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

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May 27, 2014

Michael Berry
Principal
White Mountains Regional High School
127 Regional Road
Whitefield, NH 03598

Dear Mr. Berry:

The Committee on Public Secondary Schools, at its January 26-27, 2014 meeting, reviewed the decennial evaluation report from the recent visit to White Mountains Regional High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges. Citing significant progress detailed in the accreditation report, the Committee was pleased to remove the school from warning for the Standard for Accreditation on Assessment of and for Student Learning.

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

- the positive school culture and climate driven by the social expectations in the “Image of a Graduate”
- the clear delineation of school policies and expectations that are reflected in the school’s culture and daily operation
- the development of a common format for curriculum
- the implementation of the five year plan for the completion of curricula that is aligned with the Common Core State Standards, the school’s 21st century learning expectations and their “Image of a Graduate”
- the authentic learning opportunities that exist in the career and technical center
- the teachers who maintain their expertise in content areas through significant professional development
- the cross-disciplinary learning imbedded in the interactive math program
- the courses offered in the career and technical center that foster self-directed learning
- the professional commitment of the vast majority of the teachers who have been trained in the Critical Skills model
- the significant improvement on the NECAP results due to preparation by both teachers and administrators
- the implementation of the Student Support Team which uses school data to help identify at-risk students and to deliver timely interventions

The Committee was equally pleased to commend the following:

- the development of common assessments by teachers who work collaboratively
- the successful emphasis on fostering and sustaining a school culture that is safe, positive, respectful, and conducive for student learning
- the principal's vision, work ethic, and inclusion of staff in shared leadership roles
- the collaboration of the school board, the superintendent, and the administrative team in creating conditions in which students can achieve the school's 21st century learning expectations
- the teachers' high participation in the supervision of co-curricular activities
- the refurbishment of the library/media center and Room 106 into a high-technology classroom meeting space
- the guidance department's provision of personal, academic, career, and college counseling services
- the extensive hours the media center is available to students on a daily basis
- the resourceful use of available building space in maximizing the potential of the current facility
- the dependable funding for school programs and services provided by the school community

The Committee requests that school officials submit a Special Progress Report by February 1, 2015 providing detailed information on action taken to address the following:

- establish and implement a plan to review and revisit the school's core values, beliefs, and 21st century learning expectations through a collaborative, dynamic, researched-based, and inclusive process
- develop and fully integrate analytic rubrics for all of the school-wide expectations

All accredited schools must submit a required Two-Year Progress Report, which in the case of White Mountains Regional High School is due on October 1, 2015. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and is included in *Directions for the Preparation of the Two-Year Progress Report* which can be found at <http://cpsps.neasc.org>. In that report school officials are required to respond to two types of recommendations: (1) highlighted recommendations from notification letter(s) and (2) general report recommendations from the school's decennial evaluation report.

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

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

- ensure a written curriculum for each high school subject, modeled on the common format used in the K through 8 math and English curricula

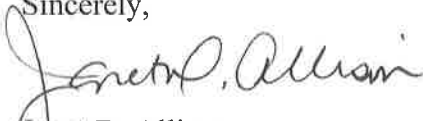
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- develop and implement a formal process, based on school-wide rubrics, to assess whole school and individual student progress in achieving the school's 21st century learning expectations
- develop and implement a process through which the school communicates individual student progress in achieving the school's 21st century learning expectations to students and their families
- fully implement a formal program or process to connect adults and students in the building and support students in achieving the 21st century learning expectations
- develop common assessments to ensure effective curricular coordination and alignment with the written and taught curricula
- develop and implement a plan to renovate and upgrade science labs and equipment
- provide training for teachers and allow time for content area teachers to discuss ways to use school-wide and course specific rubrics
- develop a procedure for coverage of health services when the school nurse is out of the building
- organize time to ensure that teachers routinely meet to reflect on practice and analyze student outcomes
- develop and implement a long range plan beyond the capital budget

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

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

Sincerely,



Janet D. Allison

JDA/mms

cc: Harry Fensom, Superintendent, White Mountains Regional School District
Gregory O'Dell, School Board Chairperson, White Mountains Regional School Committee
Marjorie Schoonmaker, Facility Management, School Building Aid, New Hampshire Department of Education
Paul MacMillan, Chair of the Visiting Committee
Robert E. Littlefield, Chair, Committee on Public Secondary Schools