



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS

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April 18, 2018

Phillip R. Brangiforte  
Headmaster  
East Boston High School  
86 White Street  
East Boston, MA 02128

Dear Mr. Brangiforte:

The Committee on Public Secondary Schools, at its March 18-19, 2018 meeting, reviewed the decennial evaluation report from the recent visit to East Boston High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

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

- the development of opportunities to celebrate members of the school community, including "shout-outs" for and from students, staff, and administration
- the addition of Chromebook carts in various departments that strongly supports the implementation of the curriculum
- the explicit use of data to reflect on and adjust curriculum and instructional practice to meet the needs of all student
- the incorporation of problem-solving, inquiry, higher order thinking, and authentic application of learning opportunities in the curriculum development
- the engagement and empowerment of staff in curriculum development, professional meetings, Instructional Rounds, and professional development
- the differentiated instruction provided in classrooms with high numbers of ELL students
- the personalization and application of learning in many teacher's instructional plans
- the common instructional focus on the four domains of communication (reading, writing, listening, and speaking) into all subjects for every lesson

- the variety of examples of instructional practices that engage students in inquiry, problem-solving, and higher order thinking across all disciplines
- the processes used for analyzing a variety of student achievement data and sharing outcomes to inform and improve instructional practice throughout the school
- the effective use of Instructional Rounds to observe, evaluate, and provide descriptive feedback to educators on the implementation of rubrics and achievement expectations
- the collection of various sources of data both at the big picture level and at the individual student level by the ELL and Special Education departments and the subsequent creation of targeted programming in response to identified student needs
- the regular examination of common assessments, standardized assessments, and other data sources to improve instructional practice

As well, the Committee was pleased to note the following:

- the supportive, safe, and encouraging atmosphere that exudes a culture of pride
- the strong instructional leadership provided by the building administrative and teacher leaders
- the initiative and investment teachers make in developing resources, community partnerships, and varied student learning opportunities
- the school schedule that supports teacher collaboration and professional development
- the multiple opportunities for students to enroll in dual-enrollment programs through local colleges, universities and community programs
- the myriad programs and supports to address the variety of student needs
- the comprehensive ELL services that support language acquisition and school transition
- the teacher led professional development opportunities that are focused on, but are not limited to, teacher-led inquiry, Instructional Rounds model, and Understanding by Design
- the efforts by the custodial staff, teaching staff, and students to keep the building clean
- the opportunities students have to extend their learning beyond normal course offerings and the school campus community partnerships that develop and enhance student learning

All accredited schools must submit a required Two-Year Progress Report, which in the case of East Boston High School is due on October 1, 2019. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <http://cpss.neasc.org> under the "Process" tab, and click on "Visits through 2019" and then click on 2-Year Progress Report. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well, schools are reminded to provide the requested information in Sections III - IX.

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

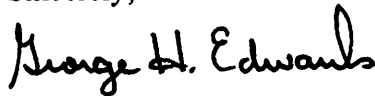
In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

- create and implement a plan for the regular review or revision of the school's core values, beliefs, and 21<sup>st</sup> century learning expectations which involves input from all stakeholders
- develop and execute a plan to gather and analyze data using the school's school-wide rubrics and other data sources to help guide the school's instruction and decision-making process
- ensure that all courses have a completed curriculum written in a common format and aligned with the school-wide learning expectations
- evaluate the facility space and execute a plan to ensure that the school building is adequate to fully implement the curriculum, including the co-curricular programs and other learning opportunities
- increase the opportunity for students to engage in inquiry, problem-solving, and higher order thinking and to apply knowledge and skills to authentic tasks more consistently in all departments
- evaluate the guidance department staffing levels to ensure that the comprehensive guidance program is successfully implemented
- evaluate the health services staffing and resources to ensure that the health care needs of all students are being addressed in an efficient and effective manner
- develop and implement a plan that efficiently addresses the maintenance needs of the school building

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

The school's accreditation status will be reviewed when the Committee considers the Two-Year Progress Report. The school's Two-Year 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](mailto:cpss-air@neasc.org).

Sincerely,



George H. Edwards

Sincerely,



Edward J. Gallagher, III

GHE/EJG/mv

cc: Tommy Chang, Superintendent, Boston Public Schools  
Sam DePina, Operational Superintendent, Boston Public Schools  
Michael Locanto, Chairperson, Boston School Committee  
Peter Weaver, Chair, Visiting Committee  
Gregory B. Myers, Chair, Committee on Public Secondary Schools

# **New England Association of School and Colleges, Inc.**

**Commission on Public Schools**



**Committee on Public Secondary Schools**

## **Report of the Visiting Team for East Boston High School**

East Boston, MA

October 29, 2017 - November 01, 2017

Mr. Peter Weaver, Chair  
Richard Gorham, Assistant Chair  
Phillip Brangiforte, Headmaster

# STATEMENT ON LIMITATIONS

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## 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 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 this school in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

# **STANDARDS FOR ACCREDITATION**

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The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

## **Teaching and Learning Standards**

### **Core Values and Beliefs About Learning**

#### **Curriculum**

#### **Instruction**

#### **Assessment of and for Student Learning**

## **Support Standards**

### **School Culture and Leadership**

### **School Resources for Learning**

### **Community Resources for Learning**

# CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

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## Teaching and Learning Standard

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

# CURRICULUM

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## Teaching and Learning Standard

*The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.*

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
  - units of study with essential questions, concepts, content, and skills
  - the school's 21st century learning expectations
  - instructional strategies
  - assessment practices that include the use of specific and measurable criteria for success, 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.



# INSTRUCTION

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## Teaching and Learning Standard

*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.

# ASSESSMENT OF AND FOR STUDENT LEARNING

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## Teaching and Learning Standard

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

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
2. The school's professional staff communicates:
  - individual student progress in achieving the school's 21st century learning expectations to students and their families
  - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
  - student work
  - common course and common grade-level assessments
  - individual and school-wide progress in achieving the school's 21st century learning expectations
  - standardized assessments
  - data from sending schools, receiving schools, and post-secondary institutions
  - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's

core values and beliefs about learning.

# SCHOOL CULTURE AND LEADERSHIP

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## Support Standard

*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 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.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
  - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
  - use resources outside of the school to maintain currency with best practices
  - dedicate formal time to implement professional development
  - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.

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

# SCHOOL RESOURCES FOR LEARNING

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## Support Standard

*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.

# COMMUNITY RESOURCES FOR LEARNING

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## Support Standard

***The achievement of the school's mission, core values, beliefs about 21st century learning expectations requires active community, governing board, and parent/guardian 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 community, through the district school board, sets and implements district and school policy to ensure a learning environment that supports high levels of learning for all.
3. The school community develops, plans, and funds programs to:
  - ensure the maintenance and repair of the building and school plant
  - properly maintain, catalogue, and replace equipment
  - keep the school clean on a daily basis.
4. 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.
5. Faculty and building administrators are actively involved in the development and implementation of the budget.
6. The school site and plant support the delivery of high quality school programs and services.
7. The school maintains documentation that the physical plant and facilities meet all applicable federal, state, and local laws and are in compliance with local fire, health, and safety regulations.
8. The area, menus, and equipment for food services ensure that the well-being of the students is a priority and is in compliance with federal, state, and local laws and regulations.
9. Appropriate school transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.



10. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
11. The school develops productive parent/guardian, community, business, and higher education partnerships that encourage mutual cooperation and good citizenship and support student learning.

# School and Community Summary

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## School and Community Summary

Originally made up of five separate islands, East Boston was attached by landfill in the early 1800s and annexed by Boston in 1836. For decades, transportation to the mainland was primarily conducted by boat, but connection to Boston Proper was eventually established through a railway system and the creation of the Sumner, Callahan, and Ted Williams tunnels. From Europeans in the early-to-mid 1900s, to Central, South, African, and Middle-Eastern Americans today, East Boston continues its longstanding history of offering a friendly and receptive haven to immigrants from all over the world. While often overshadowed by Logan Airport, the city has remained a relatively affordable place to live for its (approximately) 41,000 hardworking residents. Over the past several years, East Boston has evolved into a destination where college graduates, young professionals, and working families can retain easy access to downtown Boston at a reasonable price. Unfortunately, as East Boston has grown in popularity, so has its cost of living; rising property values, combined with escalating rents, threaten to alienate families and disrupt the diversity that makes East Boston a truly special place to live.

The median family income in East Boston is \$43,511, compared to \$52,433 for all of Boston. 15.3% of East Boston families live below the poverty level and 39% of residents predominantly work at the airport or in a service-related industry. In terms of education, 49% of residents are listed as having some or no high school experience, while 51% have attended some college (up to 9% hold advanced degrees).

East Boston's population has grown 2.5% since 2010. The median home value in East Boston is \$358,600, up 11% from last year, and prices are predicted to rise 3.8% within the next year. The average rent for a two-bedroom apartment is \$2,300. There is expected to be considerable growth in the amount of available condominiums and rental units as East Boston continues to expand its waterfront; however, it is unlikely that most working families will be able to afford to live in these newly constructed properties.

With a population of approximately 646,000, the city of Boston is Massachusetts' largest school district, which incorporates 169 independent schools (15 charter, 36 private, 118 public). East Boston High, though considered a city-wide school, mainly serves the East Boston neighborhood, and almost 80% of the student body lives within the city limits. This residency-to-enrollment ratio is unique in Boston, and the school's geography, which effectively isolates it from the mainland, helps to make it one of the last true community high schools.

Established in 1880, East Boston High School houses students in grades 9 -12 with a 2016 total enrollment of 1,496 (848 male, 648 female). The school receives graduates from a number of middle schools across the district, but the majority hail from the Mario Umana Academy (850), and Donald McKay (681).

East Boston High students are predominantly of Latino descent and make up 75% of the population. An additional 14% of the students are white; 8% are African American, and 2% are Asian. Seventy-three percent are non-native speakers (compared to 48% in the district and 19% across the state); 40% are English language learners (compared to 30% in the district and 9% in across the state); 17% are categorized as students with disabilities (compared to 20% in the district and 17% across the state), and 77% are classified as high-need (compared to 72% in the district and 43% across the state).

The average per-pupil expenditure for a Boston Public School student is \$18,318. (The state average is \$14,518.) The percentage of local resources spent on public education is 40% of Boston's total operating budget.

The 2015-2016 dropout rate is 4.9% (down from 6.1% in 2013-2014). The four-year graduation rate is 67.7%. The four-year adjusted graduation rate, which excludes transfer students, is 79.4%. The daily attendance rate of students is 86.5%, and the average daily attendance rate of teachers and staff (excluding professional days) is 94.2%.

There are currently 106 teachers at East Boston High School, creating an average class-size ratio of 22:1. The school also houses 40 support staff. Students attend school for 180 days and for a minimum of 990 hours.

East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits. The school's primary academic focus is "Students will create responses through writing and speaking while reading and listening to multiple sources." The philosophy of "Class, Pride & Tradition" drives rigorous academic, social, and civic expectations, and creates an environment that values and cultivates community partnerships and family involvement. The EBHS Freshman Academy offers a focused, team-based approach that shapes a common purpose toward developing a strong sense of community and commitment to achievement. The overarching goal is to assist incoming ninth graders in adjusting to high school standards, expectations, and routines. The Freshman Class of 2021, which currently enrolls 350 students, resides in a dedicated wing of the building and is offered specialized support, exclusive field trip opportunities, and a nurturing academic and social environment. An academy leader/dean, staff assistant, two guidance counselors, and two teacher-advisors are assigned specifically to the Freshman Academy. A safe and disciplined learning environment is the first requirement of an effective freshman program; therefore all participants are required to wear school uniforms. By 2018, the entire school will adopt this initiative.

Graduation requirements of the Boston Public Schools follow the MassCore recommended program of studies. All students must take a total of 22 courses. Students in grades ten through twelve may select from several honors and Advanced Placement courses, including AP English Literature and Composition, Language and Composition, Chemistry, Biology, Physics, Environmental Science, Calculus, Statistics, Computer Science, Spanish, US History, Human Geography, Government, and Art. Approximately 38% of students take at least one AP course during their academic careers. Juniors are also encouraged to take SAT Prep and/or Accuplacer Prep classes.

Students are also presented with the opportunity to choose a Pathway in JROTC, Future Educators, Film and Media, Public Service, or Tourism and Entrepreneurship. (A planning grant was recently submitted to pursue an Avionics Pathway as well). Students in these Pathways may also have the option to take additional college-level dual enrollment coursework at Benjamin Franklin Institute of Technology, Suffolk University, and Fisher College.

Thirty percent of East Boston High students participate in at least one extracurricular activity. This can include involvement in after-school clubs or varsity sports. Students are recognized for their accomplishments through Term Awards for honor roll, school spirit, and attendance. There is also an ACCESS awards ceremony, a formal scholarship night for seniors, and the annual sports banquet. Students can also celebrate school pride at the annual Pep Rally, Multicultural Show, and a host of other events.

In 2015, 40% of students attend four-year colleges (public or private – compared to 54% for the district and 60% for the state). Twenty-one percent percent of students attend two-year colleges (public or private – compared to 12% for the district and 22% for the state).

Educational opportunities are available at many prestigious Boston-area post-secondary institutions, including Boston University, Boston College, Harvard University, and Northeastern University. Students can also choose to advance their studies at an array of smaller schools and programs, including Regis, Suffolk, Lesley, Simmons, UMass Boston, Bunker Hill Community College, and Year Up.

East Boston High School has established formal partnerships with the following local organizations: Boston Debate League, Boston Scholar Athlete (BSA), Bunker Hill Community College, Dartmouth College (SEAD program), East Boston Ecumenical Community Council, Harvard University, MassInsight, Massachusetts Council on Economic Education, Massachusetts Educational Theater Guild, National Academy Foundation, Network for Teaching Entrepreneurship, M. Ellen Carpenter Financial Literacy Program, Summer Search, Tenacity, UAspire, YMCA of Greater Boston, ZUMIX, College and Career Readiness, Boston PIC, GEAR UP, YEAR UP, HERC (Higher Education Resource Center), A-List, East Boston Neighborhood Health Center, Piers Park Sailing Center, Mass General Hospital, Peer Health Exchange, Emerson College, University of Massachusetts-Boston, Suffolk University, Benjamin Franklin Institute, Special Olympics, Social, Emotional & Behavioral Health, Boston Institute for Psychotherapy, STRIVE, Wediko Children's Services, ROCA, Facing History, BPS Office of Human Capital-High School to Teacher Program, Institute of Contemporary Art, Kiwanis Club of East Boston, EdVestors, JetBlue, and City Performing Arts Center.

# Core Values, Beliefs and Learning Expectations

## EAST BOSTON HIGH SCHOOL

### Mission Statement

East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits. Our expectation is for all members of our school community to embody our legacy of “Class, Pride, Tradition.”

### Core 4 Values

#### Embrace Excellence in Character

*“Class, Pride, Tradition”*

#### Be Passionate for Learning

*Inspire, imagine, and innovate*

#### Have Empathy and Compassion

*Care for self, others, and community*

#### Show Pride in our Community

*Celebrate, honor, and respect all in our community*

### 21st Century Learning Expectations

#### Academic

##### 1. Digital Literacy

Evaluate media content and sources, which convey relevant ideas, observations, and information, while using current and emerging technologies.

##### 2. Critical Thinking

Apply critical thinking skills to analyze and solve real-world problems, independently and with others, in a culturally diverse and interconnected world.

##### 3. Communicative Literacy

Communicate information clearly and effectively using all language domains in multiple contexts for a variety of audiences and purposes.

##### 4. Self-directed, Independent Learners

Monitor academic progress and performance through self-reflection.

#### Social

Act responsibly and collaboratively while considering the diverse perspectives and values of others.

#### Civic

Be a respectful, informed, and contributing member of the community who advocates for self and others.

# Standard 1 Indicator 1

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## Conclusions

The school community engaged in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify its core values and beliefs about learning. The school community included students, parents, faculty, school and district administration, and members of the community. In 2015, East Boston High School began the process of reviewing and writing core values and beliefs, and 21st century learning expectations. Research reviewed included *21st Century Skill, Educating Students in a Changing World* (ASCD Position Statement), *Standards for the 21st Century Learner* (American Association of Schools and Libraries), *Developing Core Values, Beliefs, and Learning Expectations* (NEASC resource), as well as a broad review of core value documents from several schools in the region. The process was collaborative and included broad feedback from faculty. A steering committee, known as the Mars team, was then formed using nominations and faculty elections, to synthesize the preliminary work and to draft the school's core values and create 21st century learning expectations with corresponding rubrics. During the 2016-2017 school year, the school took several steps to begin to embed its core values into the daily school culture. Regular discussions occurred during advisory meetings among students and staff. Peer-created videos were developed and shared that demonstrated the school's core values in the school culture. Weekly shout outs were instituted to highlight and recognize staff and students that exhibited one of the school's core values. According to the Endicott survey, 88 percent of students and 80 percent of parents are familiar with the school's core values. When the school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning, then the school community can be assured that efforts to support student achievement are consistent and aligned with the school's common expectations.

## Sources of Evidence

- self-study
- teachers
- school leadership
- Standard sub-committee

# Standard 1 Indicator 2

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## Conclusions

The school has created 21st century learning expectations for all students which address academic, civic, and social competencies, and are defined with criteria for success by school-wide rubrics, however they do not consistently target measurable, high levels of achievement. School-wide analytic rubrics were designed in 2015-2016 to aid in measuring student success. School-wide rubrics have four levels of performance: exemplary, proficient, developing, and emerging. Staff members believe that the expectations are overarching and can be implemented across curriculum; for example, communicative literacy was observed in several classes, such as ELA, math and world languages classes. Disciplines have adopted particular rubrics relevant to 21st century learning expectations (i.e., ELA - communicative literacy, Science - critical thinking). Specific departments are also targeted for implementing social and civic expectations and rubrics. ELA, ESL, World Languages, SLIFE, and Art are focused on the social expectation and rubric, while the History, Media, JROTC, Technology, and the Guidance department have targeted the Civic expectations. However, these rubrics are inconsistently implemented in a formal way. Some staff communicated that the lack of clarity about how, when, and why to implement these rubrics needs to be addressed. Teachers and committee members indicate that although each discipline has adopted one rubric upon which to focus assessment, it is unclear to others that each discipline is encouraged to use any and all rubrics. Currently, these rubrics do not consistently align with current grading rubrics, and there is a general lack of clarity about collaborative implementation into the teaching practices of the school. Staff and school leaders indicated that they are early in the process of fully implementing school-wide rubrics. Some staff members have embedded the 21st century learning expectations into their scope and sequence curriculum plans, but others are developing structures to identify and measure them in a formal way. When the school's 21st century learning expectations and measurable criteria are implemented in a common format, then the school will be able to identify the progress students make to achieving the school's learning expectations.

## Sources of Evidence

- classroom observations
- student shadowing
- teacher interview

# Standard 1 Indicator 3

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## Conclusions

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, and is in its initial stages in being used to drive curriculum, instruction, and assessment in classrooms, and sometimes guides the school's policies, procedures, decisions, and resource allocations.

The school's core values (Core 4) and 21st century learning expectations are posted with the acronym EBHS (Embrace Excellence in Character: Class, Pride, Tradition; Be passionate for Learning: Inspire, Imagine and Innovate; Have Empathy and Compassion: Care for self, others, and community; Show Pride in our Community: Celebrate, honor, and respect all in our community)(check to make sure this is written exactly how the school writes it) in every classroom and throughout the rest of the building in hallways, the library and other common areas. Parents are generally aware of the Core 4 principles with teachers and students being able to recite all of the Core 4 and learning expectations, citing the school-developed song. According to school administration, EBHS being the last true community school in the city of Boston, is a point of pride among parents, faculty, and students in creating a caring and compassionate environment that is on display throughout the building, as evidenced through discussions with faculty, students and parents; through athletics and clubs including a robust NJROTC program, and with school colors and slogans prominently posted throughout the building.

School-wide rubrics focus on digital literacy, critical thinking, communicative literacy, self-directed, independent learners, social, and civic engagement serve as a basis for beginning to drive instruction with a keen focus on writing, speaking, reading, and listening as a school-wide initiative across all disciplines and courses. Rubrics are encouraged to be used across all content areas, however for reporting purposes, each learning expectation is reported quarterly by specific content areas. Confirmation of learning expectations are embedded in curriculum and instruction as evidenced in discussions with faculty, staff, and students, as well as advisory lessons and review of student work, for example, the transfer goals in the UbD units. Data collection from school rubrics is evidenced through the Illuminate database, attendance figures, and one-on-one conversations between teachers and students. According to administration, the acquisition of new Chromebook carts has been a direct result of analyzing needs based on the implementation of the school's learning expectations. However, other than the writing prompt data which is used regularly to drive decision making, data outcomes inform instruction, policies, procedures and drive decisions among all stakeholders appears in its preliminary stages of implementation. It is unclear how data is gathered and calibrated among content areas. Commonality of assessments that measure student progress with learning expectations is inconsistent within and across disciplines. School administration is updating and refining its process of aligning its collection and analysis of school-wide data to ensure that decisions made are reflective of the school's Core 4 values and expectations. When 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, then the school community can better support students with a common vision and purpose.

## Sources of Evidence

- self-study
- panel presentation
- students
- Standard sub-committee



# Standard 1 Indicator 4

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## Conclusions

EBHS has yet to develop and implement a protocol to review and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, and district and school community priorities. While EBHS rolled out its core values, beliefs, and 21st century learning expectations to faculty and students in the fall of 2016, the examination of the effectiveness of this implementation and its impact on student achievement is in its early stages. Staff members involved in the previous accreditation process were cognizant of creating core beliefs and learning expectations that were accessible to all students and staff in clear and direct wording, presentation and efficient implementation, assessing best fits among disciplines as well as practical applications for students through advisory, content delivery, and connection to the community to help better assure that the implementation process would be relevant and meaningful, and the consequent review and revision would be more efficient and realistic. While students, staff, and parents are generally cognizant of the Core 4 and learning expectations and understand the importance of their implementation in the school, staff members and administration indicated that more time is needed to formally engage in the review process. School-sponsored parent meetings presented in English and Spanish, teacher-student communication, peer assessment, student self-reflection and bi-weekly (twice per month) advisory continuously reinforce their importance in the school community. School-wide rubrics, housed in each of the content areas and encouraged to be used collectively across disciplines, have created a wealth of opportunities for students, staff and administration to assess outcomes. Faculty and administration noted that they are exploring ways to develop structures, such as time within weekly formal meetings, to analyze data outcomes in order to help support revisions to curriculum, instruction, and assessment as needed across disciplines. Once East Boston High School regularly uses multiple data sources, conducts regular reviews of the core values, beliefs, and the 21st century learning expectations, as well as creates district and community priorities based on the core values, beliefs, and the 21st century learning expectations, then they will be fully integrated into the fabric of the school community and will be reflected in the curriculum, instruction, and assessment, which will enhance student learning achievement.

## Sources of Evidence

- self-study
- teachers
- school leadership

# Standard 1 Commendations

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## Commendation

The school and community pride that exudes from every corner of the school

## Commendation

The use of common school-wide rubrics within many departments

## Commendation

The creation and implementation of measurable 21st century learning expectations in both English and Spanish

## Commendation

The staff and community undertaking to establish and promote ideals that are applicable for students in the 21st century

## Commendation

The development of opportunities to celebrate members of the school community, including shout-outs for and from students, staff and administration

# Standard 1 Recommendations

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## Recommendation

Create and implement a plan for the regular review or revision of the school's core values, beliefs, and 21st century learning expectations which involves input from all stakeholders

## Recommendation

Continue to develop and execute a plan to gather and analyze data using the school's school-wide rubrics and other data sources to be used to drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.

# Standard 2 Indicator 1

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## Conclusions

The curriculum is generally designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. EBHS has implemented six school-wide rubrics (Digital Literacy, Critical Thinking, Communicative Literacy, Self-Directed and Independent Learners, Social, and Civic) divided across disciplines. Course unit documents (*Understanding by Design*) reflect a strong alignment of the school's learning expectations with the areas of transferable skills, unit goals, understandings, and essential questions. While the school's learning expectations are permeated throughout every course, the science department, for example, is focused on measuring Critical Thinking. Communicative Literacy is clearly emphasized across every department and course. Teachers meet regularly on Tuesday afternoons for one hour to create *Understanding by Design* (*UbD*) unit plans based upon the school's learning expectations. According to faculty, the constraints of recent collaborative time have limited the progress and completion of this effort. *UbD* meetings consist of all teachers who teach a particular subject and grade level. At the meetings, the teachers create common unit plans on the *UbD* model. The initial source varies by department: math - Boston Public School (BPS) scope and sequence and pacing guide; ELA - MA Common Core State Standards scope and sequence adapted into a series of skills-based units; science - 2006 standards for MCAS courses and 2015 standards for non-MCAS courses; ESL - WIDA standards as well as state standards; history - Existing unit plans and state standards.

Many staff members indicated that these common planning meetings were productive and helpful. According to the Endicott survey, 75 percent of parents and staff agree that the school's curriculum is designed to ensure that all students practice and achieve the school's learning expectations. When regular, collaborative time is focused on curriculum review and revision, then instructors can ensure that curriculum is designed to support all students to practice and achieve each of the school's 21st century learning expectations.

## Sources of Evidence

- self-study
- teachers
- school leadership
- Standard sub-committee

# Standard 2 Indicator 2

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## Conclusions

Most areas of the curriculum are written in a common format that includes units of study with essential questions, concepts, content, and skills; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.

While the school's 21st century learning expectations are reflected in curriculum documents, they are not explicitly referred to in these documents. The formal curriculum is written in *Understanding by Design (UbD)* unit plan templates. Some, but not all courses, also have a scope and sequence document that lists all the units over the course of the year. These templates are comprehensive and include state standards, transfer skills, enduring understandings, essential questions, student knowledge, student skill, evaluation criteria and assessment evidence that will be collected. Many of the completed documents were created collaboratively during the school's Tuesday afternoon *UbD* work sessions. The school is in the second year of a five-year plan for developing *UbD* curriculum documents. Some unit plans are written in each discipline, but not in all disciplines. East Boston High School uses a set of school-wide rubrics that reflect the school's 21st century learning expectations. Each department uses a different rubric. For example, the math department focuses on the self-directed, independent learner rubric. The art department focuses on the social rubric, and science is focused on critical thinking. All core disciplines use a shared rubric to assess student performance on department-wide writing prompts two-to-four times per year. Instructional strategies are built on three phases of instruction: explanation, practice, and synthesis. These are clearly reflected in the common lesson plan template. Other practices include the use of common collaborative strategies, Total Participation Techniques (TPT), and RETELL strategies. Other practices include common classroom board configurations and the use of ASPEN which documents students' social-emotional support and academic progress.

When the curriculum cycle is completed and all 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; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics, then students will be better supported to make progress toward achieving the school's learning expectations.

## Sources of Evidence

- self-study
- teachers
- school leadership
- Standard sub-committee

# Standard 2 Indicator 3

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## Conclusions

Developed curriculum written in the *UbD* template generally emphasizes inquiry and problem solving, higher order thinking, and authentic learning opportunities, but does not explicitly emphasize cross-disciplinary learning and the informed use of technology. The curriculum in 9th and 10th grade is largely focused on supporting students to successfully complete the MCAS exam. While some teachers noted a pressure to teach to the test many teachers and school leaders stated that this has not precluded a general school focus on continuing to develop curriculum that emphasizes problem solving and higher order thinking skills through authentic applications of learning as evidenced in developed curriculum documents. (any specific examples?) The Endicott survey indicates that 77 percent of students believe that they have many opportunities to apply their learning to real-world settings. Some observed examples included various science and media labs, and authentic writing prompts across core disciplines. Other examples include service learning projects, and applied research and presentations. While there is some evidence that teachers have informally developed cross-disciplinary activities, for example ELA and ESL teachers' common approach to teaching literary texts, there has been little to no collaborative time available to build formal cross-curricular activities and content. The ethical and informed use of technology is embedded throughout the school community through specific courses and programs that utilize technology such as media and ELA courses and MathSpace/Achieve 3000 which is implemented with 9th and 10th grade students in math and ELA twice per week. The use of Google Docs by many teachers, students and faculty are able to utilize technology resources as necessary to support curriculum plans. When the curriculum emphasizes depth of understanding and applications of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology, then teachers have more opportunities and abilities to maximize student achievement and potential throughout the school.

## Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership

# Standard 2 Indicator 4

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## Conclusions

There is a clear alignment between the written and taught curriculum, although this alignment is limited because the written curriculum is still incomplete. Although not all departments have a completed written scope and sequence, most teachers have specific unit plans that are aligned to the Common Core Standards and the 21st century learning expectations. Pacing guides are suggested by the district, and some departments use these guides to develop curriculum units. Teachers are required to present an agenda for the day's learning, and reference the teaching objectives or competency focus. A series of classroom observations indicated that consistency with this expectation is nearly universal. Unannounced observations are performed by an administrative walking team. During these observations the team ensures that there is a clear connection between the written unit and what is being taught through the review of an uploaded lesson plan using the common template, and discussion with the teacher observed. A curriculum that shows clear alignment between what is written and what is taught in the classroom benefits the students in their learning experience and ensures that all students experience instruction that is based on curriculum goals.

## Sources of Evidence

- classroom observations
- self-study
- teacher interview
- department leaders

# Standard 2 Indicator 5

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## Conclusions

Curricular coordination exists among academic areas within the school but not with sending schools in the district. EBHS has established a goal of curriculum coordination within the next three years and vertical alignment within the next two years. The Boston Public Schools has a written scope and sequence for most academic areas at East Boston High school. Most core academic departments (social studies, math, and science) use the Boston Public Schools' scope and sequence as a guideline to align units plans of study. However, some academic departments, such as the ELL, SPED, and the English department do not follow the BPS scope and sequence. A common *UbD* template for units is in place in every academic area at EBHS. Each department has created several units using the *UbD* design that aligns with the school's 21st century learning expectations and the Common Core Standards. Each lesson plan template includes instructional focus, instructional strategies, essential questions, transfer goals, the task, the formative and summative assessments, the number and levels of ELD Students, number and codes of special education students, and a reflection on the lesson (required if lesson plan is submitted following observation). Teachers have specific time allotted to meet during their weekly Common Planning Time to collaborate in creating a written curriculum and *UbD* units. During this common planning time, teachers are exploring common best practices, reviewing and revising curriculum, and developing available resources. All *UbD* units are intended to be reviewed annually. During the 2015-2016 school year, a peer review cycle, along with a formal review by McTighe and Associates, provided feedback to teachers on developed curriculum units. Throughout the school year, teachers also have several occasions to observe colleagues within their classrooms. This gives teachers the opportunity to experience instruction in different contents and to discuss different ways to add interdisciplinary ideas into their own instruction. However, there are very few *UbD* units at this time that have cross-curricular integration. Occasionally, colleagues will volunteer to run best practice and informational workshops. Recently, with the additional of Chrome carts in some of the classrooms, a Google Classroom workshop was given to all of the staff by a staff member. Given the size, nature and complexity of the Boston School District, curricular coordination and vertical alignment between EBHS and its sending schools rarely exists in the core departments. However, through the Teach Boston Pathway, students who have an interest in teaching have the opportunity to work with elementary and middle school students; furthermore, the science department has a tutoring program with the elementary schools. When 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, the opportunities will expand for each student to achieve the school's 21st century learning expectations.

## Sources of Evidence

- panel presentation
- teacher interview
- teachers
- school leadership



# Standard 2 Indicator 6

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## Conclusions

Staffing levels, equipment, and resources of the library/media center are sufficient in all areas to implement the instruction of the curriculum. Instructional materials, technology, supplies, and facilities are mostly sufficient in all areas to implement the instruction of the curriculum.

The school employs sufficient staff to support the number of students in the building. Although the ratio of teacher to student is appropriate to the state mandates, the high number of IEP and ESL students cause some classes to be uneven. Where there may be approximately 11 students in an ESL English class, there are 27 in the regular education English class. However, teachers noted that in most of the regular education classes of 27 students, one third are ESL and/or IEP students. Scheduling and balancing course numbers are also impacted by the changing needs of the community as about 100 new students enter EBHS annually. Consequently, all ELA teachers are also ESL certified, and all regular education teachers are SEI certified to better meet the needs of all students.

Teachers and staff at East Boston High School have adequate equipment and supplies provided to them to create a sufficient learning environment. Each department is funded an annual amount to buy instructional supplies and they are allocated to each teacher. The math teachers have enough calculators for students. The ROTC has a supply closet with extra supplies for teachers who need more supplies than their allocated amount, but these supplies are not infinite and are also portioned out. Although every teacher is given the same dollar amount for supplies, some departments need more specific supplies than other departments. The physical education teachers are given the same amount of white copy paper as the English teachers. Whereas, the need for extra line paper, and copy paper is greater in specific instructional areas. Some teachers indicated that they still need to spend their own money on basic supplies to last through the school year. The lack of extra supplies lead some teachers to rely on fundraising, while other teachers rely on contributions through an online donation service named DonorsChoose.org. The biology (science?) department purchased additional supplies of necessary lab equipment through a grant. The ESL department receives additional funds through Title 1 which helps in additional instructional materials. Clubs and co-curricular activities are self-funded and purchase their own supplies.

Teachers have sufficient access to technology to implement the curriculum to ensure students meet their learning expectations. Each teacher is supplied with a lap top for their planning, assessment, and communication with school administrators, students, and parents. All classrooms are equipped with a projector and screen. All classrooms are supplied with a printer. There is a black and white copy machine in every corner of the building. However, teachers express the need for more machines in each department. The school does an annual fundraiser for additional technology that has supplied the school with flat screen TVs, more printers and toner, and projectors. The addition of fifteen Chrome carts has created more effective classroom instruction and they have been used to administer the ACCESS test to all the English language learners. Having a goal of a Chrome cart in every classroom is ideal and Title 1 funds have been allocated to add one to three new carts per year to support the needs of English language learners.

The library and media center is a resource for teachers and students to use computers, to do research, and to use relevant material that aligns with the unit plan of study. The library has a full-time librarian who works with teachers to help create another learning environment for students to achieve their learning expectations. The library is also used for co-curricular programs and outside connection programs.

East Boston High School's facility is sufficient for the implementation of the curriculum. The addition of new windows and shades gives each classroom better light, less noise, and needed darkness to use the overhead projector. All classrooms have enough space, desks, and chairs for each and every student at this time. The school has its own auditorium for plays and assemblies; however, it only seats 941 of the 1,500 students in the school. As a result of the student and teacher population, teachers do not have their own rooms. The school's population growth has resulted in increasingly crowded hallways and stairwells during transition times. Also,

although teachers do teach in the same room for two blocks, they do need to travel for another block. Some teachers noted that having their own room is ideal, but it does not impair or intrude on their level of instruction. Teachers do have a space to utilize during their prep block, however, this room is not heated properly in the winter months, nor does it provide reliable Internet access. These two factors prevent effective planning during their prep blocks. The gym is small for the size of the school and is characterized as elementary school-sized. The diverse needs of the growing student population, and the programming and curriculum being developed and in place has nearly maximized the facility space. When the staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are highly sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities, more opportunities support student achievement of the school's 21st century learning expectations.

## **Sources of Evidence**

- self-study
- facility tour
- teachers
- students
- school leadership

# Standard 2 Indicator 7

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## Conclusions

Boston Public Schools District provides East Boston High School's professional staff with marginally sufficient personnel, time and financial resources for ongoing and collaborative development, evaluation, and revision of curriculum using assessment results and current research. The district holds content meetings and trainings throughout the year to which EBHS sends school staff to participate. Curricula and pacing guides were developed at large meetings of teachers across the city run by BPS, with several EBHS teachers attending. The district provides teachers an online selection of professional development opportunities from a few hours to year-long certification trainings. The Students with Limited or Interrupted Formal Education (SLIFE) BPS team and the district English language learners (ELL) office make available monthly meetings for updates, policy reviews and trainings. District administrators expressed significant verbal support for the T-LIT(?) and *UbD* professional development programs conducted at EBHS. The Instructional Rounds model was developed at Harvard University and is based on the concept of medical rounds, in which doctors in training visit other doctors and observe their practice. School administration worked closely with the faculty to ensure that time was made available during the school day to implement this collaborative model. Federal resources has supported ELL students, providing resource allocation across all departments that serve these students. EBHS uses assessment results and current research to review and revise curriculum. The *UbD* process guides all current curriculum work. Teachers in their T-LIT groups meet weekly to analyze assessment data and make updates to their practice as necessary. Student performance data is used to guide most curriculum and instruction meetings. Some data includes MCAS data, writing prompt assessments, attendance, and grades. Student data has particularly guided student placement and curriculum development in specific courses, for example, English Language Development (ELD) is used to help place students in appropriate courses. The school is focused on multiple opportunities for students to read, write, listen, and speak, and teachers are actively engaged in reviewing and revising lesson plans, units, and curriculum to align with this primary instructional focus. Peer observations regularly focus on common strategies such as collaborative practices and total participation techniques (TPT). When the district provides the school with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research, then teachers able to improve their practice to more effectively help students meet the school's 21st century learning standards.

## Sources of Evidence

- teachers
- central office personnel
- school leadership

# Standard 2 Commendations

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## Commendation

The implementation of the plan and progress toward completion of a curriculum that is written in a common format

## Commendation

The purposeful curriculum that engages a large number of English learners in quality learning

## Commendation

The addition of Chromebook carts in various departments that strongly supports the implementation of the curriculum

## Commendation

The instructional focus of reading, writing, listening, and speaking in multiple ways that shapes curriculum review and revision

## Commendation

The clear alignment between the written and taught curriculum

## Commendation

The explicit use of data to reflect on and adjust curriculum and instructional practice to meet the needs of all students

## Commendation

The incorporation of problem solving, inquiry, higher order thinking, and authentic application of learning opportunities in the curriculum development

## Commendation

The engagement and empowerment of staff in curriculum development, professional meetings, Instructional Rounds, and professional development

# Standard 2 Recommendations

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## Recommendation

Ensure that all courses have a completed curriculum written in a common format and aligned with the school-wide learning expectations

## Recommendation

Develop and implement cross-disciplinary learning opportunities

## Recommendation

Provide sufficient time and personnel to ensure effective curricular and vertical articulation in the district

## Recommendation

Evaluate the facility space and execute a plan to ensure that the school building is adequate to fully implement the curriculum, including the co-curricular programs and other learning opportunities

## Recommendation

Ensure adequate technology is available to all classes to implement curriculum and instruction in a 21st century learning environment

# Standard 3 Indicator 1

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## Conclusions

Teachers examine some instructional practices to ensure consistency with some of the school's core values, beliefs, and learning expectations. In the Endicott survey, 82 percent of teachers agree that their teaching practice is continuously examined to ensure consistency with the school's core values. A majority of teachers post the school's core values, beliefs, and 21st century learning expectations in prominent places throughout the school. One of these learning expectations is formally evaluated by the school-wide rubrics in each discipline (for example, world languages focuses on social expectations, ELA focuses on communicative literacy, science focuses on critical thinking). Some staff members communicated that their department may be responsible for the administration of two rubrics per discipline, although others stated that number had been reduced from the previous year. Teachers collaborate in examining their instructional practices and their content area's school-wide 21st century learning expectation by compiling student data in Illuminate, the student data collection software which is accessible by all teachers, and by engaging in discussion during weekly content-based common planning time (CPT). While the school's learning expectations are evident across many courses and assignments, it is unclear as to the degree of fidelity with which the rubrics are being implemented. When teachers routinely examine their instructional practices to ensure consistency with the school's core values, beliefs, and learning expectations, students will be better able to achieve the corresponding skills.

## Sources of Evidence

- self-study
- teacher interview
- school leadership
- Endicott survey

# Standard 3 Indicator 2

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## Conclusions

Teachers' instructional practices support in varying degree the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology.

Teachers frequently personalize student instruction. According to the Endicott survey, 87 percent of teachers report personalizing student instruction. This is evident in arts-based classes, in which students are allowed to express their unique interpretations of an assignment. In the Video Production class, for example, students are given choices of comedy, horror, or teen drama for the movie trailers they create. As part of an ESL class project, students were able to reflect, write, and present their individual cultural heritage. For a computer class assignment, students choose a topic to research related to a future career interest and the use of Mathspace and Achieve 3000 online learning programs, in math and ELA classes, respectively, personalize content based on student achievement levels. A 10th grade student had the opportunity to show his understanding of the book *Night* through an alternative assessment: a poster through which he shared his observation visually. Instruction is also personalized for students through the course offerings at EBHS. Some examples include the variety of AP level courses offered and the option of a Latin dance class to fulfill a physical education requirement. Additional examples of opportunities for personalized instruction occur within specialized instruction through the special education and SLIFE (Students with Limited or Interrupted Formal Education) programs, the dual enrollment arrangement with area colleges, credit recovery, and career exploration through Pathways. Consistent teacher-parent contact to discuss student concerns and student successes give teachers other opportunities to personalize instruction.

Teacher instruction, by design, generally engage students in cross-disciplinary learning at East Boston High School, by incorporating the four domains of communication (reading, writing, listening, and speaking) into all subjects for every lesson. This is evidenced by instructional focus reference posters that encourages students to create responses using multiple sources that are pervasive throughout the school, a school-wide lesson plan template that ensures the consistent focus on the four modes in instruction, and the administration of school-wide writing prompt across all disciplines. The SLIFE program, has developed curriculum that connects all of its classes as noted by observations of the essential question, What does it take to survive? being examined in the SLIFE ESL and math classes, as well as through follow-up conversations with teachers. Another English teacher reported beginning conversations with a social studies teacher with whom she is co-planning one unit of study, however interdisciplinary content connections appear to be less pervasive at EBHS than interdisciplinary communication connections.

Teachers across the school use a variety of methods to engage students as active and self-directed learners at East Boston High School. ESL classes employ the use of interactive notebooks in which students complete the classwork on one page, and then are asked to express their own ideas as a way to process the information on the facing page. They color code the various reading strategies they employ in the notebook as a way to further reinforce the connections. ELA students often engage in independent reading and science students direct their own research projects in which they determine their problem, hypothesis, method design, conclusions, and future application of their research and present their work at the school's and state's science fair.

Across the school, teachers' instructional practices emphasize inquiry, problem solving, and higher order thinking. An ELA class engages students in reading by annotating and then self-assessing a text during multiple readings and by noting the following: paraphrases and definitions of vocabulary, making connections and summarizing, evaluating, questioning, examining tone, purpose and style, making inferences, and analyzing important information. A Latin project required students to synthesize information they had learned about Roman cities and to apply what they learned to the design of their own Roman city. A history teacher reported having spent more than a decade creating a historical role-playing game in which students build and create their own

missions and exhibitions. An ELA teacher was observed teaching a lesson where 10th grade students were analyzing Elie Wiesel's experience in Auschwitz by using Immanuel Kant's philosophy. These 10th grade students were able to read and discuss Kant's ideas in the lesson observed. The teacher used a grouping framework in which each student had a role, and they worked together to dissect challenging philosophical ideas. A SLIFE reading called *Danger in Nimule* posed the question, If you were in Nimule, would you fight or hide? Which is best for this situation? Give evidence. An ESL2 class used thinking notes to support a class reading of a text and used textual evidence to support inferences about the characters. In a continuation of that unit, the teacher asked the class to complete a "quick write-around" after which students had to synthesize all of the ideas to reach a new conclusion or to clarify something that they did not understand in the story. A math teacher's daily agenda was framed as launch, explore, summarize and each portion of the lesson required students to make connections, note patterns, and present and discuss solutions and strategies to enhance conceptual understanding. One activity required students to look at a text of three solutions to a problem, to identify the one that was correct, and to explain why the others might be incorrect. However, based on teacher analysis of school-wide Instructional Rounds, some teachers reported that there continues to be a need to provide students with more consistent opportunities for higher order thinking and problem solving, especially when doing group-based activities.

Teachers' instructional practices deliberately support the school's 21st century learning expectations by applying knowledge and skills to authentic tasks. This is most evident in the various tracks of the Pathways programs, such as the Zumix/WEBH Radio path in which students apply the knowledge that they gain throughout the coursework to host live radio broadcasts and the skills developed in the Academy of Management can lead to certification as a Microsoft Office User Specialist. The JROTC program prepares students for responsible leadership roles, which they applied to the authentic task of assisting and guiding the NEASC visiting team. There is also evidence of authentic application of knowledge in science classes, as they examine infectious diseases and their possible cures. Teachers also provide opportunities for students to apply their knowledge to authentic tasks by organizing events to showcase their work such as science fairs and the SLIFE journey to country expo. Writing prompts and history courses regularly have students reflect and apply their learning to their own experiences on their direct experiences. According to the Endicott survey, 90 percent of teachers note that students have opportunities to apply what they learn outside of classroom, however the authentic application of knowledge is not pervasive throughout the curriculum.

Teacher's instructional practices frequently, engage students in self-assessment and reflection. A math teacher described an activity that is assigned to students to help them examine and reflect upon the information posted in ASPEN, and to use the information as a tool for goal setting. An observation in the art studio, showed students examining many examples of strong and weak work and evaluating their own progress according to a posted learning expectation from which they evaluated their own progress. In a student panel interview, it was reported that students in advanced classes had multiple opportunities to peer assess and evaluate their work. World languages classes engage students in group work, culminating with each student being responsible for evaluating their peers' efforts. A sub-separate ELA class looked at a sample essay and were told to assess how they think they did on writing a claim based on the evidence presented in a structured mini-lesson. ESL classes employ self-assessments that incorporate the evaluation of both content and the Core 4. A poster-sized version of the physical education rubric is displayed for all students to see and reflect upon as they begin their class activity. According to the Endicott survey, 77 percent of students report that their teachers give them opportunities to assess their own work.

Technology is increasingly used to supplement instruction. Technology available to support student learning in the school includes 14 Chromebook carts, WiFi access points in every classroom, and access to the online databases for research that are available to all Boston public schools and libraries. Some teachers integrate technology into their classes in order to support learning, although this seems to depend on the teacher and the program. Math and ELA classes use technology weekly for Mathspace and Achieve 3000 online learning programs, SMART Boards are often employed in the presentation of content, and technology-based classes, such as Film Production, and make use of cameras, lighting, and film-making software. A grant funded through EBHS's community partnerships, has afforded the biotechnology courses cutting edge technology with which students are able to look at DNA. According to the Endicott survey, 75 percent of students say that teachers ask them to use technology in their assignments. Several teachers are taking the initiative to pioneer Google Classroom in their instruction and to share that knowledge with their colleagues. A goal that many teachers



expressed for the future is to increase technology use and for EBHS to engage in a 1:1 Chromebook initiative.

When teachers' instructional practices support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students in cross-disciplinary learning, engaging students as active and self-directed learners, emphasizing inquiry, problem solving, and higher order thinking, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology, students will benefit through overall improvement in engagement and learning.

## **Sources of Evidence**

- self-study
- student work
- teacher interview
- students
- school leadership

# Standard 3 Indicator 3

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## Conclusions

Many teachers at East Boston High School adjust their instructional practices to meet the needs of students by using formative assessment, strategically differentiating, purposefully organizing group learning activities and providing additional support and alternative strategies within the regular classroom.

Ninety-three percent of teachers report the use of a variety of formative assessments to assess learning during instruction to adjust their practice while students are working. For example, in the film class, two collaborating students reported that the teacher gave them verbal feedback about their pitch, beat sheet, storyboard and sequence timeline. During observations of their work producing the video, rapidly executing their plan by shooting, assembling and editing, the teacher stepped briefly in and out of their workspace to provide explicit corrective and encouraging feedback along the way. In a SEI Bio class, the teacher provided students the chance to build understanding of the nervous system. Here, he developed a concept map template that, as the students organized the names of specific parts using connecting written phrases on the template that describe the function and relationship between the connected parts, the students were able to construct a visual nervous system chart. While students were building their understanding, the teacher circulated the room and provided specific kinds of feedback relative to each student in the form of questions that asked them to verbalize their reasoning in defense of their chart's layout. Students used progressively more complex concept map templates that required greater analytical thinking in order to properly describe the system in detail. This was clear evidence of the teacher making subtle yet specific instructional changes and decisions based on the immediate needs of the student. Based on observation in multiple E1 and E2 classrooms, teachers were employing many school-wide adopted total participation techniques (TPT) that keeps learning active and engaging while at the same time provides a format that encourages higher order thinking and problem solving. The techniques that teachers use from the re-tell activities also supports teacher usage of best practice literacy strategies for all learners.

Additionally observed were do now tasks to begin class and exit ticket activities toward the end of class. In another SEI Bio class where students were studying cells, the teacher used the school-wide integrative approach that requires students to read, write, listen and share in response to the do now/exit ticket assessments. Here the students made their learning know well, and the teacher and other students were able to provide immediate feedback throughout. However, in some classroom observations and in discussions with professional staff, it was evident that some teachers do not use the information students recorded on exit tickets to inform instruction. In these situations, when exit ticket information was written in student notebooks, student were seen leaving at the conclusion without ever having shared the work. In each of the classrooms where students were learning through application of knowledge and skills, such as in arts, JROTC, science and the Pathways courses, teachers were systematically adjusting their instruction in response to student progress.

Ninety percent of teachers report in the Endicott survey that they adjust their instructional practice by organizing group learning activities. Teachers have been provided extensive opportunities to develop their instructional skills as a result close examination of student achievement data. In the math department, where teachers use common assessments and collaboratively plan lessons, they develop instructional strategies that meet the specific needs found among particular students. Many of these lesson include strategies for grouping and leveraging the student strengths within collaborative grouping. This kind of student achievement analysis is also provided to teachers to develop lesson plans that include targeted and alternative instructional strategies differentiated for unique groups of students on their class rosters. This was evident in a heterogeneously grouped biology class that included several ESL students. The teacher's lesson was designed to strategically group these students for applying direct instruction while others continue to work independently.

While differentiation was seen applied pervasively in classrooms that had higher numbers of students with learning challenges, there was less evidence of the use in classrooms with all students. Based on teacher interviews, they do not all have a common understanding of differentiation and differentiated strategies. Most teachers have reported an open door policy. Many meet with students before and after school for extra support and students have said that they can see them anytime. As a result, interviewed students expressed a strong

bond with their teachers and spoke very highly of them, praising them for the constant support they receive.

When teachers adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom, parents and students are ensured that all students will be provided the support they need to achieve the school's 21st century learning expectations.

## **Sources of Evidence**

- classroom observations
- self-study
- teachers
- Endicott survey

# Standard 3 Indicator 4

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## Conclusions

East Boston High School teachers, by design, improve their instructional practices by engaging in professional discourse focused on instructional practice. EBHS teachers use student achievement data from a variety of sources, including formative and summative assessments, and use feedback from students, supervisors, and from current research.

According to the Endicott survey, about 93 percent of teachers report that they use student achievement data from a variety of formative, interim and summative sources, to improve their instruction. In addition to using formative assessment data that teacher gather during daily instruction, and then applying school-wide common instructional strategies from total participation techniques, Retell and collaborative learning strategies. Teachers are also administering a common writing prompt three times a year and compare results during common planning time to determine any potential areas for improvement. Additionally, the social studies and mathematics departments analyze the result of BPS Interim Assessments three times a year. EBHS science teachers will be developing a department assessment shortly. Teachers also analyze Massachusetts Comprehensive Assessment System (MCAS) data during common planning time. This evidence is corroborated with Endicott survey results that say 85 percent of teachers have formal opportunities to examine student work within their departments. Teacher interviews and the Instruction Standard Sub-Committee confirm that they share successes and challenges with colleagues when examining their instructional practices during common planning time and informal conversations.

Teachers utilize several forms of feedback to regularly gather information to improve their courses and programs. All teachers are observed and receive feedback on their instructional practices through the formal evaluation process and through non-evaluative peer evaluations. During the course of this coaching process, teachers reflect on their strengths and weakness, develop next steps and, revisit their improvement. Additionally, teachers engage in self-initiated peer observations several times a year and are provided the opportunity to engage in dialogue during common planning time. On the Endicott survey, about 70 percent of students report that teachers ask for their ideas or opinions to improve how they teach. Parent panels indicated, however, that that feedback on student learning styles is requested via postcards and often transmitted via the guidance office or during personal conversations with teachers. Teachers work collaboratively in interdisciplinary teacher-led committees (T-LIT) to examine and engage in discourse about instructional strategies including total participation techniques (TPTs). The results of this work is evident in classroom observations in which many of these techniques are verbalized in directions (i.e., "think, pair, share," gallery walks, quick writes) and regularly used in practice in all classrooms and extensively used in the SLIFE, SEI, and OSCD classrooms. Professional development opportunities to keep current with research and best practices are offered weekly by the school. Additional professional development trainings and workshops are offered within the district. When requested, teachers are supported with the time to attend professional development opportunities offered by other professional organizations, such as the Massachusetts Foreign Language Association, but not always afforded the funding.

When 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, and engaging in professional discourse focused on instructional practice, then practices are better aligned to effectively support students' learning needs.

## Sources of Evidence

- self-study
- teacher interview

- teachers
- department leaders
- school leadership

# Standard 3 Indicator 5

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## Conclusions

Most East Boston High School teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. According to the Endicott survey, 64 percent of students state that their teachers maintain their expertise, and 94 percent of teachers state that they do. This was also heard during teacher and administrator interviews, in regards to the professional discussions that teachers have during T-LIT and CPT weekly meetings. Examples include a science teacher who reported that department members have partnered with Tufts University, meeting monthly with science professors to focus on the study of infectious diseases that is enhancing their own knowledge of current scientific knowledge and inquiry procedures, as well as their application to classroom laboratory and research practice; an EBHS Broadcasting teacher who works closely with industry partners on industry practices, facilities and standards for media production, in order to best serve student learning; and world languages teachers who reported attending and presenting at the statewide Massachusetts Foreign Language Association Conference. Over the last three years, the school leadership made the determination to identify the instructional needs of students through a school-wide process of examining current practices along with student classroom and school-wide writing assessments, and summative achievement data.

All teachers were trained in the process of conducting Instructional Rounds in small interdisciplinary teacher teams. Teams collect classroom observational data (low inference, fact-based evidence), and this process is repeated three times annually with every classroom being observed three times per year and every teacher completing three rounds annually. The data is analyzed in small groups for trends and patterns, and those trends are then analyzed to secure the full sample of data. Teacher leaders along with faculty input and approval, then work on aligning school-wide strategies. After two years of the Instructional Rounds repeated cycle of inquiry, teachers' report that they are recognizing increased opportunities for students to work collaboratively and that the range of levels of tasks are improving, however they also report that more work needs to be done in developing tasks of sufficient rigor as measured by the Hess Matrix. EBHS administration provides professional development for the design of lesson plans that support the application of strategic grouping and differentiation. Lessons, like their *UbD* curriculum development process, uses essential questions and focus on standards and direction for considering the needs of students with IEPs and for English language learners. Teacher leaders are provided train-the-trainer PD on school-adopted instructional strategies about grouping and collaborative learning, total participation techniques, and Retell. Teacher leaders then deliver professional development to their departments. Teachers are required to use the lesson plan template (the delivered lesson that occurs during their teacher evaluation) and their written reflection afterward are submitted as a part of their evaluation. When teachers, as adult learner and reflective practitioners, maintain expertise in their content and content-specific instructional practices, students are better supported in achieving the 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- school leadership
- Endicott survey

# Standard 3 Commendations

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## Commendation

The increasing incorporation and assessment of the school's learning expectations in instructional practice

## Commendation

The examples of formative assessment used to adjust instructional practice during instruction in many classes

## Commendation

The differentiation that was pervasive in classrooms with higher numbers of ELL students

## Commendation

The personalization and application of learning in many teachers' instructional plans

## Commendation

The common instructional focus on the four domains of communication (reading, writing, listening, and speaking) into all subjects for every lesson

## Commendation

The great variety of examples of instructional practices that engage students in inquiry, problem solving, and higher order thinking across all disciplines

## Commendation

The initiative to establish community partnerships that support the vision and integration of technology in instructional practices

## Commendation

The clear process that is commonly used for analyzing a variety of student achievement data and sharing outcomes to inform and improve instructional practice throughout the school

## Commendation

The Instructional Rounds that are employed school-wide to generate and provide feedback on instructional

practices among teachers

## **Commendation**

The multi-year process for collaborative use of professional development time to reflect upon and improve instructional practices



# Standard 3 Recommendations

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## Recommendation

Increase consistent use of formative assessments to adjust instructional practices during instruction

## Recommendation

Ensure the continued development and implementation of Common Core practices to support the learning needs necessary for students to successfully meet the accountability assessments expectations

## Recommendation

Increase understanding and use of differentiation strategies for all students in all classes

## Recommendation

Develop and implement a plan to practice cross-disciplinary planning and instruction in order to make content connections that improve student learning

## Recommendation

Increase the opportunity for students to engage in inquiry, problem solving, and higher order thinking for each student more consistently in all departments across all courses

## Recommendation

Ensure that an instructional technology plan is in place that reflects the school's vision to amplify learning for all students through the use of technology

## Recommendation

Provide more opportunities for all students to apply knowledge and skills to authentic tasks in all courses

# Standard 4 Indicator 1

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## Conclusions

By design, the professional staff is in its early stages of implementation a formal process to assess individual student progress in achieving the school's 21st century learning expectations by using school-wide analytic rubrics, but has yet to develop a process to assess whole school progress . Instructional Rounds are utilized by teachers in departments and administrators to observe, evaluate, and provide descriptive feedback to educators on implementation of rubrics and learning expectations. Each department at East Boston High School is responsible for implementing one component of the school-wide rubrics and for utilizing it for assessment of students' 21st century learning skills. Administrators require teachers to grade students using school-wide rubrics at least once per quarter, giving students feedback on their progress with 21st century learning skills. According to the Endicott survey, 80.6 percent of staff understand this process. While educators address and assess their corresponding school-wide rubric within their designated content areas, in speaking with teachers it was noted that there is some confusion as to whether each department is responsible for one or two of the school-wide rubrics. Additionally, the school-wide rubrics are not regularly revisited in daily instruction and achievement expectations beyond the once a quarter grading requirement. Educators collect data from the assessment of school-wide rubrics but are not yet fully using that data to drive assessment decisions. When the professional staff purposefully and systematically reviews whole-school and individual progress in achieving the school's 21st century learning expectations, the school has the opportunity to make informed decisions about curriculum and instructional practices based on data.

## Sources of Evidence

- teacher interview
- teachers
- school leadership
- Endicott survey

# Standard 4 Indicator 2

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## Conclusions

The school provides some opportunities for students and families to monitor individual student progress in achieving the school's 21st century learning expectations, but not whole school progress. Parents have access to their children's grades through Aspen's parent portal feature. The parent portal allows parents to see the individual assignments and scores for students in addition to their children's averages both as a whole and in categories. When asking parents how they know their student is doing well in a particular class, parents explained that they can check parent portal. However, progress in achieving specific 21st century learning expectations is not delineated. The professional staff consistently contacts parents through phone calls, email, and other methods to inform parents about their children's progress. The family resource center communicates with families on a wide variety of topics, including student achievement. Each contact made with a parent by a member of the professional staff is recorded using the Aspen data monitoring system. Parents and guardians are notified of student progress toward meeting 21st century learning expectations through Aspen, however, not all parents access Aspen consistently and the information is currently available only in English despite the large number (77 percent) of families who speak another language other than English at home. According to the family resource center, some, but not a majority of parents access Aspen for updates on their students' academic standing. In a meeting, the parents expressed that the school actively engaged them as partners in their children's education, but this is not the case with all parents due to inaccurate contact information and/or transient living conditions. As a result, EBHS has relied on a passive form of reporting performance (once per quarter) on 21st century skills through Aspen. When the school effectively communicates whole-school and individual student progress in meeting the school's 21st century learning expectations to all families, then families can clearly be made aware of their students' progress toward meeting those expectations.

## Sources of Evidence

- self-study
- teachers
- parents
- school leadership

# Standard 4 Indicator 3

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## Conclusions

The professional staff frequently and systematically collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement. Both the ELL and special education departments at EBHS collect various sources of data both at the aggregate level and at the individual student level. The ELL and special education deans utilize time to discuss student progress with educators and with the students they service. Specifically in the ELL department, student data is analyzed in multiple venues in every performance level, from SLIFE to FLEP ELL students and revisited multiple times throughout the school year through quarterly FLEP progress reports, SLIFE testing data, Access Testing and one-on-one student conferences. In the special education department, student data is collected for student populations from Life Skills to inclusion students both from IEP goal progress reports, re-evaluation meetings (whether it be due to teacher recommendation or IEP set time frames,) and the Unique Learning Systems platform with pre, post, and monthly check-in assessments. The dean in special education consults with special education teachers regularly to monitor student progress. Through these data practices both the ELL and special education departments have used this data to address inequities in student achievement within their departments. Notably, both the ELL and special education departments have created programming around student support with programs such as night school for at-risk students, small-group tutoring geared toward MCAS proficiency and a Financial Literacy course to support students in real-world math application essential to becoming a high functioning member of society. These programs have been implemented and maintained without significant resources and remain limited without continued financial support. The ELL and special education departments focus primarily on big picture and individual student data as well as student groupings by content area for ELL and special education students. Additionally, through discussion with content-area deans outside of subgroups, the focus on data analysis relies heavily on big picture data aligned with MCAS, Boston Public Schools Common Interim Assessments, Accuplacer, SAT and AP scores, dropout rates, graduation rates, and department-wide writing prompts. The adoption of Illuminate as a data collection tool gives EBHS the ability to disaggregate data in various formats and will now allow staff to disaggregate data consistently throughout each academic and subgroup department. In discussing the disaggregation of data for subgroups of higher need with the principal, it was explained that in an effort to respond to inequities, the administrative team has required educators working with those subgroups to become dual certified in both their content areas and their subgroup area (i.e., an English educator certified in English and SEI,) however many educators are now becoming certified in their content area, SEI, and special education. Moreover, the administrative team have purposefully assigned teachers to specific levels of teaching based on their effective practices working with those specific subgroup populations some of which spend two blocks a day working with ELL students in response to students' needs. Because the school collects a comprehensive range of data on student progress, it has the opportunity to disaggregate it by subgroup, and thus design programs and allocate resources that ensure that all EBHS students, including the most vulnerable, are able to reach EBHS' 21st century learning expectations.

## Sources of Evidence

- teachers
- department leaders
- school leadership

# Standard 4 Indicator 4

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## Conclusions

Prior to each unit of study, many teachers communicate to student the school's applicable 21st century learning expectations and related unit-specific goals to be addressed. According to the Endicott survey, 64.1 percent of staff members communicate to students the school's 21st century learning expectations and corresponding rubrics to be used. Agenda boards are required to be posted in each educator's classroom during instruction. Agenda boards are expected to include both the content and language objectives in addition to the essential question, "do now," ticket-to-leave, and procedures for the class. Essential questions are expected to be referred to throughout the lesson. A review of student work showed that most assignments include unit-specific goals to be addressed. Classroom visits showed that unit-specific goals were clearly communicated to students in most cases. Students report that they generally understand what their teachers expect them to learn. However, the explicit connection of student learning to the school's 21st century learning expectations remains inconsistent. When all teachers effectively communicate to students their expectations for learning, including the applicable 21st century learning expectations, students will be more engaged in monitoring their own learning and progress.

## Sources of Evidence

- self-study
- teacher interview
- students
- department leaders

# Standard 4 Indicator 5

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## Conclusions

Prior to summative assessments, teachers regularly provide students with specific and measurable criteria for success. The Endicott survey showed 82 percent of students agree that I understand in advance what work I have to accomplish to meet my teachers' expectations. Also, 75.4 percent agree that My teachers use rubrics to assess my work, and 74.6 percent confirm that I understand the rubrics my teachers' use. When discussing success criteria with students at EBHS, students felt that teachers provide descriptive success criteria for project-based assessments by providing students with a rubric before a summative assessment and allowing students to utilize the rubric throughout the assessment process. A review of student work samples showed that teachers consistently provide rubrics for students to use while completing assessments, but there seems to be some inconsistency in understanding between providing check lists with success criteria and standards-based rubrics for assessment. Students report that they generally understand what their teachers expect them to learn. When students are provided with clear, student-friendly analytic rubrics prior to summative assessments, they are able to engage more fully as self-directed learners, and better able to revise and improve their work based on the expectations provided.

## Sources of Evidence

- classroom observations
- self-study
- student work
- students

# Standard 4 Indicator 6

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## Conclusions

In each unit of study, teachers consistently employ a wide-range of assessment strategies including formative and summative assessments. According to the Endicott survey, 96.1 percent of staff state they use a variety and range of assessment strategies including formative and summative assessments. According to a student survey, 86.2 percent state that their teachers use a variety of assessments. The school has focused on adopting total participation techniques (TPTs), collaborative strategies, and Retell strategies. The staff regularly gathers by department to discuss these strategies in teacher-led inquiry teams. Teacher observations confirmed the use of a variety of formative assessments in many classrooms. Educators have been trained in total participation techniques through professional development that are utilized as part of formative assessment strategies daily in every classroom. Using the common EBHS lesson plan template, educators are expected to employ at least one of these techniques during each lesson, however, the majority of educators noted that they use at least two or three techniques per class period. As seen in classroom observations, educators utilize total participation techniques as opportunities for formative assessment. Examples of these techniques include, but are not limited to, numbered heads and turn-and-talk. However, it is not clear as to what extent educators are consistently employing these specific formative assessment strategies to adjust instructional practices during a lesson. When teachers apply a wide range of assessments strategies, students have a variety of ways to demonstrate their understanding, and teachers have an array of feedback to adjust their practice.

## Sources of Evidence

- classroom observations
- self-study
- teacher interview
- Endicott survey

# Standard 4 Indicator 7

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## Conclusions

Teachers are in the initial stages of collaborating in formal and informal ways on the creation, analysis and revision of formative and summative assessments including common assessments. However, common writing prompts have been in place for the past four years. Educators meet twice per week after school to create common *Understanding by Design (UbD)* unit plans and common assessments, but for the majority of departments this process is in its infancy. All educators are held accountable for administering Boston Public Schools' common assessments three times per year in English and math classes and two times per year in history classes. Other content areas do not have Boston Public School-created common assessments. The science department in the absence of a common assessment from BPS has created its own common assessments as a department. Educators analyze students' previous year's MCAS scores and BPS common assessments as a department to focus on the needs of students within the departments. According to the Endicott survey, 86.4 percent of teachers stated: Teachers collaborate regularly in formal ways on the creation, analysis and revision of formative and summative assessments including common assessments. Some teachers collaborate informally on summative assessments and lesson planning. Some teachers, such as in chemistry, collaborate informally each week to create common lesson plans, common assessments, and to reflect on both their lesson plans and common assessments. Notably, in the math department, content teachers participate in a norming protocol to create, vet, implement, and analyze common anchor assessments and make adjustments to improve student progress based on this norming protocol. In T-LITs teachers collaborate to analyze the results of some assessments including writing prompts. When teachers collaborate on the development of summative and formative assessments, and analyze student performance on those assessments, they are better able to adjust their teaching to more effectively meet the needs of all students.

## Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership



# Standard 4 Indicator 8

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## Conclusions

A review of student work samples shows that teachers regularly provide specific feedback to students on both formative and summative assessments, however there was limited evidence that students used that feedback to improve the quality of their work. According to the Endicott Survey, 75.1% of students agreed that My teachers assess/correct my school work in a reasonable amount of time and 78% of students agreed: My teachers offer suggestions to help me improve my school work. Classrooms observations and teacher interviews showed that teachers often provide descriptive feedback to students and allow students to utilize feedback to increase academic achievement. An example of this was observed in ESL classes when an educator provided specific pointed feedback and allowed for students to revisit the question or skill later in the same class period. Another example was seen in student work in an ELL English 11 class where the student revised multiple drafts with teacher feedback and scaffolding while participating in a high rigor and complex writing assignment. While there are examples where educators are using descriptive feedback to improve student work, the use of pointed feedback was not consistently observed in each content area. When teachers provide specific, timely and corrective feedback on student work, and provide students the opportunity for self-reflection and revision to improve that work then students are able to develop as self-directed learners.

## Sources of Evidence

- student work
- teacher interview
- students
- Endicott survey

# Standard 4 Indicator 9

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## Conclusions

Many teachers use formative assessments to inform and adapt their instruction for the purpose of improving student learning. The school has adopted Total Participation Techniques to provide a variety of common practices in order to assess students informally. The EBHS lesson plan requires teachers to use formative assessment in each lesson. In addition to the necessary components of an effective lesson plan, EBHS educators are required to analyze their rosters both for Special Education accommodations and modifications by individual student IEP needs and by ELL WIDA Performance Indicators (i.e. level 1- level 6) and utilize this data modify instruction for universal access. Common writing prompts administered in all disciplines provides the school with regular formative assessment data. All staff participate in Instructional Rounds where groups of teachers visit other classrooms to collect data, provide feedback and analyze their practice. Teachers use the school-wide analytic rubrics to collect data on all students' attainment of the school's 21st century learning expectations. However, while classroom observations showed that the use of formative assessments and checks for understanding inform students of their understandings examples of how teachers use this information to adjust instruction during a lesson was inconsistent. When teachers employ a range of formative assessment strategies to adjust their instruction, then instructional practices are more aligned with a focus on improved student learning.

## Sources of Evidence

- self-study
- teacher interview
- school leadership
- Standard sub-committee

# Standard 4 Indicator 10

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## Conclusions

Teachers and administrators regularly examine a range of evidence of student learning for the purpose of improve instructional practice. Teachers and administrators at East Boston High School do examine a range of evidence of student learning for the purpose of revising curriculum. Teachers and administrators regularly examine student work, common assessments, school-wide progress in achieving the school-wide 21st century learning expectations, and standardized assessments; however, they do not regularly examine data from sending schools, receiving schools, and post-secondary institutions, or survey data from alumni. According to the Endicott Survey, 84.5% of staff agreed that Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment and standardized assessments to revise and improve curriculum and instructional practice. Teachers meet in TLITs to analyze data including results of school-wide writing prompts and standardized tests, using Illuminate. EBHS is currently undergoing an Understanding by Design curriculum revision process based on the scope and sequence of Boston Public Schools and the common core. For example, Boston Public Schools has adopted the Edge program for ELD instruction, but EBHS is writing curriculum units informed by assessment data from its own students and tailoring it to meet the academic needs of its students. EBHS has developed a number of courses specific to its population in response to identifying student need. However, much of the curriculum in the core subject areas is determined by the Boston Public Schools and does not in all cases consider the specific needs of the EBHS population. For example, 40% of the current student body are new to the United States. Due to the shifting population (ELL population has tripled in the last five years). According to school leaders, EBHS has begun to revise their curriculum to meet the needs of their students outside BPS's scope and sequence and, according to some staff has set the model for ELL education in Boston Public Schools. While there are specific examples of how EBHS works toward meeting their students' needs through curriculum revision, the data on students given to EBHS from sending schools is somewhat incomplete and is majorly used for class level placement and not for curriculum revision and improvement of instructional practices. When the school is more able to examine a range of data from sending and receiving schools as well as survey data from current students and alumni, in addition to the wide range of data the school already collects, then it would be more effective at revising curriculum and instructional practices.

## Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership
- Endicott survey

# Standard 4 Indicator 11

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## Conclusions

Each department creates, implements, and reflects on their own grading processes, however, there is no evidence that the school regularly reviews or revises its grading or reporting practices to ensure alignment with the school's core values and beliefs about learning at the school-level. After administering common assessments, content teachers often norm the grading of specific assessments and use the data to determine mastery of standards and implications for re-teaching and spiraling materials. This norming is completed in common planning time meetings in specific departments yearly and revisited reflectively at the end of the school year. While some educators choose to align their grading policy with the department's decisions, other educators choose to implement their own grading policy based on their own preference. For example, in the English department last year, educators attempted to align their grading policy by utilizing four categories: speaking, listening, reading and writing. At the end of the 2016-2017 school year, upon reflection, some educators decided to continue this practice while others altered their grading dependent on their own preference. In addition, when discussing grading policies with multiple educators, there was no indication that educators' grading policies were in alignment with the school's core values and beliefs about learning as the school-wide rubrics were more of an individual grade per quarter within their gradebook, not a vital component for structuring their grading practices. When grading and reporting practices are regularly reviewed, the school can ensure that its data on student attainment of the school's 21st century learning expectations is accurate and informative.

## Sources of Evidence

- self-study
- teachers
- department leaders

# Standard 4 Commendations

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## Commendation

The progress made in assessing and reporting individual student progress in achieving the school's 21st century achievement expectations by using school-wide analytic rubrics

## Commendation

The effective use of Instructional Rounds to observe, evaluate and provide descriptive feedback to educators on the implementation of rubrics and achievement expectations

## Commendation

The access by families to their child's grades through Aspen's Parent Portal feature

## Commendation

The collection of various sources of data both at the big picture level and at the individual student level by the ELL and SpEd departments and the subsequent creation of targeted programming in response to identified student needs

## Commendation

The adoption of Illuminate as a data collection tool that has helped EBHS to disaggregate data in various formats

## Commendation

The unit-specific and daily lesson goals and objectives clearly communicated to students during instruction

## Commendation

The school's instructional focus on Total Participation Techniques (TPTs), Collaborative Strategies and RETELL strategies to assist in formative assessments

## Commendation

Teachers and administrators regularly examination of common assessments, standardized assessments, and other data sources to improve their practice

# Standard 4 Recommendations

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## Recommendation

Ensure that all educators utilize formative assessments to adjust instructional practice during and between lessons

## Recommendation

Develop opportunities where data from sending schools, receiving schools, and surveys from current students and alumni can be gathered and analyzed to inform practice

## Recommendation

Continue the implementation of Illuminate to disaggregate data school-wide for each content area and subgroup area to include both big picture data such as MCAS and Access as well as department-wide and individual data

## Recommendation

Develop and implement a process to regularly review grading and reporting practices to ensure equity and alignment with the school's core values

## Recommendation

Continue to engage in professional development around the development and common understanding of analytical rubrics

## Recommendation

Ensure that regular opportunities are afforded teachers to collaborate on the creation, analysis, and revision of formative and summative assessments

## Recommendation

Fully implement the school's process to assess individual student progress in achieving the school's 21st century learning expectations

## Recommendation

Develop and implement a process to assess whole school progress in achieving the schools 21st century learning expectations

## **Recommendation**

Develop and implement a process to ensure individual student progress in achieving 21st century learning expectations are communicated to all students and their families

## **Recommendation**

Develop and implement a process to ensure whole school progress in achieving 21st century learning expectations are communicated to the community

# Standard 5 Indicator 1

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## Conclusions

The school community consciously and deliberately builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. The school and community were brought together on the opening day of this visit. There was an overwhelming turnout of parents, students and faculty. In addition, there were several local politicians that spoke on behalf of EBHS. It was clearly evident that the school and community were intertwined. This became more evident when, by a show of hands, how many of the community attended EBHS and/or worked for EBHS. There is a rich and authentic culture that cannot be manufactured at EBHS. School safety is a priority at EBHS. BPS has allocated three school police officers and EBHS has created four staff assistants. This team meets regularly in order to discuss any safety issues. The school community embraces the Core 4 values: Embrace Excellence in Character, Class, Pride & Tradition. These Core 4 values are reinforced through mailings to parents in both English and Spanish, through the school site council, and through Core 4 shout-outs (i.e., announcements, monthly newsletter and assemblies). Each of the grades have a "spirit leader" (one male, one female) and their responsibility is to promote school spirit and student engagement. These teams meet on a regular basis in order to discuss upcoming events that they will be celebrating. In addition, the catalyst for the spirit leader stemmed from some students and staff members. The students wanted to be recognized for the work that they are accomplishing and they brought this concern to their teachers, and in turn the teachers brought this to the administration. EBHS has established a community where students and families feel safe and secure, as evidenced through parent interviews and conversations with students.

EBHS has many programs in place to ensure that all students have the opportunity to take pride in their school, such as National Honors Society, JROTC, student council, spirit teams, sports teams, clubs, electives, and after school programs. Through these programs, all students are given the opportunity to actively engage in the planning and facilitation of school-wide events. All sports teams also must go to the zone after school during their athletic season, which is coordinated through the Boston Scholar Athlete to provide academic and social support to student athletes.

There is open communication between families and the school. During parent interviews, parents expressed that teachers are constantly reaching out to parents and families via email, phone, or in person. Parents indicated that they feel confident that EBHS is meeting their students' needs, and that they feel EBHS is a safe and secure school. EBHS encourages students to enroll in rigorous courses, although the school no longer has an open-enrollment policy for AP courses. Students also have the option of enrolling in dual-enrollment programs through various local colleges and universities. Conversation with students and teachers indicate that rigor is a constant focus in core academic courses; in fact, increasing rigor is a main reason cited by the administrative team for the reason they have changed AP enrollment to no longer be open-enrollment. This was reinforced by a review of student work and through classroom observations. When a school community feels safe, positive, respected and supported by the instructional leadership team, and there are high expectations for all, student engagement and achievement will increase.

## Sources of Evidence

- self-study
- students
- parents
- department leaders
- school leadership



# Standard 5 Indicator 2

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## Conclusions

The school is equitable and inclusive, ensuring access to challenging academic experiences for most 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. All students at EBHS must complete four math classes, four ELA classes (or ESL), three science classes, three history classes, two health and PE classes, two world languages classes, one computer class, one career course, and one art class. Students select courses through large group and individual meetings with their school counselor annually. Students can self-select electives that they are interested in (e.g., JROTC, art, media). Students can also self-advocate to be placed in AP courses. If students have met the prerequisites for these courses (B- or higher/teacher recommendation/90 percent attendance rate), they can be placed into these courses. Students also have the option of enrolling in honors level courses. There are also partnerships with local colleges and universities for dual enrollment opportunities. EBHS also has various programs for their ESL and/or special education students, such as the Students with Limited or Interrupted Formal Education Program, special education, and English as a second language program. Some students in ESL and moderate disabilities take heterogeneously grouped electives. Students in the Occupational Social Development Skills Center (OSDC) are integrated into work study programs, have electives, and run the JET Fuel Cafe. This partnership allows OSDC students to build life skills and to further engage with their peers and faculty members. According to the Endicott survey, 74.3 percent of students agree that they have had the opportunity to take courses of varying levels of ability. Additionally, 82.5 percent of the staff agrees that EBHS requires every student to enroll in at least one heterogeneously grouped core course. However, ESL students are still limited in the number of elective courses that they can enroll in due to the Department of Justice requirements to enroll in a specific number of ESL classes. Providing an equitable, inclusive and heterogeneous educational environment for all students ensures that each student who graduates from EBHS will have the 21st century skills necessary to be successful in their post-secondary pursuits.

## Sources of Evidence

- self-study
- student shadowing
- students
- department leaders
- school leadership

# Standard 5 Indicator 3

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## Conclusions

There is a formal, ongoing program or process through which all students have 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. For the past four years, EBHS has implemented an advisory program that focuses on building relationships with students. Advisory groups meet every other week, and each teacher meets with his or her advisory group for 30 minutes at the end of 4th block (Advisory groups are originated from the teachers' 4th period block). During that time the teachers are connecting with each of the students (16-24 students) to connect about the Core 4 and what is happening with them both in school and out of school. The focus of advisory group at this point is relationship building. Students are able to connect the Core 4 to what is going on in the community and the world through various service learning projects such as a fundraiser for Puerto Rico after the hurricane and collecting Halloween candy and writing letters to veterans in early November and then delivering letters and candy to the local veterans' home. There is currently a written curriculum for the advisory program where teachers are able to adapt content as necessary. Some examples of lessons taught during advisory are A Core 4 advisory in which students are taught the Core 4, watch the video that staff made, and then film themselves acting out the Core 4 to be included in the video; a student engagement lesson in which students are given information about all the clubs available at EBHS; and an academic goal setting lesson in which students review current grades and calculate their GPA. Students change advisory group each semester or year, depending on whether their 4th period block is a semester or year-long course. Through the advisory program, students and staff can receive Jet Pride Core 4 shout-outs that recognize students for demonstrating the core values. Recipients receive recognition through daily announcements, on the website, and during term-award ceremonies. A survey is administered to all staff (via google survey) and students (on paper at the end of the year in advisory) to determine which advisory lessons they would like continued in the following school year and what changes they would like to see. In addition to advisory, many students also have a relationship with other adults in the building through clubs, activities, and sports. EBHS offers 15 clubs and 13 sports, and students are able to speak with the headmaster if they would like to create a new club. Providing an ongoing program in which all students have an opportunity to build and maintain a relationship with adults in the school will afford students an opportunity to access 21st century learning expectations and will provide an additional support system for students as needed.

## Sources of Evidence

- self-study
- teachers
- students
- Standard sub-committee

# Standard 5 Indicator 4

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## Conclusions

The principal and professional staff regularly engage in professional development through collaborative planning time by department, access resources outside of the school to learn best practices, and apply these skills and practices to improve curriculum, instruction and assessment by department across the building. EBHS has built common planning time into the school calendar. Teachers and the self-study indicate that teachers meet weekly (every Tuesday and Thursday) with their content teams to analyze student work and to discuss best practices. The math, science, English, and social studies departments also use this time to develop common assessments and units using *Understanding by Design*. The math department takes this process one step further by meeting weekly in order to vet one of the common assessments from the department. This process allows the department a chance to calibrate for that assessment so that students can be assessed equally and fairly. EBHS also brought in McTigue and Associates to provide professional development to teachers on *Understanding by Design*. All teachers are given the opportunity to participate in various forms of professional development, through weeklong conferences, two-day workshops, and various district-wide PD opportunities. In addition, teachers are granted professional days and are encouraged to pursue professional development offered outside of school, such as AP trainings, National Science Teacher Association Meetings, National Association of Biology Teachers conferences, NEASC visitation committees, and Harvard Rounds. According to the Endicott survey, 74.8 percent of teachers agree that the professional development programs enable teachers to acquire and use skills to improve instruction and assessment. Similarly, 76.7 percent of teachers feel that input from their supervisors plays an important role in improving instructional practices. Administrators participate in a formal professional development day once per month where they go to other schools, meet with other headmasters and administrators, and go on administrative learning walks to calibrate. When the principal and professional staff regularly engage in professional development and use outside resources, all professional staff will learn, will use best practices and will have the resources and knowledge to improve curriculum and instruction, and student performance will be positively impacted.

## Sources of Evidence

- self-study
- teachers
- department leaders

# Standard 5 Indicator 5

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## Conclusions

School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning. For the first four faculty meeting of the school year, the headmaster presents to staff the evaluation process along with the rubric on which the instructional staff will be evaluated. Each instructional staff member signs a document acknowledging that they have received the training. In addition, each teacher has a minimum of four observations per school year and receives a formative and summative evaluation. Learning walks and a formal peer observation process are only a part of the supervision and evaluative process. Teachers are required to conduct six hours of peer observation (two hours of Instructional Rounds and four hours of peer observations). Boston Public Schools has a comprehensive and interactive evaluation process and rubric to support professional growth. The instructional staff are versed in the evaluation process and they understand that the expectations are high and clearly defined for their instruction. The teachers are appreciative of having eight administrators' observations calibrated in order to provide a wide range of feedback to the instructional staff. After the evaluation is complete, teachers are responsible for submitting their lesson plans in order to be reviewed by the administration. When school leaders use research-based evaluations and supervision that focus on student learning, professional staff will learn, will use best practices, and will have the resources and knowledge to improve curriculum and instruction and student performance will be positively impacted.

## Sources of Evidence

- self-study
- teachers
- department leaders
- school leadership

# Standard 5 Indicator 6

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## Conclusions

The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students in most areas. Teachers and leadership report there is dedicated time for instructional staff to have time for collaboration to meet students' learning needs. EBHS moved to an 80-minute bell schedule in the 2015-2016 school year after MCAS data analysis revealed that scores fell/plateaued when the school originally switched from 80-minute to 55-minute classes. The 80-minute block schedule allows students to have more time in core MCAS subject areas (math, ELA, physics). In grades 9 and 10, students take a full year of these courses. (ESL students in level 1 and 2 have a double block of ESL/ELA). In grades 11 and 12, students have semester classes across all subjects, except in AP courses. Semester courses allow for students to take more electives and classes that interest them after passing MCAS in the 10th grade. During grades 11 and 12, students are able to take elective classes in a variety of areas such as computer programming, JROTC, media, visual arts, world languages, and year-long AP opportunities. The 80-minute schedule allows for more teacher collaboration as well. At the beginning of each school year, a professional development calendar is made accessible to all staff. Teachers have common planning time two times per week by department. During CPT, teachers are able to work on grade-level and whole-department initiatives; some departments create and administer common assessments, and use common rubrics to document student progress. Teachers also have one 80-minute planning block per day, during which teachers collaborate and implement Instructional Rounds at specific times of the year. The block schedule allows teachers to provide students with high level instruction, implement total participation techniques, and engage in collaborative group work to help foster higher order thinking skills. This also creates teacher leadership possibilities, including participation in NEASC, teacher-led inquiry, wellness, attendance, Pathways (careers), ILT, and coherence teams. Students in need of additional supports or interventions are referred to student support team (SST). SST is run by the school counseling department and its team members consist of counselors, counseling interns, the nurse, a school psychologist, a school social worker, and the special education department head. The special education director provides SST referral information and forms to all EBHS staff at the beginning of the year and throughout the year. Teachers are familiar with the SST process and regularly refer students who are struggling academically or socially. The SST meets once a week to review the referral, gather as much data and information about the student as possible, and then refers the student to the appropriate support staff (i.e., school counselor, social worker, school psychologist, outside organization) or to various alternative programs such as a special education referral, or alternative education referrals. The team will follow up regarding the student at future SST meetings. The school counselors indicated that they find the SST process very useful, as it is the only time they have to collaborate with other support staff in the building. They also indicated that they would benefit from having regular collaborative planning time outside of the SST process. Providing organizational time and research-based professional collaboration amongst teachers ensures all students learning needs will be met.

## Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership
- school support staff

# Standard 5 Indicator 7

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## Conclusions

The student load and class size at EBHS enable teachers to meet the learning needs of individual students. Although the BPS contract indicates that teachers can have up to 31 students per class, most classes have fewer than that, and ESL classes are limited to 20 students and special education classes are limited to 12. According to the Endicott survey, 80 percent of the staff indicate that their student load and class sizes enable them to meet the learning needs of their individual students. Ninety-four percent of students also agree that class sizes met their needs. Per conversations with teachers, teachers feel that the number of students in their classes, even when mostly ESL students, is manageable and they are able to meet the needs of all students. The class sizes at EBHS allow teachers to meet the individual learning and language needs of their students.

## Sources of Evidence

- self-study
- teacher interview
- students
- Endicott survey

# Standard 5 Indicator 8

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## Conclusions

The principal at EBHS regularly works with other building leaders to provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. The headmaster and assistant headmaster have been part of a four-year initiative leadership team that has created policies grounded in the school's mission, core values and instructional goals. In addition, with direction from administration, various teachers are encouraged to assume leadership positions within the school. Teachers are active on the instructional leadership team (ILT), which includes representatives from each content group, administrators, the headmaster and assistant headmaster. The leadership team has several different roles such as monitoring standard implementation, defining effective instruction, observing instruction, designing professional learning, guiding teachers in using the Data-Wise process to analyze student work, Instructional Rounds, creating and discussing implementation of 21st century learning expectations, designing common unit assessments, and creating school-wide rubrics to measure student progress within the context of learning expectations. In addition to the ILT, the special education director, school counselors, therapists, and staff assistants are also leaders of the student support team (SST). Administrators from each content team meet individually with faculty members at the beginning of each school year to establish the teacher's annual goals (individual, content, and school-wide). They also hold one-on-one meetings with teachers throughout the school year to assess progress toward these goals. To support teachers in meeting their goals, the headmaster provides in-house professional development, as well as time to pursue opportunities outside of school. In the past, teachers have participated in PDs involving Retell strategies for mathematics, ELL strategies, document-based questions, and several other pedagogical forums. According to the Endicott survey, 79.6 percent of staff feel that the headmaster and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and 21st century learning expectations. When the principal and other building leaders provide instructional leadership that is rooted in the school's core values, beliefs, and learning expectations, students will have access to learning opportunities that are designed to help them reach their individual potential.

## Sources of Evidence

- self-study
- teacher interview
- department leaders
- Standard sub-committee

# Standard 5 Indicator 9

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## Conclusions

Teachers, students, and parents at EBHS are involved in meaningful and defined roles in decision making that promote responsibility and ownership. The EBHS school site council is the governing body of the school. The school site council consists of 17 members: the principal, seven faculty members, seven parents, and two students. All of the members are voted in every year, and each term for each member is three years. There is an open agenda in which anyone can suggest an item to be discussed; however, there needs to be a quorum in order to have a vote and only school site council members can vote. The school site council meets once per month and each member is able to vote on policy decisions. The school site council has voted on some major changes within the school such as, school-wide uniforms, the tardy policy, and a new addition to the tardy policy for the 2017-2018 school year. Parents also serve on the hiring committee with the headmaster and staff.

Students at EBHS are very involved in the school's decision-making through a variety of forums, such as school site and student councils. Each grade level has its own council, which helps to accomplish goals for that particular class as well as for the entire school. Some of these initiatives include the homecoming dance, various field trips, and fundraising drives. Teachers are able to propose new elective options to the ILT, which then makes a decision and forwards that elective option (or another initiative) to the school site council, who then makes a recommendation back to the ILT. There is a family outreach position dedicated to reaching out to parents regarding student attendance, student performance, and provides additional resources to families. EBHS is currently working on having more students get involved with the school site council and student council so that students are more empowered in the decision-making process at EBHS. Teachers indicate that since the current administrative team has been at EBHS, teachers are more empowered to make decisions within their own classrooms, and that this has led to increased buy in from teachers regarding new initiatives that are implemented school-wide. When the majority of stakeholders have meaningful and well-defined roles in the decision-making process, then the community is cohesive and reflects a positive and productive climate that promotes responsibility and ownership.

## Sources of Evidence

- self-study
- parents
- department leaders
- Standard sub-committee



# Standard 5 Indicator 10

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## Conclusions

Many teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. One of the elements of EBHS that is celebrated by both the staff and the students are the choices of "pathways" that are offered. In addition to the pathways, students have elective options such as weight-lifting and art classes. Teachers are able to coach the variety of sports teams at EBHS and serve as club advisors. As students register for freshman and sophomore classes, their options are limited; however, during the registration process for the junior year there are many more options. During the junior year registration process, students choose a pathway. According to the registrar, every student will take a Career and Technical Education (CTE) pathway. There are eight pathways (co-created/planned by various teachers) that students can choose from: Radio & TV Broadcasting, Hospitality Management, Design & Visual Communication, Future Educators, JROTC, Public Service, STEM Option 1 (AP Track), STEM Option 2 (college prep level track). It was explained that there can be overlap with STEM Pathways. It is also notable that EBHS has made a concerted effort to simplify the pathways. This simplification has been a collaboration between BPS and EBHS. Administration encourages teachers to be innovative and initiate change to improve student performance. Teachers take initiative by serving as teacher mentors, content leaders, volunteer peer observers and advisors. Students also serve an imperative role by serving on the school site and student councils. Several teachers explained that they have been an agent of change within the school and that change has allowed them to feel more invested in their school and their teaching. Teachers also participate in inter-department peer observations so that, as a department, they can calibrate their instruction within their area of instruction. There are a variety of committees that the instructional staff participate in such as instructional leadership team (ILT), teacher-led inquiry teams and teacher-led professional development. Teachers also hold positions as advisory and club leaders. Those who do not serve as facilitators of committees are encouraged to pursue these roles in subsequent years. When teachers have the ability to exercise initiative and leadership, essential to the improvement of the school, all students will be more engaged in their learning.

## Sources of Evidence

- self-study
- facility tour
- teachers
- department leaders
- Standard sub-committee

# Standard 5 Indicator 11

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## Conclusions

The BPS school board, superintendent, and EBHS headmaster are regularly collaborative, reflective, and constructive in achieving the school's 21st century learning expectations. The school's self-study indicates that the headmaster, superintendent of high schools, instructional superintendent and/or central office administrators visit the school regularly. The headmaster works collaboratively with superintendents to write the Quality School Improvement Plan (QSIP), visit classrooms, aid in the implementation of the instructional focus, and incorporate policies that impact 21st century learning expectations. The headmaster attends bi-monthly PD meetings for school leaders and attends a five-day leadership institute with the superintendent to plan the implementation of school initiatives. The current superintendent of high schools value a culture of we and believes in collaboration and creating a supportive environment. Administrators have created a team-protocol that uses research-based practices to view, discuss, and critically evaluate teaching and learning in the classroom. This allows for collaboration and critical norming at the administrative level. The EBHS model for learning walks and collaborative evaluation is now being implemented at other schools in the district. In addition, the Endicott survey reveals that more than half of staff agrees that "The school board, superintendents, and headmaster collaborate in the process of achieving learning expectations." When there is a strong rapport and effective working relationship among a school board, superintendent, and headmaster that is collaborative and constructive on an ongoing basis, students are better supported to achieve learning expectations.

## Sources of Evidence

- self-study
- central office personnel
- school leadership
- Standard sub-committee

# Standard 5 Indicator 12

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## Conclusions

The school board and superintendent collectively provide the principal with sufficient decision-making authority to lead the school. Boston Public Schools makes policy and planning decisions with input from the East Boston High School's headmaster and the instructional leadership team, which consists of administrators, content leaders, and teachers. BPS supports the East Boston High School ILT. This affords the headmaster some autonomy to make important decisions and to include other stakeholders (teachers and team leaders) in the creation of school-based policies. Through this model, the headmaster and the ILT create the professional development calendar and agendas for the high school faculty and staff, which impacts the following year's budget. The school board and superintendent of high schools have supported this process while allowing the headmaster to make decisions that impact the whole school. The school board and superintendent also allow the headmaster to staff EBHS according to the school's needs. The Endicott survey reveals that 58.3percent of staff agree that, The school board and superintendent provide the headmaster with sufficient decision-making authority to lead the school. When the school board and superintendent provide the principal with sufficient decision-making authority, all staff and students will benefit.

## Sources of Evidence

- self-study
- central office personnel
- school leadership
- Endicott survey

# Standard 5 Commendations

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## Commendation

The supportive, safe, and encouraging atmosphere that exudes a culture of pride

## Commendation

The equitable and inclusive academic program

## Commendation

The advisory program that is a regularly scheduled part of the students' programming at EBHS in which all students have formed a relationship with a staff member in the building outside of their school counselor

## Commendation

The strong instructional leadership provided by the building administrative and teacher leaders

## Commendation

The initiative and investment teachers make in developing resources, community partnerships, and varied student learning opportunities

## Commendation

The research-based common practices that include Instructional Rounds, teacher teams, and collaborative practices

## Commendation

The school schedule that supports teacher collaboration and professional development

## Commendation

The multiple opportunities for students to enroll in dual-enrollment programs through local colleges, universities, and community programs

## Commendation

The OSDC that allows for integrated work throughout the school day to allow special education students to work

at the JET cafe and learn world-to-work skills

## **Commendation**

The teacher-led professional development opportunities that are focused on, but not limited to, teacher-led inquiry, Instructional Rounds model, and Understanding by Design

# Standard 5 Recommendations

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## Recommendation

Continue to develop and implement a curriculum for the advisory program that aligns with the school's core values

## Recommendation

Ensure that opportunities for students to participate in meaningful decision making that impacts the school community are continued

## Recommendation

Continue to develop and implement strategies to engage parents and improve family communication and outreach

# Standard 6 Indicator 1

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## Conclusions

The school has timely, coordinated, and directive intervention strategies in place by design for all students, including identified and at-risk students that support each student's achievement of the school's 21st century learning expectations. There are multiple intervention strategies in place that are designed to improve student learning and to support the school's core values and beliefs. A tiered intervention system is utilized to provide appropriate support to students who have been identified. Tier 1 interventions include a committee in which teachers identify students with attendance or academic needs and forward information using email or their student data management system (ASPEN) to the group. Tier 2 and 3 interventions include the Twilight [1] Program: An after-school credit recovery for older students who have not earned enough credit to be grade appropriate. Also, the FACT(acronym for?) program designed to assist in credit recovery during the school day by using the Acellus computerized curriculum. Students who are college-bound can utilize a variety of resources such as GEARUP, which has a bilingual counselor who assists with college searches and applications and UASPIRE which helps to guide families through the FAFSA (financial aid application). Student athletes participate in the Boston Scholars program which help them with skills such as time management to help them to balance sports and academics. Students with significant academic issues receive referrals to special education evaluations. Students with health care concerns are referred to the school nurse. A crisis team which consists of the school psychologist, social worker, nurse, special education department head and guidance can be assembled for students who experience acute emotional needs. The school's family center is a resource that provides families with information regarding curriculum, student achievement, rules and expectations, MCAS, and any other programs that benefit positive student outcomes. Because East Boston High School has timely, coordinated, and directive intervention strategies in place, students are supported in their achievement of 21st century learning expectations.

## Sources of Evidence

- self-study
- teacher interview
- parents
- school leadership

# Standard 6 Indicator 2

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## Conclusions

EBHS provides information to families through a variety of ways that help foster student and family engagement, as well as provide supports to students who are identified as at risk. However, while there are a variety of mediums used to disseminate information about support services, the information is not necessarily targeted to families most in need nor is there a place where parents can access a comprehensive accounting of available services. The most accessible medium for providing information to families is the school's website, which has a translation button. A school-run Facebook page also disseminates information regarding school events, initiatives and other pertinent information. Parents can access information such as the EBHS Student-Parent Resource Manual, staff contact information, and a breakdown of many of the student support services. Print materials describing some support services are available in the guidance and nurse's offices. The EBHS Student Guide (student handbook) contains support services information, which includes the counseling department, senior college and career counseling, and health services. The school uses Aspen in order to provide parents with real-time grading, assignments, and progress information. Parents whose students are absent or late to school are provided with an automated phone call informing them of their absence or time of arrival. Chronic absences are met with phone calls and occasionally a home visit. The nurse, and school counselors make immediate and direct parent contact when a student is in crisis. Families of new students are required to attend an intake meeting. The family resource center sends out regular newsletters in English and Spanish. Those are sent out every 10 days and get to about 50 percent of the families. In addition, many of the school's staff speak fluent Spanish, which has supported effective parent-teacher communication. With improved communication with all families, especially those most in need, EBHS will help ensure that families are able to advocate for their students when identifying support services.

## Sources of Evidence

- self-study
- panel presentation
- parents
- Standard sub-committee



# Standard 6 Indicator 3

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## Conclusions

Support services staff deliberately use technology to deliver an effective range of coordinated services for each student in most areas. Student information is available and accessible for teachers, students, and parents through ASPEN, an online portal for a variety of student information including schedules and grades. ASPEN can be accessed outside of the school building at any time by parents and students with computer and Internet access. Support services personnel utilize ASPEN to regularly update attendance, behavior and academic information, as well as to create and evaluate action plans for individual students. Support services personnel also utilize SEIMS, their special education database in order to share IEP information with teachers. The school registrar uses Data Warehouse to maintain records of students' MCAS reports and GPAs. The use of technology enables the registrar to generate GPAs for students who transfer to EBHS from other schools and to rapidly identify students who have not taken the MCAS. All EBHS staff members have the opportunity to use the school's website to provide information about their programs, related services and events. The guidance department guides students in their use of the Common Application, which is where teachers are able to submit letters of recommendation. Naviance is used as a systemic or electronic approach to gathering the necessary data to facilitate the college and career pathways. The school nurses use EPIC, an electronic medical record-keeping software to maintain and update all student information concerning medications, allergies and personal/family history. The school nurses also use SNAP to maintain and update records of student visits and emergency contact information. The nurses also use ASPEN and SEIMS to access and update student information. Technology available to support student learning in the school includes 13 laptop carts, WiFi access points in every classroom, and access to the online databases for research that are available to all Boston public schools and libraries. Many teachers integrate technology into their classes in order to support learning. Teachers in the OSDC (Occupational Skills and Development Center) program for example, use a curriculum called Unique Learning that has an online, self-paced component. When support services use technology to deliver an effective range of coordinated services for each student, then decisions that support students are made in a more efficient and effective manner.

## Sources of Evidence

- self-study
- school leadership
- school support staff
- Standard sub-committee

# Standard 6 Indicator 4

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## Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff to 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 are using 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 counseling office currently has seven student development counselors, who serve approximately 1,500 students and are guided by the written, developmental program. Two of the student development counselors are assigned to the Freshman Academy in order to support students transitioning into high school. One of the freshman counselors is bilingual and works with ELL students in addition to Newcomers and grade 10 newcomers. The other freshman counselor works with special education students, regular education students, and repeaters. The remaining counselors are divided among grades 10-12, and stay with those students for three years. Each grade is assigned a staff assistant who is responsible for discipline-related issues. A full-time registrar, who has worked as a guidance counselor in the past, oversees and coordinates the work of the guidance team. Freshman counselors meet with their students once each term, while upper class counselors meet with their students at least once per year during the course registration process. Many of the counselors have multiple contacts with their students, especially if their students are in need of social emotional, career or academic support or are getting ready to transition from high school as seniors.

Student development counselors (SDCs) make a minimum of four presentations per year to their students. These presentations are aimed at equipping students to be successful in school and in life. In addition to the presentations that SDCs provide to students, students are also provided transition planning support from the many partner organizations that work within the school. UAspire, for example, works with students on securing financial aid for college, while GearUp and College AdviserCorps, provide additional help to students applying to post-secondary programs. In addition to academic support and guidance to students, the SDCs are also an integral part of the student support team, the attendance team, and the crisis team. In addition to the SDCs, EBHS employs a clinical team that is comprised of two psychologists, one of whom is bilingual, one full-time social worker, and various social work interns via partnerships with local colleges such as Boston College and Simmons College.

SDCs often look at a variety of data to assess and improve services at EBHS. In addition to a Google survey that was given to seniors last year, SDCs are in the habit of reviewing retention and graduation rate data, attendance data, and standardized test data. This helps the SDCs to determine the types of presentations and workshops to offer to students and the guidance on teaching goals that they should give to teachers.

When school counseling services have an adequate number of certified/licensed personnel, 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, and uses ongoing, relevant assessment data, including feedback from the school community, to improve services, then all students will be better supported in achieving the school's 21st century learning expectations

## Sources of Evidence

- self-study
- students

- school leadership
- Standard sub-committee

# Standard 6 Indicator 5

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## Conclusions

The school's health services meet guidelines for the number of certified/licensed personnel and support staff, but due to the expansive demands of the student population they do not provide preventative health services and conduct ongoing health assessments. Health services personnel do use an appropriate referral process, use some relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

At the time the self-study report was written, the high school had two full-time registered nurses (RNs), and through a partnership with East Boston Neighborhood Health Center, had a school-based health center on site with a licensed staff, including a nurse practitioner (NP), licensed clinical social worker (LCSW), licensed family therapist (LFT), and medical assistant. Unfortunately, due to budgetary demands, the health center is no longer located within the high school. When the health center was on site, they provided not only preventative health services but also helped to deliver direct intervention services. With the elimination of those health service resources, coupled with the increasing student population, the current resources are not able to provide preventative health services and occasionally have difficulty keeping up with direct intervention services. Registered nurses spend most of their time addressing direct intervention services such as emergency response, injury assessment, pain management and illness evaluation. While preventative care such as hearing, vision, BMI, and scoliosis assessments, and screening for substance abuse are also a part of the RNs' responsibilities, current resources do not allow adequate time for this to happen. On an annual basis, about 6,900 encounters are documented in the nurse's office. Additionally, RNs are having difficulty keeping up with the demands to enter immunization records into the school's database system. Because of the number of new students who enter the school on a regular basis, it falls to the RNs to track down students who are incomplete in their immunizations. The EBHS nurse is a member of the student support team (SST), the wellness council, and the crisis response team. The nursing staff continue to refer students to the school psychologist, social worker, Arbor Health (which is available part-time) or to the East Boston Neighborhood Health Center. The RNs have the ability to use their database systems to run monthly reports that show trends of care but have not yet run any reports this year. When East Boston High School has an adequate nursing staff, the health services program will better meet the health needs of all EBHS students.

## Sources of Evidence

- self-study
- facility tour
- students
- school support staff

# Standard 6 Indicator 6

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## Conclusions

Library/media services are sometimes integrated into curriculum and instructional practices and meet guidelines for the number of certified/licensed personnel. The library/media specialist is occasionally engaged in the implementation of the school's curriculum; provides sufficient materials, technologies, and other information services in support of the school's curriculum; tries to ensure that the facility is available and staffed for students and teachers before and after school and during most school hours, is responsive to students' interests and needs in order to support independent learning, and conducts some ongoing assessment using relevant data, including some feedback from the school community, to improve services.

EBHS has one full-time, certified library media specialist and one support staff member who manage all aspects of the library program. The librarian is available to collaborate with classroom teachers on research projects, and will collaborate with teachers when they sign up to use the library for a research project. The library has some materials to support the school's curriculum, and is able to get additional materials through the BPS library system if requested by students or staff. Additionally, students can obtain materials from any branch of the Boston Public Library and return them to the school library.

The library has 35 desktop computers and has access to an additional laptop cart of 30 computers that can be used when classes utilize the library space. All staff and students have access to library databases via the Boston Public Schools' websites. Teachers are able to send students down to the library to conduct independent research. However, support can be inconsistent as the librarian is involved in many aspects of the school. According to the librarian, the library hours are 6:30 a.m. to 4:30 p.m., however, some teachers and students were not aware of these hours and had the impression that the library was not often open before or after school, except for the use of the Boston Scholar Athletes program. The librarian keeps track of who uses the library via sign-in sheets. Because the library uses an electronic circulation system (Polaris), it has the ability to get statistics for circulation. It was not made clear if this data is utilized to inform decision about resource allocation and additions. Formal feedback was not apparent, but the librarian noted that informal feedback is provided by staff and students. When the library/media services collaborate with students and staff to align library resources with the school curriculum and instructional needs, then the library media services will be better able to support the curriculum of the school, improve services, and help ensure each student achieves the school's 21st century learning expectations.

## Sources of Evidence

- facility tour
- teachers
- department leaders
- Standard sub-committee

# Standard 6 Indicator 7

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## Conclusions

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have a number of certified/licensed personnel and support staff for most programs. Staff collaborate with counselors, targeted services, other support staff, and, in a variety of ways, with teachers, in order to achieve the school's 21st century learning expectations. The school provides inclusive learning opportunities for students and performs ongoing assessment. Outside resources and agencies are involved on different levels including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations.

There are 28 special education teachers, and it is understood that BPS is requiring all special education teachers to be dual certified in content and special education, and also encourages ELL certification. BPS is beginning to make these a requirement for employment. The special education department is overseen by a full-time coordinator of special education services, a part-time coordinator of special education services, and an administrative support position. Therapeutic supports are provided within the special education department by a coordinator of clinical services, one school-based psychologist and a full time district-wide psychologist that supports the school two days per week. One LICSW is available to provide clinical support, and the school can frequently utilize student interns. There are seven guidance counselors, two of which are devoted to students with special needs. Itinerant specialists provide supports in the areas of speech and language therapy, occupational therapy, physical therapy, adaptive physical education, adaptive technology, and hearing and vision services. Special education teacher caseloads range from 12-25 students. One teacher is responsible for academic testing for three-year evaluations and initial referrals to special education. Supplemental supports in a one-on-one or small group setting are available as needed. A flow chart for the referral outlines the process. Teachers raise concerns and complete a form, which is forwarded to a multi-disciplinary team that convenes to collect data and make decisions regarding interventions including moving a student to a formal referral process. IDEA regulations are followed and monitored regarding the identification and placement of students for special education. The school puts forth effort to provide inclusive learning opportunities for all students in the least restrictive setting possible. Opportunities for mainstreaming are available to all students, and many students are enrolled in a combination of special education courses and regular education classes. Two learning specialists provide executive functioning and academic support to students in regular education classes, small groups, or one-on-one sessions.

Special education teachers regularly collaborate with other teachers, counselors, specialists, and support staff. The special education director and the student support team meet weekly to provide academic, behavior and social/emotional interventions for identified students. Topics include student contracts, behavior plans, academic support with the learning specialists, referrals for school-based counseling and referrals to community partners. Although many students are mainstreamed, there are a number of separate classrooms for students with disabilities as part of a continuum of services based on the identified student needs. Data used for decision-making referrals for interventions include the following: grades, MCAS scores, ACCESS scores, performance on district assessments, and curriculum-based measures.

In order to place students in the correct English language development (ELD) level, East Boston High School assigns ELD levels based on students ACCESS scores and teacher feedback. All staff administering the ACCESS test are trained every year and must pass the required tests. EBHS provides all English as a second language (ESL) students with dictionaries both in their native language and English. Currently, there are close to 700 English language learners with 18 ESL teachers and nearly 100 percent of ELA teachers are ESL certified. East Boston High School has ten Sheltered English Immersion (SEI) teachers who teach SEI classes to students in ELD levels 1-3. Almost 100 percent of content teachers are SEI endorsed and are able to teach SEI classes. In addition, EBHS has one full-time administrator for the ESL department. Students identified as ELL (levels 1-3) receive instruction via an ELL model that provides students with services per regulations and are gradually mainstreamed into regular education classes. Level 4-5 ELL students are placed in regular education classes

along with an ESL 4 support class and/or a full-year English class with an ESL certified teacher. Students who have tested out of ESL are identified as Formerly Limited English Proficient (FLEP) students. FLEP students are monitored every quarter for four years. A data inventory is created using a variety of documentation such as questionnaires, report cards, ASPEN journals, and other relevant information the student requires. There are approximately 300 FLEP students who are monitored in all classes. Academic support is offered during the after-school tutoring program for SLIFE (Students With Limited and Interrupted Formal Education) students and ESL. The district-based Newcomers Assessment Center evaluates students in their native language to determine literacy levels. EBHS teachers design and administer an Entrance-Exit SLIFE test to assess students' strengths within the HILT (High Intensity Literacy Training) program. HILT teachers collaborate with all teachers, counselors, specialists and other support staff to enhance the probability of success. Headed by the SLIFE teacher leader, teachers meet frequently to provide academic, behavior and social/emotional interventions for identified students. These interventions include student contracts and behavior plans. ELD levels are assigned using ACCESS scores. The program has 48 ELL students and six teachers. SLIFE manages a maximum of 15 students per course. Courses include math (80 minutes per day, taught in Spanish), science/history (40 minutes per day, taught in Spanish), and ESL (215 minutes per day). To determine students' promotion to the SEI program, an Entrance-Exit SLIFE Test is administered three times per year. EBHS currently has 15 students receiving accommodations via 504 Plans. Teachers are provided with hard copies as well as computerized versions through the school's ASPEN student management program. When support services for identified students, including special education, Section 504 of the ADA, and English language learners are adequately provided and staffed, then the school can be assured that the needs of all students are being identified and addressed.

## **Sources of Evidence**

- self-study
- teacher interview
- department leaders
- school leadership
- school support staff

# Standard 6 Commendations

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## Commendation

The coordinated, directive intervention strategies that support all students

## Commendation

The myriad of programs and supports to address the variety of student needs

## Commendation

The student support team that is responsive to student needs and that has developed access to in-school and out-of-school resources and services

## Commendation

The use of technology to organize and communicate information and to help deliver a range of student services

## Commendation

The highly qualified teachers who have multi-discipline certifications

## Commendation

The library renovations that provide a welcome work atmosphere

## Commendation

The community partnerships the school and teachers have developed to help supplement the support given to students

## Commendation

The comprehensive ELL services that support language acquisition and school transition



# Standard 6 Recommendations

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## Recommendation

Evaluate the guidance department staffing levels to ensure that the comprehensive guidance program is successfully implemented

## Recommendation

Develop and implement a plan to engage more families, especially those most in need

## Recommendation

Develop and implement a plan to seek formal feedback as to ways to better align library/media resources with staff and student needs

## Recommendation

Evaluate the health services staffing and resources to ensure that the health care needs of all students are being addressed in an efficient and effective manner

## Recommendation

Continue to develop more opportunities for special education students to receive inclusive instruction and educational experiences

# Standard 7 Indicator 1

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## Conclusions

The community and the district's governing body provide adequate funding for sufficient professional and support staff, ongoing professional development and curriculum revision, however; the governing body is only providing minimal funding for the delivery of high quality school programs and services and to support a full range of technology, technology support, materials and supplies. The city of Boston and the Boston Public Schools determine the overall operating budget of East Boston High School. The budget is derived from a combination of taxes received, grants, state and federal funds. Budget allocations are based on student projections, which can fluctuate. The self-study indicates that, from 2015-2016 to 2016-2017, EBHS projections and student numbers were not aligned because actual enrollment was higher. Teachers, administrators and self-study reports indicate that, cuts to Title I funding adversely impacted the overall budget, as reported in 2016-2017, \$178,053 was allocated to Title I needs. At East Boston High School, budget constraints impacted staffing and programming, resulting in the elimination of elective course and support courses such as MCAS, Accuplacer, and SAT prep. Since staffing is tied to enrollment, for the last two years, EBHS has had to reduce staff. Due to budget cuts at the local health center, the school-based health care facility was eliminated. Teacher interviews, student shadowing and self-study committee members indicate that the loss of the community-based health center also impacted students' access to adequate wrap-around services. And, although the community and the district's governing body provide somewhat adequate funding for sufficient professional and support staff, concern is raised that the loss of student access to these in-house services will adversely impact school attendance and school performance.

Through teacher initiatives to write grants and contact outside groups, funds and funding to support many academic and support programs has been garnered such as, the Perkins grant, which funds the Pathways programming, and developed community and higher education partnerships that garnered funding for science programming. Some grant monies fund professional development and curriculum revision. Professional staff at the school meets twice a week in content groups for professional development. As part of this professional development program, EBHS has used grant money to pay for a consultant from McTighe Associates to support administrators and teachers in the development of *Understanding by Design (UbD)* curriculum. Most professional development opportunities are teacher-led, in-house and focused on teacher-led inquiry, including Instructional Rounds and content-based *UbD* work. Funds to attend conferences, curriculum development, and content-specific outside professional development have been adequate. East Boston High School has steadily increased its technological capabilities over the past four years. The Wi-Fi service has been updated, and classrooms are provided with LCD projectors with some classrooms equipped with SMARTBoards. The school employs a full-time technology support person who works on daily technology issues within the building and collaborates with the BPS Office of Instructional and Informational Technology (OIIT) as needed. The technology support staff member single-handedly supports computer hardware, software, phone and other technology issues for the entire building, and concern was raised by staff that the increasing use of technology has limited the efficiency of the technology support.

EBHS has been able to implement its plan to provide adequate Chromebooks per floor for student use. Also, each faculty member has a MacBook Pro. Two computer labs, an electronic media room comprised of Apple desktop computers, and desktops located throughout the library/media center are also available. Supplies and materials, while generally sufficient, have been inadequate to meet the needs of paper use by students and staff. The district's plan to implement networked printer stations has not yet been implemented, and availability of toner for available classroom printers is limited. Some departments have also reported an unmet need to update and/or purchase additional textbooks, resulting in some teachers photocopying materials which further strains the paper supply budget. When the district's governing body is able to provide dependable funding that supports a wide range of school programs and services, adequate professional and support staff to meet the learning needs of individual students, a full range of technology support and sufficient instructional materials and supplies, the school-wide learning expectations can be met by all students.

## Sources of Evidence

- self-study
- facility tour
- teacher interview
- school leadership

# Standard 7 Indicator 2

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## Conclusions

East Boston High School is unable to fully ensure the maintenance and repair of the building and school plant; properly maintain, catalogue, and replace equipment; is unable to schedule equipment replacement nor to make short or long-range upgrades or maintenance; however, teachers, students and administrators report the school is mostly kept clean on a daily basis.

East Boston High School employs a maintenance director, seven full-time custodians and one part-time custodian with daily work schedules. The custodial staff is divided into two work shifts; one day and one evening. The custodial staff is stretched thinly, especially at night. Staff is sometimes taken from both day and evening crews to cover other schools. However, the school building is adequately clean and basic maintenance is done. During facility tours the following facility conditions were noted. In the auditorium, paint is peeling off the ceiling and walls and some of the seating is in need of repairs. Bathrooms for both staff members and students are inadequate, and students report concerns over the cleanliness of the bathrooms. Science labs are inadequate and not up to date to implement the curriculum, despite the addition of a mobile science lab. For example, AP and Freshman Physics, some biology, chemistry, and AP Environmental Science do not have classroom labs. There is only one handicap accessible bathroom in the building. The building was partially repainted in 2013; a painting project that started on the third floor was never completed. A new roof was put on in 2012 however; there are still leaks and water issues from the roof leaking down to the third and second floors. There is exposed brick and insulation throughout the building. Groundwater occasionally wells up into the basement classrooms. There is standing water in the boiler room and evidence of algae growth. There are few working clocks. Paint is peeling extensively throughout the school, especially the guidance area. Concerns were raised by faculty, administration and students regarding heating during the winter months. There is a lack of airflow, older boilers and a lack of in-building heat control which attribute to hot and cold spots in the building. Custodial staff and administration have been told by BPS that the district has budgeted and received approval for four new boilers to be installed the summer of 2018. Although the school has multiple security cameras, the administration and custodial staff state that they are insufficient for full monitoring of the interior and exterior of the school. There are multiple blind spots in each hallway due to school design and the parking lot is only partially monitored. Concern was raised by faculty as to the safety of the doors, especially the uncovered glass preventing the securing of the classrooms. Records are maintained and up-to-date. Although the process to execute repairs via a work order request form has been improved, there is currently no developed formal plan to provide for routine maintenance and repair of the school buildings, as well as for the care and replacement of equipment.

When the school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant, properly maintain, catalogue, and replace equipment, and keep the school clean on a daily basis, then students are provided with a learning environment that adequately supports their efforts to meet the school's learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teachers
- school leadership
- Standard sub-committee

# Standard 7 Indicator 3

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## Conclusions

The community adequately funds its current programs and services, however, the school lacks a long-range plan to support projected staffing needs and technology needs, to adapt to shifting enrollment patterns, or to address capital improvements over a long term.

In November of each year, the BPS releases projected enrollment data for the following year for EBHS, which begins the budget process. The EBHS headmaster reviews the school's enrollment numbers to get a sense of student numbers and staffing needs for the following year, which includes administration, teachers, support staff, maintenance and student support. The school enrollment has been increasing over the past four years by 21 percent from 2013-2014 to 2014-2015, .05 percent from 2014-2015 to 2015-2016, and .04 percent from 2015-2016 to 2016-2017.

According to the self-study and teacher reports, the budgetary needs of special education and ELL populations in particular are considered to ensure that programs are developed and implemented to meet the needs of those students. Current funding supports a broad range of programs for ELL and special education students to ensure equitable access to the curriculum. The past four years has seen an increase in student enrollment in these areas and consequently programming and staffing has also increased.

Originally designed for 900 students, the EBHS facility currently holds 1,500 students and accompanying staff and program needs. Current funding supports maintenance initiatives to ensure that basic building level needs are met. However, teachers report that maintenance requests are not consistently addressed. EBHS has made some capital improvements in recent years including a window project which began in the spring of 2017 and is currently in the final stages of completion. School-wide Wi-Fi was recently upgraded to answer the demands of academic programs, which allows for an increase in technology usage. The roof was replaced in 2012, however it still leaks in some areas. Library renovations were initiated during the 2016-2017 school year. Over the past three-years, the school increased its mobile computer capacity to 480 laptops contained in 13 mobile carts. Additionally, administration reports that BPS has recently partnered with a cellular service provider in order to provide students with personal hot spots, which facilitates EBHS's initiative to ensure student Internet access outside of EBHS. The lack of a long-term plan for technology improvements and capital initiatives inhibits EBHS' ability to plan instructional programming, or to ensure that the physical plant will meet the needs of all students.

When the BPS community funds and the school district implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology and capital improvements, then the school community can be assured that the facility will be able to support the academic program needs of the school.

## Sources of Evidence

- self-study
- teachers
- department leaders
- school leadership

# Standard 7 Indicator 4

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## Conclusions

Faculty and building administrators are adequately involved in all aspects of the development and implementation of the budget. What budget the building does control is discussed and broken down by the headmaster and administrative team into three categories: substitutes and supplies, faculty/staff numbers needed per content area, and Title 1 grant fulfillment. Teachers submit requests for supplies, textbooks and equipment to their department heads, which, in turn, compiles departmental requests and submits to the building headmaster. If a teacher needs textbooks or supplies, he/she submits a request to the appropriate administrative content leader who uses the allocated content budget. These figures and recommendations are then submitted to the school site council (SSC), a volunteer governing body consisting of teachers, parents, and students, who vote on the recommended budget. If the SSC has questions or concerns, it can direct them to the headmaster and administrative team, who then make necessary adjustments. The SSC may not agree with the budget, but must acknowledge that they have reviewed it. Once the budget is approved by the SSC, it can be implemented and the administrative team is then able to make budgetary decisions as necessary. Parents are invited to learn more about the budget at a parent council meeting, which is advertised through emails, social media, postcards, and phone calls. When the faculty and building administrators are actively involved in the development and implementation of the budget, then the school budget will better align with the needs of the school.

## Sources of Evidence

- self-study
- teachers
- department leaders
- Standard sub-committee

# Standard 7 Indicator 5

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## Conclusions

East Boston High School site and plant is minimally supporting the delivery of high-quality high school programs and services. The self-study indicates that EBHS, which was originally built to house approximately 900 students, currently holds close to 1,500. Parents and students responded positively (62 percent) to the facility in the recently administered NEASC survey. Staff survey results show that only 45.6 percent of staff feel the site and plant support the delivery of high quality school programs and services. As several staff noted, although EBHS is able to educate and support students in the current facility, facility concerns previously mentioned raises concern about the ability of EBHS to fully implement a high quality academic program for all students. When the school site and plant support the delivery of high quality school programs and services, students are better supported to make progress toward achieving the school's learning expectations.

## Sources of Evidence

- self-study
- facility tour
- teachers
- department leaders
- Standard sub-committee

# Standard 7 Indicator 6

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## Conclusions

East Boston High 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. EBHS and the district maintain inspection records that support a safe and healthy operating environment for students and school personnel at an acceptable level. The Boston Fire Department and the City of Boston Inspectional Services Department conduct monthly and quarterly inspections of the school building in order to ensure that the facility meets all state and federal compliance standards. These include monthly fire alarm and systems inspections by Boston Fire Department, and pest control review and services as needed. Quarterly facility reviews are conducted by the Boston Fire Department as well. Elevator inspections and certification are addressed through a Boston Public Schools contractor. Documents are kept on school premises. Additional documents are available at the City of Boston Inspectional Services Office. The school meets requirements for air quality. Because, the school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations, administrators, teachers, students, and parents can be assured that the facility is a safe learning environment.

## Sources of Evidence

- self-study
- facility tour
- school leadership
- Standard sub-committee



# Standard 7 Indicator 7

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## Conclusions

The school's professional staff actively seek to 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 through many means; however, these efforts are often not fully successful. The East Boston High School website hosts information for families related to activities, athletics, cafeteria, departments, general news, principal news, staff contacts, student and parent resources, and technology tools. Educators and administrators welcome and consider all parent and guardian suggestions for student success. A Curriculum Night and Open House events are held regularly. Parents are elected to school governance positions on the parent council, and school site council which meets regularly on a monthly basis. Teachers and school staff regularly communicate home via emails and phone calls. These contacts are logged into a communication log (ASPEN). Aspen offers parents with Internet access the opportunity to look at the teachers' online grade books. Parents with Internet access are able to review information about what is happening at the school from the school's website and are able to communicate via email. Parents are assisted with creating an Aspen account, which allows parents/guardians to log into Aspen at any time to check their children's grades, attendance, and test scores. Through the Aspen network, parents/guardians, and teachers are able to communicate in live time.

A truancy prevention/intervention program is in place to help students who have attendance issues. The registrar and the attendance committee closely monitor the attendance and tardiness of students. When needed, a letter in the parents' language addressing excessive absences and or tardies is mailed home. Home visits are sometimes initiated if phone and mail attempts to reach the parent are unsuccessful.

School administration reported that, because only a few parents and families have dependable if any access to the Internet, BPS has partnered with Verizon to provide hotspot to those students without reliable Internet access which, if implemented, will contribute to an increased number of families with reliable Internet access. Despite the wide variety of efforts made by the high school to connect with parents and families, the response data from the Endicott survey indicates that EBHS is not yet successful in communicating and engaging all parents, especially those families most in need. These survey results speak to the frustration teachers may feel when numbers and addresses for students are out of working order or have not been updated. The district has welcome centers for parents to update mailing addresses, but the business hours of these offices are difficult for families to access, and contact information can only be changed in person at one of these centers. Many parents have incorrect addresses, old phone numbers, or do not register their email addresses with the school-connect system. Parents can "opt out of receiving calls and emails, which also hinders outreach. EBHS has also held meetings in different neighborhoods where students live to connect with parents. The school builds on outreach efforts and tries to learn from other institutions with higher success contact rates.

When EBHS's professional staff is able to effectively reach and engage parents and families as partners in each student's education and is able to reach out specifically to those families who have been less connected with school in order to provide parents and families with valuable support and school education information, then students will be able to achieve the learning expectations set forth by the school community.

## Sources of Evidence

- self-study
- teacher interview
- parents

# Standard 7 Indicator 8

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## Conclusions

EBHS develops, community, business, and higher education partnerships that support student learning. The school establishes parent partnerships through the family center, which coordinates with a number of outside agencies, Zumix, Maverick Landing and Brandywyn Development to disseminate information about school-related issues including student attendance, events, and policy. The parent partnership is enhanced by constant communication of school-related issues and opportunities via email, phone calls, ASPEN portal, school open-houses and support services provided through the school as listed on the EBHS website.

East Boston High School has developed fruitful community partnerships that develop and enhance student learning. These include, but are not limited to, Zumix, which offers opportunities to take classes, as well as visiting teachers, to enrich students' artistic pursuits. Zumix currently provides all freshman English students with a 16-week poetry/songwriting unit. Zumix staff has also assisted ESL classes with vocal encouragement and support. In 2015, East Boston High School and Zumix continued their longstanding partnership by collaborating on a unique proposal for a low-frequency FM radio signal. Two years later, in August of 2016, 94.9, WZMR was born. With over one million potential listeners, Zumix Radio promotes youth and community voices in East Boston while supporting teens to learn valuable 21st century skills in technology, radio production, communication, and journalism. The Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) office motivates students to have high expectations, stay in school, study hard, and take the right courses to go to college. The Gear Up staff conducts regular school visits and field trips, and provides extensive college and career mentoring to outgoing seniors. The Institute of Contemporary Art (ICA) offers free classes in photography and audio/video production. The Boston Scholar Athletes Program (BSA) provides full-time facilitators who extensively support student athletes. Business partnerships include the Massport East Boston Foundation which helps fund school-related events, East Boston Savings Bank which provides student scholarships, and several area hotels which have provided facilities and services at reduced rates for the school.

EBHS has also established productive partnerships with many nearby colleges and universities. For instance East Boston High School has recently entered into dual enrollment articulation agreements with Suffolk University, Benjamin Franklin Institute of Technology, Fisher College, and Bunker Hill Community College. The Suffolk University agreement with East Boston High Qualified students are encouraged to take classes during their senior year for course credit. The University of Massachusetts provides facilities for the AP Science Bridge program while Tufts University created a curriculum for an advanced science elective that teaches students about infectious and neurological diseases and disorders, including addiction. Suffolk University has provided financial support for team uniforms and two full-student scholarships. When strong partnerships with parents, community, business, and higher education are developed, then students are afforded a wide range of educational opportunities otherwise unavailable in the traditional school setting.

## Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership
- Standard sub-committee

# Standard 7 Commendations

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## Commendation

The efforts by the custodial staff, teaching staff, and students to keep the building clean

## Commendation

The efforts of faculty members that have successfully secured needed funding for invaluable programming that fund, not only cursory, but fundamental academic programming

## Commendation

The opportunities students have to extend their learning beyond normal course offerings and the school campus community partnerships that develop and enhance student learning

# Standard 7 Recommendations

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## Recommendation

Ensure that outreach programs engage parents and families, especially those most in need

## Recommendation

Ensure that the community and the district's governing body provide dependable and adequate funding for a full range of technology, technology support, materials and supplies

## Recommendation

Develop and implement a short- and long-term plan to improve the technology system and resources that support the teaching and learning needs of the school

## Recommendation

Ensure the development of a long-range plan for the replacement of equipment

## Recommendation

Ensure the development of a short- and long-range plan for the high school site and plant that support the delivery of high quality school programs and services

## Recommendation

Develop and implement a plan that efficiently addresses the maintenance needs of the school building

## Recommendation

Develop and implement plans to secure sustainable sources of funding to support core academic programs currently funded by grants and outside sources

## Recommendation

Develop and implement a plan in partnership with the East Boston neighborhood health center to once again provide health care services at the EBHS site for all students

# **FOLLOW-UP RESPONSIBILITIES**

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This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting team. 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 this school. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting team recommendations.

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

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

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

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

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

# SUBSTANTIVE CHANGE POLICY

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## **NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Secondary Schools**

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

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

# Roster of Team Members

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## Chair(s)

**Chair: Mr. Peter Weaver** - Raymond High School

**Assistant Chair: Richard Gorham** - Lawrence High School

## Team Members

**Sarah Anderson** - Lexington High School

**Denise Batista** - Manchester High School

**Rosemary Burns** - Mt. Hope High School

**Michael Costa** - B.M.C. Durfee High School

**Caitlin Farmer** - Quabbin Regional High School

**Kraig Krikorian** - North High School

**Daniel Kuncik** - Atlantis Charter School

**Diana Lee** - East Providence High School

**Ana Nascimento** - Berlin High School

**Stacy Newman** - Sharon High School

**Terresa Pietro** - Wilmington High School

**Scott Riddell** - Raymond High School

**Brendan St. George** - Marlborough High School

**New England Association of  
School and Colleges, Inc.**

**Commission on Public Schools**



**Committee on Public Secondary Schools**

**Self-Study Report for  
East Boston High School**

East Boston, MA

October 29, 2017 - November 01, 2017

Phillip Brangiforte, Headmaster



# School and Community Summary

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## School and Community Summary

Originally made up of five separate islands, East Boston was attached by landfill in the early 1800s and annexed by Boston in 1836. For decades, transportation to the mainland was primarily conducted by boat, but connection to Boston Proper was eventually established through a railway system and the creation of the Sumner, Callahan, and Ted Williams tunnels.

From Europeans in the early-to-mid 1900s, to Central, South, African, and Middle-Eastern Americans today, East Boston continues its longstanding history of offering a friendly and receptive haven to immigrants from all over the world. While often overshadowed by Logan Airport, the city has remained a relatively affordable place to live for its (approximately) 41,000 hardworking residents. Over the past several years, East Boston has evolved into a destination where college graduates, young professionals, and working families can retain easy access to downtown Boston at a reasonable price. Unfortunately, as East Boston has grown in popularity, so has its cost of living; rising property values, combined with escalating rents, threaten to alienate families and disrupt the diversity that makes East Boston a truly special place to live.

The median family income in East Boston is \$43,511, compared to \$52,433 for all of Boston. 15.3% of East Boston families live below the poverty level and 39% of residents predominantly work at the airport or in a service-related industry. In terms of education, 49% of residents are listed as having some or no high school experience, while 51% have attended some college (up to 9% hold advanced degrees).

East Boston's population has grown 2.5% since 2010. The median home value in East Boston is \$358,600, up 11% from last year, and prices are predicted to rise 3.8% within the next year. The average rent for a two-bedroom apartment is \$2,300. There is expected to be considerable growth in the amount of available condominiums and rental units as East Boston continues to expand its waterfront; however, it is unlikely that most working families will be able to afford to live in these newly constructed properties.

With a population of approximately 646,000, the city of Boston is Massachusetts' largest school district, which incorporates 169 independent schools (15 charter, 36 private, 118 public). East Boston High, though considered a citywide school, mainly serves the East Boston neighborhood, and almost 80% of the student body lives within the city limits. This residency-to-enrollment ratio is unique in Boston, and the school's geography, which effectively isolates it from the mainland, helps to make it one of the last true community high schools.

Established in 1880, East Boston High School houses students in grades 9 -12 with a (2016) total enrollment of 1496 (848 male, 648 female). The school receives graduates from a number of middle schools across the district, but the majority hail from the Mario Umana Academy (850), and Donald McKay (681).

East Boston High students are predominantly of Latino descent and make up 75% of the population. An additional 14% of the students are white; 8% are African American, and 2% are Asian. 73% are non-native speakers (compared to 48% in the district and 19% across the state); 40% are English language learners

(compared to 30% in the district and 9% in across the state); 17% are categorized as students with disabilities (compared to 20% in the district and 17% across the state), and 77% are classified as high-need (compared to 72% in the district and 43% across the state).

The average per-pupil expenditure for a Boston Public School student is \$18,318. (The state average is \$14,518.) The percentage of local resources spent on public education is 40% of Boston's total operating budget.

The 2015-16 dropout rate is 4.9% (down from 6.1% in 2013-14). The four-year graduation rate is 67.7%. The four-year adjusted graduation rate, which excludes transfer students, is 79.4%

The daily attendance rate of students is 86.5%, and the average daily attendance rate of teachers and staff (excluding professional days) is 94.2%.

There are currently 106 teachers at East Boston High School, creating an average class-size ratio of 22:1. The school also houses 40 support staff. Students attend school for 180 days and for a minimum of 990 hours.

East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits. The school's primary academic focus is *Students will create responses through writing and speaking while reading and listening to multiple sources*. The philosophy of "Class, Pride & Tradition" drives rigorous academic, social, and civic expectations, and creates an environment that values and cultivates community partnerships and family involvement.

The EBHS Freshman Academy offers a focused, team-based approach that shapes a common purpose toward developing a strong sense of community and commitment to achievement. The overarching goal is to assist incoming ninth graders in adjusting to high school standards, expectations, and routines.

The Freshman Class of 2021, which currently enrolls 350 students, resides in a dedicated wing of the building and is offered specialized support, exclusive field trip opportunities, and a nurturing academic and social environment. An Academy Leader/Dean, staff assistant, two guidance counselors, and two teacher-advisors are assigned specifically to the Freshman Academy.

A safe and disciplined learning environment is the first requirement of an effective freshman program; therefore all participants are required to wear school uniforms. By 2018, the entire school will adopt this initiative.

Graduation requirements of the Boston Public Schools follow the MassCore recommended program of studies. All students must take a total of 22 courses.

Students in grades ten through twelve may select from several Honors and Advanced Placement courses, including AP English Literature and Composition, Language and Composition, Chemistry, Biology, Physics, Environmental Science, Calculus, Statistics, Computer Science, Spanish, US History, Human Geography, Government, and Art. Approximately 38% of students take at least one AP course during their academic careers. Juniors are also encouraged to take SAT Prep and/or Accuplacer Prep classes.

Students are also presented with the opportunity to choose a Pathway in JROTC, Future Educators, Film and Media, Public Service, or Tourism and Entrepreneurship. (A planning grant was recently submitted to pursue an Avionics Pathway as well). Students in these Pathways may also have the option to take additional college-level dual enrollment coursework at Benjamin Franklin Institute of Technology, Suffolk University, and Fisher College.

Thirty percent of East Boston High students participate in at least one extra-curricular activity. This can include involvement in after-school clubs or varsity sports.

Students are recognized for their accomplishments through Term Awards for honor roll, school spirit, and attendance. There is also an ACCESS awards ceremony, a formal scholarship night for seniors, and the annual sports banquet. Students can also celebrate school pride at the annual Pep Rally, Multicultural Show, and a host of other events.

In 2015, 40% of students attend four-year colleges (public or private – compared to 54% for the district and 60% for the state). 21% percent of students attend two-year colleges (public or private – compared to 12% for the district and 22% for the state).

Educational opportunities are available at many prestigious Boston-area post-secondary institutions, including Boston University, Boston College, Harvard University, and Northeastern University. Students can also choose to advance their studies at an array of smaller schools and programs, including Regis, Suffolk, Lesley, Simmons, UMass Boston, Bunker Hill Community College, and Year Up.

East Boston High School has established formal partnerships with the following local organizations:

Boston Debate League, Boston Scholar Athlete (BSA), Bunker Hill Community College, Dartmouth College (SEAD program), East Boston Ecumenical Community Council, Harvard University, MassInsight, Massachusetts Council on Economic Education, Massachusetts Educational Theater Guild, National Academy Foundation, Network for Teaching Entrepreneurship, M. Ellen Carpenter Financial Literacy Program, Summer Search, Tenacity, UAspire, YMCA of Greater Boston, ZUMIX, College and Career Readiness, Boston PIC, GEAR UP, YEAR UP, HERC (Higher Education Resource Center), A-List, East Boston Neighborhood Health Center, Piers Park Sailing Center, Mass General Hospital, Peer Health Exchange, Emerson College, University of Massachusetts-Boston, Suffolk University, Benjamin Franklin Institute, Special Olympics, Social, Emotional & Behavioral Health, Boston Institute for Psychotherapy, STRIVE, Wediko Children's Services, ROCA, Facing

History, BPS Office of Human Capital-High School to Teacher Program, Institute of Contemporary Art, Kiwanis Club of East Boston, EdVestors, JetBlue, and City Performing Arts Center.

## **Core Values, Beliefs and Learning Expectations**

### **EAST BOSTON HIGH SCHOOL**

#### **Mission Statement**

East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits. Our expectation is for all members of our school community to embody our legacy of “Class, Pride, Tradition.”

#### **Core 4 Values**

##### **Embrace Excellence in Character**

*“Class, Pride, Tradition”*

##### **Be Passionate for Learning**

*Inspire, imagine, and innovate*

##### **Have Empathy and Compassion**

*Care for self, others, and community*

##### **Show Pride in our Community**

*Celebrate, honor, and respect all in our community*

### **21st Century Learning Expectations**

#### **Academic**

##### **1. Digital Literacy**

Evaluate media content and sources, which convey relevant ideas, observations, and information, while using current and emerging technologies.

##### **2. Critical Thinking**

Apply critical thinking skills to analyze and solve real-world problems, independently and with others, in a culturally diverse and interconnected world.

##### **3. Communicative Literacy**

Communicate information clearly and effectively using all language domains in multiple contexts for a variety of audiences and purposes.

#### **4. Self-directed, Independent Learners**

Monitor academic progress and performance through self-reflection.

#### **Social**

Act responsibly and collaboratively while considering the diverse perspectives and values of others.

#### **Civic**

Be a respectful, informed, and contributing member of the community who advocates for self and others.

# Standards & Indicators

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## Standard 1 Indicator 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.

### CONCLUSIONS

East Boston High School has engaged in a dynamic and inclusive process, influenced by current research-based best practices, to identify, develop, and commit to its Core Values and Beliefs about learning.

### EXPLANATION AND EVIDENCE

EBHS began the NEASC process in September, 2014, and has involved every relevant constituency, including students, parents, faculty, school and district administrators, and members of the community. The original NEASC accreditation was scheduled for the fall of 2016, but was changed to the fall 2017, which allowed an extra year for the self-study. Over the past three years, EBHS has engaged in the NEASC self-study process using a multifaceted approach that included teachers engaging in offsite NEASC site visits, school leaders conducting intensive research, and members of EBHS engaging in whole school and committee meetings. Before and throughout the NEASC self-study, the Assistant Headmaster and at least six teachers participated in NEASC site-visit teams to gain insight into the NEASC visitation process. The Co-Chairpersons of the NEASC steering committee held a number of preliminary meetings to review current research and trends from several respected pedagogical sources, including *How to Help Your School Thrive Without Breaking the Bank*, by John G. Gabriel and Paul C. Farmer; *Building Your Company's Vision*, by James C. Collins and Jerry I. Porras; "21st Century Skills, Educating Students in a Changing World" (ASCD Position Statement); "Standards for the 21st-Century Learner" (American Association of Schools and Librarians), and *Developing Core Values, Beliefs, and Learning Expectations* (NEASC). Leaders also reviewed relevant sample documents from Shepherd Hill High, Boston Latin, Brighton High, and Boston Latin Academy. Additionally in the Fall of 2014, EBHS employed a whole school meeting to explain the NEASC process and engage in discussion about each NEASC standard. At the culmination of this meeting, teachers were asked to self-select the NEASC standard of their choice using SignUpGenius. By November, 2014, all teachers were placed into their first choice Standards accreditation committees.

In 2015, EBHS began meeting in Standards committees to help revise EBHS 's Mission Statement and define a set of Core Values. After a process that engendered over 100 submissions, EBHS Co-Chairs selected a small group of staff members. To that end, the Co-Chairs used the Jim Collins' Vision Framework to select a group of staff members were tasked with synthesizing faculty views. The exercise involved staff members selecting representatives to be on a "rocketship to Mars" with limited seats. The Mars group member requirements were designed by the Instructional Leadership Team (ILT) and included a parent, a student, and a variety of teachers (ESL, first-year, new to the school, and a veteran). Staff-member nominations and elections were held by the fall of 2015. The Mars group has since served all functions of the NEASC Steering Committee during the entirety of the self-study process.

In 2015-2016, the Mars team then began the recursive practice of meeting both as a team and with the whole

school to revise the Mission Statement, develop the Core 4 values, and create 21st Century Learning Expectations with corresponding rubrics. The Mars teams first embarked to analyze the values and descriptive words the faculty submitted to develop the Core 4 Values. These initial suggestions were presented to the staff, leadership teams, and School Site Council for discussion and revision. This iterative process culminated in the adoption of the revised Mission Statement and Core 4 Values. The revised Mission Statement is "East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits. Our expectation is for all members of our school community to embody our legacy of *Class, Pride, Tradition*." East Boston High School's Core 4 Values are:

***Embrace Excellence in Character***

~ Class, Pride, Tradition

***Be Passionate for Learning***

~ Inspire, imagine, and innovate

***Have Empathy and Compassion***

~ Care for self, others, and community

***Show Pride in Our Community***

~ Celebrate, honor, and respect all in our community.

The start of the 2016-2017 school year brought a focused effort to publicize and embed the newly adopted Core 4 Values into the cultural fabric of East Boston High School. During the first fall advisory meeting, teachers and students discussed, brainstormed, and shared examples of the Core 4 in action throughout the school. In a subsequent Advisory, students watched peer-created videos that represented the Core 4 in action. These sessions enabled the entire school community to come to a common understanding of how the Core 4 truly represented the spirit of East Boston High School. To incorporate consistent awareness of the Values, the Advisory chair initiated weekly Core 4 shout-outs, in which both students and faculty could nominate someone who had demonstrated one of the values during the school day. This weekly ritual, shared through email and morning announcements, helped instill a feeling of pride and acknowledgement throughout the building. Finally, a bulletin board was created to display the school's commitment to the Core 4. This provided students and teachers with another opportunity to celebrate members of the school community who demonstrated these important qualities on a daily basis.

EBHS has made great progress in encouraging acceptance and recognition of the Core 4 values. According to the Endicott Survey conducted in spring of 2016, 87.9% of students and 80% of surveyed parents were familiar with the school's Core Values. Ultimately, this process is a matter of acclimating the current and future population to a standard that members of the East Boston High School community have been demonstrating with Class, Pride, and Tradition since the school's inception in 1875.

**Related Files**

- [2017-08-10-14:42\\_std1\\_ind1\\_art6\\_professional-activity-shared-vision.docx](#)
- [2017-08-10-14:42\\_std1\\_ind1\\_art5\\_mars-group-nominations.docx](#)
- [2017-08-10-14:42\\_std1\\_ind1\\_art1\\_ebhs-neasc-timeline.docx](#)
- [2017-08-10-14:42\\_std1\\_ind1\\_art7\\_agendas-minutes-2015-16-mars-team.docx](#)
- [2017-08-10-14:42\\_std1\\_ind1\\_art8\\_ebhs-professional-practice-plan.docx](#)

- [2017-08-10-14:42 std1 ind1 art4 re-accreditation-process-learning-expectations.ppt](#)
- [2017-08-10-14:42 std1 ind1 art10 mission-core-4-values-21st-century-learning-expectations.docx](#)
- [2017-08-10-14:42 std1 ind1 art11 rubrics-21st-century-learning-expectations.docx](#)
- [2017-08-10-14:42 std1 ind1 art12 faculty-presentation-4-11-16-reviewing-process.pptx](#)
- [2017-08-10-14:42 std1 ind1 art3 harvard-business-review-literary-review.pptx](#)
- [2017-08-10-14:42 std1 ind1 art13 student-advisory-10-5-2016-core-4.pptx](#)
- [2017-08-10-14:42 std1 ind1 art15 core-4-values-shout-outs-11-14-16.pdf](#)
- [2017-08-10-14:42 std1 ind1 art14 student-advisory-10-16-2016-core-4-incentive-program.docx](#)
- [2017-08-10-14:42 std1 ind1 art16 endicott-survey-neasc-cpss-self-study-results.pdf](#)
- [2017-08-10-14:42 std1 ind1 art2 faculty-presentation-9-13-14.pptx](#)
- [2017-08-10-14:42 std1 ind1 art9 ebhs-mission-statement.pptx](#)
- [2017-08-23-09:58 std1 ind1 art1 ebhs-neasc-timeline.docx](#)



## Standard 1 Indicator 2

The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.

### CONCLUSIONS

EBHS has identified and created 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.

### EXPLANATION AND EVIDENCE

In the few years preceding the NEASC self study, EBHS has experienced a dramatic transition in administration and staff. As the former Headmaster and many EBHS teachers retired, the school gained a new Headmaster and Assistant Headmaster, restructured the roles of the departmental content leaders, and experienced a large faculty transition. As a result, it was noted early in the NEASC self-study that EBHS needed to design and implement new 21st Century Learning Expectations and school-wide rubrics that would be adopted by the current staff. The Mars team, with continuous feedback from faculty members and student sub-groups, spearheaded the development of East Boston High School's 21st Century Learning Expectations and corresponding rubrics.

The 21st Century Learning Expectation development process began in June of 2015 with a two-day retreat, where the Mars team envisioned what attributes a model graduate of EBHS would embody. The Mars team also researched 21st Century Learning Expectations employed in other Boston schools, such as Boston Latin Academy (BLA) and Boston Latin School (BLS), along with schools in other parts of Massachusetts. The team explored a wide array of pedagogical literature, including "21st Century Skills, Educating Students in a Changing World" (ASCD Position Statement); "Standards for the 21st-Century Learner" (American Association of Schools and Librarians), and *Developing Core Values, Beliefs, and Learning Expectations* (NEASC). Based on research and input from the faculty, students, and school community, the Mars team identified six overarching expectations - four academic, one social, and one civic - that were presented and approved by the staff:

1. **Digital Literacy** – Evaluate media content and sources, which convey relevant ideas, observations, and information, while using current and emerging technologies.
2. **Critical Thinking** - Apply critical thinking skills to analyze and solve real-world problems independently and with others, in a culturally diverse and interconnected world.
3. **Communicative Literacy** – Communicate information clearly and effectively using all language domains in multiple contexts for a variety of audiences and purposes.
4. **Self-directed, Independent Learners** – Monitor academic progress and performance through self-reflection.
5. **Social Awareness** – Act responsibly and collaboratively while considering the diverse perspectives and values of others.
6. **Civic Awareness** – Be a respectful, informed, and contributing member of the community who advocates for self and others.

Once the learning expectations were approved, each member of the Mars team selected a learning expectation that best matched his/her content area. The team members then researched and selected exemplars of each rubric to bring back for brainstorming. The rubrics were discussed, rewritten, edited, and revised for the needs of EBHS. The Mars team members then reviewed their specific rubric with their content team. For example, the Mars member representing Math and Science reviewed the two rubrics for Critical Thinking and Self-Directed, Independent Learners with the math and science teachers. Thoughts and suggestions for improvement were recorded and returned to the Mars group. Once the Mars groups completed the rubrics, they presented all of the six documents in a whole-school meeting. Each 21st Century Learning Expectation is outlined by specific and measurable criteria for success. The rubrics emphasize mastery of skills rather than knowledge of specific subject matter. The 21st Century Learning rubrics were then divided by content area to ensure that all students would be assessed in each category. Science, Math, and Physical Education teachers were responsible for Critical Thinking and Self-directed Independent Learners; English Language Arts (ELA), English as a Second Language (ESL), World Languages, Students with Limited or Interrupted Formal Education (SLIFE), and Art were responsible for communicative literacy and social rubrics; and History, Media, JROTC, Technology and Guidance were responsible for Digital Literacy and Civic rubrics.

In the 2016-2017 school year, teachers utilized the rubrics on chosen assignments, measured performance (Exemplary, Proficient, Developing, and Beginning), and recorded the data on a shared spreadsheet. The teachers rated students based on classroom observations and products, and collected data each quarter for content-team analysis. While the rubrics have been in use for less than a year, there is reason to believe they have provided the school with a strong academic, social, and civic foundation to build upon in the future. According to the Endicott Survey, 83% of the staff believed that the 21st century learning expectations were challenging and measurable for all students, and 86% of staff accepted the language in the school-wide rubrics. In addition 86.7% of the parents were familiar with the East Boston High School's 21st Century Learning Expectations. This data provides compelling evidence that staff members were actively engaged in the process and unified in the adoption of the new 21st Century Learning Expectations and rubrics.

#### Related Files

- [2017-08-10-14:49\\_std1\\_ind2\\_art2\\_mars-meeting-10-14-2015-2.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art4\\_mars-meeting-1-7-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art5\\_mars-meeting-1-14-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art6\\_mars-meeting-1-21-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art3\\_mars-meeting-11-13-2015.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art1\\_mars-meeting-9-23-2015.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art7\\_mars-meeting-2-11-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art12\\_civic-rubric-brainstorm-activity.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art8\\_mars-meeting-3-10-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art11\\_mars-meeting-4-12-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art9\\_mars-meeting-3-17-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art10\\_mars-meeting-4-6-2016.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art13\\_communication-literacy-brainstorm-activity.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art14\\_critical-thinking-brainstorm-activity.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art18\\_ebhs-21st-century-learning-expectation-rubric-communicative-literacy.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art15\\_digital-literacy-brainstorm-activity.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art16\\_social-rubric-brainstorm-activity.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art17\\_ebhs-21st-century-learning-expectation-rubric-civic.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art22\\_ebhs-21st-century-learning-expectation-rubric-social.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art19\\_ebhs-21st-century-learning-expectation-rubric-critical-thinking.docx](#)

- [2017-08-10-14:49\\_std1\\_ind2\\_art20\\_ebhs-21st-century-learning-expectation-rubric-digital-literacy.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art21\\_ebhs-21st-century-learning-expectation-rubric-self-directed-independent-learners.docx](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art26\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-guide.docx](#)
- [2017-08-10-14:50\\_std1\\_ind2\\_art25\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-guide.pdf](#)
- [2017-08-10-14:49\\_std1\\_ind2\\_art23\\_neasc-faculty-presentation-4-11-2016.pptx](#)
- [2017-08-10-14:50\\_std1\\_ind2\\_art27\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-guide.xlsx](#)
- [2017-08-10-14:50\\_std1\\_ind2\\_art24\\_neasc-faculty-presentation-9-27-2016.pptx](#)

## Standard 1 Indicator 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.

### CONCLUSIONS

EBHS's recently developed Core Values, Beliefs, and 21st Century Learning Expectations are actively reflected in school's culture; deliberately drive curriculum, instruction, and assessment in every classroom; and help to guide the school's policies, procedures, decisions, and resources.

### EVIDENCE AND EXPLANATION

Over the past two years, staff and students at EBHS, lead by the Mars team, have worked to create, revise, and implement a Mission Statement, Core Values, 21st Century Learning Expectations, and corresponding 21st Century Learning Expectation rubrics that reflect its diverse and changing community. EBHS believes that these Core Values and 21st Century Learning Expectations reflect the school's vision of a model graduate. Teachers and students at EBHS embody the Core 4 Values: **E**mbrace Excellence in Character; **B**e Passionate for Learning; **H**ave Empathy and Compassion; and **S**how Pride in our Community. These Core 4 Values are reflected in EBHS's culture, drive the school's curriculum development, and help guide policy decisions and resource allocations.

EBHS is committed to preparing students for 21st Century careers and the rigors of a post-secondary education. To promote a common culture of professionalism, respect, and school spirit that reflect the Core 4 Values, a number of complementary practices exist within the school. EBHS has many active programs in place that serve to improve the school climate: Advisory, National Honor Society, JROTC, Student Council, Faculty Senate, sports teams, and an attendance committee. Additionally EBHS conducts events throughout the school year to enhance school climate and celebrate student success, including spirit days, a homecoming dance, a November pep rally, a science fair, quarterly academic awards ceremonies (and Access Awards ceremonies for students learning English as a Second Language), an athletic sports banquet, and a scholarship night.

Assemblies are held for each grade at the beginning of the year to outline expectations, discuss rules, introduce the uniform policy, and address student inquiries. EBHS hosts a number of college and career readiness programs, including Gear Up, HERC, the Private Industry Council (PIC), and College Advising Corps, to ensure that current and future graduates will enjoy success beyond high school. To encourage parent and community involvement, EBHS has a Family Center that informs parents of school-related happenings, develops adult education classes, and advises parents on how to help their children become more successful students. Moreover, EBHS publishes and distributes a bilingual newsletter that informs parents of the school's Core 4 and 21st Century Learning Expectations. The school also houses a radio station where students have the opportunity to create content and deliver daily announcements. According to the endicott survey, 86.7% of students are in total agreement that they are familiar with the school's learning expectations, and 88.3% of staff are in total agreement that the learning expectations are clear. Additionally, 81.3% of parents believe that the school's learning expectations are clear to their son/daughter.

The Core 4 Values, 21st Century Learning Expectations and rubrics drive curriculum, instruction and assessment in each classroom at EBHS. In the 2015-2016 school year, along with the construction of the Core Values and 21st Century Learning Expectations, EBHS staff also designed an instructional focus for the school based on analysis of school-wide data, and began professional development on Understanding by Design (UbD) with a professional consultant from McTighe Associates. The Instructional Focus, “Students will create responses through **writing** and **speaking** while **reading** and **listening** to multiple sources” served to drive consistent and focused teaching in the classrooms using all four language domains. School-wide writing prompts and their content specific rubrics were used to measure student growth and inform professional practice. The professional development for UbD allowed content teams to learn how to design a curriculum using UbD template modeled after the Department of Elementary and Secondary Education's template. The initiative also fostered curriculum development through the creation of backwards lesson-planning and measurable transfer goals. During the 2016-2017 school year, content specific teams began creating a common scope and- equence and curriculum unit templates for each class. Each unit in the course scope and sequence is driven by the Massachusetts State Transfer Goals and the 21st Century Learning Expectations, and include the Massachusetts State Transfer Goals, 21st Century Learning Expectations, state content standards, understandings, essential questions, assessments, and resources. Currently, educational units across all content areas are created with both the EBHS 21st Century Learning Expectations and the Massachusetts content specific priorities as the overarching transfer goals for all UbD units. According to the Endicott survey, 81.6% of the staff consider the school's Core Values and beliefs about learning when making important instructional decisions. The coherent alignment of the instructional focus, the Core 4, 21st Century Learning Expectations, and the utilization of corresponding rubrics to evaluate student growth drive instruction at EBHS.

EBHS is also committed to providing students with the technology hardware and software to be successful in the 21st Century workplace. Budgetary allocations reflect the school's commitment to promoting learning across all content areas, educational needs, and student populations. Funding has provided an increase in technology (laptop carts), digital media (projectors, flat-screens), and learning resources (books, supplies, posters for Instructional Focus). The laptop carts are available for everyday classroom use, and students regularly engage in rigorous online programs that offer customized, scaffolded learning opportunities, such as Achieve 3000, MathSpace, Accuplacer, and NoRedInk. 80.6% of staff think that the school's Core Values and beliefs about learning guide decisions related to policies, procedures, and the allocation of resources.

#### Related Files

- [2017-08-10-14:56\\_std1\\_ind3\\_art1\\_mission-core-4-21st-century-learning-expectations.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art3\\_-student-club-lists.pdf](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art4\\_-student-council.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art8\\_jrotc-mission-statement.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art9\\_athletic-department.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art2\\_-student-advisory-10-5-2016.pptx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art5\\_-national-honor-society--first-monday-teacher-sign-up-16-17.xlsx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art12\\_student-participation-list-science-fair-2017.pdf](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art10\\_boston-scholar-athlete-program.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art11\\_science-fair-announcement-jan-2017.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art14\\_ebhs-adams-scholarship-recipients-class-of-2017.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art17\\_the-family-center.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art18\\_student-support.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art19\\_zumix-at-ebhs.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art20\\_ebhs-21st-century-learning-expectation-rubrics.docx](#)
- [2017-08-10-14:56\\_std1\\_ind3\\_art16\\_gear-up.pptx](#)

- [2017-08-10-14:56 std1 ind3 art13 senior-awards-term-ii-friday-march-3-2017.pptx](#)
- [2017-08-10-14:56 std1 ind3 art23 mathematics-writing-prompt-1-2016-2017.docx](#)
- [2017-08-10-14:56 std1 ind3 art15 ebhs-adams-scholarship-breakfast-dec-7th.jpeg](#)
- [2017-08-10-14:56 std1 ind3 art7 student-club-meeting.pptx](#)
- [2017-08-10-14:56 std1 ind3 art24 -biology-writing-prompt-1-october-2016-2017.docx](#)
- [2017-08-10-14:56 std1 ind3 art26 physics-scope-sequence.docx](#)
- [2017-08-10-14:56 std1 ind3 art21 ebhs-instructional-focus.pptx](#)
- [2017-08-10-14:56 std1 ind3 art22 understanding-by-design---science-meeting-11.22.16.pptx](#)
- [2017-08-10-14:56 std1 ind3 art25 chemistry-writing-prompt.docx](#)
- [2017-08-10-14:56 std1 ind3 art30 science-department-ubd-rubric-scoring-and-writing-prompt-dates.docx](#)
- [2017-08-10-14:56 std1 ind3 art29 biology-1a-scope-and-sequence.docx](#)
- [2017-08-10-14:56 std1 ind3 art27 honors-biology-scope-and-sequence-2017.docx](#)
- [2017-08-10-14:56 std1 ind3 art28 chemistry-ubd-scope-sequence-2016-17.docx](#)
- [2017-08-10-14:56 std1 ind3 art31 chemistry-ubd-unit-template-1.docx](#)
- [2017-08-10-14:56 std1 ind3 art34 ebhs-fy-2017-budget.xlsx](#)
- [2017-08-10-14:56 std1 ind3 art32 hess-matrix-march-18.ppt.pptx](#)
- [2017-08-10-14:56 std1 ind3 art35 laptop-cart-rotation-jyf.pdf](#)
- [2017-08-10-14:56 std1 ind3 art6 national-honor-society-at-pine-street-inn.pptx](#)
- [2017-08-10-14:56 std1 ind3 art33 -ebhs-instructional-rounds-prep-ppt-april-2017.ppt](#)

## Standard 1 Indicator 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

East Boston High School regularly reviews and revises its Core 4 Values and 21st Century Learning Expectations based on research, use of multiple data sources, and consideration of district and community priorities.

### EXPLANATION AND EVIDENCE

During the past two years, staff and students at EBHS, lead by the Mars team, have worked to create, revise, and implement a Mission Statement, Core 4 Values, 21st Century Learning Expectations, and corresponding 21st Century Learning Expectation rubrics that reflect its diverse and changing community. EBHS has used these Core Values and 21st Century Learning Expectations to drive instruction and help guide policies and resource allocation. Teachers have actively used school-wide rubrics and writing prompt data to inform instructional practices and look to replicate this process with the 21st Century Learning Expectations. To facilitate data analysis and revision of the Core 4 Values and 21st Century Learning Expectations, time during the school day has been allocated for a review process during Common Planning Time (CPT). EBHS is committed to an ongoing and adaptive process of revision so that current and future students will graduate with the knowledge, skills, and confidence to meet the demands of the evolving world of work.

#### Related Files

- [2017-08-10-14:59\\_std1\\_ind4\\_art6\\_lesson-closure-article.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art4\\_interactive-techniques-article.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art1\\_endicott-survey.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art7\\_questioning-in-instruction-article.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art9\\_data-team-rolling-agenda.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art5\\_classroom-strategies-article.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art10\\_data-wise-improvement-process.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art12\\_ebhs-instructional-focus.pptx](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art11\\_21st-century-learning-expectation-rubrics.docx](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art13\\_peer-observation-tracker.docx](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art2\\_research-brief-math-classroom-discussion-article.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art3\\_siop-strategy-guide.pdf](#)
- [2017-08-10-14:59\\_std1\\_ind4\\_art8\\_challenging-educational-assumptions-paper.pdf](#)
- [2017-09-25-21:18\\_std1\\_ind4\\_total-participation-techniques.pdf](#)
- [2017-09-25-21:18\\_std1\\_ind4\\_understanding-by-design.pdf](#)

# Standard 1 Executive Summary

## EXECUTIVE SUMMARY

East Boston High School (EBHS) has engaged in a dynamic and inclusive process informed by current research, and faculty, student, and community input to develop its Core 4 Values. Over the past three years, EBHS has engaged in the NEASC self-study process using a multifaceted approach that included teachers engaging in offsite NEASC site visits, school leaders conducting intensive research, and members of EBHS engaging in whole school and committee meetings. This iterative process, spearheaded by the Mars group (or NEASC Steering Committee), culminated in the adoption of the revised Mission Statement and Core 4 Values. The revised Mission Statement is “East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits,” and EBHS's Core 4 Values are *Embrace Excellence in Character; Be Passionate for Learning; Have Empathy and Compassion; Show Pride in Our Community*.

EBHS has identified and developed six challenging and measurable 21st Century Learning Expectations for all students, which address academic, social and civic competencies, and are defined in observable and measurable terms by school-wide analytic rubrics. Staff and students selected the following 21st Century Learning Expectations - Digital Literacy, Critical Thinking, Communicative Literacy, Self-directed, Independent Learners Social Awareness, Civic Awareness - and designed corresponding rubrics to assess student growth. The rubrics were divided between teachers in different content teams, and teachers used the rubrics to collect student data in a centralized location to be analyzed.

The school's Core 4 Values and revised 21st Century Learning Expectations are actively reflected in the culture of the school; drive curriculum, instruction, and assessment in a majority of classrooms; and help to guide the school's policies, procedures, decisions, and resource allocations. EBHS has a number of complementary practices in place to support and promote the Core 4, including Advisory, awards assemblies, post-secondary and family-support programs, and sports programs. Additionally, content teams at EBHS co-design a UbD scope and sequence with accompanying units that are driven by the 21st Century Learning Expectations. EBHS regularly reviews and revises its Core 4 Values and 21st Century Learning Expectation, based on research, use of multiple data sources, and consideration of district and community priorities. Time in the school day has been allotted for teachers to meet in various teams to revisit and revise the School's Core 4, 21st Century Learning expectations and corresponding rubrics - in addition to analyzing and revising UbD units driven by these 21st Century Learning Expectations. EBHS is committed to an ongoing and adaptive process of revision so that current and future students will graduate with the knowledge, skills, and confidence to meet the demands of the evolving world of academia and employment.

Based on the rating guide for the standard, East Boston High School judges its adherence to the Standard as Acceptable.

## ADVISORY RATING

- Acceptable



## Standard 1 Strengths

### STRENGTH

East Boston High School had an engaging, dynamic, and inclusive process during the NEASC self-study to develop the Mission Statement, Core Values, Beliefs, and 21st Century Learning Expectations.

### STRENGTH

Throughout the self study, each academic department engaged in the development and utilization of the 21st Century Learning Expectations while holding all students accountable through the implementation of school-wide aligned rubrics.

### STRENGTH

East Boston High School has a strong Instructional Focus - **Students will create responses through writing and speaking while reading and listening to multiple sources.** - based on analysis of school-wide data that drives the UbD curriculum.

### STRENGTH

East Boston High School's daily and weekly academic schedule allows time for faculty and students to regularly meet to discuss UbD curriculum, review and revise Core Values and 21st Century Learning Expectations, and analyze school-wide and content specific data.

### STRENGTH

### STRENGTH



# Standard 1 Needs

NEEDS

The rubrics for the 21st Century Learning Expectations are comprehensive, accessible, and user-friendly, although more data must be collected over time to accurately measure their effectiveness.

NEEDS

Continue increased recognition of Core 4 Values in action through celebrations and assemblies.

NEEDS

Faculty at East Boston High School needs to have more normative work on consistently applying the 21st Learning Expectations rubrics.

## Standard 2 Indicator 1

The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.

### CONCLUSIONS

The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st Century Learning Expectations.

The curriculum ensures that all students practice and achieve 21st Century Learning Expectations by design. The construction of each segment of our curriculum to include 21st Century Learning Expectations is collaborative, purposeful, and ongoing.

### EVIDENCE AND EXPLANATION

East Boston High School's 21st Century Learning Expectations are clearly stated, easily accessible, and consistently reviewed by all EBHS staff. Students, families, and staff members have digital access to copies of the 21st Century Learning Expectation rubrics on the EBHS website.

East Boston High School utilizes six rubrics to assess student growth toward 21st Century Learning Expectations. The rubrics include (1) Digital Literacy, (2) Critical Thinking, (3) Communicative Literacy, (4) Self-directed Independent Learners, (5) Social, and (6) Civic. The 21st Century Learning Expectations rubrics are clearly divided among content teams; for example, the science department assesses students' critical-thinking skills and ability to work as self-directed, independent learners - and shares the data with students, families, colleagues, and other stakeholders via common, accessible online locations. The school consistently collects 21st Century Learning Expectation rubric data in the form of summative assessments.

Understanding by Design (UbD) units include 21st Century Learning Expectations as transfer goals for all units. Individual departments house data in a common, shared online location. These units are vertically aligned through a scope and sequence, but allow for differentiation and self-directed, independent learning for all students.

According to the Endicott survey, 75% of the staff and parents agree that the school's formal curriculum design ensures that all students practice and achieve all of the school's 21st Century Learning Expectations.

EBHS has undertaken an overarching goal of renewing our accreditation, and regularly budgets time for the staff to generate and synthesize learning outcomes for NEASC that demonstrate collaborative approaches towards student growth and achievement of 21st Century Learning Expectations. EBHS consistently assesses students to measure their intellectual, social, and civic growth to ensure students become well-rounded and productive members of society.

### Related Files

- [2017-07-13-22:18\\_std2\\_ind1\\_art2.syllabionwebsite.docx](#)
- [2017-07-13-22:18\\_std2\\_ind1\\_art3.21stcenturyrubrics.docx](#)
- [2017-07-13-22:21\\_std2\\_ind1\\_art4.neascrubricmaster.xlsx](#)
- [2017-09-25-08:02\\_std-common-ubd-artifact.zip](#)
- [2017-09-25-18:40\\_std\\_common-art\\_ebhs-program-of-studies-sy-2017-2018.pdf](#)

## Standard 2 Indicator 2

The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills
- the school's 21st century learning expectations
- instructional strategies
- assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.

### CONCLUSIONS

The curriculum is written in a common format that includes:

- units of study with essential questions, concepts, content, and skills;
- the school's 21st Century Learning Expectations;
- instructional strategies;
- assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.

### CONCLUSIONS

Across the school, curriculum units are deliberately created through the use of a common Understanding by Design (UbD) template that includes a scope and sequence for each class. All individual units of study contain essential questions, concepts, content, skills, and EBHS 21st Century Learning Expectations, which are included as overarching transfer goals. Each individual unit plan integrates instructional strategies and specific assessment practices that include the use of specific and measurable criteria for success, such as school-wide and course-specific analytic rubrics.

### EXPLANATION AND EVIDENCE

EBHS UbD curriculum development is a multi-year, ongoing process. Units exist as living documents that are continuously rewritten, assessed, and revised. At present, the majority of units in each department are at the beginning of the implementation stage. Units include transfer goals, essential questions, concepts, content, and knowledge and skills that students must acquire in order to be successful in each respective course.

The Instructional Focus at EBHS is to improve students' ability to create responses through writing and speaking while reading and listening to multiple sources. An important shared instructional practice is the use of a common lesson plan template, which integrates the Instructional Focus through three phases of instruction: explanation, practice, and synthesis. The template aligns expectations throughout the school and increases rigor and appropriate scaffolding for all students in every content area. Teachers are expected to provide students with opportunities to practice in each of the four language domains (reading, writing, listening, and speaking) in

each and every phase of the lesson. Moreover, all courses at East Boston High School incorporate the school's 21st Century Learning Expectations into their UbD unit plans in the form of transfer goals.

According to the 2015-2016 Endicott Survey, 67% of EBHS staff believe that there was a common, formal, curriculum template used, and 62.5% of the parents surveyed stated that they were informed about school-wide learning expectations. The school believes it will see a dramatic increase in these percentages because of the recent transition to department-wide UbD units with templates.

Three additional examples of common instructional strategies are the use of Aspen (which documents student social-emotional support and monitors student academic progress), the implementation of Board Configuration in all classrooms (which creates unity and coherence for all students and staff), and common student collaboration and student engagement strategies. A large variety of classroom instructional practices can be found in the school's Collaborative Strategies packet, RETELL Strategies packet, and Total Participation Techniques (TPTs) packet. Currently, the school is in the process of experimenting with modeling, observing, and practicing strategies by incorporating said strategies into daily lessons.

The development of common collaborative practices are embedded within our content Common Planning Time (CPT) meetings, which includes UbD work and Teacher-Led Inquiry Teams (T-LIT) that incorporate Instructional Rounds, peer modeling and teacher-led professional development. Throughout the school year, teachers complete a minimum of six hours of modeling and/or observation of their peers to demonstrate, integrate, and assess our work with professional collaborative practices.

In addition to the implementation of common instructional strategies across the school, all EBHS teachers use specific and measurable criteria for success. Along with 21st Century Learning Expectation rubrics, the school also has school-wide, content-specific, and individualized rubrics. All core content teams use a shared rubric to assess student performance on department-wide writing prompts two to four times per year. Writing prompts are rooted in the Common Core Standards and content teams meet to develop each assessment. Content teams calibrate scoring and share student performance data via a common online location.

#### **Related Files**

- [2017-08-02-11:56\\_std2\\_ind2\\_art15.ebhsproblemofpractice2015.docx](#)
- [2017-08-02-11:56\\_std2\\_ind2\\_art8.ebhsinstructionalfocus.pdf](#)
- [2017-08-02-11:56\\_std2\\_ind2\\_art7.instructionalroundspresentation.ppt](#)
- [2017-08-02-11:56\\_std2\\_ind2\\_art9.irhostingsitevisit2015.doc](#)
- [2017-08-02-11:57\\_std2\\_ind2\\_art10.irbriefppt2016.ppt](#)
- [2017-08-02-11:57\\_std2\\_ind2\\_art13.irlearningplanppt.pptx](#)
- [2017-08-02-11:57\\_std2\\_ind2\\_art14.irsummaryofimpact.docx](#)
- [2017-09-24-12:32\\_std2\\_ind2\\_art17\\_ebhs-lesson-plan-template-2017-2018.pdf](#)
- [2017-09-25-08:06\\_std-common-ubd-artifact.zip](#)
- [2017-09-28-17:12\\_std\\_instructional-focus.pdf](#)
- [2017-09-28-17:14\\_std\\_commonart\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-2.xlsx](#)
- [2017-09-28-17:17\\_std-5\\_-ebhs-rounds-2016-2017-background-information-spring-2017.pdf](#)
- [2017-09-28-17:17\\_std\\_journal-tab.png](#)
- [2017-09-28-17:18\\_std\\_common\\_art-ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-17:18\\_std\\_internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-28-17:22\\_ebhs-september-19th-edfs.pdf](#)
- [2017-09-28-17:29\\_std\\_commonart\\_board-configuration-2017.pdf](#)
- [2017-09-28-17:32\\_std\\_collaborative-strategies-packet.pdf](#)
- [2017-09-28-17:34\\_std\\_retell-strategies-packet-for-els.pdf](#)
- [2017-09-28-17:38\\_std\\_37-classroom-ready-tpts.pdf](#)

- [2017-09-28-17:41 std common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-28-17:41 std common-art history-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-17:41 std common-art math-t-lit-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-17:42 std common-art eslsifewl-t-lit-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-17:42 std common-art ela-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-17:42 std common-art science-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-17:43 std commonart signupgenius.pdf](#)
- [2017-09-28-17:50 std peer-observation-feedback-form.pdf](#)
- [2017-09-28-17:50 std debrief-peer-observations-protocol.pdf](#)
- [2017-09-28-17:50 std peer-observation-tracker.pdf](#)
- [2017-09-28-17:51 std common-art math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-28-17:51 std common-art sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-28-17:51 std common-art sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-28-17:52 std common-art sy16-17-science-writing-prompt-data-tracker---sci-year-wp-data-averages.pdf](#)
- [2017-09-28-17:52 std common-art sy16-17-history-writing-prompt-data-tracker---full-year-data-averages.pdf](#)
- [2017-09-28-17:53 std common -art -writing-prompt-rubrics.zip](#)
- [2017-09-28-18:12 std common-art ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-28-18:12 std common-art math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
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- [2017-09-28-18:12 std common-art eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-28-18:20 std common art -ubd-.pdf](#)



## Standard 2 Indicator 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.

### CONCLUSIONS

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 inside and outside of school
- informed and ethical use of technology

### CONCLUSIONS

The curriculum frequently emphasizes inquiry, problem-solving, and higher order thinking skills in all courses across the school; deliberately emphasizes depth of understanding and knowledge in all courses; and, by design, provides authentic learning opportunities both inside and outside of school. While our curriculum is only beginning to formally embed informed and ethical use of technology, it is used comprehensively and has evolved into a large part of the school's culture. The curriculum sometimes provides opportunities for formal, inter-departmental collaboration on cross-disciplinary learning experiences, and work towards this goal is in progress.

### EVIDENCE AND EXPLANATION

The EBHS departmental curriculum develops problem-solving and higher-order thinking skills through authentic learning experiences incorporated in UbD units, which measure the rigor of formative and summative tasks, activities, and assessments through the lens of the Hess Rigor Matrix. UbD units also encourage higher-order thinking and problem-solving skills through an emphasis on student choice and self-directed learning.

The Endicott Survey reveals that 79.8% of students and 75% of parents believe that the curriculum emphasizes depth of understanding and application of knowledge. In addition, 90% of the staff believes their curriculum emphasizes depth of understanding and application of knowledge. While teachers did not engage in embedded school-wide instruction on the ethical use of technology, the Endicott Survey demonstrates that 78.4% of students, 77.7% of staff, and 81.3% of parents feel that their son/daughter is learning about the ethical use of technology. Furthermore, the ethical use of technology is embedded in the district's culture. For example, as

soon as a student enters the Boston Public Schools, s/he must review and sign a contract that explains the appropriate use of technology.

An example of informed and ethical use of technology can be seen in various ESL, ELA and media courses at EBHS. Teachers for these courses form partnerships with organizations who strive to increase respectful digital citizenship and review plagiarism protocols.

Additionally, students have a variety of opportunities at EBHS to use technology in an informed and ethical way. For example, they are able to utilize the radio station in the basement of the school, which provides opportunities to record and broadcast student work, both in the context of specific classes and as extracurricular projects.

Another example of informed and ethical use of technology is a computer-based learning program Achieve 3000, which is utilized in all ninth and tenth grade ELA and math classes twice a week throughout the year. With Achieve 3000, teachers can monitor appropriate use of technology and internet sites within the classroom. Achieve 3000 and MathSpace programs are adaptive, adjust to individual student needs and abilities, and encourage independent growth. Additionally, the use of Illuminate, an assessment data management systems, will be used in 2017-2018 for teachers to create and upload assessments, score student responses, and view data in multiple forms.

Furthermore, BPS provides students with a school email address that allows them access to the Google drive, as well as Aspen/SIS, which allows access to assignments and grades for each course. Finally, the school utilizes the 21st Century Learning Expectation Rubric for Digital Literacy to assess student's participation and competence with in the areas of Media Literacy, Presentation Skills, Collaboration, and Technology.

Although there is a significant focus on cross-disciplinary strategies, there is limited evidence to demonstrate that teachers from different content areas are formally meeting to ensure cross-disciplinary learning. While staff recognizes the benefit to such planning, opportunities are limited by time and our ongoing efforts to create vertically aligned, content-based UbD units. Once vertically aligned units are fully developed, the school will be able to place greater focus on interdisciplinary unit planning with an integrated approach to curriculum. In the Endicott Survey, 62.4% of staff and 72.8% of students believe that there are opportunities for cross-disciplinary learning.

Despite a lack of formal cross-disciplinary planning, the evidence collected shows that teachers often independently create units of study that reference cross-disciplinary topics. For example, before teaching key literary texts, ELA and English as a Second Language (ESL) teachers present key historical background information and vocabulary in order to provide students with a relevant context before beginning the text. In another example, at the end of a history unit, teachers present the form and structure of an argumentative paper. In this way, although there is no *formal* guideline for working on cross-disciplinary skills, teachers assist their students to work on cross-disciplinary skills through various lessons within the curriculum. Teachers also informally meet with one another, as needed, to seek guidance on these topics.

Avenues for structured cross-disciplinary work that leads to more authentic learning opportunities are embedded in the Pathway programs, which continue to grow and become more defined with time. Eventually, science and math teachers will work together in the STEM Pathway, and history and science will work together in the Criminal Justice pathway, producing significant cross-disciplinary instruction and alignment.

Extensive authentic learning opportunities exist both in and outside of school as evidenced by the numerous examples of extracurricular work that students produce through National Honor Society, Advanced Placement classes, dual enrollment, the Harvard Crimson Program, Key Club, Debate League, Harvard Rise/RITE program, Summer Search, MGH internships, Science Fair, and science mentoring.

Moreover, teachers strive within the school curriculum to provide opportunities for students to have mock elections; participate in debate activities; create and engage in service learning projects; perform experiments about topics that pique their curiosity; research and present on areas of interest; and hone skills that will be highly relevant not only in college, but also in their careers. In the Endicott Survey, 71.6% of students, 88.3% of staff, and 81.3% of parents feel that students have a number of opportunities to apply what they are learning to

real life situations.

#### Related Files

- [2017-08-02-12:00\\_std2\\_ind3\\_art4.ela10lessonplan.docx](#)
- [2017-08-02-12:00\\_std2\\_ind3\\_art5esl1lessonplan.docx](#)
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- [2017-08-02-12:00\\_std2\\_ind3\\_art8ebhsnationalhonorsociety.docx](#)
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- [2017-08-02-12:00\\_std2\\_ind3\\_art10ebhsinsciencefair.docx](#)
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- [2017-09-25-08:09\\_std-common-ubd-artifact.zip](#)
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- [2017-09-28-18:17\\_std\\_-cognitively-demanding-tasks-common-pd.pdf](#)
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- [2017-09-28-18:26\\_std\\_data-and-80-minute-block-schedule.pdf](#)
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- [2017-09-28-18:51\\_std\\_common-art\\_ebhs-program-of-studies-sy-2017-2018.pdf](#)
- [2017-09-28-18:54\\_std\\_commonart\\_board-configuration-2017.pdf](#)

## Standard 2 Indicator 4

There is clear alignment between the written and taught curriculum.

### CONCLUSIONS

Across the school, there is conscious and collective alignment between the written and taught curriculum.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The Endicott Survey indicates that 87.4% of staff agrees that both the written and instructional curricula are aligned in an intentional manner and consistent with District expectations.

For every formal teacher observation (all of which are unannounced), staff members upload a lesson plan (within 24 hours) in the common lesson-plan template format. Observations are conducted by single evaluators and the administrative team, the latter of which is referred to as a "Learning Walk." During observations, administrators look for the mandated BlackBoard Configuration (BC) to ensure there is a clear connection between what is being taught and what was planned. The BC contains the date, Content and Language Objectives, Essential Questions, a timed agenda (including a Do-Now), and homework assignments. Administrators (either individually or collectively) review their notes and the lesson plan; discuss how the lesson aligns to the district's interactive rubric for best practice in teaching and learning (as well as the school's collaborative practices); and share strengths and possible areas of growth with the teachers. This allows administrators and teachers to analyze how the written and instructional curricula align.

Administrators and teachers refer frequently to assessment data at the national, state, district, and school levels. For example, EBHS receives reports and utilizes information found in SAT tests, Accuplacer exams, AP exams, MCAS, Achieve 3000, MathSpace, dual-enrollment performance, school-wide writing prompts, student grades and records, Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners test results, subject quarterlies, midterms, and finals. The school also uses the information gathered from writing prompt rubrics and 21st Century Learning Expectations rubrics to inform instruction, so that the written curriculum addresses and meets students' needs.

Additionally, an outside consultant from McTighe and Associates regularly meets with all staff and content team leaders to help develop clearer alignment in all subjects using the principles of UbD. This consultant offers feedback to ensure the written curriculum is of high-quality.

Lastly, the district suggests pacing guides for some courses and contents. Some departments choose to base certain units on suggested pacing guides, but it is not a district mandate or expectation. The school refers to the district suggestions for incorporating Common Core standards and integrates those ideas into units, thus allowing for flexibility, differentiation, student choice, and teacher input.

### Related Files

- [2017-08-10-12:05\\_std2\\_ind4\\_art1.ubdunithistory-feedbackkronitcarter.docx](#)
- [2017-08-10-12:05\\_std2\\_ind4\\_art2.bcforesl.docx](#)
- [2017-08-10-12:05\\_std2\\_ind4\\_art3.lplanpostobservation1.docx](#)
- [2017-08-10-12:05\\_std2\\_ind4\\_art4.bcmath.docx](#)
- [2017-08-10-12:05\\_std2\\_ind4\\_art5.bchistory.docx](#)
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- [2017-08-10-12:05\\_std2\\_ind4\\_art7.bpsinteractiverubric.html](#)
- [2017-08-10-12:06\\_std2\\_ind4\\_art9.bpssciencepacingguide.docx](#)
- [2017-08-10-12:06\\_std2\\_ind4\\_art8--ebhswebsite-2.docx](#)
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- [2017-08-10-12:06\\_std2\\_ind4\\_art11.lplanpostobservation3.docx](#)
- [2017-09-24-12:35\\_std2\\_ind4\\_art12\\_ebhs-lesson-plan-template-2017-2018.pdf](#)
- [2017-09-24-13:00\\_std2\\_common-art\\_cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-24-13:01\\_std2\\_common-art\\_ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-24-13:01\\_std2\\_common-art\\_eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-24-13:02\\_std2\\_common-art\\_math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
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- [2017-09-28-18:57\\_std\\_ind\\_adminlearning-walks.pdf](#)
- [2017-09-28-18:58\\_std\\_commonart\\_board-configuration-2017.pdf](#)
- [2017-09-28-19:02\\_std\\_bps-teacher-rubric-look-fors-september-2017.pdf](#)
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- [2017-09-28-19:03\\_std\\_common-art\\_sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-28-19:04\\_std\\_common-art\\_sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-28-19:04\\_std\\_common-art\\_sy16-17-science-writing-prompt-data-tracker---sci-year-wp-data-averages.pdf](#)
- [2017-09-28-19:04\\_std\\_common-art\\_sy16-17-history-writing-prompt-data-tracker---full-year-data-averages.pdf](#)
- [2017-09-28-19:05\\_std\\_commonart\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-2.xlsx](#)
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- [2017-09-28-19:07\\_std\\_internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-28-19:07\\_std-common-artifacts-ebhs-accuplacer-data-2016-.xlsm](#)
- [2017-09-28-19:11\\_std\\_common\\_art\\_-ubd-.pdf](#)

## Standard 2 Indicator 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.

### CONCLUSIONS

Effective curricular coordination and vertical articulation exist at East Boston High School within most academic areas of the school. There are also some instances of curricular coordination and vertical articulation with sending schools.

### EVIDENCE AND EXPLANATION

Curricular coordination exists within all content areas at East Boston High School. During weekly CPT content meetings, teachers explore best practices, discuss curriculum enhancement and refinement, and learn about available resources. Additionally, academic departments completed a scope and sequence for all courses in the spring of 2017. All departments are currently poised to implement their first UbD units in the fall of 2017 and to finish writing a complete set of UbD units by the end of 2018. The process of assessing and revising is scheduled for the 2018-2019 school year.

Within the UbD unit template, each content area incorporates transfer goals, which include the Massachusetts Department of Elementary and Secondary Education (DESE) content-based transfer goals, EBHS ESL transfer goals, and EBHS 21st Century Learning Expectations. This work will lead to the creation of UbD units that will move students through their high school education and onto life after graduation.

Across the school, most vertical and horizontal alignment occurs informally through the use of teacher-led professional development in which teachers provide workshops on instructional strategies. Content area and grade level teachers mix together for the workshops.

Teachers are also given ample opportunities to model and observe their colleagues within the classroom throughout the year. Most teachers find these workshops, along with classroom modeling and observations, to be extremely beneficial professional development. This approach furnishes teachers with the opportunity to experience instruction in different content areas and discuss ways to incorporate an interdisciplinary idea or lesson into their own classes, resulting in increased vertical and horizontal alignment.

As stated above, there has been significant focus on interdepartmental curriculum writing and the utilization of common practices and strategies. The next steps in this process are to increase vertical articulation in the next two years and curricular coordination in the next three years. An overarching goal for EBHS is to have a fully functioning integrated approach: where vertical alignment and horizontal alignment meet. The Career and Technical Education programs will be the initial entry point for this work.

Curricular coordination and vertical alignment between East Boston High School and its sending schools exists formally in few departments. Through the Teach Boston Pathway, students who are interested in the teaching profession have opportunities to work with elementary and middle school students. Additionally, the science department continues to maintain a tutoring program with neighborhood elementary schools.

Lastly, all UbD units will continue to go through an annual review cycle. Throughout the 2015-2016 school year, teacher teams provided feedback to one another through a peer review process during content CPT meetings. At the end of the 2015-2016 school year, all teachers received formal feedback on their UbD units from McTighe and Associates. The consultant has been working with the administrative team to review and provide feedback on the most current units. Next year, the school will be equipped to review and provide feedback for all units.

#### Related Files

- [2017-09-25-08:11\\_std-common-ubd-artifact.zip](#)
- [2017-09-28-20:22\\_std\\_common-art\\_ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-28-20:22\\_std\\_common-art\\_math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
- [2017-09-28-20:22\\_std\\_common-art\\_science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-28-20:22\\_std\\_common-art\\_cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-28-20:23\\_std\\_common-art\\_eslwlslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
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- [2017-09-28-20:38\\_std\\_teacher-led-pd.pdf](#)
- [2017-09-28-20:45\\_cte-project-based-learning-ebhs-coherence-plan-2016-2017-a.pdf](#)
- [2017-09-29-13:11\\_commonart\\_ebhs-instructional-focus.jpg](#)
- [2017-09-29-13:11\\_std\\_eb-harvard-rounds-observation-schedule-may-2-2017.pdf](#)
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- [2017-09-29-13:11\\_std4\\_commonart\\_critical-thinking-21st-century-skills-rubric.pdf](#)
- [2017-09-29-13:11\\_std4\\_commonart\\_digital-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-29-13:11\\_std4\\_commonart\\_communicative-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-29-13:11\\_std\\_suffolk-dual-enrollment-articulation-agreement.docx](#)
- [2017-09-29-13:12\\_std4\\_commonart\\_self-directed-independent-learners-21st-century-skills-rubric.pdf](#)
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- [2017-09-29-13:12\\_std\\_ben-franklin-student-list-email-acts-as-articulation-agreement.png](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-ela-grades-9-10-open-response-rubric-breakdown.docx](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-rubric-ela-mcas-grades-9-10.docx](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-rubric-history-grades-9-12.doc](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-rubric-science-mcas-grades-9-10.docx](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-rubric-esl-and-world-languages.pdf](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-rubric-mathematics-grades-9-12.pdf](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-rubric-ela-mcas-grades-11-12-draft.docx](#)
- [2017-09-29-13:13\\_commonart\\_ebhs-writing-prompt-rubric-science-non-mcas-grades-10-12.pdf](#)
- [2017-09-29-13:17\\_std\\_porgram-map-for-ben-franklin-dual-enrollment1.pdf](#)

## Standard 2 Indicator 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.

### CONCLUSIONS

The vast majority of 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.

### CONCLUSIONS

The vast majority of 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.

### EVIDENCE AND EXPLANATION

#### A. Staffing Levels

Based on the analysis of the Master of Schedule of the School, staffing levels are mostly sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

As the student population has grown, the size of teaching staff has increased accordingly. As a whole, there is enough staff to teach and support the number of students in the building; however, scheduling needs - including completion of graduation requirements, IEP scheduling mandates, and fulfillment of state, local and federal English Learner requirements - necessitate some uneven class sizes. Some ESL and SEI classes are over-subscribed by up to three students. Conversely, some mainstream classes are slightly under-subscribed. Over-subscription in ESL and SEI classes is due to the additive nature of the community and population of East Boston, which welcomes more than 100 new students annually as they arrive throughout the school year. As a result of staffing and professional development decisions, all ELA teachers are also ESL certified, and all mainstream teachers are SEI endorsed.

#### B. Instructional materials

Based on the analysis of interviews with content team administrators and teachers, the school budget provided by the district is generally able to fully fund curriculum including the co-curricular programs and other learning opportunities.

Each department is funded annually to buy instructional supplies (at the discretion of the content administrators), such as textbooks, manipulatives, easels, chart paper, display boards, markers, protractors, transparencies, workbooks, online reading and math subscriptions, timers, CDs, books, and other content-related materials. Each content area receives a budget of \$10,000 at the start of the school year, and an additional \$10,000 for the



second half of the year. Additional funding is provided on an as-needed basis. The math department is waiting for District textbook alignment, at which point, the District will help supplement funding. In addition to the funding provided by the school, many teachers fund-raise, write grants, and use Donor's Choose or GoFundMe to supplement their classroom instructional materials. The ESL department receives additional Title 1 funds that have been more than sufficient in paying stipends for after school tutoring, textbooks, independent reading books, dictionaries, technology (including multiple laptop carts and iPad carts, online subscriptions, applications and document cameras), and supplies. These Title 1 funds are allocated for English Learners, which means they are used for ESL and SEI (science, math, and history) teacher needs.

### C. Technology

Based on the analysis of interviews with content team administrators and teachers, technology is almost always sufficient to fully fund curriculum, including the co-curricular programs and other learning opportunities.

All teachers in the district are furnished with Macbook laptops for planning, delivery, assessment, and communication. East Boston High School's classrooms are all supplied with a projector, projector screen, and a printer. There is a black and white copy machine in every wing of the building. They are serviced as necessary by technicians. Our annual school fundraiser has provided much-needed revenue for additional technology that would not normally be funded, such as flat-screened televisions (posted around the school), projectors, printers, and toner. As stated, Title 1 funds are allocated to build the supply of laptop and iPad carts for English Learners at the rate of one to three new carts per year - with the goal of having a cart for every teacher that services English Language Learners. This year, the school was able to use the carts to administer the ACCESS test to all English Language Learners (66% of the total school population) simultaneously on laptops.

### D. Equipment and Supplies

Based on the analysis of interviews with content administrators and teachers, basic supplies and equipment are frequently provided. In addition to school-funded equipment and supplies, some teachers have been able to secure funding from other sources to fund curriculum, including the co-curricular programs and other learning opportunities.

The math department has purchased enough calculators for students to use during math classes. In biology, one class' worth of lab equipment was purchased via the school budget. Additional sets of necessary lab equipment were obtained through a grant. The school keeps a variety of supplies that staff can request, including chart paper, whiteboard markers, index cards, pens, paper, lined paper, envelopes and highlighters. On occasion, departments will use part of their budget to buy specific supplies that staff members request; examples include art supplies, poster paper, notebooks, colored paper, pencil cases, rulers, and notebooks. In terms of funding, every co-curricular activity needs to self-fund. There are opportunities to request funding, but they are not guaranteed to be fulfilled.

Clubs and other extracurricular activities often fund their own supplies. As examples, the Drama Club and Science Club both are funded by the teachers who run them. While there are some obvious gaps in the co-curricular offerings, such as the lack of a music program, there have been recent advances. For example, this year EBHS started a radio station and the students record daily announcements to be played in homeroom.

### E. Library/Media Center

Based on the analysis of interviews with teachers, the library/media center is a sufficient space to implement the curriculum, including the co-curricular programs and other learning opportunities. East Boston High School has a library/media center for students to use that has computers, books, tables, chairs, and a space that can be reserved for special functions. The library is maintained by a full-time librarian.

### F. Facilities

Based on the analysis of interviews with teachers, the facilities are, in some areas, sufficient to implement the curriculum, including the co-curricular programs and other learning opportunities.

Across the school, classrooms have enough chairs, desks, or tables for students. Windows in classrooms provide bright, natural light to enhance the learning environment. Additionally, the school provides repair for equipment, but the process takes time and requires teacher to wait while some classrooms are updated with functioning projectors, electrical outlets, or ethernet ports. The windows in the school had historically been a problem because they were heavy and hard to open; however in the spring of 2017, the windows and shades in the building were replaced.

With regard to physical education, the gym has improved over the years, and the floors have been re-laminated. The size of the gym is reportedly still too small and is categorized as elementary school-sized. Additionally, the placement of locker rooms requires students to leave the gym through a corridor to change clothes, instead of doors to lockers being accessible directly through the gym.

Our auditorium seats 941, but our student population of over 1500 far exceeds the seating capacity.

The teachers' room is not sufficiently heated during winter months and does not provide reliable Wi-Fi connection, which prevents teachers from effectively and efficiently planning during their off blocks. Wi-Fi on all levels of the school was updated by Boston Public Schools during winter 2016-2017 and has lead to more reliable internet access in these areas.

As the school population has grown, the building presents a challenge in the delivery of instruction. Hallways and stairwells are overcrowded during passing time between classes. Aside from crowding in hallways, there are not enough rooms for each teacher to have his/her own classroom. Because of this, almost all teachers in the building have a "home base" where they teach 2 out of the 4 blocks in the day, and another room where they travel to and teach for 1 block.

New key card entry pads have been installed on the entrances to the building. This will enable teachers to use their ID cards, which are in the process of being issued, for access to the building. Key card entry will be beneficial in providing additional security at entrances to the building and allowing teachers to enter the building even if there is no one available in the main office or front door to let them in during school hours.

#### **Related Files**

- [2017-08-10-12:08\\_std2\\_ind6\\_art1.masterscheduleofschool.html](#)
- [2017-08-10-12:08\\_std2\\_ind6\\_art2.interviewnotesonimpactoffacilityandfunding.docx](#)
- [2017-08-10-12:08\\_std2\\_ind6\\_art3.interviewnotesonfundingforcurriculumandco-curriculars.html](#)
- [2017-08-10-12:08\\_std2\\_ind6\\_art6.keycardentry.webp](#)
- [2017-08-10-12:08\\_std2\\_ind6\\_art4.newwindows.webp](#)
- [2017-08-10-12:08\\_std2\\_ind6\\_art5.upgradedwi-fiandnewrouters.webp](#)

## Standard 2 Indicator 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 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 district often provides the school's professional staff with sufficient personnel, meeting time, and accessibility to revise the curriculum using assessment results and current research.

### EVIDENCE AND EXPLANATION

#### A. Ongoing and Collaborative

The evidence demonstrates that the vast majority of the departments' review cycle of the curriculum is ongoing and collaborative. The content and T-LIT teams meet weekly in formal and consistent groups, where they deliberately execute planned and targeted reviews of curriculum units, standards, and scope and sequence.

#### B. Sufficient personnel, time, and financial resources

The District provides sufficient personnel and meeting time, but support in terms of financial resources and materials may depend on the content area. The District holds periodic meetings and trainings for each content area, to which the school sends representatives. For example, the District SLIFE team meets monthly to keep all SLIFE teachers connected and up to date on policies and procedures. Similarly the District office for English Language Learners offers a monthly meetings to update ESL teachers of legal requirements and best practices. The same is true for Special Education. Additionally, the District provides an online catalog of professional development opportunities. These consist of a variety of times for training - from a few hours to a year-long cohort for potential certifications. Most of the faculty feel that they have sufficient time to collaborate within departments, but they desire more opportunities for collaboration across content areas. In regard to funding, SLIFE has been supported with district funds in order to adhere to the requirements of the 1990 consent decree between the BPS and the federal government. Similarly, the District provides federal financial resources for ELLs, which gets allocated to all departments that serve ELD students, including ESL, ELA, history, math, and science departments.

#### C. Review of current research has guided the development, evaluation, review, and revision of all our curriculum

EBHS has, and continues to use, current research to guide the development, evaluation, review, and revision of all curriculum across the school; this includes multiple approaches in various forums. First, all content teams

implement backward design in UbD unit planning. There is a procedure to develop, review, and revise this curriculum. Second, peer observations implement the use of Total Participation Techniques (TPTs), RETELL strategies, and a variety of common collaborative strategies - as defined by the packets distributed by the ILT. Third, teachers meet in T-LIT groups on a weekly basis to make adjustments to practice based on student scores on common assessments. Fourth, teachers continually review and revise their lesson plans and instructional methods to include multiple opportunities for reading, writing, listening, and speaking in accordance with the EBHS Instructional Focus. Moreover, daily administrative Learning Walks serve to calibrate feedback methods and guide the improvement of teacher practice.

#### D. Student performance data in the development, evaluation and revision of the curriculum

EBHS uses student performance data to guide the vast majority of meetings regarding curriculum and instruction; this includes MCAS data, attendance data, writing prompt assessments, and grades. First, the school places students in appropriate classes based on student data. English Language Development (ELD) levels are used to determine what classes a student will take, so they are certain to receive services. Second, students who still need to pass MCAS are provided additional support classes in their areas of need. The development of the curriculum used in these classes is contingent upon the specific needs of the students in the classes. Another example of this is SAT prep - targeted for upper-class students. AP data is also used to review and revise the curriculum of AP classes.

#### E. Active involvement in curriculum development and revision

Based on the analysis of information, all of the professional staff has been actively involved in the deliberate process of curriculum development and revision at the school and content levels, which may not be true throughout the district. This takes place in weekly content teams, where instruction and curriculum development occurs through UbD unit creation, peer reviews, and revisions. Also, teachers meet weekly in T-LIT groups to discuss and create common assessments, score and record scores, analyze student data, and strategize ways to incorporate adjustments to practice. Changes to curriculum and methodologies are the result of these reflective processes.

#### Related Files

- [2017-08-02-11:45\\_std2\\_ind7\\_art4.researchforinstruction.pdf](#)
- [2017-08-02-11:54\\_std2\\_ind7\\_art3.edgeresource.docx](#)
- [2017-08-02-12:09\\_std2\\_ind2\\_art7.rubric4collaborationtlit.pdf](#)
- [2017-09-24-13:21\\_std2\\_common-art\\_cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-24-13:21\\_std2\\_common-art\\_ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-24-13:22\\_std2\\_common-art\\_ela-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:22\\_std2\\_common-art\\_eslsifewl-t-lit-ebhs-rolling-agenda.pdf](#)
- [2017-09-24-13:23\\_std2\\_common-art\\_eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-24-13:24\\_std2\\_common-art\\_history-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:24\\_std2\\_common-art\\_ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-24-13:25\\_std2\\_common-art\\_math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
- [2017-09-24-13:25\\_std2\\_common-art\\_math-t-lit-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:26\\_std2\\_common-art\\_science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-24-13:26\\_std2\\_common-art\\_science-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:37\\_std2\\_common-art\\_coherence-team-rolling-agenda-sy-16-17.pdf](#)
- [2017-09-25-08:14\\_std-common-ubd-artifact.zip](#)
- [2017-09-28-21:08\\_std\\_ebhs-calendar-17-18.pdf](#)

- [2017-09-28-21:10\\_std\\_common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)

## Standard 2 Executive Summary

### EXECUTIVE SUMMARY

The curriculum at East Boston High School was purposefully designed, developed, and implemented to embody the 21st Century Learning Expectations, the Common Core Standards, and a targeted Instructional Focus. The school has implemented research-based strategies through the use of Teacher-Led Inquiry Teams (T-LIT). The school is continuing to refine its strategies to ensure that all students practice - and make progress towards - the school's 21st Century Learning Expectations.

Across the school, the curriculum is currently being written in a common UbD format that integrates a scope and sequence for each unit of study, including understanding, essential questions, knowledge and skills, resources, instructional strategies, assessments (that meet DESE criteria), and EBHS 21st Century Learning Expectations as guiding transfer goals.

The curriculum at EBHS emphasizes the Instructional Focus: "Students will create responses through writing and speaking while reading and listening to multiple sources." Teachers engage in the practice of Instructional Rounds to examine tasks using the Hess Rigor Matrix and increase higher-order thinking skills. Currently, the school is implementing strategies to increase the number of students using technology in an informed and equitable way. This includes school-wide implementation of Achieve 3000, MathSpace, Accuplacer Prep, and SAT Prep. Although the school has cross-disciplinary learning that occurs between individual teachers in several areas, additional exploration is needed to integrate this practice in a more organized and formal way across the school.

The school's written and instructed curriculum are vertically aligned. This alignment is supported by various structures, including common planning time and T-LIT - with time to norm and revise common assessments.

There is effective curricular coordination in the school. There are several structures embedded in the school schedule that support this, including common planning time, T-LIT meetings, faculty meetings, and professional development workshops.

The staffing levels are technically sufficient, but not tight enough to restrict creative scheduling or support a model of more enhanced small learning communities. Technology support is beginning to take shape, but there is concern about bandwidth and replacement of broken machines, consumable items, supplies, and software. The library needs to update print nonfiction and fiction materials. Also, extra-curricular and co-curricular programs should be fully funded in order to support and enhance student achievement.

The district provided our staff with the autonomy to design a schedule that provides sufficient time for ongoing and collaborative development, evaluation, and revision of the curriculum. As a result, the staff is significantly involved in curriculum development. The school also regularly uses research to influence ongoing curriculum development.

The evidence indicates that the curriculum at EBHS is acceptable on the NEASC rating guide. Widespread and significant efforts at teacher-led, co-created curriculum are resulting in rigorous and equitable collaborative learning every day. At the same time, it is understood that at this time, opportunities for interdisciplinary curriculum development are not formally embedded into the school. Likewise, vertical alignment in every content is in the development to implementation phase. For this reason, EBHS judges itself to be acceptable.

## ADVISORY RATING

- Acceptable

## Standard 2 Strengths

### STRENGTH

- The curriculum is written in a common format that delineates a scope and sequence and units of study, the school's 21st Century Learning Expectations, instructional strategies, and performance assessments that include the use of rubrics.

### STRENGTH

- There are opportunities for inquiry, problem-solving, higher order thinking, and authentic learning inside and outside of school.

### STRENGTH

- The staff is trained and qualified to teach the students enrolled at EBHS in that staffing changes mirror the demographics of the student body and East Boston community.

### STRENGTH

- The school's large number of English Learners are engaged in high quality learning, correctly leveled, and properly scheduled to meet all local, state and federal requirements.

### STRENGTH

- The Instructional Focus ensures that students of all intelligences and backgrounds engage in collaborative learning in all classes, which requires them to be readers, writers, speakers and listeners of academic English.

### STRENGTH

- There is clear alignment between taught curriculum and summative/formative/performance tasks.

### STRENGTH

- Technology resources are nearly sufficient to deliver the curriculum, assess students formally and informally, and provide a platform for teacher communication and collaboration.



**STRENGTH**

- School staff are empowered as leaders and head curriculum development, professional development, Instructional Rounds and assessment development.

## Standard 2 Needs

### NEEDS

- Continue the development, refinement, and implementation of units of study, 21st Century Learning Expectations and Transfer Goals (including the rubrics) in all areas of the school.

### NEEDS

- Formally implement and institute cross-disciplinary learning opportunities.

### NEEDS

- Continue to develop and refine the horizontal and vertical alignment.

### NEEDS

- More building space to accommodate the growing teaching staff and student body.

## Standard 3 Indicator 1

Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.

### CONCLUSIONS

#### CONCLUSIONS:

Teachers' instructional practices are consistently examined to ensure cohesion with the school's Core Values, Beliefs, and 21st Century Learning Expectations.

### EVIDENCE AND EXPLANATION

#### EVIDENCE AND EXPLANATION:

According to the Endicott Study, 82.5% of teachers and 80.0% of parents are in agreement that EBHS continuously examines instructional practices to ensure consistency with the school's Core Values and Beliefs about learning.

East Boston High School faculty have developed school-wide rubrics to examine instructional practices to ensure consistency with the school's Core Values and 21st Century Learning Expectations. All teachers use the 21st Century Learning Expectations rubrics holistically and communicate the results to parents via ASPEN. The scores from each of these rubrics are entered into spreadsheets and the data is analyzed for individual and average growth in each area.

Teachers collaborate in examining our instructional practices in content Common Planning Time (CPT) meetings to ensure that they are consistent with the school's Core Values and 21st Century Learning Expectations as well as the school-wide Instructional Focus. In weekly meetings, teachers come together in Content teams. There, they use common transfer goals, standards, and essential questions to co-create units of study. These co-created units are aligned with district, state and federal standards and adhere to best practices and pedagogy.

Weekly, in teacher-led T-LIT teams, teachers meet to develop writing prompts that all students in each course/department take according to a school-wide assessment calendar. Common rubrics are used to assess and provide feedback on student performance on the writing prompts. This collection of writing prompt data then informs instruction.

All teachers participate in Instructional Rounds' cycles to share practices and methods, which build cohesion among teachers across all content areas. This is extended into teacher-led Professional Development, where teachers volunteer to model and facilitate groups of their peers, who choose their workshops by signing up online.

Finally, all teachers use the same Blackboard Configuration (BC) and a common lesson plan template for consistency in lesson planning and display.

## Related Files

- [2017-09-13-10:06 std3 ind1 art3.endicottsurveyresults.pdf](#)
- [2017-09-18-12:16 std3 ind1 art1.neascrubricscore2016-2017.xlsx](#)
- [2017-09-18-12:47 std3 ind1 art2.elacommonwritingassignmentdata.xlsx](#)
- [2017-09-24-13:40 std3 common-art ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-24-13:40 std3 common-art ela-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:40 std3 common-art eslsifewl-t-lit-ebhs-rolling-agenda.pdf](#)
- [2017-09-24-13:41 std3 common-art eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-24-13:41 std3 common-art history-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:41 std3 common-art ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-24-13:42 std3 common-art math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
- [2017-09-24-13:42 std3 common-art math-t-lit-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:42 std3 common-art math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-24-13:43 std3 common-art science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-24-13:43 std3 common-art science-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-13:43 std3 common-art sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-24-13:44 std3 common-art science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-24-13:44 std3 common-art sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-24-13:44 std3 common-art sy16-17-history-writing-prompt-data-tracker---full-year-data-averages.pdf](#)
- [2017-09-24-13:44 std3 common-art sy16-17-science-writing-prompt-data-tracker---sci-year-wp-data-averages.pdf](#)
- [2017-09-24-13:45 std3 commonart ebhs-lesson-plan-template-2017-2018.pdf](#)
- [2017-09-24-13:51 std3 commonart board-configuration-2017.pdf](#)
- [2017-09-24-13:51 std3 commonart signupgenius.pdf](#)
- [2017-09-24-14:07 std3 ind1 art4 common-art cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-25-13:04 neasc-standards-cognitively-demanding-tasks-common-artifact.pdf](#)
- [2017-09-25-13:05 neasc-standards-common-ubd-artifact.pdf](#)
- [2017-09-25-13:21 std3 ind1 art5.-independent-reading-esl.docx](#)
- [2017-09-25-17:18 std3 commonartifact ubdunits.zip](#)
- [2017-09-25-17:43 std common-art ebhs-program-of-studies-sy-2017-2018.pdf](#)
- [2017-09-25-17:43 neasc-standards-common-ubd-artifact.pdf](#)
- [2017-09-26-10:47 std3 commonart civic-21st-century-skills-rubric.pdf](#)
- [2017-09-26-10:48 std3 commonart social-21st-century-expectations-rubric.pdf](#)
- [2017-09-26-10:49 std3 commonart critical-thinking-21st-century-skills-rubric.pdf](#)
- [2017-09-26-10:50 std3 commonart digital-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-26-10:53 std3 commonart self-directed-independent-learners-21st-century-skills-rubric.pdf](#)
- [2017-09-26-11:00 std3 ind1 art6 deepening-the-nlow-ebhs-dec-2014.ppt](#)
- [2017-09-26-11:55 std3 commonart ebhs-rounds-background-information-spring-2017.pdf](#)
- [2017-09-27-10:55 std3 commonart communicative-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-29-09:35 std commonart writing prompts results.pdf](#)
- [2017-09-29-12:33 commonart writingpromptswithstudentwork.pdf](#)
- [2017-09-29-12:34 commonart cte-project-based-learning-ebhs-coherence-plan-2016-2017-a.pdf](#)

## Standard 3 Indicator 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.

### CONCLUSIONS

Across the school, 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 tasks; engaging students in self-assessment and reflection; and integrating technology.

### EVIDENCE AND EXPLANATION

#### Emphasizing inquiry, problem-solving, and higher order-thinking

According to the Endicott Survey, 90.3% of teachers and 75% of parents agreed that agreement inquiry, problem solving, and higher order thinking (Endicott Survey, page 33) are emphasized in classroom settings. These perceptions are based on the tasks, assignments, and lessons that are delivered by teachers throughout the school. Through the EBHS lesson plan template, all teachers reflect and rate each portion of the lesson using the Hess Rigor Matrix. Teachers are provided feedback on level of tasks through the evaluation process, which employs the Massachusetts Model System for Educator Evaluation Teacher Rubric Standard II.D.2 for High Expectations. Furthermore, at each observation conducted by an evaluator, teachers are given feedback on the level of rigor used to engage students.

#### Applying knowledge and skills to authentic tasks

In accordance with 21st Century Learning Expectations, teachers ensure students engage in authentic real-world tasks where they can apply their knowledge and skills to understand and interact with the real world.

Personalized instruction is conducted throughout the school through a variety of methods. Teachers personalize instruction by offering students choices for project-based learning and reading and writing assignments, which demonstrates both differentiated instruction and the use of a variety of assessment methods.

In AP science, students are required to stay after-school an additional hour every other week (as well as occasional Saturdays) to work on labs, enhance their learning, and take practice AP exams. Similarly, the

English department has been providing personalized MCAS support for students in grade 10 (in partnership with Emerson College), targeting approximately 75 students each year for the past three years. In addition, English, math, and science teachers meet with students for after school and Saturday MCAS review sessions. Data on the impact of these initiatives demonstrates that the vast majority of students achieve proficiency (or above) in the English Language Arts MCAS. The performance of those who received ELA MCAS tutoring has been high. Students in grades 9 and 10 receive weekly personalized assessments and lessons through Achieve 3000. The Endicott Survey reported that most teachers and students concurred that personalized learning happens frequently in the classroom. Of 103 teachers, 87.4% agreed that teachers personalize instruction to support the school's Learning Expectations. From a population of 664 students, 63.9% felt they were receiving a personalized curriculum (Endicott Survey 2016, page 35).

### **Engaging Students in Cross-Disciplinary Learning**

All teachers are engaged in instructional practices that support the school's Instructional Focus: "Students will create responses through writing and speaking while reading and listening to multiple sources," as well as the school's instructional motto, "Reading, writing, listening, and speaking every day in every class." Teachers use RETELL, the Collaborative Strategies packet, and Total Participation Techniques (TPTs) to accommodate students' needs and support the Instructional Focus. In the EBHS lesson plan template, all teachers must demonstrate how they incorporate and execute a RETELL strategy and address language domains in each portion of the lesson (i.e. explanation, practice, and synthesis).

Throughout the school, students have access to cross-disciplinary materials and resources. Each English Language Learner (ELL) is equipped with a bilingual word-to-word dictionary. Every classroom is equipped with readily available dictionaries and thesauri for students to utilize. Each EBHS classroom is also equipped with a reference poster of the East Boston High School Instructional Focus, which is the foundation of each content area. The SLIFE team engages students in units that include science, literacy, ESL and math during the entire year. Moving through the scope and sequence unit by unit, students are exposed to the same Essential Question and the same vocabulary in English and Spanish daily. Finally, all students participate in formative assessments that include writing across the curriculum. In each of the four content areas (math, science, social studies, and English), students write in response to reading multiple texts. Within each of the four content areas, students have multiple opportunities to engage in interdisciplinary work. In science, students give oral presentations and write lab reports as part of their research for the Science Fair; in ELA, students read assigned texts that involve studying a variety of historical contexts and their influence on the work (such as *Night*, involving the Holocaust, and *To Kill a Mockingbird*, set in the Jim Crow era.)

### **Engaging Students as active and self-directed learners**

64% of all students surveyed reported that their teachers provide opportunities to choose topics for some assignments (Endicott Survey, Page 33). For example, in foreign language classrooms, students often participate in activities that allow them to take ownership of their own learning. All students design their own research projects for the Science Fair, and some have received special recognition and awards at the local, state, and national levels. In the Media Pathway, students are encouraged to meet with local proprietors to create marketing campaigns (print ads, radio commercials, and television commercials) to promote their businesses. Furthermore, the department-wide instituted practice of Independent Reading for the first 20 minutes of class allows students to choose their own book to read daily.

### **Emphasizing inquiry, problem-solving, and higher order-thinking**

According to the Endicott Survey, 90.3% of teachers and 75% of parents agreed that agreement inquiry, problem solving, and higher order thinking (Endicott Survey, page 33) are emphasized in classroom settings. These perceptions are based on the tasks, assignments, and lessons that are delivered by teachers throughout the school. Through the EBHS lesson plan template, all teachers reflect and rate each portion of the lesson using the Hess Rigor Matrix. Teachers are provided feedback on level of tasks through the evaluation process, which employs the Massachusetts Model System for Educator Evaluation Teacher Rubric Standard II.D.2 for High Expectations. Furthermore, at each observation conducted by an evaluator, teachers are given feedback on the level of rigor used to engage students.

## **Applying knowledge and skills to authentic tasks**

In accordance with 21st Century Learning Expectations, teachers ensure students engage in authentic real-world tasks where they can apply their knowledge and skills to understand and interact with the real world.

One such example occurs in the history department. Students are taught to research, create clear opinions, and support their thoughts with reasons in order to persuade their peers in formal debates. This skill provides students with an applicable outlet for real world conversations. The English as a Second Language (ESL) department encourages various opportunities in which students apply their knowledge and skills to authentic tasks, including interacting with others in English. Teachers have their students fill out relevant forms/applications for services in their communities, such as the Boston Public Library and INSPIRE Development Youth Center. Students require services outside of their school and learn the English necessary to navigate these services. EBHS students participate in producing a radio station and it is broadcast locally. ZUMIX is another local radio station that showcases EBHS students creativity and, to share their work, EBHS teachers hold Listening Parties.

## **Engaging students in self-assessment and reflection**

Throughout East Boston High School, students engage in self-assessment and reflection, both formally and informally. According to the Endicott Survey, 77.2% of students were in full agreement that this was true (Endicott Survey, page 33).

Teachers across disciplines frequently provide students with rubrics that encourage self-reflection on their performance, behaviors, products, and progress. For example, in physics classes, students are encouraged to monitor their own progress and production through self-reflection rubrics. In world languages, students are given a weekly self-reflection rubric to measure participation and engagement in the target language. In ELA, students gauge their 21st Century Learning Expectations progress twice each semester through rubrics and teacher conferences. Writing prompt rubrics are used to measure progress three to four times per year school-wide. Students surveys are scanned into Gradecam, and the data is shared across content classes so that students can view their progress through a wider lens and assist in course modifications for better outcomes.

## **Integrating Technology**

Technology is extensively integrated into instructional practices throughout the school. Laptop computers are used frequently in Math and ELA classes for Mathspace and Achieve 3000 online learning programs. Science classes also demonstrate the routine use of technology through a curriculum that incorporates computer science lessons. The vast majority of EBHS teachers use electronic slideshow presentations in their classes daily, which guiding the course of each lesson. Several make use of programs such as Google Classroom, to foster a collaborative community of learners, and Class Dojo, to aid with classroom management. The Media Pathway students create high-quality videos that promote school culture, such as the Freshmen Orientation film. The Endicott Survey shows that almost 75% of the students (74.8%) responded that their teachers require them to use such technology in their assignments.

### **Related Files**

- [2017-09-18-12:51\\_std3\\_ind2\\_art1.neascselfstudysurveyresultsaug2016.pdf](#)
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- [2017-09-24-14:57\\_std3\\_ind2\\_art4\\_hessmatrixtaskalignment.pdf](#)
- [2017-09-25-12:34\\_std-3\\_ind-2\\_art-7.teach-boston-liason.docx](#)
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## Standard 3 Indicator 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.

### CONCLUSIONS

Across the school, EBHS teachers routinely adjust their instructional practices to meet the needs of students by using formative assessments, differentiation, purposeful group learning, and to provide additional support and use alternative strategies.

### EVIDENCE AND EXPLANATION

According to the Endicott Study, 93.2% of staff report using a variety of formative assessments for instructional practices and strategically differentiate instruction in their classrooms. The Endicott survey reveals that both teachers and students reported high levels of group learning take place regularly and purposefully (90.3% teachers and 92% students, respectively). Teachers use RETELL, the Collaborative Strategies Packet, and TPTs to engage all students.

In order to assess students on the spot, many EBHS teachers use Grade Cam, Class Dojo, Quizlet and Kahoot. These provide immediate data from student responses, so instruction can be adjusted in real time. ESL teachers use apps such as Duolingo and Kahoot to support student learning both inside and outside the classroom. All learning areas provide support mechanisms, such as graphic organizers, group learning activities, product exemplars, or teacher notes for students who have difficulty writing or processing. Strategic placement of ed techs and subjects co-taught by special education teachers give equal opportunity to students who require additional support.

All content areas have ample evidence that teachers provide additional academic support, and that they also use alternative strategies within the regular classroom. As required by law, the Occupational Skills Development Center (OSDC) connects students with the BPS STRIVE Program, which provides resources and supports for unique learners transitioning from school to work and other post-secondary opportunities. The SLIFE department runs a tutoring program for students adjusting to formal education. EBHS provides students with the opportunity to participate in an MCAS bootcamp. Programs such as Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) prepare students for college and careers.

### Related Files

- [2017-06-27-02:37 cp-5-26-2017-mcas-math-bootcamp-grade-10-1.numbers](#)
- [2017-09-25-17:22 std3\\_commonartifact\\_ubdunits.zip](#)
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- [2017-09-26-10:38 std3\\_commonart\\_ebhselfstudysurveyresults81216.pdf](#)
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- [2017-09-27-14:23 2017-18-slife-spanish-writing-prompt-assessment.docx](#)
- [2017-09-27-14:25 std3\\_ind3\\_art5.slifetutoringprogram.xlsx](#)

## Standard 3 Indicator 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.

### CONCLUSIONS

Across the school, teachers (individually and collaboratively) continually improve their instructional practices by measuring student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources (including students, other teachers, supervisors, and parents) examining current research; and engaging in professional discourse focused on instructional practice.

### EVIDENCE AND EXPLANATION

There are a number of ongoing programs in which teachers in content teams improve their instructional practices at East Boston High School. These include content Common Planning Time (CPT) and Teacher-Led Inquiry Teams (T-LIT) that meet to analyze and evaluate formative and summative student achievement data.

93.2% of all East Boston High School teachers report using student achievement data to improve their instructional practices (Endicott Survey). Furthermore, teachers create and administer a common Writing Prompt three times a year and compare results to determine any potential areas for improvement. Teachers also analyze Massachusetts Comprehensive Assessment System (MCAS) data.

91.3% of teachers report having opportunities to engage in professional development that improved their instructional practices. Examples of teacher participation in professional discourse include standardizing scoring in writing prompts (by building a consensus of how sample writing prompts are scored); creating common assessments (after discussing relevant concepts); collaborating in Understand by Design (UbD) units; and engaging in Instructional Rounds and peer observations (where teachers visit and observe new instructional strategies that they may incorporate into their own instruction). During CPTs focused on Instructional Rounds, peer observations, and UbD curriculum development, all teachers engage in professional discourse that is focused on instructional practice. 85.4% of EBHS teachers report having formal opportunities to examine student work to improve their instructional practices. Almost 70% of students report that their teachers ask for their ideas/opinion to improve how they teach. (Endicott Survey)

100% of all teachers are observed and receive feedback on their instructional practices 3 or more times throughout the year by their evaluator. During the course of this coaching process, teachers reflect on their strengths and weakness, develop next steps and, at subsequent meetings with the evaluator, revisit their improvement.

East Boston High School has also been using current research to improve instructional practice in a variety of ways. First, given the number of ELLs served, the Instructional Focus is built upon research for language acquisition and permeates all classes and content areas. Second, Reading Apprenticeship and Independent Reading, used in ELA and ESL classes, embody current research about literacy building. Finally, teachers use current research to improve instructional practice through the Instructional Rounds process, which builds ownership of both the problems and the solutions in the collective work.

## Related Files

- [2017-09-24-14:31\\_std3\\_ind4\\_art1\\_ebhselfstudysurveyresults81216.pdf](#)
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## Standard 3 Indicator 5

Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

### CONCLUSIONS

All teachers go above and beyond in maintaining expertise both in their content areas and instructional practices.

### EVIDENCE AND EXPLANATION

All teachers attend mandatory professional development for 130 minutes per week. These meetings focus on content-specific curriculum design, department-wide teacher-research inquiry sessions, and teacher-led sessions. During curriculum design, teachers collaboratively develop UbD curriculum units, activities, and assessments to be used across all courses in the content area. Teacher teams then analyze data from common assessments in order to develop department-wide strategies to improve teaching practices, and thus, student performance. Additionally, teachers participate in outside professional development, including extensive Advanced Placement training in collaboration with the Mass Insight Education institute, in order to increase the rigor in their classrooms as well as keep up-to-date on the latest research-based curriculum and initiatives.

As administrators conduct routine classroom observations, they frequently identify teachers who model exemplary practices and encourage them to share said practices with colleagues during teacher-led professional development sessions. Topics include, but are not limited to, content-specific Partner Reading Strategies, Flipped Classrooms, Enriching Content through Media, Text-Based Quickdraws, and Project-Based Learning. During these sessions, presenting teachers, as well as observing teachers, are able to give and receive feedback to enhance collegiality and improve instructional strategy implementation.

These efforts to ensure that teachers maintain expertise in their content area and in content-specific instructional practices are acknowledged by all members of the school community. According to the Endicott Survey, 94% of the teachers are in agreement that they maintain expertise in their content area and in content-specific instructional practices. This perception is shared by students, 85% of whom are in agreement that their teachers are knowledgeable about the subjects they teach. A majority of parents also agree that their children's teachers maintain expertise in their subject areas.

### Related Files

- [2017-09-24-14:13\\_std3\\_ind5\\_art1\\_ebhscpssselfstudysurveyresults081216.pdf](#)
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## Standard 3 Executive Summary

### EXECUTIVE SUMMARY

Based on the CPSS Rating Guide for the Standard on Instruction, East Boston High School judges its adherence to the Standard for Instruction as **Acceptable**.

East Boston High School's Core Values and 21st Century Learning Expectations have been updated recently and codified into the school's culture. The evidence shows that the instruction at the school is consistent with the narratives presented in these documents. This is true for East Boston High School's adherence to all of the NEASC criteria for effective instruction. Across all areas of the school, students are assessed on 21st Century Learning Expectations, and the school's Instructional Focus lives in the daily practice of all teachers. While personalized learning occurs primarily in grades 9 and 10, the EBHS is actively revising its Pathways programs to extend the personalization for student learning into concentrated areas of study, such as Radio and Television Broadcasting, Design and Visual Communication, Criminal Justice, and a Future Educators program. Teachers in content areas emphasize inquiry, problem-solving, and higher-order thinking in different ways with varying tasks that range from individual classrooms to department-wide assessments, such as the Science Fair. Across the school, teachers create tasks at various levels for students to apply skills to authentic task. EBHS's long-term commitment to UbD will help bring about a more consistent level of practice throughout the school. Within East Boston High School's culture, teachers and administrators share a passionate commitment to supporting instruction through the substantial investment of time and tools for improving practice, such as Instructional Rounds and teacher-led professional development. EBHS has demonstrated ongoing adjustment to practices and structures to strengthen and improve effective teaching. For example, during the 2016-17 school year, teacher-research communities aimed to improve collaborative strategies across the school. Instructional practices in EBHS are informed through data from national, district, departmental, and peer-education, as teachers continually engage in the evolution of their content and pedagogical expertise.

### ADVISORY RATING

- Acceptable



## Standard 3 Strengths

### STRENGTH

- 21st Century Learning Expectations are practiced and assessed through all areas of instruction.

### STRENGTH

- Instructional practices at the school provide high levels of personalized learning.

### STRENGTH

- The Instructional Focus is easily understood and purposefully tailored to the meet the needs of East Boston High School students.

### STRENGTH

- Students overwhelmingly view their teachers as being exceptionally strong in their content areas.

### STRENGTH

- Teachers maintain a high level of content knowledge and pedagogy through job-embedded and outside professional development.

### STRENGTH

- Continued investment in laptop (Chromebook) purchases has been consistent in building technology to support instruction.

### STRENGTH

- Writing is assessed across all content areas.

### STRENGTH

- Common assessments are embedded in content areas.

**STRENGTH**

- East Boston teachers utilize a common approach to curriculum unit planning and are building towards all courses being completely organized with the same framework (Understanding by Design).

**STRENGTH**

- Teachers assign instructional groups purposely to promote effective collaboration and student learning.

**STRENGTH**

- Students perceive a high level of opportunity to demonstrate their learning through meaningful assignments presented in their courses.

**STRENGTH**

- East Boston High School staff and administration are cultivating a mutual understanding around what cognitively demanding tasks are through the use of a common framework (Hess Matrix), Instructional Rounds, and daily administrative visits that includes feedback on levels of rigor in learning tasks.

## Standard 3 Needs

### NEEDS

- Continue to invest in the purchase of laptop (Chromebook) carts while expanding to embrace emerging technologies that support instruction.

### NEEDS

- Increase cross-disciplinary core practices around writing and reading instruction.

### NEEDS

- Expand common assessments to include a performance assessment of speaking.

### NEEDS

- Continue to develop cross-disciplinary core practices for reading strategies across content areas to address the shifts that have emerged in relation to Common Core and high-stakes assessments such as MCAS, SAT, and Advanced Placement exams.

### NEEDS

- Build mutual understanding of exemplary instructional practices by promoting models on a larger scale across all content areas.

### NEEDS

- Continue to cultivate teacher leadership through hybrid and facilitative roles across all content areas.

**NEEDS**

- Continue to implement research-based approaches to curriculum, planning, and assessment through the school-wide adoption of the Understanding by Design framework.

**NEEDS**

- Create more opportunities for students to consistently apply their knowledge and skills to real world tasks across instruction in all content areas.

## Standard 4 Indicator 1

The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

### CONCLUSIONS

The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st Century Learning Expectations (Communicative Literacy, Social, Civic, Digital Literacy, Self-Directed Learners) based on specific and measurable criteria for success.

### EVIDENCE AND EXPLANATION

EBHS has formally begun a consistent process to measure student and whole-school progress toward 21st Century Learning Expectations through the implementation of school-wide analytic rubrics. These documents have been approved by the faculty and divided by subject areas for continuous monitoring and reporting. Teachers are familiar with the rubrics and the process of entering scores into our Aspen Student Information System (SIS) once per term (as illustrated in content-team rolling agendas). According to the most recent Endicott survey, 80.6% of staff “understood the formal process, based on the use of the school-wide analytical rubrics, to assess school and individual student progress in achieving learning expectations.” A goal for EBHS is to invite students to take on a more self-reflective, metacognitive role in using the rubrics to measure their growth in becoming competent 21st Century learners.

#### Related Files

- [2017-09-26-12:59\\_std4\\_ind1\\_art1\\_parentoutreachletter.docx](#)
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## Standard 4 Indicator 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.

### CONCLUSIONS

East Boston High School has formal processes of communicating whole-school and individual student progress toward meeting the 21st Century Learning Expectations to students, parents, guardians, and the community.

### EVIDENCE AND EXPLANATION

Parents and guardians are notified of student progress toward meeting the 21st Century Learning Expectations through Aspen. All parents have the potential to log on to Aspen with their email address using a smart phone or computer. The 21st Century Learning Expectations rubrics are posted and available on the East Boston High School website. The six rubrics are in the process of being translated into Spanish to offer culturally relevant communication with our Spanish-speaking families. (According to Department of Education's School Profile 2017 data, 77% of EBHS students are identified as Hispanic.) Teachers compile the data in a shared Google spreadsheet, which is organized in alphabetical order by grade level. Every teacher has access to all rubric scores for every student.

The 21st Century Learning rubrics have been divided by content area to ensure that all students would be assessed in each category. The rubrics are distributed in the following manner: the "Digital Literacy" rubric is used by the history, media, ROTC, technology, and guidance departments; the "Critical Thinking" rubric is used by the science, math, and gym departments; the "Communicative Literacy" rubric is used by the ELA, ESL, world languages, SIFE and art departments; the "Self-directed Independent Learners" rubric is used by the science, math and gym departments; the "Social" rubric is used by the ELA, ESL, world Languages, SIFE, art and Occupational Skills Development Center (OSDC) departments; and the "Civic" rubric is used by the history, media, ROTC, technology, and guidance departments.

The East Boston High School (EBHS) Family Center notifies parents/guardians through the monthly school newsletter when the rubric scores will be posted on Aspen. The letter includes an explanation of rubrics and is written by our Family Center Coordinator, Nina Gaeta, in both English and Spanish. Once the data is compiled, the school will share the results and next steps with students, parents, guardians, and the community. The Mars Team is aware that this access is limited only to families with Internet access and has been discussing ways to reach families who may be without access, such as sending home the graded rubric and reports for the parent/guardian to sign.

### Related Files

- [2017-09-27-13:54\\_std4\\_commonart\\_ebhs\\_rolling\\_agenda.zip](#)
- [2017-09-27-13:54\\_std4\\_commonartifact\\_neasc\\_rubrics.zip](#)

- [2017-09-27-13:56\\_std4\\_ind2\\_art1\\_neasc\\_rubric\\_scores\\_master.xlsx](#)
- [2017-09-27-13:57\\_std4\\_ind2\\_art2\\_communication\\_to\\_parents.png](#)
- [2017-09-27-13:58\\_std4\\_ind2\\_art3\\_public\\_access\\_21st\\_learning\\_expectations.png](#)
- [2017-09-27-14:00\\_std4\\_ind2\\_art4\\_parentoutreach-21stcent.rubricletter-1.docx](#)
- [2017-09-28-13:12\\_commonart\\_sy17-18-assessment-calendar\\_070717\\_khs-with-memo.pdf](#)
- [2017-09-28-13:14\\_std4\\_ind2\\_art5\\_parentoutreach-21stcent.rubricletter.docx](#)
- [2017-09-28-22:17\\_std\\_neasc-rubric-scoring-guide.pdf](#)

## Standard 4 Indicator 3

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

### CONCLUSIONS

Professional staff regularly collects, disaggregates, and analyzes various sources of data to identify inequities in student achievement. The staff addresses, when appropriate, inequities systematically and in individual classrooms.

### EVIDENCE AND EXPLANATION

During each summer, East Boston High School's administrative staff and lead teachers meet to analyze summative data from the previous school year, identify inequities by subgroups, and plan how to address those inequities. Findings are then presented to the staff in early September to assess how whole-school data has shaped the goals and Instructional Focus for the year. The staff develops a deeper understanding of inequities within the data sources (i.e., Massachusetts Comprehensive Assessment System (MCAS), ACCESS, dropout rate, graduation rate, discipline data, SAT, AP scores, Accuplacer, school-wide writing prompts, course failure rates, etc.).

In the classroom, teachers administer and analyze department-wide writing prompts using content specific school-wide rubrics. Data are collected, analyzed during common planning time, and used to inform both individual Professional Practice Goals (PPG) and Student Learning Goals (SLG). To more specifically address inequities in student achievement, students identified as needing additional support in MCAS prep were paired with tutors from Emerson College (from 2014-2016). This tutoring partnership did not run during the 2016-2017 school year due to lack of enrollment in the Emerson course; however, there is hope the partnership will resume during the 2017-2018 school year.

East Boston High School will continue to work in systematically addressing inequities in student achievement on a more regular basis and has shifted data-collection practices to include student indicators that identify more subgroups (such as ELD level, special education code, grade level, and gender).

Additional support from the district, with a new assessment platform called Illuminate Education, should also help improve in this area since disaggregate assessment data may be measured in a more systematic and thoughtful way.

### Related Files

- [2017-09-27-14:06\\_std4\\_commonartifact\\_writing\\_prompt\\_data.zip](#)
- [2017-09-28-08:07\\_std-common-artifacts-ebhs-accuplacer-data-2016-.xlsm](#)
- [2017-09-28-08:07\\_std4\\_common-artifact\\_data-workbook\\_east-boston.xlsx](#)
- [2017-09-28-08:10\\_std\\_data-and-80minute-block-schedule.ppt](#)
- [2017-09-28-08:10\\_std4\\_commonart\\_ebhs\\_rolling\\_agenda.zip](#)
- [2017-09-28-22:23\\_std\\_data-overview-.pdf](#)



- [2017-09-28-22:24\\_std\\_-common-artifact-data-overview-2016.pdf](#)

## Standard 4 Indicator 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.

### CONCLUSIONS

Prior to each unit of study, the majority of staff members communicate (to students) the school's applicable 21st Century Learning Expectations and related unit-specific goals to be assessed.

### EVIDENCE AND EXPLANATION

According to the most recent Endicott survey, 64.1% of staff members “communicate to students the school's learning expectations and corresponding rubrics to be used.” East Boston High School (EBHS) is moving toward complete compliance in this area by creating Understanding by Design (UbD) units with transfer goals including 21st Century Learning Expectations. Since September of 2015, teachers have been working collaboratively in content teams to create common UbD units. Each unit includes a minimum of one 21st Century Learning Expectation transfer goal that students must work towards mastering. Board Configuration with essential questions and objectives that are linked to 21st Century Learning Expectations is also required of all teachers.

#### Related Files

- [2017-09-28-08:16\\_ebhs-ubd.zip](#)
- [2017-09-28-08:33\\_std\\_commonart\\_board-configuration-2017.pdf](#)
- [2017-09-28-08:37\\_std4\\_commonartifact\\_neasc\\_rubrics.zip](#)
- [2017-09-28-10:05\\_std\\_commonart\\_endicott\\_survey.pdf](#)

## Standard 4 Indicator 5

Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.

### CONCLUSIONS

The faculty at East Boston High School provides students with rubrics outlining specific and measurable criteria for success prior to summative assessments.

### EVIDENCE AND EXPLANATION Evidence and Explanation

In the 21st Century Learning Expectations rubric, students are evaluated by demonstrating mastery of content and skills. The rubric explicitly assesses students in engaging in inquiry-based, self-driven, authentic, higher-order thinking skills that include the evaluation and synthesis of information and ideas; Collaborating and communicating with others while self-reflecting on personal growth; applying appropriate technology and media literacy skills; and making connections to life and the larger world community.

Each term, students are given a prompt to assess writing ability. Rubrics accompany the prompt and explicitly assess students' writing abilities across contents with our Instructional focus in mind; Students will create responses through writing and speaking while reading and listening to multiple sources.

Teachers are beginning to identify school-wide Collaborative Work rubrics to use during group-work assignments and to provide further feedback to students.

Teachers are assessed and evaluated in their profession through Individual Teacher rubrics. The criteria are Planning and Assessments (based on curriculum), Teaching All Students, Family and Community Engagement, and Professional Culture.

Based on the Endicott survey, 82% of students agreed that "I understand in advance what work I have to accomplish to meet my teachers' expectations;" 75.4% agreed that "My teachers use rubrics to assess my work;" and 74.6 % confirmed that "I understand the rubrics my teachers use." The finalization of school-wide UbD assessments will allow East Boston High School staff to commit, share, and fine-tune rubrics for summative assessments.

### Related Files

- [2017-02-21-10:40\\_std4\\_ind5\\_art1.docx](#)
- [2017-09-28-08:32\\_std\\_common\\_-art\\_-writing-prompt-rubrics.zip](#)
- [2017-09-28-08:38\\_std4\\_commonartifact\\_neasc\\_rubrics.zip](#)
- [2017-09-28-08:42\\_std\\_commonart\\_teacher\\_rubric.pdf](#)
- [2017-09-28-08:48\\_std\\_commonart\\_writing\\_prompt\\_data\\_sy16-17.zip](#)
- [2017-09-28-09:06\\_std\\_commonart\\_teacher\\_evaluationreport.pdf](#)
- [2017-09-28-09:29\\_std\\_commonart\\_collabrative\\_work\\_rubrics.zip](#)
- [2017-09-28-09:40\\_std\\_commonart\\_endicott\\_survey.pdf](#)

- [2017-09-29-12:21\\_std\\_ind\\_ebhs-priorities.pdf](#)
- [2017-09-29-12:26\\_std\\_writing\\_prompts\\_samples-and-student-work\\_results.pdf](#)

## Standard 4 Indicator 6

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

### CONCLUSIONS

At East Boston High School, teachers employ a range of assessment strategies, including formative and summative assessments, in each unit of study. Through analysis of the Endicott survey and other artifacts, East Boston High School appears to be making effective gains in employing a range of assessments.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Of the 103 staff surveyed, 96.1% stated, "They use variety and range of assessment strategies including formative and summative assessments." Of the 654 students surveyed, 86.2% stated that their teachers use a variety of assessments. The data regarding the assortment of formative and summative assessments demonstrates a high level of adherence. It is a formal practice that teachers meet to discuss and improve both formative and summative assessment strategies. This approach has led to both individual and collaborative examinations of student work and common grade-level assessments. The data has also been used school-wide to revise curriculum and improve instructional practices, including the adoption of Total Participation Techniques (TPTs), Collaborative Strategies, and Rethinking Equity in the Teaching of English Language Learners (RETELL) strategies. The staff regularly gathers by department to examine and discuss the success and use of these strategies in their Teacher-Led Inquiry Teams (T-LIT).

The variety of assessments given at EBHS includes the following: tests, oral presentations, reports, research papers, experiments, responding to a quick-write, multimedia products, and projects. More informally students can be observed using any number of the TPTs, Retell and Collaborative Strategies, including Socratic seminar, final-word discussion, jigsaw, rank-talk-write, say something, reciprocal reading groups, or gallery walks. Teachers at East Boston High School continue to examine and look at ways to improve their assessments by continuing to evaluate:

- 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

### Related Files

- [2017-09-28-13:28\\_commonart\\_internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-28-13:29\\_std4\\_commonart\\_ebhs\\_rolling\\_agenda.zip](#)
- [2017-09-28-22:31\\_std\\_ebhs-calendar-17-18.pdf](#)
- [2017-09-28-22:31\\_std\\_common-art\\_history-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-22:31\\_std\\_common-art\\_math-t-lit-rolling-agenda-2016-17.pdf](#)

- [2017-09-28-22:31\\_std\\_common-art\\_eslsifewl-t-lit-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-22:31\\_std\\_common-art\\_science-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-22:32\\_std\\_common-art\\_ela-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-22:33\\_std\\_common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-28-22:34\\_std\\_-cognitively-demanding-tasks-common-pd.pdf](#)
- [2017-09-28-22:35\\_std\\_internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-28-22:36\\_std-common-artifacts-ebhs-accuplacer-data-2016-.xlsm](#)
- [2017-09-28-22:36\\_std\\_instructional-focus.pdf](#)
- [2017-09-28-22:36\\_std\\_common\\_art-ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-22:37\\_collaborative-work-rubrics.zip](#)
- [2017-09-28-22:37\\_std\\_37-classroom-ready-tpts.pdf](#)
- [2017-09-28-22:38\\_std\\_retell-strategies-packet-for-els.pdf](#)
- [2017-09-28-22:38\\_std\\_collaborative-strategies-packet.pdf](#)

## Standard 4 Indicator 7

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

### CONCLUSIONS

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

### EVIDENCE AND EXPLANATION Evidence and Explanation

Of the 103 staff surveyed, 86.4% stated “teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments”. By the end of the year, East Boston High School hopes to close the gap between teachers who are in agreement and those who are undecided or in disagreement. In fact, regularly scheduled Content Areas meet across grade levels formally for 1 hour and 5 minutes twice per week after school. Content Leaders meet weekly to plan these meetings. During the Content Area meetings, faculty plan units using the UbD framework. On Thursday, teachers meet in their Teacher-Led Inquiry Teams to analyze common assessments, calibrate Writing Prompt scoring and to make adjustments needed to classroom practices based on these results. Teachers further set up schedules to observe each other adjusting practices through Instructional Rounds and peer observation.

### Related Files

- [2017-09-28-10:54\\_std\\_common\\_art-ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-10:54\\_ebhs-ubd.zip](#)
- [2017-09-28-10:54\\_std4\\_commonart\\_ebhs\\_rolling\\_agenda.zip](#)
- [2017-09-28-10:55\\_std\\_commonart\\_collabrative\\_work\\_rubrics.zip](#)
- [2017-09-28-10:59\\_std4\\_commonartifact\\_neasc\\_rubrics.zip](#)
- [2017-09-28-11:08\\_std4\\_ind1\\_art2\\_neascrubricscores--master.xlsx](#)
- [2017-09-28-22:45\\_std\\_ebhs-rounds-2016-2017-background-information-spring-2017.pdf](#)
- [2017-09-28-22:45\\_std\\_peer-observation-feedback-form.pdf](#)
- [2017-09-28-22:46\\_std\\_debrief-peer-observations-protocol.pdf](#)
- [2017-09-28-22:46\\_std\\_peer-observation-tracker.pdf](#)
- [2017-09-28-22:52\\_std\\_-cognitively-demanding-tasks-common-pd.pdf](#)
- [2017-09-28-22:52\\_std\\_common\\_art\\_-ubd-.pdf](#)
- [2017-09-29-12:31\\_std\\_data-analysis-from-spring-2017-instructional-rounds-at-ebhs.pdf](#)

## Standard 4 Indicator 8

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

### CONCLUSIONS

Teachers at East Boston High School provide timely and corrective feedback to ensure that students revise or improve their work. Teachers are working on providing more specific feedback to help students move forward with their academic growth.

### EVIDENCE AND EXPLANATION Evidence and Explanation

According to the Endicott Survey Results, of the 654 students surveyed, 75.1% agreed that, "My teachers assess/correct my school work in a reasonable amount of time," and 78% of students agreed "my teachers offer suggestions to help me improve my school work." 73.5% agreed that, "I think my teachers' grading is fair and consistent." The survey results show that the majority of students feel that teachers assess and correct schoolwork in a reasonable, instructive, and timely manner. East Boston High School's staff members, across all disciplines, use the common EBHS 21st Century Learning Expectations rubrics to assess student work and provide feedback. Additionally, teachers at East Boston High School provide students with feedback in a variety of ways, including computer software programs such as Aspen, Google Docs, Edpuzzle, MathSpace and Achieve 3000 (depending upon the content area). By design, teachers and teacher organized peer groups provide constructive written and/or verbal feedback through individual assignments, whole class discussions, individual activities, and group work. These approaches can be observed school-wide on a daily basis.

The staff recognizes, however, that the feedback provided is not always as specific, or in-depth as needed, so more professional development for this will be provided throughout the 2017-2018 school year.

### Related Files

- [2017-09-28-08:16\\_std4\\_commonart\\_cognitively-demanding-tasks-common-artifact.pdf](#)
- [2017-09-28-08:48\\_std4\\_commonart\\_communicative-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-28-08:48\\_std4\\_commonart\\_critical-thinking-21st-century-skills-rubric.pdf](#)
- [2017-09-28-08:48\\_std4\\_commonart\\_digital-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-28-08:48\\_std4\\_commonart\\_self-directed-independent-learners-21st-century-skills-rubric.pdf](#)
- [2017-09-28-08:48\\_std4\\_commonart\\_social-21st-century-expectations-rubric-.pdf](#)
- [2017-09-28-08:48\\_std4\\_ind8\\_art2\\_achieve3000east-boston-mcas-2016-math-student-data-copy.pdf](#)
- [2017-09-28-08:48\\_std4\\_ind8\\_art3\\_achieve3000ebhs1617accnarr-final-copy.pdf](#)
- [2017-09-28-08:48\\_std4\\_commonart\\_sy17-18-assessment-calendar\\_070717\\_khs-with-memo-copy.pdf](#)
- [2017-09-28-08:48\\_std4\\_ind8\\_art1\\_achieve3000east-boston-mcas-2016-ela-student-data-student-data.pdf](#)
- [2017-09-28-08:48\\_std4\\_commonart\\_ebhscpssselfstudysurveyresults081216.pdf](#)
- [2017-09-28-08:51\\_std4\\_commonart\\_civic-21st-century-skills-rubric.pdf](#)
- [2017-09-28-08:54\\_ebhs-september-21-feedback.pptx](#)



- [2017-09-28-09:34\\_std4\\_ind8\\_art5b\\_ap-physics-syllabus-with-grading-policy.doc](#)
- [2017-09-28-09:34\\_std4\\_ind8\\_art5a\\_algebra-syllabus-with-grading-policy.doc](#)
- [2017-09-28-09:35\\_std4\\_ind8\\_art5c\\_ela-syllabus-with-grading-policy.docx](#)
- [2017-09-28-09:58\\_std4\\_ind8\\_art6\\_vimeo-student-and-teacher-rough-cut-video-commentary.pdf](#)
- [2017-09-28-10:13\\_std4\\_ind8\\_art6\\_teacherfeedbacktostudent.png](#)
- [2017-09-28-10:16\\_std4\\_ind8\\_art7\\_teacherfeedbacktostudent.png](#)

## Standard 4 Indicator 9

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

### CONCLUSIONS

Teachers' regular use of formative assessments is prevalent school-wide.

### EVIDENCE AND EXPLANATION Evidence and Explanation

On a daily basis, teachers use a variety of methods to check for understanding including whiteboards, exit slips, thumbs up/thumbs down, short response, sorting tasks, thinking notes, partner reading protocols, cold calling, and warm calling. To ensure that all teachers at East Boston High School are in the practice of assessing students regularly, the staff has adopted the school-wide use of Total Participation Techniques in order to provide a variety of common practices in order to assess students informally. A common lesson plan template is used by all teachers at East Boston High School in order to ensure that all teachers deliver instruction in a similar manner to optimize student learning. The East Boston High School lesson plan requires teachers to provide daily opportunities for formative assessment, in alignment with the Instructional Focus, and to reflect on instruction in order to improve student learning. In the "Formative Assessments" section of the lesson plan template, teachers must document the use of these formative assessments. Since the adoption of the East Boston High School lesson plan template, teachers school-wide are in the practice of citing data collected from formative assessments to answer questions such as "How successful were your students?" and "In what ways did they meet or not meet your expectations and learning goals? How do you know?"

Additionally EBHS staff has adopted a common writing prompt assigned each term across all content areas.

During content meetings, staff members examine student responses, discuss the results of these responses in correlation with specific rubrics, and plan next steps in order to improve writing instruction. The data collected from the writing prompts is uploaded into a Google Document and will eventually be housed in the upcoming district's Illuminate Platform during the 2017-2018 school year, and trends emerge. These trends are analyzed, and then become action steps and future goals for teachers in their Educator Development and Feedback System (EDFS) as the entire school pushes students to more sophisticated, academic writing.

Staff also participate in Instructional Rounds, where groups of teachers visit four randomly-assigned classrooms throughout the school several times per year, and record student/teacher data focused on our Instructional Focus. This helps in the collection of "live" data and is an important part of our assessment practice. Teachers later meet to process the data, recognize trends, then come together to develop next steps. These steps then inform the school of what action needs to be taken and what professional development needs to occur.

And finally, all teachers across all content areas use our six 21st Century Learning Expectations Rubrics to assess all students. Data is collected, stored on a spreadsheet, and monitored throughout the year. The rubrics themselves allow for teacher and student feedback and reflection, and are shared with both the students and the parents - either through copies sent home or through the ASPEN grading system.

## Related Files

- [2017-09-28-09:21\\_std4\\_ind9\\_art1\\_ebhslessonplantemplateandexample.pdf](#)
- [2017-09-28-09:22\\_std4\\_ind9\\_art2\\_retellpacket.pdf](#)
- [2017-09-28-09:25\\_std4\\_ind9\\_art3\\_mcasandaccuplacerassessmentdata.xlsx](#)
- [2017-09-28-09:27\\_std4\\_ind9\\_art4\\_jfydatawithlexilecores.xlsx](#)
- [2017-09-28-09:28\\_std4\\_ind9\\_art5\\_teacherformativeassessmentexample.png](#)
- [2017-09-28-09:43\\_std4\\_commonart\\_sy17-18-assessment-calendar\\_070717\\_khs-with-memo-copy.pdf](#)
- [2017-09-28-09:44\\_std4\\_commonart\\_ebhscpsselfstudysurveyresults081216.pdf](#)
- [2017-09-28-09:49\\_std4\\_commonart\\_classroom-strategies-article.pdf](#)
- [2017-09-28-09:53\\_std4\\_commonart\\_totalparticipationtechniquespacket-copy.pdf](#)
- [2017-09-28-09:53\\_std4\\_commonart\\_cognitively-demanding-tasks-common-artifact.pdf](#)
- [2017-09-28-10:07\\_commonart\\_sy17-18-assessment-calendar\\_070717\\_khs-with-memo.pdf](#)
- [2017-09-28-10:07\\_commonart\\_learningwalks.pdf](#)
- [2017-09-28-10:08\\_common-art\\_math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
- [2017-09-28-10:08\\_common-art\\_cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-28-10:08\\_common-art\\_science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-28-10:08\\_common-art\\_ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-28-10:08\\_common-art\\_eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-28-10:08\\_common-art\\_math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-28-10:08\\_common-art\\_sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-28-10:08\\_common-art\\_sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-29-10:33\\_std\\_commonart\\_writing\\_prompts\\_results.pdf](#)

## Standard 4 Indicator 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.

### CONCLUSIONS

Teachers and administrators at East Boston High School, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices that include the following: EBHS all-staff data overview, the Instructional Focus Review Team, the Instructional Leadership Team (ILT) meetings, writing prompt data, and the district and Understanding By Design units (with scope and sequence) for content areas.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Of the 103 staff surveyed, 84.5% agreed that, "Teachers and administrators examine a variety and range of student work, common course assessment, common grade-level assessment and standardized assessments to revise and improve curriculum and instructional practice." 86.2% of the 654 students surveyed agreed that "My teachers use a variety of methods to assess my learning (e.g., tests, oral presentations, reports, research papers, projects, etc.)." These survey results evidence that teachers and administrators frequently and collectively use a range of data of student learning for the purpose of revising curriculum and improving instructional practices. The school-wide writing prompt data tallies results on a Google spreadsheet, which is shared by departments, and analyzed by all staff. Scope and sequence development in all contents demonstrate how all departments have revised the curriculum using the UbD framework. The school-wide Advanced Placement data shows the growth of the AP program throughout the past, including individual subject performance and respective score distribution. All departments use data to tailor curriculum and align to the needs of the students.

Additionally, the district and state provide common assessments that are implemented by East Boston High School as mandated. The district's implementation and use of the Illuminate Platform in 2017 will help all educators have access to data in multiple forms. Standard assessments, like the MCAS, SAT, Accuplacer, and AP exams, provide data that is carefully examined and then utilized to add or revise current practices.

During content meetings, staff members examine student responses to common writing prompts, discuss the results of these responses in correlation with specific rubrics, and plan next steps in order to improve reading and writing instruction. The data collected from these writing prompts is uploaded into a Google Document and will eventually be housed in the upcoming Illuminate Platform during the 2017-2018 school year. As trends emerge, they are analyzed and then become future professional development topics either at the content or at the school-wide level.

Staff also participate in Instructional Rounds, where groups of teachers visit four randomly-assigned classrooms throughout the school several times per year, and record student/teacher data focused on the school's Instructional Focus. This helps in the collection of "live" data and is an important part of our assessment practice. Teachers later meet to process the data, recognize trends, then come together to develop next steps. These steps then inform the school of what action needs to be taken and what professional development needs to occur. This process allows all staff to be part of the

All teachers across all content areas use our six 21st Century Learning Expectations Rubrics to assess all students. Data is collected, stored on a spreadsheet, and monitored throughout the year. The rubrics themselves allow for teacher and student feedback and reflection, and are shared with both the students and the parents - either through copies sent home or through the ASPEN grading system. The ASPEN and SEIMS systems, as well as the BPS Data Warehouse, all provide essential data on each student - including past assessment scores, past transcripts, prior teacher comments, and IEPs - that teachers can access at any time in order to obtain individual data. All of this data is examined on an as-needed basis to help teachers design and modify curriculum and lessons for their students.

#### Related Files

- [2017-09-28-10:26 commonart datapowerpoint.pptx](#)
- [2017-09-28-10:28 commonart apdatascoresheet.xlsx](#)
- [2017-09-28-10:30 std4 commonart communicative-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-28-10:30 std4 commonart critical-thinking-21st-century-skills-rubric.pdf](#)
- [2017-09-28-10:30 std4 commonart self-directed-independent-learners-21st-century-skills-rubric.pdf](#)
- [2017-09-28-10:30 std4 commonart mcasandaccuplacerdata-accuplacer.pdf](#)
- [2017-09-28-10:30 std4 commonart digital-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-28-10:30 std4 commonart mcasandaccuplacerdata-mcas.pdf](#)
- [2017-09-28-10:30 std4 commonart social-21st-century-expectations-rubric-.pdf](#)
- [2017-09-28-10:30 std4 ind8 art2 achieve3000east-boston-mcas-2016-math-student-data-copy.pdf](#)
- [2017-09-28-10:30 std4 ind8 art3 achieve3000ebhs1617accnarr-final-copy.pdf](#)
- [2017-09-28-10:30 std4 commonart sy17-18-assessment-calendar\\_070717\\_khs-with-memo-copy.pdf](#)
- [2017-09-28-10:30 std4 commonart ebhscpsselfstudysurveyresults081216.pdf](#)
- [2017-09-28-10:30 std4 commonart classroom-strategies-article.pdf](#)
- [2017-09-28-10:31 std4 commonart cognitively-demanding-tasks-common-artifact.pdf](#)
- [2017-09-28-10:33 commonart ebhs-calendar-16-17.pdf](#)
- [2017-09-28-10:47 common-art eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-28-10:47 common-art eslsifewl-t-lit-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-10:47 common-art history-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-10:47 common-art ela-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-10:47 common-art ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-28-10:47 common-art cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-28-10:47 common-art\\_math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-28-10:47 common-art math-t-lit-rolling-agenda-2016-17.pdf](#)

- [2017-09-28-10:47\\_common-art\\_math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
- [2017-09-28-10:47\\_common-art\\_science-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-10:47\\_common-art\\_science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-28-10:47\\_common-art\\_ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-10:47\\_common-art\\_sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-28-10:47\\_common-art\\_sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-rubric-esl-and-world-languages.pdf](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-ela-grades-9-10-open-response-rubric-breakdown.docx](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-rubric-ela-mcas-grades-9-10.docx](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-rubric-ela-mcas-grades-11-12-draft.docx](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-rubric-history-grades-9-12.doc](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-rubric-science-mcas-grades-9-10.docx](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-rubric-science-non-mcas-grades-10-12.pdf](#)
- [2017-09-28-10:51\\_commonart\\_ebhs-writing-prompt-rubric-mathematics-grades-9-12.pdf](#)
- [2017-09-28-13:21\\_ebhs-ubd.zip](#)
- [2017-09-29-09:47\\_std\\_commonart\\_writing\\_prompts\\_results.pdf](#)

## Standard 4 Indicator 11

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

### CONCLUSIONS

Across the school, departments formally and regularly review and revise grading and reporting practices to ensure alignment with the school's Core Values and Beliefs about learning.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Each department at East Boston High School has implemented a quarterly writing prompt assessment that aligns to the school's Instructional Focus: Students will create responses through writing and speaking while reading and listening to multiple sources. Each prompt requires students to read a minimum of two different sources to construct their written response. All departments use a common content rubric to score student responses. Currently, each content team has a common writing prompt that is given once per quarter. The Instructional Leadership Team regularly reviews spreadsheets that include scoring data and averages for math, ELA, science, history, English as a Second Language, and foreign language. Prior to scoring student responses, teachers norm the scoring of the rubric with members in their department using low, medium, and high exemplars. Additionally, through collaborative content work with creating UbD (Understanding by Design) units, all departments are beginning to work on developing a common summative unit assessment that evaluates the common standards taught in each course. The district is also implementing a new assessment system on the Illuminate Platform. Students in ELA, math, and social studies courses will be assessed three to four times each year, and data will be easily accessible for all teachers on this platform. The district assessments are similar to East Boston High School's instructional focus and incorporate responses to multiple sources.

After administering each assessment, content teachers are often able to norm on the grading of specific assessments and use the data to determine mastery of standards and implications for re-teaching and spiraling material. This norming is completed in Common Planning Time meetings - meetings that occur each week throughout the school year. Additionally, administrators conduct learning walks to continuously check on the implementation of school and district-related common assessments and consistent practices throughout the building. Administrators also periodically check individual teacher's ASPEN grade books to ensure consistency in uploading student scores in a timely manner. All teachers are expected to input three to five assignments per student each week into the ASPEN system. This ensures that teachers are held accountable for maintaining grades in a timely manner, and it also allows students and parents to remain updated on grades and academic areas that may need to be addressed.

### Related Files

- [2017-09-28-12:03\\_commonart\\_ebhs-writing-prompt-rubric-history-grades-9-12.doc](#)
- [2017-09-28-12:03\\_commonart\\_ebhs-writing-prompt-rubric-esl-and-world-languages.pdf](#)
- [2017-09-28-12:03\\_commonart\\_ebhs-writing-prompt-rubric-mathematics-grades-9-12.pdf](#)

- [2017-09-28-12:03 commonart ebhs-writing-prompt-ela-grades-9-10-open-response-rubric-breakdown.docx](#)
- [2017-09-28-12:03 commonart ebhs-writing-prompt-rubric-ela-mcas-grades-9-10.docx](#)
- [2017-09-28-12:03 commonart ebhs-writing-prompt-rubric-ela-mcas-grades-11-12-draft.docx](#)
- [2017-09-28-12:03 commonart ebhs-writing-prompt-rubric-science-non-mcas-grades-10-12.pdf](#)
- [2017-09-28-12:03 commonart ebhs-writing-prompt-rubric-science-mcas-grades-9-10.docx](#)
- [2017-09-28-12:03 std4 ind11 art4 math-writing-prompt-example.pdf](#)
- [2017-09-28-12:03 std4 ind11 art3 writing-prompt-example.pdf](#)
- [2017-09-28-12:03 std4 ind11 art1 ela-writing-prompt-example-2016.pdf](#)
- [2017-09-28-12:03 std4 ind11 art5 geometry-example-common-assessment.docx](#)
- [2017-09-28-12:04 std4 ind11 art2 history-writing-prompt-example-2016.pdf](#)
- [2017-09-28-12:15 commonart apdatascoresheet.xlsx](#)
- [2017-09-28-12:15 commonart ebhs-calendar-16-17.pdf](#)
- [2017-09-28-12:15 commonart apscores2017.pdf](#)
- [2017-09-28-12:15 commonart datapowerpoint.pptx](#)
- [2017-09-28-12:16 std4 commonart cognitively-demanding-tasks-common-artifact.pdf](#)
- [2017-09-28-12:16 std4 commonart ebhscpsselfstudysurveyresults081216.pdf](#)
- [2017-09-28-12:16 std4 commonart sy17-18-assessment-calendar 070717 khs-with-memo-copy.pdf](#)
- [2017-09-28-12:17 std4 ind9 art3 mcasandaccuplacerassessmentdata.xlsx](#)
- [2017-09-28-12:46 commonart internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-28-12:47 commonart ebhs-instructional-focus.jpg](#)
- [2017-09-28-12:47 std4 commonart sy17-18-assessment-calendar 070717 khs-with-memo-copy.pdf](#)
- [2017-09-28-12:48 common-art cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-28-12:48 common-art eslsifewl-t-lit-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-12:48 common-art history-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-12:48 common-art ela-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-12:48 common-art ela-cpt-rolling-agenda-201617.pdf](#)
- [2017-09-28-12:48 common-art ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-28-12:48 common-art eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-28-12:48 common-art math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-28-12:48 common-art sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-28-12:48 common-art math-t-lit-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-12:48 common-art math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
- [2017-09-28-12:48 common-art science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-28-12:48 common-art science-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-28-12:48 common-art sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-28-12:49 commonart learningwalks.pdf](#)
- [2017-09-28-12:54 std4 commonart digital-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-28-12:54 std4 commonart communicative-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-28-12:54 std4 commonart critical-thinking-21st-century-skills-rubric.pdf](#)
- [2017-09-28-12:54 std4 commonart self-directed-independent-learners-21st-century-skills-rubric.pdf](#)
- [2017-09-28-12:54 std4 commonart social-21st-century-expectations-rubric-.pdf](#)
- [2017-09-28-12:56 std4 commonart civic-21st-century-skills-rubric.pdf](#)
- [2017-09-28-12:59 commonart ebhs-september-19th-edfs.pdf](#)
- [2017-09-28-13:10 commonart flep-monitoring-2015-16-2.xlsx](#)
- [2017-09-28-13:13 std3 commonart understanding-by-design.pdf](#)
- [2017-09-28-13:16 ebhs-ubd.zip](#)
- [2017-09-29-09:49 std commonart writing prompts results.pdf](#)



## Standard 4 Executive Summary

### EXECUTIVE SUMMARY

#### Executive Summary

The professional staff at East Boston High School employs a formal process to assess whole-school and individual student progress in achieving the school's 21st Century Learning Expectations (Communicative Literacy, Social, Civic, Digital Literacy, Self-Directed Learners) based on specific and measurable criteria for success. The staff uses a formal process of communicating whole-school and individual student progress toward meeting the 21st Century Learning Expectations to students, parents, guardians, and the community. In addition, the staff regularly collects, disaggregates, and analyzes various sources of data to identify inequities in student achievement, including - when appropriate - inequities systematically and in individual classrooms. Prior to each unit of study, the majority of staff members disseminate the school's applicable 21st Century Learning Expectations and related unit-specific goals to be assessed. Instructors also provide students with rubrics that outline specific and measurable criteria for success prior to summative assessments.

Additionally, teachers employ a range of other assessment strategies, including formative and summative assessments, during each unit of study. Teachers have been working collaboratively in content areas to design UbD units. These practices will become more pervasive and eventually synchronize with the finalization of common UbD units. The feedback on formative and summative assessments given to students is both timely and corrective to ensure improvement. Teachers and administrators, both individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices. Across the school, departments formally and regularly review and revise grading and reporting practices to ensure alignment with the school's Core Values and Beliefs about learning.

### ADVISORY RATING

- Exemplary

## Standard 4 Strengths

### STRENGTH

Rubrics approved by the East Boston High School faculty are consistently used to monitor 21st Century Learning Expectations.

### STRENGTH

Teachers compile data from the 21st Century Learning Expectations rubrics in a shared Google spreadsheet.

### STRENGTH

The EBHS Family Center notifies parents/guardians through the monthly school newsletter when rubric scores will be posted on Aspen.

### STRENGTH

EBHS staff regularly collects, disaggregates and analyzes various sources of data to inform and improve instruction and address inequities in student achievement.

### STRENGTH

EBHS staff collaborates in content areas to design UbD units with embedded assessments.

### STRENGTH

To ensure that all teachers at East Boston High School regularly assess students, the staff has adopted the expectation of inputting three to five grades per student in the ASPEN grading system.

### STRENGTH

To ensure that all teachers at East Boston High School regularly assess students, the staff has adopted the use of a common lesson plan template that requires assessments and teacher reflections on the lesson's success.

# Standard 4 Needs

NEEDS

Students need to assume a more analytical role in using the 21st Century Learning Expectations rubrics to gauge their own growth.

NEEDS

The Mars Team is aware that Aspen may be limited only to families with internet access and has been discussing ways to reach families who may be without access, such as sending home graded rubric and reports for the parent/guardian to sign.

NEEDS

Support from the district with a new assessment platform, like the Illuminate platform, will help EBHS improve its systematic disaggregation of assessment data next year.

NEEDS

The practice of teachers collaborating on the creation, analysis, and revision of formative and summative assessments will deepen with the finalization of common UbD units.

## Standard 5 Indicator 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.

### CONCLUSIONS

The East Boston High School (EBHS) community has consciously and continuously built a safe, positive, respectful and supportive culture that fosters responsibility for learning and results in shared ownership, pride, and high expectations for all.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits. The expectation is for all members of the school community to embody the legacy of “Class, Pride, & Tradition.” Teachers and students should also embrace the Core 4 Values: **E**mbrace Excellence in Character: Class, Pride & Tradition; **B**e Passionate for Learning: Inspire, imagine, and innovate; **H**ave Empathy and Compassion: Care for self, others, and community; and **S**how Pride in our Community: Celebrate, honor, and respect all in our community.

EBHS has a large and diverse population of students. 80% of students are Latino and many speak languages other than English. The school values its diverse student body and consistently seeks opportunities to embrace cultural diversity. EBHS has policy handbooks and materials translated into Spanish, employs a large number of bilingual staff, produces a multicultural show, and engages staff in a professional development series on Culturally and Linguistically Sustaining Practices.

EBHS prepares and distributes electronically updated school handbooks that students and parents use throughout the school year; discipline and attendance policies are thoroughly outlined in these documents. (Students also adhere to a uniform policy.) EBHS has many active programs in place that serve to improve the school climate. Some examples are National Honor Society, JROTC, Student Council, the Faculty Senate, sports teams, and clubs. National Honor Society is a school-based program to foster a culture of exceptional academic success and engages in community service, which includes student mentoring. JROTC supports the social and civic development of students through training and community service. For example students in JROTC facilitate the school's mock election and open house, help surrounding elementary and middle schools, and participate in the Andrea Harvey walk, local parades, and clean-up days. Student Council is comprised of students, elected and appointed by peers, who are active in creating and facilitating most school-based student activities. Student Council also serves to provide feedback to administration on a wide range of student issues. The Faculty Senate is comprised of teachers who have formed two committees: the Climate Committee and the Instructional Committee. These teachers meet once or twice per month to discuss teacher issues and concerns. (They also meet with the Headmaster monthly.) The sports teams and clubs allow students to participate in an atmosphere that fosters collegiality, collaboration, and discipline.

In addition, each grade level has two teacher spirit leaders, who work with their grade-level students to organize fundraisers that supplement grade-level activities; the spirit leaders also plan and run two yearly spirit days. Grade-level spirit events include tag days, Screamfest, Laser tag, Dave and Buster's, Six Flags, and dances. EBHS also holds many whole-school spirit events, a homecoming dance, a November Pep Rally, Science Fair, quarterly academic awards ceremonies, and Access Awards ceremonies for students learning English as a Second Language.

EBHS fosters student responsibility for learning in a variety of ways.

Teachers actively encourage students to contact them when class time is missed and are routinely available before school, during school prep blocks, and after school. Teachers distribute grade reports multiple times each semester, which allows students to create plans for success, and grades are always available on ASPEN. In addition, teachers and students use a variety of rubrics so that students can evaluate their own 21st century skills in Digital Literacy, Critical Thinking, Communicative Literacy, Self-Directed Independent Learning, Social and Civic Expectations. All students have access to electronic retrieval systems, such as Edmodo, Google Classroom, class websites, and email. EBHS provides different avenues for students to engage in their own learning and fosters student responsibility through independent studies, early college courses/dual enrollment, online coursework, and mentoring opportunities.

Other programs that serve to promote a positive school climate and sense of pride in ownership include a NHS Peer Tutoring Program, a student attendance committee that examines chronic attendance problems, and a variety of student leadership teams attached to co-curricular activities. Sports and academic teams frequently excel; trophies are displayed in the main office and in trophy cabinets on the first floor. Additionally, an end-of-the-year sports banquet recognizes individuals and teams who have achieved in their various sports. An academic banquet is also held to celebrate academic achievements. There are also student members of the School Site Council (SSC).

EBHS promotes high expectations for all students. Students at EBHS can enroll in SAT Prep classes, Advanced Placement (AP) classes, and also engage in dual enrollment programs with Benjamin Franklin, Suffolk University, Fisher College, and Bunker Hill Community College. There are Honors and Advanced Placement Courses in English, math, science, history, computer science and art; students can receive college credit upon passing an AP exam at the end of the year. Students are actively encouraged to take AP courses, which are open to all students who meet the necessary requirements and are willing to accept the challenge and increased workload. College courses and online courses are also available for students to earn academic credit. EBHS has applied for and received grant funding to implement 21st Century science skills and conducts the annual school-wide Science Fair.

The school has achieved high marks regarding school climate. According to the Endicott survey, 80% of students, 86% of staff and 81% of parents feel EBHS is a safe and supportive place. Additionally, 91% of parents feel the school encourages students to take responsibility for their learning.

#### **Related Files**

- [2017-07-17-07:17\\_std5\\_ind1\\_art1.suspension-data.pdf](#)
- [2017-07-17-07:17\\_std5\\_ind1\\_art3-school-based-rules-spanish16-17.pdf](#)
- [2017-07-17-07:17\\_std5\\_ind1\\_art2.midnight-madness-15.pdf](#)
- [2017-07-17-07:17\\_std5\\_ind1\\_art4-bps-handbook-15-16pdf.pdf](#)
- [2017-09-24-15:32\\_std5\\_ind1\\_culturally-and-linguistically-sustaining-practices-opening-day-presentation-ebhs-september-2017.pdf](#)
- [2017-09-24-15:33\\_std5\\_ind1\\_pd-culturally-and-linguistically-sustaining-practices.pdf](#)

- [2017-09-24-15:34 std5 ind1 ebhs-calendar-16-17.pdf](#)
- [2017-09-24-15:34 std5 ind1 multicultural-show-program.pdf](#)
- [2017-09-24-16:00 ebhs-calendar-17-18.pdf](#)
- [2017-09-24-16:04 civic-21st-century-skills-rubric.pdf](#)
- [2017-09-24-16:04 communicative-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-24-16:04 critical-thinking-21st-century-skills-rubric.pdf](#)
- [2017-09-24-16:04 digital-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-24-16:09 social-21st-century-expectations-rubric.docx](#)
- [2017-09-24-16:09 self-directed-independent-learners-21st-century-skills-rubric.docx](#)
- [2017-09-26-18:18 std-5 -ind-1 student-club-lists.pdf](#)
- [2017-09-26-18:19 std5 ind1 art student-council.pdf](#)
- [2017-09-26-18:19 std5 ind1 art jrotc-mission-statement-1.pdf](#)
- [2017-09-26-18:19 std5 ind1 art athletic-department.docx](#)
- [2017-09-26-18:19 std5 ind1 -student-advisory-core-4.pptx](#)
- [2017-09-26-18:19 std 5 ind-1 core-4-shout-outs-spanish.pdf](#)
- [2017-09-26-18:19 std5 ind1 art1ehs-national-honor-society.docx](#)
- [2017-09-26-18:20 std5 ind1 art ebhsinsciencefair.pdf](#)
- [2017-09-26-18:20 std5 ind1 art -science-mentoring-program-1.webp](#)
- [2017-09-26-18:20 std5 ind1 east-boston-2017-fall-sports-media-guide.pdf](#)
- [2017-09-26-18:20 std5 ind1 athletic-banquet-flyer-2017-1.doc](#)
- [2017-09-27-21:24 std access-awards-program.pdf](#)
- [2017-09-27-21:25 std common -art -writing-prompt-rubrics.zip](#)
- [2017-09-28-12:27 eastie-athlete-of-the-week.doc](#)

## Standard 5 Indicator 2

The school is 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.

### CONCLUSIONS

East Boston High School is equitable, inclusive, and fosters heterogeneity in which every student, over the course of his/her high school experience, is enrolled in a significant number of heterogeneously-grouped core courses.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Students at EBHS must complete four math classes, four English classes, three science classes, three history classes, two health and gym classes, two foreign-language classes, one computer class, one career course, and one art class. Guidance counselors visit classes, engage in large group discussions, and meet with students individually each year to select their courses. Every spring, each grade level (as a group) attends an informational elective assembly in which available courses and pre-requisites are explained in detail. In addition, guidance counselors visit classrooms to review student GPA and graduation requirements. Students at EBHS can self-select electives and advocate to be included in Advanced Placement and Honors classes. Students can also be nominated for AP and Honors by their teachers. There are also partnerships with Benjamin Franklin Institute of Technology, Suffolk University, and Fisher College for dual enrollment opportunities. EBHS also has students in the Students with Limited or Interrupted Formal Education (SLIFE, formerly HILT) program, Special Education, and English as a Second Language (ESL) programs. Some students in ESL and moderate disabilities take heterogeneously-grouped electives. Students in the Occupational Social Development Skills Center (OSDC) are integrated into work study programs, have electives, and run the JET Fuel Cafe, as well as the EBHS Sunshine Fund, which provides sympathy gifts for staff members in need. This partnership allows OSDC students to build life skills and further engage with their peers and faculty members.

According to the Endicott Survey, 74.3% of students agree that they have had the opportunity to take courses of varying levels of ability. Additionally, 82.5% of the staff agrees that EBHS requires every student to enroll in at least one heterogeneously-grouped core course.



**Related Files**

- [2017-07-25-06:43 std5 ind2 art4 -4-yr-course-sequence.pdf](#)
- [2017-07-25-06:43 std5 ind2 art3 10th-grade-electives.docx](#)
- [2017-07-25-06:43 std5 ind2 art2-11-grade-electives.docx](#)
- [2017-07-25-06:43 std5-ind2 art1 12-grade-electives.docx](#)
- [2017-09-25-18:48 std common-art ebhs-program-of-studies-sy-2017-2018.pdf](#)
- [2017-09-26-18:30 std5 ind2 guidance-lesson-plan---managing-time.docx](#)
- [2017-09-26-18:30 std5 ind2 osdc-course-description.pdf](#)
- [2017-09-26-18:30 std5 ind2 guidance-lesson-plan-psat-and-gpa.docx](#)
- [2017-09-26-18:32 std5 ind2-graduationrequirements-and-electives.docx](#)
- [2017-09-27-15:00 std5 ind-2-suffolk-dual-enrollment-articulation-agreement.docx](#)
- [2017-09-27-15:03 std5 ind-2- ben-franklin-student-list-email-acts-as-articulation-agreement.png](#)

## Standard 5 Indicator 3

There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.

### CONCLUSIONS

East Boston High School has a formal, ongoing program through which each student has an adult representative - in addition to the school counselor - who assists the student in achieving the school's 21st Century Learning, Academic, Social, and Civic Expectations.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Since 2013, East Boston High School's Advisory Program has played an important role in promoting school culture and a safe school climate. (The Endicott survey reported that 80% of students and 81% percent of parents believe EBHS is a safe place.) Advisory was created for students to learn more about East Boston High School and their roles within the school community; to appreciate and explore the diversity of their peers; to have an opportunity to meet and talk to other adults; to connect with and explore the school's Core values; and to have a time to reflect on their academic and social goals as they journey through high school.

The Advisory Program has evolved since its inception to reflect changes in the schedule. In its current manifestation, students meet with their advisors twice per month in an extension of fourth block. Most teachers are assigned to an Advisory that consists of one class of students. Thirty minutes on the first Monday and Wednesday of each month is spent discussing academic and social issues through lessons connected to one of the Core 4 Values.

Through the Advisory Program, students and staff can receive Jet Pride "Core 4" shout-outs, in which students are recognized for demonstrating the Core Values. Recipients receive recognition through daily announcements, on the website, and during term-award ceremonies.

### Related Files

- [2017-07-25-06:52\\_std5\\_ind3\\_art2\\_what-is-advisory.doc](#)
- [2017-07-25-06:52\\_std5\\_ind3\\_art3\\_advisory-curriculum.doc](#)
- [2017-07-25-06:52\\_std5\\_ind3\\_art1\\_core-4-shout-out.doc](#)
- [2017-09-28-12:38\\_core-4-award-email-sample.pdf](#)
- [2017-09-28-12:38\\_staff-email-core-values-curriculum-night.pdf](#)
- [2017-09-28-12:38\\_new-advisory-student-handout-jet-pride\\_our-core-4-values.doc](#)
- [2017-09-28-12:38\\_core-values-advisory-powerpoint.pdf](#)

## Standard 5 Indicator 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.

### CONCLUSIONS

The Headmaster and professional staff regularly engage in a variety of efforts designed to promote student learning, enhance professional discourse, increase outside resources, formalize professional development time, and provide opportunities for teachers to apply skills, practices, and ideas in the improvement of curriculum, instruction, and assessment.

### EVIDENCE AND EXPLANATION Evidence and Explanation

EBHS has built Common Planning Time (CPT) into the school calendar. Teachers meet weekly (every Tuesday and Thursday) with their content teams to analyze student work, discuss best practices, participate in Instructional rounds and inquiry cycles, and develop common assessments and units using Understanding by Design (UbD). Each EBHS content-specific team has participated in 130 minutes of professional development per week for the past three years. Teachers exchange best practice ideas in the areas of common assessments, common core standards, and curriculum sequence. Content team leaders have established formal protocols for evaluating and modifying common assignments. Faculty are divided by sub-content to create common units, assessments, and lessons through UbD.

Team leaders from each content area facilitate conversations on student work. They help staff analyze common academic challenges and develop strategies to positively impact student achievement by applying strategies that incorporate the four language domains (reading, writing, listening, and speaking) throughout every lesson. This demonstrates that school administrators not only provide teachers with valuable and useful opportunities to apply classroom practices, but also discuss and reflect upon best practices. Administrators encourage their content teachers to seek and attend professional development opportunities that push their content knowledge and/or pedagogical practices to higher levels. In addition, teachers are granted professional days and are encouraged to pursue professional development offered outside of school, such as AP trainings, National Science Teacher Association Meetings (NSTA), National Association of Biology Teachers conferences (NABT), NEASC visitation committees, Harvard Rounds, etc. According to the the Endicott Survey, 74.8% of teachers agree that EBHS' professional development programs enable teachers to acquire and use skills to improve instruction and assessment. Similarly, 76.7% of teachers felt that input from their supervisors, who are responsible for teacher evaluations, plays an important role in improving instructional practices.

### Related Files

- [2017-07-25-07:23 std5 ind4 art5 signupgenius.doc](#)
- [2017-07-25-07:23 std5 ind4 art9 iep-calendar-1.doc](#)
- [2017-07-25-07:23 std5 ind4 art8 ebhs-calendar-1.pdf](#)
- [2017-07-25-07:23 std5 ind4 art1 \\_journal-tab.png](#)
- [2017-07-25-07:23 std5 ind4 art7 schoolwide-goals-1.doc](#)
- [2017-07-25-07:23 std5 ind4 art3 harvard-rounds.doc](#)
- [2017-07-25-07:23 std5 ind4 art6 signupgenius-confirmation-email.pdf](#)
- [2017-07-25-07:23 std5 ind4 art4 board-configuration.doc](#)
- [2017-09-24-16:44 std5 commonart board-configuration-2017.pdf](#)
- [2017-09-24-16:44 std5 common-art coherence-team-rolling-agenda-sy-16-17.pdf](#)
- [2017-09-24-16:44 std5 common-art history-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-16:44 std5 common-art math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-24-16:58 std5 common-art sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-24-16:58 std5 common-art sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-24-16:58 std5 common-art sy16-17-science-writing-prompt-data-tracker---sci-year-wp-data-averages.pdf](#)
- [2017-09-24-16:58 std5 common-art sy16-17-history-writing-prompt-data-tracker---full-year-data-averages.pdf](#)
- [2017-09-24-16:59 std5 common-art math-t-lit-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-16:59 std5 common-art eslsifewl-t-lit-ebhs-rolling-agenda.pdf](#)
- [2017-09-24-16:59 std5 commonart ebhs-lesson-plan-template-2017-2018.pdf](#)
- [2017-09-24-16:59 std5 common-art math-cpt-rolling-agenda-sy-2016-2017.pdf](#)
- [2017-09-24-17:00 std5 common-art science-contentubd-rolling-agenda-sy16-17.pdf](#)
- [2017-09-24-17:00 std5 common-art cpt-history-content-meeting-agenda.pdf](#)
- [2017-09-24-17:01 std5 common-art eslwslife-content-cpt-rolling-agenda-2016-2017.pdf](#)
- [2017-09-24-17:01 std5 common-art ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-24-17:01 std5 common-art ela-t-lit-thursday-rolling-agenda-2016-17.pdf](#)
- [2017-09-24-17:02 std5 commonart signupgenius.pdf](#)
- [2017-09-24-17:02 std5 commonart neasc-21st-century-learning-expectations-rubric-teacher-scoring-2.xlsx](#)
- [2017-09-27-10:57 stnd art -attendance-committee-rolling-agenda-sy-2016-17.docx.pdf](#)
- [2017-09-27-10:58 std art guidance-meeting-agendas-sy-2016-17.pdf](#)
- [2017-09-27-15:54 std-5 ind-4 -ebhs-rounds-2016-2017-background-information-spring-2017.pdf](#)
- [2017-09-27-15:54 std5 ind-4 eb-harvard-rounds-observation-schedule-may-2-2017.pdf](#)
- [2017-09-27-16:15 std5 ind4 internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-27-16:21 std ind culturally-and-linguistically-sustaining-practices-opening-day-presentation-ebhs-september-2017.pdf](#)
- [2017-09-27-16:21 std common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-27-16:22 neasc-standards-cognitively-demanding-tasks-common-artifact.pdf](#)

## Standard 5 Indicator 5

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

### CONCLUSIONS

East Boston High School regularly uses research-based evaluation and supervision processes that focus on improved student learning.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School is using the Massachusetts State Rubric, with a focus on District priorities, to evaluate faculty and staff. Administrators were trained in 2014 at District professional development and participated in an Observation and Feedback course to improve the teacher evaluation process. All administrators use the Massachusetts State Teacher Evaluation as a guide for measuring teacher success and improving instruction. In alignment with both the state and Boston Public Schools, administrators share a priorities guideline to help streamline the evaluation process. The priorities are as follows:

- District Priorities: IA4, IIB1, IIC2, IID2,
- Teachers upload artifacts for: IA4, IB1, IIIC2, IVB1

To calibrate evaluation, a team of administrators collaboratively observe all teachers at least once during the school year. The administration team then meets immediately after the observation to discuss strengths and weaknesses of the observed instructional practices. The content team administrator then meets and debriefs with the teacher to relay information and discuss the lesson. The administrative learning walks allow administrators to focus on the school's instructional goals (meeting diverse needs, collaboration, high expectations, and student engagement). This allows collaboration and critical norming at the administrative level.

Based on MCAS data and research-based practices, administration at EBHS has created a series of professional development workshops focusing on collaborative practices, Total Participate Techniques, curriculum design, Instructional Rounds, and data analysis to improve teacher instruction and student engagement.

To acclimate new staff members, certified teachers and other professional educators are required to attend a two-day introductory professional development workshop shortly before the beginning of the school year to outline professional development opportunities and embrace the school's culture. Administrators are actively involved in planning and facilitating these workshops and creating the yearly activity calendar. New teachers are supported with a new-teacher developer and have frequent meetings with their content director. (All teachers meet at least twice a year with their content team administrator to discuss instruction.)

### Related Files

- [2017-09-24-17:20\\_std5\\_ind5\\_adminlearning-walks.pdf](#)
- [2017-09-24-17:22\\_cognitively-demanding-tasks-neasc-standards-common-artifact.pdf](#)
- [2017-09-24-17:24\\_std5\\_common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-24-17:37\\_std5-ind5-new-teachers-to-ebhs-rolling-agenda.pdf](#)
- [2017-09-24-17:37\\_std5\\_ind5-ebhs-new-teachers-workshop.pdf](#)
- [2017-09-24-17:38\\_std5\\_ind5\\_ebhs-priorities.pdf](#)

## Standard 5 Indicator 6

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

### CONCLUSIONS

The organization of time at East Boston High School supports research-based instruction, professional collaboration, and the learning needs of all students.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School moved to an 80-minute bell schedule in the 2015-2016 school year. MCAS data analysis revealed that MCAS scores fell or plateaued when the school switched from 80-minute to 55-minute classes. The 80-minute block schedule allows students to have more time in core MCAS subject areas (Math, ELA, Physics). In grades 9 and 10, students take a full year of these courses. In grades 11 and 12, students have semester classes (except AP). This hybrid schedule allows for students to take more electives and classes that interest them after passing MCAS. During grades 11 and 12, students are able to take classes in computer programming, JROTC, media, visual arts, foreign language, and year-long AP opportunities.

In addition, the 80-minute schedule allows teachers more time to collaborate. At the beginning of the year, a calendar is released that includes professional development planning dates. Teachers have common planning time (CPT) two times per week; CPT is divided into content-specific topics, teacher-led activities, culturally and linguistically sustainable practices, and inquiry cycles. During these meetings, teachers are able to work on grade-level and whole-department initiatives, create and administer common assessments, and use common rubrics to document student progress.

Teachers also have one 80-minute planning block per day; during this time, teachers collaborate and implement instructional rounds at specific times of the year. The schedule allows teachers to provide students with high-level instruction, implement Total Participation Techniques (TPT), and engage in collaborative group work to help foster high-order thinking skills. This also creates teacher-leadership possibilities, including participation in NEASC, Teacher-Led Inquiry, Wellness, Attendance, Pathways (Careers), ILT, and Coherence teams. All students engage in an Advisory Program that meets twice a month (Mondays and Wednesdays) during the last 30-minutes of block four. The Advisory Program matches students with a teacher/advisor, who implements a series of lessons that provide students with academic and social support while connecting to the Core 4 Values.

### Related Files

- [2017-07-26-06:52\\_std5\\_ind6\\_art2\\_common-planning-time-teams.doc](#)
- [2017-07-26-06:52\\_2016-12-16-16-25\\_std5\\_ind6\\_art1-ebhs-calendar.pdf](#)
- [2017-09-24-17:44\\_std5\\_ind6\\_data-and-80minute-block-schedule.pdf](#)
- [2017-09-24-17:46\\_cognitively-demanding-tasks-neasc-standards-common-artifact.pdf](#)
- [2017-09-24-17:46\\_ebhs-calendar-17-18.pdf](#)

- [2017-09-27-16:28\\_std\\_common-art\\_math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-27-16:28\\_std\\_common-art\\_sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-27-16:28\\_std\\_common-art\\_sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-27-16:28\\_std\\_common-art\\_sy16-17-science-writing-prompt-data-tracker---sci-year-wp-data-averages.pdf](#)
- [2017-09-27-16:28\\_std\\_common-art\\_sy16-17-history-writing-prompt-data-tracker---full-year-data-averages.pdf](#)
- [2017-09-27-16:29\\_ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-27-16:30\\_std\\_commonart\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-2.xlsx](#)
- [2017-09-27-16:30\\_std\\_common-art\\_-writing-prompt-rubrics.zip](#)
- [2017-09-27-16:35\\_std\\_ind\\_total-participation-techniques.pdf](#)
- [2017-09-27-16:41\\_std\\_5\\_ind-\\_advisory-core-4-shout-outs-.pdf](#)



## Standard 5 Indicator 7

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

### CONCLUSIONS

Student load and class size at East Boston High School enable teachers to meet the learning needs of individual students.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The contract between the Boston Public Schools (BPS) and the Boston Teacher's Union (BTU) determines class size and workload. In most classes, teachers can have up to 31 students; however, ESL classes are limited to 20 students and special education classes are limited to 12 students.

EBHS does its best to ensure smaller class size (most are under or reach class-size limits). In the event class size is exceeded (per union contract), provisions exist for the teacher to receive additional compensation. Enrollment is easily monitored through review of the up-to-date Master Schedule, which is visible via ASPEN.

According to the Endicott Survey, 80% of the staff indicated that their student load and class sizes enable them to meet the learning needs of their individual students. 94% of students and 87% of parents also agree that class sizes met their needs.

### Related Files

- [2017-07-26-06:56\\_std5\\_ind7\\_art1-course-tally-1.xlsx](#)
- [2017-07-26-06:58\\_std5\\_ind7\\_art2-class-lists.pdf](#)

## Standard 5 Indicator 8

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

### CONCLUSIONS

The Headmaster, working with other building leaders, provides a great amount of instructional leadership that is rooted in East Boston High School's Core Values, Beliefs, and 21st Century Learning Expectations.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The Headmaster and Assistant Headmaster have been part of a four-year initiative leadership team that has created policies grounded in the school's Mission, Core Values and Instructional Goals. According to the Endicott Survey, 60% of students and 80% of staff either agreed or strongly agreed with this element, while only less than 5% of staff disagreed.

In addition, with direction from administration, various teachers are encouraged to assume leadership positions within the school. Teachers are active in the Instructional Leadership Team (ILT), which includes representatives from each content group, administrators, the Headmaster and Assistant Headmaster. The Leadership Team's official role is to monitor standard implementation, define effective instruction, observe instruction, design professional learning, and adjust effective teaching practices of content teams. The ILT meets every Monday during the school year to create weekly goals that are tied to the school's Core Values and Beliefs. Over the past several years, this group has led, guided, and assisted faculty members with individual and school-wide goals connected to classroom instruction, which include Total Participation Techniques (TPTs) integration in the classroom; using the Data-Wise process to analyze student work; Instructional Rounds; creating and discussing implementation of 21st Century Learning Expectations; common unit assessments; student engagement; and school-wide rubrics to measure student progress within the context of learning expectations.

In addition to the ILT, the Special Education Director, guidance counselors, therapists, and staff assistants are also leaders of the Student Support Team (SST). They create individual student plans for attendance and give credit recovery and instruction to students who have social, behavioral, and/or learning challenges. SST monitors students who are struggling with the core curriculum. They use the journal tab comments in ASPEN (official grading system) to inform faculty of interventions. The SST's philosophy and strategies are linked to the EBHS mission to educate, nurture, and inspire all students to be successful in their life pursuits.

In order for teachers to be successful in assisting students in these pursuits, administrators from each content team meet individually with faculty members at the beginning of each school year to establish the teacher's annual goals (individual, content, and school-wide). They also hold one-on-one meetings with teachers throughout the school year to assess progress towards these goals (from observations, meetings, etc.). To support teachers in this endeavor, the Headmaster provides ample in-house professional development, as well as time to pursue opportunities outside of school. In the past, teachers have participated in PDs involving SIOP strategies for mathematics, ELL strategies, document-based questions, and several other pedagogical forums.

According to the Endicott Survey, more than half of students feel that they have input in important decisions made at the school. 60% of staff feel that teachers, students, and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership. 75% of parents feel they have opportunities to

be involved in important decisions made at the school. 60% of students feel that the Headmaster is clear about what he wants the school to accomplish for all of the students. 79.6% of staff feel that the Headmaster and other school-based administrators provide instructional leadership that is consistent with the school's Core Values, Beliefs, and 21st Century Learning Expectations.

#### Related Files

- [2017-07-26-07:06\\_std5\\_ind8\\_art2\\_email-leadership-correspondence.png](#)
- [2017-09-27-18:46\\_std\\_common\\_art-ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-27-18:47\\_std\\_common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-27-19:41\\_std\\_common\\_art-ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-27-19:42\\_std\\_internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-27-19:42\\_std\\_eb-harvard-rounds-observation-schedule-may-2-2017.pdf](#)
- [2017-09-27-19:43\\_std\\_common\\_-art\\_-writing-prompt-rubrics.zip](#)
- [2017-09-27-19:43\\_std\\_ebhs-rounds-2016-2017-background-information-spring-2017.pdf](#)
- [2017-09-27-19:45\\_std\\_east-boston-high-school-cpt-teams-2016.docx](#)
- [2017-09-27-19:46\\_std-common-ubd-artifact-1.zip](#)
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- [2017-09-27-20:04\\_std\\_commonart\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-2.xlsx](#)
- [2017-09-27-20:07\\_std\\_attendancecommitteeerollingagendasy2016-17.docx-.pdf](#)
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- [2017-09-27-20:14\\_std\\_journal-tab.png](#)
- [2017-09-27-20:28\\_std\\_ebhs-goals-sy-17-18-for-staff.pdf](#)
- [2017-09-28-22:05\\_std\\_-professional-development-outside-of-school-.zip](#)

## Standard 5 Indicator 9

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

### CONCLUSIONS

As a Core Value, parents and students are encouraged to actively participate in educational pursuits. Teachers, students, partners, and parents are involved in meaningful and defined decisions that promote responsibility and ownership of this objective.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School seeks a high level of involvement from partners in determining outcomes to help build the school's leadership structure. Teachers, students, partners, and parents are involved in meaningful and defined decisions that promote responsibility and ownership. Parents, students, and staff come together to partner in the choices that help develop the educational process. East Boston High School's School Site Council (SSC) consists of the Headmaster, at least six elected members of the Boston Teacher Union (BTU) who are employed at least 50% of the time by EBHS, parents, and two students. These meetings are held once per month, and each member holds voting authority on policy decisions. On a smaller level, parents can join the School Parent Council (SPC), which has at least six parents participating on an SPC Executive Board. In addition, parents serve on a hiring committee with the Headmaster and staff, all of whom are members of the SSC and School-Based Rule Team (consisting of teachers, administrators, students, and parents).

In the Endicott Survey, 80% of parents revealed agree that they have opportunities to be involved in the decisions made at the school.

Students at EBHS are very involved in the school's decision-making through a variety of forums, such as School Site and Student Councils. Each grade level has its own council, which helps to accomplish goals for that particular class (as well as the entire school). Some of these initiatives include the homecoming dance, various field trips, and fundraising drives. Students have active ownership in these opportunities because they are involved in the planning and coordination of the events, which drives interest and involvement. The Endicott Survey revealed that 54.6 % of students agree that they and their classmates have input in important decisions made at the school.

### Related Files

- [2016-12-16-16:29\\_std5\\_ind9\\_art1\\_resourceguide.docx](#)
- [2016-12-16-16:29\\_std5\\_ind9\\_art2\\_curricnighttemplate.ppt](#)
- [2016-12-16-16:29\\_std5\\_ind9\\_art3\\_electives12thgrade.pdf](#)
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- [2016-12-16-16:32\\_std5\\_ind9\\_art5\\_electives10thgrade-1.pdf](#)
- [2016-12-16-16:32\\_std5\\_ind9\\_art6\\_ebhscommon4year-1.pdf](#)

- [2016-12-16-16:32\\_std5\\_ind9\\_art7\\_schparentcouncil-1.docx](#)
- [2016-12-16-16:32\\_std5\\_ind9\\_art8\\_spc10-20-16mtgagenda-1.docx](#)
- [2016-12-16-16:32\\_std5\\_ind9\\_art9\\_ebhsdance-1.doc](#)
- [2016-12-16-16:33\\_std5\\_ind9\\_art10\\_familiesfirstflyerorientation.docx](#)
- [2016-12-16-16:33\\_std5\\_ind9\\_art11\\_parentoutreach-21stcent.rubricletter.docx](#)
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- [2016-12-16-16:34\\_std5\\_ind9\\_art16\\_ebhscommon4yearsequence.pdf](#)
- [2017-09-29-11:26\\_ssc-neasc.pdf](#)
- [2017-09-29-11:26\\_std\\_school\\_site\\_council\\_2016\\_2017.pdf](#)

## Standard 5 Indicator 10

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

### CONCLUSIONS

Because of East Boston High School's focus on a culture of collaboration, teachers are expected to exercise initiative and leadership to improve the school and enhance student engagement.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Since East Boston High School opened its doors in 1880, thousands of dedicated teachers have devoted their careers to educating students of varying ethnic backgrounds in a diverse immigrant community. The school thus fosters a collaborative culture, in which both teachers and students have opportunities to demonstrate leadership. Teachers take initiative by serving as union reps, content leaders, coaches, club advisors and much more. Students also serve an imperative role, not only by becoming academically devoted learners, but also by serving in the School Site and Student Councils. The voices of each individual, whether student or teacher, are taken into consideration, and this culture of transparency and involvement has helped pave the way for everyday school improvements.

Leadership is expected for each faculty member at East Boston High School. EBHS provides multiple avenues in which teachers can serve as facilitators. These committees range from the Instructional Leadership Team (ILT), Mars Team, Pathway Development Team, Teacher-led Inquiry Teams, Teacher-led Professional Development, and the Coherence Team. Teachers also hold positions as Advisory and club leaders. Those who do not serve as facilitators of committees are encouraged to pursue these roles in subsequent years.

EBHS has developed a culture of innovation and improvement through teacher-designed courses to increase student engagement. Several elective courses including Foundations of Art, Theatre Arts, Dance, Weightlifting, Yoga, Media, and a multitude of AP courses. Faculty members and administrators have introduced significant changes to course offerings, including transitioning to a block schedule, reconfiguring the curriculum to address individual student needs, and offering Credit Recovery for students who need more time to meet academic standards. Also, students participate in the school-wide Advisory program, which covers topics to promote whole-school and personal wellness.

East Boston High School also provides a mentoring program for both boys and girls. The girls' program is called "Girls' Night In" and the boys' program is called "Midnight Madness." On this specific day/night, students participate in multiple team-building activities and listen to inspirational to guest speakers who address various topics to help prepare kids for the future. Both events involve a sleepover, community involvement, and teachers who volunteer their time to participate in creating bonds that last a lifetime.

### Related Files

- [2016-12-16-16:35\\_std5\\_ind10\\_art1\\_sadvisor.png](#)

- [2016-12-16-16:35 std5 ind10 art2 union rep.png](#)
- [2016-12-16-16:35 std5 ind10 art3 sadvisor 3.png](#)
- [2016-12-16-16:35 std5 ind10 art4 sadvisor.png](#)
- [2016-12-16-16:35 std5 ind10 art5 rotc.pdf](#)
- [2016-12-16-16:36 std5 ind10 art6 tedtalks.png](#)
- [2016-12-16-16:36 std5 ind10 art7 sadvisor.png](#)
- [2016-12-16-16:36 std5 ind10 art8 pd.png](#)
- [2016-12-16-16:37 std5 ind10 art9 midmadness1.png](#)
- [2016-12-16-16:37 std5 ind10 art10mmadness2016-2017.pdf](#)
- [2016-12-16-16:37 std5 ind10 art11jadvisor.png](#)
- [2016-12-16-16:37 std5 ind10 art12 gnight1.png](#)
- [2016-12-16-16:37 std5 ind10 art13 gnight2.png](#)
- [2016-12-16-16:38 std5 ind10 art14 gnight3.png](#)
- [2016-12-16-16:38 std5 ind10 art15 gnight4.png](#)
- [2016-12-16-16:38 std5 ind10 art18 coaches.pdf](#)
- [2016-12-16-16:38 std5 ind10 art19 advisory1.png](#)
- [2016-12-16-16:38 std5 ind10 art20 advisory2.png](#)
- [2017-09-27-21:02 std common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-27-21:02 std common-art coherence-team-rolling-agenda-sy-16-17.pdf](#)
- [2017-09-27-21:02 std common-art ebhs-program-of-studies-sy-2017-2018.pdf](#)
- [2017-09-27-21:03 std data-and-80-minute-block-schedule.pdf](#)
- [2017-09-27-21:05 std east-boston-in-house-credit-recovery-contract-.pdf](#)
- [2017-09-27-21:09 std student-council.pdf](#)
- [2017-09-29-11:27 std school site council 2016 2017.pdf](#)

## Standard 5 Indicator 11

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

### CONCLUSIONS

The School Board, Superintendent, and Headmaster are collaborative, reflective, and constructive in achieving the school's 21st Century Learning Expectations.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Interviews with the Headmaster reveal that the Superintendent, Instructional Superintendent and/or Central Office administrators visit the school regularly. The Headmaster works collaboratively with Superintendents to write the Quality School Improvement Plan (QSIP), visit classrooms, aid in the implementation of the Instructional Focus (students create responses through writing and speaking while reading and listening to multiple sources), and incorporate policies that impact 21st Century Learning Expectations. The Headmaster has twelve professional development meetings for school leaders (twice per month) and attends a five-day leadership institute with the Superintendent to address implementation of school initiatives.

At the writing of this narrative, the current Superintendent is now in his third year and values the "Culture of We." He is growing a supportive network of administrators who believe in collaboration and creating a supportive environment. Initiatives led by East Boston High School's Headmaster are celebrated at the district level. For example, the Headmaster and his administrative team conduct learning walks that focus on the school's instructional goals (meeting diverse needs, collaboration, high expectations, and student engagement). Administrators have created a team-protocol that uses research-based practices to view, discuss, and critically evaluate teaching and learning in the classroom. This allows for collaboration and critical norming at the administrative level. The schools model for learning walks and collaborative evaluation is now being implemented at other schools in the district. In addition, the Endicott Survey revealed that more than half of staff agreed that "The school board, Superintendent, and Headmaster collaborate in the process of achieving learning expectations."



**Related Files**

- [2017-07-26-09:30\\_std5\\_ind11\\_art4\\_-admin-lw-scoring-sheet.pdf](#)
- [2017-07-26-09:30\\_std5\\_ind11\\_art2-bps-school-committee-agenda.pdf](#)
- [2017-07-26-09:30\\_std5\\_ind11\\_art3\\_-learning-walk-if-protocols-1.doc](#)
- [2017-07-26-09:30\\_std5\\_ind11\\_art1\\_bps-school-committee-minutes.pdf](#)
- [2017-09-27-21:28\\_std\\_ind\\_adminlearning-walks.pdf](#)
- [2017-09-27-21:29\\_std\\_internal-east-boston-high-school-instructional-focus-review.pptx.pdf](#)
- [2017-09-27-21:29\\_std\\_district-professional-learning.pdf](#)

## Standard 5 Indicator 12

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

### CONCLUSIONS

The School Board and Superintendent provide the Headmaster with sufficient decision-making authority to lead the school.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Boston Public Schools (BPS) makes policy and planning decisions with input from the East Boston High Schools Headmaster and the Instructional Leadership Team (ILT), which consists of administrators, content leaders, and teachers. BPS has consistently supported the EBHS ILT; this allows the Headmaster to make important decisions and include other stakeholders (such as the School Site Council) in the creation of school-based policies. The Headmaster builds the school budget based on input from the ILT and presents the budget to SSC. Through this model, the Headmaster and the ILT create the professional development calendar and agendas for the high school faculty and staff, which impacts the following year's budget. The School Board and Superintendent have supported this process while allowing the Headmaster to make both collaborative and unilateral decisions. The School Board and Superintendent also allow the Headmaster to staff according to the school's needs. The Endicott Survey revealed that 58.3% of staff agree that, "the School Board and Superintendent provide the Headmaster with sufficient decision-making authority to lead the school."

Additionally, the BPS School-Leader job description states that the Headmaster will:

- recruit, hire, train and retain a diverse teaching staff;
- align the use of people, money, and materials;
- develop systems for optimal use of time;
- design and implement a professional development plan and/or strategy.

Also, the Headmaster and his hiring committee are able to choose from a bank of interview questions "...to reflect [his] school needs and make them more effective for [him and his] team..." This autonomy allows the Headmaster to make decisions based on the needs of the school and its staff.

### Related Files

- [2017-07-26-09:36\\_std5\\_ind12\\_art3\\_sy2017-ebhs-budget.xls](#)
- [2017-07-26-09:36\\_std5\\_ind12\\_art1\\_bps-headmaster-job-description.pdf](#)
- [2017-07-26-09:36\\_std5\\_ind12\\_art2\\_-bps-interview-questions.doc](#)

- [2017-09-27-21:31\\_std\\_east-boston-high-school-cpt-teams-2016.docx](#)
- [2017-09-27-21:33\\_std\\_common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-28-22:06\\_std\\_ebhs-teacher-interview.pdf](#)
- [2017-09-28-22:06\\_std\\_ebhs-registrarinterview.pdf](#)
- [2017-09-28-22:06\\_std\\_ebhs-nurseinterview.pdf](#)
- [2017-09-28-22:06\\_std\\_ebhs-social-worker-interview.pdf](#)
- [2017-09-28-22:06\\_std\\_ebhs-administrator-interview.pdf](#)
- [2017-09-29-11:31\\_ssc-neasc.pdf](#)
- [2017-09-29-11:32\\_std\\_school\\_site\\_council\\_2016\\_2017.pdf](#)

## Standard 5 Executive Summary

### EXECUTIVE SUMMARY

Students, faculty, professional staff, and administrators collaborate daily at East Boston High School (EBHS) to maintain and further develop a school culture that is safe, positive, respectful, and supportive - with high expectations for all and a tradition of putting students first. East Boston High School is committed to educating, nurturing, and inspiring all students to be successful in their life pursuits. The school's expectation is for all members of the school community to embody the legacy of "Class, Pride, & Tradition."

Teachers and students embody the Core 4 Values: **E**mbrace Excellence in Character: Class, Pride & Tradition; **B**e Passionate for Learning: Inspire, imagine, and innovate; **H**ave Empathy and Compassion: Care for self, others, and community; and **S**how Pride in our Community: Celebrate, honor, and respect all in our community.

Students at EBHS are encouraged and empowered to excel socially and academically engage in a rigorous schedule tailored to both meet their individual needs and help achieve 21st Century Learning Expectations. Beginning in the Freshman Academy, students engage in standards-based learning and activities that engage and promote community and service. Students at EBHS have many opportunities to enroll in Honors, Advanced Placement, SAT Prep classes, and dual-enrollment college programs. Students at EBHS are heterogeneously grouped and involved in an ongoing Advisory program.

Because of the 80-minute block, teachers and administrators work collaboratively to improve their practices. Teachers meet 130 minutes per week to engage in professional development that focuses on analyzing student work, learning collaborative strategies, and writing curriculum using UbD framework. This allows teachers time to share ideas and best practices. In planning blocks, teachers participate in Instructional Rounds and Inquiry Cycles throughout the year. The Superintendent supports East Boston High School's model and gives sufficient autonomy to the Headmaster to lead the school.

### ADVISORY RATING

- Exemplary

# Standard 5 Strengths

STRENGTH

EBHS has a safe and supportive atmosphere that encourages students to develop “Class, Pride, & Tradition.”

STRENGTH

When possible, students at EBHS are heterogeneously grouped and can self-select to take AP and Honors classes.

STRENGTH

Teachers and administrators are involved in research-based instructional leadership activities, including Instructional Rounds, teacher teams, and varied collaborative practices.

STRENGTH

EBHS provides many opportunities for teacher leadership.

STRENGTH

EBHS has a schedule that allows for a high level of teacher collaboration and professional development.

STRENGTH

The School Board works collaboratively with the Headmaster and grants the Headmaster enough autonomy to lead the school.

STRENGTH

EBHS celebrates high academic and athletic achievements.

<b>STRENGTH</b>
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The EBHS Uniform policy reinforces a sense of school community.

# Standard 5 Needs

<b>NEEDS</b>
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While EBHS electives are fully inclusive, EBHS needs to further examine an inclusion model for Special Ed. students.

<b>NEEDS</b>
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Explore instructional opportunities in the 80-minute block schedule to augment elective course choices for ELL students.

## Standard 6 Indicator 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.

### CONCLUSIONS

East Boston High School has multiple, timely, coordinated, and directive intervention strategies for all students - including identified and at-risk youths - that support each student's achievement of East Boston High School's 21st Century Learning Expectations.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The Endicott Survey results indicate that nearly 54.7% of students agree that their school meets the needs of all students. Over 62.6% of parents confirm that the school provides information about available student support services. EBHS has several systems in place to ensure that at-risk students receive timely interventions. Students are assigned grade-based guidance counselors who are trained to monitor students' academic, social, and emotional well-being. Special education students are assigned a guidance counselor who follows them throughout their school career and assists in transition planning and access to agencies and services upon graduation. The Special Education Director and Student Support Team meet weekly to provide academic, behavioral, and social/emotional interventions for identified students. These interventions may include student contracts, behavior plans, academic support with learning specialists, referrals for school based counseling, and referrals to community partners.

Adhering to a preventative model, EBHS has several Tier 1 Interventions, such as the Attendance Committee, student attendance incentive programs, Advisory program, Peer Health Exchange, Gay-Straight Alliance, Girls' Night In, and Midnight Madness (for boys). Examples of Tier 2 and 3 interventions include a weekly group for students identified as "at risk" based on 8th-grade data, which include grades and attendance. These students meet weekly with an academic coach and social worker and are provided with support as needed. A Grief and Loss group has been initiated to support students who are dealing with critical issues.

Students identified as academically at-risk may receive a referral for a special education evaluation, or a tiered intervention may be utilized. Tier 2 interventions may involve working in a small group with a learning specialist and/or one-on-one support. Additionally, students may be referred to the in-house Credit Recovery program, offsite credit recovery Programs at the local YMCA, or District programs, such as the Twilight Night School. Data from the MCAS also identifies students in need of a small group academic intervention.

For students receiving special education services or support through section 504, the Special Education Director and SESS coordinate all referrals and programming meetings to ensure they are held within time frames determined by federal regulations. Students with individual healthcare plans are provided with similar supports through the school nurse. For students facing crisis situations, the school's crisis team is the primary responder and is comprised of the nurses, school psychologists, social workers, and our in-house health clinic. Referrals to resources within the community, such as the Boston Emergency Services Team and the Boston Public Schools District Crisis Team are utilized as warranted. These timely, coordinated, direct-intervention strategies provide students with a safe, welcoming environment and promote wellness and life-long learning.



## Related Files

- [2017-06-27-12:56\\_std6ind1art.18psychosocialeval.docx](#)
- [2017-06-27-12:56\\_std6ind1art.17noharmprotocol.pdf](#)
- [2017-06-27-12:56\\_std6ind1art.14counselingreferralfom.docx](#)
- [2017-06-27-12:56\\_std6ind1art.16noharmagreement.doc](#)
- [2017-06-27-12:56\\_std6ind1art.15sstreferallprotocol.docx](#)
- [2017-06-27-12:56\\_std6ind1art.13.textclipping](#)
- [2017-06-27-12:56\\_std6ind1art.19sstreferral.docx](#)
- [2017-06-27-12:56\\_std6ind1art.21guidancereferral.docx](#)
- [2017-06-27-12:56\\_std6ind1art.20counselingpermission.docx](#)
- [2017-06-27-12:56\\_std6ind1art.22safetycontract.doc](#)
- [2017-06-27-12:56\\_std6ind1art.24referralfaqforstaff.docx](#)
- [2017-06-27-12:56\\_std6ind1art.23counselingreferralfom.docx](#)
- [2017-06-27-12:56\\_std6ind1art.30supportstaffbios.docx](#)
- [2017-06-27-12:56\\_std6ind1art.26emergercyceservicesform.doc](#)
- [2017-06-27-12:56\\_std6ind1art.25referralflowchart.pptx](#)
- [2017-06-27-12:56\\_std6ind1art.28academicexpectationsinfo.pdf](#)
- [2017-06-27-12:56\\_std6ind1art.27studenttardyquestionnaire.docx](#)
- [2017-06-27-12:56\\_std6ind1art1spcmeetingagenda.docx](#)
- [2017-06-27-12:56\\_std6ind1art.31crisismanagementform.docx](#)
- [2017-06-27-12:56\\_std6ind1art.29orientationhandout.pdf](#)
- [2017-06-27-12:56\\_std6ind1art.32attendancebestpractices.docx](#)
- [2017-06-27-12:56\\_std6ind1art3freshmanfamilyorientationagenda.docx](#)
- [2017-06-27-12:56\\_std6ind1art7communityadvisoryagenda.docx](#)
- [2017-06-27-12:56\\_std6ind1art6familiesfirstworkshop.docx](#)
- [2017-06-27-12:56\\_std6ind1art5parentopenhousinvite.docx](#)
- [2017-06-27-12:56\\_std6ind1art8bilingualheadmastermemo.docx](#)
- [2017-06-27-12:56\\_std6ind1art4outsidereagencies.docx](#)
- [2017-06-27-12:56\\_std6ind1art10parentinformemail.docx](#)
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- [2017-06-27-12:56\\_std6ind1art33oreintationinvite.pdf](#)
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- [2017-06-27-12:56\\_std6ind1art2yourgpaspanish.pdf](#)
- [2017-06-27-12:56\\_std6ind1art34monthlynewsletterspanish.pdf](#)
- [2017-06-27-12:56\\_std6ind1art12mtss.pdf](#)
- [2017-09-26-20:59\\_std-6\\_ind1\\_attendancecommitteerollingagendasy2016-17.docx-copy.pdf](#)
- [2017-09-26-21:08\\_std\\_6\\_ind\\_1\\_guidance-meeting-agendas-sy-2016-17.pdf](#)
- [2017-09-26-21:18\\_std6\\_ind1\\_-girls-night-in-program-2017.pdf](#)
- [2017-09-26-21:23\\_std6\\_ind1\\_-7th-annual-midnight-madness-wrap-up.pdf](#)
- [2017-09-26-21:26\\_std6\\_ind1\\_east-boston-in-house-credit-recovery-contract-.pdf](#)
- [2017-09-27-11:19\\_std\\_art\\_-student-advisory-core-4.pptx](#)

## Standard 6 Indicator 2

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

### CONCLUSIONS

East Boston High School consistently provides information to families, especially to those most in need, about available student support services.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School offers a wide variety of support services to students and families. Data from the Endicott survey found that 86.7% of the parents surveyed felt that the school provides information about student support services offered. EBHS's website offers a plethora of information in several languages. Each year, students and families of EBHS are welcomed back to school with a letter from the Headmaster. Each student is given a copy of the school rules and the BPS Student and Families Guide in their home language. The Headmaster organizes assemblies both for students and for parents and guardians. Mailings in both English and Spanish are sent home for a variety of reasons, including parent instructions for access to our Student Information System (ASPEN), emergency contact/ healthcare forms, attendance letters, progress reports, report cards, special events, IEP paperwork, and newsletters. Students and families are also given information about available medical services. EBHS has a branch of the East Boston Neighborhood Health Center onsite. Students in the community are encouraged to use this branch of the clinic as needed. Brochures in both English and Spanish are distributed to students and families/guardians.

EBHS employs a full-time parent coordinator who organizes annual events, such as the fall Curriculum Night and the spring Parent-Teacher Night. The school's parent coordinator (also a member of the school's Attendance Committee) publishes newsletters in both English and Spanish that contain important information for families. Workshops on a variety of topics are held throughout the year for parents/guardians.

The Attendance Committee monitors attendance and reaches out to families of students with tardy and/or attendance issues. Attendance Intervention Plans (AIPs) are generated for students with chronic attendance issues. Letters are mailed home, and the staff members on the committee also make home visits when necessary. Parent/guardian-teacher meetings are organized by the parent coordinator, teachers, and the guidance staff.

EBHS has a wide-variety of community partners who offer their services to students and their families. Counseling services are provided to both students and families by Arbour Counseling and the East Boston Neighborhood Health Center. UAspire offers financial aid information and assistance. The guidance team, along with GEAR UP and College Advising Corps, help students and families navigate the college and post-secondary planning process. STRIVE and the Massachusetts Rehabilitation Commission (MRC) also meet with many students and their families to assist with the transition from high school to post-secondary opportunities. Dual enrollment opportunities with Fisher College, Suffolk University, and Benjamin Franklin Institute of Technology furnish dozens of seniors with the opportunity to ease into a college setting while still in high school. A letter goes out to parents and guardians every October to inform them of an informational meeting at the school with a representative from the MRC. An employee from the MBTA conducts a travel-training workshop with an out-of-

service bus demonstration for students in need of travel training. The Student Support Team meets weekly to discuss students in crisis or in need of counseling. Once the appropriate interventions are determined, families are informed and supported.

#### Related Files

- [2017-06-27-13:04\\_std6ind2art1newsletterspanish.pdf](#)
- [2017-06-27-13:04\\_std6ind2art6familyplanningservicesites.pdf](#)
- [2017-06-27-13:04\\_std6ind2art5schoolbasedrules.docx](#)
- [2017-06-27-13:04\\_std6ind2art3spcmeetingagenda.docx](#)
- [2017-06-27-13:04\\_std6ind2art2orientationexpectations.pdf](#)
- [2017-06-27-13:04\\_std6ind2art10physicalexam.docx](#)
- [2017-06-27-13:04\\_std6ind2art8freshmanorientationagenda.docx](#)
- [2017-06-27-13:04\\_std6ind2art9communityadvisorconcilagenda.docx](#)
- [2017-06-27-13:04\\_std6ind2art7emergencycard.doc](#)
- [2017-06-27-13:04\\_std6ind2art4newsletter.pdf](#)
- [2017-06-27-13:04\\_std6ind2art15monthlyparentemail.docx](#)
- [2017-06-27-13:04\\_std6ind2art11transcriptexample.pdf](#)
- [2017-06-27-13:04\\_std6ind2art12mrcprogramreferral.doc](#)
- [2017-06-27-13:04\\_std6ind2art14orientationflyerspanish.pdf](#)
- [2017-06-27-13:04\\_std6ind2art13familiesfirst.docx](#)
- [2017-06-27-13:04\\_std6ind2art16familyresourceslist.docx](#)
- [2017-06-27-13:04\\_std6ind2art18emergencycard.pdf](#)
- [2017-06-27-13:04\\_std6ind2art19midtermprogressreport.pdf](#)
- [2017-06-27-13:04\\_std6ind2art21excusedabsenceletter.pdf](#)
- [2017-06-27-13:04\\_std6ind2art22ebnhcpamphlet.pdf](#)
- [2017-06-27-13:04\\_std6ind2art20curriculumnightspanish.docx](#)
- [2017-06-27-13:04\\_std6ind2art17orientationinvite.pdf](#)
- [2017-06-27-13:04\\_std6ind2art23bilingualintromessage.docx](#)
- [2017-06-27-13:04\\_std6ind2art25allstudentwelcomebackletter.doc](#)
- [2017-06-27-13:05\\_std6ind2art27sisfamilyportalaccount.pdf](#)
- [2017-06-27-13:05\\_std6ind2art26orientationletter.pdf](#)
- [2017-06-27-13:05\\_std6ind2art24sisfamilyportal.pdf](#)
- [2017-09-26-21:33\\_std-6\\_ind2\\_attendancecommitteerollingagendasy2016-17.docx-copy.pdf](#)
- [2017-09-26-21:37\\_std6\\_ind2\\_program-map-for-ben-franklin-dual-enrollment1.pdf](#)
- [2017-09-27-09:48\\_std6\\_ind2\\_club-and-activities.pdf](#)
- [2017-09-27-09:51\\_std6\\_ind2\\_-college-planning-student-andparent-night-4\\_12\\_17-1.pdf](#)
- [2017-09-27-09:56\\_std6\\_ind2\\_scholarship-guide.pdf](#)
- [2017-09-27-09:57\\_std6\\_ind2\\_immigration-clinic-flyer-jan-to-jun-2017\\_en.pdf](#)
- [2017-09-27-09:59\\_std6\\_ind2\\_undergraduate\\_scholarship\\_database.xls](#)
- [2017-09-27-10:03\\_std6\\_ind2\\_documenting-the-pathway-to-college-daca-1.pdf](#)
- [2017-09-27-11:06\\_std\\_art\\_guidance-meeting-agendas-sy-2016-17.pdf](#)
- [2017-09-27-11:16\\_std-6\\_-art\\_-college-advising-corp-flyer.pdf](#)
- [2017-09-28-22:28\\_std\\_ind-college-advising-corps-mou---east-boston-high.pdf](#)
- [2017-09-28-22:28\\_std\\_ind\\_2017-gear-up-principals-letter-east-boston.pdf](#)
- [2017-09-28-22:28\\_std\\_ind\\_ebhs-esol-flyer-2017-18.pdf](#)

## Standard 6 Indicator 3

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

### CONCLUSIONS

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

### EVIDENCE AND EXPLANATION Evidence and Explanation

The provision of laptops to every teacher in the district enables successful coordination of services. School personnel use e-mail to communicate with one another (and parents/guardians) in a timely manner whenever a need arises. Support services personnel utilize ASPEN to regularly update attendance, behavior, and academic information, as well as create and evaluate action plans for individual students. Faculty members also view IEPs via SEIMS, and the District special education database in order to inform individualized instruction.

Technology is used as an organizational device at EBHS. The Guidance Department uses Data Warehouse to calculate student GPA, ASPEN to obtain student information when relevant, and SEIMS to consult student IEP's. The guidance department also assists students in their use of the Common Application, which teachers also use to submit letters of recommendation. JROTC uses an online spreadsheet software to coordinate the distribution of student MBTA passes.

The EBHS Family Center utilizes publishing software to create a thrice yearly newsletter, an invitation to Freshman Orientation, and flyers and pamphlets advertising parent ESL classes. In addition, the EBHS Family Center uses robo-calling to transmit reminders about important family-related events, like Curriculum Night, during which parents are also educated about ASPEN and its usage. The coordinator of the Family Center uses a school-provided listserv to disseminate information about school events, IEP meetings, and extracurricular activities among staff and faculty. The Family Center also offers a twice-weekly ESL class to parents of BPS students for the duration of the school year and a once-yearly, four-week-long computer course. Teachers of these classes utilize a host of file-sharing, sound-recording, and publishing software to develop and distribute supplementary materials.

Teachers and staff in the Occupational Skills Development Center (OSDC) program maintain a group text using their personal cell phone numbers. This mode of communication enables all department members to respond immediately to crises or last-minute schedule changes. OSDC also relies almost exclusively on curriculum guides and content arrangements offered by independent Ohio developers' News 2 You and Unique Learning. The shared use of these sites within OSDC allows for the creation of a unified and streamlined structure to all special education at EBHS. OSDC also uses SEIMS to inform all faculty of students' IEP information and required accommodations.

The Registrar uses Data Warehouse to maintain records of students' MCAS reports and GPAs. The use of this software enables the school to generate GPAs for students who transfer to EBHS from other schools and to rapidly identify students who have not taken the MCAS. The registrar also uses ASPEN for grade reports and transcript reports, and it can also cross-reference these reports with national statistics generated by the

CollegeBoard.

In the Health Center, the nurse practitioner uses EPIC, an electronic medical record-keeping software, to maintain and update all student information concerning medications, allergies, and personal/family history. The school nurses use SNAP to maintain and update records of student visits and emergency contact info. The Health Center also uses ASPEN and SEIMS to access any information contained in the aforementioned programs, and also update ASPEN and SEIMS when necessary.

All EBHS staff members can contribute to and consult with the EBHS website for information about upcoming events and programs as they see fit. Additionally, all EBHS staff can consult SEIMS and ASPEN for any pertinent student information. To supplement these activities, teachers also frequently make use of information-sharing tools, such as Google Docs and Google Drive, to compile information on individual students and transmit shared course content.

East Boston High School has access to Boston Public Schools resources and general Boston resources, like the Boston Public Library and the CAD catalog.

#### **Related Files**

- [2017-06-27-13:07\\_std6ind3art01officialtranscript.pdf](#)
- [2017-06-27-13:07\\_std6ind3art03studentdemographicsreports.pdf](#)
- [2017-06-27-13:07\\_std6ind3art04attendancecommitteletter.pdf](#)
- [2017-06-27-13:07\\_std6ind3art05progressreport.pdf](#)
- [2017-06-27-13:07\\_std6ind3art02importantsoftware.docx](#)
- [2017-06-27-13:07\\_std6ind3art06sisfamilyportalaccount.pdf](#)
- [2017-06-27-13:07\\_std6ind3art08nursesvisitlog.png](#)
- [2017-06-27-13:07\\_std6ind3art09patientprofienurse.png](#)
- [2017-06-27-13:07\\_std6ind3art07uniquelearning.png](#)
- [2017-06-27-13:07\\_std6ind3art12grouptext.png](#)
- [2017-06-27-13:07\\_std6ind3art10seimsexample.png](#)
- [2017-06-27-13:07\\_std6ind3art13studentsupportlinks.docx](#)
- [2017-06-27-13:07\\_std6ind3art11neascselfstudy.doc](#)
- [2017-06-27-13:07\\_std6ind3art16buspasslist.csv](#)
- [2017-06-27-13:07\\_std6ind3art15ebhsnewsletter.png](#)
- [2017-06-27-13:07\\_std6ind3art14parentuniversityesolflyer.png](#)

## Standard 6 Indicator 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.

### CONCLUSIONS

East Boston High School counseling services have an adequate number of certified and licensed personnel and clinical support staff who provide academic; career and college; and personal and social/emotional support to our student body.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Six full-time student-development counselors (SDCs) serve a population of 1506 students. Counselors are grade-based and spend the majority of their time meeting with students individually on an as-needed basis for both college and personal/social issues. Minimally, counselors meet with all students during the course registration process each year. Additionally, all ninth graders meet with their counselors each term, while juniors and seniors are required to have at least one meeting per year with their counselors. In reality, most students have multiple contacts with their counselors, especially as seniors. While counselors do not engage in formal therapeutic group counseling, they do meet with groups of students when hosting class presentations. A written developmental program guides the work of our SDCs, and grade-based assemblies are held throughout the year.

Two of the five full-time SDCs are assigned to our Freshman Academy to support students transitioning into high school. Special education students are also assigned an SDC, who is equipped to deal with the transition process to college, as well as to state agencies that support students with disabilities. Four of the six SDCs are bilingual. Each grade is assigned a staff assistant who is responsible for discipline-related issues. Two full-time secretaries provide clerical support for the counselors, and a full-time registrar is responsible for maintaining EBHS's cumulative student records as well as for overseeing and coordinating the work of the guidance team at all grade levels.

SDCs are obliged to make a minimum of four grade-appropriate presentations per year (one in each academic term). In the case of Freshman Academy, the SEI population is large enough to warrant translations of all workshops. Examples of workshops include, but are not limited to, the following: "You and Your GPA," a presentation on academic transcripts, grade point average, and attendance; "Reclaiming Yourself: Cool, Calm, and Collected," a presentation on anger management; "Managing Time," a presentation aimed at making students aware of how their time is spent each day; "The Senior Presentation," a compendium of useful and necessary information for seniors; and "So You Think You Want to Smoke," an interdisciplinary look at the costs of smoking.

The Advisory program at East Boston High School meets semi-weekly and follows a curriculum grounded in social/emotional growth and learning. Ted Talks are also presented to students, which cover topics from athletics to animals. Finally, each grade-based SDC is responsible for designing and presenting developmentally and academically appropriate workshops.

SDCs consistently use technology to meet the needs of students and their families. ASPEN is the BPS' secure, web-based platform for hosting and managing all facets of student data ([www.follettlearning.com/technology/products/student-information-system](http://www.follettlearning.com/technology/products/student-information-system)); it provides access to student information, and allows for the creation of schedules, documents of presentations, meetings, and interventions. The SDCs also make use of SEIMS, a District-wide, special education database; Data Warehouse, an ancillary database that provides access to all student assessment data; and LIZA, which augments the information provided in both ASPEN and Data Warehouse. The school website, [www.ebhsjets.net](http://www.ebhsjets.net), provides a snapshot of school, its history, activities, and resources; it also allows parents to link directly to staff via email listings. Utilizing social media, the school has begun to explore Twitter, Facebook, and Snapchat. Additionally, monthly newsletters through the Parent Center inform parents of important events and dates.

SDCs often look at a variety of data to assess and improve services as needed. Last year, a Google survey of seniors revealed that the school needed to promote the guidance website more effectively. Additionally, data are used for retention and graduation rates and to support the initiative of having each senior complete a college application. Counselors also look at socioeconomic data within communities when applying for grants to support a collegiate atmosphere and post-secondary planning.

Another way in which data is used to inform the SDCs' practice is through the examination of the cumulative record of student attendance. Reports can be generated for any student population for any given time frame. This is monitored closely not only by the SDCs, but also by the members of the Attendance Committee (comprised of the family center coordinator, SDCs, the registrar and faculty members from across academic disciplines).

In addition, data from a multitude of standardized tests provide insight into academic strengths and weaknesses, as well as teaching goals that must be reached on a yearly basis: MCAS, SRI, school-wide writing prompts, levels of English Language proficiency (ACCESS), the SAT, and Accuplacer (an off-site college placement exam that determines whether students entering college will need remedial courses before they can begin college-level study). Finally, data from grade-level surveys conducted at the start and end of the academic year help to inform and guide SDCs in their efforts to create improved and appropriate presentations and workshops.

East Boston High School's clinical team is comprised of two school psychologists, two social workers, a graduate-level school-psychology intern, and two graduate-level social workers, who provide individual and group counseling and support for the student body. This team is comprised of monolingual and bilingual clinicians. Students also have access to individual counselors through a school-based health clinic, as well as with two clinicians from Arbour Counseling. In order to support the clinical needs of English Language Learners, EBHS, in partnership with the Boston College School of Social Work, Simmons College School of Social Work, and William James College, implemented a targeted counseling program. These graduate level clinicians work exclusively with the ELL population, as well as with students lacking traditional insurance.

Partnerships with the East Boston Neighborhood Health Center and Arbour Counseling allow for student referrals to private clinicians and social services agencies as needed, and also provide wraparound services for students. EBHS also draws upon services within the Boston Public Schools provided by the Office of Social Emotional Wellness and Learning and Behavioral Health Services. The building also has a crisis team and draws upon the services of the District crisis team as needed.

## Related Files

- [2017-06-27-13:11\\_std6ind4art6counsellingreferral.docx](#)
- [2017-06-27-13:11\\_std6ind4art7studentsupportservicesguide.pdf](#)
- [2017-06-27-13:11\\_std6ind4art2studentreferralldiagram.pptx](#)
- [2017-06-27-13:11\\_std6ind4art5guidancereferral.docx](#)
- [2017-06-27-13:11\\_std6ind4art3advisoryinitiative.docx](#)
- [2017-06-27-13:11\\_std6ind4art1guidanceandsupporteam.docx](#)
- [2017-06-27-13:11\\_std6ind4art9.webarchive](#)
- [2017-06-27-13:11\\_std6ind4art8.webarchive](#)
- [2017-09-26-23:30\\_std\\_common-art\\_math-writing-prompt-data-template-2016-2017---fy---department-wp-data-avgs.pdf](#)
- [2017-09-26-23:30\\_std\\_common-art\\_sy16-17-ela-writing-prompt-data-tracker---year-ela-wp-data-averages.pdf](#)
- [2017-09-26-23:30\\_std\\_common-art\\_sy16-17-esl-writing-prompt-data-tracker---esl-wl-fy-wp-data-averages.pdf](#)
- [2017-09-26-23:30\\_std\\_common-art\\_sy16-17-science-writing-prompt-data-tracker---sci-year-wp-data-averages.pdf](#)
- [2017-09-26-23:30\\_std\\_common-art\\_sy16-17-history-writing-prompt-data-tracker---full-year-data-averages.pdf](#)
- [2017-09-26-23:31\\_std\\_common-art\\_-writing-prompt-rubrics.zip](#)
- [2017-09-26-23:32\\_std\\_commonart\\_neasc-21st-century-learning-expectations-rubric-teacher-scoring-2.xlsx](#)
- [2017-09-27-10:27\\_std6\\_ind4---electives-entering-10th-grade-2017-2018.docx](#)
- [2017-09-27-10:27\\_std6\\_ind4---electives-entering-11th-grade-2017-2018.docx](#)
- [2017-09-27-10:27\\_std6\\_ind4---electives-entering-12th-grade-2017-2018.docx](#)
- [2017-09-27-10:27\\_std6\\_ind4---sampling-of-individual-student-meetings-using-guidance-neasc-rubric-scores---master---sy-2016-17.xlsx](#)
- [2017-09-27-10:27\\_std6\\_ind4-graduationrequirements-and-electives.docx](#)
- [2017-09-27-10:27\\_std6\\_ind4\\_guidance-lesson-plan---cool-calm-and-collected-relcaiming-your-self-workshop.pdf](#)
- [2017-09-27-10:28\\_std6\\_ind4\\_guidance-lesson-plan-psat-and-gpa.docx](#)
- [2017-09-27-10:28\\_std6\\_ind4\\_guidance-lesson-plan---managing-time.docx](#)
- [2017-09-27-10:28\\_std6\\_ind4\\_guidance-lesson-plan-you-and-your-gpa.pdf](#)
- [2017-09-27-10:34\\_std6\\_ind4\\_guidance-meeting-agendas-sy-2016-17.pdf](#)
- [2017-09-27-10:49\\_stdnd\\_art\\_-attendance-committee-rolling-agenda-sy-2016-17.docx.pdf](#)
- [2017-09-27-11:20\\_std\\_art\\_-student-advisory-core-4.pptx](#)



## Standard 6 Indicator 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.

### CONCLUSIONS

East Boston High School's health services have an adequate number of certified/licensed personnel to provide health services and direct intervention services, sufficient preventative health, direct intervention services, and ongoing health assessments. Programs utilize some assessment data, but do not include feedback from the school community.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School has an adequate number of certified/licensed personnel to provide health services and direct intervention services to the school population. The high school has two full-time Registered Nurses (RN), and through a partnership with East Boston Neighborhood Health Center, there is a school-based health center on site with a licensed staff, including a nurse practitioner (NP), licensed clinical social worker (LCSW), licensed family therapist (LFT), and medical assistant. The Health Services office serves approximately 1500 high school students. Both school nurses provide direct, preventative, and ongoing care to students and staff in the high school. Direct care includes emergency response, injury assessment, and pain management.

The Health Services office serves approximately 1500 high school students. Both school nurses provide direct, preventative, and ongoing care to students and staff. Direct care includes emergency response, injury assessment, pain management, and illness evaluation. Preventative care includes hearing and vision screenings and BMI assessments, as well as education to prevent illness and injury in the school community. Ongoing care involves health care planning, staff education about medical conditions and treatments, and assessment of student needs. Health Services provides sufficient preventative health, direct intervention services, and ongoing health assessments - and utilizes assessment data to provide feedback to the school district and the community.

Both nurses serve on the Student Support Team (SST), Wellness Council, and Crisis Response Team. The nurses make daily decisions regarding referrals for counseling and mental health services and utilize a number of community agencies to help better serve the students. The nurses and the School Based Health Center (SBHC) have language appropriate resources available for families with immediate and long-term needs. Students and families are referred to health care affiliates, primary care physicians, and the emergency room when needed. On a yearly basis, approximately 6900 encounters are documented in the school nurse's office. These include sick visits, medication administration for acute and chronic medical conditions, mental health concerns, case management, and screenings. The health office utilizes the Professional Software for Nurses, SNAP, to log health visits, track immunization, document screening information, upload health plans, and alert life-threatening health conditions. SNAP interfaces with ASPEN to notify staff of students with medical conditions. The nurses write Individual Healthcare Plans, assist with 504 Accommodation Plans, and ensure implementation based on a

physician's recommendations with parental and student input to ensure that students have accommodations appropriate to their respective medical conditions. The nurse attends IEP meetings and arranges home and hospital tutoring as appropriate..

The nurses use assessment data to identify and address needs related to health issues. For example, the emergency card is used to collect medical information and correct data to provide safe care for the student population. The nurses are able to collect data to report on health issues, time on learning, and individual student needs. The SBHC and nurses work to provide programming to promote healthy lifestyles, such as the Peer Health Exchange. Gay/Straight Alliance is a group led by the nurse practitioner that meets on a monthly basis.

Health education and ongoing communication will provide the students with the skills and capabilities to achieve the 21st Century Learning Expectations.

#### Related Files

- [2017-06-27-13:15\\_std6ind5art2howtoclothing.docx](#)
- [2017-06-27-13:15\\_std6ind5art5communityresrouceguidespanish.pdf](#)
- [2017-06-27-13:15\\_std6ind5art4counselingreferrallist.docx](#)
- [2017-06-27-13:15\\_std6ind5art3traumaresourceguide.pdf](#)
- [2017-06-27-13:15\\_std6ind5art6rehabilitationresources.docx](#)
- [2017-06-27-13:15\\_std6ind5art9condompolicy.doc](#)
- [2017-06-27-13:15\\_std6ind5art8womensshelters.docx](#)
- [2017-06-27-13:15\\_std6ind5art1homelessnessmeeting.pdf](#)
- [2017-06-27-13:15\\_std6ind5art13legalimmigrationresourcesspanish.doc](#)
- [2017-06-27-13:15\\_std6ind5art12lgbt.doc](#)
- [2017-06-27-13:15\\_std6ind5art11crisiscenterinfo.doc](#)
- [2017-06-27-13:15\\_std6ind5art16jobassitanceenglish.doc](#)
- [2017-06-27-13:15\\_std6ind5art14legalimmigrationresoruceenglish.doc](#)
- [2017-06-27-13:15\\_std6ind5art15jobassitancespanish.docx](#)
- [2017-06-27-13:15\\_std6ind5art10behavioalhealthschedule.jpg](#)
- [2017-06-27-13:15\\_std6ind5art19foodresourcesenglish.doc](#)
- [2017-06-27-13:15\\_std6ind5art18foodresourcescontspanish.doc](#)
- [2017-06-27-13:15\\_std6ind5art20foodresourcesarabic.doc](#)
- [2017-06-27-13:15\\_std6ind5art17foodresorucesspanish.doc](#)
- [2017-06-27-13:15\\_std6ind5art26ebnhcgoodhealthchart.pdf](#)
- [2017-06-27-13:15\\_std6ind5art23exercizeresrouces.docx](#)
- [2017-06-27-13:15\\_std6ind5art25emergencyinfonurse.pdf](#)
- [2017-06-27-13:15\\_std6ind5art21exercizeresroucesspanish.doc](#)
- [2017-06-27-13:15\\_std6ind5art5.pub](#)
- [2017-06-27-13:15\\_std6ind5art29domesticviolenceportuguese.doc](#)
- [2017-06-27-13:15\\_std6ind5art28emergencyhotlineslist.docx](#)
- [2017-06-27-13:15\\_std6ind5art30allstonbrightondiaporpantry.pdf](#)
- [2017-06-27-13:15\\_std6ind5art27ebnhcenrollmentform.pdf](#)
- [2017-06-27-13:16\\_std6ind5art33adultdentalservicespanish.doc](#)
- [2017-06-27-13:16\\_std6ind5art34classcoveragescheduleinternssped.jpg](#)
- [2017-06-27-13:16\\_std6ind5art35schwartzresourcesguide.docx](#)
- [2017-06-27-13:16\\_std6ind5art31adultdentalservices.doc](#)
- [2017-06-27-13:16\\_std6ind5art32aduletdentalservicesarabic.doc](#)

- [2017-06-27-13:16\\_std6ind5art24404060list.xlsx](#)
- [2017-06-27-13:16\\_std6ind5art38teenparentservices.doc](#)
- [2017-06-27-13:16\\_std6ind5art36familyplanningserviceessites.pdf](#)
- [2017-06-27-13:16\\_std6ind5art37ebnhcresourcelist.pdf](#)
- [2017-06-27-13:16\\_std6ind5art7superintendentletterspenish.bmp](#)

## Standard 6 Indicator 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.

### CONCLUSIONS

The library/media center houses an adequate number of certified/licensed personnel and support staff who assist in the implementation of curriculum, provide reasonably sufficient materials, and offer technological resources. The library is open before, during, and after school, is responsive to student interest and needs, and conducts some ongoing assessment using relevant data, but does not include feedback from the school community to improve services.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School has a Library Media Center that houses an adequate number of certified /licensed professionals (and also has a paraprofessional support staff member). The library provides materials and services that give every student the opportunity to reach their academic potential. The Library Media Specialist provides academic rigor, individual and collaborative learning, problem-solving, and available resources. The library media specialist also furnishes technologies and other materials relevant to implement teacher curriculum in each content area.

The library is an extension of the classroom and is open to all students and staff from 6:30 am to 4:00 p.m. The library serves as a hub for the East Boston Public Library, utilizes Boston Public Library cards, and offers student library cards. It also hosts community meetings and workshops at various times each week, which join parents, business leaders, parents, and local politicians. The library is open to the community during the school day and can be reserved to house special events from 4:00 to 9:00 in the evening.

**Related Files**

- [2017-06-27-13:18\\_std6ind6art01flepmoitoring.xlsx](#)
- [2017-06-27-13:18\\_std6ind6art02librarysigninsheer.pdf](#)
- [2017-06-27-13:18\\_std6ind6art05librarypass.pdf](#)
- [2017-06-27-13:18\\_std6ind6art04writingcenter.pdf](#)
- [2017-06-27-13:18\\_std6ind6art06lmsteacherreservation.pdf](#)
- [2017-06-27-13:18\\_std6ind6art03bpllibrarycardapplication.pdf](#)

## Standard 6 Indicator 7

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

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

### CONCLUSIONS

The support services for identified students at East Boston High School, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The Special Education Director oversees a department of 28 licensed special education teachers, a full-time Coordinator of Special Education Services, a part-time Coordinator of Special Education Services, and an administrative support position. Therapeutic supports are provided within the Special Education Department by a coordinator of clinical services, two school psychologists, and three student interns. Itinerant specialists provided supports in the areas of speech and language therapy, occupational therapy, physical therapy, adaptive physical education, adaptive technology, and hearing and vision services. Special education teacher caseloads range from 12-25 students. Supplemental supports in a one-on-one or small group setting are provided as needed. East Boston High School adheres to federal and state laws regarding the identification, monitoring, and referral of students for special education services. East Boston High School adheres to state mandates by providing inclusive learning opportunities for all students in the least restrictive setting possible. Opportunities for mainstreaming are available to all students, and many enroll in a combination of special education courses and regular education classes. Two learning specialists provide executive functioning and academic support to students in regular education classes, small groups, or one-on-one sessions. Students identified as having moderate disabilities are provided with transition training from a specialist who assists with travel training and outreach to community agencies. Some special education students are involved in vocational training programs and several are enrolled in community colleges and take courses through the Inclusive Concurrent Enrollment Program.

Special education teachers collaborate with other teachers, counselors, specialists, and support staff to achieve the school's 21st Century Learning Expectations. The Special Education Director, the Coordinators of Special Education Services, and school psychologists attend monthly district staff meetings to ensure compliance with

state and District mandates and to communicate best practices to staff. The Special Education Director and the Student Support Team meet weekly to provide academic, behavior and social/emotional interventions for identified students. Topics include student contracts, behavior plans, academic support with the Learning Specialists, referrals for school based counseling and referrals to community partners. Additionally, students may be referred to an in-house Credit Recovery program or District programs such as Twilight Night School or alternative education sites. Providing inclusive supports for all students is a guiding principle at East Boston High School. There are a number of separate classrooms for students with disabilities, but many are in inclusive classrooms. Support services personnel perform ongoing assessments using relevant data to improve services and ensure each student achieves the school's 21st Century Learning Expectations. Data used for decision-making referrals for interventions include the following: grades, MCAS scores, ACCESS scores, performance on District assessments, and curriculum-based measures.

East Boston High School performs ongoing assessments using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st Century Learning Expectations. In order to place students in the correct English Language Development (ELD) level, East Boston High School assigns ELD levels based on students ACCESS scores and teacher feedback. All staff administering the ACCESS test are trained every year and must pass the required tests. EBHS provides each English as a Second Language (ESL) students with dictionaries both in their native language and English. Currently, there are 698 English Language Learners with 18 ESL teachers and almost 100% of ELA teachers are ESL certified. East Boston High School has 10 Sheltered English Immersion (SEI) teachers who teach pure SEI classes to students in ELD levels 1-3. Almost 100% of content teachers are SEI endorsed and could teach SEI classes. In addition, EBHS has one full time administrator for the ESL department. Students identified as ELL (levels 1-3) receive instruction via an ELL model and are gradually mainstreamed into regular education classes. Level 4-5 ELL students are placed in regular education classes along with an ESL 4 support class and/or a full year English class with an ESL certified teacher. Lastly, there are several students who have tested out of the ESL services at East Boston High School. These students are coded as Formerly Limited English Proficient (FLEP) students. FLEP students are monitored every quarter for four years. Currently, 309 FLEP students are monitored in all classes. Inclusive learning opportunities are provided to English Language Learners (ELLs) through access to the general curriculum, including world languages and electives.

Graduation requirements and supports to meet them are afforded equally for all students. Because of the highly diverse culture of the school, all forms of communication are delivered in different languages. In addition, all ELL students are able to participate in all school clubs and activities, including enrichment programs. Because of the high-stakes nature of the MCAS tests, the school uses previous MCAS results and teacher recommendations to determine the necessary interventions to support student success. There is currently an MCAS math intervention class for ELL students.

Academic support is offered during the after-school tutoring program for SLIFE students. The school has three separate classrooms for students in the HILT (High Intensity Literacy Training) program. The Newcomers Assessment Center evaluates students in their native language to determine literacy levels. EBHS teachers design and administer an Entrance-Exit SLIFE (Students With Limited and Interrupted Formal Education) Test to assess students' strengths within the HILT Program. Teachers' opinions on student's skills are also considered. The ESL and World Language departments include an administrator and twenty-four certified teachers (among them, a SLIFE content leader).

HILT teachers collaborate with all teachers, counselors, specialists and other support staff to achieve the school's 21st Century Learning Expectations. The Content SLIFE leader and other teachers, attend monthly district meetings to ensure compliance with state and District mandates, and to communicate best practices to staff. Headed by the SLIFE teacher leader, teachers meet frequently to provide academic, behavior and social/emotional interventions for identified students. These interventions include student contracts and behavior plans.

ELD levels are assigned using ACCESS scores. The program has 48 ELL students and 6 teachers. SLIFE manages 15 students maximum per course. Math (80 minutes per day, taught in Spanish), science/history (40 minutes per day, taught in Spanish), and ESL (215 minutes per day). To determine student's promotion to the SEI program, an Entrance-Exit SLIFE Test is administered three times per year (See EXCEL FILE Exit Criteria).

Another criteria to exit the SLIFE program includes meetings with the Language Assessment Team in which teachers and counselors review student's work samples. An exit document is signed by counselors and teachers. (See sample exit document and LAT meeting checklist.)

#### **Related Files**

- [2017-06-27-13:20\\_std6ind6art01flepmoitoring.xlsx](#)
- [2017-06-27-13:20\\_std6ind7art03spedliasonlist.docx](#)
- [2017-06-27-13:20\\_std6ind7art06studentlasreport.pdf](#)
- [2017-06-27-13:20\\_std6ind7art01pulseprogram.docx](#)
- [2017-06-27-13:20\\_std6ind7art09translationequipment.docx](#)
- [2017-06-27-13:20\\_std6ind7art08studentsupportreferralform.docx](#)
- [2017-06-27-13:20\\_std6ind7art10hiltforslifeexplanation.docx](#)
- [2017-06-27-13:20\\_std6ind7art13sifeexamscores.xlsx](#)
- [2017-06-27-13:20\\_std6ind7art07sifeplacementexam.docx](#)
- [2017-06-27-13:20\\_std6ind7art11eslstudentevaluation.jpg](#)
- [2017-06-27-13:20\\_std6ind7art05spedprogramcodes.pdf](#)
- [2017-06-27-13:20\\_std6ind7art12annualeldupdate.jpg](#)
- [2017-06-27-13:20\\_std6ind7art02eleparentletter.rtf](#)
- [2017-09-27-11:10\\_std6\\_art\\_east-boston-in-house-credit-recovery-contract-.pdf](#)



# Standard 6 Executive Summary

EXECUTIVE SUMMARY

In order to service the needs of all of our students, East Boston High School has multiple, timely, coordinated, and directed interventions. Tiered levels of preventative and proactive interventions are implemented to support students with varied needs. Close coordination between student support services, the counseling team, and the onsite health clinic enables communication of individual student and whole-school needs. Through multiple modes of communication, students and families have access to in-school and out-of-school services. The Family Center informs families about the events, services, and programs the school has to offer.

EBHS's ELL Department provides comprehensive services to 698 ELL students. In addition to academic supports, EBHS supports the mental health needs of newcomers through the Counseling Support program. The school also has a wide variety of clinical, academic, and preventative support services for “at risk” students and students in need.

East Boston High School's extensive use of technology helps support students and these initiatives.

ADVISORY RATING

- Acceptable

## Standard 6 Strengths

### STRENGTH

East Boston High School has several support systems in place to ensure that students who are “at risk” receive timely interventions.

### STRENGTH

The Student Support Team has developed an efficient referral process to ensure that students have access to both in-school and out-of school services (particularly those without insurance and those who need Spanish-speaking therapists).

### STRENGTH

The EBHS Health Services department, along with the on-site branch of the East Boston Neighborhood Health Center, provides preventative health services, ongoing health assessments, and direct intervention services to students.

### STRENGTH

EBHS support services use a variety of technology to deliver an effective range of coordinated student services.

### STRENGTH

The EBHS Family Center disseminates important information about school events and/or program to the families in a wide-variety of ways (i.e. newsletters, mailings, robo-calls).

### STRENGTH

EBHS has a wide-variety of clinical and preventive support services for students in need.

### STRENGTH

EBHS offers a multitude of credit-recovery and re-engagement programs (i.e. Credit Recovery, Attendance Committee, etc.)

**STRENGTH**

EBHS's ELL department provides comprehensive services to support language acquisition and transition into mainstream classes.

**STRENGTH**

Two learning specialists provide direct instruction and individual support on an as-needed basis to identified students in the areas of transition and executive functioning, as well as coordinated services with outside providers.

# Standard 6 Needs

NEEDS

Tiered levels of academic and behavior interventions (RTI).

NEEDS

Update the library collection to include more engaging fiction and nonfiction choices for students, including e-books and updated technology that support the 21st Century Learning Expectations.

NEEDS

Create more inclusive instructional opportunities for special education students.

## Standard 7 Indicator 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.

### CONCLUSIONS

There is adequate funding in the areas impacting general academic programming, such as professional and support staff, technology support, instructional materials, and most supplies. The community and the District's governing body provide funding for a wide range of school programs and services, including sufficient professional and support staff, ongoing professional development, and curriculum revision.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The City of Boston and the Boston Public Schools determine the overall operating budget of East Boston High School. The budget is gleaned from a combination of taxes received, state money, and federal funds and grants. The budget is based on a per-pupil allocation of \$5,237 for regular education students, to more than \$8,000 per special needs students and English Language Learners (ELL). For the past two years, EBHS benefited from a budget formula that gave more money to schools with high enrollment, so the money would stay with the student. The 2015-16 EBHS budget was \$10.9M, and the 2016-17 budget is \$11.6M. The projected 2017-18 budget is \$11.2M, which represents a loss of \$428K from the previous year.

Budget allocations are based on student projections, which can fluctuate. From 2015-2016 to 2016-2017, EBHS projections and student numbers were not aligned because actual enrollment was higher. The overall budget was adversely impacted by a federal budget cut in Title 1 funding. As reported in 2016-17, \$178,053 is allocated to Title 1 needs.

All professional staff at the school meet twice a week in content groups for professional development. As part of this professional development program, EBHS has used grant money to pay for a consultant from McTighe Associates to support administrators and teachers in Understanding by Design (UbD) curriculum development. Professional development over the past two years has been very teacher-driven and focused on teacher-led inquiry, including Instructional Rounds and content-based UbD work. Most professional development opportunities are teacher-led and in-house. Funds to attend conferences and content-specific outside professional development are not readily available.

East Boston High School has steadily increased its technological capabilities over the past 4 years. The school

has successfully provided LCD projectors in every classroom (and Smartboards in a few) updated the Wi-Fi service, and increased web-based learning programs. The addition of these teaching tools has greatly enhanced classroom learning. The school employs a full-time tech-support person who works on daily tech issues within the building and collaborates with the Boston Public Schools Office of Instructional and Informational Technology (OIIT) as needed. The current support budget, not including a full-time technician, is \$6,000.

With regards to equipment, supplies, and materials, there are some issues that are out of the school's control. The District wants to phase out printers in favor of networked copy/printer stations, and for those teachers with printers, getting replacements for toner can take a long time. The goal of networking printers is challenging because there are not enough copiers; their locations are far-removed from some classrooms; and copy paper is limited. The Endicott Survey results show that the staff at EBHS does not think that there is adequate funding for current and new technology beyond the basic needs.

Each teacher/support staff currently receives about 2,000 sheets of paper over the school year. While this seems like a large number because of a rise in on-line learning, the school is not yet at capacity for supplying all students with individual computers; therefore, teachers often run out of paper. There is also a text book shortage in some departments, requiring teachers to make photocopies, which burdens an already strained paper budget.

In November/early December, the BPS releases projected the enrollment for EBHS, which begins the budget process. Projections for 2017-18 are lower than 2016-17.

#### **Related Files**

- [2017-07-26-11:00\\_stan-7-ind-1-art-1-budget-fy2015.xlsx](#)
- [2017-07-26-11:00\\_stan-7-ind-1-art-3-budget-fy2017.xlsx](#)
- [2017-07-26-11:04\\_stan-7-ind-1-art-2-budget-fy2016-2.xlsx](#)
- [2017-09-27-14:57\\_std\\_common-art-east-boston-high-school-cpt-teams-2017-2018.pdf](#)
- [2017-09-27-17:05\\_std\\_common\\_art-ilt-ebhs-rolling-agenda.pdf](#)
- [2017-09-27-17:12\\_std\\_common\\_art\\_-ubd-.pdf](#)
- [2017-09-27-17:13\\_std-common-ubd-artifact-1.zip](#)
- [2017-09-27-17:16\\_std7\\_ind1\\_art\\_laptop-cart-rotation-jfy.pdf](#)
- [2017-09-28-12:11\\_std-7\\_-ebhs-rounds-2016-2017-background-information-spring-2017.pdf](#)

## Standard 7 Indicator 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.

### CONCLUSIONS

East Boston High School is adequate in its developing, planning, and funding of programs that make sure the building is clean and maintained. Equipment that should be replaced is usually repaired until it can be replaced. There is insufficient support for science laboratories. Certain other areas of the building need improvement, such as the auditorium, the basement, and student and staff bathrooms. There are seven full-time custodians and one part-time custodian on staff with daily work schedules. The custodial staff is divided into two work shifts; one day and one evening, and has a daily work schedule for seven full time (40 hours) and one part-time (19 hours) custodian. This allows for 299 hours of maintenance per week.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The custodial staff of East Boston High School has developed a maintenance and repair plan for the building and school plant to ensure the school is properly maintained, equipment is cataloged, and the building is cleaned on a daily basis. Any equipment that cannot be repaired is generally replaced by the BPS Maintenance Department.

The school is cleaned and maintained on a daily basis as part of regular custodial tasks. The building and grounds are inspected and graded monthly by an area manager. Custodial supplies are ordered and delivered bi-monthly, and custodial equipment is cataloged annually (and repaired as needed). Alterations & repairs, electrical, plumbing & HVAC repairs are done as needed via a "Work Order Request Form" filled out by the custodian and submitted to the school secretary to be processed online. All requests for needed repairs are reviewed, with input from the Headmaster, which has improved the timeliness of all maintenance work orders and repairs. The maintenance staff at East Boston High School keeps records that are up-to-date and complete to ensure the repair of the building in a timely and sufficient manner.

The alarm department inspects and maintains the fire and security alarms monthly. They also troubleshoot as needed.

While EBHS resources are adequate to sustain the quality of most of its educational program and to support institutional improvements, there are some issues with physical support of science labs and bathrooms. The 1999-2001 renovations show some science rooms updated and outfitted with stations and equipment; however,

those updates are now outdated. The numbers of science classes have increased, which is an academic plus, but this means there are not enough labs to provide a full science experience. Some biology and chemistry classes, all Freshman Academy physics classes, AP Physics, and AP Environmental Science do not have lab rooms. However mobile labs were ordered fall of 2017 to accommodate rooms without labs. Because of this, they are unable to do anything with water and have such limited electric plug-ins that they cannot use much of the lab material that has been purchased through grant funding.

The auditorium is antiquated. This large space needs help in the form of new seating, sound system, stage, lighting, and ventilation. It is not only used by the students, but also by the community for meetings and informational sessions.

Bathrooms for both staff members and students need to be improved and increased: the number of staff bathrooms is too small for the size of the staff, and the paint on the walls, ceilings, and radiators is peeling. Student bathrooms should be updated with more efficient water and soap dispensers. The boys' bathrooms could use privacy dividers between urinals.

The custodial staff is stretched thinly, especially at night. Staff is sometimes taken from both day and evening crews to cover other schools. A custodial position was eliminated from the budget six years ago and never reinstated. There is a danger that the quality of maintenance for the building will deteriorate.

According to the Endicott Survey, approximately fifty percent of the staff and students felt the building was maintained adequately. This means fifty percent felt improvements were needed.

#### **Related Files**

- [2017-07-26-11:06\\_stan-7-ind-2-art-1-facilities-and-capital-improvement-plan.pdf](#)
- [2017-09-27-15:30\\_std\\_7-in-2-art-2-fire-logs.pdf](#)
- [2017-09-27-22:34\\_std7\\_ind2\\_art15.newwindows.webp](#)
- [2017-09-27-22:35\\_std7\\_ind3\\_art16.keycardentry.webp](#)



## Standard 7 Indicator 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.

### CONCLUSIONS

The school has an acceptable long-range plan that addresses programs and services, enrollment changes, staffing needs, facility needs, technology, and capital improvements.

### EVIDENCE AND EXPLANATION Evidence and Explanation

Currently, the District and EBHS have developed a targeted a long-range plan for capital improvement for window replacement. The window installation has already begun because the school and the District recognized that windows did not open or close properly. Some windows posed a risk to students because they closed too quickly. The old windows were drafty because they were not insulated. As a result, many of the temperatures fluctuated and several classrooms were too cold or too warm throughout the school year. Window project began Spring of 2017 and is currently in the final stages, 95% of the windows have been completed as of Sept. 2017. The crew is ahead of schedule and due to finish next month.

School-wide Wi-Fi was recently upgraded to answer the demands of academic programs, which allows for an increase in technology usage.

Over the past three-years, the school increased its mobile computer capacity to 480 laptops contained in 16 mobile carts. The Headmaster's goal is to increase the number of computers until every student has access to his/her own laptop.

The Headmaster collectively develops long-range plans in a number of different ways. He reviews the school's enrollment numbers to get a sense of student numbers and staffing needs for the following year, which includes administration, teachers, support staff, maintenance and student support.

The school enrollment has been increasing over the past four years by

21% for 2013-2014 to 2014-2015

.05% for 2014-2015 to 2015-2016

.04% for 2015-2016 to 2016-2017

The special education population in particular is reviewed to ensure that the high school programs are prepared

to meet the needs of the incoming students. Programs offered and levels of staffing have increased over the past 4 years due to increased enrollment. The building was originally designed for 900 students, but is currently oversubscribed at 1,500.

As the BPS formulates its long-range build plans (BuildBPS), there have been community discussions in the late spring and early fall about possibly increasing our student population to cover grades 7-12 due to a lack of middle school seats within the neighborhood. The city of East Boston has seen its population increase to the point where additional school buildings and high school additions are being considered. At least two community meetings were held to explore the possibility of adding a middle school component to the high school. If those plans come to fruition, EBHS would need extensive renovation to accommodate the number of students (estimated at 350) expected under that scenario.

#### **Related Files**

- [2017-07-26-12:14 stan-7-ind-3-art-2-student-demographic-data-sy-2013-14-2.pdf](#)
- [2017-07-26-12:14 stan-7-ind-3-art-3-student-demographic-data-sy-2014-15-2.pdf](#)
- [2017-07-26-12:14 stan-7-ind-3-art-1-student-demographic-data-sy2012-2013-2.pdf](#)
- [2017-07-26-12:14 stan-7-ind-3-art-5-sy-2016-17-2.pdf](#)
- [2017-07-26-12:14 stan-7-ind-3-art-9-teacher-master-schedule-sy1617.xls](#)
- [2017-07-26-12:14 stan-7-ind-3-art-8-teacher-master-schedule-sy1516.xls](#)
- [2017-07-26-12:14 stan-7-ind-3-art-4-student-demographic-data-sy-2015-16-3.pdf](#)
- [2017-07-26-12:14 stan-7-ind-3-art-6-custodial-long-range-plan-for-facility-needs-and-capital-improvements-l-dochub.pdf](#)
- [2017-07-26-12:14 std-7-ind5-art12-buildbps-website.docx](#)
- [2017-07-26-12:14 std-7-ind-3-art-11-buildbps\\_demographics\\_report\\_to\\_sc\\_11-02-16\\_v6.pptx](#)
- [2017-07-26-12:14 std-7-ind-3-art-7-buildbps-ce-advisory-committee-report-9-30-16.pdf](#)
- [2017-07-26-12:14 std-7-ind-3-art-10-ed-vision-presentation-to-sc-10.5.16-final-rev.pdf](#)
- [2017-09-27-22:44 std7 ind5 art15.upgradedwi-fiandnewrouters.webp](#)
- [2017-09-27-22:45 std7 ind2 art15.newwindows.webp](#)

## Standard 7 Indicator 4

Faculty and building administrators are actively involved in the development and implementation of the budget.

### CONCLUSIONS

Faculty and building administrators are adequately involved in all aspects of the development and implementation of the budget.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The budget process begins in December/January when the District releases budget totals to the Headmaster on a per-pupil allocation. Very little of the actual budget is flexible for EBHS. As reported in Indicator 1, the budget is based on a per-pupil allocation of \$5,237 for regular education and more than \$8000 for special needs and ELL students.

The 2015-16 school-year budget was \$10.9M, while the 2016-17 school-year budget is \$11.6M. The projected 2017-18 budget is \$11.2M (a loss of \$428K from this year).

The Headmaster and administrative team discuss:

- How to allocate money for substitutes and supplies;
- How many teachers will be needed for per content;
- Title 1 grant fulfillment.

These figures and recommendations are then submitted to the School Site Council (SSC), a volunteer governing body consisting of teachers, parents, and students, who vote on the recommended budget. If the SSC has questions or concerns, it can direct them to the Headmaster and administrative team, who then make necessary adjustments. The SSC may not agree with the budget, but must acknowledge that they have reviewed it. (By “signing,” the Council indicates they have met and discussed it.)

Once the budget is approved by the SSC, it can be implemented and the administrative team is then able to order supplies and services from approved vendors, hire or retain teachers, and make allowances for substitutes. If a teacher needs textbooks or supplies, he/she submits a request to their administrative content leader who uses allocated content budget.

The larger parent population is invited to learn more about the budget at a Parent Council meeting, which is advertised through emails, social media, postcards, and phone calls.

### Related Files

- [2017-07-26-12:36\\_std7\\_ind4\\_art2-fy2015-east-boston-high-school-all-fund-budget.xls](#)
- [2017-07-26-12:36\\_std7\\_ind4\\_art4-bps-weighted-student-funding-school-level-analysis-fy17.pdf](#)
- [2017-07-26-12:36\\_std7\\_in-4-art-1-bps-weighted-student-funding-school-level-analysis-fyvsfy15.pdf](#)
- [2017-07-26-12:36\\_std7\\_ind4\\_art6-bps-fy16-allocations-to-schools-.pdf](#)
- [2017-07-26-12:36\\_std\\_ind4\\_art5-bps-fy15-allocations-to-schools.pdf](#)
- [2017-07-26-12:36\\_std7\\_ind4\\_art8-ebhs-all-fund-budget-fy16.xls](#)
- [2017-07-26-12:36\\_std7\\_ind4\\_art7-ebhs-all-fund-budget-fy17.xls](#)
- [2017-07-26-12:36\\_std7\\_ind4\\_art3-boston-public-schools-fy17-budget-proposal.pdf](#)
- [2017-09-28-12:18\\_std7ind4art\\_parentinformemail---budget-info-highlighted.docx](#)

## Standard 7 Indicator 5

The school site and plant support the delivery of high quality school programs and services.

### CONCLUSIONS

The building is limited in its support of high-quality high school programming. The school site and plant support the delivery of many high-quality school programs and services, but there are challenges: EBHS is an older building originally created to house approximately 900 to 1000 students and currently holds close to 1,500. Classes are spread over four levels.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The school supports the delivery of many high-quality programs and services. The current school enrollment (1,500 students) exceeds the original school capacity by 40%. Parents and students responded positively (62%) to the facility in the recently administered NEASC survey. Staff survey results show 45.6% of staff feel the site and plant support the delivery of high-quality school programs and services; 27.2% disagree, and 27.2% were undecided. The next major capital improvement planned is new windows throughout the building (which has already commenced). The building's roof was repaired and the building was repainted in 2013, but there is no air conditioning when the weather is hot. In the cold weather, the heat is not equally distributed throughout the building, as some sections are warm and others cold. The boiler is decades old and needs replacing.

### Related Files

- [2017-07-26-12:57\\_std7\\_ind5\\_-art1-facilities-and-capital-improvement-plan.pdf](#)
- [2017-07-26-12:57\\_std-7-ind-5-art-2-building-schematics.pdf](#)
- [2017-07-26-12:58\\_std-7-ind-5-art-4.docx](#)
- [2017-07-26-12:58\\_std-7-ind-5-art-3-buildbps\\_executive-summary.pdf](#)

## Standard 7 Indicator 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.

### CONCLUSIONS

East Boston High School maintains acceptable 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.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School and the District maintain inspection records that support a safe and healthy operating environment for our students and school personnel at an acceptable level. The Boston Fire Department and the City of Boston Inspectional Services Department conduct monthly and quarterly inspections of the school building in order to ensure that the facility meets all state and federal compliance standards.

#### Quarterly Inspections:

Facility Review by the Boston Fire Department

Elevator Inspection and Certification; Boston Public Schools (Elevator Maintenance Contractor)

#### Monthly Inspections:

Boston Fire Department, Fire Alarm Systems and Sprinklers

Inspectional Services, Pest Control and review of Occupancy permit

#### Special Inspection:

Water Bubbler testing conducted in July 2016. Based on findings, students and staff use bottled water from multiple sources throughout the school.

All documents are kept on school premises (either in the custodian's or Headmaster's office). Additional documents are available at the City of Boston Inspectional Services Office.

**Related Files**

- [2017-09-27-15:43\\_std\\_7-in-2-art-2-fire-logs.pdf](#)
- [2017-09-27-15:49\\_std\\_7-ind-6\\_art-2-pest-control-log.pdf](#)

## Standard 7 Indicator 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.

### CONCLUSIONS

East Boston High School's 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.

### EVIDENCE AND EXPLANATION Evidence and Explanation

East Boston High School's professional staff employs a variety of strategies to engage parents as partners. The engagement starts in the summer, when a welcome letter is mailed home in both Spanish and English. EBHS also posts the welcome letter, the Headmaster's address, and more information on the website (ebhsjets.net). An unofficial site is the EBHS Facebook page, which focuses more on parent information and school announcements. East Boston High School was recently recognized by Dr. Karen Mapp of the Harvard School of Graduate Education in her web-based series on Family and Community Engagement. Using locations across the country, Dr. Mapp chose EBHS because of its stated commitment to partner with families (EBHS Family Center Mission Statement). The high school, through its Family Center, teachers, and support staff, regularly connects with its parents through a variety of media. It also engages with community agencies through youth programming and with individuals who work with families in housing developments.

Most teachers reach out within the first few weeks of school to establish a rapport with each family. Teachers also contact parents and families to give progress updates. If any student is absent for two consecutive days, homeroom teachers call to inquire; this practice occurs throughout the academic year. The high school's internal partners (non-school funded agencies housed within our building) that are involved in parent and family engagement are Tenacity, Gear-Up, Private Industry Council (PIC), and College Advising Corps.

A Curriculum Night is held in September to give parents a variety of information, including teachers' backgrounds, class curricula, and how to create an Aspen account. Parents follow their child's schedule and meet all of the teachers - most of whom will introduce themselves and their class expectations, discuss how students are graded, focus on content, and provide an example lesson.

Parents are assisted with creating an Aspen account, which allows parents/guardians to log into Aspen at any time to check their child's grades, attendance, and test scores. Through the Aspen network, parents/guardians, and teachers are able to communicate in live time. A truancy prevention/intervention program is in place to help students who have attendance issues. Additionally, parents and students can view academic progress, such as current grades, assignments, and assessments.



Usually, at the end of Curriculum Night, parents are elected to school governance positions on the Parent Council. The focus of the Parent Council is to represent the interests of parents and students, and to maintain focus on families and students when academic decisions are made. Meetings are monthly (at least twice), and parents gather to talk with school administrators about policy issues.

During the spring, there is a second parent/guardian/teacher meeting opportunity referred to as Open House. Open House is held from 5:30- 7:30 P.M. and the purpose is to provide one-on-one time for parents/guardians and teachers to discuss students' academic progress. If a student is not on track, teachers and parents are able to discuss options that may help improve their child's academic progress (as well double-check on correct addresses).

The push for correct phone numbers and addresses is part of the outreach plan: newsletters and postcards are mailed home with information; emails are sent to parents about general school information; posts are made on the website and Facebook; and informational phone calls are sent through the school messenger system.

EBHS also meets with community agency/organization youth workers during the year to talk about academic programs, student attendance, and ways the organizations can help the school connect with families.

EBHS also contracted with Families First Inc. to conduct workshops for parents in two languages on topics such as Communicating with Your Teen and Love and Discipline. EBHS is also a partner with the BPS Parent University, and has hosted and recruited parents for classes in English as a Second Language and computers.

Home visits are sometimes initiated if phone and mail attempts to reach the parent are unsuccessful. Unfortunately, there are times parents are called to school to meet with teachers and administrators to discuss possible student infractions.

The school nurses, both of whom are registered nurses, are in contact with parents/guardians (averaging contact with 16-20 per day). They compose and send letters regarding a myriad of issues, such as opt-outs, physical exams, and immunizations. The nurses also have a newsletter posted on the school website. There is also a school-based health center on-site - a satellite of the East Boston Neighborhood Health Center - which is staffed by a nurse practitioner, a certified medical technician, and social worker.

The registrar and the Attendance Committee closely monitor the attendance and tardies of students. When needed, a letter in the parents' language addressing excessive absences and or tardies is mailed home.

The Special Education staff engage parents and families by mailing home invitations in the native language to their child's annual I.E.P. meeting. If interpreters are needed and if parent/guardian inform the Special Education Department with ample notice, an interpreter is called upon to attend the I.E.P. meeting.

Despite the wide variety of efforts made by the high school to connect with parents and families, the response data from the Endicott survey indicates that EBHS is not successful in communicating and engaging parents. These survey results speak to the frustration teachers may feel when numbers and addresses for students are out of working order or have not been updated. The district has welcome centers for parents to update mailing addresses, but the business hours of these offices are difficult for families to access, and contact information can only be changed in person at one of these centers. Many parents have incorrect addresses, old phone numbers, or do not register their email addresses with the school-connect system. Parents can 'opt out' of receiving calls and emails, which also hinders outreach. EBHS has also held meetings in different neighborhoods where students live to connect with parents. The school builds on outreach efforts and tries to learn from other institutions with higher success contact rates.

- [2017-09-27-15:51\\_std\\_common-art\\_bilingual-family-newsletter.pdf](#)
- [2017-09-27-15:57\\_std\\_7\\_ind-7family-center-information.pptx](#)
- [2017-09-27-15:57\\_std\\_7\\_ind7-parent-night.ppt](#)
- [2017-09-27-15:59\\_gni-2016-schedule.docx](#)
- [2017-09-27-15:59\\_aspen-journal-tab-expectations.docx](#)
- [2017-09-27-16:15\\_std\\_7\\_ind7\\_art-attendance-committee-rolling-agenda-.docx](#)
- [2017-09-27-21:59\\_std7ind7art11orientationexpectations.pdf](#)
- [2017-09-27-21:59\\_std7ind7art10familyplanningservicesites.pdf](#)
- [2017-09-27-22:00\\_std7ind7art9familyresourceslist.docx](#)
- [2017-09-27-22:00\\_std7ind7art8orientationinvite.pdf](#)
- [2017-09-27-22:00\\_std7ind2art5orientationletter.pdf](#)
- [2017-09-27-22:15\\_std7\\_ind7\\_art13\\_parentsurvey.doc](#)
- [2017-09-27-22:15\\_std7\\_ind7\\_art12\\_parentoutreach-21stcent.rubricletter.docx](#)
- [2017-09-27-22:16\\_std7\\_ind7\\_art13\\_ebhsdance-1.doc](#)
- [2017-09-28-12:23\\_std7\\_ind7\\_jrotc-cade-parent-guardian-info-sheet.pdf](#)
- [2017-09-28-12:24\\_std7\\_ind7\\_community-planning-item---email-communication.pdf](#)
- [2017-09-28-12:37\\_std7ind7art\\_parentinformemail-1.docx](#)
- [2017-09-28-13:02\\_std7\\_ind7\\_east-boston-high-school---truancy-prevention-plan.docx](#)
- [2017-09-28-13:06\\_std7\\_ind7\\_parent-login-instructions.pdf](#)
- [2017-09-28-13:12\\_std7\\_ind7\\_parent-night-4\\_12\\_17.pdf](#)
- [2017-09-28-13:14\\_stdind7art20curriculumnightspanish.docx](#)
- [2017-09-28-13:15\\_std7ind7art10physicalexam.docx](#)
- [2017-09-28-13:16\\_std7ind7art22ebnhcpamphlet.pdf](#)
- [2017-09-28-13:17\\_std7ind7art37ebnhcresourcelist.pdf](#)
- [2017-09-28-13:19\\_std7ind7art7communityadvisoryagenda.docx](#)
- [2017-09-28-13:20\\_std7ind7art14orientationflyerspanish.pdf](#)
- [2017-09-28-13:23\\_std\\_ebhs-parent-university\\_esol-night-classes-at-ebhs\\_flyer-2017-18.pdf](#)
- [2017-09-28-22:26\\_std\\_ind\\_parent-night-4\\_12\\_17.pdf](#)

## Standard 7 Indicator 8

The school develops productive parent, community, business, and higher education partnerships that support student learning.

### CONCLUSIONS

East Boston High School is **acceptable** developing productive parent, community, business, and higher education partnerships that support student learning.

### EVIDENCE AND EXPLANATION Evidence and Explanation

The results of the NEASC Survey reveal that 26.2% of faculty members strongly agree, and 56.3% agree (cumulative 82.5%) that the school has developed effective external partnerships. The survey also indicates that 6.3% of faculty members strongly agree, and 62.5% agree (cumulative 68.8%) that the school has developed effective external partnerships. This 16.7% disparity in response data indicates that EBHS may be somewhat deficient in communicating to parents that their children have considerable access to learning opportunities both inside and outside of school.

#### Parent Partnerships

Parent partnerships are fostered through the Family Center, which coordinates with a number of outside agencies (including Zumix, Maverick Landing, and Brandywyne Development) to disseminate information about school-related issues, including student attendance, events, and policy proposals.

#### Community Partnerships

##### *Internal Non-profit Support*

Housed non-profit agencies make up a considerable portion of East Boston High School's institutional support.

One of the most visible and consistent voices is The East Boston Neighborhood Health Center, which opened a satellite facility directly on school grounds in 2014. The Health Center is open during school hours and provides services such as sports physicals and immunizations, as well as treatment for acute health issues like asthma, headaches, and sore throats. The Center also provides counseling for healthy eating choices, birth control, depression, anxiety, and sexual identity.

The Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) office motivates students to have high expectations, stay in school, study hard, and take the right courses to go to college. The Gear Up staff conducts regular school visits and field trips, and provides extensive college and career mentoring to outgoing seniors.

The Private Industry Council (PIC) connects EBHS students to education and employment opportunities. Staff members identify needs in the labor force, and then advise students on how to create resumes and hone their interview skills to gain real-world employment.

The Boston Scholar Athletes Program (BSA) provides full-time facilitators who mentor, counsel, and advise student athletes. The “Zone” (located in the library) offers a safe and welcoming environment for students seeking academic support and one-on-one tutoring.

Recently, the Headmaster convened a Community Advisory Council. The Council's members are made up of elected city and state representatives (one is a graduate of EBHS, and the other is a former teacher at the high school) directors of social service agencies and housing developments, as well as leaders in business and culture/the arts. This Advisory Council provides the headmaster with the opportunity to engage in direct contact with those who work with (and for) various parent and family constituents.

### *External Non-profit Support*

East Boston High School has solidified partnerships with a number of external non-profit organizations who provide classes, activities, and academic support for our students.

Since 2010, EBHS has enjoyed working with Zumix, a local, music-based, non-profit community organization. Zumix offers opportunities to take classes, as well as visiting teachers, to enrich students' artistic pursuits. Zumix currently provides all freshmen English students with a 16-week poetry/songwriting unit. Zumix staff has also assisted ESL classes with vocal encouragement and support. In 2015, East Boston High School and Zumix continued their longstanding partnership by collaborating on a unique proposal for a low-frequency FM radio signal. Two years later, in August of 2016, 94.9, WZMR was born. With over one-million potential listeners, Zumix Radio promotes youth and community voices in East Boston while supporting teens to learn valuable 21st Century skills in technology, radio production, communication, and journalism. The station currently offers 24-hour programming and ample opportunities for students to create and broadcast original work. The antennae and a satellite radio station are housed at East Boston High School, while the main feed is located at Zumix' Firehouse.

The Institute of Contemporary Art (ICA) offers free classes in photography and audio/video production. Through a partnership with Edvestors (a philanthropic, school-improvement organization), participants can earn high school course credit for taking classes at the ICA, Zumix, Urbano (a Boston-based dance ensemble), Artists for Humanities, and a host of other local after school programs.

Other partnerships:

- The Massachusetts Educational Theatre Guild offers scholarship opportunities, classes, funding for facilities, and PD for students.
- The Brown Rudnick Charitable Foundation provides grants for science mentoring at the Umana Middle School. The Foundation also supports the AP Bridge Program and science-related extracurricular activities.
- The City Performing Arts Center offers free summer programs in singing, dancing, and performing arts.
- Kiwanis assists the EBHS Key Club in many activities, including dinners, leadership training, and fundraising.
- The Peer Health Exchange conducts workshops to empower young people with the knowledge, skills, and resources to make healthy decisions.

### **Business Partnership**

East Boston High School has some business partnerships throughout East Boston.

- Through the East Boston Foundation, Massport funds a number of school-related events, including sports and awards banquets. The foundation also supports athletics and academics through a number of scholarships. East Boston Savings Bank offers scholarships as well.
- Several hotels, including Embassy Suites and the Hyatt, offer facilities and services at a discounted rate.
- At this time, the school is pursuing local businesses, including Image-Conscious Studios and JetBlue, to offer seniors internship opportunities.

## Higher Education Partnerships

- East Boston High School has recently entered into dual enrollment articulation agreements with Suffolk University, Benjamin Franklin Institute of Technology, Fisher College, and Bunker Hill Community College. Qualified students are encouraged to take classes during their senior year for course credit. Bunker Hill and Ben Franklin also provide a testing site for Accuplacer.
- Suffolk University and EBHS have also forged a strong partnership through athletics. For the use of East Boston High's field, Suffolk has provided team uniforms and two full scholarships for qualified students.
- The University of Massachusetts, Boston provides facilities for the AP Science Bridge program.
- Emerson College offers MCAS ELA tutors for the past two years as well as discounted tickets to local performances. The tutoring program is on hiatus because Emerson could not fill the class, and administrators are currently in negotiations to bring them back in the fall of 2017.
- Tufts University created a curriculum for an advanced science elective that teaches students about infectious and neurological diseases and disorders, including addiction.

### Related Files

- [2017-07-26-21:55\\_suffolk-dual-enrollment-articulation-agreement-1-26-17-2.docx](#)
- [2017-07-26-21:56\\_ben-franklin-student-list-email-acts-as-articulation-agreement.png](#)
- [2017-07-26-21:58\\_email-for-emerson-dual-enrollment-partnership-fall-2017.pdf](#)
- [2017-07-26-21:58\\_memorandum-of-understanding\\_east\\_boston\\_highschool-fisher-college-dual-enrollment-partnership1.docx](#)
- [2017-07-26-21:58\\_edvestors---cte-support-letter-for-pathways-2016-0613.pdf](#)
- [2017-07-26-21:58\\_xumiz-letter-of-support.pdf](#)
- [2017-07-26-21:59\\_credit-bearing-letter-of-agreement-used-for-artists-for-humanities-ica-zumix-and-other-bps-arts-partners.docx](#)
- [2017-07-26-21:59\\_ebhs-asap-porgram-map-for-ben-franklin-dual-enrollment1.pdf](#)
- [2017-09-28-13:24\\_std7\\_ind7\\_college-advising-corps-flyer.pdf](#)
- [2017-09-28-22:20\\_std\\_ind-college-advising-corps-mou---east-boston-high.pdf](#)
- [2017-09-28-22:20\\_std\\_ind---gear-up---recruitment-flyer-2017-for-teachers.pdf](#)
- [2017-09-28-22:21\\_std\\_ind\\_2017-gear-up-principals-letter-east-boston.pdf](#)

## Standard 7 Executive Summary

### EXECUTIVE SUMMARY

Based on the rating guide for the Standard on Community Resources for Learning, East Boston High School judges its adherence to the standard as Acceptable. Resources for this standard are adequate to sustain the quality of most of its general academic programming, such as teachers and support staff. The school could still benefit from more funding to further professional development opportunities and increase instructional materials, equipment, technology, and supplies.

The overall operating budget is \$11.2M, with very little flexibility on how money is spent. There are some issues that are not within the school's control, such as district-level cost-cutting decisions, which impact teacher material needs. Some repairs and renovations are long overdue.

The custodial staff has developed a maintenance and repair plan for the building and school plant to ensure the school is properly maintained, equipment is cataloged, and the school is cleaned on a daily basis. Any equipment that cannot be repaired is generally replaced by the BPS Maintenance Department.

While EBHS resources are adequate to sustain the quality of most of its education program, there are some issues with physical support of science labs, windows, and renovations needed for all student and staff bathrooms. The auditorium should be restored because it is not only used by the school, but also by the community for meetings and other events.

There are long-term plans in place to support programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements. This also includes district-level plans to reconfigure grades that, if approved, will expand the high school.

East Boston High School was recently recognized because of its stated commitment to partner with families. The high school, through its Family Center, teachers, and support staff, regularly connects with its parents through a variety of media. It also engages with community agencies with youth programming and those who work with families in housing developments.

EBHS employs a variety of ways and media to engage parents as partners. The engagement starts in the summer and continues all year. The special education staff engages parents and families by mailing home invitations to their child's annual I.E.P. meeting in the home language.

EBHS also meets with community agency/organization youth workers during the year to talk about academic programs, student attendance, and ways in which the organizations can help the school connect with families.

East Boston High School develops productive parent, community, business, and higher education partnerships that support student learning. As evident by the partner list and those identified as resources, EBHS makes every effort possible to support families, bring programs and information to parents and students, and engage the community as an active partner.

EBHSI has made significant strides in this Standard, but also recognizes perceived weaknesses. The school will continue to build on outreach efforts and learn from others with higher success contact rates.

## ADVISORY RATING

- Acceptable

## Standard 7 Strengths

### STRENGTH

- Long-term plans programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, including district-level plans that, if approved, will expand the high school

### STRENGTH

- Pathway choices

### STRENGTH

- Technology fundraiser to augment and improve our existing hardware and software

### STRENGTH

- A clean, well-maintained building

### STRENGTH

- Increased mobile computer capacity

### STRENGTH

- Total compliance with city, state and federal building codes and standards

### STRENGTH

- Active engagement of families through multiple conduits: Family Center, social media, teacher outreach, curriculum nights, Open House, community partners

### STRENGTH

- Effective external partnerships with community organizations and institutions of higher learning that have a



positive impact on students and families

**STRENGTH**

- Have a positive impact on students and families

**STRENGTH**

- Staff investment in the success of the students, where many attended high school themselves

**STRENGTH**

- Use of the building as a community resource

# Standard 7 Needs

<b>NEEDS</b>
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- Increase budget for supplies

<b>NEEDS</b>
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- Increase funding for capital improvements for the following: auditorium, all bathroom facilities, update heating system, add an air-conditioning system, and increased science labs.

# Critical Strengths, Critical Needs, and Two and Five Year Plan

## CRITICAL STRENGTHS

- All stakeholders were involved in the creation and integration of the Core 4 Values and the implementation and assessment of the EBHS 21st Century Learning Expectations.
- Core instructional practices across classrooms include the following: a school-wide Instructional Focus, Understanding by Design (UbD), Board Configuration (BC), EBHS Lesson Plan Template, cognitively-demanding tasks, collaborative instructional strategies, ASPEN, and peer observations.
- The curriculum is written in a common UbD format inclusive of the school's 21st Century Learning Expectations and performance assessments that include the use of school-wide rubrics.
- East Boston High School is cultivating a mutual understanding around what cognitively demanding tasks are through the use of a common framework (Hess Matrix) and daily Administrative Team visits that include feedback on levels of rigor in learning tasks.
- Teachers and administrators are involved in research-based instructional leadership activities, including Instructional Rounds, Teacher Teams, collaborative practices and extensive opportunities for Teacher Leadership.
- EBHS staff regularly collects, disaggregates and analyzes various sources of data to inform and improve instruction and address inequities in student achievement.
- EBHS has a safe and nurturing school environment that instills in students the school motto of “Class Pride Tradition” through a series of acknowledgements, disciplinary practices, and celebrations throughout the year.
- East Boston High School has support systems in place to ensure that students who are “at risk” receive timely academic and socio-emotional interventions through a multitude of strategies such as an efficient referral process, credit-recovery and re-engagement programs.
- EBHS health services and the on-site branch of the East Boston Neighborhood Health Center provide comprehensive health services to our students
- EBHS serves specialized populations with targeted programs and supports for student success including ELL, SLIFE, Special Ed/OSDC, 9th Grade Academy, athletic programs, and JROTC.
- Active outreach to families through multiple conduits: Family Center, social media, teacher outreach, Curriculum Night, Open House, community partners and use of the building as a community resource.
- Effective and long-standing use of external partnerships with diverse community organizations and institutions.

## CRITICAL NEEDS

- Data analysis of 21st Century Learning Expectations rubrics to adjust and inform instruction
- Continue to work towards developing an integrated approach to curriculum design using the UbD framework with both horizontal and vertical alignment
- Explore instructional opportunities in the 80-minute block schedule to augment elective course choices for ELL students.
- Increase two-way opportunities for families and community members to be actively engaged in the EBHS

community

- Re-invent the library as a center for research and innovation. %u2028
- Funding for capital improvements for the following: auditorium, all bathroom facilities, update heating system, add an air-conditioning system, and increased science labs.
- Continue to invest in current and emerging technologies including staff development and necessary technological tools.

## **TWO YEAR PLAN**

- Use illuminate platform to improve data analysis of 21st Century Learning Expectations rubrics to adjust and inform instruction.
- Continue to vertically align, write and implement curriculum using rigorous standards based unit design using the UbD framework.
- Continue to improve two- way communication, with family and community, using a variety of strategies that actively and regularly communicate respectively and effectively with families in ways that value home culture and language.
- Continue to invest in current and emerging technologies including staff development and necessary technological tools.
- Develop teachers' ability to create high-level tasks as well as implement collaborative practices for increasing student engagement.
- Increase effectiveness of teacher teams.
- Explore instructional opportunities in the 80-minute block schedule to augment elective course choices for ELL students.

## **FIVE YEAR PLAN**

- Use principles of Cultural and Linguistically Sustaining Practice (CLSP) to create curriculum that meets the needs of our diverse population.
- Continue to vertically and horizontally align curriculum using an integrated approach
- Examine opportunities for increasing inclusion for Special Ed. students.
- Re-invent the library as a center for research and innovation. %u2028
- Explore funding for capital improvements for the following: auditorium, all bathroom facilities, update heating system, add an air-conditioning system, and increased science labs.

# School-Wide Rubrics or Other Criteria for Success of Learning Expectations

## SCHOOL-WIDE RUBRICS OR OTHER CRITERIA FOR SUCCESS OF LEARNING EXPECTATIONS

### Related Files

- [2017-09-24-10:07\\_civic-21st-century-skills-rubric.pdf](#)
- [2017-09-24-10:07\\_social-21st-century-expectations-rubric.pdf](#)
- [2017-09-24-10:07\\_self-directed-independent-learners-21st-century-skills-rubric.pdf](#)
- [2017-09-24-10:08\\_digital-literacy-21st-century-skills-rubric.pdf](#)
- [2017-09-24-10:08\\_critical-thinking-21st-century-skills-rubric.pdf](#)
- [2017-09-24-10:08\\_communicative-literacy-21st-century-skills-rubric.pdf](#)