

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

REPORT OF THE VISITING COMMITTEE

Lisbon High School

Lisbon, ME

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STATEMENT ON LIMITATIONS

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

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

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

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INTRODUCTION

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

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

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

- Teaching and Learning Standards
 - Core Values, Beliefs, and Learning Expectations
 - Curriculum
 - Instruction
 - Assessment of and for Student Learning
- Support 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 Committee's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Committee in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Lisbon High School, a committee of five 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. The self-study of Lisbon High School extended over a period of 26 school months from January 2013 to June 2015

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Lisbon High 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 twelve evaluators was assigned by the Committee on Public Secondary Schools to evaluate Lisbon High School. The Committee members spent four days in Lisbon, Maine, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Committee's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, and vocational institutions, diverse points of view were brought to bear on the evaluation of Lisbon High School.

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

- review of the school's self-study materials
- 28 hours shadowing 12 students for a half day
- a total of 25 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 24 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

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

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

School and Community Summary

Lisbon High School is located in the town of Lisbon Falls, Maine. It is comprised of the villages of Lisbon and Lisbon Falls. It is situated along Route 196, between the communities of Topsham and Lewiston in Androscoggin county. Geographically, Lisbon is twenty-five square miles and stretches along the Androscoggin River. Lisbon has a population of approximately 9,027 as of the 2010 census.

Lisbon is an evolving community. It was once predominantly a blue-collar town with several factories and mills employing many local citizens. It is now a bedroom community where the average commute for its citizens is 25 minutes. According for the 2010 Census, the community demographics are 96 percent white, 1.6 percent Hispanic or Latino, 0.7 percent African American, 0.6 percent Native American, 0.6 percent Asian, and 0.5 percent other or two more races. Lisbon's unemployment rate is 4.2 percent, which is a decrease from 4.5 percent in 2005. The median household income for a five-year study from 2009-2013 was \$44,902. Over the last decade, businesses have expanded into Lisbon. There are now two strip malls which house two restaurants, a Dunkin Donuts, a grocery store, a Family Dollar, a doctor's office, and a dance studio. In 2014, 10.1 percent of the population in Lisbon was living below the poverty level.

The Lisbon school system racial/ethnic/cultural diversity percentage is 3 percent of the student population. The graduation rate from 2013 is 86.36 percent. Lisbon school system receives \$8.4 million of state aid based on the Essential Programs and Services formula. The per pupil expenditure is \$6,590, which is 4.8 percent less than the state average. Lisbon supports its school system by allocating 65 percent of local property taxes for education. There are three public schools in the community: Lisbon High School; Lisbon Community School, which is a K-5 elementary school that opened in the fall of 2004, and enrolls 654 students; and Phillip W. Sugg Middle School, grades 6-8, enrolls 270 students. There are also two independently funded schools in the Lisbon community.

Lisbon High School is made up of grades 9-12 enrolling 351 students, 34 of whom attend other institutions that are part of the Lisbon High School System. The building was opened in 1952. Throughout the years it has seen modifications and additions to its original structure. Since the most recent NEASC visit in 2004, the school has replaced siding, windows, and the heating system. Key cards at four main entrances have been installed for increased security. Two portable classrooms have been removed. The front entrance has been moved to the middle of the school and is now handicap accessible. The main office includes the principal's, assistant principal/activities director's, and the school resource officer's offices and is now located at the front entrance of the school. The guidance office, located on the second floor, is handicap accessible by elevator. The stage is handicap accessible by lift. Although the current student population (2014-2015) is 351, there is a projected five percent increase in student population.

The attendance rate for students in 2013-14 was 91 percent. The two-year average dropout rate for 2013 and 2014 was 9.6 percent. The average graduation rate for Lisbon High School is 91.3 percent. The attendance rate of teachers not including professional days is 95.56 percent. One-hundred and three students graduated 2014. Thirty-six attended a four-year college, thirty-three a two year college, five a certificate program, and six military service.

Lisbon High School has business partnerships with surrounding business such as Lewiston/Auburn Rotary, Food City, Chummy's Midtown Diner, Rite Aid, Aubuchon Hardware, Craft's Auto, Subway, Dunkin Donuts, Lisbon House of Pizza, McDonalds, and Larry Stewart's Auto Sales. The local educational opportunities that are available to Lisbon High School students are Kaplan University, Southern Maine Community College, Virtual High School, Lewiston Regional Technical Center, Region 10 Technical Center, University of Southern Maine Lewiston-Auburn, Bowdoin College, Bates College, and The Gartley Street Alternative Education Program. Student of the Quarter,

Principal's Award, co-curricular activities, honor roll, the L-Awards, cum laude system, volunteer programs, Aspirations Day, Project Unified and Special Olympics are student recognition programs at Lisbon High School.

Lisbon High School Core Values

BELIEFS

CONNECTION

- We believe that learning takes place in a safe environment that promotes trust, respect for diversity, and positive human interactions.
- We believe that partnerships with families and communities play a vital role in providing students with increased opportunities for learning.
- We believe that the school must work to promote open communication and feedback.

INNOVATION

- We believe that instruction should accommodate students who learn in different ways and at different rates in order to encourage them to reach their potential.
- We believe that instruction should help students make meaningful connections between new ideas and prior knowledge and experiences.
- We believe that assessment should take into account that making mistakes is a natural part of the learning process.
- We believe that assessment should be designed to challenge students to integrate different tools and different styles of learning to solve problems.

APPLICATION

- We believe that a student's motivation and desire to learn are essential components in the learning process.
- We believe that students must take responsibility and ownership of their own learning.
- We believe that learning can be improved when students are aware of and able to assess their own learning styles and articulate their strengths and weaknesses.
- We believe that instruction should provide feedback that students should use to build on and improve their learning.

LEARNING EXPECTATIONS

ACADEMIC EXPECTATIONS

- Communicate effectively (oral, written, nonverbal).
- Utilize available resources to find, analyze, evaluate, and synthesize information in an effective and ethical manner.
- Use critical thinking skills, creativity, and innovation to solve problems and achieve goals.
- Utilize time and manage workload efficiently and independently.
- Incorporate self-reflection and positive and negative feedback to learn from and fix mistakes.

CIVIC & SOCIAL EXPECTATIONS

- Demonstrate global awareness and act responsibly with the interests of the larger community in mind.
- Collaborate in an effective and respectful manner with diverse teams.

**COMMITTEE ON
PUBLIC SECONDARY SCHOOLS**

**TEACHING AND LEARNING
STANDARDS**

**CORE VALUES, BELIEFS, AND LEARNING
EXPECTATIONS**

CURRICULUM

INSTRUCTION

**ASSESSMENT OF AND FOR STUDENT
LEARNING**

1 Core Values, Beliefs, and Learning Expectations

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

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, 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 Lisbon High School (LHS) community engaged 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. In 2012, LHS established a Core Values, Beliefs, and Learning Expectations (CVBLE) Development Team. The team was composed of a wide variety of stakeholders, including teachers, staff members, students, parents, community members, and school board members. The team examined current research-based best practices including *The Framework for 21st Century Learning* and used those practices as part of the foundation for establishing the core values. The work was done in a three-stage process. The first stage included sending a survey based on the 21st century skills framework and the NEASC Standards to students, staff, the school committee, parents and community members. In the second stage the development team took the feedback from the survey and determined core values that aligned with the most popular survey responses. The third and final stage of the development process began in the fall of 2012 when the full range of stakeholders (staff, students, parents, community members, and school board members) were contacted and invited to participate in the process of articulating core beliefs and developing 21st century learning expectations. Participation included a total of five staff members, two school board/community members, and eight students. Over the next five weekly meetings, the team reviewed exemplars, engaged in discussion, solicited input from the larger groups of stakeholders, and worked towards consensus until it was ultimately able to articulate a set of beliefs for each of the three core values and to identify seven challenging and measurable learning expectations. Meeting minutes and artifacts document the full scope of activities that were used to complete this process. The final draft of CVBLE was approved by the team in November of 2012 and approved by the faculty and school board in December of 2012. As a result of the inclusive and dynamic process undertaken by the team, students, faculty, and parents are knowledgeable about the core values and those core values and beliefs fully represent those of the school and the community. (students, parents, panel presentation, self-study)

LHS has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies and which are defined by school-wide analytic rubrics that identify targeted high levels of achievement. The development of challenging and measurable 21st century learning expectations was undertaken by the same group of staff, students, parents, and community/school board members who developed the core values and beliefs. The process started in October of 2012. The team researched 21st century skills, consulting such documents as *The Framework for 21st Century Learning*. Following research and discussion, the team selected academic expectations that focus on both higher order cognitive skills (such as critical thinking, creativity, synthesis, and evaluation) and non-cognitive skills (such as self management and self reflection). Social and civic expectations include effective collaboration and global awareness. In November of 2012, the team submitted the learning expectations draft to the entire staff and requested feedback to inform revisions. The faculty and school board approved the final learning expectations document in December of 2012. In 2013, after the core values, beliefs, and learning expectations were developed, the faculty created measurable school-wide analytic rubrics to define levels of achievement for those 21st century learning expectations and academic, social, and civic competencies. Following the completion of the first draft, staff members were instructed to review and provide feedback to inform revisions and improvements of the rubrics. In February 2014, the rubrics were presented at a faculty meeting, voted on, and approved by unanimous consensus. Staff members were instructed to begin implementing these school-wide rubrics in their classrooms and were asked to provide comments and suggestions for the purpose of future review and revision of the rubrics. According to students and faculty, the 21st century learning expectations are challenging and the academic, civic, and social skills they address are applicable in their

careers or advanced studies. Because these learning expectations and the accompanying analytic rubrics were developed inclusively and intentionally, students at LHS have challenging and measurable 21st century learning expectations that address academic, social, and civic competencies. (teachers, panel presentation, self-study)

Lisbon High School's core values, beliefs, and learning expectations are sometimes reflected in the culture of the school and are beginning to drive curriculum, instruction, and assessment in every classroom, but do not formally guide the school's policies, procedures, decisions, and resource allocations. The core values statement is posted in the vast majority of classrooms and is prominent throughout the school. Many teachers are currently using school-wide 21st century learning expectation rubrics in their classrooms to some degree. For example, the French teacher includes identified learning expectations in every class she teaches. Students in those classes are able to identify which learning expectations are being addressed and how they are being assessed. Furthermore, the core values are reflected through a variety of extracurricular activities, including SADD and the new Peer-to-Peer Tutoring program. The school's Unified Basketball program is particularly effective at providing students the opportunity to address the learning expectation associated with "collaboration in an effective and respectful manner." In this program, a basketball team from LHS composed of junior varsity and special needs athletes compete against similarly composed teams from other high schools. The influence of the core values, beliefs and expectations are just starting to be felt in curriculum, instruction and assessment. The use of school-wide rubrics in the classroom differs according to department and, in some cases, individual teachers. Teachers were instructed by administration to use the rubrics but were not given specific instructions on how to do so. As a result, some departments such as art purposefully identified learning expectations connected to lessons while other departments included learning expectations but neither the teacher nor the students could explain how they were connected. Also, some program decisions seem to be made counter to the core values including the elimination of a student volunteer program in which students annually logged over one thousand hours of community service; and the elimination of the Senior Exhibition Program which gave students the opportunity to interact with the community. Thus, while core values, beliefs, and learning expectations are sometimes reflected in LHS culture and are beginning to drive curriculum, instruction and assessment, until they formally guide school policies, procedures, decisions, and resource allocations their full impact will not be realized. (students, panel presentation, self-study)

The school has a limited plan to regularly review and revise its core values, beliefs, and learning expectations based on research, multiple data sources, and district and school community priorities. The faculty council has been tasked with an annual review of the core values. As part of this review, the council surveyed students and faculty in March and April 2015. The council also reviewed and revised the wording of the learning expectations and corresponding rubrics. Beyond the faculty council annual review, however, there is no indication of a specific action plan to review and revise the core values, beliefs, and learning expectations moving forward. Also, while the faculty council has plans to meet annually to review and revise the core values, no specific procedure is in place to ensure that 21st century learning expectations based on research, multiple data sources, and school, district, or community priorities are being incorporated. When LHS implements a thorough and comprehensive review and revision strategy that incorporates best practices, research, and local priorities, the school's core values will remain current and relevant. (panel presentation, school leadership, self-study)

Commendations:

1. The leadership of the Core Values, Beliefs and Learning Expectations Development Team
2. The dynamic, collaborative and inclusive process used to establish a set of core values, beliefs, and learning expectations
3. The involvement of a wide range of stakeholders, including faculty, students, parents, and community members to identify and commit to a set of core values and beliefs about learning
4. The collaboration of the LHS faculty in creating school-wide analytic rubrics that measure 21st century learning expectations
5. The variety of extracurricular offerings reflecting the core values and beliefs
6. The efforts of various departments and faculty members to implement the learning expectations to drive curriculum, instruction, and assessment
7. The process followed by the faculty council to solicit feedback on the core values and beliefs from students and faculty in 2015

Recommendations:

1. Develop and implement a process to ensure that all faculty are using school-wide 21st century learning expectations and accompanying rubrics to drive curriculum, instruction, and assessment
2. Develop and implement a process to ensure that the core values are guiding school policies, procedures, decisions, and resource allocations
3. Develop and implement a specific and sustainable process to review and revise the core values based on research, multiple data sources, and school, district, and community priorities

2 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 curriculum at Lisbon High School is aligned with the learning expectations although because it predates the development of the core values, beliefs, and learning expectations it has not been purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. Teachers have mapped the connections between the curriculum and the school wide learning expectations. The school has made a concerted effort to incorporate learning expectations into the classroom and students are aware of learning expectations, which appear in many classrooms and lessons. However, the *Understanding by Design (UBD)* curriculum template utilized by the school does not identify clear connections between 21st century learning expectations and course content, nor does it explicitly state these expectations. The printed curricula, unit guides, and online curricula lack clearly stated learning expectations. When the 21st century learning expectations are fully incorporated in all curriculum units, students can be ensured the opportunity to practice and achieve each of them. (teachers, self-study, student work)

The curriculum is written in a common format that includes essential questions, concepts, content, and skills as well as instructional strategies and assessment practices, but the template has not been updated to include the school's 21st century learning expectations. The Lisbon School Department units of study are all written according to a unit template based on McTighe and Wiggins' *Understanding by Design* model. Following this model, all units address essential questions and enduring understandings. The content of each unit is clearly articulated in the unit summary. Prerequisite knowledge and skills, key knowledge and skills, teaching and learning experiences, and provisions for extended learning are articulated as well. Units are also aligned with Maine Learning Results, which include the Common Core State Standards. Some content areas provide units with the school's 21st century learning expectations listed on a separate sheet. The *UBD* curriculum template utilized by the high school does not yet include identification of 21st century learning expectations. Teachers have identified the need to better incorporate learning expectations in curriculum guides. Also, although there are examples of teachers using course-specific rubrics in curriculum for assessment purposes, analytic rubrics for assessment are not being used school-wide. When 21st century learning expectations are articulated clearly in the curriculum documents, teachers and students will have a better understanding of how the curriculum helps them practice these important skills. (student work, teachers, self-study)

In many units, the curriculum emphasizes depth of understanding and application of knowledge through inquiry, problem solving, and higher order thinking, although in varying degrees. Sixty-five percent of students and staff and 54 percent of parents report that higher order thinking skills are prevalent in instruction and curriculum. For example, students in theatre arts are expected to read and analyze a play using the Stanislavsky analysis techniques. Grade nine students practice critical thinking skills and creativity as they read and analyze short stories that focus on coming of age experiences, and students in an Algebra II class use matrices to organize numerical data to solve linear systems. Cross-disciplinary opportunities are infrequent and teachers are not provided time to meet interdepartmentally. LHS does offer some authentic learning opportunities including college tours, field trips, internships, access to programs at two career and technical schools, and job shadowing. Gifted students can also participate in the Androscoggin Valley Education Collaborative, which provides enrichment activities at Bates College and Edward Little High School. Informed and ethical use of technology is reinforced through an agreement that must be signed by parent and student. (student work, classroom observations, self-study, Endicott survey)

There is alignment between the written and taught curriculum. The majority (63 percent) of the staff reports that there is clear alignment between curriculum content and what is taught. Content area departments meet three times monthly to review the curriculum and to ensure alignment with what is taught. Several teachers also report regular consultation during department meetings about the curriculum in order to inform instruction. Observed classroom instruction matched with curriculum units. Students also reported curriculum in different classes is the same across content area although it may be delivered differently. This alignment of written and taught curriculum ensures that LHS provides consistent educational offerings for all students. (student work, teachers, self-study, Endicott survey)

Curricular coordination and vertical articulation is inconsistent between and among academic areas within the school as well as with sending schools in the district. Within Lisbon High School, the curriculum development process is sporadic. Content area curricula have been organized using the *UBD* template. However, these curricula are in various stages of development. The music, arts, physical education, and world language disciplines follow a scope and sequence format. The math and English curricula are in a state of flux. Revolutionary Schools, a professional development organization, had been contracted to create a K-12 curriculum that was based on the Common Core State Standards in math and English, but the work was incomplete when LHS stopped work on the initiative. Also, the high school has had limited opportunities to meet with sending schools to work on curriculum and vertical articulation. Some departments have worked with the middle school teachers to create better articulation, but this is not a formalized process and appears to happen as personnel needs are identified. For example, teachers are sometimes moved to the middle school with the intention of looping with students when they move to the high school, but this practice is inconsistent and seems to be based on instruction and not on curriculum. An LHS curriculum that is evaluated in a systematic manner for coordination and vertical alignment will reduce redundant efforts, promote reinforcement of difficult concepts, create opportunities for cross-discipline development and provide both clarity and focus for students and teachers. (department leaders, self-study, teachers)

Instructional materials, supplies, and library/media center resources are sufficient to implement the curriculum, co-curricular programs, and other learning opportunities but facilities, staffing and technology are not. Seventy-seven percent of parents and 67 percent of students report that instructional supplies and equipment are sufficient. For example, science classes are well-stocked with laboratory supplies and all classes have sufficient, up-to-date textbooks. The library has a sufficient budget for materials and is well stocked with print sources as well as desktop computers for student use. The school has undergone several renovations and improvements in recent years including the addition of a handicap accessible front entrance and the construction of a new gymnasium. Despite this work, there is more to be done. Only 28 percent of parents indicated that the school's facility adequately supports its programs and services, and 48 percent of staff believes that the facilities are unsuitable to implement the school's programs and services. This survey data was collected prior to the completion of the gymnasium, however. For instance, the music program shares the use of a science lab with the Jobs for Maine Graduates program and stores instruments in an attached greenhouse. The district plans to renovate the old gym into a performing arts space, but funding and specific plans are not yet in place. LHS has experienced several reductions in staff in recent years. Budget cuts in 2009 eliminated many positions. These cuts in staff left only one full time and one 4/5 social studies teachers, forcing the school district to reduce the number of social studies credits required for graduation to two and the total number of required credits to twenty. Lisbon High School has some technology upgrades including a number of SMART Boards, five laptop carts, and a variety of types of computers. Teachers all have laptops. However, teachers report that many SMART Boards are not functioning and that they have not been trained on the devices. Students report they have limited access to reliable technology and often

use their own smartphones and personal data plans to conduct research and do other work. Only 38 percent of parents feel that technology resources are adequate. There is only one technology support person for the entire district which increases the time required for needed repairs or attention to maintenance. Providing sufficient staffing, instructional materials, technology, equipment, supplies, facilities, and library/media resources to fully implement the curriculum, including co-curricular programs, enhances the students' learning experiences. (teachers, students, self-study)

The district provides the high school professional staff with time for ongoing and collaborative development, evaluation, and revision of departmental curriculum, but insufficient personnel for these tasks. Content area teams are allotted one hour, three times monthly to work on curriculum. This time is used inconsistently for this purpose, however, since other priorities such as the change to a standards-referenced grading system have taken precedence. Prior to the elimination of key positions, content team leaders coordinated curriculum development and revision. This work was guided by monthly meetings with the superintendent and curriculum coordinator and based, in part, on NWEA, PSAT, and SAT results. The curriculum coordinator was responsible for reviewing any changes to the curriculum and submitting revisions to the data research specialist who uploaded them onto the website. Since 2010, the curriculum coordinator/assistant superintendent, and data research specialist positions have been eliminated. The loss of these positions and five academic teaching positions has dramatically altered Lisbon High School's capacity to develop, revise, and evaluate the curriculum. Moreover, the curriculum revision process has not been altered to account for the new personnel structure. An increase in personnel, time, and financial resources will facilitate the collaborative development, evaluation, and revision of the curriculum that will help students achieve the school's learning expectations. (teachers, self-study, student work)

Commendations:

1. The commitment to the development and use of the 21st century learning expectations
2. The consistent use of the *Understanding by Design* curriculum template
3. The learning opportunities available at both Lewiston Regional Technical Center and Region 10 Technical High School that expand options for students
4. The consistency of alignment between the written and taught curriculum
5. The completed building renovations to better support the implementation of the curriculum
6. The allocation of content area meeting time to work on the curriculum
7. The posting of curricula on the school's website that allows students and parents access to this important information

Recommendations:

1. Purposefully and explicitly include 21st century learning expectations in content area curricula and rubrics

2. Ensure the curriculum includes assessment practices that include the use of school-wide and course-specific analytic rubrics
3. Increase consistent access to current, reliable technology to emphasize higher order thinking through the application of knowledge
4. Develop and implement a system to create opportunities for cross-disciplinary learning
5. Continue to add opportunities to the curriculum that promote higher order thinking skills
6. Develop and implement a system to regularly coordinate and articulate curriculum with sending schools in the district
7. Provide sufficient staffing at the school and district level for revision and development of curriculum
8. Ensure that there is sufficient staffing, technology, and facilities to sufficiently implement the curriculum, extracurricular activities and other learning opportunities

3 Instruction

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

Conclusions

Teachers at LHS strive to reflect on their instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations. Teachers collaborate within their departments both informally (during planning or mentoring time) and formally (during weekly meetings) on common curricula including assessment rubrics, share ideas and practices, and discuss student performance and achievement. However, teachers do not seem to have enough scheduled time to effectively reflect upon and make changes to instructional practice to further enhance student learning. Certain departments have aligned their instruction to consistently support the school's core values and beliefs about learning. Although some teachers discuss the learning expectations with students at the beginning of each lesson, most teachers do not do this regularly. Students are sometimes asked to identify which values or expectations were utilized in the given instruction. The teacher evaluation system includes measures to ensure the consistency of the core value and learning expectations alignment with instructional practices. Although teachers currently reflect on instructional practices to ensure consistency with the school's core values, beliefs and 21st century learning expectations, additional time for documenting instructional changes driven by the reflections would improve the quality of instruction. (teachers, self study, panel presentation)

LHS instructional practices generally support the 21st Century Learning Expectations by personalizing instruction, engaging students in some cross disciplinary learning and as active and self directed learners, emphasizing inquiry, problem solving, and higher order thinking skills, applying knowledge and skills to authentic tasks, encouraging self assessment and reflection, and using technology in instruction. LHS teachers personalize their instruction in a number of ways. As a result of the small class sizes and relationships built through the Advocacy program, teachers know their students and their interests and can appeal to those interests within classes. Jobs for Maine Graduates, Advanced Placement classes, Coaching Principles independent study, and the Gartley Street program further allow students to personalize their education to their needs. Although there is no formal mechanism for cross-disciplinary learning, examples of it exist. For example, science activities frequently involve writing and math and the teachers involved discuss the necessary skills to ensure student success. Students are often active learners at LHS. Class activities include small group collaboration in science labs, whole class discussions in social studies classes, student choice in English class reading assignments, and inquiry based math lessons. Students have the opportunity to make up work they did not complete successfully, thus taking charge of their learning. Frequently students are asked to self-assess the extent to which they met a class's academic expectations or an identified social or civic learning expectations. Students have limited access to technology, but are able to use computers to access and send documents to teachers and to each other for peer review. Although teachers are not formally required to use technology integration to enhance instruction, some do. Thus, with the exception of technology, teachers' instructional practices generally support the achievement of the school's 21st century learning expectations. (classroom observations, self-study, panel presentation, students, teacher interviews)

Across all content areas and course levels, teachers at LHS adjust their instructional practices to meet the needs of diverse learners by using formative assessments, differentiation, purposeful group learning, and alternative strategies. Teachers adjust their instructional practices to meet the needs of each student. Teachers at LHS formatively assess student learning during instruction, making adjustments as needed. Recognizing that not all students learn in the same way or in the same time frame, teachers analyze instructional plans and practices to meet individual needs. Teachers are purposeful in organizing group learning activities. When needed, teachers provide extra-help sessions

for students not meeting the standards or expectations. Teachers post after-school hours in their classrooms and utilize the given intervention block. Some teachers create independent study courses to meet student needs outside of the regular schedule or course offerings. Various methods of assessing student knowledge are demonstrated that meet specific student needs. Teachers effectively adjust their instructional practices to meet students' 21st century learning needs. (teachers, observation, panel presentation)

Teachers improve instructional practices individually and, to an extent, collaboratively by using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources; examining current research and engaging in professional discourse focused on instructional practice. Teachers meet regularly within their content areas to examine and discuss student work and calibrate scoring methods. Some teachers meet to collaborate across content areas. Feedback is a formative method used widely to improve performance and is embedded in the culture of the school for students and staff alike. Some teachers ask students for input in developing resources and alternative methods for accomplishing student goals. Teachers regularly request feedback from a variety of sources including students, mentors, colleagues and administrators. Standardized assessment data is collected and available, but teachers lack regular and formal opportunities to review it for purposeful instruction design. Most time allotted to collaboration on instructional practices occurs within each department. Department time is also used for the purpose of examining current research and best practices within content disciplines. School leaders support professional development and encourage teachers to improve instruction. LHS has experienced a high rate of turnover in teaching and administrative staff, making continuity of the instruction review process difficult to evaluate. While teachers meet regularly to collaborate within their content areas, more time on cross-disciplinary collaboration and specific-need professional development will help teachers fully meet the needs of 21st century learners. (panel presentation, teacher interviews, self-study)

Teachers maintain expertise in their content area and in content-specific instructional practices. Ninety-three percent of teachers, 85 percent of students, and 71 percent of parents report that teachers are experts in their content fields. Teachers value having a high level of expertise in their content area and content-specific instructional practices. The district provides adequate funding for outside professional development opportunities. Teachers are expected to regularly read and reflect on current literature and best practices during department meetings when time is given and utilized for this reflection. Teachers, as 21st century learners themselves, exhibit a high degree of dedication to self-improvement for the benefit of student 21st century learners. (self-study, panel presentation, Endicott survey)

Commendations:

1. The consistent display and reference to the school's core values, beliefs and 21st century learning expectations
2. The teachers' reflective practices, especially around the beliefs about learning
3. The consistent personalization of instructional practices to meet students' needs
4. The engagement of students as active and self-directed learners and encouragement for them to apply knowledge and skills to authentic tasks and make connections across curricula

5. The teachers' consistent reflection on and improvement of instructional practices
6. The teachers' dedication to learning and to the students of Lisbon High School
7. The administrative support of professional development opportunities for teachers

Recommendations:

1. Provide teachers with resources for effective utilization of technology in instruction
2. Provide opportunities for 21st century learners to apply their knowledge and skills in meaningful ways outside of school
3. Develop and implement a plan to provide teachers with sufficient time, training, and protocols to formally, effectively, and regularly reflect upon and make changes to instructional practices to further enhance student learning
4. Provide professional development around standardized assessment data analysis to inform instruction, curriculum, and assessment practices

4 Assessment of and for Student Learning

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

1. The professional staff continuously employs a formal process, 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

The professional staff does not currently employ 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. Rubrics have been developed and most teachers are using school-wide rubrics in some ways. In fact, many students are aware of the 21st century learning expectations, are able to recite them, and feel these standards support their individual growth through the clarity of expectations and opportunity for self-reflection. Nevertheless, there is no formal process for using the rubrics or system to collect data from the rubrics. Also, the time to implement the rubrics across departments has been limited. Some departments have developed a formal process but even within those departments, the process has not been implemented consistently. One concept under consideration that may serve as a school-wide vehicle of measuring the learning expectations is a senior project that includes a portfolio aligned to the expectations, but there is no specific plan yet to implement that concept. When the school implements a formal process to assess individual progress in achieving the 21st century learning expectations, the school will be able measure if students are meeting these important goals. (panel presentation, teacher interviews, self-study)

Despite the lack of a formal process for measuring individuals' and the school's progress in achieving the school's 21st century learning expectations, individual teachers do collect some data related to each students' achievement and have a process to communicate it to students and parents. Overall school progress in achieving the learning expectations to the school community has not yet been communicated, however. Data on student progress and achievement are available in a number of ways. First progress reports and reports cards are distributed eight times per year. Second, Web2School, the school's student management system, includes an online portal for students and parents to review student progress at any time. Third, teachers frequently email and telephone parents regarding student progress and concerns, and the teachers are available after school hours on predetermined dates for conferences with parents. These reports communicate to students and their parents the grades and current measures of student progress in the 21st century learning expectations. For technical reasons, Web2School does not allow a record of learning expectations grades so it is not possible to track student longitudinal growth in those expectations. This same technical limitation prevents the school from collecting school-wide data on the progress in achieving the learning expectations and so that data has not been shared with the community. Until the technical issues with the student management system are resolved and longitudinal data can be collected, the school will not be able to communicate comprehensive data on student and school progress in achieving the school's 21st century learning expectations. (classroom observations, teacher interviews, self-study)

Professional staff sometimes collect, disaggregate, and analyze data to identify and respond to inequities in student achievement. Data from in-class formative and summative assessments are collected and reported in Web2School, progress reports, and report cards. Despite the availability of school-wide rubrics and disaggregation of these data within departments, there is no formal process of review using the school-wide rubrics to assess students. Teachers review summative results in department meetings, but there is no formalized time or process to review this and other assessment data. A data research specialist used to manage data for the district, but that position was eliminated. There are examples of summative assessment results driving changes in instructional practice, a practice supported by the current building-level administration. Without a system to effectively collect data on a school-wide level, there is a barrier to chart the inequities between gender, ethnicity, and/or grade level, and therefore there is not a discussion of the achievement gaps at this time resulting in minimal changes or modifications in curriculum at this level. (school leadership, self-study, teacher interviews)

In many content areas, prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and frequently relate unit-specific learning goals to be assessed. Many teachers communicate the applicable 21st century learning expectations prior to each unit of study, and even before each individual lesson, as well as providing the rubric specific to that unit. Seventy-three percent of students report they understand in advance what work they have to accomplish to meet their teachers' expectations. Furthermore, some departments have developed unit rubrics and communicated the expectations embedded in these rubrics prior to each unit resulting in students understanding the learning expectations throughout a department. However, the standard practice of communicating expectations prior to each unit of study has not been established. Until the practice is standardized, LHS cannot guarantee students understand the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed. (student shadowing, teacher interview, classroom observations)

In many content areas teachers provide students with the corresponding rubrics prior to summative assessments. In some classes these rubrics are provided in syllabi in honor level classes while other classes provide them at the beginning of a unit. Although there are differences in this practice, 73 percent of students feel that they understand in advance what work they have to accomplish to meet their teachers' expectations. Many teachers communicate the rubric specific to that unit before individual lessons, as well as provide the rubric specific to that unit prior to assessments. Teachers sometimes frontload instruction of these rubrics in conjunction with review of the applicable 21st century learning expectations, however, this practice is not consistent in all content areas. The creation and use of unit-specific rubrics and school-wide rubrics in most classrooms has resulted in students who understand the expectations prior to each assessment and feel adequately challenged by the curriculum. (teacher interviews, students, classroom observations, Endicott survey)

In each unit of study, teachers frequently employ a range of assessment strategies, including formative and summative assessments. These assessments include, but are not limited to, Kahoot, projects, post-it note check-ins, review of previous class as a warm-up, classwork, homework, and peer editing. Sixty-eight percent of students agree that teachers use a variety of methods to assess learning; this percentage of agreement steadily climbs when upper grade levels are considered. The implementation and use of a range of assessment strategies across all disciplines in unique methods engages students, employing a variety of learning styles as well as commands their attention in novel ways. (teacher interviews, classroom observations, students, self-study, panel presentation)

Teachers regularly collaborate in formal ways on the creation, analysis, and revision of formative and summative assessments, however, there are very few common assessments. Weekly meetings allow for formal time that includes the creation and revision of formative and summative assessments and has resulted in the vast number of rubrics created. Teachers also collaborate to create common rubrics within departments. There is no focus school-wide on creating common assessments. Fifty percent of students feel their teacher's grading is fair and consistent. This formal collaboration fosters the creation, analysis, and revision of formative and summative assessments enabling all students to be assessed using consistent measures. (self-study, panel presentation, teacher interviews, Endicott survey)

Teachers across the school provide specific, timely, and corrective feedback to ensure students revise and improve their work. Teachers use formative assessments to provide immediate feedback. After a summative assessment, feedback is frequently provided to show which content area standard has been met or not met. Fifty-four percent of students agree the return of feedback is timely, and 71 percent of students agree teachers offer suggestions to help them improve their work. Furthermore, 69

percent of parents agree teacher suggestions help their children improve their work. In many classes, teachers provide specific and corrective feedback, with an emphasis on grading using the rubrics provided, so students understand both what they have achieved and where they need to focus their efforts and correction. Many teachers have implemented the practice of allowing the resubmission of work to meet a content area standard. There is no school-wide procedure to guide or regulate this practice, resulting in inconsistencies regarding deadlines and the number of allowable retakes. Many classrooms employ a “Request to Retest” form that students must submit to retake an assessment, although the requirements and completion of this form and the timelines are class-specific. The student handbook provides some guidance as to when retakes are allowed, but each department applies this guidance differently. For example, some require review sessions and some limit the amount of time students have to retake an assessment. The feedback teachers provide helps students achieve content area and 21st century learning expectations; school-wide procedures that regulate this practice will help ensure that feedback is given more consistently. (Endicott survey, teacher interviews, student shadowing, classroom observations)

All teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. Teachers cite in multiple and varied ways that they use formative assessments, and the results of these practices influence day-to-day teaching practices. Instruction is adapted on a day-to-day basis based on the information gathered during formative assessments. The consistent use of formative assessments informs teachers as to how their students are comprehending the material presented, impacts the immediate and long-term delivery of each unit, and ensures students are supported as they move through the curriculum. (teacher interviews, classroom observations, self-study)

Teachers and administrators, individually and collaboratively, examine some forms of evidence of student learning for the purpose of revising curriculum and improving instructional practice. LHS collects many forms of evidence including student work, course assessments and common assessments, grade-level assessments, standardized assessments, data from sending schools and receiving schools, and survey data from current students. Teachers examine student work, course assessments, and common assessments during department meetings to change curriculum and improve instructional practices. Teachers use the data collected from standardized assessments and the requirements of impending standardized assessments to revise curriculum. Data from a survey administered in April 2014 to students, staff, and parents has also been used to revise curriculum and instructional practices. However, the school does not currently collect survey data from alumni. Similarly, since the school-wide rubrics are not being used by every discipline and since the current student management system is not able to record longitudinal data on those learning expectations assessments, LHS does not examine data from those rubrics either. Once LHS develops a system in which student assessment data from a variety of sources purposefully collected and routinely examined through an intentional protocol, the school will be able to revise curriculum and improve instructional practice based on that evidence. (Endicott survey, self-study, teacher interviews, classroom observations)

Grading and reporting practices have been reviewed and revised, but there is no plan to review and revise these practices in the future. Only 55 percent of staff and 53 percent of parents feel that school-wide grading and reporting practices are regularly reviewed and revised. Grading practices at LHS are in a state of flux. Students in the class of 2016 earn traditional letter grades, but students in subsequent graduating classes earn “standards-referenced” grades based on a 4.0 scale. This change was made in an attempt to move the school to a proficiency-based system. However, there are elements of this practice that are inconsistent with the concept of proficiency. Namely, in the current system

standards in a course are averaged for a final grade. As a result, a student could fail one standard, excel in another standard, and pass the class, never proving proficiency in all standards. There is no plan to review and address this situation. Furthermore, the implementation of the core values, beliefs, and expectations is adding more complexity to grading practices since students are now being assessed on their levels of achievement in meeting those expectations. The current student management system is not able to collect longitudinal data on these levels of achievement so individual student and whole-school results cannot be examined. This examination would likely lead to a review of the grading practices at LHS. Thus, although the school is attempting to move toward a proficiency-based system of grading, until a plan is developed and implemented to review current grading practices that system will not be fully realized. (Endicott survey, self-study, teacher interviews, school leadership)

Commendations:

1. The practice of providing school-wide and unit-specific rubrics prior to summative assessments
2. The wide range of assessment strategies used to measure student achievement
3. The various methods and frequency of reporting current grades to students and parents
4. The efforts and dedication of the staff to analyze data
5. The students' awareness of what work they have to accomplish to meet their teachers' expectation
6. The multiple opportunities for students to meet content-based standards
7. The consistent use of formative feedback that creates a constant support for students during each unit

Recommendations:

1. Develop and implement a school-wide practice for retakes and corrective work
2. Develop and implement a system to report on school-wide achievement of learning expectations and the analysis of that achievement
3. Develop and implement a plan to regularly disaggregate and analyze student assessment data to determine inequities and necessary changes to curriculum and instruction
4. Develop and implement a plan to consistently review grading and reporting practice
5. Develop and implement a system to purposefully and consistently review student work, grade-level assessments, common course assessments, data from sending schools, standardized assessments, and survey data from current students and alumni to drive instructional practices

6. Ensure school-wide rubrics are being used purposefully and consistently throughout the school
7. Develop and implement common assessments where appropriate through inter- and intra-departmental collaboration
8. Establish a standardized practice of communicating to students the school's applicable 21st century learning expectations and related unit-specific learning goals prior to each unit of study

SUPPORT STANDARDS

SCHOOL CULTURE AND LEADERSHIP

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

5 School Culture and Leadership

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

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable, inclusive, and 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 Lisbon High School community has worked consciously and collectively to build a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. LHS has developed extensive student management policies and procedures with clearly identified goals and a graduated system of discipline. These procedures include a new hall monitor system. The school is clearly working toward consistent execution of disciplinary procedures. Sixty-one percent of students report that they feel safe at school and several shared that there are few serious incidents per year. The school is striving to implement a system to celebrate student achievements through Student of the Month recognition, pep rallies, athletic contests, school plays, and concerts. LHS has also implemented a program called Project Unify, which unites regular and special education student athletes through organized basketball. To meet the needs of all students, LHS has developed an alternative program (Gartley Street), redesigned the master schedule, expanded the after-school hours of the library, and implemented an extended intervention block. The school has developed partnerships with Central Maine Community College and Kaplan University. LHS has a chapter of the National Honor Society, offers ASVAB testing, participates in Upward Bound through Bowdoin College, has a MELMAC foundation grant, offers courses through Virtual High School, enrolls students in both Lewiston Regional Technical Center and Region 10 Technical High School, and offers SAT preparation courses. As a result of the positive, respectful, and supportive culture at Lisbon High School, students have the confidence to take responsibility for their own learning and to challenge themselves to meet high expectations. (Endicott survey, students, self-study)

LHS is often equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations. The school currently offers twenty-seven heterogeneously grouped courses and students are required to take four of them in their high school experience. Students at the Gartley Street program do not have to take all of these courses, but since that program focuses on alternative learning and credit recovery, virtually all courses there are heterogeneously grouped. Several courses at LHS are grouped homogeneously to ensure that all students have challenging learning experiences enabling them to achieve the school's learning expectations. In the core courses, these groups are called conceptual, academic, honors, and Advanced Placement which give students choice, but also support for those choices. A response to intervention (RTI) system was developed and implemented by the faculty council through research and investigation into best practices. Special education strategies are in place to ensure that all students have access to the curriculum. Because of the several heterogeneously organized courses supporting a diverse student body and reflecting the 21st century learning expectations, Lisbon High School is equitable and inclusive. (panel presentation, self-study, teacher interviews)

There is a program at Lisbon High School in which each student has an adult in the school who knows and assists the student in achieving the school's 21st century learning expectations. The school has employed a formal advocacy program for several years. However, according to 30 percent of students, 55 percent of staff, and 56 percent of parents, the program is not very effective. As a result, the principal and faculty council have revised the program to include a Wednesday intervention block, silent and sustained reading, and team building. The school now has a system in which students meet daily with their adviser, thoughtfully plan intervention time, and develop team-building skills. By creating programs that promote meaningful connections of students with adults in the building, students

have oversight and assistance as they strive to achieve their goals. (Endicott survey, self-study, teacher interviews)

In order to improve student learning through professional development, the principal and professional staff frequently 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; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment. LHS teachers have an ambitious schedule of professional meetings. With faculty, faculty council, grade level, department, and professional development meetings, a staff member meets professionally within the district for approximately 62 hours in a year. Many staff members would like to have more input into the development of in-district professional opportunities so they can be tailored to individual learning needs. Recently, the staff had the opportunity to design and participate in self-designed meaningful professional development activities. LHS teachers also attend a wide-variety of out-of-district workshops and institutes around such topics as safe and supportive schools, standards-based education, proficiency-based diplomas, world languages summer institute, integrating Common Core, autism, New England arts summit, Maine Association of School Libraries, special education training, math achievement, and College Board training. As a result of the wide variety of professional development opportunities, staff are able to improve their instructional practices which improves student learning. (teacher interviews, self-study, teachers)

School leaders regularly and by design use research-based evaluation and supervision processes that focus on improved student learning. The professional evaluation system at Lisbon high school has been using the Danielson framework, but recently the school and district switched to the Marzano framework and the associated iObservation online system. This switch was part of a regional collaborative initiative. The Marzano evaluation provides administrators with a robust tool for measuring teacher effectiveness based on the art and science of teaching. The model has four main domains that work together to provide a framework for developing expert teachers. The tool allows teachers to develop growth plans that are measured longitudinally and administrators to develop differentiated professional development around teacher effectiveness. According to the principal, this has been a positive change, but the school is still in the early stages of adoption. Staff members consistently express a desire for more training to better understand the program and its functions. Thus, LHS is using a research-based evaluation and supervision processes that will lead to improved student learning when administrators and teachers are more familiar and trained in it. (self-study, teacher interviews, school leadership)

The organization of time extensively supports research-based instruction, minimally supports professional collaboration among teachers, and definitely supports the learning needs of all students. From 2012 - 2015, LHS used a five-block 60-minute alternating day schedule with math and English classes meeting daily. The staff felt this schedule was constraining and did not provide enough time in blocks. The administrative team and faculty council developed a new, four 78-block schedule with an intervention block on Wednesdays. The superintendent approved the new schedule, which went into effect in 2015-2016. The immediate by-products of the new schedule were more course offerings, a reduction in class size, alignment with the career and technical schools, improved school culture, reduced lunch size, accurate student placement, and equitable teacher-to-student ratios. A drawback of the current schedule is that common planning time is no longer available, so teachers cannot collaborate professionally during the school day. Despite this drawback, the reorganization of time in daily

operations has begun addressing the learning needs of all students across the school. (teacher interviews, school board, self-study)

Student load and class size frequently enable teachers to meet the learning needs of individual students. In 2014-2015, English and math classes were 20-24 students, English and math teacher loads were 60-70 students, and other teacher loads were 80-110 students. The average class size at LHS was 16 students. One exception to these averages is social studies classes, which routinely exceed 25 students. Thirty-five percent of staff feels that class sizes enable them to meet the learning needs of individual students. The new schedule implemented in 2015-2016 has allowed for smaller class sizes. According to staff, class sizes are now more than adequate to meet the needs of the students and for teachers to align with the core values, beliefs, and learning expectations. By ensuring appropriate class size distributions, teachers will have enhanced opportunities to differentiate instruction to meet the needs of all students in their classes. (Endicott survey, faculty council, teachers, students)

The principal, working with other building leaders, frequently provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Sixty-three percent of staff feels that the principal provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. Several staff shared that they believe the principal models and "lives" the core values, beliefs, and learning expectations and that he listens, asks for input, and maintains an open door policy. The principal and the faculty council have made purposeful changes to improve instruction that support the core values. These changes include the delivery of study halls, the scheduling of intervention time, and the development of the master schedule. The principal has also fully supported changes to the advocacy program. When changes are necessary the principal welcomes the feedback of staff in order to make informed decisions. The principal and assistant principal jointly are instructional leaders. The assistant principal has an additional challenge of being responsible for oversight of athletics. The staff and parents perceive that the demands of the assistant principal/athletic director make it difficult to maintain continuity of the administrative team. As the principal and other school leaders continue to make research-based decisions, the stakeholders within the school can be confident that all students will have an excellent learning experience designed to meet their needs. (self-study, department leaders, school leadership, parents, Endicott survey)

Teachers, students, and parents are sometimes involved in meaningful and defined roles in decision-making that promote responsibility and ownership but that involvement is inconsistent. The Lisbon High School faculty council consisting of administrators, content area leaders, and advocacy leaders function as school leaders. The council meets regularly and its mission is to address school-wide, big-picture issues. The faculty council sets goals each year to guide the work and brings proposals to the faculty and administration to effect school-wide positive change. Students are also involved through the civil rights team, student government, the development of the Lisbon School Department Educational Strategic Plan, and in the hiring process. However, 43 percent of students report that they have no input in decisions made at LHS. The school has a small parent group that meets monthly with the administration to share information and discuss potential opportunities for communicating important information to parents. Including students and parents more consistently in the decision-making process will foster and promote family and community ownership at LHS. (self-study, school leadership, Endicott survey)

Teachers frequently exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers at Lisbon High School frequently seize the opportunity to take on leadership roles essential to school improvement. Many teachers serve as

coaches or advisers to co-curricular activities, serve as curriculum and/or advocacy leaders, and/or serve on the faculty council. LHS teachers believe the core values, beliefs, and learning expectations are crucial in the classroom and in co-curricular activities. Through staff efforts the advocacy program has been redesigned, handbooks have been updated, and the eligibility policy has been revamped in the last year. The faculty council provides staff with a forum to discuss issues and changes taking place at LHS. In 2014-2015 the faculty council, with the principal's support, initiated changes to the master schedule which added flexibility for students to better meet their needs. Individual teachers may also initiate meetings with administrators, staff, students, and parents to discuss at-risk behavior and create plans to better support the needs of students. Content area leaders facilitate and guide curriculum development and implementation. The principal and staff of Lisbon High School have become champions of consistent improvement in order to meet the needs of the students. (teacher interviews, students, self-study)

The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations but there is some concern about the extent of that collaboration. School board members feel that administrators have the necessary authority to lead their schools. School board members and administrators participate in bi-weekly committee meetings. The school board also engages in workshop meetings with district and building leadership. The administrative team meets once per week to engage in professional development in the area of supervision and evaluation. The entire administrative team and school committee engage in two retreats per year. Nevertheless, there is disagreement among the staff on how well the superintendent and school board support the principal. According to the Endicott Survey, 40 percent of staff agreed, 38 percent disagreed, and 23 percent were undecided that "the school board, superintendent, and principal collaborate in the process of achieving learning expectations." This reflects the staff's feeling that decision making in recent years has largely been a top down process. The school's current principal feels that collaboration with the superintendent is improving and that he is involved in important decisions that impact student learning at Lisbon High School. For example, the district's strategic plan was developed and written in 2013 by a group of stakeholders that included the superintendent, school committee members, the high school principals, community members, and student representation. This work developed the district's mission and vision as well as the district's Strategic Educational Plan. With continuous collaborative efforts by the school committee, superintendent, and the principal, Lisbon High School will create change and improve the experience for all students. (school board, parents, teacher interviews)

The school board and superintendent are increasingly providing the principal with sufficient decision-making authority to lead the school. On the Endicott survey, 60 percent of teachers felt that the school board and superintendent did not provide the principal with sufficient decision-making authority to lead the school. Recently, however, the principal has been given more autonomy to make decisions at LHS. Since taking over as principal two years ago, he has advocated with the superintendent's office for fundamental changes in school operations. The principal has rewritten the teacher and student handbooks, restructured the eligibility policy, and worked with district administrators to raise proficiency expectations. The principal also redesigned the master schedule with superintendent and school committee approval. The principal supports the teaching and learning needs of his staff and provides focus on the school's learning expectations so that all students can achieve them. Implementation of a more flexible schedule and new intervention strategies have contributed to a more positive culture within the high school, and students are getting additional attention through the academic support structure and the new peer tutoring program. The principal is given authority over the development of the high school budget but has certain limitations when spending the money.

Specifically, he is not able to move budget amounts from one line to another and there have been instances when the budget is frozen early in the school year. Since budget constraints will likely cause the LHS budget to be flat funded and individual lines to be flat funded, the principal will not have the autonomy to budget for specific and growing needs in the building. The provision of sufficient authority to the principal ensures that important decisions are made at the appropriate level and are more fully embraced by all stakeholders. (Endicott survey, teacher interviews, self-study)

Commendations:

1. The significant effort of the principal and faculty to redesign the master schedule
2. The development of Project Unify and the Gartley Street alternative education program to meet the needs of individual students
3. The mixture of heterogeneously and homogeneously grouped courses which foster a culture of equity, inclusiveness, and challenge
4. The school's proactive approach to transforming the advocacy program
5. The financial support afforded to staff to attend a wide-variety of workshops and conferences outside of the district
6. The revised master schedule that supports research-based instruction, professional collaboration among teachers, intervention strategies, and the learning needs of all students
7. The principal's use of the core values, beliefs, and learning expectations when making decisions
8. The open door access policy the principal maintains for all teachers and staff
9. The shared-leadership role of the faculty council
10. The principal's ability to advocate for what LHS and the students need to be successful
11. The operational changes made in the 2015-2016 school year, which have improved the work and learning climate for faculty and students

Recommendations:

1. Provide training to administrators and staff in the Marzano framework and the iObservation system
2. Increase staff input for in-house district professional development
3. Explore implementation of common planning time within the new schedule
4. Develop and implement a plan for reducing class sizes in the social studies department or making class sizes more equitable across disciplines

5. Ensure continued collaboration among the school committee, superintendent, and principal and ensure that the principal is provided with sufficient decision-making authority to lead the school

6 School Resources for Learning

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

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have 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

Lisbon High School has timely, coordinated, and directive intervention strategies of varying intensities for all students, including identified and at-risk students that support each student's achievement of the school's 21st century learning expectations. To fulfill the district's mission and vision that all students learn in different ways and in different time frames, the school has implemented a number of intervention strategies. The school employs two, full-time school counselors to support students. Advocacy groups and the new academic support program identify students who need additional help during Wednesday's intervention block. Teachers also provide students with early focused interventions through weekly scheduled afterschool time during which the teacher is available to provide focused support on class material and content area skills. LHS staff also participate in "staffings" where stakeholders (teachers, administration, students, or parents) notice that a student has begun to experience significant struggles in their work. In staffings, administrators, teachers, students, and parents share their perspective on the student's progress and difficulties to determine basic classroom accommodations that may benefit the student. A staffing also serves as an opportunity to identify a student for further, more formal interventions. Other students benefit from 504 plans, IEPs, LEAD, AP4All, the Gartley Street alternative education program, access to technical education at two different schools, and the Jobs for Maine Graduates program. Because of the variety of intervention strategies in place, LHS students have the opportunity to pursue educational plans that meet their specific needs. (self-study, panel presentation, students, teachers, school support staff)

The school provides information to families, especially to those most in need, about available student support services. The majority of staff, parents, and students agree that the school provides information to families about support services. Teachers and staff use the school's website, SchoolReach, social media, email, print correspondence, digital signage, and face-to-face meetings to provide information to families about student support services. Information is also communicated to students during advocacy period. Prior to this year, a volunteer coordinator provided an additional means of communication with the community. Because of the school's varied approach to communication, families have the information they need to access available student support services. (Endicott survey, self-study, school board, parents, school support staff, teachers)

Support services staff use technology to deliver an effective range of coordinated services for each student. LHS staff use technology such as the school's website, social media, email, digital signage, Web2School, and SchoolReach to communicate with parents and students. The special education department uses computers and iPads to provide services to students and the Adori database for administering IEPs. The library provides access to desktop computers, laptops, and a range of online resources to support student learning. Advocacy and academic support teachers coordinate the scheduling of intervention blocks using GoogleDocs. Health and school counseling services use Web2School to coordinate services, but there appears to be limited technical support within the school district for the full implementation of the software. Although the school uses technology to coordinate student services, the continued development and integration of Web2School will be key to full-realization of this goal. (self-study, parents, school board, teachers, building leadership, school support staff)

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, and 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. The school's two full-time school counselors use guidelines and tools from the American School Counselors Association, the Maine School Counselors Association, and the Maine Comprehensive School Counseling Program Model K-12 to deliver its services. School counselors meet regularly with students in advocacy groups and arrange other meetings as needed. When needed, school counselors refer students to appropriate mental health and support groups. For example, school counselors have connected LGBTQ students with support groups outside the student community. Students know how to get in touch with their counselor, and the current staff has a plan to systematically meet with all students. The school counselors note the use of feedback gained from students and parents during evening presentations to inform change to their services. Parent nights are reported to not be well attended and therefore not useful as a means of gaining feedback to improve services. With two full-time counselors, the school counseling services are able to provide adequate services to the student body. (Endicott survey, self-study, teachers, school support staff, school board)

The school's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The full-time nurse is a key healthcare provider to the school community. The nurse is available to all students before, during, and after school. The nurse collects student health assessment forms each year and often assists families in applying for MaineCare and CHIP. Additionally, the nurse provides pre-concussive and subsequent follow-up screenings for concussed students. However, students with orthopedic, sports-related injuries have limited contact with appropriate health care providers. Furthermore, the nurse communicates with parents regarding health plans and flu vaccinations. The nurse is working with Maine Family Planning to further develop the school's health education curriculum. Finally the school participated in the Maine Integrated Youth Health Survey in February 2015 and is anticipating the results to be released in December 2015. Because of the availability of a well-developed health services program at the school, students have access to healthcare in the school. (school board, panel presentation, staff, teachers, self-study)

Library/media services are integrated into the curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are intermittently involved in the implementation of the school's curriculum, provide a wide range of materials, minimal technologies, and other information services in support of the school's curriculum, ensure that the facility is available and staffed for students and teachers before, during, and after school, are responsive to students' interests and needs in order to support independent learning, and conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The school provides adequate funding for library materials. The library is open to students before, during, and after school, providing a safe place for the community's teenagers to congregate. The library media specialist spends two-fifths of her time at Lisbon High School and the other three-fifths at other schools in the district. The school employs a full time library assistant who effectively manages the library when the library media specialist is in other schools. The library media specialist attends department meetings as she can to increase the library's engagement with the school's curriculum. The library maintains an inventory of technology. The high school has identified technology needs with the inventory; however, the district's purchasing decisions are not driven by those identified needs. The library responded to results from a spring 2015 student survey, but there appears to be limited feedback from the larger school community. Although the library

supply and book account is adequately funded and the library is available to students before, during, and after school, until the library media specialist has more opportunities to engage with the curriculum, and technology concerns are resolved, the school will not be able to fully support students in their pursuit of the school's 21st century learning expectations. (self-study, teachers, staff, building leadership)

Lisbon High School provides 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 teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations, provide inclusive learning opportunities for all students, and perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations. The support services department is adequately staffed and follows state and federal guidelines in the execution of its curricular and co-curricular programs. Identified students at LHS are served in the self-contained SAAFE program or in one of three resource rooms (learning disabilities/speech and language disabilities, multiple and/or low to average cognitive skills, and behavioral/emotional disabilities). Educational technicians provide in-class support and co-teach with special education teachers. A speech-language pathologist, occupational therapist, and physical therapists also provide support. Project Unify provides a powerful opportunity for students with disabilities to connect with general education students. The special education department uses Adori to record IEPs and effectively communicates with other school personnel. Furthermore, there is evidence that the special education department is using the 21st century learning expectations to guide students in their pursuit of goals outlined in IEPs and 504 plans. Because of the support services at Lisbon High School, identified students receive appropriate accommodations and modifications in their pursuit of 21st century learning expectations. (self-study, student work, school board)

Commendations:

1. The two full-time school counselors who effectively provide a variety of counseling services
2. The robust academic support program to identify students in need of the academic and support services offered at the school
3. The variety of intervention strategies in place to fulfill the district's mission and vision that all students learn in different ways and in different time frames
4. The multi-faceted approach to deliver timely communication to families regarding available student support services
5. The use of the Advocacy program to build relationships with students and adults in the building
6. The use of technology to coordinate intervention blocks
7. The dynamic school nurse who provides a robust health services program and utilizes community resources to support the health needs of the students
8. The availability of the library services and staff through extended hours and participation in department meetings

9. The number of special education teachers and educational technicians resulting in effective student-to-teacher ratios
10. The variety of services available in self-contained and resource classrooms
11. The coordination and communication with all staff of support services for identified students

Recommendations:

1. Develop and implement a plan to fully support the use of Web2School
2. Develop and implement a method for all support services to obtain necessary feedback from the students, staff, and the community
3. Review the results from the Maine Integrated Youth Health Survey (when available) and address any identified challenges
4. Develop and implement a coordinated plan to provide adequate support for students with sports-related injuries
5. Explore the benefits of expanding the availability of the certified library/media specialist at LHS
6. Develop and implement a school-wide technology plan that addresses the purchase of new technologies and the maintenance of current resources

7 Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Conclusions

The community and the district governing body provide inconsistent funding for facilities and educational programs at Lisbon High School. Annually, the school, the superintendent, and the school committee develops a budget which adequately supports the education of the students at the Lisbon School that is below the state average of per pupil expenditures (PPE): the Lisbon PPE was \$1,534 less than the Maine average in FY12 and \$1,752 less than the Maine average in FY14. The developed budget is then submitted to the Lisbon Town Council, which by town charter has the authority to modify the budget. The town council modified the proposed FY16 budget three times. Those modified budgets have failed all three times. On all three occasions voters noted that the proposed budgets were too low and were insufficient. The FY16 budget continues to be unresolved. As a result, expenditures have been curtailed in anticipation of a \$200,000 shortfall should the budget be adopted at the level of funding proposed by the town council. The curtailment of expenditures includes a delay in staff hires that support student learning. Insufficient funding as a result of town council reduced budgets has resulted in limited staff and student access to technology to support learning. Teachers and students report difficulties accessing the limited number of student laptops, the lack of sufficient outlets in all classrooms to provide essential charging stations, and the failure to maintain and repair laptops to ensure sufficient computers are available to classrooms. Three new computer carts were purchased for the 2015-2016 year, but teachers are hesitant to plan lessons dependent upon technology due to a history of equipment failures. Teacher professional development opportunities have been supported and adequately funded. Professional development days are incorporated into the current teacher contract. The staff has been afforded the opportunity to participate in out-of-district professional development activities tailored to the needs of the professionals. Lisbon High School teachers also attend a wide variety of workshops and institutes. While the school is working diligently to secure adequate and consistent funding to support student learning, ongoing tension between the schools and the town council result in town council proposed budgets that do not represent adequate funding for students to achieve the learning expectations set forth by the school community. (school board, central office personnel, teacher interviews, building leadership)

The Lisbon School District, working within budget constraints, develops, plans, and funds programs to maintain and repair facilities. A clear five-year maintenance plan was established in 2013, which gives a detailed outline of buildings, grounds, and equipment priorities for the district. The district has a capital reserve fund created in 2011 for maintenance of the physical plant, minor remodeling, and capital projects. Lisbon High School provides adequate custodial coverage to maintain building cleanliness on a daily basis and the students of Lisbon High School are provided a clean, safe and productive physical environment in which to learn. (self-study, central office personnel, school board, classroom observations)

The district strives to implement a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements when consistent funding is available. Efforts to secure consistent funding include the creation of a capital reserve fund in 2011 to address district-wide facility needs. The district has also addressed major capital needs with locally funded bond issues such as the recently completed construction of a new gymnasium and wellness center at LHS. The five-year improvement plan has resulted in upgrades to lighting and fixtures, updates to the heating system at Lisbon High School, and the renovation of the front entrance of the school to make the entrance handicap accessible. There is general consensus that staffing levels are not adequate. The impact of significant staff reductions in 2010, including the elimination of the

industrial arts and family and consumer science programs and social studies positions, resulted in a shortage of electives and a reduction in the number of credits required for graduation.

The Lisbon School Department has a state-mandated three-year technology plan although it is not widely known or embraced by staff. Overwhelmingly, staff feels there is a lack of available technology and technology support at Lisbon High School and that decisions about technology are made at the district level and the high school administration has very little input or control. There is only one district-wide computer technician to meet the needs of all the schools. As a result, the technology is not reliable and faculty members are reluctant to plan lessons dependent on technology because the technology is not available, not functional, or fails in the middle of lessons. Students also expressed frustration about using technology in the school. The school has a closed network that prohibits use of personal devices. Some students report that if they arrive before 6:30 a.m. they are able to log in to the wireless network before the firewall becomes active. This significantly inhibits their ability to use individual devices for their work and students do not have the opportunity to develop technology skills and lack access to enriched learning opportunities as a result of very limited technology at LHS. Additionally, there are several concerns with the student management system, Web2School. Teachers struggle with tracking student achievement due to the apparent inadequacies of the system. A data manager used to be responsible for the system, but since that position was eliminated, there is confusion about who is the primary contact for issues with the system. Inconsistent funding hampers efforts at Lisbon High School to utilize a long-range plan that addresses programs and services; enrollment changes and staffing needs; facility needs; technology and capital improvements. (teacher interviews, school support staff, parents, central office personnel, panel presentation, self-study)

The LHS faculty and administration are involved in the development of the school budget but have limited involvement in the implementation of the budget. The budget process begins with individual staff members and departments creating a request for supplies, materials, and equipment. These preliminary budgets are then submitted to the principal who has the authority to develop the building budget. However, due to budget constraints, the building budget is typically flat funded and individual lines within the budget are flat funded. The principal does not have the authority to adjust the budget between lines. As a result, he cannot adjust the implementation of the budget based on specific and growing needs in the building. The LHS budget is typically frozen in late fall; the FY16 budget was frozen in August. If the principal has initiatives outside of the current budget framework, he can work directly with the superintendent to secure funding. Occasionally, staff members developing new ideas and innovations have presented their ideas at school board meetings to get their support. Although faculty and staff are involved in the development of the school budget, budgets being frozen early in the academic year and a fixed funding approach adversely affects Lisbon High School's ability to adjust to changing student needs and to address typical cost increases of services and supplies. (school board, teacher interviews, building leadership, faculty council)

The LHS site and physical plant provide adequate support for the delivery of the vast majority of academic programming. The locally funded, state of the art gymnasium and wellness center opened in November 2015. The district has made a number of other updates to the LHS facility including the conversion of an aging steam heating system and an energy audit resulting in several updates to lighting and fixtures. Despite this work, there is more to be done. The construction of the new gymnasium resulted in the elimination of the music room; music now shares a science lab with Jobs for Maine Graduates and student instruments are stored in a greenhouse. Music instructional time is lost due to room set-up and breakdown. The district is considering converting the old gym to a performing arts center, but plans and funding have not yet been developed or identified. Storage space also appears to be limited. Lisbon High School has made significant improvements to their facility, however, a long-

term solution to the music program space issue is necessary in order to meet the needs of students. (school board, central office personnel, facility tour)

The Lisbon School District maintains current 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. The director of operations and transportation for the Lisbon School Department is responsible for ensuring that all buildings are in full compliance with local fire, health and safety regulations. All documentation and certificates are maintained and available at the superintendent's office. LHS provides a physical plant and facilities that meet all applicable federal and state laws and are in compliance with local fire health and safety regulations. (self-study, facility tour, central office personnel)

The Lisbon High School professional staff actively engages parents and families as partners in each student's education, however current issues with Web2School have challenged this effort. The staff at Lisbon High School has created numerous methods to build and foster community relationships with all parents. Strategies include scheduled after-school late nights with staff, School Reach, classroom expectations and syllabi requiring parent signature, the use of electric school sign, parent email, student newspapers, and various scheduled parent meeting nights. The student management system, Web2School, hinders this engagement in that it does not allow staff to convey quality or reliable feedback. Lisbon High School strives to provide quality parent communication with the members of the high school community in order to support student learning. (teacher interviews, self-study, faculty council, school board)

Lisbon High school has developed effective parent, community, business and higher education partnerships that support student learning. Lisbon is in the unique position in which the town council has consistently decreased the recommended school committee budget, yet the community of Lisbon has voted down the FY16 proposed budget on three separate occasions because it was not high enough. In June 2014, the community of Lisbon supported the construction of a gymnasium/wellness center and renovation of the track at Lisbon High School. Lisbon High School has also created partnerships with Central Maine Community College and Kaplan University to allow students from Lisbon High School access to college courses. The special education program uses the Bath Area YMCA and Bates College for Adaptive Physical Education and Special Olympics. Although the school budget has not been approved at the time of the visit, the community of Lisbon is supporting the school department in making budgetary decisions that meet the needs of the students of Lisbon, therefore the students of Lisbon have gain access to learning opportunities in spite of the lack of budget approval. (school board, self-study, teacher interviews, central office personnel)

Commendations:

1. The support of the Lisbon community as evidenced by the locally funded gymnasium and wellness center
2. The skillful budgeting of the superintendent which enabled the Lisbon School Department to balance funds, create a capital reserve fund, and undertake facility repairs and improvements
3. The adequate custodial staff and clearly articulated plan for maintenance and building repair
4. The renovation of the main entrance to make the school handicap accessible

5. The school's repeated efforts to build and support parent and family relationships
6. The faculty's proactive approach to create course-specific communication with parents
7. The use of area resources to support the needs of the special education program

Recommendations:

1. Provide increased consistent accessibility to current, robust, and reliable technology to support learning and instruction
2. Develop a vision for technology at Lisbon High School and a detailed plan to support this vision including provisions for infrastructure, devices and instructional technology support
3. Work to address the pitfalls of the current budget process in order to secure adequate and consistent funding to support a more stable learning environment for students
4. Establish facilities priorities through review and revision of the five-year facilities plan
5. Increase staff and school administrative involvement in budget implementation in order to adapt the budget to current needs of the school
6. Clarify the distribution of duties as a result of the loss of the central office data management position
7. Review current program space allocations within LHS and develop a plan for the effective and efficient use of all space to support student learning across the curriculum
8. Provide appropriate classroom and storage space for the music program

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

A school's continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Committee as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program the Committee requires that the principal of Lisbon High 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 Committee in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Committee may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Committee has an established Policy on Substantive Change requiring that principals of member schools report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts on the school's adherence to the Committee's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Committee's Substantive Change Policy is included in the Appendix on page 53. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Committee office has current statistical data on the school.

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

Finally, the visiting team sincerely appreciates the welcoming and forthright approach to the NEASC process in general and to the visiting team in particular. The hospitality afforded the visiting team enabled members to learn much about the school in a very abbreviated period of time.

**Lisbon High School
NEASC Accreditation Visit
October 4 – 7, 2015**

Visiting Committee

<p>Shawn Lambert Oxford Hills Technical School Norway, ME 04268</p> <p>David Walker Regional School Unit 34 Old Town, ME 04468</p> <p>John Caverly Maine School Administrative District 35 Eliot, ME 03903</p> <p>Ivan Ferron Triton High School Byfield, MA 01922</p> <p>Brian Garrity Poland Regional High School Poland, ME 04274</p> <p>Tracy Gibson Sanford High School Sanford, ME 04073</p>	<p>Megan Jackins Kennebunk High School Kennebunk, ME 04043</p> <p>Heather Kuhl Bucksport High School Bucksport, ME 04416</p> <p>Robin Miller Spruce Mountain High School Jay, ME 04239</p> <p>Judy Rizk Oak Hill High School Sabattus, ME 04281</p> <p>Amy Roberson York High School York, ME 03909</p> <p>Jeremie Sirois Biddeford High School Biddeford, ME 04005</p>
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NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES

Committee on Public Secondary Schools

SUBSTANTIVE CHANGE POLICY

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

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

Lisbon High School

Commendations

Core Values, Beliefs, and Learning Expectations

1. The leadership of the Core Values, Beliefs and Learning Expectations Development Team
2. The dynamic, collaborative and inclusive process used to establish a set of core values, beliefs, and learning expectations
3. The involvement of a wide range of stakeholders, including faculty, students, parents, and community members to identify and commit to a set of core values and beliefs about learning
4. The collaboration of the LHS faculty in creating school-wide analytic rubrics that measure 21st century learning expectations
5. The variety of extracurricular offerings reflecting the core values and beliefs
6. The efforts of various departments and faculty members to implement the learning expectations to drive curriculum, instruction, and assessment
7. The process followed by the faculty council to solicit feedback on the core values and beliefs from students and faculty in 2015

Curriculum

1. The commitment to the development and use of the 21st century learning expectations
2. The consistent use of the *Understanding by Design* curriculum template
3. The learning opportunities available at both Lewiston Regional Technical Center and Region 10 Technical High School that expand options for students
4. The consistency of alignment between the written and taught curriculum
5. The completed building renovations to better support the implementation of the curriculum
6. The allocation of content area meeting time to work on the curriculum
7. The posting of curricula on the school's website that allows students and parents access to this important information

Instruction

1. The consistent display and reference to the school's core values, beliefs and 21st century learning expectations
2. The teachers' reflective practices, especially around the beliefs about learning

3. The consistent personalization of instructional practices to meet students' needs
4. The engagement of students as active and self-directed learners and encouragement for them to apply knowledge and skills to authentic tasks and make connections across curricula
5. The teachers' consistent reflection on and improvement of instructional practices
6. The teachers' dedication to learning and to the students of Lisbon High School
7. The administrative support of professional development opportunities for teachers

Assessment of and for Student Learning

1. The practice of providing school-wide and unit-specific rubrics prior to summative assessments
2. The wide range of assessment strategies used to measure student achievement
3. The various methods and frequency of reporting current grades to students and parents
4. The efforts and dedication of the staff to analyze data
5. The students' awareness of what work they have to accomplish to meet their teachers' expectation
6. The multiple opportunities for students to meet content-based standards
7. The consistent use of formative feedback that creates a constant support for students during each unit

School Culture and Leadership

1. The significant effort of the principal and faculty to redesign the master schedule
2. The development of Project Unify and the Gartley Street alternative education program to meet the needs of individual students
3. The mixture of heterogeneously and homogeneously grouped courses which foster a culture of equity, inclusiveness, and challenge
4. The school's proactive approach to transforming the advocacy program
5. The financial support afforded to staff to attend a wide-variety of workshops and conferences outside of the district
6. The revised master schedule that supports research-based instruction, professional collaboration among teachers, intervention strategies, and the learning needs of all students
7. The principal's use of the core values, beliefs, and learning expectations when making decisions
8. The open door access policy the principal maintains for all teachers and staff
9. The shared-leadership role of the faculty council
10. The principal's ability to advocate for what LHS and the students need to be successful

11. The operational changes made in the 2015-2016 school year, which have improved the work and learning climate for faculty and students

School Resources for Learning

1. The two full-time school counselors who effectively provide a variety of counseling services
2. The robust academic support program to identify students in need of the academic and support services offered at the school
3. The variety of intervention strategies in place to fulfill the district's mission and vision that all students learn in different ways and in different time frames
4. The multi-faceted approach to deliver timely communication to families regarding available student support services
5. The use of the Advocacy program to build relationships with students and adults in the building
6. The use of technology to coordinate intervention blocks
7. The dynamic school nurse who provides a robust health services program and utilizes community resources to support the health needs of the students
8. The availability of the library services and staff through extended hours and participation in department meetings
9. The number of special education teachers and educational technicians resulting in effective student-to-teacher ratios
10. The variety of services available in self-contained and resource classrooms
11. The coordination and communication with all staff of support services for identified students

Community Resources for Learning

1. The support of the Lisbon community as evidenced by the locally funded gymnasium and wellness center
2. The skillful budgeting of the superintendent which enabled the Lisbon School Department to balance funds, create a capital reserve fund, and undertake facility repairs and improvements
3. The adequate custodial staff and clearly articulated plan for maintenance and building repair
4. The renovation of the main entrance to make the school handicap accessible
5. The school's repeated efforts to build and support parent and family relationships
6. The faculty's proactive approach to create course-specific communication with parents
7. The use of area resources to support the needs of the special education program

Recommendations

Core Values, Beliefs, and Learning Expectations

1. Develop and implement a process to ensure that all faculty are using school-wide 21st century learning expectations and accompanying rubrics to drive curriculum, instruction, and assessment
2. Develop and implement a process to ensure that the core values are guiding school policies, procedures, decisions, and resource allocations
3. Develop and implement a specific and sustainable process to review and revise the core values based on research, multiple data sources, and school, district, and community priorities

Curriculum

1. Purposefully and explicitly include 21st century learning expectations in content area curricula and rubrics
2. Ensure the curriculum includes assessment practices that include the use of school-wide and course-specific analytic rubrics
3. Increase consistent access to current, reliable technology to emphasize higher order thinking through the application of knowledge
4. Develop and implement a system to create opportunities for cross-disciplinary learning
5. Continue to add opportunities to the curriculum that promote higher order thinking skills
6. Develop and implement a system to regularly coordinate and articulate curriculum with sending schools in the district
7. Provide sufficient staffing at the school and district level for revision and development of curriculum
8. Ensure that there is sufficient staffing, technology, and facilities to sufficiently implement the curriculum, extracurricular activities and other learning opportunities

Instruction

1. Provide teachers with resources for effective utilization of technology in instruction
2. Provide opportunities for 21st century learners to apply their knowledge and skills in meaningful ways outside of school
3. Develop and implement a plan to provide teachers with sufficient time, training, and protocols to formally, effectively, and regularly reflect upon and make changes to instructional practices to further enhance student learning
4. Provide professional development around standardized assessment data analysis to inform instruction, curriculum, and assessment practices

Assessment of and for Student Learning

1. Develop and implement a school-wide practice for retakes and corrective work
2. Develop and implement a system to report on school-wide achievement of learning expectations and the analysis of that achievement
3. Develop and implement a plan to regularly disaggregate and analyze student assessment data to determine inequities and necessary changes to curriculum and instruction
4. Develop and implement a plan to consistently review grading and reporting practice
5. Develop and implement a system to purposefully and consistently review student work, grade-level assessments, common course assessments, data from sending schools, standardized assessments, and survey data from current students and alumni to drive instructional practices
6. Ensure school-wide rubrics are being used purposefully and consistently throughout the school
7. Develop and implement common assessments where appropriate through inter- and intra-departmental collaboration
8. Establish a standardized practice of communicating to students the school's applicable 21st century learning expectations and related unit-specific learning goals prior to each unit of study

School Culture and Leadership

1. Provide training to administrators and staff in the Marzano framework and the iObservation system
2. Increase staff input for in-house district professional development
3. Explore implementation of common planning time within the new schedule
4. Develop and implement a plan for reducing class sizes in the social studies department or making class sizes more equitable across disciplines
5. Ensure continued collaboration among the school committee, superintendent, and principal and ensure that the principal is provided with sufficient decision-making authority to lead the school

School Resources for Learning

1. Develop and implement a plan to fully support the use of Web2School
2. Develop and implement a method for all support services to obtain necessary feedback from the students, staff, and the community
3. Review the results from the Maine Integrated Youth Health Survey (when available) and address any identified challenges
4. Develop and implement a coordinated plan to provide adequate support for students with sports-related injuries
5. Explore the benefits of expanding the availability of the certified library/media specialist at LHS
6. Develop and implement a school-wide technology plan that addresses the purchase of new technologies and the maintenance of current resources

Community Resources for Learning

1. Provide increased consistent accessibility to current, robust, and reliable technology to support learning and instruction
2. Develop a vision for technology at Lisbon High School and a detailed plan to support this vision including provisions for infrastructure, devices and instructional technology support
3. Work to address the pitfalls of the current budget process in order to secure adequate and consistent funding to support a more stable learning environment for students
4. Establish facilities priorities through review and revision of the five-year facilities plan
5. Increase staff and school administrative involvement in budget implementation in order to adapt the budget to current needs of the school
6. Clarify the distribution of duties as a result of the loss of the central office data management position
7. Review current program space allocations within LHS and develop a plan for the effective and efficient use of all space to support student learning across the curriculum
8. Provide appropriate classroom and storage space for the music program