to review and implement changes to the curriculum as needed. Teachers report that they have great autonomy to revise their individual curricula as needed, but cannot identify who is responsible for school-level curriculum coordination and articulation across departments. School board members say that district leadership is responsible for the coordination and articulation of the curriculum, the superintendent for district-wide curricula and the principal for the middle school and high school curricula. Department leaders report that they have responsibility for their department’s curriculum. With sufficient personnel and time resources available for curricular review, it is important to possess a clearly defined process that results in consistent use of a systematically developed, evaluated, and revised curriculum based upon student needs as articulated by the 21st century
learning expectations and informed by rubrics based assessment. (self-study, teachers, leadership sub-committee, curriculum sub-committee, class observations)

Commendations

1. Widespread use of higher order thinking and problem-solving strategies in classrooms across many curriculum areas

2. Opportunities for teachers from both the middle and high schools to review student learning data and to use that data to drive curriculum review

3. Opportunities for common planning time for middle school teachers

4. The school’s significant commitment toward professional development for the faculty

5. The effective alignment of the academic program with the other school in the district

Recommendations

1. Develop and implement a school-wide common format for curriculum documents that is consistent, comprehensive, and fully identifies where the 21st century learning expectations will be implemented and measured in the curriculum

2. Develop and implement a school-wide process to ensure the alignment between the written curriculum and taught curriculum

3. Review and implement the technology plan to ensure that current technology is available to all students sufficient to fully implement the curriculum and enable students to achieve the school’s 21st century learning expectations

4. Ensure that library/media resources support the learning needs of all students

5. Develop and implement a process to ensure that a variety of assessment tools, notably classroom assessments, are utilized to inform the review and modification of curriculum

6. Provide sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using multiple assessment results and current research
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

While teachers' individually examine their instructional practices on a continual basis, there is not yet a system in place at The Bromfield School to ensure consistency of instructional strategies with the school's core values and beliefs and 21st century learning expectations. The self-study reports that 81% of teachers is familiar with the school's beliefs about learning and a majority of teachers references them when making instructional decisions as they pertain to the Harvard Education Plan. However, many teachers are not able to articulate how their instructional practices are aligned with the school's core values and beliefs and 21st century learning expectations. There is a general understanding of the principles of high expectations for students, but there is no active, clear alignment with the core values and expectations document. Student work samples and classroom observations clearly indicate that instructional practices provide opportunity and access for many students to master many of the 21st century learning expectations. There is no specific protocol in the school for reviewing student work in order to improve instruction, however. Student work is examined only informally within department meetings. In this school, there is a more extensive emphasis placed upon the review of standardized testing data, particularly MCAS results and including the results of the AP tests, SAT tests, and PSAT tests. Some informal discussions also take place among some teachers focused on their instructional practices. Teachers consistently report that while they are individually engaged in reflective practices and that while collaboration takes place in department meeting, they desire more formal, scheduled opportunities for discussion of instructional strategies and student work and assessment results, and they describe the lack of time as an obstacle. While the informal methods for instructional review currently implemented at The Bromfield School provide some benefits to students, a more formal process in which teachers' instructional practices are continuously
examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations would drive instruction more consistently within the entire school and benefit all students. (self-study, teacher interviews, school leadership committee, classroom observations)

Teachers' instructional practices at The Bromfield School support student achievement of the 21st century learning expectations by personalizing instruction and engaging students as active and self-directed learners while emphasizing inquiry, problem-solving, and higher order thinking, applying knowledge and skills to authentic tasks, and engaging students in self-assessment and reflection. The use of cross-disciplinary opportunities and integration of technology are minimal at The Bromfield School, and there is insufficient formal collaboration of teachers between disciplines. Although teachers do not widely reference the principles of the school's 21st century expectations as specific standards on assignments given to students, they believe these can be found in lesson activities and student work samples. According to the Endicott Survey, 83% of faculty members, only 46% of parents, and only 45% of students feel that the teachers personalize instruction. The faculty as a whole explains this discrepancy as student and parent understanding of personalized instruction being limited to one-on-one time between teacher and student. Many teachers work with students to personally support the achievement of the school's learning expectations, but use of differentiated instructional practices within classes is limited. Some examples of differentiated instruction and options for students to modify activities based upon interest and ability were observed. In a Grade 10 World Geography class, students are given a project option of a current events project in Asia, and options for completing the process include the creation of a video project, graphic novel panels, or social media dossier (twitter handling). Some classroom teachers and special education liaisons provide a variety of tools and methods to personalize instruction such as
audio books, math manipulatives, foreign language labs, learning stations, scientific animations, and several different modes of content delivery. Teachers, students, and parents consistently report that individual support and assistance is available to students before, during, and after school. There are not many formal, curricular opportunities for cross-disciplinary learning outside of some in the middle grades. At the high school level, students are not offered cross-disciplinary opportunities. Grades nine through twelve teachers, recognizing the research-based value of this strategy, report a desire to implement cross-curricular opportunities, but obstacles to this process have been listed as insufficient time for planning, inflexible scheduling, and few opportunities for teachers to collaborate to plan appropriate lessons. Middle school teachers report that there are far more opportunities for them to collaborate across disciplines. The middle school is divided into interdisciplinary teams that have common planning time to implement such activities, but a significant portion of that time is devoted to logistical and scheduling issues, such as constructing a common calendar so that tests or other major due dates do not fall on the same day. Examples of cross-disciplinary projects in the middle school include, the “Science Times” magazine project and a 6th grade collaborative effort between the science, language arts, and computer technology disciplines. Teachers report that active and self-directed learning is implemented through inquiry labs and process-oriented guided inquiry learning (POGILS), and students are involved in debates and group homework assignments that involve research through courses such as the World Geography and 20th Century American History courses. In approximately one-third of classroom observations by team members, student group work showing active, engaged learners was successfully employed as an instructional strategy. Virtual high school courses are also available to some students. Student work samples show emphasis on inquiry, problem-solving, and higher order thinking throughout many examples of student work, and
these are widely reported in meetings with parents, students, and staff members; 93% of teachers believes and 78% of parents agrees that inquiry, problem-solving, and higher order thinking are frequently implemented. Students are provided with individual, small group, and whole class opportunities to apply knowledge and skills through authentic tasks such as the Senior Project, Model United Nations conferences, Economic Challenge, Life Smarts competition, Federal Reserve Challenge, Emergency Medical Technician program, Bromfield Science Fair, participation in the televised PBS program “High School Quiz Show”, and school papers created in the Journalism class (i.e. the Leaky Faucet April Fool’s school paper).

Students are given opportunities to self-assess and reflect through practice quizzes and tests, retakes, test corrections, unit and end of year surveys, and peer editing. The use of instructional technology is varied across teachers and departments with varied availability of resources. There are SMARTBoards, Internet and web-based research, iPads, clicker response systems, and laboratory and class computer use such as CADD and Graphic Design, Video Projection, and calculators; the use of these technologies are largely driven by teacher interest, however. Teacher interviews show that their own personal preference drives much of the use of technology at The Bromfield School rather than a need for students to meet requirements of 21st century skills within the classroom and beyond. Instructional practices support the achievement of the school’s 21st century learning expectations; students benefit through comprehensive, thoughtfully implemented, challenging learning experiences that ensure personalized, engaging, self-directed, learners who demonstrate problem-solving skills. (self-study, teachers, parents, students, student shadowing, classroom observations, Endicott Survey)
Teachers at The Bromfield School use quick, formative assessments to check for student understanding, but the use of more formal classroom formative assessment data resulting in adjusted instructional practices is not wide-spread. Some teachers use analytical rubrics, and many use what are actually scoring guides to evaluate pieces of work. Many students report that there are many opportunities to improve upon their work. As an instructional tool, some teachers provide the opportunity for students to suggest modifications to assessments or perform alternative forms of assignments. These practices are evident across many disciplines. While many teachers state that they informally and individually adjust instructional practices to help their students to be successful, there is no formal process in place to ensure or encourage such practices, nor are there any protocols to use to ensure that assessment data influence instructional practices to meet the needs of all students. In fact, student support professionals indicate that the existing school culture places significant emphasis on high academic standards resulting in significant stress for some students, particularly those students who struggle academically or those who have more significant instructional support needs. They report that varied instructional strategies that would serve many students are not extensively implemented, and the instructional support needs of struggling learners within the classroom are met only if students can get extra help outside of class. Strategically differentiated techniques are systematically lacking. Students are often asked to interact with each other in their Bromfield School classes and examples observed include student collaboration when analyzing a prompt from a novel to assess symbolism and theme, a math problem about interest rates, lab work in science class, and group discussion about characters. The degree to which students were grouped purposefully within classrooms for differentiation of activities was minimal and a school-wide approach to providing additional support and alternative strategies within each classroom is lacking. Teachers often move about the rooms
to conference with groups, check progress, and address questions. They then bring the whole class back together to check answers for thinking and accuracy or collect ideas to come up with common themes and understanding. Then information is presented in a different way to address any misunderstandings. All students would benefit from teachers receiving professional development in these strategies and from the school’s establishing a regular scheduled forum for teachers to discuss and compare the effects of these strategies in their classrooms. When instructional strategies are infrequently modified based upon formative assessment data, significant gaps remain in student understanding. (self-study, classroom observations, student shadowing, teachers, students)

Although some teachers at The Bromfield School informally and individually improve their instructional practices by using a variety of assessment, examination of student work, and feedback from various sources, there is no formal school-wide program or process that is currently in place to articulate how this is supposed to take place. Some teachers individually evaluate their instruction using student assessment data, and some departments regularly use data, particularly standardized assessment data, to discuss potential changes in instructional practices, but this use of student data is inconsistent across the school. Parents and board members report that teachers are doing an excellent job with instruction because many students receive outstanding results on the MCAS, AP, and SAT tests and experience college success, but the use of data from formative sources and teacher-generated summative assessments to inform instruction is not common. Collegial examination of student work is also not common. While many parents and most students report that they are not usually asked for feedback by teachers, some students feel they do have the opportunity to give feedback, particularly on some larger projects. This lack of formal opportunity to give feedback does not appear to be a concern at The Bromfield School as parents and students
trust that the teachers who are delivering instruction have high expectations and keep the student's educational well being in mind. They accept the status quo. However, teachers of grade nine through twelve students widely report the desire to engage in discourse about their instructional practices but feel limited by the absence of scheduled time for this process and by the need to spend their time on other initiatives. Teachers of grades six through eight students have common time available, but they report that many other school-related activities must take place during this time. When there is a recognized and scheduled, thoughtful, deliberate consideration of instructional practices by all teachers using data, student work, and feedback from multiple sources, only then can the school ensure that all students have equal opportunities to achieve the learning expectations as articulated in the school's core values, beliefs, and 21st century learning expectations. (self-study, teachers, leadership, administrators, instruction sub-committee)

All teachers at The Bromfield School report that as adult learners and reflective practitioners they maintain expertise in their content area. However, the degree to which this professional development influences school-wide instructional practices is not known as there is no mechanism or accountability system for teachers to share or implement the results of their activities. The impact of 100% of respondents to a recent teacher survey reports that they read content-specific literature either weekly (29%) or monthly (71%). Content-specific literature is available in the school library, within each department, and by individual subscriptions and organization affiliations. Specific works cited in the self-study are the Marshall memo, Soar program, Business and News, American Biology Teacher, English journal, Hispania, Mathematics teacher, Art Forum, the American Psychological Association Monitor, and the National Education Association. $1,000 per year is allotted for each teacher to use for professional development as well as reimbursement of up to six graduate credits for
teachers earning master’s degrees with a cap of $2,000. The survey indicates that over 95% of teachers attend conferences. The Endicott Survey states that 93% of teachers states that they maintain their expertise in their subject area by attending conferences. A few professional development conferences cited are: The Skillful Teacher, the Advanced Placement Board training, and the American Council on the Teaching of Foreign Languages. Many administrators and teachers describe a desire to move away from “one shot” professional development opportunities in favor of more school and system-wide initiatives. Clearly qualified professionals, the faculty members of The Bromfield School relate that they seek more opportunities to discuss and share best practices. When a school couples its opportunities and resources for its staff’s professional growth with a systematic plan for ensuring that these growth initiatives translate to improved student learning, only then will the true potential of the faculty members’ qualifications reach its students and help them achieve the high standards set by the school. (self-study, teachers, Endicott Survey, instruction sub-committee, school board members)

Commendations

1. Engagement of students as active and self-directed learners

2. Emphasis on critical thinking skills involving inquiry, problem-solving, and higher order thinking across disciplines

3. Opportunities for students to apply their knowledge and skills to a variety of authentic tasks both inside and outside the classroom

4. Teacher expertise in content areas

Recommendations

1. Develop and implement a formal process by which teachers collect and use local formative and summative data aside from standardized tests to evaluate student achievement and use that information to adjust instructional practices
2. Ensure that instructional technology is widely available to all learners and integrated meaningfully into instructional practices.

3. Develop and implement a plan to ensure that teachers have the time and formalized opportunities to review, discuss and evaluate research-based instructional best practices.

4. Develop and implement a plan to ensure opportunities for teachers to collaborate across disciplines.

5. Ensure that instructional strategies are sufficiently differentiated to meet the needs of all learners.

6. Provide professional development in formative assessment.
Assessment of and for Student Learning

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

1. The professional staff continuously employs a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school’s 21st century learning expectations.

2. The school’s professional staff communicates:
   - individual student progress in achieving the school’s 21st century learning expectations to students and their families
   - the school’s progress in achieving the school’s 21st century learning expectations to the school community.

3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

4. Prior to each unit of study, teachers communicate to students the school’s applicable 21st century learning expectations and related unit-specific learning goals to be assessed.

5. Prior to summative assessments, teachers provide students with the corresponding rubrics.

6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.

7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.

8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.

9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

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

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

At The Bromfield School, many teachers use rubrics or scoring guides to assess individual student achievement in their courses; however, school community members say that because the identification and implementation of the newly-established 21st century learning expectations has been so recent, the school has not created and implemented a system of school-wide analytic rubrics for assessing them. Individual student progress is currently assessed through department-wide rubrics in Spanish, "scoring guides" in math, and The Bromfield Writing Guide ("scoring guide") standards for English and social studies. The science department employs a "scoring guide" for participation in the annual science fair, a school-wide event. In the world languages department, the Spanish curriculum was realigned with school expectations during the summer of 2011, and currently specifies the 21st century learning skills to be focused on and assessed within each unit. In addition, the school employs four rubrics for communication: a writing rubric and an oral participation rubric for the middle school level, and a similar set for the high school level. While many teachers report using "rubrics" in their courses, many of these apply to course-specific learning goals rather than the school's 21st century learning expectations, and many would be considered scoring guides rather than analytic rubrics. The implementation of a formal process to create and employ the use of school-wide rubrics will ensure that every student will be regularly assessed using a common framework and the school would then be able to assess its own progress in achievement of its expectations. Until this is done, there is no school-wide consistency and accountability for student assessment or for assessment of whole-school progress toward achieving The Bromfield School's learning expectations. (teachers, students, self-study, assessment sub-committee)
The school's professional staff does not formally communicate the school’s 21st century learning expectations to students and their families; without analytic rubrics in place, teachers cannot communicate the school’s progress in achieving the school’s 21st century learning expectations to the school community. There is no current formal process for monitoring the school’s 21st century learning expectations at The Bromfield School. Administrators, parents, and instructional leaders state that they are confident that the goals are deeply imbedded within the curriculum and assessments, but there has been no formal process yet established to identify each student’s placement within the school’s set of skills. The Bromfield School posts The Bromfield School 21st Century Learning Expectations in every classroom. Students state they are aware of the expectations from the beginning of the school year through teachers’ syllabi and verbal communication. It is the belief of the administrators and teachers that the town’s close-knit community ensures that community members are aware of the expectations. According to the Endicott Survey results, however, only 44% of parents feels they have been made aware of these school-wide learning expectations although this information is available to parents through the school’s new website. Specific communication of these expectations to the parents and community as a whole has not been formally undertaken. The implementation of a formal process to communicate individual student and the school’s achievement of the 21st century learning expectations to the parents and community members is necessary to ensure that they are aware that their child and school is making progress towards the school’s targeted level of achievement. (self-study, teachers, Endicott Survey, students)

The professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement, but the process for doing so is informal and inconsistent across the school. The relatively small size and the particular organizational structure of The
Bromfield School provides the potential for the collection, review, and discussion of individualized student work and assessment result data to analyze student achievement, but beyond MCAS results, few examples of analysis of assessment results are reported. Math teachers indicate that they collaborate to review MCAS data and make adjustments to their curriculum based on areas of need. At the middle school level, students identified with diagnosed learning difficulties by previous teachers using classroom assessment results as well as MCAS scores are offered smaller, year-long classes in English and math. Students identified by MCAS test scores that fall into the MCAS “Needs Improvement” category and by specific teacher recommendations in grades 6-10 are offered a semester-long math class, “Math Plus”, which serves to support their current curriculum and give students additional practice for MCAS preparation. At the high school level, students identified as “higher achieving” by assessment results are given the opportunity to be placed in advanced placement courses where the curriculum becomes more challenging and moves at a faster pace. According to school leaders, students identified as struggling in math and English are given opportunities for tutoring over the summer months and also receive peer tutoring during the school year. Data analysis does not currently include disaggregation according to gender, ethnicity, or students with specific learning challenges that include students with individualized education plans (IEPs) and 504 education plans. Some teachers state that modification of curriculum and instruction based on formative and summative assessment results takes place regularly although many refer to the analysis of assessment results that takes place primarily through department head review with curriculum revision individualized by teacher. By implementing a school-wide system for analyzing student learning data from multiple sources, the school will be better able to create a consistent approach to curriculum and instruction through the review of its student assessment results and will identify and respond
appropriately to inequities in student achievement. (teachers, district administrators, assessment sub-committee)

Many teachers at The Bromfield School communicate the school's applicable 21st century learning expectations to their students as well as the related unit-specific learning goals to be assessed on various assignments. However, the course-based, unit-specific learning goals are more consistently communicated in the classroom. According to students, over 65% feel as though they know the learning expectations before each unit of study, and they state that the high expectations to which The Bromfield School holds them are communicated at the beginning of every semester. Class objectives and learning goals are clearly displayed in the classroom and are visible for all students to see. In science courses, objectives are identified on most assignments and on every study guide given to students. In middle school social studies, student objectives are clearly written and reinforced with the students to include the purpose and desired outcome of the lesson and unit. The world languages department has aligned the curriculum with the school's 21st century learning expectations by revising its Level 2 and 3 Spanish curricula in the summer of 2011. In the revised curriculum, each course is broken down into units; each unit includes several "essential questions"; and there is a chart outlining the unit's lessons. The explicit learning goals are only sporadically communicated to the students, however. Each department has taken on the task of identifying which skills correspond to its own curriculum and assignments using the chart on 21st century critical thinking skills. Once the use of 21st century learning expectations is consistently communicated to students for all units of study, students will have a clearer understanding of how their learning activities relate to the school's expectations for their achievement. (Endicott Survey, teacher interviews, student interviews, student work)
While many teachers at The Bromfield School use “scoring guides” to determine a grade or to evaluate student work for a grade, only some teachers use rubrics as a more comprehensive tool to assess and inform student learning. Some teachers provide these tools to students in advance of the assignments to clearly communicate how their work will be evaluated, but this practice is inconsistent across the school. The regularity of these practices varies by individual teacher and also by assignment. For example, world geography teachers employ a rubric for an end of the year research paper on global issues. Students are assessed from such topics as subject development and the use of resources to organization and format. Teachers indicate that more professional development is needed to help them improve the creation and implementation of rubrics for assignments. Teachers relate that they are not aware of the differences between summative and formative assessments and how to properly design a rubric for specific types of assessments. When rubrics for assessments are created, implemented, and given to the students in advance of assignments, students will have a clearer understanding of the expectation levels, and teachers will have a more analytic tool to assess the achievement and needs of student learning. (teacher interviews, student shadowing, observations, self-study, Endicott Survey)

Teachers at The Bromfield School consistently use a range of assessment strategies including both formative and summative forms. Summative assessments are used widely across grade levels and disciplines and include both teacher-developed and standardized assessment. The results of these are a major driving influence of the school. MCAS, AP, and SAT results have led to school-wide adjustments in curriculum, instruction, and assessment practices, most notably in science and math. A variety of formative assessment tools and devices is implemented to assess student learning. These include clickers, peer editing, group discussion, “think-pair-share”, “Know-Want to Know-Learn” (K-W-L) charts, exit tickets, and
teacher questioning. While all these assessment forms are identified, their use is largely determined by teacher preference and availability of technology. According to the self-study, the majority of teachers (86.7%) agrees that they “use a variety and range of assessment strategies including both formative and summative assessments”. While most teachers use unit summative data to assess student learning, fewer seem to routinely use a variety of formative strategies that actually impacts instructional practices. While the school has placed a significant emphasis on summative assessments, particularly standardized results, and its students are very successful on the MCAS tests, a renewed school-wide emphasis on formative assessments and their role in adjusting instructional strategies will benefit all students. (self-study, Endicott Survey, student shadowing, teacher interviews, classroom observations)

Teachers at The Bromfield School collaborate in many informal ways, but the creation, analysis, and revision of formative and summative assessments, including common assessments, is largely informal and inconsistently implemented. The school places significant emphasis on standardized assessment results, and as a result, staff members are provided time to discuss summative data from MCAS, SAT, and AP exams and to adjust the curriculum as necessary to respond effectively to these data. The Bromfield School’s student performance on these summative assessments is very strong, and the attention given to ensuring this success has paid obvious dividends. Middle school teachers have the opportunity to discuss student performance and assessment in common planning periods for middle school teachers, but these are neither formal nor consistent school-wide. Opportunities for high school teachers must take place in different ways as there is no scheduled common planning time, nor interdisciplinary team structure. Department meeting collaboration has produced common mid terms and final exams in most disciplines, but does not allow regular revision of other assessments. Noteworthy collaboration focused on assessment has produced the annual
science fair scoring guide, writing guide, and summative assessments in the form of departmental exams. There has been some interdisciplinary collaboration between ELA and the humanities resulting in the writing guide, but teachers describe few formal opportunities to plan other assessments. The school has not developed the school-wide analytic rubrics that are part of the 21st century expectations. Several teachers have led professional development programs during department meetings to explain their class scoring guides and rubrics. Although the self-study references the incorporation of 21st century learning expectations into the assessments, this is not a consistent practice as observed by teachers, students, parents, nor in classroom observations. When the school formally provides time and a protocol to ensure regular collaboration by teachers that is focused upon assessment of student learning and creating, analyzing, and revising formative and summative assessments, the process will ensure that assessments of all types will not only provide a summative analysis of student progress but will also provide snapshots of progress along the way so that instruction may be informed and strategies modified for the benefit of all learners. (classroom observations, student shadowing, teacher interviews, student work, parents)

Most teachers at The Bromfield School use assessments to provide timely feedback, and many provide opportunities for students to revise and resubmit work. The practice of revision and resubmission varies across the school with individual teachers determining policy, and many students relate that their opportunities are frequent. Most teachers frequently provide feedback on assignments within the same unit, and some teachers allow students to revise and resubmit their work. Students are encouraged to revise and resubmit their work on some formative and summative assessments in most courses in most disciplines. Some teachers provide students with exemplars of assignments to use for summative assessment. Most students believe their teachers offer suggestions to help them improve their schoolwork
(72.9%). Both teacher feedback and peer editing result in individual opportunities for student revision. Students and teachers remark that the inclusion of a feedback-revision element in the curriculum allows for students to better understand the learning objectives as well as resulting in a better academic outcome. Immediate feedback is provided in the fine and performing arts and foreign language formative assessments, such as in-class works and performances and oral prompts. Teacher feedback on student work samples varies from single words or phrases to directives on necessary revision to probing questions for students to consider as part of revision. In most observed and examined assessments, the student is responsible for contacting the teacher for enough information to adequately revise and resubmit the assessment. Each student’s responsibility for his/her own learning is prevalent in the school’s culture as many students, parents, and teachers say that students are solely responsible for approaching the teacher for a revision opportunity. The absence of a school-wide direction about revision of student work results in varied opportunities across all disciplines for all students and does not ensure consistent efforts to improve. (student shadowing, teacher interviews, parents, student work, self-study, Endicott Survey)

Teachers at The Bromfield School do not consistently use formative assessment to inform and adapt instruction. Although some teachers express an understanding of the informative potential of formative assessments, most teachers do not use formative assessment to immediately inform or revise their instructional practices. Several teachers relate confusion about the differences between formative and summative assessments as well, although some are using both formative and summative assessments within their practices. Several examples of assessments were described in which teachers work together for annual revision of the tool based upon student results, but these present no timely opportunity for adjusting instructional practice based upon assessment results. Many teachers develop lessons that integrate
formative assessment into their instructional plans. These assessments are used formally to
gauge student understanding, evaluate, and provide student feedback but do not necessarily
result in any immediate adjustments to instructional practices or modify pacing. Some
teachers report that they are willing to "re-teach if students bomb" a particular assessment, but
others also widely indicate that they would look first at modifying future assessment
questions before immediately adjusting instruction to try to relate information to students in a
different way. Teachers comment that most assessment discussions in department meetings
result in curricular modifications, but few indicate how assessment influences instruction.
Although the school is committed to the annual revision of curriculum based on summative
student assessment results, using particularly the MCAS results but also student results from
SAT and AP exams, Bromfield teachers do not generally work collaboratively using any other
formative assessments in a school-wide, systematic approach. The absence of school-wide
rubrics precludes conversations based upon formal, anchoring assessments directed by the
school itself. Without a systemic approach emphasizing how formative and summative
assessment tools should influence teaching, potential opportunities to influence student
understanding are lost, particularly for helping those students who struggle. (teachers,
administrators, self-study, observations, student work)

At The Bromfield School there is a school-wide cultural emphasis on the review of
summative assessment data, particularly MCAS data and to a lesser extent common course
summative assessments, for the purposes of reviewing curriculum. The review of other
assessment data performed in any systematic way is lacking. There is no ability to assess
student or school progress toward meeting the 21st century learning expectations without
analytic rubrics and a systematic review of student work is not in place. The degree to which
student assessment data influences instructional practices is minimal. Individual teacher and
administrative review of data takes place frequently, but collaborative discussion of this data to inform instruction is not frequent and not formal. Teachers and administrators currently use student work, course assessments, standardized assessments, and data from sending schools and post-secondary institutions to revise curriculum, but the school does not have a formal system of evaluating any forms of evidence beyond the standardized assessments. Teachers and the self-study report frequent use of classroom assessments and student work to modify curriculum, and teachers cite the schedule at the high school as not allowing high school teachers to collaborate. There is no formal school-wide system that results in the revision of instructional practices in conjunction with revising the assessments. Course and grade-level assignments are revised annually by teachers for future personal use, but these revisions do not typically impact current students in a timely way. Some teachers collaborate to inform instructional practices (58.3% agreed this practice takes place), but this collaboration is not regularly based upon assessment results. Each course that is assessed by a standardized test such as the MCAS, AP, or SAT exams is reviewed annually each fall for curricular modification. This is conducted by individual teachers and departments and incorporates the analysis of the student test results. This data analysis is predominantly focused on the standards and “strands” of the standardized summative assessment. The Bromfield School’s formal system of evaluating incoming students from Hildreth Elementary School, its sole sending school, is based on multiple standardized test scores, end of unit tests, and MCAS results as well as informal methods based on teacher anecdotes and parent requests. Students who are identified as needing additional support according to MCAS scores and teacher recommendation are currently placed in a specific math program (Math Plus) to reinforce math skills needs identified on the MCAS test. An additional literacy program is planned to accommodate students needing support in English language arts, as identified on the MCAS
test and by teacher recommendation. The Bromfield School formally and informally collects assessment data from current students to inform course selection, but there is not yet a formal process for using data to influence student learning through modification of instructional practices. Without a school-wide approach to reviewing individual learning results within the classroom and addressing the diagnosed needs instructionally when they are discovered, the school lacks an, effective approach to meeting the varied learning needs of each of its students. (students, self-study, parents, Endicott Survey)

There is currently no formal process in place to review, discuss, and revise the school’s grading policies in accordance with the school’s core values and beliefs about learning. At the beginning of the year, students and parents are given a syllabus for each course outlining the teacher’s grading policy, and 64% of parents and 43.3% of teachers indicate that they believe the school’s grading practices are aligned with the school’s beliefs about learning. The school’s current grading policy was developed prior to the development of its formal statement of core values and beliefs about learning, and there has been no formal process for possible alignment or revision based upon a consistent, school-wide approach using shared values and beliefs as a driving document. Without a formal process based on the shared core values and beliefs to review the school’s grading practices, inconsistent evaluation practices and a lack of alignment with core values prevents assessment and communication of student progress through a systematic, formal process. (Endicott Survey, parents, students, self-study, teachers)

Commendations

1. The use of a variety of summative assessment results to revise curriculum

2. The school-wide use of standardized assessment results to influence curriculum modification

3. The success of the Bromfield School students on standardized assessments
Recommendations

1. Develop and implement a formal process, based on school-wide rubrics, to assess individual student progress and the whole school’s progress in achieving the school’s 21st century learning expectations.

2. Develop and implement a formal process to communicate individual student progress in achieving the school’s 21st century learning expectations to students and their families, and school-wide progress in achieving the school’s 21st century learning expectations to the school community.

3. Ensure that teachers collaborate on the development, implementation, and use of both individual and shared rubrics across all disciplines.

4. Ensure that teachers collaborate and discuss both formative and summative assessment results and use this data to influence instructional practice.

5. Implement a common set of expectations regarding the revision and resubmission of student assessments, that is aligned with the schools’ core values and beliefs about learning.

6. Develop a process to ensure teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

7. Develop a formal, school-wide approach to data analysis, ensuring that both formative and summative assessment data are integrated into a review of instructional practices.

8. Develop and implement a formal process to review and align the school’s grading policies with the school’s core values and beliefs about learning.
Support of Teaching and Learning Standards
School Culture and Leadership

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

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

2. The school is equitable, inclusive, and fosters heterogeneity where every student over the course of the high school experience is enrolled in a minimum of one heterogeneously grouped core course (English/language arts, social studies, math, science, or world languages).

3. There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school’s 21st century learning expectations.

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

5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.

6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

7. Student load and class size enable teachers to meet the learning needs of individual students.

8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school’s core values, beliefs, and learning expectations.

9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.

10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students’ engagement in learning.

11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school’s 21st century learning expectations.

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

The Bromfield 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. Parents, faculty and staff members, and students consistently report that the small size and close nature of their school community help facilitate a safe and respectful environment. According to the Endicott Survey, 89% of the students agree with the statement, "I feel safe at school." While bullying has not been a significant issue at The Bromfield School, the A World of Difference program, in conjunction with programming from the Anti-Defamation League, has been instituted to proactively address local and statewide concerns. Students, faculty and staff members, and parents widely report that the members of the school community treat each other in a respectful, supportive manner. There are numerous examples of programs and activities, both in and outside the school, that cultivate the positive climate at The Bromfield School such as peer tutoring, Bromfield Cares, the new student orientation, Ludo Festival, the Gay-Straight Alliance, Lifesmarts, and the annual staff-senior basketball game. In addition, many community service opportunities, also both in and outside of school, offer significant potential for involvement by students, families, and faculty and staff members, providing strong connections among the Bromfield Community constituents. Students express enthusiasm and pride regarding the 40-hour community service project that is required for graduation. Additionally, parents widely report a sense of pride in their school, and they are involved in activities such as the school council, parent teacher organization, and the parent advisory council. Fundraising for school activities, including a substance free after-prom "Celebration", often involves the wider community. The safe, positive, and respectful culture that exists at The Bromfield School facilitates student learning and fosters the high level of achievement as
well as student, staff, and family engagement. (self-study, parents, teachers, students, Endicott Survey, observations)

In an effort to be equitable and inclusive and to foster heterogeneity, The Bromfield School ensures that every student over the course of their high school experience is enrolled in a minimum of one heterogeneously grouped course in a core subject. Students in the middle school grades are heterogeneously grouped. According to the self-study, all freshmen are enrolled in a heterogeneously grouped United States History course, which is a requirement for graduation. In addition, ninety-five percent of Grade 10 students is reported to be enrolled in a heterogeneous World Geography course during the 2011-2012 school year. The principal has announced the intention of the school to enroll all Grade 10 students in this course next year. According to the Endicott Survey, 83% of the staff and 73% of students describe the opportunity for students to enroll in a variety of heterogeneously grouped elective courses including Expository Writing, Civil/Criminal Law, and Journalism. While most courses offered at The Bromfield School are homogeneously grouped and leveled at honors or college preparatory levels, students do have the opportunity to take courses that best match their learning styles, motivation level, and interests. There is a school-wide effort to promote academic challenge within courses, and the school’s recent placement on the College Board’s AP Honor Roll is an example of the opportunity for students to have increased access to rigorous levels of instruction. By ensuring that each student has a minimum of one heterogeneously grouped course during his/her high school experience, the school is making strides to foster equity and inclusiveness. (self-study, Endicott Survey, students, school leadership sub-committee)

The Bromfield School does not offer a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student
well and assists the student in achieving the school’s 21st century learning expectations. The middle school, however, is team-based and has one formal advisory period built into the 7-day schedule cycle. According to the self-study and teacher reports, team building, health lessons, and character-building, anti-bias curricula such as *A World of Difference* are the focus of the middle school advisory. The school population believes that the small size and current culture of the school result in strong faculty-student relationships and provide personalization of the school experience for many students, and this perception is supported by 75% of the students on the Endicott Survey. This would indicate that 25% of students do not share this perception, a fact that should be explored. The expectation of strong connections through which students feel that adults in the school environment are available to them and know them well is a source of pride to the school community. Additionally, through involvement in a rich co-curricular program, many students connect with adult mentors and coaches. As a result of a cultural belief that connections already exist, it has not been a priority for the school to develop a formal advisory program for high school students. While there are many connections for students, without a formal program, there is no way to ensure that *every* 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. (self-study, Endicott Survey, teachers, students)

The staff and principal of The Bromfield School are qualified, enthusiastic professionals who engage in discussions about their students and the learning process at the school. They analyze student learning in a variety of ways, both formally and informally. Formal discussions take place during department and dedicated professional development meetings, and there is an informal day-to-day collegial discourse. These discussions have particularly engaged the faculty with the status of the school’s curriculum based upon student assessment
results, primarily the MCAS. The teachers of the middle school grades share a common planning time although there are no formal protocols for the analysis of student work. Professional development opportunities are available to teachers both within the district and through outside providers, particularly during dedicated professional development days, opportunities for summer study, and district professional development opportunities. For initiatives within the building and school district, the district organizes professional development time in accordance with the teacher contract. Approximately twenty early release days are scheduled for professional development over the course of each school year. Thus, curriculum has been modified as a result of analysis of student assessment (MCAS, SAT, AP, teacher/department-generated common assessments). The Bromfield School faculty widely reports a desire to engage in more formal collegial discussions around assessment results and instructional practices and to formalize protocols for translating knowledge thus gained into instructional practices. Although all faculty members have access to a variety of opportunities to develop professionally, only when the professional development offered by the school establishes and follows through with a systematic plan to ensure that the results of this development reaches the classroom in a planned way will the professional staff be “on the same page” relative to student learning as articulated in the school’s core values and beliefs. (Self-study, central office administrators, teachers, department leaders)

With the adoption of new evaluation guidelines for implementation in 2011, the school is in the process of but has yet to regularly implement the program to supervise and evaluate all teachers. As a result of the collaborative efforts of a committee of administrators and teachers, a revised, research-based system for teacher evaluation and supervision based on the Principles of Effective Teaching course offered by Research for Better Teaching went into effect for The Bromfield School in September of 2011. According to the self-study and teachers, most
teachers have been evaluated, but there are some individuals who have yet to be included in this process. Accordingly, not every member of the staff has been evaluated within the past five years. To ensure that the supervision and evaluation process serves as a meaningful tool for improved student learning, the program must be implemented in a consistent and timely manner. (self-study, teachers, self-study, administrators)

The Bromfield School currently implements a master schedule that offers both consistency of class meeting time and a long block to facilitate student-centered instructional practices. Each day of the seven-day cycle consists of a homeroom, six 45-minute rotating class periods, and a mid-day long block that affords all classes additional learning time once per cycle. Administrators and faculty members widely report that this schedule promotes student engagement and fosters instructional practices for 21st century learning expectations. The school leadership committee relates that several iterations of this schedule have been considered over the past decade and consistency of instructional time was considered a priority in adopting the current schedule. The school also embeds time for professional collaboration through its scheduled early release days. According to the self-study, the current schedule can be and has been easily adjusted for special programs without great impact on the majority of teachers and students. While the schedule is flexible, the impact of schedule adjustments on early release days can result in inequity of lost learning time in some courses. The schedule does allow for the support of students. The special education department offers assistance to students with learning differences through in-class support, additional academic support, and reading and writing classes. Additionally, middle school teachers are scheduled with common planning time. This is not an established practice at the high school level although these teachers say that they would benefit by having more time for collaboration. As a result of the school implementing a schedule that attends to the learning needs of its
have the potential to meet the 21st century learning expectations. (self-study, Endicott Survey, teachers, class observations)

During his tenure at the school, the principal has engaged teachers, parents, and students in conversations about levels of courses, differentiated instruction, and ideas on broadening teachers’ instructional repertoire to reach all learners. While these discussions have taken place, each of these topics deserves further attention at the school. The principal is visible in the school both during the school day and at co-curricular events. Academic achievement is celebrated and praised publicly, and the school community is proud of the high achievement of its students whose standardized test scores are consistently above state and national averages and four-year college acceptance rate exceeds 90%. The self-study suggests that when new programs, courses, activities, and policies are introduced, the principal is committed to the alignment of new programs with the core values and beliefs about learning at Bromfield, but interviews with teachers and students reveal that this connection is not always apparent to all stakeholders. There are no current examples of how the school’s core values, beliefs, and learning expectations document formally drives decision-making, and there is a general lack of understanding by many stakeholders of why this is so important. With the current culture being created by the principal and school leaders, there is significant potential for the core values, beliefs, and learning expectations to drive decision-making, and, only when this takes place through the lens of the school community’s core values and beliefs, affirmed by all stakeholders, will the document become “alive” for the school and drive school initiatives in a purposeful way. (self-study, teachers, students, parents, administrators, school board)

Teachers, students, and parents at The Bromfield School are involved in meaningful and defined roles in decision-making that promote responsibility and ownership. The school
council is comprised of elected parents, students, faculty and staff and community members and is used as a body to provide guidance for administrative decision-making. Parents and students have also been included on principal and superintendent search committees, and the special education PAC (parent advisory council) was involved in the interview process of the special education director. Parents also assist in decision-making opportunities through committees such as the supplemental curriculum program, accreditation committees, and parent teacher organization (PTO). During the past five years, the principal has conducted one faculty survey, two parent surveys, and three student surveys designed to gather feedback and information about all aspects of the operation of The Bromfield School. Students report that they have a formal voice in decision-making through student government and an informal voice through the willingness of school leaders and teachers to listen and support them in various initiatives, such as starting a new club or creating an independent study class. A professional development committee has been established so that teachers have a voice in the professional development plan for the district. As a result of the school's involvement of its constituent groups in meaningful decision-making opportunities, there is significant potential at The Bromfield School to include all stakeholders actively in its creation, revision, and use of its core values, beliefs, and learning expectations to impact student learning. (Self-study, teachers, parents, students)

The Bromfield School teachers have varied opportunities to exercise initiative and demonstrate leadership essential to the improvement of the school. According to the self-study, financial resources are allocated to support teacher-driven initiatives through the Harvard Trust, an independent, non-profit organization whose mission is to support supplemental curriculum, staff development, and student learning experiences in the Harvard public schools. The Trust offers grants for educational and curriculum enhancing proposals.
In the past decade, 79 of the 85 grants awarded by the Trust to The Bromfield School went to teacher applicants for their initiatives such as implementation of SMARTBoard technology, a teacher intercultural exchange with China, Model UN, lab equipment, art supplies, and interactive literature workshops. English teachers have led department trainings for development of rubrics for evaluation of student work. A 7th grade teacher has become a "technology leader" among his colleagues, making himself available to help educate other teachers about new technology. Teachers also participate actively as a presence at school events and as advisors in a rich co-curricular program. As a result, students feel that their teachers have a personal connection to their well being beyond the classroom. The *A World of Difference* peer training program, efforts to make the school more green, and peer tutoring are examples of teacher and/or student led initiatives in which leadership is demonstrated on behalf of the school. As a result of the many teachers who exercise initiative and leadership in the school and their leaders support to facilitate this, the greater Bromfield School community enjoys the benefit of a supportive school culture. (self-study, teachers, standard sub-committee)

The relationships existing between the school board, superintendent, and principal are collaborative, communicative, and reflective, resulting in groups working together for the benefit of The Bromfield School students. Board members relate their satisfaction with the manner in which school leaders work with them, provide data, and participate in discourse regarding various initiatives. They praise the principal’s work in analyzing and presenting data resulting from various assessments and surveys. A member of the school board serves as a liaison to the school council as a non-voting member, attending site council meetings and keeping the board abreast of issues discussed by that body. The principal regularly presents reports to the school board and superintendent on school progress and needs, such as
assessment data. When the school board, superintendent, and school principal work collaboratively to proactively address school needs, the entire school community benefits. This has been the case at The Bromfield School. There is potential that these relationships will foster continued discussions leading to a process for the school to measure and analyze the students’ progress toward meeting the 21st century learning expectations once the rubrics have been developed, implemented, and data gathered. (self-study, school board, superintendent, principal, self-study)

The school board and superintendent provide the principal with sufficient decision-making authority to lead The Bromfield School. According to the self-study, both the school board and superintendent have been clear with the principal and associate principal that they are responsible for the schools’ instructional programs. The school board members relate that the principal is effective, having the in-depth understanding of the school, its students, and the programs necessary to succeed. The board also supports the school’s decision-making authority by redirecting community questions about The Bromfield School to its administrators. Through the budget process, establishment of the yearly calendar, setting policies, and responding to requests by the administration, the school board and superintendent support the provision of time and resources to further teaching and learning priorities for the school. For example, recent communication of data presented about the progress and program needs of students with special needs led to the establishment of a language-based program at the middle school and consultation by the elementary literacy specialist to address literacy needs for transitioning 6th graders. The superintendent is readily available to the principal and provides support as needed and through ongoing administrative council meetings for the district. It is apparent that the school board and superintendent give the principal sufficient decision-making authority to lead the school. There is significant
potential for leadership to ensure that all students are making progress toward meeting the school’s 21st century learning expectations via all constituents’ shared core values and beliefs about student learning. (self-study, school board, superintendent, principal, Endicott Survey)

**Commendations**

1. The mutual professional respect between the faculty members and administrators resulting in a positive school culture

2. The open door policy of the principal and associate principal providing enhanced opportunities for communication and ideas brought forward by staff members

3. The formation of the middle school student advisory program and provision of common planning time for teachers of middle grades

4. The provision of a significant number of opportunities for professional development in support of collaboration to support teaching and learning

5. The financial commitment of district to support teacher professional development

6. The sense of pride due to, and celebration of, the high achievement of the students to the greater school community

7. The commitment by the staff to actively enhance the school experience for students through both curricular and co-curricular involvement

8. Financial support by the Harvard Trust to fund teacher initiatives and programs beyond the annual school budget

9. The support by the school board and superintendent of the various initiatives resulting in the high achievement of the students of The Bromfield School

**Recommendations**

1. Develop and implement a formal program for students at the high school level to ensure that every student has an adult with whom he/she has an connection beyond the guidance counselor who knows the student well and assists the student in achieving the school’s 21st century learning expectations

2. Develop protocols to ensure that formal opportunities for professional collaboration result in reflection upon not only curriculum, and standardized assessments, but also on formative assessments and instructional practices
3. Formalize protocols for ensuring that professional development results in practices that target the learning needs of every Bromfield School student and assist students in achieving the school’s 21st century learning expectations.

4. Ensure that the supervision and evaluation system is implemented in a timely manner for every teacher and serves as a vehicle for continuous improvement of teaching and learning.

5. Develop and implement a plan to ensure that the core values and beliefs and 21st century learning expectations, affirmed by all stakeholders, drive the decision-making process at the school.
Support Standard

School Resources for Learning

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student’s achievement of the school’s 21st century learning expectations.

2. The school provides information to families, especially to those most in need, about available student support services.

3. Support services staff use technology to deliver an effective range of coordinated services for each student.

4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
   - deliver a written, developmental program
   - meet regularly with students to provide personal, academic, career, and college counseling
   - engage in individual and group meetings with all students
   - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
   - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations.

5. The school’s health services have an adequate number of certified/licensed personnel and support staff who:
   - provide preventative health services and direct intervention services
   - use an appropriate referral process
   - conduct ongoing student health assessments
   - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations.

6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
   - are actively engaged in the implementation of the school's curriculum
   - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
   - ensure that the facility is available and staffed for students and teachers before, during, and after school
   - are responsive to students' interests and needs in order to support independent learning
   - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school’s 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
- provide inclusive learning opportunities for all students
- perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
Conclusions

The Bromfield School provides coordinated and directive intervention strategies in a timely manner for all students. At-risk and identified students are particularly well supported through the efforts of support staff members and teachers implementing research-based strategies. Individual student success plan (ISSP) and teacher support team (TST) programs are Tier I and II strategies that the school has implemented when students experience difficulties. It is widely reported by all members of the school community that the program at The Bromfield School is very challenging with high expectations for student performance. When teacher interventions for struggling students do not yield results, support staff professionals are engaged in the discussion to assist, with guidance counselors, the school nurse, the school psychologist, and teachers working together at varying stages to support students. When there is a thoughtfully implemented support system of interventions for all students that is engaged when necessary, each student has a better opportunity to achieve the learning expectations as articulated by the school. (support staff, teachers, parents, self-study)

The Bromfield School employs a variety of means to communicate with its school families, including families whose students have been identified as needing additional support. While many report this communication is effective, the Endicott Survey results indicate that only 64.0% of parents believes that, “the school provides information about available student support services (guidance, library/media, health, and special education) to all families.” The school utilizes technology tools such as Naviance and Edline for communicating between the school and all students and their families. Parents and community (PAC) meetings are held quarterly for delivering information to middle school families through a variety of means. The guidance department schedules forums on topics including college admissions and financial aid and posts on its website links to college and
career-planning information for all students including those with special needs. Open house 
night, parent conferences are also held school-wide. From the special education pages of The 
Bromfield School website, families can access the Bromfield Parent's Guide to Special 
Education and information regarding the IEP eligibility and referral process as well as 
problem resolution. The Harvard Special Education Parent Advisory Council (SEPAC) offers 
programs and informational sessions and provides on its website many resources for families 
including a calendar of events that support families of special education students. Effective 
communication between school and families ensures that all students, including those most in 
need, are able to take advantage of opportunities and services that will enable them to meet 
the standards of the school's core beliefs and learning expectations. (The Bromfield School 
website, support services, self-study, Endicott Survey)

Support service staff members at The Bromfield School frequently use technology to 
deliver an effective range of coordinated services for each student. Support services 
professionals utilize a variety of software and technologies that are integrated to achieve the 
school's 21st century learning expectations for each student. Software utilized includes: 
Naviance, a program that engages students to establish meaningful post-secondary goals and 
connect those goals with their coursework, college planning, and, ultimately, the college 
application process; Edline, a program that allows teachers, support services members, and 
administrators to create webpages, to post grades, to post discussions, assignments, forms, and to conduct surveys along with opening student weblockers and email broadcasting; Destiny, a 
library management program that allows online access to the catalog; SNAP, a software 
program which allows the nurse to maintain, analyze, communicate, and store health data on 
students; and ESPED, utilized by the special education department. Televisions, DVD players, 
document cameras, overhead and digital projectors, computers, and headsets are also
available to staff members and utilized when necessary. Providing student support staff member access to a variety of support services technologies ensures that each student has greater access to necessary supports in order to meet the learning expectations as set forth by the school. (support staff, administrators, students, self-study)

The school counseling services at The Bromfield School are fully implemented by sufficient certified/licensed personnel. Guidance counselors meet frequently with each other and with individual faculty members as needed. Meetings with the sixth through eighth grade teaching teams take place at least once every seven-day cycle and on an as-needed basis with the teachers in grade nine through twelve. Counselors meet at least three times per year with their own assigned students and more frequently as necessary. There currently is no written guidance program documented, but a well-established process exists for students at each grade level. Counselors meet and/or coordinate with appropriate health professionals to support students needing assistance beyond the resources available at school. Currently, no program evaluation process exists for guidance services and, according to the Endicott Survey, there is varied satisfaction with the processes implemented: from students (51%), parents 42%, and faculty members (75%). There is concern among several staff members including guidance staff members that services are sometimes compromised by the scope and range of duties of the counselors, and they feel an adjustment counselor would greatly benefit the implementation of services. A fully implemented, regularly evaluated developmental guidance program supports the learning of every student at the school and offers them greater potential to meet the expectations as articulated in the school’s core values, beliefs, and learning expectations document. (self-study, survey, counselors, parents)
The school's health services have an adequate number of certified/licensed personnel who provide preventative health services and direct intervention services. The full-time, registered nurse oversees the student and staff population and serves in the role as Nurse Leader for the school district. The school nurse is also a member of The Bromfield School's Crisis Response Team. The nurse provides preventative health services include vision and hearing screening, spinal screenings, and growth screenings and supports the faculty by providing information on their student's medical needs and providing direct intervention services for students. Over the past two years, more than 9,500 individual visits have been documented for a variety of issues with an averaged 92% return-to-class rate for students. There is concern over the increase of cases in the category of behavioral health support that come from the guidance area. The health office uses a separate, confidential database of medical records on all students and has the daily visit log for all student and health service staff encounters. Monthly reports are completed and sent to the Massachusetts Department of Public Health as required. There is no formalized process that uses ongoing, relevant assessment data, including feedback from the school community, to assess the success of the health services program related to the 21st century learning expectations. A fully implemented health program supports and assists each student to meet their full educational and physical potential and to meet the expectations in the school's core values, beliefs, and learning expectations. (self-study, nurse, DESE Monthly Health services report)

Library/media services at The Bromfield School are integrated into some curricula and instructional practices but not across all disciplines. The addition of a full-time, certified library media specialist has recently improved services to school and staff members. As a result, improvements have been made to the school library instructional program, the library collection, information services, cataloging and circulation, programs and events, and facility
design to support 21st century learners. The library catalog is now online with access outside of school to materials on the library webpage. The recent provision of twenty-five computers and new library tables has helped to create an instructional area in the library where classes can integrate lessons and research in one place. The library provides a meeting place for peer tutoring and school activities such as LifeSmarts, LifeSmarts Junior, Academic Bowl, and the peer training program, A World of Difference. The library has extended hours to accommodate students before and after school. The average age of The Bromfield School library collection is reported to be 1989, with an average item per student of 11.86, but the collection is currently under review to ensure to match the need of the collection to provide for the specific demands of Bromfield School classes. There is concern related by teachers and support staff members that library services are sometimes unavailable because of the scope and range of duties of the library-media specialist, suggesting that a full-time library aide would prevent these interruptions in library services. When a school library-media center provides instructional support that is readily available, current, and relevant and aligned with the school’s curricular program it will serve the needs of its students in meeting the 21st century learning expectations. (self-study, teachers, students, support professionals)

Support services for identified students, including special education, Section 504 of the Americans with Disabilities Act (ADA), and English language learners (ELL), have an adequate number of certified/licensed personnel and support staff providing the support necessary to ensure each student has the potential to achieve the school’s 21st century learning expectations. The Bromfield School utilizes five special education teachers, three full-time and one part-time learning assistants, a 0.2 ELL position with an assistant shared with Hildreth Elementary School, 0.5 speech and language therapist, one full-time school psychologist, one district-wide occupational therapist, one district-wide applied behaviorist, one special
education coordinator, and one special education director. The special education program at the school has reportedly been commended by the Massachusetts Department of Elementary and Secondary Education for its compliance with special education laws and regulations according to The Bromfield School 2011 Mid-six-year Cycle Review. All special education students are included in mainstream classes and have full access to the general education curriculum. Regular collaboration takes place formally and informally between teachers and support staff members at both the middle and high school levels. The special education and English departments have collaborated to discuss the reading and writing curriculum as pertaining to student disabilities. Support services personnel have collaborated to implement an improved referral process for at-risk students including Tier 1 - Individual Student Success Plan (ISSP) and Tier 2 - Teacher Support Team (TST). Teachers and support services personnel attend regular team meetings once per cycle in the middle school, and teachers attend IEP meetings for their included students. At the conclusion of each academic year, the special education department meets to evaluate individual student progress and program needs for the upcoming school year. Response to Intervention (RTI) and district curriculum accommodation plan (DCAP) are additional program improvements implemented by support services. Regular feedback is provided to the special education director by the district special education parent advisory council (SEPAC). With the necessary support systems in place and implemented effectively, all students at the school have the potential of meeting the 21st century learning expectations.

Commendations

1. The high degree of collaboration between support services and teachers providing the opportunity for students to meet 21st century learning expectations

79
2. The variety and availability of communication tools to assist disseminating information to all students, homes, and the community

3. The formation and use of intervention teams to identify students requiring support

4. The availability and use of various support service technologies in support of student learning

Recommendations

1. Develop and implement a formal evaluation process for each of the support services programs at the school to improve services and ensure each student achieves the school’s 21st century learning expectations

2. Ensure that the staffing of the library-media center is sufficient to meet the services needs of the school

3. Ensure that the library-media center is sufficiently stocked with current, relevant resources to meet the instructional support needs of the curriculum and the students of the school

4. Develop and implement a written developmental guidance curriculum for the school

5. Evaluate the need for a social worker/adjustment counselor at the school and ensure that staffing is sufficient to meet the support needs of students in this area
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 district’s governing body provide dependable funding for most school programs and services, personnel, services, sufficient professional and support staff, on-going professional development, and instructional materials and supplies, but some supplemental support is relied upon to support programs as well. From 2008-2012, the average annual school budget increases have averaged 1.3% per year. On occasion, the town has had to ask for an override, with the last override passed in 2007, for FY08, in the amount of $763,500. The most recent override of $107,000 to reduce Bromfield Student athletic fees for FY 2010 did not pass at town meeting, and user fees for athletics and extracurricular activities still exist. Several of the athletic teams have to travel to town fields in order to participate in their sport due to a lack of facilities at the school. The Harvard Schools Trust and parent organizations provide additional funds to supplement teaching and learning. Overall, there is a dependable revenue stream for instructional materials although some department members feel they are unable to advocate for their needs. Funding technology integration has become an increasing challenge as the needs of the 21st century learner continue to evolve. New computers were recently purchased for the library, and the computer labs will reportedly be outfitted with new computers in the upcoming year. The town and the schools share a finance director, and an organizational structure is in place that facilitates teamwork throughout the budget process. In advance of a budget vote, school and district personnel actively provide information to taxpayers via public hearings, superintendent coffee hours, and public sessions organized by the League of Women Voters, providing tools to further inform the public of the budget process. Nearly $1,200,000 of district revenue results from a contract to educate children from the Devens community and other school choice students who fill available openings. Professional development money budgeted enables teachers to take courses and/or
participate in workshop opportunities with each teacher having the potential to receive $1,000.00 annually for professional development. Only when the school's programs are adequately supported, can the school provide the potential for each student to be educated according to its core values and beliefs and to be capable of meeting its 21st century learning expectations. (self-study, teachers, parents, central office administrators, school board members)

The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant by maintaining, cataloguing, and replacing equipment to provide a daily level of building cleanliness and to ensure the health and well-being of all building occupants. Faculty members communicate any maintenance issues to the head custodian who then shares this information with the facilities manager. If it is a "quick fix", the custodian will take care of it the same day and submit a copy of the request to the facilities manager. If not, the work order will be assigned a number for tracking purposes, prioritized, and scheduled by the facilities manager. The custodian(s) and maintenance foreman communicate as needed with faculty regarding any work order concerns. Any health or safety concerns are immediately communicated to the superintendent. Emergencies are taken care of as they happen as all maintenance personnel carry two-way radios to maintain contact with each other and the main office. There is one maintenance foreman and one custodian employed during the day and three custodians at night. Additionally, each faculty member submits a list of maintenance concerns at the end of the school year. The facilities manager then oversees the work to be completed over the summer. Teachers and parents are pleased with the overall building upkeep and appearance as, according to the Endicott Survey, 87.5% of staff members, 93.1% of parents, and 79% of students feel the school is clean and well maintained. A regular maintenance schedule exists for the cleaning of kitchen floors, washing
stairwells, and other areas. All equipment is reportedly inspected on a regular basis and an HVAC contractor performs quarterly performance monitoring of all equipment. The Harvard Department of Public Works is responsible for the upkeep of school grounds; however, the schools’ maintenance staff regularly assists with the grounds, including snow removal. The condition of the student parking lot is insufficient to meet the needs of student drivers, and student access to the school building from the lot lacks sidewalks and forces students to walk in the roadway. Major building repairs have been established and projected in a formal five-year plan. The operating and/or capital improvement budgets continue to update/replace equipment on a regular basis. Several faculty members and parents express concern with the extremes of temperatures throughout the building due to uneven heating/cooling; however, a recent capital request to revamp the energy management system was approved at town meeting and is being implemented. Ventilation continues to be an issue of concern in many areas of the building, including the music room, clay room, science labs, and some classrooms. The school is currently addressing a staff-related issue of ventilation in the clay room. A recent review of the science facilities reports that most of the science labs are undersized and the ventilation systems are inadequate according to safety standards. There is a lack of adequate space and proper ventilation for chemical storage. (One chemical storage closet vents directly into an adjacent rest room.) Additionally, tiles and carpeting throughout the building appear damaged from past roof leaks. Currently, a section of the boiler room is used to store paper products due to a lack of sufficient space within custodial closets. Several faculty members indicated a need to soundproof conference rooms and office spaces in order to ensure privacy. There is no alarm system currently utilized for the school, and at least one recent break-in has taken place. The gymnasium space and locker room is insufficient to accommodate the large class sizes, and the showers reportedly lack water pressure. Athletic
supplies are stored openly in the locker room; a javelin was observed leaning up against the wall in the locker room during a physical education class. As a result of coordinated efforts between the school and town, the maintenance and repair of the facility have produced an environment supportive of learning. There are issues of safety and well-being of all students and staff members; however, that inhibit the school from meeting its true potential as a 21st century learning environment. (self-study, classroom observations, student shadowing, facility tour, teachers, school leadership, Endicott Survey)

The community provides annual support for the school budget, but the lack of a consistent revenue source for funding its long-range plan threatens program needs, particularly related to facility and capital improvements. The school has created a plan for programs and services which considers enrollment changes and staffing needs with these identified, prioritized, and driven by school data and student preferences. Annually, each department head is responsible for evaluating his/her program area and must advocate for classrooms, staffing, and supplies. Several “green initiatives” throughout the building have been implemented with great pride by students and staff members. Facility needs most recently identified as needing to be addressed include: replacing the tiles in the 6th grade wing, replacing the library’s inoperative AHU controllers, renovating the science lab to bring it up to code, and replacing the building’s alarm system. The school has identified a critical need for upgrading technology. The recent addition of a technology committee and the resulting technology plan are dedicated to addressing the computer needs of The Bromfield School. The 10-year-old expansion to the building has provided more classroom space, a fitness room, a library/media center, computer and language labs, and three art rooms. Additionally, maintenance staff members at the school and town employees work together to provide a well-maintained facility. Some of the building needs such as re-configuring areas for storage and
space management continue to be put on the back burner. This initiative has created possibilities for further technological advancement. While the community provides a long-range plan, the inability to fund it consistently has prevented many necessary upgrades from taking place. (self-study, Harvard Instructional Technology Report, 2-Year and 5-Year Targeted Plan)

Building administrators are actively involved in the development and implementation of the budget, and faculty members have opportunity to provide input via department heads. Preparing for the budget process, the department heads assess and prioritize the needs of their departments with departmental input, and these needs are presented to the principal. There is reported inconsistency across all departments, however, as some department members feel more disconnected from involvement in the budget process. The principal is asked to advocate and represent several departmental needs in this process, resulting in some concern by guidance, physical education, and performing arts department teachers that his role as supervisor for these areas may negatively impact support for these areas due to the entire scope of his responsibilities as principal. The principal then communicates budget requests to the administrative leadership team and superintendent. School leaders utilize a zero-based budget policy throughout the process. A budget development process viewed through the lens of the school’s core values and beliefs would ensure that all necessary input is sought, considered, and decisions determined based upon the school’s articulated, collective priorities. (self-study, administrators, teachers)

There are issues at The Bromfield School related to site and plant that prevent it from fully supporting the delivery of safe, high quality programs and services. Most of the teachers report that their classrooms overall are well-equipped and designed; however, a tour of the physical plant reveals insufficient storage space indicated by impeded walkways, equipment
in doorways and hallways, and equipment improperly secured. There is supply storage in mechanical spaces, and drama sets are stored in hallways. As a matter of routine, students in some programs leave their backpacks in the hallways during classes, and many students participating in co-curricular sports leave their athletic bags and equipment in the hallway throughout the day. The self-study indicates that science labs are recognized to be undersized, and recent reviews indicate specific deficiencies potentially impacting the health and safety of the students. Caustic chemicals are stored above eye level in a chemical storage facility, and storage rooms are unlocked during class times when students are present. Teachers indicate that other rooms, including the clay room, are also not properly ventilated. Teachers, students, and parents report that, throughout the building, there are inconsistencies with the effective control of temperatures. Environmental temperature regulation is in the process of being addressed through the replacement of various system components. Teachers, staff, and students report that there have been break-ins and that the facility does not have an alarm system. Staff members report that the locker rooms have low water pressure and are inadequate for proper hygiene of the students and that the team rooms are too small to use for anything except storage. During a tour of the locker room during a middle school physical education class, unsecured equipment was present. The music area is without vocal rooms, and this makes it difficult to accommodate student and staff needs. Some areas of the school suffer from visible water damage creating concerns related to damaged carpets, ceiling tiles, and potential mold. Parking is not sufficient for the on-campus needs as it is uneven and lacks pavement, drainage, and sufficient lighting in the parking areas, and the condition of sidewalks from the student parking area creates safety concerns. During morning student arrival, traffic flow and pedestrian travel intersect at several points, putting the student safety at risk. Staff members report that the wooden bridge leading from the end of the classroom
wing is unsafe because the railings, as constructed, possess significant gaps in the rails.
Several “Green” initiatives have been implemented throughout the building as a result of the
efforts of the town advisory committee working with school personnel. The auditorium
supports the drama program, various meetings, presentations, and community gatherings.
The cafeteria is used daily for the food service program, for town voting, and for several
school and community events. The faculty, students, and parents praise the chef and the
school lunch program. However, several facility issues exist, raising concern for the safety of
students and staff at the school. (self-study, facility tour, teachers, administrators)

The school maintains documentation and reports that the physical plant and facilities
meet all applicable federal and state laws and are in compliance with local fire, health, and
safety regulations. The facilities manager schedules and records accurate records of inspection
to ensure the physical plant and facilities meet applicable federal and state laws. Outside
contractors perform necessary inspection and tests on all life safety programs as well as
building components. The results of these assessments are forwarded to the appropriate town
personnel including the fire department. An inventory of cleaning and sanitation products is
available within the building. There is also a maintenance program in place from
housekeeping to preventative maintenance on all equipment. The entire facility is
handicapped accessible. Several potential issues were observed including: paper storage in the
boiler room, student work hanging from the classroom ceilings, improper storage of chemicals,
inadequate ventilation of the storage closets, and impeded hallways and evacuation areas.
The clay room is also an area of concern because of poor ventilation. While the school
maintains all necessary documentation to monitor compliance with state and federal laws,
there are several issues related to student and staff safety that must be addressed. (self-study,
classroom observations, student shadowing, facility tour, teachers, Endicott Survey)
As a result of its various procedures, staff members at the school are actively engaged with parents and families as partners in the students' education, and the school has systems to reach out to those families who have been less connected with the school. The Bromfield School holds a September open house, November/December parent-teacher conferences, and quarterly middle school parent advisory council (PAC) meetings. Teachers are reportedly responsive to parent concerns via phone and email. Additionally, the guidance department provides several parent nights such as 6th grade orientation, an 8th grade parent night, junior and senior parent nights, a financial aid night, and an introduction to the Naviance computer program. Parents feel that administrators have an open door policy that they can take advantage of if necessary. Parents receive information via the school website, ConnectEd, to communicate important announcements, the biweekly Bromfield Bulletin, a daily bulletin, and Naviance and Edline information. The majority of middle school teachers and some high school teachers post homework, quiz, and test dates on the Edline calendar although this is inconsistent across the school. There is a special education PAC that meets to discuss issues in special education, where parents and the special educator director meet to discuss student services. The special education director also maintains a website and other tools to reach out to students of all levels. As a result of a proactive and dedicated faculty commitment to reach out to its greater school community and extensive parent involvement, students benefit from these support systems (self-study, panel presentation, teachers, parents).

The Bromfield School has developed some excellent parent and community business partnerships that support student learning, but its higher education partnerships are minimal, particularly with the overall academic success of its students. There are many programs in place for parent involvement, and there are many parent volunteers at The Bromfield School. The PTO is an active organization that supports teachers and students, enriching curriculum,
subsidizing field trips, providing a new teacher orientation luncheon, organizing a 7th grade wellness day, and planning “Celebration” for the post-prom. Additionally, parents volunteer to chaperone both school day and extended school day field trips to places like Washington D.C. and Russia through the Model United Nations. The community and parent volunteers also rally to overcome tragedies in support of the school, and most recently planned a 5K Road Race in honor of deceased member of the current senior class. Parent volunteers run the middle school Math Olympiad, Bromfield Art Club, middle school drama festival, high school math team, and the crew team. Several parents and community members also judge the science fair and the required senior community service projects. Fanfare and the Harvard Athletic Association are parent fundraising groups dedicated to the music program and athletics respectively. An after-school art club, For Arts Sake, began as a parent organization and has evolved into a full community program, and The Harvard Schools Trust is a community organization that provides enrichment funding. The school sponsors a few business partnerships that support student learning, i.e. the EMT program, the National Youth Leadership Program, Harvard Farmers' Market, extensions of the CAD class, local cable television station programming, and Project 197. The school possesses very few higher education partnerships as the self-study reports a dual enrollment program with Middlesex and Wachusett Community College is in place but “wouldn’t qualify as an official partnership”. Some faculty members work with MIT on a science exhibit project each year. Given the number of parent and community partnerships, the school does provide many meaningful opportunities for student learning, but enhancing its higher education partnerships would provide many students with enriched opportunities beyond the walls of the school. (self-study, classroom observations, student shadowing, facility tour, teachers, Endicott Survey)
Commendations

1. The creative steps of the superintendent, school administrators, finance committee, Harvard Educational Trust, and cooperation with parent and community groups to supplement financial resources needed to support teaching and learning

2. The inclusive process used to update the 3-year instructional technology plan

3. The variety of systems in place to ensure that maintenance issues are quickly addressed

4. The cleanliness and daily maintenance of the facility

5. The relationship between school and town maintenance personnel to ensure the maintenance of the grounds

6. The use of data from annual enrollment and student preferences that results in the creation of new program opportunities

7. Consistent and widespread involvement of parents and community members in the academic and extra-curricular activities at the school

8. Extensive outreach for parent involvement and support for school programs

9. The work of the energy advisory committee leading to the funding of significant facility improvements

Recommendations

1. Ensure adequate and dependable funding for all educational programming at the school

2. Ensure that technology integration results in meaningful experiences for all students in the classroom and professional development of the faculty ensuring the integration of 21st century technology experiences

3. Ensure that every staff member has sufficient input into the development and administration of the budget

4. Ensure that each department has sufficient advocacy and supervision related to its budget development, program review, and staffing needs

5. Develop and implement a plan to ensure that all chemicals are properly stored and locked

6. Develop and implement a plan to provide and implement adequate and proper storage for all equipment and supplies
7. Ensure that all evacuation route hallways and walkways are free of impediments

8. Address safety issues related to pedestrian safety from the various parking areas

9. Ensure that the following safety concerns are addressed: the wooden bridge railings extending from the classroom wing, traffic patterns and pedestrian interactions during arrival and departure from school, and ventilation in the science labs and clay room

10. Ensure that all offices and spaces in which confidential student conversations are held are sufficiently private

11. Develop and implement productive higher education partnerships to provide opportunities for students beyond the walls of The Bromfield School
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 The Bromfield School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

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

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of The Bromfield School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission
within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included in the Appendix on page 15. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting committee would like to extend its thanks to the community of The Bromfield School for its hospitality and the high degree of organization that allowed the team to perform its task comfortably and efficiently. We would further like to wish the school success as it embarks on the follow-up process as part of the accreditation process.
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Address</th>
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<tbody>
<tr>
<td>Peter Stackhouse</td>
<td>Great Bay eLearning Charter School</td>
<td>Exeter, NH 03833</td>
</tr>
<tr>
<td>Donald Rebello</td>
<td>Mount Hope High School</td>
<td>Bristol, RI 02809</td>
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<td>Liza Barrett</td>
<td>Mount Greylock Regional High School</td>
<td>Williamstown, MA 01267</td>
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<td>Emily Beeman</td>
<td>Pioneer Valley Regional School</td>
<td>Northfield, MA 01360</td>
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<td>Brian Burke</td>
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<td>Kevin Cyr</td>
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<td>Lynnfield, MA 01940</td>
</tr>
<tr>
<td>Laryssa Doherty</td>
<td>Boston Latin Academy</td>
<td>Boston, MA 02121</td>
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<tr>
<td>Elinor Freedman</td>
<td>Reading Memorial High School</td>
<td>Reading, MA 01867</td>
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<tr>
<td>Nicholas Hoffman</td>
<td>Wells Middle School</td>
<td>Southbridge, MA 01550</td>
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<tr>
<td>Laura Hovey</td>
<td>Tahanto Middle/High School</td>
<td>Boylston, MA 01505</td>
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<tr>
<td>Katherine Kelly</td>
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<td>Buckland, MA 01338</td>
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<tr>
<td>Jeanne Perriello</td>
<td>Avon Middle-High School</td>
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<tr>
<td>Andrew Sargent</td>
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<td>Lynn Stopen</td>
<td>Athol High School</td>
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<tr>
<td>Valerie Wlodyka</td>
<td>Ware Junior-Senior High School</td>
<td>Ware, MA 01082</td>
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<tr>
<td>Stephanie Wooley</td>
<td>Cohasset Middle-High School</td>
<td>Cohasset, MA 02025</td>
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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Commission on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

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