TO: Dr. Elizabeth Zielinski & KPRSC  
FROM: Dr. Lisa C. Mobley  
RE: Report of NEASC Update

The Committee on Public Secondary Schools completed its dicential visit in September 2013 at which time it came to the following conclusions regarding King Philip Regional High School:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Name</th>
<th>Finding</th>
</tr>
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<tbody>
<tr>
<td>I</td>
<td>Core Values &amp; Beliefs</td>
<td>Acceptable</td>
</tr>
<tr>
<td>II</td>
<td>Curriculum</td>
<td>Limited</td>
</tr>
<tr>
<td>III</td>
<td>Instruction</td>
<td>Limited</td>
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<tr>
<td>IV</td>
<td>Student Learning</td>
<td>Deficient</td>
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<tr>
<td>V</td>
<td>School Culture</td>
<td>Deficient</td>
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<tr>
<td>VI</td>
<td>School Resources for Learning</td>
<td>Limited</td>
</tr>
<tr>
<td>VII</td>
<td>Community Resources for Learning</td>
<td>Limited</td>
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King Philip Regional High School was placed on Warning and was required to follow-up in a Special Progress Report in March 2015 with forty-two corrective actions. While making some progress, it was not until after the two-year progress report in November 2015 that King Philip High School was removed from warning status.

In March 2018 King Philip Regional High School submitted their five-year report commenting on all 42 corrective action steps. We received a letter of finding dated April 23, 2018 (attached) which commended our work and asked for continued work on three
remaining actions. We are required to report back on March 1, 2019. Below are the remaining actions and our continued progress:

Report on the progress made in implementing the teacher-counselor model to support students and ensure they have an adult in the school who knows them well and assists them in achieving the school's expectations.

This model has been proposed to District office for two consecutive years. It impacts the budget. It incorporates an advisory block to ensure that students have an adult in the school who knows them well. The proposed model would also allow for formal collaborative time for teachers as noted in the third recommendation. KPHS would need an additional 15 minutes added to the school day. This proposal was presented before entering into negotiations.

Complete the identification of transferable skills across curriculum and report on how progress towards these skills is being communicated to learners and their families.

Our skills have been identified and a draft of the communication rubric approved by the teachers but requires either a new student information system or modifications to the current system to implement both having an impact on the budget.

Report on the impact to student learning as a result of the efforts to provide formal, collaborative time for teachers to discuss and share instructional assessment strategies.

See information under recommendation one.

We are scheduled to host NEASC again in 2024, one year later than the original date as NEASC has recently revamped its standards and process. In the fall of 2021 King Philip Regional High School will begin the self-assessment in preparation for the 2024 NEASC visit.
April 23, 2018

Lisa C. Mobley
Principal
King Philip Regional High School
201 Franklin Street
Wrentham, MA 02093

Dear Dr. Mobley:

The Committee on Public Secondary Schools, at its March 18-19, 2018 meeting, voted to accept the Five-Year Progress Report of King Philip Regional High School and to continue the school’s accreditation.

The Committee was pleased to learn of the following:

- the progress made in providing formal, collaborative time for teachers to discuss and share instructional strategies in order to ensure an increase in higher order thinking skills, inquiry, problem solving, cross-disciplinary learning, and student self-assessment and reflection
- the design of a schedule where some teachers in common subject areas share prep periods, supporting department leaders to make decisions in designing professional development days within and across disciplines, and allowing the release of teachers from study hall duties to collaborate with other colleagues
- the process of investigating a new student information system that will include the ability to support the measurement and reporting of student progress in meeting the school-wide learning expectations
- the allocation of professional development time during the 2018-19 school year that is intended to focus on the revision of the current 21st century learning expectations with an emphasis on measurable criteria and reporting the work at the department level to identify transferable skills, including the work of the science department to link civic expectations and align skills vertically from 9th to 12th grade, and the work of the English, math, and world language departments to identify transferable skills
the establishment of a scheduling committee to review the school schedule with a focus on adding more course electives and embedded time for ongoing professional collaboration and implementing the TC model

- the ongoing collaborative effort to develop a formal assessment program to improve services in school counseling, health services, library/media, and support services so that each student achieves the school's learning expectations
- the implemented intervention strategies that support all students, including the improved Building-Based Support Team, the Academic Strategies Class and curriculum, the provision of a self-directed online platform (PLATO Edmentum) that supports struggling learners, the Peer Tutoring Program, and the Student Transition Education Program (for) Success (STEPS)
- the development of a long-range plan by the school head custodian that addresses facility needs and capital improvement
- the progress made in completing the goals identified in the annual school improvement plan
- the utilization of faculty time and professional development time to focus on Bloom's taxonomy and the school's effort to improve student higher order thinking skills, inquiry, problem-solving, and reflection
- the school's design and incorporation of a school-wide professional practice of peer observation and reflection

School officials are requested to submit a Special Progress Report, due March 1, 2019, describing action taken to complete the highlighted recommendations listed below:

- report on the progress made in implementing the teacher-counselor model to support students and ensure they have an adult in the school who knows them well and assists them in achieving the school's expectations
- complete the identification of transferrable skills across the curriculum and report on how progress towards these skills is being communicated to learners and their families
- report on the impact to student learning as a result of the efforts to provide formal, collaborative time for teachers to discuss and share instructional and assessment strategies

The school is scheduled to host its decennial accreditation visit in the calendar year 2024. Please note, this date reflects a postponement of one year from the previous decennial cycle. The school should have recently been notified of this change.

The school’s next Accreditation cycle will begin in the fall of 2021 (3 years prior to the decennial visit). More information about the new Accreditation process that will begin with schools being visited in 2020 will be available on our website this summer. Representatives from your school will be invited to an informational meeting about the new Accreditation process in the spring of 2021 (3 years prior to the decennial visit).
Lisa C. Mobley  
April 23, 2018  
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The school's accreditation status will be reviewed when the Committee considers the Special Progress Report. The school’s Special Progress Report should be submitted only by the principal through the Accreditation Portal by clicking on the green “Mark Progress Report Complete” button. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,

Alyson M. Geary

AMG/sb

cc: Elizabeth Zielinski, Superintendent, King Philip Regional School District  
    Pat Francamano, Chairperson, King Philip Regional School Committee  
    Gregory B. Myers, Chair, Committee on Public Secondary Schools